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FROM THE EDITOR

Dear Readers,

I take this opportunity to welcome you to read our Newsletter issue No. 29 with pleasure.

There have been a number of activities which took place this year such as the Medical Education and Agriculture, Forestry & Environmental Management Specialized Committee meetings. Brief reports for the above meetings have been included in this Newsletter.

On August 22nd –23rd 2004, the Inter- University Council for East Africa (IUCEA) organized for the first time in its history, a meeting for the Chancellors and Vice-Chancellors of the Public and Private universities in East Africa to share their experiences and define a way forward for the Higher Education in the region.

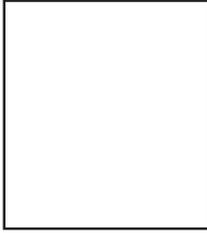
We have published in this issue, one of the keynote addresses given at the meeting, that is Prof. Bethwel A. Ogot - Chancellor, Moi University .

Our editorial policy is to provide news and features on the events taking place at the member universities and on the activities of the Inter-University Council for East Africa, thereby facilitating contact and cooperation amongst the East African universities.

The IUCEA Newsletter is being published twice a year-in March and September. I wish to appeal to the Public Relations Officers of the member universities to send news and other features on the events taking place at their respective universities to us desk on the contact address(es) below:

Ms. Lilian D. Amri
 The IUCEA Newsletter Editor
 Inter-University Council for East Africa
 3rd Floor
 East African Development Bank Building
 Plot 4 Nile Avenue
 P.O. Box 7110, KAMPALA, Uganda
 Tel. No.: 256-41-256251/2
 Fax. No.: 256-41-342007
 E-mail: lamri@iucea.org/iuc@infocom.co.ug
 intervarsity@africaonline.co.ug
 Website: www.iucea.org

STATEMENT FROM THE EXECUTIVE SECRETARY



Prof. Chacha Nyaigotti -Chacha

I am pleased to see a release of another IUCEA Newsletter. This is one way available for the member institutions to share some information with all stakeholders in the region. Take your few minutes to peruse through and appreciate the tremendous transformation that higher education institutions are going through.

To us at the Inter-University Council for East Africa (IUCEA) secretariat, it is always a joy to serve the universities in the East African region and the three Partner States of the East African Community. Since the revitalization of IUCEA in 2000, we have continued to enjoy unreserved support from our principal funders-Kenya, Tanzania and Uganda, member universities and international organizations. We recognize this support and vow to continue charting out the future activities of IUCEA in tandem with the expectations of the stakeholders.

A number of events have unfolded in the realm of higher education in East Africa. We have witnessed in the recent past a proliferation of private universities as well as privately sponsored students in public universities. The growing number of students of varying age brackets has brought to the universities new challenges in academic and social spheres. Another positive development has been the appointment of new university chancellors in public universities who are not Heads of State. We recently had a joint meeting of “civilian” Chancellors and some Vice- Chancellors and the lessons we got were enormous. Higher education is on the move and we at IUCEA feel honoured to be part of this phenomenal change.

Individual universities in East Africa are positioning themselves to compete and remain relevant in the globalized arena where it is only the best that will survive.

Have an enjoyable time with our newsletter.

Prof. Chacha Nyaigotti-Chacha
The Executive Secretary
IUCEA
Kamapala

September 2004

PROF. F I B KAYANJA, RECEIVES HIGHEST ACADEMIC AWARD BY THE GOVERNMENT OF FRANCE

On February 20, 2004, Professor Frederick Kayanja, Vice-Chancellor of Mbarara University of Science and Technology and Chairman of the Governing Board of the Inter-University Council for East Africa received the **Commandeur de l'Ordre des Palmes Academiques** from the Government of France. This award was created by Napoleon Bonaparte in 1808 to recognise academic excellence in France.

The Executive Secretary of the Inter-University Council for East Africa and the entire staff join the IUCEA Governing Board and the entire academia in congratulating Professor Kayanja most warmly for obtaining this award.

Full excerpts of the French Ambassador's speech during the awarding ceremony at his residence in Kololo and Professor Kayanja's acceptance speech are given below.

Speech by Ambassador of France to Uganda, His Excellency Jean Bernard Thiant, on the occasion of presenting to Prof. F I B Kayanja the Award of Commandeur de l'Ordre des Palmes Academiques.

Professor Frederick Kayanja was born in Mbarara, Uganda on 4th August 1938.

He received primary and secondary school education at King's College Budo one of Uganda's most prestigious schools and, at an early age, did extremely well.

He did the preliminary science course taking Biology, Physics Chemistry and Mathematics at Makerere University College before it eventually became Makerere University.

He left Uganda after winning a scholarship and was admitted at the Royal Veterinary College of the

University of London. On completing the pre-clinical course, he proved to be the best student of his class.

He left the Royal Veterinary college to enter University College Medical School to read human anatomy. After passing the examinations with the highest honours he returned to the Royal Veterinary College to complete the Veterinary Clinicals.

He now joined the University of Oxford, Nuffield College, and the Radcliffe Hospital. He researched the blood supply to bones at the Nuffield Orthopaedic Unit under the Professor Truetta, the world re-known Professor of Orthopaedics. Under Professor Truetta, Professor Kayanja did brilliant research on the role of the blood vessels in the osteogenic process. For this work, which has withstood the test of time, he was honoured by the College only two years ago.



*Professor F. Kayanja receiving the certificate of the award of Commander de l'ordre des Palmes Academiques from the French Ambassador to Uganda Mr. Jean Bernard Thiant Feb. 20, 2004
Courtesy F. I. B. Kayanja*

Professor Kayanja did a sandwich doctorate degree between the University of Cambridge, and the University of East Africa. Under Professors Short and Amoroso, the famous reproductive physiologists of the University of Cambridge, Professor Kayanja shifted from bone research to work on reproduction, and especially the ovary, which effort has also brought him recognition and medals by world academies.

Professor Kayanja has shared his research prowess with many MSc and PhD students he has supervised. He still continues to teach and supervise. He has well over one hundred publications in international refereed journals and has published books as well. He has developed research interest in

disease, which afflict humans, animals and birds. As a serious researcher and knowledgeable scientist he has played his part on the subject of emerging infectious diseases.

The French Government recognises an outstanding scientist who has bent ever backwards to facilitate the collaboration of our Government in research programmes in East Africa. Our Government recognises his academic achievement and also takes note of his wisdom in knowing that research has no boundaries or borders. It is only the brilliant and exceptional scientific academic who does not succumb to the insulated atmosphere and thinking of the laboratory. Professor



Kyanja avidly looks for co-operation and the Embassy of France has greatly benefited from his persistent drive for collaboration in the interests of excellent science.

In view of the above, The French Government has decided to decorate and honour Professor Kayanja by awarding him the highest academic title of the **Commandeur de l'Ordre des Palmes Academiques**. This award was created by Napoleon in 1808 to recognise Academic Excellence in France. The document of the award is signed by the Prime Minister of France and it is my honour and privilege to present it to you, Professor Kayanja, today on 20th February 2004. May your achievements continue to be recognized.

ACCEPTANCE SPEECH BY PROFESSOR FREDERICK KAYANJA

Your Excellencies
Honourable Ministers
Other Dignitaries
here present
Ladies and Gentlemen

Usually I am never short of words. However, at this material time, I am truly dumbfounded. This honour comes as a thunderbolt out of a clear blue sky.

I am humbled, your Excellency, that a simple Ugandan, like me, can be considered and actually found worthy. This says a lot for France. My Francophone friends have always preached to me about French evaluation, which is always above race, colour and creed. I now know and would like my fellow countrymen also to know that it is true. How otherwise, could a simple Ugandan, like

me, be considered and found worthy of this award?

At the outset, I wish to thank the French Government for not only having considered me, but also for finding me worthy of this exceptional award of the **Commandeur de l'Ordre des Palmes Academiques**.

I am a strong believer in the words of Dr Mead who said, and I quote, **"I must admit I personally measure success in terms of contributions an individual makes to her or his fellow human beings."** I now know, your Excellency, that your Government has recognised my humble contribution by way of my research efforts and toils in Academia.

I also realise, your Excellency, that your Government is saying to me, using the words of Jonas Salk that, and I quote, **"The reward for work well done is the opportunity to do more."** The reward has rekindled my resolve to do more.

This honour is not for my family, my relatives and friends alone. It is an honour to Ugandans and to my country. It is a reward to all colleagues involved in Research and Academia and also to those who benefit from it.

This honour recognises the institution where I work. Mbarara University of Science and Technology is greatly honoured. I put on record the message of thanks to your Government, your Excellency, from my colleagues,

the staff of MUST and my students who now know that good work stands the test of time and can be rewarded. We must hold steadfast to the advice of Lombardi that, and I quote, “**The quality of a person’s life is in direct proportion to their commitment to excellence, regardless of their field of endeavour.**” My fellow countrymen, let us renew our commitment to excellence.

I am a family man. Sometimes I have been guilty of devoting more time to research and Academia than, I know, I have devoted to the family. I am, however, a very fortunate man because I have an angel for a wife. Your encouragement and understanding are exceptional, Madam Beatrice Kayanja.

Your Excellency, through you, I send my humble acceptance of

this prestigious award to your Government. I know that the award was established by Napoleon Bonaparte in 1808 as a decoration for deserving scholars in your country. I humbly accept to become part of this history today.

I am deeply indebted to your Excellency and your Embassy staff for the part you have played. I will, as long as I live, be grateful to you all and your great Nation.



The Lake Victoria Research (VicRes) Initiative

By Z.A Ogutu, Project Coordinator

Introduction

In an effort to meet its objectives of supporting research that will contribute towards sustainable livelihood and environmental restoration, VicRes has since March 2004 undertaken different planned activities as reported below:

VicRes Annual General Meeting

In accordance with VicRes organisational structure, the AGM is the supreme organ for decision-making of the initiative. It also serves as an important forum for sharing of research findings and results of funded (and related) projects. The first annual general meeting was held between 5th and 8th May 2004 in Jinja, attracting 128 participants drawn from Universities and Research Institutes in East Africa and the EAC Secretariat. Also present was staff from the Swedish Embassy in Uganda and Prof. Staffan Wiktelius, representing Sida/SAREC, Stockholm. While VicRes sponsored two members from each stakeholder institution, the

secretariat wishes to thank those universities that used their meagre resources to sponsor more scientists to attend this very important meeting.

In response to interim research findings and results presented on the on-going 13 projects, participants challenged beneficiaries of VicRes funding to work closely with policy-makers without losing touch with the end users of the information that is generated. Participants were concerned particularly with the science in the on-going research and whether or not emerging options for sustainable livelihood are taking into account real situations on the ground. The meeting also received findings of baseline studies on Land Use Research from the Lake Victoria basin undertaken by Prof. W. Gombya Ssembajwe (Uganda), Prof. P.Z Yanda (Tanzania) and Dr. Asenath Omwega (Kenya). Research gaps identified by the baseline studies included:

- Failure of past studies to link research findings and results with livelihood issues; coupled

with this is poor dissemination of findings

- Failure of past studies to offer strategies for optimizing benefits from various land uses; identifying poor marketing structures as a key obstacle

The draft reports were given to participants for reaction and comments. This meeting was also used to distribute the 2003 baseline reports on wetlands research.

2004 Proposal Submission and Peer Review

Team building for joint (regional) proposals is one of VicRes’s unique achievements. Between January and March 2004, the project coordinator held a series of consultations with potential researchers, collecting contacts and topics/concepts that were to be used for team building. A total of 17 universities and 2 research institutes were visited. After compilation, the list was circulated to those who had provided contacts plus all scientists in VicRes mailing list. More researchers were reached through brochures and posters sent to potential institutions and through adverts made in

different daily newspapers in respective countries.

Through e-mail communication, the scientists formed teams for proposal writing. Those scientists, who had not met before, were given opportunity for consultations during a one-week workshop held in Nairobi between March and April 2004. A total of 91 proposals

was received by the deadline of 15th April 2004. After administrative review (done by VicSec assisted by VicSac – Uganda Chapter), 43 proposals were forwarded for peer review. The rest were rejected for failing to meet VicRes criteria of *inter lia* being regional and focusing on either land use or wetland theme. VicRes has an elaborate

network of peer review process involving scientists from East Africa and abroad (in Europe, America and Australia). The peer review reports have been received and are awaiting discussion by the scientific advisory committee (VicSac). Final decision on this year's funding will be communicated to all scientists who participated by end of July 2004.



Participants of the team building workshop held in Nairobi

EDUCATION QUOTATIONS

There is no need to EDUCATION. It is not that you read a book, pass an examination, and finish with EDUCATION. The whole of life, from the moment you are born to the moment you die, is a process of learning.

By Jiddu Krishnamurti

If we help an educated man's daughter to go to Cambridge are we not forcing her to think not about EDUCATION but about war? -- not how she can learn, but how she can fight in order that she might win the same advantages as her brothers?

By Virginia Woolf

Knowledge without EDUCATION is but armed injustice.

By Horace

Intelligence appears to be the thing that enables a man to get along without EDUCATION. EDUCATION enables a man to get along without the use of his intelligence.

By Albert Edward Wiggam

FELLOWSHIP FINAL REPORT

By Pamela Mafabi Muduwa - 1st Round IFP Fellow

PROGRAM DESCRIPTION AND EXPERIENCE

The LL.M program in dispute resolution at the University of Missouri-Columbia is conducted by the Centre for the study of Dispute Resolution (CSDR), housed in the School of Law. The Centre opened in 1984, but the LL.M program started only in 1999, as the first ever Master of Laws degree exclusively devoted to dispute resolution. The program has since gained a top reputation in the dispute resolution field in the United States of America and around the world. The CSDR boasts a proud history of achievement, high standards, a distinguished group of faculty and scholars who have had a significant impact on legal education and the growth of dispute resolution practice.

The program was adequate in meeting my training needs and professional development. I dare say however, that it surpassed any expectations I may have had in as far as my personal development relates. Through the "Understanding Conflict" module, I was able to resolve my own inner conflict and to touch base with many aspects of myself that I never knew existed. I literary found myself, thanks to the very able Professor Len Riskin (founder of the CSDR).

Grounded in a strong theoretical base, the program explores the policy, design, practice and ethical issues related to alternative dispute resolution (ADR) and translates theory into real world practice. In the Mediation Clinic for example, I was able to mediate real cases filed in the Thirteenth Judicial Circuit of the State of Missouri,

cases referred to the CSDR from the U.S. District Court for the Western District of Missouri, cases referred from the Missouri Commission of Human Rights, and cases from individuals, businessmen and organisations who came to the CSDR for resolution of their disputes. The LL.M externship, which took me to the Federal Judicial Centre in Washington D.C., exposed me to dispute resolution systems design and implementation activities in the Federal Courts. I had the rare chance of sitting in on an induction training for newly appointed Federal Court Judges from all over the United States. I would recommend the program for any one who wishes to start a career in dispute/conflict resolution and the teaching of the different methods of dispute resolution.

FELLOWSHIP EXPERIENCE

I was able to appreciate, through interactions with other scholars on different fellowships, the fact that the IFP Fellowship is a prestigious one, offering a comprehensive package to its beneficiaries.

The Professional Enhancement Fund was particularly useful, as I was able to attend professional conferences and trainings, through which I made very useful contacts. The American Bar Association Section of Dispute Resolution annual conference (2003) was one such conference, and through contacts made then, I was able to attend the subsequent one (April, 2004) in New York.

I also appreciated the Leadership for Social Justice Institute, which for me was very timely, coming as it did, when I was just preparing

to return home to use the skills I had gained during my program in another job. After a whole year of studies in flat (but beautiful) Columbia, the Leadership Institute was for me what I would describe as a working vacation in hilly, chilly but very beautiful Brattlesboro (the land forms in Vermont made me homesick, seeing how similar to my own home in Mbale/Sironko).

However, I am of the opinion that the IFP policy of non-adjustment in awards is too rigid. While I appreciate the need for consistency and the need to avoid an influx of requests for adjustments in the awards (upwards usually), I believe that each case should be considered on its merits. In my considered view, a fellow who has been living in a small city (like Columbia-MO), but who is moving to a bigger city (like Washington, D.C.) for an externship should not be denied an increment in living allowance for that period of the externship, just because of the policy on discouraging upward revisions of allowances. This is what happened in my case, and I did not think the rigidity was called for.

POST FELLOWSHIP WORK

On returning home, I resigned my judicial position, mainly because the adversarial setting in the courts was no longer comfortable for me, after a year of studying more conciliatory approaches to dispute resolution. I accepted a position with the Legal Aid Clinic of the Law Development Centre, based in Kampala, the capital city. The Law Development Center is the only institution that offers the requisite training for all law graduates who intend to join the Ugandan Bar.

The Clinic has two mandates; that of legal training and a public defender mandate.

In its training mandate, the clinic offers clinical legal education (CLE) to aspiring Advocates, giving them a chance to test the real world with real clients (experience-based learning), and instilling in them a sense of service to the community. Through my new position, I have been able to influence changes to the curriculum to incorporate ADR aspects in the budding lawyers. I have successfully participated in a training of trainers (LDC teaching staff) in ADR mechanisms and am presently working on a training manual to guide the teaching of ADR at the Center.

Under its public defender mandate, the clinic provides free legal services, including court representation for indigent members of the community, with particular focus on access to justice for children in need of care and protection, and children in

conflict with the law. This mandate also extends to adults charged with petty offences, who can be represented by the students through the CLE program. My new job is interesting and allows me to use skills acquired during the LL.M program. It is also fulfilling as it involves contributing to making real changes in the world through daily interactions with those who would otherwise have no access to justice. However, it is also overwhelming in terms of numbers of those who need the service vis-à-vis those who provide it. I am glad to report that I have successfully applied the leadership and networking skills acquired in the Leadership Institute in helping co-ordinate a network of Legal Aid Service Providers in Uganda, in a bid to map out a viable strategy in extending the service to all parts of the country (especially the rural communities where the illiterate and poor live). This is an experience I would be very happy to share with other Fellows, legal aid service providers and any

other interested persons whenever and wherever the opportunity arises.

CONCLUSION

Nevertheless, I greatly appreciate the opportunity that Ford-IFP accorded me to develop myself professionally and personally. I do pledge my total commitment to the cause of justice for all, and look forward to a future of achievements for the good and dignity of all mankind. I also hope that it will still be possible to get another opportunity for further studies, as my new job already reveals the need for it, especially in relation to access to justice for people in conflict-affected areas, internally displaced people, refugees and the whole process of post-conflict access to justice. This would greatly improve not just myself, but also the impact that I would make in improving access to justice and the respect for human rights of people living in conflict-affected areas like northern and some parts of Eastern Uganda.

Contact: pamud2001@yahoo.com



APPRECIATION

By Lwogose Vencia- 1st Round IFP Fellow

Undertaking higher education particularly at Masters and PhD level is a desire that many people have but are incapacitated partly because of the inability to meet the high costs in terms of tuition fees and maintenance costs. If one happens to get a scholarship /fellowship to undertake further studies, he/she must show appreciation for such support. It is on this note that I extend my heart felt appreciation to the FORD FOUNDATION

INTERNATIONAL FELLOWSHIP PROGRAMME for awarding me a fellowship through which I managed to study and complete a Masters of Arts degree in Economics of Education at the Institute of Education (University of London).

In the same spirit, I salute the staff of the Inter-University Council for East Africa (IUCEA) for collaborating with the FORD FOUNDATION to administer the Ford Foundation International Fellowship Programme. Long live IUCEA.

The IFP gave me wide exposure ranging from academics to social life. At the University of London, I had access to a well-stocked library and met experienced and supportive lecturers. I am proud of the skills I acquired during this period some of which include: a more independent skill of academic study and inquiry; applying research skills to the testing of hypothesis about association and causality between variables; an analysis and evaluation of view points in relation to education

policy from an economic perspective. Some of the professional skills acquired included: an understanding and critiquing a range of methods of academic appraisal and evaluation applied to education; making informed judgments regarding education policy and policy formulation; ICT skills in obtaining and evaluating information from the internet and in using software to manipulate, interpret and present qualitative data.

The fact that the scholarship gives freedom to fellows to study in any university of their choice provided an opportunity for me to leave my country of origin for the first time. I achieved a historical journey overseas, which widened my exposure. I was able to join a university of outstanding reputation, (Institute of Education, University of London) where many renowned educationists have studied. The Institute of Education is a post graduate college with a distinguished reputation as a world center for research and teaching in all aspects of practice, theory and policy in education and related fields. The college has a world-class education library in the world, experienced and competent lecturers who are supportive.

Furthermore, the scholarship package includes an invitation of fellows to participate in various leadership – building activities, in

areas such as advocacy, communication, conflict resolution and strategic planning. Such conferences enhance cohort building and allow fellows to interact among themselves, which helps to build both an international perspective and international network.

I have been humbled by the experience and exposure I got through the IFP scholarship. I now have the confidence to offer a service to society. I have chosen the challenge to change lives of suffering children. I recently visited GULU- northern Uganda an eighteen-year war zone. I went to one of the camps to assess the situation there. The children were malnourished, inadequately sheltered and with little prospect of access to education due to constant fear of abduction and being killed by Kony rebel soldiers.

One child came to me and said, “I don’t know where my parents are. The rebels took my elder sister. I don’t want to be here. Can you take me?”

I believe that the world can provide an answer to such children. Suffering children need friends to help them live a fuller life. The children represent a generation and the world cannot afford to lose them.

I am developing an idea of setting up a non-government organization,

through which I will convey support to the children in the area of:

- ◆ Early child hood development
- ◆ Education support
- ◆ Child shelter
- ◆ Environmental protection
- ◆ Etc

Currently I am identifying volunteers to work with and I know we will stand the test of time through dedication to quality, accountability and the determination to succeed.

As I strive to achieve this goal, I will maintain an environment of friendship, cooperation and respect for those supporting this dream.

Once again, I express my gratitude to:

◆ Ford Foundation & Inter-University Council for East Africa
God bless you abundantly, and thank you for all your support in facilitating my education.

◆ The lecturers
Thank you for moulding us. There is no doubt that the success lying ahead of us will be a derivative of the functions you have played in our lives

Commitment

With the confidence I now have, I pledge my determination to impact society, God being my helper. ☹

contact: vlwogose2002@yahoo.com

QUOTATION

You can learn new things at any time in your life if you're willing to be a beginner. If you actually learn to like being a beginner, the whole world opens up to you.

By: Barbara Sher

[Tour and Travel]: Touring the ancient citadels of Oaxaca in Mexico

By Aaron Mushengyezi, PhD Student at the University of Connecticut-1ST round IFP Fellow

Even as I sit here hunched over my notebook in London-Heathrow's Terminal Four awaiting my flight connection, memories of Oaxaca still flood my mind. I mean, Oaxaca is one place in Mexico you must visit before you die! Talk about Mexico (by the way, folks there call it "Mehiko") and one immediately thinks of those popular Spring break resorts like Cancun, teaming with young men and women in skimpy beach gear, tanning themselves in the sea sands. Forget about that - unless, of course, you want a high dose of adrenaline boiling in your veins. If you ask me, Oaxaca (you have to say "Wahaka" to get it right) is the place to go next time you head down to Mexico. And make sure you explore its ancient citadels of Monte Alban and Santo Domingo. Even renowned English poet, D.H. Lawrence, once fell in love with the place praising Oaxaca as a place created for the communion of souls.

For one thing, if you hail from Africa you easily feel at home in Mexico. You see, Mexicans have this infectious warmth that foreigners can't resist when they come to East Africa. It has something to do with the nice climate, I think, because Mexicans—just like Africans—do not have to endure the stress of six frozen months in winter like many folks do in North America. How do you convince a fellow from Africa that temperatures here in Connecticut can plummet to single digits as low as -8F (-22C)? That is precisely the record low we hit not so long ago. With water freezing in the pipes,

cars failing to start, and schools shut down unceremoniously, I swear I could have given anything—even my life on the cross—to get out of Storrs! So I sighed with relief when I learnt I was among the few lucky participants who were sponsored by the Ford Foundation's International Fellowships Program (IFP) to attend a Leadership for Social Justice (LSJ) training in Oaxaca, facilitated by the School of International Training and the Advocacy Institute.

It was warm and nice when we landed in Mexico City. It is a huge, beautiful metropolis with about 24 million people crammed there. In short, you can fit the whole population of Uganda in Mexico City! No wonder it is the largest city in the whole world—perhaps challenged only by Los Angeles. I have always thought that if you speak English, you can survive anywhere in the world. Not in Mexico, thank you very much. I should have known better—I mean after the little stint I had with Espanol at the Mexican Consulate in New York when I went for my visa. You see, I wanted to use the toilet. So I entered the hallway and suddenly two doors stared at me: one said *Hombres* and another *Mujeres*. Nothing in English. No gender labels. *Mujeres* sounded more masculine to me. I hesitated to see if a lady would emerge from one of the doors. No chance. Suppose I go in and meet a woman there, with her smalls below the knees...? This is America, you know: you don't want to get messed up in lawsuits for sexual harassment! I beckoned the guide.

"Excuse me, sir, which is the...eer...door for Men?" "*Hombres*" he pointed, laughing. Serves me right! I should have first sorted out some Espanol basics like *¿Cómo es usted?* (How are you?), or *¡Muchos gracias!* (Thank you very much!), etc.

You probably think I am exaggerating. Didn't our colleague from Nigeria fail to buy a snack in Mexico airport? She tried all kinds of basic English grammar until she gave up. Soon she emerged empty-handed to narrate her ordeal with Spanish. "You should have used gestures," I insisted. Soon it was my turn to prove my hypothesis. I tried phrases, then single words, and finally morphemes.

"*¿Usted habla Inglés?*" the bemused attendant asked laughing. "Tea, I want tea," I mumbled, not sure whether they were saying I'm an idiot or something.

Forget it. I cupped my left hand to make the shape of a saucer. Then with my right hand, I held an imaginary "cup" and sipped tea out of it.

"*Te? Si. Te negro?*" the attendant nodded.

"Negro" must be "black," I figured—black tea. I nodded back. Then I held out my left hand and started peeling it like a banana to her amusement. It worked.

"*Gracias!*" I said as I sauntered back to my group to show off my first meal of the day.

This little stint at para-linguistic communication was to prove invaluable later, actually, when I had to sustain a "conversation" over dinner with a Brazilian participant who only spoke Portuguese. Don't ask me how it

all went, but I remember we laughed a great deal. I can tell you, though, that outside the conference translation facilities, the whole melee of languages reminded me of that TV comedy, *Mind Your Language*. And that was our first major lesson in Latin America: people are so proud of their language that they do not give a damn about English. Now I understand why our hosts had to send guides to take us through customs.

After another hour on an internal flight, the mountain city of Oaxaca finally beckoned us. The place is a must see. Its topography is breathtaking to behold. The city lies in some sort of extinct volcanic crater that was once a lake, probably in the tectonic age. When you take a ride up the winding roads to the mountains of Monte Alban or Santo Domingo and you behold the city spread below you like a multi-coloured painting, you simply can't resist the temptation to pull out a camera and click away. Monte Alban is an amazing archaeological treasure tucked away from civilization, to which tourists flock in droves every year. Here you find well maintained

ruins of the ancient citadel of the Zapotec empire, which flourished from 500 BC to 800 AD. The Zapotecs had an amazingly advanced civilization with a written alphabet and numeric system, and they used a calendar with 365 days.

On these mountain tops, the Zapotecs built their fortresses to defend themselves against external attacks. Their civilization was finally taken over by the Mixtecs, who were in turn defeated by the Aztecs until the Spanish conquest in the 16th century. Strewn over the mountain top are remnants of rugged stone walls, columns and arenas which have defied time and the onslaught of nature's elements. Some are built out of curved stone and stucco and still have visible engravings on them. Our guide reeled off ancient accounts of this citadel and by the end of the tour we had nicknamed her "Precisely" because she began every sentence with that word.

Now it was time to buy souvenirs at the Monte Alban Museum. I think our government officials could learn a few lessons in

modern tourism management if they visited places like these. Then they would know we are sitting on a gold mine. For, in Oaxaca, they do not just narrate to you the history of Monte Alban; they also build a modern block next to the site, replete with a shopping centre, cafeteria, gift shop, etc so that the visitor spends extra dollars. For us we let visitors go to Kasubi Tombs, for instance, only to tell them stories about the *amasiro*. This is something our tourism departments need to understand: tapping opportunities. Your visit to Oaxaca is not complete if you don't check out Santo Domingo, the epitome of Medieval and Renaissance European architecture. Built by the Dominican friars in the 16th century, the church stands elegantly with a magnificent Spanish baroque green façade, and a visibly lavish interior with golden arches. Next to the Church is the Santo Domingo Museum. Formerly a convent, it is a huge complex with innumerable eerie passages, former meditation rooms for monks, an archive, etc. Viewing the botanical gardens from the top floor is phenomenal,



Some of the IFP Fellows at Monte Alban, Daxaca (Aaron is 3rd from left)

for here you see hundreds of plant species which have been preserved from extinction. Recently renovated after government had turned it into a military garrison, Santo Domingo now looks a class apart; a masterpiece of art.

In downtown Oaxaca, another must-see is the *Zocalo*, the heart of the city. Bordered by an ancient Cathedral and the government palace on one side, and the *Andado Turistico* on the other, the *Zocalo* is the fun place to hang out with buddies. You can try out the local potent gin *Mescal* (their changaa, or Uganda Waragi), if you want, but in no minute you'll be calling a dog a god! The *Andado Turistico* is the place to go if you want fancy tourist shops for souvenirs. I loved the central market most, with all kinds of colourful Mexican textiles, handicrafts, sandals, etcetera, at bargain prices.

Undoubtedly, the site visits we

made to various projects in Oaxaca revealed that there is a lot we can learn from Mexico: their modern management of tourism infrastructure; their efforts at empowering marginalized groups through various projects for women, street children and indigenous peoples (in Oaxaca state, the question of indigenous people's rights is a hot one); the environmental projects like preserving indigenous plant species many of which have medicinal value; or even the way they have reclaimed indigenous crops for food security and poverty reduction, e.g. certain highly nutritious cereal, *amaranto* (amaranths), which the Spaniards had banned as a weapon to subdue the resistance of the local people, has been reintroduced and is now widely grown in Oaxaca.

That, in a sense, was the objective of the Leadership for Social Justice training and vision as

Dr. Joan Dassin, the Director of the IFP, and other Ford Foundation Executives shared it with us: to exchange ideas and to network with other people on how to improve conditions in our own communities. In essence, social justice is all about charting out strategies for creating a more free and equitable society. But LSJ was not just a training program; it was also a great opportunity to meet and establish networks with people from all over the world, and we each carried enduring memories of the Oaxaca spirit that embodied the great moments and visions we shared in Mexico.

The Mexico program was a great opportunity to meet and establish networks with people from all over the world, and we all cherish fond memories of the great experiences we shared there—the very quintessence of the “Oaxaca spirit” that embodied the great moments and visions we shared in Mexico.

Contact: aaronmushengyezi@yahoo.com



A REPORT ON THE PROCEEDINGS OF THE MEETING OF THE SPECIALISED COMMITTEE ON AGRICULTURE, FORESTRY AND ENVIRONMENTAL MANAGEMENT WHICH TOOK PLACE AT IMPALA HOTEL, ARUSHA, TANZANIA ON 23 – 24 FEBRUARY, 2004

A meeting of the Specialised Committee on Agriculture, Forestry and Environmental Management was held on 23rd to 24th February, 2004, at Impala Hotel, Arusha Tanzania. Participants came from, Egerton University, Kenya, Jomo Kenyatta University of Agriculture and Technology, Kenya, Moi University, Kenya, University of Nairobi, Kenya, Kenya Agricultural Institute (KARI) Kenya, Sokoine University of Agriculture, Tanzania, Ministry of Agriculture and Food Security,

Tanzania, Forestry Training Institute, Tanzania, Makerere University, National Agricultural Research Organisation (NARO), Uganda, National Environmental Management (NARO), Uganda, Environmental Alert (NGO) Uganda and IUCEA, Kampala Uganda.

The discussions were focused on the need to improve teaching of agriculture and related disciplines in the Universities in the East African region. Special reference was

made to the popularisation of agriculture which is the mainstay of the economies of the Partner States of the East African Community and region. Participants were urged to come up with a common position for the good of the region and as they collaborate to bring about development and growth in East Africa.

A number of papers were presented on the following topics:

- ◆ **Harmonisation of Curricula**
Members agreed that it was

very important for the region if the Curricula was harmonised and made user-friendly through dynamic agricultural programmes that were relevant to the East African situation.

◆ **Collaborative Regional Research Programmes**

It was noted that collaborative regional programmes were not effective and the need to revamp this collaboration could not be overstated. National Environmental Institutions such as Kenya Agricultural Research Institute (KARI) and National Agricultural Research Organisation (NARO), Uganda, were key in cementing these collaborative activities. Similarly universities in the region could have an impact in a joint effort to solicit for funding from donors in order to enhance regional research and collaboration.

◆ **Exchange of Teaching and Research Material**

Interaction through teaching and research materials was another way of enhancing collaboration. It was agreed that that promotion of interaction of university and research scientists from institutions within the region through visits including sabbaticals and attending of regional events such as university agricultural exhibitions will facilitate bridging of the gap which currently exists among the

institutions of higher learning.

◆ **Agricultural and Natural Resources Education, Universities and Civil Societies Linking Tertiary Agricultural Education with Rural Agricultural Industry**

The conditions for creating an understanding between universities and civil society were basically identified as:

- a) Cordial trustful relations between citizens
- b) Accountability
- c) Community mobilization towards a particular goal through implementation of diverse programmes and activities
- d) Participatory management as a gateway to sustainable agricultural development in the region

The linkage was therefore, emphasised as a tool for development of activities.

◆ **Regional Networking as a Tool in Collaboration**

Regional Networking was addressed as a strategy by stakeholders to work together to achieve a common objective. The key objective was **sharing of knowledge and skills**. With change in the technological environment, universities needed to network so that collectively they could overcome social, political-cultural and organizational barriers to collaboration. Important aspects such as exchanging teaching materials and staff

could be deployed where needed using the fastest means possible.

Following lively discussions on the second day of the meeting, the committee made the following recommendations.

Members agreed that:

- Production of the East African Agriculture and Forestry Journal should be revived. Members recommended that IUCEA should own the Journal.
- Strong collaborative linkages with existing regional and international organisations as well as civil society should be created.
- There should be harmonisation of the curricula within universities in the region.
- Promotion of interaction of university and research scientists from institutions within the region should be enhanced through visits, sabbaticals and other regional events such as University exhibitions, Agricultural shows, etc.
- A needs assessment for regional research programmes should be formulated to strengthen existing linkages as well as creating new ones.
- IUCEA should share the outcomes of that meeting as soon as they were ready with the relevant organs of the East African Community for action on some of the proposals from that meeting. ☺

HUMOUR

*If this is coffee, please bring me some tea; but if
this is tea, please bring me some coffee.*

By Abraham Lincoln

A BRIEF REPORT ON COMMITTEE FOR MEDICAL EDUCATION IN EAST AFRICA – 28TH – 29TH JUNE, 2004

A meeting of the Specialised Committee for Medical Education in East Africa was held under the auspices of the IUCEA on Monday 28th – Tuesday 29th June, 2003 at the Jinja Nile Resort, Uganda. It was attended by Deans of Faculties of Medicine, from Kenya, Tanzania and Uganda as well as Principals of Colleges of Health Sciences, Presidents of Medical Associations, Registrars of Nursing and Midwifery Councils and members of staff of IUCEA.

The Meeting offered a forum for discussion on matters pertaining to contemporary issues in the health sciences and how it is being handled within the medical schools in East Africa. The vision of the meeting was **“Better quality of health care through improved quality of health professions education in East Africa,”** while the goal was **“Quality health profession education through enhanced collaboration between Faculties of Health Science/ Universities in East Africa.”** Specific objectives of the meeting were outlined as follows:

- Take Stock of what is happening in East Africa in the field of Health Professions education
 - Identify challenges that need to be tackled
 - Identify best practises that need to be emulated and strengthened
 - Identify ways of addressing the challenges and strengthening best practices through collaborative efforts
 - Devise ways of supporting and hastening the realisation by the professional Councils to achieve mutual recognition of undergraduate qualifications in Kenya, Uganda and Tanzania
- Achieve consensus on harmonisation of post graduate health professions training in East Africa and specifically achieve consensus on:
 - ◆ What needs to be harmonised
 - ◆ The implications of harmonisation for the training itself and for subsequent employment and promotion of the graduates
 - ◆ What steps need to be taken for harmonisation to be implemented?
 - ◆ Where and how to mobilise the resources needed
 - Define the distinct roles of Universities and professional councils in health professional training in East Africa

Topics for discussion touched on areas of Innovations in Health Professionals, Traditional Medical Curricula, Community Based Education and Service, Harmonisation of MMed Programmes in light of the emergence of Professional Colleges. The Role of Research in HPE and the Human Resource Challenge.

In his keynote address, Prof. Kayanja, Vice-Chancellor, Mbarara University of Science and Technology emphasised the crucial need for **innovation** as an important key to the success of academic autonomy, growth in intellectual depth and breadth and satisfactory service to the communities especially in a world of today where much talk is now around programmes being community based.

Further, Prof. Kayanja underlined the need for research as a basis for academic excellence. He cautioned that in order to keep pace with the developments in the world today, research had to be

seriously addressed. The developing world had unique problems which had to be addressed through research.

Talking about the university as an institution of higher learning, Prof. Kayanja urged participants to follow a criteria that enhanced commitment to the search for and preservation of knowledge by teaching and research, adoption of the concept of free inquiry by its staff and the scholarly publication of their research findings as well as development of a fundamental commitment to the training of researchers and a realistic plan and mission to further enhance teaching and research ambitions. These, he said would act as a guideline to professionals on which to base their institutional growth.

Prof. Kayanja appreciated the fact that the medical profession in the region has continued to produce very good health workers who were able to function in remote stations where laboratories were still unknown and whose weapons in the battle against disease were the stethoscope and thermometer as aids to diagnosis. He concluded by alerting, however, that the era of working in the unknown was gradually vanishing and increasingly sophisticated equipment and methods were being adopted. He called for innovative approaches so that the quality of health education was not compromised.

In their recommendations, participants called upon bodies namely the Inter-University Council for East Africa, universities, East African Secretariat for Health and other health institutions to work in hand-in-hand to map out ways and means for harmonisation of MMed training

FROM THE SECRETARIAT

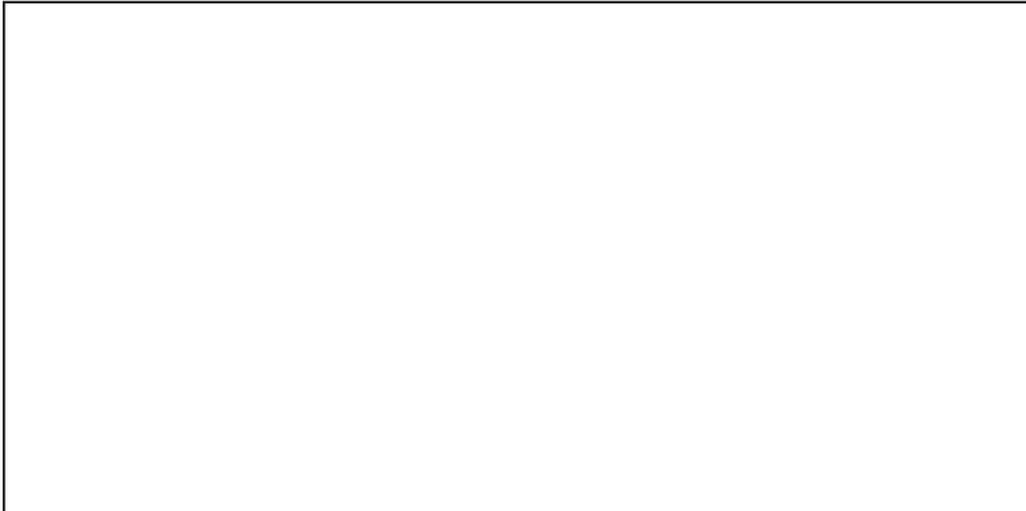
programmes in the region. Members also emphasised the need for increased funding especially towards research and health profession education. Participants also expressed the great need to encourage research into the safety and efficacy of traditional medicine preparations and methods/ techniques. It was

also recommended that there should be new innovations in health professionals training through systematic approach to curriculum implementation.

Lastly, participants touched on the issue of Community Based Education which they said needed funding from both public and

private sector as well as facilitation of sharing of experiences in community based education in the region.

A full Report will be available from the IUCEA Secretariat as well as the Faculties of Medicine in institutions that offer the discipline in East Africa as well as libraries of IUCEA member Universities.



Specialised Committee for Medical Education in East Africa Participants held on 28th - 29th June, 2004, Jinja Nile Resort Uganda

MEETING OF CHANCELLORS AND VICE-CHANCELLORS OF IUCEA MEMBER UNIVERSITIES, 22 - 23 JULY 2004, HOTEL AFRICANA, KAMPALA, UGANDA

The Inter-University Council for East Africa convened the first ever meeting of Chancellors and Vice-Chancellors of some of its member universities. The major objective of the meeting was to provide an opportunity for the Chancellors to meet with Vice-Chancellors from the different Partner States of the East African Community and exchange ideas on how to improve governance and other aspects of the universities under their charge during the 21st century.

In his address to the meeting which was presented on his behalf by Prof. Tarsis Kabwegyere, Minister for Local Government in

the Republic of Uganda, Prof. Appollo Nsibambi, Chancellor of Makerere University and Prime Minister of the Republic of Uganda argued that even as the 21st century presented formidable challenges, there were also opportunities that University leaders in East Africa needed to embrace. Among the challenges that Professor Nsibambi singled out were the problems of how to deal with surging numbers of students in the face of declining funding, insufficient remuneration for academic and other members of university staff as well as the multi-faceted consequences of globalisation. He however, struck a positive note when he suggested

that the 21st century came with opportunities which include the steady population growth and the consequential demand for higher education by students, the peace and stability that reigns in a greater part of East Africa and the liberalisation and decentralization policies of East African governments, the digital revolution which has enhanced the speed at which knowledge is created and disseminated and, finally, the positive change in the World Bank attitude towards funding higher education in the developing world as opposed to past policies which favoured only primary education. In his concluding remarks he pleaded with the Chancellors and

Vice-Chancellors to design governance structures that would enable institutions to deliver the type of quality higher education that would develop East African as fast as possible.

Professor Nsibambi's address was followed by a presentation by Professor Bethwell Ogot, Chancellor of Moi University, Eldoret, Kenya. His presentation entitled "the University in the 21st Century: the Dreams of a Moi University Chancellor" summarised his own views of higher education in Kenya and how it should be delivered. He also expressed his own expectations of what he as chancellor should contribute to Moi University (Editor's note: his presentation is reproduced in full in this Newsletter at pp. 17-20).

The meeting was further treated to a very interesting paper by Hon. Al Noor Kassum, Chancellor of Sokoine University of Agriculture, entitled: "The University in the 21st Century: The perspective of a Chancellor from Tanzania." His main argument was that for an agricultural country like Tanzania, the training and graduating exemplary leaders as entrepreneurs with capacity to revolutionise the agricultural sector in the Republic was number one challenge

facing a university of Agriculture like the one at Sokoine. He summarised his paper by contending that in the 21st century the university curriculum must be demand driven to remain relevant to society. Further, good governance must be embraced as the new way to run universities in order to build an environment of mutual confidence and trust within the university and external stakeholders. Finally, he urged that Information and Communication Technology should be harnessed to provide a virtual platform for shared learning information database, and libraries that record the results from research conducted by universities. He urged that ICT should be a new dimension of university collaboration and cooperation in the East African Region.

At the end of the meeting a number of recommendations were made including the following:

- There is a need for governments, universities, and other stakeholders to explore new ways of increasing funding to universities
- There is need to draw a jointly-owned planning policy by all stakeholders both public and

private to determine a realistic unit cost at East African universities

- There is need to agree on minimum entry requirements for students who wish to enrol at both public and private universities
- There is a need to enhance the flow of information between governments and universities to facilitate capacity to make informed decisions that would impact on higher education
- There is a need for development of a mutually agreed upon curriculum between universities and the employment sector (industry).
- There is a need to identify skilled professionals in industry who could work as partners within university faculties and departments
- There is need to plan joint exhibitions between universities and industries
- There is need to harmonise degree programmes and create a policy for credit transfers
- There is a need to put emphasis on staff remuneration and student welfare.

Note.

A full report will be made available to member universities when it is ready for circulation.



Chancellors and Vice-Chancellors meeting participants - 22-23 August 2004 in Kampala, Uganda

MEETING OF UNIVERSITY CHANCELLORS AND VICE
CHANCELLORS
"THE UNIVERSITY IN THE 21ST CENTURY: THE DREAMS
OF MOI UNIVERSITY CHANCELLOR

By Prof. Bethwell A. Ogot - Chancellor, Moi University

When I was appointed Chancellor of Moi University on 17th June, 2003, by President Mwai Kibaki, my first task was to attempt to locate the institution in the intellectual and developmental national and global maps. I discovered that Moi University like Kenya herself, was trying to operate in three different worlds: it is still working in an agricultural society where manual labour is a critical factor; it is supposed to participate in transforming Kenya into an industrial society by the year 2020, where the management of technology, capital, and labour will provide the competitive advantage; and finally, it is supposed to operate in the new society of the 21st century where knowledge is the primary production resource instead of capital or labour. The ability to create and maintain a knowledge society infrastructure, develop the knowledge of workers, and enhance their productivity through the creation, growth, and exploitation of new knowledge, will be the key factor in determining the prosperity of this knowledge society. Moi University is thus supposed live and to operate simultaneously in three different, and often, conflicting worlds. In most parts of the world, societies have undergone change from the agricultural society to the industrial society and now they are operating in the information era, born in the last decade of the 20th century, in which connectivity and software products drive the economy. We in Africa do not have that choice of moving systematically

from one economic stage to another. We are therefore attempting to live and operate in all of them, hopefully to survive in the highly competitive and ruthless world where market forces, let loose by the World Trade Organization (WTO), reign supreme. My dreams about Moi University in the 21st century must confront this challenge.

In attempting to do this, I observe several contradictions. I notice that Forestry which was the pioneer programme at Moi University is no longer popular with students, in a country where forests are being exterminated, and also in a country from which students continue to go to Oxford in Britain to study forestry at great expense to the families concerned and the country. I observe that although there are at least four faculties of agriculture in our public universities - Moi University hosts one - Kenyan students no longer want to study agriculture in a country that cannot feed herself.

Despite the fact that Kenya probably has the highest number of rivers of any country in the world, these valuable water resources are regarded more as a bane rather a boom because of the annual flooding they cause. And yet a country like Holland is below sea-level - hence the name Netherlands - and Egypt has relied for her existence on one river - the Nile - for millennia.

Our Water Departments in the Universities are still at the water pump level and few students opt

to study agricultural engineering. Moi University has one of the best-endowed School of Environmental Studies in Africa, and yet it is surrounded by environmental degradation in rural and urban Kenya. These are the kinds of contradictions which must be harmonized in the national plans, and within Moi University itself, before I, as Chancellor, can have sweet dreams about the future of the University in the 21st century.

Today, there is enormous pressure for change on university systems worldwide.

In Africa, there is unanimity among stakeholders that public universities must be reformed. But reform to what end? In pursuit of what? According to what model of university education? International conferences, task force reports, and white papers have attempted to describe the role of the African university, asking how much commercialization is tolerable, where globalization is taking us and so on.

African universities' heavy reliance on donor funds since the attainment of political independence has further complicated matters. As donors shifted from one model of university support to another, African Universities adapted accordingly. In the immediate post-independence period, the high - prestige national elite university such as Makerere, Ibadan and Legon in Ghana, was the accepted model. The university was to perform the task of nation - building by looking and feeling like the universities of the colonial

powers. This period was followed by the development university phase with its emphasis on economic growth. When disillusionment with this model set in the 1980s, it gave way to what can best be described as damage control era, especially as rate - of- return considerations dislodged the university from its privileged place in donor priorities. I am not sure whether we are out of this damage control phase.

Coming back to pressure for change that public universities are currently experiencing, where is it coming from?

In the late 1960s, there was a similar demand for revolutionary changes in the universities worldwide. The initiatives for those reforms in US, Canada, France, Germany and even in Africa, came largely from the students and from young academics, who were dissatisfied with what the German students called 'bourgeois culture. Today, reforms are mainly being demanded by higher education policy - makers and managers. In other words, the demand is coming from the top. The reason for this top-down call for reform lies in changes that have occurred in the education policy framework conditions, that is, in the massive increase of student numbers, in the growing competition with foreign universities, in the emerging competition between public and private universities and in the realization that today's funding for the education system is limited.

University education reform must therefore be among the most important policy agenda items for any African country, including Kenya. As a public policy area, university education cannot be immune from the profound influence of such concepts as accountability, performance based

assessment, quality assurance, and market relevance which prevail in a wider policy context of public - sector reforms and governance.

Three major elements of university policy changes and reforms can be identified. The first one is the transition from the quantitative expansion to qualitative consolidation in the course of the shift from elite to mass higher education. In order to avoid a decline in the quality of education, Moi University needs flexibility and autonomy in institutional governance and management, as well as in designing and applying quality assurance mechanism. This means that all lecturers should go through modules on effective teaching to improve service delivery. It also means that Moi University must institute a performance management system in order to maintain a standard of high performance and quality assurance.

But in carrying out comprehensive reviews of university education, there is a need to strike the right balance between autonomy and accountability. The policy of "autonomy for accountability" should be adopted to enable the government to steer the university sector from a distance. In such a situation, the universities will have to respond to external pressure for achieving better performance and to be more accountable. This means that the universities will be corporately responsible for their own performance and outcomes. We should, however, be cautious in order to avoid interpreting quality to mean simply efficiency of resource allocation more than as the quality of teaching and learning processes.

The second element of university policy changes and reforms is the diversification of financial

resources. The stringent financial constraints within which publicly funded universities will have to operate are likely to continue and even worsen in the 21st century. To maintain and improve quality with continuously expanding enrolment when real resources are declining will be one of the major challenges, which many universities must face in the new century.

To meet this challenge in university finance, we at Moi University, have decided to re-examine our priorities, re-organize our management structure, re-engineer processes and diversify income sources. But all these measures will not yield much if *greater financial autonomy* is not given to the universities. As Chancellor of Moi University; I look forward to the time (hopefully when I am still occupying the seat) when Moi University will determine the fee structure, student enrolment, and most aspects of the terms of service of its staff. In such a situation, the Kenya Government will simply be left with the responsibility of deciding what percentage of the universities' operating budget it can provide, 80% or 60%?

Thirdly, in the current discussion of university reforms, greater attention seems to be paid to market forces and private - sector management models. We prefer to refer to Vice - Chancellors as Chief Executives and students as our clients or customers. Nevertheless, over dependence on market forces to reform universities would eventually undermine their role in enlightening citizens and promoting democratic and humanistic values in society. The core missions and values of universities - to educate responsible citizens for active participation in society, to advance, create and disseminate knowledge through

research, and to provide an open space for higher learning and for lifelong learning - all these, in my view, are still worthy of preservation and societies ignore them at their own peril.

The first vision of Independence in 1963 triggered the process of change in Kenya. It produced leaders in politics, public life, music, literature, and science. The vision was driven by patriotism and sacrifice with unity of mind and purpose. There was a desire in many Kenyans to excel and surpass foreigners in every field of life.

This led to many Kenyans demonstrating their individual talent. We produced scientists, historians, philosophers, political scientists, poets of international reputation. This first vision of the freedom movement generated top-class leaders in every walk of life.

The "Second Liberation", or the "Second Vision" must produce top-class astrophysicists, mathematicians, doctors, and agronomists as well as poets and philosophers at Moi University.

The institution was planned to be a technology university. It took over a million years for our ancestors to develop stone tools for hunting. Marine transport was developed about 3500 years ago. With the advent of the industrial revolution, inventions like the railways and electricity came into being. Major innovations like the aircraft, mass - produced chemical products, nuclear weapons and computers have now been accomplished. In the last few decades, the rate of invention and development has grown exponentially, as reflected in the emergence of the Internet, improved communication tools, and genetically engineered plants. Technological strength is thus the

key to creating productive market place and to continually upgrade human skills.

My dream is to see Moi University revert to its original mission so that it can be involved in innovations in agriculture and agro food processing, healthcare, information and communication technology and manufacturing.

On leadership and management of Moi University, it is our belief that power should be devolved to basic operating units with administrative jobs of Vice-Chancellor to Heads of Departments having job descriptions.

But the Vice - Chancellor is not simply a manager - he is a leader. That means that he must be willing to step out into the unknown, to take risks, innovate and experiment in order to find new and better ways of doing things.

The position of the Chancellor at Moi University is difficult to discuss in the sense that the President of the Republic of Kenya is still legally the Chancellor of all public universities. But the law allows him to appoint someone else to be Chancellor. Such a person, however, assumes all the powers and responsibilities that go with the post.

Besides conferring degrees and granting diplomas, the rest of the powers of the Chancellor are enormous, but defined rather negatively in the sense that he can direct inspection or arrange for visitation to the University. Such powers can only be exercised when, in his view, he thinks things are not working well.

In addition to such powers and privileges, the former President - Chancellor wielded enormous political clout as Head of State which the present ordinary citizen

Chancellor lacks. Such political powers were often used to benefit certain favoured institutions in various ways: by directing the Treasury to give financial grants for the construction of students halls of residence or tuition blocks, or by influencing foreign donors to support specific projects. There were even cases where certain universities were prevented from starting relevant and needed academic programmes by the President - Chancellor because his "kitchen - cabinet" wanted them started in what they considered to be "their university." Such discriminatory practices led to uneven development among tertiary institutions since they tended to penalize those universities in which the President - Chancellor had no political vested interests.

But as Head of the University, he should have a dream, a vision, of what he or she would like things to look like, if everything worked according to plan. But visions seen only by leaders are insufficient to create an organized movement or a significant change in an organization or institution. One cannot command commitment; a leader can only inspire it.

Hence, to operationalize the position of the Chancellor who is not a representative of the President of Kenya, there will be a need to consider his function in relation to that of the University Council, which is often a large and amorphous body with many ex-officio Permanent Secretaries who rarely attend meetings. Perhaps the way forward is to have a small Council which can perform its duties in a business-like fashion, a kind of Board of Directors, and then create a Chancellor's Court, representing stakeholders which can meet perhaps once a year to receive reports about their

institution. They will be performing the function of Shareholders in a business Company. This, however, is one of those dreams of the Chancellor of Moi University.

May I conclude my remarks with the words of Jonathan Smith who says that the University Unit of a product is its difference. The

coherence of the University lies in its refusal to allow differences to remain incoherent and inarticulate. Viewed in this light, a university is a privileged social locus where a variety of competing interpretations and proposals as to "what is the case" may be explored, experimented with and evaluated apart from the

urgent needs and ineradicable consequences.

The goal of the university is not some passive form of tolerance, but rather to achieve active modes of reflection which seek to clarify interpretative choices which must be made, as well as the consequences these will entail.



NEW PUBLIC UNIVERSITIES CHANCELLORS IN TANZANIA: IS IT A NEW CHAPTER?

By Lilian D. Amri- Administrative Officer, IUCEA

Introduction

The University of East Africa (UEA) was inaugurated on 29th June 1963 when His Excellency the late President Julius K. Nyerere became the first Chancellor. The UEA was established by the University of East Africa Act 1962 which defined its constitution, objects and functions. The new East Africa University comprised of three institutions of higher learning in East Africa that is Makerere University College, the Royal College, Nairobi and the University College, Dar-es-Salaam which were first established and charged with the role of awarding external degrees of the University of London.

When the University Colleges in East Africa became independent national universities, the respective Heads of State became their titular heads as chancellors. It is argued that this twinning of roles was responsible for giving universities in East Africa a high profile in national politics, sometimes not very positive.

Convinced that these universities were strategic weapons in the fight against poverty, ignorance and disease, political leaders made strong efforts to draw the universities

into government centralized planning, to the point of dictating admission conditions. A good example is the Musoma Resolution of 1974 which was passed by the government of Tanzania directing that, all students eligible for higher education were supposed to first complete one year of compulsory national youth service and have a minimum of two years of satisfactory work experience and positive recommendations from their employers before gaining admission into university.

Qn: Were there any advantages/ disadvantages with this?

Advantages.

1) Public Universities in East Africa since their inception had presidents as chancellors because the president held so much authority and was the one to influence many sectors of the economy. Therefore, chancellors being Heads of State are the ones who controlled all the major means of production of the country, this means they could simply make decisions on anything and directs any amount of funds to be allocated to the university so long as it was for the interest of the ruling government.

- 2) Public universities depended totally on the government for funding; the government was relatively free in determining admission conditions, course and structure as well as modalities of assessment to suit the country's desires-political, social and cultural.
- 3) The governments viewed these public universities as an ally in meeting development challenges therefore mutual beneficial relationship between the universities and the policies of the government was necessary.

Disadvantages.

- 1) Too much central control of economic and social activities, including higher education.
- 2) Too many and different directives on higher learning institutions from the State.
- 3) Most of these Heads of State were not academicians; so they had little knowledge on matters relating to academics though they had good and sound theories, it was very difficult to implement them. In order for chancellors to make sure that their status quo was preserved, they appointed Vice-Chancellors who had strong political affiliation. The year 1988 was a turning point

to the history of the University of Dar-es-Salaam when a career academic - Prof. Geoffrey Mmari was appointed as the first academician for the post of the Vice-Chancellor at the university.

Qn: What led to the new shift?

During post –independence era, many changes took place politically and economically. The UEA lasted up to 1st July 1970. It was also during this period that the UEA marked the termination of the special relationship between the University of London and higher learning institutions in East Africa.

The economic problems that faced East African countries compounded the soured relationship between the university administrations and staff on one hand and students on the other; poor economic policies and the crises in the world economy meant a sharp decline in universities resources. According to Shivji (1993), some of the symptoms of the disease that affected the University of Dar-es Salaam were:

- Apathy
- Neglect of the welfare of staff and students
- Lack of consultation
- Unilateral decision making
- Bureaucratic inefficiency and red tape
- Bureaucratic domination

While Macha’s (1979) report identified lack of democracy and bureaucratic domination as the causes for the breakdown of communication within the community...” it was claimed that the breakdown in communication was a reflection of a two-fold trend, which has characterized and has become dominant at the university. First was the lack of

democratic discussion/debate in decision making. Second was the bureaucratic dominance over decision-making processes, especially committees that were dominated by the administrators” It was during this period when the original focus shifted from development issues to power politics. Shivji (1993) noted that, “unlike the debates in the sixties and seventies, the debates of the eighties were not always situated firmly within an anti-imperialist ideology nor guided by a grand theory of society.”

In the case of Uganda, the institutional reforms at Makerere University started in 1992 with the recognition of greater autonomy and the adoption of a market orientation. In his 1992 commencement address at Makerere, President and Chancellor Yoweri Kaguta Museveni announced that he planned to step down as the university’s chancellor and government was willing to respond positively to university demands for greater autonomy. Other scholars argued that, this was inevitable because the impoverished state of the Uganda exchequer left the government with no alternative other than to provide the university the latitude to seek diversified sources of revenue.

Advantages we expect with this shift.

- 1) The new shift will bring about better relationship. The reform has been the forging of a closer, mutually beneficial relationship between the university and the policies of the government.
- 2) Universities can now adopt their own strategic plans.
- 3) There will be improvements in the quality of student performance and life; improvements in staff development and welfare because it is now an open

door policy in dealing with students and staff affairs. This policy has broken down barriers making those in top positions more approachable and accountable than before. This will be an essential element in the success of institutional reform.

Conclusion.

The new shift has introduced change in the economy such as the establishment and strengthening of institutions structures. Presidents want to be seen to be devolving power or authority to the institutions. In this way, education institutions have been empowered through appointment of Chancellors who are not Heads of State.

This change in higher institutions of learning is also partly in line with the World Bank’s Policy of less government expenditures in Universities and more expenditure in lower education. In Uganda, the 2001 Higher Institutions Act barred Heads of State from occupying the office of Chancellor in Public Universities in Uganda. The same apply to the other two countries.

We have seen that, the Chancellors of all Public Universities in East Africa are no longer Heads of State, According to Prof.Mazrui’s interview in the Agritech Newsletter (2003) says that “...the role of the Chancellor has to be redefined for all public universities. We need to have a minimum standard of expectation for all six chancellors, just as we have a minimum standard for Vice-Chancellors.”

In a bid to improve and harmonize the education system in East Africa, it is paramount that all Chancellors, Vice-Chancellors and Permanent Secretaries for Higher education from East Africa, each country be invited to share their experiences during the Annual General meetings of IUCEA.♦

UGANDA CHRISTIAN UNIVERSITY-MUKONO

MUSEVENI CHARTERS MUKONO UNIVERSITY

President Yoweri Museveni has granted Uganda Christian University Mukono a charter.

The president announced the move while presiding at the launch of the university's new faculty, "...Technology Park and E-Campus Initiative".

The Charter means that Uganda

Christian University -Mukono is the first private university in the country to satisfy all requirements to operate as a fully-fledged university.

The president said he was impressed that the university, which was started by the Church of Uganda in 1997, was moving in a direction of enhancing science and technology training.

The archbishop of Uganda, Rt.Rev. Henry Luke Orombi is the Chancellor of the University.

The Executive Secretary of the Inter-University Council for East Africa and the entire staff wish to congratulate Uganda Christian University Mukono on its attainment of the charter.

Source: The Monitor 21st May 2004



ZANZIBAR UNIVERSITY

THE ZANZIBAR UNIVERSITY IS A PRIVATE AND NON-PROFIT MAKING UNIVERSITY

The Zanzibar University is located at Tunguu areas in the Southern Region of Zanzibar Island, about twelve (12) miles from Zanzibar town. The University campus is housed in a total area of one hundred and seventy (170) acres of land. The climate is quite pleasant and the environment is very beautiful and conducive to learning.

The University took off in 1997/1998 academic session with one Faculty Business Administration, offering two (2) degree specializations in accounting and finance, and marketing. Effective teaching commenced in this Faculty with thirty three (33) students in April, 1998. The Bachelor of Business Administration degree programme extends over a period of three (3) years. In October 1999, the Faculty of Law and Shariah came into being. The LLB course structure runs over four (4) years duration.

In October, 2002, a third Faculty

was set up, namely, Faculty of Arts and Social Sciences. It started with two (2) departments, i.e. department of economics and department of public administration.

The academic year is composed of two (2) semesters, fifteen (15) teaching weeks each. It always commences on the first Monday of the month of October and ends on the 15th of the month of August when the results of the final examinations for the second semester are released.

In co-operation with Euro-African Management Research Centre (E-AMARC) the Zanzibar University has established a center for Small Business Development named Euro-Zanzibar Centre for African Business Research and Development (EZCABRD). The primary mission of this center is to provide leadership in small businesses and entrepreneurship in Zanzibar through research, training and consultancy.

The Research Centre is, therefore, geared to provide culturally oriented, dynamic and excellent business management training, counseling and research programmes to business men and women within the country. The Research Centre, also, aims at creating trade relationships and linkage between business men in Zanzibar and their interested counter-parts throughout East, Central and Southern African Regions.

The Zanzibar University operates under the auspices of the Higher Education Accreditation Council (HEAC) which is under the Ministry of Science, Technology and Higher Education – United Republic of Tanzania. Having satisfied the conditions set by HEAC for recognition as a higher education institution, the Zanzibar University was, on 22/12/1998, awarded certificate of provisional registration. On 04/05/2000 it was awarded, by the same HEAC, Certificate of Registration.

FROM IUCEA MEMBER UNIVERSITIES

The University has secured membership in the Inter-University Council for East Africa, whose membership covers all Public and Private Universities in Tanzania, Kenya and Uganda. While application for membership in the Association of Commonwealth Universities is, presently, under consideration, the University is also making the necessary arrangements to join the Association of African Universities

The goals of the Zanzibar University are to educate broadly and liberally men and women so as to reduce the acute inadequacy of qualified professionals and practitioners in the East Africa Region and the African Continent at large. The primary functions of the Zanzibar University are, therefore, the provision of an academic center of excellence for the advancement of knowledge,

the diffusion and extension of physical, natural and social sciences, the provision of higher education and research, cultural and moral growth of the students of the University.

The Zanzibar University conducted its first graduation ceremony on Wednesday 17th December, 2003. Four batches of graduates (i.e 2000, 2001, 2002, and 2003) totaling to 108 graduates were conferred with Bachelor Degrees of Business Administration (BBA). The first batch of 19 graduates from the Faculty of Law and Shariah were also conferred with Bachelor's Degree of Law and Shariah (LL.B).

In the second graduation ceremony slated to be held in November, 2004 a total of 103 graduates graduating from Faculty of Business Administration and

Faculty of Law and Shariah will be conferred with their respective degrees. 50 graduates will come from the Faculty of Business Administration and the rest 53 from the Faculty of Law and Shariah.

The Zanzibar University, currently, has students from various countries, from within and outside the African Continent. These countries include Tanzania-Zanzibar, Tanzania-mainland, Kenya, Zambia, Malawi, Somalia, Ethiopia, Oman and India. Some students from Uganda have been admitted to start their studies in October, 2004/2005 academic session.

The Zanzibar University charges equal fees from its students regardless of being Tanzanians or non-Tanzanians, and irrespective of the degree programme which they are pursuing.



NEW PUBLIC UNIVERSITY CHANCELLORS IN EAST AFRICA

1. IN TANZANIA

- (a) University of Dar es Salaam
Amb. Paul Bomani
- (b) Mzumbe University
Mr. Ibrahim Kaduma
- (c) Open University
Hon. Dr. John Malecela
- (d) The State University of Zanzibar
Prof. Moh'd Basehel
- (e) Sokoine University
Amb. Hon. Al-Noor Kassum

2. IN KENYA

- (a) Jomo Kenyatta University of Agriculture and Technology
Prof. Ali Mazrui
- (b) Kenyatta University
Mr. Harris Mule

- (c) University of Nairobi
Dr. Joe Wanjui
- (d) Egerton University
Amb. Bethwel Kiplagat
- (e) Moi University
Prof. Bethwel A. Ogot
- (f) Maseno University
Dr. William Wamalwa

3. IN UGANDA

- (a) Makerere University
Prof. Apollo Nsibambi
- (b) Mbarara University of Science and Technology
Prof. Owor Raphael
- (c) Kyambogo University - No Chancellor
- (d) Gulu University - No Chancellor

VARSITIES MUST CHANGE WITH TIMES

It is now emerging that public universities have been expanding in the wrong direction.

Rather than introduce programmes that meet market needs, they persist in offering unpopular courses, some of which hardly attract a handful of candidates.

School leavers are aware of what constitutes marketable professions. They do not want to waste their time and resources studying courses that do not guarantee employment, career development and social mobility, but universities persist in frustrating them by offering courses that do not meet these needs.

This also means that the public has to dig deeper into their pockets to sustain courses that are unpopular with student and are irrelevant to the economy.

Remember, the public pays at least KSh 120,000 every year on each University student.

One cannot, therefore, understand why Universities introduce or continue to teach courses that are not in demand. And why should the public be forced to pay for commodities that are not marketable?

Again, public universities have been accused of pandering to the whims of politicians. For instance, Moi University started off as a technological university, but deviated from this core business to venture into liberal arts. It even established numerous courses that many candidates have

turned their backs on.

Today, the University offers 41 courses, five more than the University of Nairobi, the oldest institution of higher learning in Kenya.

True, in the 1980s and 1990s, the Universities were compelled to introduce some courses merely to absorb school leavers irrespective of job market demands. Moi and Egerton Universities, which were meant to teach technological and agricultural courses respectively, also introduced arts and education courses.

The University of Nairobi, which in 1970s ceded education courses to its then constituent college, Kenyatta, had to re-introduce the programme in the late 1980s.

To date, all the universities, except Jomo Kenyatta University of Agriculture and Technology, offer education degrees, yet the Government does not employ teachers.

Universities have also been engaged in territorial fights that have give rise to expansionist and protectionist practices. Each University has been trying to start new course but they all end up duplicating existing ones.

For example Moi University offers Bachelor of hotel and hospitality management; Bachelor of travel and tour operations management; Bachelor of Science wildlife management and Bachelor of Science (forestry), all of which can be combined in one.

Maseno University also offers Bachelor of Science (home science and technology), Bachelor of Science (textiles and design) and Bachelor of Education (home science and technology), which, though similar, are offered separately. Yet, hardly any attracts enough candidates. At Kenyatta university there are courses that can be combined into one or two- like Bachelor of Science food, nutrition and dietetics; hotel, restaurant and institutional management; family and consumer science; recreation and leisure management and home economics. All of them are under –subscribed and one wonders why they should continue to be offered.

The Universities continue offering these courses at high costs, but they hardly attract students. But Jomo Kenyatta University of Agriculture, which has resisted political influence, thanks to its strong Japan links, is building a tradition in science and technology and is emerging as one of the most popular institutions.

The general trend suggests that universities have to rethink the direction they want to take in view of diminishing resources. They must also learn to inject efficiency in their operations and define their priorities. That means putting their money where they are likely to get higher returns and attract more students.

Source: Daily nation of 31st May 2004 Pg 4

POOR FUNDING CAUSE OF VARSITY CRISIS

As a university lecturer and administrator of long-standing, I feel compelled to articulate certain concerns on university education, which have been debated in the press in recent times.

Public universities depend entirely on the exchequer and can only do so much with what they are allocated. The same applies to the Higher Education Loans Board (HELB). It can only give out what it gets from Ministry of Education. Students who qualify to join universities are many and all cannot be absorbed for lack of facilities.

For the several years that I was in this business, no major capital investment was ever made to cater for the annual growing university demands. For example no single hostel which can accommodate, say 800 to 1,000 students, has been put up or fully completed anywhere in any of our public universities in the past decade.

Compare the following statistics: in 1990 a total of 133,063 students sat the Kenya Certificate of Secondary Education (KCSE) and only 8,000 were admitted. In 2003 some 210,000 students sat the same examination and only 10,000 students will secure university places.

Parallel degree programmes

We can extend the argument further and extrapolate for the next 12 years. Free primary education will enable more than 500,000 students to sit KCSE in 2012. Would we have tripled the facilities to accommodate the huge number if we cannot accommodate the current 10,000 and the parallel degree ones? The scenario in 2012 will be extremely interesting to watch! It will call for planning in earnest.

There is bound to be congestion in hostels, kitchens, lecture theatres, laboratories, workshops, recreational facilities and others. The congestions throw the administrators, lecturers and students off balance.

Due to the high demand for university education public universities are the only saviour for top performing students from poor backgrounds. Yet the public universities get a bashing for allowing over-congestion.

How do we compromise comfort and demand? Some private universities are among the best endowed in terms of facilities. They control admission numbers and courses they teach and also admit those who are able to pay. Having been a member of the Commission for Higher Education (CHE) for more than 15 years and in charge of technical committee, I am convinced that our six accredited private universities are performing to the letter.

They are strictly vetted before they are accredited. For example, my committee used to guarantee that all the physical infrastructure are adequate for the numbers to be admitted then and in future. We could use tape measures to ascertain sitting capacity, bed space, dining hall demands and such like. We could even extrapolate the growth pattern of staff and students over the years. The numbers admitted, therefore, had to match the projected expansions, hence a rather comfortable living condition. The universities follow a planned and controlled intake according to their disciplines and CHE's conditions.

Public universities could do exactly as private ones. But the result would be to lock out many qualified

students, mostly from poor backgrounds, from getting higher education. Our top students would be condemned to hopelessness. Every nation is proud of its universities. All Kenyan children strive for university education and that is their dream from nursery school. The condemnations and criticisms of the public universities send wrong signals to our youth, who see them as third-rate institutions.

It would be useful, therefore, for critics to give suggestions for fundraising so that the institutions can upgrade facilities, recruit and retain best lecturers and provide other learning and teaching materials that guarantee quality education.

If students are cooking in the hostels, for example, they are doing what is illegal. But you cannot punish them outright for that considering that they may not have any way of getting food.

The survival mechanisms of university students are varied whether in public or private. Societal behaviour and the harsh economic environments necessitate the "survival for the fittest" theory.

Creating a negative image

My submission is simple: the Government must either provide adequate resources for the public universities or completely liberalise them. The latter will have a devastating effect on our development.

Secondly I believe in positive thinking. We cannot keep on creating a negative image about our public universities. They are saviours and are here to stay. By continuously condemning them, we create hopelessness, dejection and apathy to our youth, who are

struggling to perform well and join them. I always read the children Sunday articles and responses from various issues: the authors are sharp and know what they want in life. Let us not kill their ambitions and aspirations. Sound education is powerful; it is the main contributor to the development of a nation.

Kenya needs it most. Innovations are mooted and researched at the universities -so they must be supported and developed. I'm reminded of a winning article by eleven year old Laura Valentine Awuor Origa, who visited Nairobi from Kisumu and went to Kenyatta and Nairobi Universities "...and dreamt of going there to

study Law and Medicine." The least we can do to our youth is to shatter their dreams.

Source: Prof. Ratemo Michieka is the founding Vice-Chancellor of Jomo Kenyatta University of Agriculture and currently the Director General of the National Environment Management Authority, Kenya. Formerly he was Vice-Chairperson of the Governing Board of the Inter-University Council for East Africa.



Students take over Colorado budget

Colorado has become the first US state to introduce vouchers to enable its students to pay to attend the University of their choice, in effect launching a free market in which institutions must compete.

Lawmakers have approved the plan, which allows students to decide where the state's money should go, as it faces demands for more higher education funding.

The vouchers will not be paid directly to students, but the resources they represent will be paid divided between universities through the Colorado Student Loan Program after students enrol.

Colorado is historically a low tax state with a small population and 28 public funded universities and colleges. Until now, the universities have received allocations totalling \$ 700 million a year (£400 million) from the government.

Although it is estimated that at least \$ 100 million more is needed, large increases in government spending are restricted by law in Colorado, forcing the state to find creative ways to share the money.

Public universities are also prevented from significantly increasing their budgets by the

same restrictions. By getting the cash straight from the students they can bolster their finances while getting around the law.

From autumn 2005, each Colorado student will be allocated up to \$2,400 a year to spend at one of the state's 28 publicly funded universities and some privately funded institutions.

The amount is nominally sufficient to earn a bachelor's degree, but students will have to pay the difference if their tuition fees exceed the value of the voucher. At Denver University, for example, fees are considerably higher than \$ 2,400 a year.

Low-income students eligible for federal grants are also free to choose to go to one of three participating private universities but with a \$1,200 voucher. "Quality education isn't about institutions," said Bill Owens, the Colorado governor. "It's about the future of our students."

But Jim Martin, the Colorado University regent, criticised the inclusion of private universities as "a deal with the devil". He told the Denver Post that the scheme gave the state government an opportunity to "skip out" on adequately funding higher education

while freeing colleges to raise tuition fees.

"When that happens, as it is most assuredly will, those highly touted vouchers will be of little use to moderate and low-income families for whom a college education has always been the path to success," he said.

Moreover, state budget shortfalls could see the value of vouchers cut to a maximum of \$1,600 per student. Whatever their amount, university officials said the vouchers would have the positive effect of encouraging students from low and moderate-income families to enrol.

"It's more of a psychological move where the students feel the money is earmarked for them and they can use it at the institution of their choice, so that they're encouraged to go on to higher education," said Michele McKinney, a spokeswoman for the Colorado university system.

Critics fear that putting colleges' futures in students' hands could force closures when a low number of enrolments obscure the important roles some institutions play in providing access for students in rural areas.

Source The Times Higher Education Supplement May 21st 2004 Page.16 No.1, 641

Time Management crucial in business

Maximizing time is crucial for the success of every business endeavour and business person. And since time is money, it is important to calculate how much your time is worth.

Unfortunately, time management skills are not taught in schools or textbooks. Most people learn by trial and error and often through costly and stressful mistakes.

Experience has taught me that taking the time to learn and practice effectively time management techniques can significantly improve your productivity and eliminate stress.

I always keep “to do” lists and write down lots of reminders.

Here are skills that I have found particularly helpful.

Organize. Organise your office and documents with a system that works for you. Think through your filing and computer systems to streamline processes and make them easy to maintain. A PDA

can help organise and consolidate key data.

When you receive a document, deal with it, file it or throw it away. Keep a “to do” file for each day of the week a “pending” file for all outstanding projects. Keep one calendar for both your personal and business appointments.

Prioritize. Allocating time to manage your schedules is crucial. At the beginning of each day, prioritise your daily, weekly and long-term projects. Break down larger, complex into more manageable tasks.

Not only will a “to do” list manage tasks, it will relieve stress by creating a sense of order and control.

Shut your office door or let voicemail pick up when you don’t want interruptions. Once projects have been prioritised, delegate whenever possible. By eliminating less important tasks, you free yourself up for more important projects.

Scheduling. Be realistic about what you can accomplish. Avoid

over-committing and not leaving enough time to get things done. Learn to say no if you cannot take on a task.

Initially, keep a weekly activity log and see how and where you actually spend your time and when you perform at your best. This will allow you to accurately gauge what can be accomplished and eliminate time-wasting activities.

Set Goals. Set goals that are realistic, measurable and attainable. Constantly update your strategies to achieve them. Put key goal deadlines in your calendar and plan time to review them periodically.

Remain Flexible. Budget time for interruptions, distractions and unexpected crises. Realize it will be necessary to shift priorities. By expecting the unexpected, you build in time to focus on priorities.

Good, preemptive time management systems and techniques will help you to avoid wasting time while improving job performance and quality of life.

Source: Scripps Howard News Service



HUMOUR

Be simple in words, manners and gestures. Amuse as well as instruct. If you can make a man laugh, you can make him think and make him like and believe you.

By Alfred E. Smith

LIFE QUOTATION

You can learn new things at any time in your life if you're willing to be a beginner. If you actually learn to like being a beginner, the whole world opens up to you.

By Barbara Sher

ADDRESSES FOR THE CURRENT MEMBER UNIVERSITIES

UNIVERSITIES

KENYA

1. Egerton University
Vice-Chancellor – Prof. Ezra K Maritim
P O Box 536, NJORO, Kenya
Te: 254 51 62454
Fax: 254 51 62127, 62527
E-mail: vc@egerton.ac.ke
2. Kenyatta University
Vice-Chancellor - Prof. Everist Standa
P O Box 43844, NAIROBI, Kenya
Tel: 254 20 810901/12, 812231
Fax: 254 20 811575
E-mail: vcku@ubnet.co.ke
3. Jomo Kenyatta University of Agriculture and Technology
Principal - Prof. Nick Wanjohi
P O Box 62000, NAIROBI.
Tel: (254 67) 52165/52711/52033
Fax: (254 67) 52164/52059/52030
E-mail: users@jkuat.ac.ke, vckuat@nbi.co.ke
4. Moi University
Vice-Chancellor- Prof. David K Some
P O Box 3900, ELDORET.
Tel (254 53) 43363/43385
Fax: (254 53) 43047, 43171, 43288
E-mail: vcmu@irmmoi.com ;
dksome@irmmoi.com
5. University of Nairobi
Vice-Chancellor- Prof. Crispus M Kiamba
P O Box 30197, NAIROBI, Kenya
Tel: 254 20 334244
Fax: 254 20 212604
E-mail: vc@uonbi.ac.ke
6. The Catholic Univ. of Eastern Africa
Vice-Chancellor - Rev. Prof. John C Maviiri
P O Box 24205, NAIROBI.
Tel: 254 20 890023/4, 890095
Fax: 254 20 891612
E-mail: admincuea@cuea.com
7. Daystar University
Vice-Chancellor- Prof Stephen Talitwala
P O Box 44400, NAIROBI.
Tel: 254 20 717997, 720650
Fax: 254 20 728338
E-mail: daystar@maf.or.ke

8. Scott Theological College
Principal - Rev Dr Jacob Kibor
P O Box 49, MACHAKOS, Kenya
Tel: (254 44) 21086
Fax: (254 44) 21337
E-mail: scott_theol_college@aimint.org
9. University of Eastern Africa, Baraton
Vice-Chancellor - Dr Timothy McDonald
P O Box 2500, ELDORET.
Tel: (254 53) 52466, 52469, 52625, 52465
Fax: (254 53) 52479, 52263
E-mail: ueabvc@africaonline.co.ke
10. United States International University
Vice-Chancellor- Freida A Brown
P O Box 14634, NAIROBI.
Tel: 254 20 861940
Fax: 254 20 862017
E-mail: fbrown@usiu.ac.ke
11. Maseno University
Vice-Chancellor- Prof. Frederick N Onyango
Private Bag
MASENO, Kenya
Tel: (254 57) 51099
Fax: (254 57) 5 51221
E-mail: vc@swiftkisumu.com

TANZANIA

12. Sokoine University of Agriculture
Vice-Chancellor- Prof. Anselm B Lwoga
P O Box 3000, MOROGORO.
Tel: (255 232) 604523/604651
Fax: (255 232) 604651
E-mail: ablwoga@suanet.ac.tz
13. The Open University of Tanzania
Vice-Chancellor- Prof. Geoffrey Mmari
P O Box 23409
DARES SALAAM.
Tel: (255 222) 668445/668820
Fax: (255 222) 668759/668835
E-mail: avuout@udsm.act.tz
14. University of Dar es Salaam
Vice-Chancellor- Prof. M L Luhanga
P O Box 35091, DAR ES SALAAM.
Tel: (255 222) 410700/410500/9
Fax: (255 222) 410078/410023/410514
E-mail: vc@admin.udsm.ac.tz
E-mail: cado@admin.udsm.ac.tz

ADDRESSES FOR THE CURRENT MEMBER UNIVERSITIES

15. Hubert Kairuki Memorial University
Vice-Chancellor- Prof. Esther Mwaikambo
P O Box 65300, DAR ES SALAAM.
Tel: (255 222) 700021/700024
Fax: (255 222) 775591
E-mail: v-c@hkmu.ac.tz
E-mail: esther-mwaikambo@hotmail.com
16. International Medical and Technological University
Vice-Chancellor- Prof. H D Ballal
P O Box 77594, DAR ES SALAAM
Tel: 255 222 647036 Res.647037
Fax: 255 222 647038
E-mail: imtu@afsat.com
17. St Augustine University of Tanzania
Vice-Chancellor
Rev. Dr. Prof. Deogratias Rweyongeza
P O Box 307
MWANZA, Tanzania
Tel: 255 282 550560/166, 552725 (Res.)
Fax: 255 282 550167
E-mail: saut@africaonline.co.tz
18. Tumaini University
Vice-Chancellor- Prof. John Shao
P O Box 3010, MOSHI, Tanzania
Tel: 255 272 752291
Fax: 255 272 754381
E-mail: jshao@kcmc.ac.tz
19. Zanzibar University
Vice-Chancellor – Prof. Mustafa A A Roshash
P O Box 2440, ZANZIBAR, Tanzania
Tel: 255 242 232642, 236388,
(255) 747410310
Fax: 255 242 232642
E-mail: zanvarsity@zitec.org
20. Muhimbili University College of Health Sciences
Principal – Prof. Kisali Pallangyo
P O Box 65110, DAR ES SALAAM.
Tanzania
Tel: 255 222 151596,150331,151135
Fax: 255 222 150465
E-mail: jmtabaji@muchs.ac.tz
21. University College of Lands and Architectural Studies
Principal -Prof. Idris S Kikula
P O Box 35176, DAR ES SALAAM.
Tel: 255 222 71274, 75004, 254 744 381 935
Fax: 255 222 775391
E-mail: uclas@uclas.ac.tz, kikula@uclas.ac.tz
22. Mzumbe University
Vice-Chancellor- Prof. Moses M D Warioba
P O Box 1, MZUMBE, Morogoro, Tanzania
Tel: (255 232 60) 4253, 4381/3/4
Fax: (255 232 60) 4382
E-mail: idm@raha.com
23. The State University of Zanzibar
Vice-Chancellor- Prof. Saleh Idris Muhammed
P O Box 146, ZANZIBAR, Tanzania
Tel: 255 242 230724, 233337
Fax: 255 242 233337
E-mail: takiluki@zanlink.com

UGANDA

24. Bugema University
Vice-Chancellor- Prof. Elisha Semakula
P O Box 6529, KAMPALA.
Tel: (256) 75 706 529, (256) 77 393 199
Fax: N/A
E-mail: bugema@yahoo.com
25. Makerere University
Vice-Chancellor- Prof. Livingstone Luboobi
P O Box 7062, KAMPALA.
Tel: 256 41 542803
Fax: 256 41 541068/533640
E-mail: vc@admin.mak.ac.ug
26. Mbarara University of Science & Technology
Vice-Chancellor-Prof.F I B Kayanja
P O Box 1410, MBARARA.
Tel: 256 485 21373/21623
Fax: 256 485 20782
E-mail: vcmust@infocom.co.ug
27. Nkumba University
Vice -Chancellor- Prof. W Senteza Kajubi
P O Box 237, ENTEBBE.
Tel: 256 41 320134, 320537 and Mobile (006) 77 422 724
Fax: 256 41 321448
28. Busoga University
Vice-Chancellor – Eng.Nathan B A K Muyoba
P O Box 154, IGANGA
Tel: 256 43 242502, 256 77 622 943
Fax: 256 43 242345
E-mail: N/A

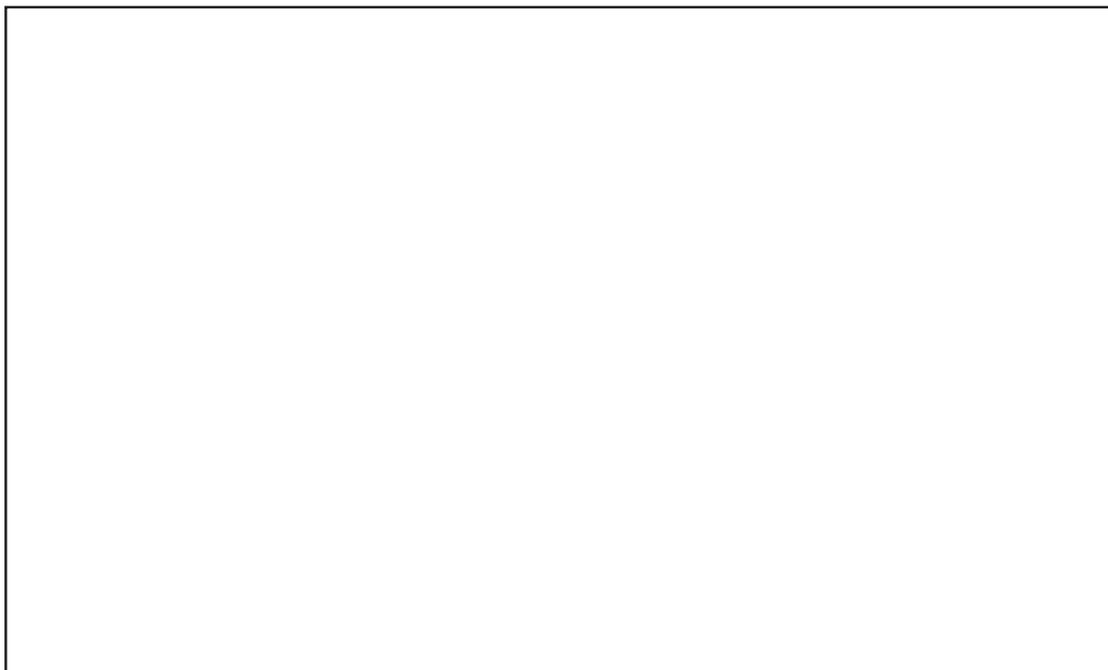
ADDRESSES FOR THE CURRENT MEMBER UNIVERSITIES

29. Islamic University in Uganda
Rector Prof. Mahdi Adamu
P O Box 2555, MBALE.
Tel: 256 45 33502
Fax: 256 45 34452
E-mail: iuiu@infocom.co.ug
30. Kampala University
Vice-Chancellor- Prof. Badru Katerega
P O Box 25454, KAMPALA.
Tel: 256 77 450601, 77 508 044
Fax: N/A
E-mail: kuniv@afsat.com
31. Namasagali University
Vice-Chancellor - S. Kigwana
P O Box 24, KAMULI
Tel: 256 41 233140
Fax: 256 41 345598
32. Ndejje University
Vice-Chancellor- Bishop Dr.Michael Senyimba
P O Box 7088, KAMPALA.
Tel: 256 77 365 927, 77 507 306
Fax: 256 41 610132
33. Uganda Christian University
Vice-Chancellor- Rev Prof. Stephen Noll
P O Box 4, MUKONO.
Tel: 256 41 290231, 265 77 417 062
Fax: 256 41 290 139
E-mail: stephennoll@ucu.ac.ug OR
ucu@swiftuganda.com
34. Uganda Martyrs University
Vice-Chancellor -Prof. M Lejeune
P O Box 5498, KAMPALA.
Tel: 256 78 410603
Fax: 256 78 410100
E-mail: mlejeune@umu.ac.ug
35. Makerere University Business School
Principal- Mr Waswa Balunywa
P O Box 1337, KAMPALA.
Tel: 256 41 505022, 505923
Fax: 256 41 505921
E-mail: commerce@starcom.co.ug
36. Kyambogo University
Vice-Chancellor- Prof. A J Lutalo Bosa
P O Box 1, KYAMBOGO.
Tel: 256 41 286238
Fax: 256 41 220464
E-mail: itek@starcom.co.ug

PICTORIAL SUPPLEMENTS



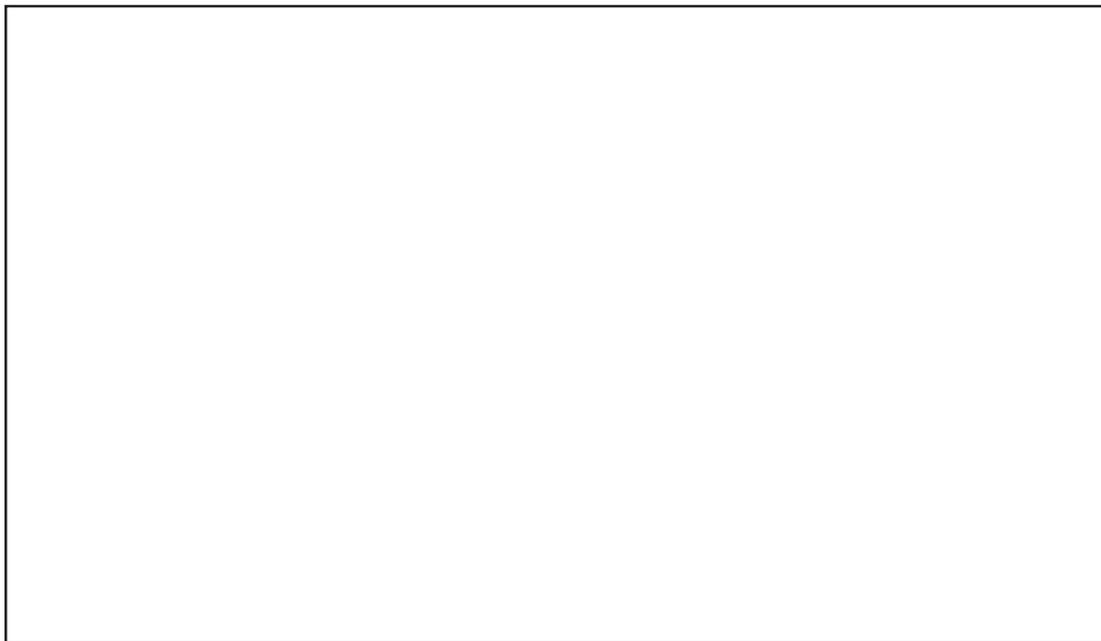
IUCEA Senior Staff Members during the retreat held on at Jinja, Uganda



Chancellors & Vice-Chancellors' workshop - 22nd - 23rd August 2004 at Hotel Africana, Kampala (From Left to Right: Prof. Semakula, Prof. Senteza Kajubi, Prof. F. Luboobi, Prof. Moses Golola, Prof. Esther Mwaikambo, Amb. Paul Bomani, Prof. Chacha Nyaigotti-Chacha, Prof. Lutalo Bossa)



Former Governing Board Members together with the current Chairperson of the GB and IUCEA Deputy Secretary (From Left to Right: Prof. Mutuku Mutinga, Dr. Balyage, Prof. Frederick Kayanja (Chairperson), Mrs. Elizabeth Wafula, Prof. Ratemo Michieka, Prof. Moses Golola (Dar-es-Salaam, IUCEA)



Whole Group - Annual General Meeting Members - 12th March 2004, Arusha



*Chancellors & Vice-Chancellors' workshop - 22nd - 23rd August 2004 at Hotel Africana, Kampala
(From Left to Right: Amb. Al-Noor Kassum (Chancellor SUA), Prof. Anselm Lwoga (VC -SUA),
Prof. Chacha Nyaigotti-Chacha)*

NEVER TRUST AN OLD LADY

An old lady gets pulled over for speeding....

Old Lady: *Is there a problem, Officer?*

Officer: *Ma'am, you were speeding.*

Old Lady: *Oh, I see.*

Officer: *Can I see your license please?*

Old Lady: *I'd give it to you but I don't have one.*

Officer: *Don't have one?*

Old Lady: *Lost it, 4 years ago for drunk driving.*

Officer: *I see... can I see you vehicle registration papers, please?*

Old Lady: *I can't do that.*

Officer: *Why not?*

Old Lady: *I stole this car.*

Officer: *Stole it?*

Old lady: *Yes, and I killed and hacked up the owner.*

Officer: *You, what?*

Old Lady: *His body parts are in plastic bags in the trunk if you will see.*

The Officer looks at the woman and slowly backs away to his car calls for back up.

Within minutes 5 police cars circle the car.

A senior officer slowly approaches the car, clasping his half drawn gun.

Officer2: *Ma'am, could you step out of your vehicle please!*

The Woman steps out of her vehicle.

Old Lady: *Is there a problem sir?*

Officer2: *One of my officers told me that you have stolen this and murdered the owner.*

Old Lady: *Murdered the owner?*

Officer 2: *Yes, could you please open the trunk of your car, please*

The woman opens the trunk, revealing nothing but an empty trunk

Officer 2: *Is this your car, ma'am?*

Old Lady: *Yes, here are the registration papers.*

The officer is quite stunned.

Officer2: *One of my officers claims that you do not have a driving license.*

The woman digs into her handbag and pulls out a clutch purse and hands it to the officer.

The officer examines the license. He looks quite puzzled.

Officer 2: *Thank you ma'am, one of my officers told me you did not have a license, that you stole this car, and that you murdered and hacked up the owner.*

Old Lady: *Bet the lying bastard told you I was speeding, too*