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Internationalization and Regionalization of Higher Education in Uganda: A Descriptive Analysis

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Abstract - Internationalization of higher education in Africa can be traced to the very onset of higher education on the continent, a feature that is intricately intertwined with colonization. Wherever it has been embraced the influence of internationalization on higher education has not been uniform; it varies from country to country and from region to region. In the development process, Olusola (2009) argues that African countries and other low developed countries could use knowledge to narrow the income gap between them and the economies of the developed world. In this write up the authors adopted the definition by Knight (2008) who takes internationalization of higher education to be the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service) and the delivery of higher education. The authors interviewed Deans, Heads of Department, and staff from the Department of the Academic Registrar regarding the internationalization practices in higher education in Uganda with special focus on Makerere University. They assessed the challenges being faced in successfully implementing internationalization and suggested practical intervention measures to ensure success of internationalization. It was concluded that given the current world trend where the world is becoming a global village no single university can afford to operate in isolation. The teaching, research and outreach activities of all universities, Makerere University inclusive must respond to the world trends or else the products of the system will be at a disadvantage.

Keywords : internationalization; higher education; makerere university.

I. INTRODUCTION

Internationalization of higher education is not a new phenomenon on the African continent. Sehoole (2008) traces internationalization of higher education in Africa to the very onset of higher education on the continent, a feature that is intricately intertwined with colonization. In East Africa regional higher education interactions and cooperation originates from the pre-independence era when Makerere University College was the only higher education institution in the region serving students from Kenya, the then Tanganyika, and Zanzibar in East Africa as well as from the then Rhodesia and Nyasaland in central and southern Africa, which now consist of Malawi, Zambia and Zimbabwe. Later in 1963, university colleges were formed in Nairobi and Dar es Salaam as constituent colleges of the then University of East Africa that had been established during the era of

independence of the four countries (Uganda, Kenya, Zanzibar and Tanganyika). Makerere College, by then, was the third constituent college of the University of East Africa (www.iucea.org).

Of recent, however, internationalization has grown in greater proportions and impacted in various ways on education systems and institutions in East Africa, Africa, and the world over. It is important to note that the influence of internationalization on Higher Education is not uniform wherever it has been embraced; it varies from country to country, and from region to region. Internationalization is one of the forces shaping higher education in many parts of the world and higher education is one of the focal points in the development process. Olusola (2009) observes that African countries and other least developed countries could use knowledge to narrow the income gap between them and the developed world economies. Bloom (2005) provided evidence to show the positive impact that tertiary education can have on economic growth and poverty reduction in Sub-Saharan Africa.

a) Definition

Internationalization means different things to different people. According to Olusola (2009) internationalization involves, but is not limited to: improving standards of educational delivery to international levels; delivery of educational services to other countries through some emerging new modes of delivery, including advanced communication and technological services and other distance techniques; inclusion of international, intercultural and or global dimensions into the curriculum and teaching and learning processes; promotion of international linkages through research, academic mobility for students and staff, collaboration in teaching and projects; and globalization of education. Internationalization is, however, NOT the same as globalization, since the latter means the 'flow of people, culture, ideas, values, knowledge, technology, and economy across borders facilitating a more interconnected and interdependent world' (Knight 2006). To Oanda (2009), the term internationalization is used to describe the phenomena of increased student mobility between countries in search of higher education opportunities, the increasing dependency on private provision of higher education, the establishment of campuses abroad and various

twinning arrangements whereby higher education institutions, especially from the developed countries, are able to offer certificates and degrees abroad through agreements with local universities or higher education institutions. Ellingboe (1998) defines internationalization ". . . as the *process* of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment".

This write up will adopt the definition by Knight (2008) who takes internationalization of higher education as the process of integrating an international, intercultural and global dimension into the purpose, functions (teaching, research, and service) and the delivery of higher education. Special focus is on higher education in Uganda. It is important to note that Uganda as a country does not have a policy on internationalization and regionalization in of higher education, however, the practices described in the next section are indicative of the policy in higher education institutions in Uganda.

II. INTERNATIONALIZATION AND REGIONALIZATION PRACTICES IN UNIVERSITIES IN UGANDA

Universities in Uganda have several practices in the area of internationalization; please note that not all of them exist in all universities. The practices include the following:

- Study abroad programmes for academic staff
- Enrollment/admission of foreign students
- Inter University Council for East Africa (IUCEA) student exchange programme
- Membership to regional networks like AAU, IUCEA etc
- Adopting corporate governance cultures in line with internationalization of higher education cultures
- External examining
- Exchange of students and staff between several Uganda universities and identified universities abroad through various Memoranda Of Understanding (MOU)
- Use of ICT for online courses, distance learning, and research
- Transfer of credit
- Creation/existence of branches of foreign universities
- Introduction of programmes providing an international perspective and cross-cultural skills
- Occasional student programmes at Makerere university
- Joint publications across boarders

- Conferences and workshops across boarders
- Sandwich programmes at Masters and Doctoral levels
- External vetting of academic staff qualifications and publications before promotion to Associate Professor and Professor level

Study abroad programmes are the main manifestation of internationalization and regionalization in Uganda's higher education. This particular aspect, according to Otieno (2009) has its genesis in colonialism whereby pioneer African students were sent to study abroad mainly in their colonial masters' universities. He further observes that such a scenario intensified during the cold war divide between the Western and Eastern leaning blocks each of which provided scholarships to African students to study in their countries. Currently several universities in Uganda send their academic staff for Masters, Doctoral and post doctoral studies abroad either sponsored by the mother universities, or on scholarship by several funding organizations like Rockefeller Foundation, Ford Foundation, etc or on Commonwealth scholarships. This has enabled the universities to train their staff in fields and levels they may otherwise not have been able to accomplish.

The second practice as far as internationalization is concerned is **foreign student enrollment**. According to Gabona (2011) there were about 15,035 foreign students studying in universities in Uganda. This accounted for 9% of the total student enrollment in the country in the year 2011. Several factors account for the high foreign student enrollment including the low cost of living in Uganda, the relatively low tuition fees, the favorable government policies and several others. What is important however is that the existence of foreign students constitutes a form of internationalization of higher education. According to Oanda (2009) 70% of foreign students in Uganda are Kenyans while the rest come from Tanzania, Democratic Republic of Congo, Burundi, Rwanda, Sudan, Somalia and Congo.

Related to the above is the **Inter University Council for East Africa student exchange programme**. Through this arrangement, the three East African countries (Uganda, Kenya, and Tanzania) do exchange students among themselves to study degree programmes sponsored by the governments of the three countries. This arrangement has facilitated exchange of ideas across boarders, and enabled students to undertake programmes that may not be available in their mother countries or are not well-developed. According to the IUCEA website (www.iucea.org) the following are the specific objectives of the Council:

- a. To facilitate networking among universities in East Africa, and with universities outside the region;

- b. To provide a forum for discussion on a wide range of academic and other matters relating to higher education in East Africa; and
- c. To facilitate maintenance of internationally comparable education standards in East Africa so as to promote the region's competitiveness in higher education.

In Uganda, the following are the member universities of the IUCEA: Busitema University, Gulu University, Kyambogo University, Makerere University, Mbarara University of Science and Technology. Private universities that are associate members of the IUCEA include: Bugema University, Kampala International University, Nkumba University, Islamic University in Uganda, Ndejje University, Uganda Christian University Mukono, Uganda Management Institute, Uganda Martyrs' University Nkozi,

Membership to several international organizations is another practice as far as internationalization is concerned. Such organizations include the Association of African Universities, the Association of Commonwealth Universities, among several others. According to the AAU website (www.aau.org), the Programme aims at promoting inter-university cooperation through academic mobility in the form of exchange of staff for teaching assignments; to serve as external examiners; participating in seminars, workshops and conferences; undertaking collaborative research assignments; facilitating the utilization of sabbatical leave appointments and enhancing the quality of teaching and research in African universities. Some of the members of the AAU in Uganda as of July 2011 include: Busitema University, Islamic University in Uganda, Kampala International University, Makerere University, Uganda Christian University, Uganda Management Institute, Uganda Martyrs University. The specific objectives of AAU are to:

- To facilitate academic mobility amongst members of AAU to allow the Association to fulfill its function of networking the African academic community; and
- To contribute to improvements in the quality of training and research in African higher education institutions.

External examining is another practice in the arena of internationalization and regionalization in higher education in Uganda. Many universities invite external examiners from sister universities across borders to assess their academic programmes, the teaching, research, and examination processes of their programmes. This is intended to ensure quality in the teaching, research, and examination processes. Secondly external examiners are engaged to assess the dissertations and theses of Masters and Doctoral candidates across borders.

Another practice in internationalization is the **exchange of staff and students** between several

universities in Uganda and identified Universities abroad through Memoranda of Understanding (MOU). These normally spell out the mechanism, and obligations of the collaborating universities in executing the staff and student exchange. Such exchange programmes are expected to bring an international perspective in the teaching, research and outreach activities of the collaborating institutions.

Universities in Uganda are also using ICT in collaborating with other universities outside Uganda to **conduct courses for students online**. This has enabled many Ugandans to access programmes that they may not have otherwise been able to access. Such a phenomenon is manifested in the various professional accounting courses that are conducted online – ACCA, CPA and several others.

Related to the above is the existence of universities in Uganda that are branches and/or affiliates of foreign universities. Examples of this kind of occurrence include Cavendish University, African Virtual University, and International University of East Africa. This is expected to bring an international perspective in Uganda's higher education in the sense that Ugandan students will be able to acquire qualifications of foreign universities in the comfort of their country-without having to travel to such countries, and probably at a relatively lower cost.

The introduction of academic programmes providing an international perspective and cross-cultural skills in the universities of both receiving and exporting countries is yet another practice in the internationalization arena. Examples of such courses at Makerere University include the Bachelor of International Business, Master of Arts Peace and Conflict Management and many others.

Although not yet fully developed, some universities in Uganda have started accepting **transfer of credit** from other universities which credit accounts for the final award of a qualification by the receiving university. Students can now start programmes from university A and get an award from University B and vice-versa. This is expected to facilitate transfer of knowledge and expertise between universities. Within the East African region, there is a system of Credit Accumulation and Transfer in place to encourage increased student mobility within the region.

Academic staff at various universities in Uganda are engaged in co-authorship and joint publication of articles and papers with colleagues across borders. This is intended to enhance cross-fertilization of ideas and to introduce an international perspective in such publications.

Academic staff from Universities in Uganda also attend several workshops and conferences outside Uganda during which they share ideas and compare notes with colleagues outside the country. This is expected to enhance an international approach and to

develop a broader view in teaching, research, and outreach activities of academicians.

Another important practice in internationalization is the vetting of academic staff for appointment to the level of Associate Professor and full Professor. At Makerere University, before a member of staff can be promoted to the rank of Associate professor or full Professor, his/her curriculum vitae and publications are sent to an external expert in the candidate's area of specialization for advice on the suitability of the candidate for possible appointment to such a rank. This ensures that academic staff of such ranks at Makerere University are internationally recognized.

Most universities in Uganda have adopted cooperate management practices to ensure better management of the universities. For example the President is no longer the chancellor in all public universities; all top managers are employed on contract terms. Such practices are expected to enhance accountability and effective management, and are in line with international practices.

Finally, several members of staff have attained their masters and doctorate degrees through sandwich programmes. This entails attending part of the programmes at a local university in Uganda and the other part at a foreign university. This, it is assumed will enable such a student to benefit from the programme at both participating universities.

III. EVALUATION CRITERIA FOR INTERNATIONALIZATION AND REGIONALIZATION

The above practices were evaluated using the following criteria:

- ❖ **Objectives/effectiveness** of the policy/practice – are they being met?
 - ❖ **Relevance** of the practice to the university's overall goal
 - ❖ **Sustainability** can the policy/practice stand the test of time?
 - ❖ **Efficiency/value for money** - is the university getting value for money out of the policy/practice?
- a) *Objectives/effectiveness of the policy/practice*
 - ✓ What are the objectives of the policy?
 - ✓ Are the objectives being met?
 - ✓ If yes what accounts for the success?
 - ✓ If no what accounts for the failure to achieve the policy's objectives?
 - ✓ What intervention measures can you suggest to ensure that the objectives of the policy are achieved? This could be in terms of the design, implementation, and evaluation of the policy/practice.
 - b) *Relevance of the policy/practice*
 - ✓ What is the relevance of the policy/practice?

- ✓ If it is relevant, what accounts for its relevance?
 - ✓ If not relevant what factors have hindered the relevance of the policy/practice
 - ✓ What intervention measures can be adopted to make the policy/practice more relevant? This could be in terms of the design, implementation, and evaluation of the policy/practice.
- c) *Sustainability of the policy/practice*
 - ✓ Is the policy/practice sustainable
 - ✓ If sustainable what factors account for its sustainability
 - ✓ If not what factors account for its lack of sustainability?
 - ✓ What intervention measures can be adopted to ensure sustainability of the policy/practice? This could be in terms of the design, implementation, and evaluation of the policy/practice.
 - d) *Efficiency/value for money of the policy/practice*
 - ✓ Is the policy/practice efficient? Is the university getting value for money out of the policy/practice?
 - ✓ If so what factors account or have made the policy/practice efficient?
 - ✓ If not, what factors account for the inefficiency of the policy/practice?
 - ✓ What intervention measures can be adopted to achieve value for money from the policy/practice? This could be in terms of the design, implementation, and evaluation of the policy/practice.
 - e) *Expected outputs and outcomes of internationalization for Makerere University*
 - ✓ What are the expected outputs and outcomes from this internationalization aspect for Makerere University?
 - ✓ How can the design, implementation, and evaluation of the policy/practice be improved upon so as to make it work better or to ensure maximum benefits for the university?

The evaluation exercise was carried out using the above-identified criteria. The evaluation was conducted by interviewing several officers from the Department of the Academic Registrar, Directorate of Human Resources, Heads of academic departments, academic staff, students, and document analysis from Makerere University. This method of data collection was deemed appropriate given the financial and time constraints coupled with the nature of the study. From the data collected, it was revealed that the following are the objectives of internationalization and regionalization at Makerere University.
 - f) *Objectives of Internationalization and regionalization at Makerere University*
 - ✓ To obtain the much needed manpower specifically academic staff who hold Masters and Doctorate Degrees
 - ✓ To facilitate exchange of ideas and experiences among academic staff across borders

- ✓ To enhance international exposure among academic staff.
- ✓ To eliminate in-breeding where one is trained at only one institution from Bachelor's degree up to Ph.D level.
- ✓ To fill the manpower training gaps particularly in areas where Uganda does not have the capacity to train staff at Masters and Doctorate level.
- ✓ To enrich programmes by allowing student to attend several courses from institutions of their choice.
- ✓ To serve clients – students and the rest of the public – better through better management practices.
- ✓ To ensure accountability and value for money using best management practices.
- ✓ To ensure that the curriculum has an international perspective and therefore enhance international marketability of the graduates of such a curriculum.
- ✓ To ensure that assessment is standardized internationally.
- ✓ To initiate and strengthen mutual understanding, bilateral cooperation, and cultural ties between Uganda and the rest of the world.

It is important to note that through discussions with several officers, it was revealed that some objectives have been achieved fully; others partially, while others are yet to be achieved. The interviews and discussions also revealed problems which have hindered full attainment of the objectives of internationalization and regionalization, and possible intervention measures which can be adopted to ensure that maximum benefits are realized. These will be examined at the end of the write up. The data collected revealed successes of internationalization as discussed in the next section.

IV. SUCCESSES OF INTERNATIONALIZATION AND REGIONALIZATION AT MAKERERE UNIVERSITY

- ❖ Over 80% of the academic staff at Makerere University have obtained their postgraduate qualifications-Masters, Doctorates, and Post Doctoral Degrees - from foreign universities. This is in most cases under sponsorship by the university's Staff Development Training programme, Commonwealth Scholarships, Rockefeller Foundation, Ford Foundation, Sida Sarec among many other organisations that provide sponsorship.
- ❖ Another success story is in the area of foreign trips for academic staff to attend academic conferences, seminars, and workshops. This according to statistics at the Bursar's department has been successfully achieved to the level of about 70%.
- ❖ The Inter University Council for East Africa student exchange programme has also been successfully executed. Several students in the three countries

under this arrangement have benefitted from the scheme. Other countries within the East African region have applied to join the exchange programme because of the enormous benefits.

- ❖ External examining has also been successful. External examiners are engaged in assessment of theses and dissertations of postgraduate students and assessment of courses in all undergraduate programmes. This exercise has left a significant mark on the teaching, research, assessment, and grading at Makerere University.
- ❖ Vetting the curriculum vitae and publications of academic staff for promotion to associate and full Professor level has been achieved, actually 100%. No academic staff member at Makerere University is promoted to Associate or full Professor rank without his/her publications and curriculum vitae being vetted by an international expert.
- ❖ The enrollment of foreign students has been successfully achieved in many Ugandan universities. Significant among these are Makerere University, Kampala International University and Busoga University. Foreign students at Makerere University mainly come from Kenya, but a few come from Tanzania and now the Republic of Southern Sudan.
- ❖ Makerere University has also been successful as a member of several organisations, significant among these are the Association of African Universities, Inter University Council for Eastern Africa, and the Association of Commonwealth Universities.
- ❖ Makerere University adopted contractual appointment of senior Managers. This was intended to enhance effective management of the university. It is, however, not known whether or not this system of administration has enhanced effective management of the university according to an officer interviewed. The system itself is yet to be streamlined, and in its current formative times Makerere University's top managers have been in acting capacity for about three years. This is likely to affect the university's running at policy level, but perhaps not so much at operational level, the officer emphasized.
- ❖ Several Memoranda of Understanding (MOU) involving exchange of staff and students have been operationalized. This has enabled academic staff to get exposure from foreign universities. The students aspect of such MOU is yet to be realized because of financial constraints.

The data collected revealed reasons for lack of full realization/implementation of some aspects of internationalization and regionalization at Makerere University. The following were significant among the problems affecting internationalization and regionalization at Makerere University.

V. HINDRANCES TO SUCCESSFUL INTERNATIONALIZATION AND REGIONALIZATION AT MAKERERE UNIVERSITY

- ❖ **Inadequate funding:** this according to the directorate of human resources at Makerere University has affected the study abroad programme for academic staff. The staff development function at the university is underfunded and in most cases the directorate is overwhelmed with requests for funding which they cannot handle. They attribute this to high tuition fees, travel, research, and living out allowances in foreign countries, yet the budget is minimal. They also indicated that this mainly affects those areas where the university does not have capacity to train its staff locally.
 - ❖ **Language problems:** there are cases where students sent out for Masters or Doctoral studies are required to learn a new language. This may take a whole year which in the end renders such courses long and therefore not very convenient for some would be students for it prolongs their stay away from their families. In most cases such opportunities may not attract academic staff and may be let to go unused.
 - ❖ **Encouraging brain-drain:** The study abroad and staff exchange programmes have encouraged brain-drain. According to the Directorate of Human Resources at Makerere University, close to 20% of academic staff sent outside Uganda for Masters, Doctoral, Postdoctoral, and staff exchange programmes do not come back; they make connections during their stay in such countries and when they complete their studies, either the very universities take them up or some organisations.
 - ❖ **Bureaucracy:** particularly in processing admissions and requests for transfer of credit. This tends to delay decision making and therefore communication to applicants for admission to Makerere University. According to some officers from the Department of the Academic Registrar, by the time students are informed a good number have changed their minds and joined other universities instead.
 - ❖ **Differences in curricula:** this affects staff and student exchange arrangements. There are some differences between the courses offered in a particular programme which sometimes render the staff and student exchange less vibrant. In most cases the students who come from countries like USA, Sweden, Canada come to Uganda to tour but not to take full time credit courses.
 - ❖ **Financial constraints:** This affects students who would have loved to participate in the student exchange programme. The fees charged by foreign universities are out of reach of the average student at Makerere University.
 - ❖ **Visa restrictions:** It is rather hectic to obtain a visa to USA, Canada as a student. In addition to the fees one has to pay, the process is long and staff at such missions look at Makerere University students with suspicion, they think they are illegal immigrants who may not be keen on coming back.
 - ❖ **Low level of technology:** In most cases several operations at Makerere University are done manually which renders such operations slow and time wasting. There is limited internet connectivity which becomes a problem especially in communication between Makerere University staff and colleagues outside. This affects joint research arrangements, staff exchange, joint authorship and publication.
 - ❖ **Differences in legal framework:** In Kenya the education system follows the 8:4:4 arrangement, while in Uganda we follow the 7:6:3-5 structure. This has in some cases affected transfer of students from Kenyan Universities to Makerere University.
 - ❖ **Differences in methods of delivery:** and availability of teaching materials. This affects staff exchange where academic staff from Makerere University find it a challenge to teach using advanced technology when they are engaged as visiting professors to universities in advanced countries.
 - ❖ **Differences in tuition:** and other fees charged by universities. This has made several Kenyan students to opt for higher education at Ugandan universities instead of their home universities. They find the charges in several Uganda universities affordable compared to their home universities hence their crossing over in such large numbers.
 - ❖ **Irrelevant recommendations:** There are cases where external examiners make recommendations which are not applicable at Makerere University given the large number of students, underfunding and the consequent inadequate facilitation. An example according to one of the academic members of staff interviewed is when an external examiner recommended the use of group work in class instead of the lecture method. This cannot be implemented when a lecturer is handling about 300 students in one class.
 - ❖ **Poor information dissemination:** Finally there are cases where students who would have wanted and actually afforded to participate in the student exchange programme are not aware of such opportunities. This is caused by student not reading information on notice boards, lack of internet/email facilities, coordinators of such exchange programmes deliberately withholding information.
- The group asked respondents to suggest measures that could be adopted to improve on the

performance of the internationalization and regionalization function at Makerere University. The following were the major suggestions made.

VI. POSSIBLE INTERVENTION MEASURES TO IMPROVE ON INTERNATIONALIZATION AND REGIONALIZATION AT MAKERERE UNIVERSITY

- ❖ Uganda as a country urgently needs a policy framework to guide and streamline all matters regarding internationalization and regionalization in all universities in the country. This is in recognition of the benefits of internationalization and should originate from the Ministry of Education and Sports just like other policies. The National Council for Higher Education (NCHE) should take it up as one of the conditions for accreditation of a university or any other tertiary education institution in Uganda.
- ❖ Closely related to the above is that all tertiary education institutions in Uganda should then have mechanisms for evaluating the performance of the internationalization function regularly.
- ❖ There is need for increased funding of the internationalization activities and practices in order to reap all its intended objectives. This includes staff development, travel abroad, student and staff exchange, attendance of conferences and seminars by academic staff among others.
- ❖ There is need to improve on the working conditions at Makerere University in order to minimize brain-drain. This will avoid the wastage of resources associated with staff not returning to Makerere University when they are sent to outside universities for further studies/upgrading.
- ❖ The curricula of all programmes at Makerere University needs adjustments to have an international aspect. This will attract more foreign students and enable students from outside countries to take credit courses at the university.
- ❖ Makerere University should endeavour to reduce the red tape and bureaucracy associated with processing of requests for credit transfer and foreign student admissions.
- ❖ Makerere University should introduce and enforce a system of signing agreements with staff sent out for further studies and exchange programmes to ensure that they return and serve for at least five years.
- ❖ Makerere University should create and operationalize an international office to coordinate all such activities. In its current form, it is just slightly more than just a paper office which is not doing what it is expected to do.
- ❖ There is need to increase the number of slots for the Inter University Council for East Africa (IUCEA)

student exchange programme. In its current form where universities exchange as few as three students is ridiculous.

- ❖ There is need to urgently streamline the appointment of top managers at Makerere University so that foreign dignitaries and development partners can feel comfortable working with them. In the current form where the Vice-Chancellor and his deputies are in acting capacity, some foreigners may not be comfortable transacting serious official matters with them.
- ❖ Makerere University top managers should find a way of expeditiously handling the signing of Memoranda of Understanding with foreign universities to avoid wasting valuable time.
- ❖ Makerere University should constantly renew its membership to international bodies like the Association of Commonwealth Universities in order to reap maximum benefits from such organisations.
- ❖ Costs of foreign travel could be included in the tuition fees paid by students. It will then be up to the student to ensure that during their programme at the university they must participate in the travel abroad programme. This is the practice at some universities outside Uganda.

VII. CONCLUSION

From the above it is evident that internationalization is sustainable. This according to the data gathered is premised on the numerous advantages of the policy/practices, the sustainability of higher education in Uganda, and the ever increasing demand for quality which the policy is intended to enhance. Similarly internationalization is relevant given the current world trend where the world is becoming a global village. No single university can afford to operate in isolation, there is need for networking and this can be achieved through internationalization. The teaching, research, and outreach activities of all universities, Makerere inclusive must respond to the world trends or else the products of the system will be at a disadvantage. It is also clear that a penny spent on internationalization is not wasted money. The few shortfalls identified can be plugged and the policy will serve the higher education sector effectively. The expected outputs are being realized as enumerated, there is need to have a policy framework to guide the activities related to internationalization of higher education in the whole country.

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