

**Addressing Quality Education in Uganda: Challenges and Dilemma  
in Western Uganda**

**By**

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## ***Abstract***

*The basic or components of quality education are excellent teacher selection and training, excellent curriculum, excellent preparation, excellent teaching, excellent assessment and excellent infrastructure with management. Uganda fell short of these between 1970 and 1990. From 1972 to January 1986 Uganda because of political turmoil and insecurity that led to devastation of all its services. Educational institutions' infrastructure, like other sectors, was run down and the country lost most of its trained manpower to other countries. So during this difficult time the issues of access, equity and quality in all Uganda's government programmes and this became a very big concern. The education system particularly at the primary school level suffered from the neglect. Consequently there was poor quality, drop in enrolment of 50% with high drop out rate of 7.8% in the lower grades of the Primary school level as well as high attrition rate of 50%. There was also low completion rate of 50% and a big difference between geographical locations and individual schools with an over all low efficiency of total cost per child. This resulted in parents contributing 50-75% towards school and staff salaries.*

*Over a year after the National Resistance Movement Government came in power in July 1987, Education Policy Review commission was instituted. It concluded its work in 1992 and a white paper was prepared spelling out reforms in policy and legal framework as well as measures to increase access improve quality and enhance equity.*

*Guided by the White Paper, Government revised its Education Policy and Legal Framework to support reforms to address the above problems and a lot has been on the implementation of the reforms but the situation has not changed much and it is not good in upcountry schools particularly Western Region. The situation is very well known including causes, solutions and what is to be done but not much is being done hence the challenges and dilemma.*

### **Introduction**

This paper explains the importance of quality education and the requisite factors that contribute to good quality education. It also explains the fate of quality education in Uganda indicating the efforts put in to remedy the situation and discusses the situation as it is now especially in the Western Uganda( challenges and dilemma)

### **Quality education globally:**

A number of scholars in education, in Europe, America and elsewhere, such as Veerle Hulpian and Kim Walytens, (2001), Boyle and Bowden (1997) have done research and written on quality education because of the great concern on the need for it world wide. They all agree that quality education is one that gives learners relevant and useful knowledge, attitudes and skills to enable them live better lives with competence and confidence. It is emphasized; however, that in order to make this possible the learning process *must* be positive and helpful where learning takes place. The learners should not merely come to attend school but to get knowledge, attitude and skills that are relevant and useful to them. It is also noted that today's world is complex and knowledge is growing at a fast pace. People need to know and learn how to cope with

change which includes many different relationships and lots of information with diversity and difference.

Therefore teaching and learning *must* give learners the tools to enable them cope with this complex situation. There are five key requisite factors that have been identified to constitute and bring about quality education:

**Well equipped schools:** Institutions/schools should have sufficient learning materials and equipment to stimulate learners;

**Ethics and professionalism:** Institutions/schools should be mindful of ensuring a friendly learning environment with honesty and accountability;

**Cooperative teaching:** involving the learners in the learning process, giving sufficient time and using the learners' own language to enable them understand what they are learning (today there is also thinking of collaborative teaching and learning –a process of partnership that empowers learners to own learning);

**Relevant and useful curriculum:** learning curriculum should be based on what learners find in their local environment and focused on broader knowledge and competencies which they can apply in their lives;

**Good schools management:** local boards and committees consisting of school leadership such as head teachers, parents and community leaders that can make sure the schools serve their children study well and have the resources they need should be very much involved in the management of school.

In a nutshell good quality education should consist of excellent teacher selection and training ( based on best performance and interest), excellent curriculum, excellent preparation and teaching, excellent assessment and excellent infrastructure with good management.

### **Quality education in Uganda:**

Uganda fell short of what has been explained above between 1970 and 1990. From 1972 to January 1986 Uganda experienced political turmoil and insecurity that led to devastation of all its services. Educational institutions' infrastructure, like other sectors, was run down and the country lost most of its trained manpower to other countries. So during this difficult time the issues of access, equity and quality in all Uganda's government programmes became a very big concern. The education system particularly at the primary school level suffered from neglect. Consequently there was poor quality education, drop in enrolment of 50% with high drop out rate of 7.8% in the lower grades of the Primary school level as well as high attrition rate of 50%. There was also low completion rate of 50% and a big difference between geographical locations and individual schools with an over all low efficiency of total cost per child. This resulted in parents contributing 50-75% towards school and staff salaries (Ministry of Education and Sports 2001).

The report indicates that soon after the National Resistance Movement (NRM) came into power, an Education Review Commission (ERC) was setup in July 1987 to appraise the entire existing system of Education in Uganda and recommend measures and strategies for improving the system. The Commission focused on improving the system in order to:

- Progressively embrace modern curriculum and pedagogic trends and development.
- Review and reformulate the general objectives of the school as a whole as well as at each level.
- Advise on the most effective way of integrating academic with commercial and technical subjects in school curricula.
- Recommend measures to improve the management of schools and tertiary institutions so as to maximise cost-efficiency.
- Reassess the appropriate system of financing schools and tertiary institutions and rendering services efficiently.
- Advise on optimal location of education in institutions throughout the country.
- Review the role of qualifying examinations and adequacy of the current methods of assessment.
- Assess the role of private sector in the provision of education at all levels.
- Review the entire structures of primary and secondary schools.

The Commission came up with a White Paper having a set of recommendations for implementation effective in 1992. As a result the following major reforms and innovations were effected:

### **The Legal Framework of Education**

A number of Acts were put in place based on the *National Constitution for the Republic of Uganda* namely *Local Government Act 1997*, which transferred Primary and Secondary Education services to Local Governments; *Revised School Management Committee Regulations 2000*, which updated the Framework for managing Primary Education; *The Education Bill 2000*, which revised and updated the Education Acts 1970 and provided for a more contemporary framework for Managing Education in Uganda; *HIV/AIDS Policy*- Government developed a Policy on HIV/AIDS in secondary schools including plans for addressing HIV/AIDS in the Education Sector; *University and other Tertiary Institutions Act 2001* which provided a legal framework for managing institutions that fall in this category which included establishment of the National Council for Higher Education (NCHE) to regulate the operations and oversee quality assurance issues with regard to Universities and Tertiary Institutions and Evaluation of Education Services policies which led to the establishment of Education Standards Agency (ESA).

### **Decentralisation of Education Services**

The decentralisation of Educational Services plan constitutes a major component of the National Policy framework of decentralisation. The implementation of decentralisation policy in Uganda has in general involved the devolution of functions from the Central Government to Local Government. This is a consequence of the Local Government Statute of 1993 which provided for transfer of power and services to Local Government. This was made more eminent by the 1995 Constitution and the Local Government Act, 1997 which further entrenched the principles of decentralisation by empowering Local

Government with responsibilities for lower level local councils, sub-counties and divisions. The main merit of Decentralisation is that it has enlisted the participation of community / grass root in providing educational services.

Generally the reforms have contributed significantly to raising Access, Equity and to some extent Quality for Education.

**Access to Education:** In 1997 Universal Primary Education was declared with provision of free Education.

**Equity:** Primary classrooms have been constructed to replace those destroyed during the years of insurgence to cater for the rapid rise in enrolment. To increase the number of schools at this level, Government has been taking over Community schools, staffing them with teachers and paying their salaries. Between the years 1990 to 2000 over 4000 schools were Grant-Aided. A total of 767 primary schools were grant aided in the Financial Year 1999/2000, raising the number of primary schools to a total of 10,597, of which 9,060 are Government and 1,481 are private, while the rest are considered community schools.

To cater for the increased enrolment at primary, the Government decided to construct Seed secondary Schools. Over years, 1998 – 2003, 60 seed secondary schools were constructed.

Government also grant aids community and private schools annually and by 2000—2001 274 Community or privately owned schools had been Grant-Aided and staffed schools.

**Quality of Education:** Two units namely Education Standards Agency to monitor and evaluate Primary and Secondary Schools was established and the National Council for Higher Education to regulate and oversee operations of tertiary institutions and Universities.

Although a lot was put in the areas of access, equity and quality education, these are still remained wanting even up today especially in the rural areas more so in Western Uganda. The poor level of education in Western Region and the general impoverishment of the communities of the Rwenzori Regions stimulated the establishment of Mountains of the Moon University after a thorough study of the area. The study gave a number of revelations namely a big number of untrained teachers especially at the Primary level, enrolment of candidates in Grade Three Teacher Training Colleges (candidates with Division four at “O” level that is failures of English, Mathematics and Science) from 1980 to 1997, deficient training in content and methods at those colleges and poor students performance at Primary, Secondary and Teacher Training levels. The study also established that there is rampant cheating in examination caused by corruption at all levels and the culture of teaching to pass examinations through couching rather than normal teaching and learning.

The rest of this paper gives quantitative data on the status of education in Western as at the end of 2003.

### **Status of Education in Western Region**

Tables one and two (1&2) show the training level of teachers at Primary and Secondary level in the schools of the Western Region Districts and compares them with the figures from the schools in Kampala.

**Table 1: Teacher qualifications at Primary level.**

District / Teacher Qualification							
District	Un-trained	DPE	grade 2	grade 3	grade 5	Grad	Total
Bushenyi	144	414	57	3361	105	18	4253
Kabarole	430	109	42	1027	33	1	1704
Mbarara	1674	493	184	3953	145	16	6954
Mubende	822	237	93	2055	239	22	4103
Kyenjojo	376	61	82	751	22	3	1429
Kasese	505	212	25	2074	93	18	3094
Kamwenge	388	60	55	591	17	0	1202
Kabale	298	340	68	2487	149	5	3453
Hoima	340	111	23	1029	52	5	1707
Bundibugyo	464	35	5	499	11	1	1182
Total	5441	2072	634	17827	866	89	29081
Kampala	272	496	93	3779	542	183	5817
Teacher Qualifications/ percentages							
Teacher	% Un trained	% DPE	% grade 2	% grade 3	% grade 5	% Grad	
Bushenyi	3.4	9.7	1.3	79.0	2.5	0.4	
Kabarole	25.2	6.4	2.5	60.3	1.9	0.1	
Mbarara	24.1	7.1	2.6	56.8	2.1	0.2	
Mubende	20.0	5.8	2.3	50.1	5.8	0.5	
Kyenjojo	26.3	4.3	5.7	52.6	1.5	0.2	
Kasese	16.3	6.9	0.8	67.0	3.0	0.6	
Kamwenge	32.3	5.0	4.6	49.2	1.4	0.0	
Kabale	8.6	9.8	2.0	72.0	4.3	0.1	
Hoima	19.9	6.5	1.3	60.3	3.0	0.3	
Bundibugyo	39.3	3.0	0.4	42.2	0.9	0.1	
Average	18.7	7.1	2.2	61.3	3.0	0.3	
Kampala	4.7	8.5	1.6	65.0	9.3	3.1	

**Table 2. Secondary Level**

District / Teacher Qualification								
District	Un- trained	DSE	grade 2	grade 3	Grade 4	grade 5	Grad.	Total
Bushenyi	36	503	1	5	3	186	346	1205
Kabarole	67	138	0	0	1	143	144	540
Mbarara	110	627	9	4	1	481	319	1640
Mubende	79	389	3	3	1	226	234	1048
Kyenjojo	65	94	0	2	0	51	33	279
Kasese	192	401	0	0	6	126	169	998
Kamwenge	63	59	0	0	0	75	33	262
Kabale	92	353	0	2	3	260	222	978
Hoima	38	156	0	1	0	135	129	492
Bundibugyo	43	50	0	2	0	29	14	168
Total	785	2770	13	19	15	1712	1643	7610
Kampala	70	514	1	0	3	413	1650	2853
District	% Un- trained	% DSE	% grade 2	% grade 3	% grade 4	% grade 5	% Grad.	
Bushenyi	3.0	41.7	0.1	0.4	0.2	15.4	28.7	
Kabarole	12.4	25.6	0.0	0.0	0.2	26.5	26.7	
Mbarara	6.7	38.2	0.5	0.2	0.1	29.3	19.5	
Mubende	7.5	37.1	0.3	0.3	0.1	21.6	22.3	
Kyenjojo	23.3	33.7	0.0	0.7	0.0	18.3	11.8	
Kasese	19.2	40.2	0.0	0.0	0.6	12.6	16.9	
Kamwenge	24.0	22.5	0.0	0.0	0.0	28.6	12.6	
Kabale	9.4	36.1	0.0	0.2	0.3	26.6	22.7	
Hoima	7.7	31.7	0.0	0.2	0.0	27.4	26.2	
Bundibugyo	25.6	29.8	0.0	1.2	0.0	17.3	8.3	
Average	10.3	36.4	0.2	0.2	0.2	22.5	21.6	
Kampala	2.5	18.0	0.0	0.0	0.1	14.5	57.8	

The gross disparities between schools of the Western Region and those in Kampala are obvious at both Primary and Secondary levels. In particular it should be noted that there is very large number of Untrained Teachers not only at primary but also at secondary level in the Western Region. Qualitative information collected revealed that the Grade three (3) teachers who are under trained in content and methods and lack of Graduate teachers have caused poor performance. It seems that unless teachers have completed

Senior six (6) they cannot cover the current primary syllabus. Essentially this means that only Grade five (5) and Graduates are able to cover in full the *Primary* syllabus.

Another dimension is that present experience shows that students trained outside their Region seek employment outside the Region. The hope is that by training Education students and linking them locally for their in-service training they will be offered jobs in the local schools. There is the added incentive that a graduate teacher has a high probability of obtaining a headship after five years of complete graduate teaching in the Region. There is, however, the anxiety that the graduates will be tempted out of the Western Region by higher salaries available in and around Kampala.



**Table 3 : Primary Leaving Examination Results  
Comparison Between Districts And Kampala.**

District	Year	G1	G2	G3	G4	FAILED	TOTAL
Bushenyi	2001	736	4,461	3,241	1,683	1,841	11,962
Kabarole		367	1,850	685	646	485	4,033
Mbarara		1,910	6,069	2,195	1,615	1,372	13,161
Mubende		749	3,910	1,667	1,323	1,240	8,889
Kyenjojo	2002	35	799	657	822	1,304	3,617
Kasese		282	2,738	1,696	1,236	1,316	7,268
Kamwenge	2002	113	847	518	396	412	2,286
Kabale		709	3,579	1,448	788	554	7,078
Hoima		214	1,192	807	609	1,335	4,157
Bundibugyo		110	931	275	188	68	1,572
	Total	5,225	26,376	13,189	9,306	9,927	64,023
Kampala		5,860	8,295	1,444	875	745	17,219
% In Each Category By District.							
District	Year	G1	G2	G3	G4	FAILED	
Bushenyi	2001	6.2	37.3	27.1	14.1	15.4	
Kabarole	2001	9.1	45.9	17.0	16.0	12.0	
Mbarara	2001	14.5	46.1	16.7	12.3	10.4	
Mubende	2001	8.4	44.0	18.8	14.9	13.9	
Kyenjojo	2002	1.0	22.1	18.2	22.7	36.1	
Kasese	2001	3.9	37.7	23.3	17.0	18.1	
Kamwenge	2002	4.9	37.1	22.7	17.3	18.0	
Kabale	2001	10.0	50.6	20.5	11.1	7.8	
Hoima	2001	5.1	28.7	19.4	14.6	32.1	
Bundibugyo	2001	7.0	59.2	17.5	12.0	4.3	
	Average	8.2	41.2	20.6	14.5	15.5	
Kampala	2001	34.0	48.2	8.4	5.1	4.3	

**Table 4.** Total Enrollments and Retention Rates In Primary Schools of Western Region Year 2002

	P1	P2	P3	P4	P5	P6	P7	TOTAL
Bushenyi	78948	38790	37602	31596	26742	18977	15048	247703
Hoima	19645	14225	14130	13063	10869	8238	5444	85614
Bundibugyo	19343	11619	9639	7771	5647	3981	2423	60423
Kabale	42267	30253	26741	22336	18339	14757	9690	164383
Kabarole	23884	16713	16856	15481	12134	8560	5264	98892
Kamwenge	18030	11631	10915	9461	7217	5337	3639	66230
Kasese	39578	26594	26678	24283	29674	14454	11008	172269
Kyenjojo	26947	17700	16354	13963	11041	7979	5532	99516
Mbarara	98210	54993	52272	44858	36833	27881	21098	336145
Mubende	51402	32674	31866	28497	24449	19982	13160	202030
Total	418254	255192	243053	211309	182945	130146	92306	1533205

Kampala	26796	25258	26917	25941	24840	22297	18002	170051
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As % of P1

	P2	P3	P4	P5	P6	P7	Teacher	Student /Teacher
Bushenyi	49.13	47.63	40.02	33.87	24.04	19.06	4253	58.24
Hoima	72.41	71.93	66.50	55.33	41.93	27.71	1707	50.15
Bundibugyo	60.07	49.83	40.17	29.19	20.58	12.53	1182	51.12
Kabale	71.58	63.27	52.85	43.39	34.91	22.93	3453	47.61
Kabarole	69.98	70.57	64.82	50.80	35.84	22.04	1704	58.04
Kamwenge	64.51	60.54	52.47	40.03	29.60	20.18	1202	55.10
Kasese	67.19	67.41	61.35	74.98	36.52	27.81	3094	55.68
Kyenjojo	65.68	60.69	51.82	40.97	29.61	20.53	1429	69.64
Mbarara	56.00	53.22	45.68	37.50	28.39	21.48	6954	48.34
Mubende	63.57	61.99	55.44	47.56	38.87	25.60	4103	49.24
Average	61.01	58.11	50.52	43.74	31.12	22.07	29081	52.72
Kampala	94.26	100.45	96.81	92.70	83.21	67.18	5817	29.23

**Table 5.**Total Enrollments and Retention Rates in Secondary Schools

of Western Region Compared with Kampala Year 2002

	S1	S2	S3	S4	S5	S6	TOTAL	
Bushenyi	6306	5169	4061	3356	436	1109	20437	
Hoima	2623	2105	1789	1498	378	409	8802	
Bundibugyo	1242	1093	744	617	68	20	3784	
Kabale	4449	3780	3290	2816	1752	1301	17388	
Kabarole	2854	2496	2147	1717	439	563	10216	
Kamwenge	1300	1022	727	548	155	80	3832	
Kasese	4627	4326	3487	2654	548	499	16141	
Kyenjojo	1802	1428	1093	856	44	62	5285	
Mbarara	7011	6699	5286	4450	1455	1274	26175	
Mubende	5106	4102	3325	2800	703	699	16735	
Total	37320	32220	25949	21312	5978	6016	128795	
Kampala	10312	9519	9106	8777	6976	8045	52735	
As % of S1								
		S2	S3	S4	S5	S6	Teacher	Student/Teacher
Bushenyi		81.97	64.40	53.22	6.91	17.59	1205	16.96
Hoima		80.25	68.20	57.11	14.41	15.59	492	17.89
Bundibugyo		88.00	59.90	49.68	5.48	1.61	168	22.52
Kabale		84.96	73.95	63.30	39.38	29.24	978	17.78
Kabarole		87.46	75.23	60.16	15.38	19.73	540	18.92
Kamwenge		78.62	55.92	42.15	11.92	6.15	262	14.63
Kasese		93.49	75.36	57.36	11.84	10.78	998	16.17
Kyenjojo		79.25	60.65	47.50	2.44	3.44	279	18.94
Mbarara		95.55	75.40	63.47	20.75	18.17	1640	15.96
Mubende		80.34	65.12	54.84	13.77	13.69	1048	15.97
						TOTAL	7610	
Average		86.33	69.53	57.11	16.02	16.12		16.92
Kampala		92.31	88.30	85.11	67.65	78.02	2853	18.48

Table 6 shows the disparities between the Western Region and Kampala. In the Western Region most of the Secondary Schools are unable to teach to A-Level and table 2 shows how great are the differences in Teacher Qualification. The consequences of these two combining influences are clearly shown in table six (6). This demonstrates the grave

disadvantages suffered by those students who receive their education in the Western Region.

**Table 6**  
**Secondary School Intakes, A-Level Outputs and University Entrances For Students Of The Rwenzori Region.**

	Number Of Secondary Schools	Schools Teaching To Level	A- Enrolled In S1	Students Completing A-Level	Obtaining 2 Principle Passes	Entering 3rd Level Education
Kasese	37	12	4627	399	175	64
Kabarole	27	12	2854	397	256	120
Kyenjojo	16	3	1802	80	46	10
Kamwenge	11	3	1300	87	48	16
Bundibugyo	6	2	1242	40	20	8
Total	97	32	11825	1003	545	218

  

	A-Level As % Of S1 Intake	% of A- Level Students Qualifying For Third Level	% of A- Level Students Reaching Third Level	% of S1 Intake Reaching Third Level
Kasese	8.6	43.9	16	1.4
Kabarole	13.9	64.5	30.2	4.2
Kyenjojo	4.4	57.5	12.5	0.6
Kamwenge	6.7	55.2	18.4	1.2
Bundibugyo	3.2	50	20	0.6
AVERAGE	7.4	54.2	19.4	1.6

**Table 6** Shows clearly the poor representation of school leavers from the Western Region entering third level institutions. It is known that the figures from Kabarole Are inflated compared with the other Districts because historically these other Districts have sent Their best students to The Secondary Schools in Kabarole which were well established and funded many years ago.

Of the total 545 students qualifying for University entrance only 218 obtained places leaving 327 qualified students in the Region unable to go to University. If Mountains of the Moon University was able to start with three courses of 40 students each, That would still leave over 200 students unplaced.

The impact of the low level of teaching available in the Western Region can be clearly seen in ordinary level performance mainly in Divisions 3,4,and fail in the Western

Region totaling to 50.6% compared with 17.8% in Kampala and in Kampala 34% obtain a Grade1 pass compared with 8.2% in the Rwenzori Region.

As stated above, this poor education can only be addressed by raising the standard of teachers available in the schools and one of the prime reasons for establishing the Mountains of the Moon University in the central part of the Western Region is to be as easily as possible available to as many potential students as possible. This is of particular significance in the case of part-time students (Teachers who are doing Distance Learning at Universities outside the Region)who travel to the Universities for face to face training during the holidays.

Further reasons for establishing the University in the Western Region are the demography, the foreseeable consequences of Universal Primary Education (UPE) and the anticipated consequences of introducing Universal Secondary Education (USE).

The argument given in the following text on tables four and five (4&5) is an excerpt from the justification the author gave in the proposal for the establishment of Mountains of the University in Fort Portal (the centre of Western Region)

The tables show the school populations in 2002 at Primary and Secondary levels. It would appear that there is a large drop out between Primary one and Primary two (P1 and P2), a situation that will be corrected in time. Primary six and Primary seven (P6 and P7) are at the pre UPE levels. It must be both expected and hoped that that retention rates in Primary and Secondary levels in the Western Region will at the very least reach the levels evident in Kampala and also that the transfer rates between Primary and Secondary will become coincident. When this situation occurs the retention rate at Primary will increase from 22% to 67% implying a three (3) fold increase in P7 numbers. If the transfer rate increases from 40% to 57% and if the Secondary retention increases from 16% to 78% the increase in applicants to University is going to increase by a factor of 21. It must be assumed that the majority of these potential students will wish to study in their home region if for no other reason than it will save a substantial financial outlay. Already many students from upcountry regions do not take up places because of financial constraints, a situation that would only get worse in the absence of a local university as the drain on the local economy became more severe with more students taking money out of the Region. It is the case at present that students at school and University often receive their education only because of the support of family, friends and neighbours. There is a limit to how far this level of support can stretch.

The case for establishing a University to supply graduate teachers to the schools of the Western Region was clear. The university has a strong in-service training program to up-skill the present quality of teachers by offering opportunities to obtain degree level qualifications by distance, weekend and evening study or during the holidays. The University will also run one month intensive courses in Mathematics, English and Science during the school holidays.

## **Challenges**

Quality Assurance structures/ organs, procedures and criteria or indicators are in place but they do not function as expected and planned. In fact it looks as if hardly anything is in place hence the following issues{

- Large number of untrained teachers: This is illustrated by the data from schools in Western Region.
- Large number of poorly trained teachers: In the same way as explained above.
- Rigidity of policies: The policies stipulate that the secondary schools especially Advanced level of education will prepare the students to go to institutions of higher learning. But this was not the case from 1980 to 1997. So something must be done.
- Culture of lack of ethics and professionalism: What is stated above together with corruption as well as low salaries and lack of promotion provision have bred this culture.

These problems are well known and the solutions are also known but nothing is being done. This has led to dilemma.

## **Dilemma: Implications for the Future**

A survey of what has been explained in the paper with the challenges identified above leads to this dilemma.

The dilemma is that the Problems are known, recognised and acknowledged but No course of action to remedy the situation. This leads to the following questions:

What implications does this situation have for the future?

What do Universities who are the custodians of Education think about this? Since they are the ones who demand for candidates who have passed well, would the Ugandan Universities' Vice Chancellors discuss this matter and come up with ways acceptable for their Universities to intervene? This is very important because the Universities cannot get the best candidates from the worst situations.

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