KAMPALA INTERNATIONAL UNIVERSITY
INSTITUTE FOR SOCIAL RESEARCH

1ST IN-HOUSE RESEARCH FORUM

SEPTEMBER 28-29, 2015, 1:00-5:00 PM, IBML, KIU

THEME: BEYOND THE FUNDAMENTAL PRECEPTS ON SOCIAL RESPONSIBILITY

Featuring an Anthology of Empirical Studies and Evidence-Based Insights Linked to the Millennium Development Goals: Will the Millennium Development Goals achieve its eight time-bound targets this 2015?

Insights in Focus: Social Responsiveness* Intercultural Dialogue* Decline in Under 5 Mortality Rate* IT Based Educational Services* Human Development

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road, Kansanga
P.O. BOX 20000 * Kampala, Uganda

OFFICE OF THE DIRECTOR
INSTITUTE FOR SOCIAL RESEARCH (ISR))

What we believe in: (ISR AS TRANSLATED INTO VALUES) Intellectual humility, Sincerity in work, Responsible member of society

October 21, 2015

Mr. Ramu Damodaran
Chief, UN Academic Impact Secretariat
Outreach Division, S-0937
Department of Public Information
United Nations, NY 10017, USA

Dear Sir,

Greetings from Kampala International University (KIU), East Africa
UNAI Member since July 27, 2015…

Once again, we express our heartfelt gratitude for awarding KIU as an affiliate member of the United Nations Academic Impact. In view of KIU's commitment to undertake a shared culture of intellectual responsibility, the First In-House Research Forum was hosted by the Institute for Social Research at KIU Main Campus on September 28-29, 2015 with **194** participants composed of guests, KIU staff and students (bachelors, masters and PhD levels).

Please find our report about the research forum in place as reflected in the succeeding document. Kindly consider this report inclusive for July 2015-July 2016.

Novembrieta R. Sumil, PhD
Director, Institute for Social Research

Noted by:

Prof. P.K. Tibenderana
Vice Chancellor, KIU

PROGRAM

(REGISTRATION IS FREE; PRE REGISTRATION WITH ISR STARTS SEPTEMBER 17, 2015)

Objective: To inculcate a shared culture of intellectual social responsibility through dissemination of research findings.

FIRST DAY

September 28, 2015 Monday

1:00 pm - 2:00pm: Registration
2:05pm – 2:25pm: Prayers
KIU Hymn
Introductions
2:30pm - 2:50pm: Keynote 1: Annette Kezaabu Kasimbazi, PhD
Deputy Vice Chancellor, Academic Affairs, KIU

Presentations including Interactions

1. College of Education, Open and Distance Learning,KIU

2:55pm-3:20: Tindi Nuru Seje, PhD

Information Technology (IT) Based Education Services in Selected Kenyan Universities

2. Institut Polytechnique de Byumba (IPB), Rwanda

3:55pm- 4:25pm: Mr. Niyonzima, Eliezer, KIU Alumnus, MAED, PhD in progress ; Dean, IPB

Value Receptivity Among Academic Managers in Rwanda: Supporting the Millennium Development Goals' Social Responsiveness

3. College of Economics and Management Sciences. KIU

4:25pm- 5:05pm : Mr. Edson Mwebesa, MSc Statistics, PhD in progress at KIU

Trend, Levels and Differences for Under-Five Mortality Rate in Uganda (U5MR): Is Uganda on Track in Achieving the Millennium Development Goal 4?

SECOND DAY

September 29, 2015 Tuesday

1:00 pm - 2:00pm: Registration
2:05pm – 2:25pm: Prayers
KIU Hymn
Introductions and Recapitulations
2:30pm - 2:50pm: Keynote 2: Prof. Peter Kazinga Tibenderana
Vice Chancellor, KIU

Presentations including Interactions

1. College of Economics and Management Sciences,KIU

2:55pm-3:20: Mr. Klbs Muhanguzi Boaz, MSc Economics, PhD in progress at KIU

Economics of Tuition Fees: Cost-Benefit Analysis of a Differentiated Tuition Fee System in Selected Ugandan Universities

2. College of Education, Open and Distance Learning, KIU

3:55pm- 4:25pm : Mr. Asingwire Richard, MAED, PhD in progress at KIU

Challenges from Language Shift in Rwanda: Advocating Intercultural Dialogue as a Commitment Principle for the Millennium Development Goals

4:25pm- 5:05pm: Evaluation of the Activity
Closing Remarks (Novembrieta R. Sumil, PhD)
Distribution of Certificates (Presenters and Participants

Information Technology (IT) Based Educational Services in Selected Kenyan Universities

Tindi Nuru Seje, PhD
College of Education, Open and Distance Learning
Kampala International University (KIU)

Abstract

The Millennium Development Goals (MDGs) which became operational in 2000 were envisaged to be realized by 2015. Several evaluations have shown that many developing countries are likely not to achieve the minimum targets. As such therefore, a study on IT adoption and work attitude would be timely in addressing aspects of the post MDGs challenges. The empirical data from 362 academic managers as respondents revealed low levels of IT adoption in the universities, good work attitudes and no significant relationship between IT adoption and work attitude. It was recommended that universities should nonetheless respond to change by embracing IT. The study recommended that university management should review their work environment policies to help align their employees' work attitudes to their corporate strategies subsequently improving their productivity, much as attitude to work may become more favorable even with no IT adoption.

Insight Focus 1: IT Based Educational Services

Publication Details

1. eBook: ISBN 978-3-668-03803-5
Published on line by GRIN Verlag, http://www.grin.com/en/e-book/303875/evidence-based-insights-linked-to-the-millennium-development-goals
Book: ISBN 978-3-668-03804-2
Published by: GRIN Verlag: Munich, Germany
2. Complete article also posted at KIU, DSpace (www.kiu.ac.ug)

Value Receptivity Among Academic Managers : Supporting the Millennium Development Goals' Social Responsiveness

Eliezer Niyonzima, MAED, PhD in progress
KIU Alumnus ; Institut Polytechnique de Byumba (IPB), Rwanda

Abstract

A focal point about the Millennium Development Goals (MDGs) is social responsiveness. In support of this noble direction, the United Nations Academic Impact (UNAI) conceived its principles of commitment for its projects by aligning with higher education institutions activities and research towards intellectual social responsibility to realize the MDGs by highlighting on the reciprocal relationship between education and sustainable development. This study portrayed value receptivity and social responsiveness in terms of measuring the ethical integrity of academic middle managers from selected private higher education institutions in Kigali, Rwanda, East Africa. The findings revealed low level of value receptivity due to some challenging ethical practices.

Insight Focus 2: Social Responsiveness

Publication Details

1. eBook: ISBN 978-3-668-03803-5
Published on line by GRIN Verlag, http://www.grin.com/en/e-book/303875/evidence-based-insights-linked-to-the-millennium-development-goals
Book: ISBN 978-3-668-03804-2
Published by: GRIN Verlag: Munich, Germany
2. Complete article also posted at KIU, DSpace (www.kiu.ac.ug)

Trend, Levels and Differences for Under-Five Mortality Rate in Uganda (U5MR): Is Uganda on Track in Achieving the Millennium Development Goal 4?

Mwebesa Edson, MSc Statistics, PhD in progress, KIU
College of Economics and Management Sciences, KIU

Abstract

This study employed the analytic induction from the statistical phenomenon on U5MR in Uganda to arrive at the trend, levels and sex differences related to U5MR. The study followed a quantitative research paradigm which was particularly descriptive, longitudinal panel research. It was found out that the trend of U5MR was generally declining and that there was a significant difference between the U5MR of male and female children. The 2013 annual average reduction rate (AARR) was 4.3%, just 0.1% less than the required 4.4% for Uganda to achieve the Millennium Development Goal 4. Based on the findings, it was concluded that there exists higher chances for Uganda to achieve the MDG4, considering the recent trend of U5MR in Uganda.

Insight Focus 3: Decline in Under 5 Mortality Rate

Publication Details

1. eBook: ISBN 978-3-668-03803-5
Published on line by GRIN Verlag, http://www.grin.com/en/e-book/303875/evidence-based-insights-linked-to-the-millennium-development-goals
Book: ISBN 978-3-668-03804-2
Published by: GRIN Verlag: Munich, Germany
2. Complete article also posted at KIU, DSpace (www.kiu.ac.ug)

Economics of Tuition Fees: Cost-Benefit Analysis of a Differentiated Tuition Fee System in Selected Ugandan Universities

Kibs Muhanguzi, MSc Economics, PhD in progress, KIU
College of Economics and Management Sciences, KIU

Abstract

The post millennium development (sustainable development) goals are a long term strategic plan by the United Nations' member governments meant to ensure improved human development. Human development, the main sustainable development goal can emanate from product differentiation. Access to education is a sustainable development strategy that can improve quality of life. A differentiated tuition fee system is thought to be one of the approaches to improve people's quality of life. Anchored on the monopolistic price discrimination theory (third degree), this paper examined the costs and benefits derived from a differentiated tuition fee system in selected Ugandan universities. To achieve this, a descriptive correlation approach and mixed explanatory designs (quantitative and qualitative) were adopted. The study found tuition fee differentiation system to have a significant correlation with benefits accrued and an insignificant correlation with costs involved.

Insight Focus 4: Human Development

Publication Details

1. eBook: ISBN 978-3-668-03803-5
Published on line by GRIN Verlag, http://www.grin.com/en/e-book/303875/evidence-based-insights-linked-to-the-millennium-development-goals
Book: ISBN 978-3-668-03804-2
Published by: GRIN Verlag: Munich, Germany
2. Complete article also posted at KIU, DSpace (www.kiu.ac.ug)

Challenges from Language Shift: Advocating Intercultural Dialogue as a Commitment Principle for the Millennium Development Goals

Asingwire Richard, MAED, PhD in progress, KIU
College of Education, Open and Distance Learning, KIU

Abstract

Emanating from language shift would be challenges such as involvement in intercultural dialogue on local and global angles. In intercultural dialogue there are open interactions between individuals from different cultural backgrounds that bring about understanding each other's world views, similarities and differences. Intercultural dialogue then is part of the commitments of the United Nations Alliance of Civilizations and the United Nations Academic Impact in support of the Millennium Development Goals. For reasons of socio-economic progress, Rwanda had shifted from French to advocating the English language said to be the universal medium of communication. Anchored on such direction, this study embarked on investigating empirically the effects of the English language as a medium of instruction in selected institutions of higher learning in Rwanda. The findings showed that the learners' performance in the English language needed to be effectively implemented in the process of learning.

Insight Focus 5: Intercultural Dialogue

Publication Details

1. eBook: ISBN 978-3-668-03803-5
Published on line by GRIN Verlag, http://www.grin.com/en/e-book/303875/evidence-based-insights-linked-to-the-millennium-development-goals
Book: ISBN 978-3-668-03804-2
Published by: GRIN Verlag: Munich, Germany
2. Complete article also posted at KIU, DSpace (www.kiu.ac.ug)

WELCOME AND INTRODUCTION OF THE PARTICIPANTS

*THE RESEARCH FORUM

*BEYOND THE FUNDAMENTAL PRECEPTS ON SOCIAL RESPONSIBILITY

*THE UNITED NATIONS ACADEMIC IMPACT

NOVEMBRIETA R. SUMIL,PhD
DIRECTOR, ISR-KIU

1

WELCOME

PARTICIPANTS
GUESTS AND ATTENDEES
PRESENTORS
KIU STAFF
ISR STAFF
STUDENTS

2

REMINDERS

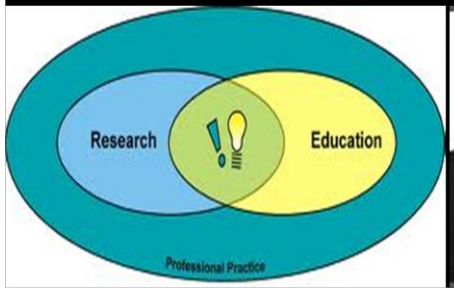
- MAKE SURE YOU HAVE REGISTERED
- PLEASE PUT OFF YOUR CELL PHONES OR SET IN SILENT MODE
- INTERACTIONS WILL FOLLOW AFTER THE LAST PRESENTER
- EVALUATION AFTER ALL PRESENTATIONS

3

Dissemination Phase

COMMUNICATING THE FINDINGS

UTILIZING THE FINDINGS



4

RESEARCH FORUM: A RESEARCH DISSEMINATION STRATEGY

INTRODUCTION

The researcher has not completed his role as a producer of research if he has not shared his findings to the relevant beneficiaries and those within his profession.

Sumil, N., Sumil,M., & Kibuka,M.(2014) Horizons from experience based -research. Cebu, Philippines: Juboy Copy Print. ISBN: 978-9970-9288-2-8

5

RESEARCH FORUM: WHAT SHOULD THERE BE?

- INTERACT WITH THE PRESENTER AND PARTICIPANTS IN A PROFESSIONAL AND TACTFUL MANNER
- THE FORUM IS NOT AN ORAL DEFENSE BUT A VENUE TO SHARE RESEARCH FINDINGS AND EXCHANGE IDEAS

6

ANTHOLOGY
Evidence-Based Insights Linked to the MDGs

Insights in Focus

Social Responsiveness* Intercultural Dialogue* Decline in Under 5 Mortality Rate* IT Based Educational Services* Human Development

7

THEME: BEYOND THE FUNDAMENTAL PRECEPTS ON SOCIAL RESPONSIBILITY

8

PRECEPTS

...A general rule intended to regulate behavior or thought.

SOCIAL RESPONSIBILITY

...Behave ethically and with sensitivity toward social, cultural, economic and environmental issues.

9

SOCIAL RESPONSIBILITY

http://www.imasocialentrepreneur.com/social-responsibility/

INDIVIDUAL SOCIAL RESPONSIBILITY: promoting a proactive stance towards positively influencing and affecting the people and environments outside your immediate circle.

10

INDIVIDUAL SOCIAL RESPONSIBILITY

- Being socially responsible not only requires participating in socially responsible activities like recycling, volunteering and mentoring,
- but to actually make it a lifestyle. Only through a commitment to embrace and embed social responsibility into your personal value and belief system can you truly become socially responsible in all you do.

11

IN WHICH TYPE ARE YOU??????????????

PEOPLE WITH "Good Intentions" – they believe that social responsibility is a good idea, and they do what they can in terms of volunteering, but they do not sacrifice huge amounts of time or money.

12

PEOPLE WHO "Practice What They Preach" and for this group, individual, as well as corporate, social responsibility is extremely important.

13

"To Thine Own Self Be True" and, for this group, social responsibility has little consequence in their lives.

14

PROACTIVE STANCE: Philanthropic Behaviour

- If you have the choice of two products and one product supports a good cause or was produced in a more ethical way, then purchase that product! You may only be one person but if everyone did their part, we could change the world!

15

SOCIAL RESPONSIBILITY IS VOLUNTARY

Going above and beyond what is called for by the law (legal responsibility). It involves an idea that it is better to be proactive toward a problem rather than reactive to a problem. Social responsibility means eliminating corrupt, irresponsible or unethical behavior that might bring harm to the community, its people, or the environment before the behavior happens.

16

BEYOND THE FUNDAMENTAL PRECEPTS OF SOCIAL RESPONSIBILITY

- "I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live." ~

George Bernard Shaw

17

BEYOND THE FUNDAMENTAL PRECEPTS OF SOCIAL RESPONSIBILITY

- "Each of us is a being in himself and a being in society, each of us needs to understand himself and understand others, take care of others and be taken care of himself." ~

Haniel Long

18

BEYOND THE FUNDAMENTAL PRECEPTS OF SOCIAL RESPONSIBILITY

"We cannot always build the future for our youth, but we can build our youth for the future." ~

Franklin Delano Roosevelt

19

BEYOND THE FUNDAMENTAL PRECEPTS OF SOCIAL RESPONSIBILITY

- "Every individual has a place to fill in the world and is important in some respect whether he chooses to be so or not". ~

Nathaniel Hawthorne

20

BEYOND THE FUNDAMENTAL PRECEPTS OF SOCIAL RESPONSIBILITY

- "Each of us is a being in himself and a being in society, each of us needs to understand himself and understand others, take care of others and be taken care of himself." ~

Haniel Long

21

BEYOND THE FUNDAMENTAL PRECEPTS OF SOCIAL RESPONSIBILITY

"We cannot always build the future for our youth, but we can build our youth for the future." ~

Franklin Delano Roosevelt

22

BEYOND THE FUNDAMENTAL PRECEPTS OF SOCIAL RESPONSIBILITY

- "Every individual has a place to fill in the world and is important in some respect whether he chooses to be so or not". ~

Nathaniel Hawthorne

23

THE UNITED NATIONS ACADEMIC IMPACT

On July 27, 2015, Kampala International University received its certificate of affiliation with UNAI to join over 1000 colleges and universities in some 120 countries who are working with the United Nations to promote global priorities, including peace, human rights and sustainable development.

24

THE UNITED NATIONS
ACADEMIC IMPACT

25

Sharing a culture of intellectual social responsibility
academic impact
Sharing a Culture of Intellectual Social Responsibility
The United Nations
welcomes
Kampala International University
as a member of the United Nations Academic Impact
and values its commitment to the following ten principles
Commitment to the United Nations Charter
Human rights
Educational opportunity for all
Higher education opportunity for every interested individual
Capacity-building in higher education systems
Global citizenship
Peace and conflict resolution
Addressing poverty
Sustainability
The "unlearning" of intolerance
Cristina Gallach
Under-Secretary-General for Communications and Public Information
Department of Public Information
United Nations

26

KAMPALA INTERNATIONAL UNIVERSITY

AUGUST 2015 HIGHLIGHTS

KAMPALA INTERNATIONAL UNIVERSITY (KIU) NOW A MEMBER OF THE UNITED NATIONS ACADEMIC IMPACT (UNAI) TO SHARE A CULTURE OF INTELLECTUAL SOCIAL RESPONSIBILITY

Kampala International University is what it is now because of its proactive stance and continuous adherence to the triad functions of higher education institutions namely: teaching, research and community service.

On July 27, 2015, Kampala International University received its certificate of affiliation with UNAI to join over 1000 colleges and universities in some 120 countries who are working with the United Nations to promote global priorities, including peace, human rights and sustainable development.

The United Nations Academic Impact (UNAI) is a program of the Outreach Division of the Department of Public Information, UN and a global initiative that aligns institutions of higher education with the United Nations in furthering the realization of the purposes and mandate of the organization through activities and research in a shared culture of intellectual social responsibility.

The UNAIs essential frame of references are:

i) To bring into association with the United Nations, and with each other, institutions of higher learning throughout the world;

ii) To provide a mechanism for such institutions to commit themselves to the fundamental precepts driving the United Nations mandate, in particular the realization of the universally determined Millennium Development Goals;

iii) To serve as a viable point of contact for ideas and proposals relevant to the United Nations mandate;

iv) To promote the direct engagement of institutions of higher education in programs, projects and initiatives relevant to this mandate.

The Ten Commitment Principles of the UNAI

Members of the UNAI commit themselves into activities related to the following principles:

1. A commitment to the principles inherent in the United Nations Charter as values that education seeks to promote and help fulfill;

2. A commitment to human rights, among them freedom of inquiry, opinion, and speech;

3. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity;

4. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education;

5. A commitment to building capacity in higher education systems across the world;

6. A commitment to encouraging global citizenship through education;

7. A commitment to advancing peace and conflict resolution through education;

8. A commitment to addressing issues of poverty through education;

9. A commitment to promoting sustainability through education;

10. A commitment to promoting inter-cultural dialogue and understanding, an the "unlearning" of intolerance, through education.

Expectations

Participants in the initiative are expected to undertake within their institutions, policies and programs that reflect adherence to the principles governing the United Nations Academic Impact. This would specifically include:

a) Undertaking one new activity each year, to actively address at least one of the ten basic principles of the United Nations Academic Impact. In many cases, such activities can emerge from a redefinition of, or fresh thrust to, existing projects and programs. Examples of activities could include research projects and papers, the hosting of a conference, the financing of participation of students in a specific United Nations activity in the field, or a specific action or activity on campus. Any

activity which is sponsored or paid for by a United Nations entity in the context of its own work program shall be excluded from consideration.

b) Placing prominently upon the institution websites, or in periodic printed publications, details of such activity, highlighting its relationship to UNAI through the use of UNAI logos, UNAI Member and UNAI In Action. When publicizing an activity undertaken in support of one of the UNAI Principles, the "UNAI in Action" logo should be used; however, these activities can neither be commercial in nature nor be used for fund-raising purposes.

As a member (5th UNAI member in Uganda), KIU then is authorized to use the UNAI logo in its activities such as in the aspects of teaching, research and community services (non-commercial/non-profit activities) in support of UNAI's ten commitment principles.

_____

Sources of above information retrieved from:
UNAI site: https://academicimpact.un.org/
Facebook page: https://www.facebook.com/ImpactUN
Twitter page: https://twitter.com/ImpactUN
UNAI logos: https://academicimpact.un.org/content/branding
UNAI monthly Newsletter: https://academicimpact.un.org/content/newsletters

Purposes of the UNAI Logos

UNAI LOGO 1 **UNAI LOGO 2**

1. **UNAI LOGO 1**: For any KIU not for profit promotional material/activity related to the UNAI commitment principles
   Ex: Kampala International University is a member of the United Nations Academic Impact.

2. **UNAI LOGO 2**: For any university activity (not for fund raising) relevant to the UNAI commitment principles.

VOTE OF THANKS

Very instrumental to the success of KIUs UNAI affiliation are those (1) who worked as a team with the Institute for Social Research (ISR) and (2) significant people creditable to mention in KIUs history in exploring the heights.

1. The KIU-BOT for the inspiration and creation of the ISR and Center for Research, Innovation and Extension Services (CRIE);
2. The office of the Vice Chancellor (Prof. P.K. Tibenderana, Belina and Norman) for their unconditional support to this endeavor;
3. Mr. Tajudeen Sanni (Lecturer, School of Law-KIU) for the knowledge resource about the UNAI affiliation;
4. The ICT office (Mr. Cyrus Barigye and web administrator, Mr. Emmanuel Lusenji) for their untiring development of the ISR website that fed information to the UNAI;
5. The KIU Main Library (Dr. Prisca Tibenderana and Ms. Jackline Kiwelu) for the global visibility of KIU researches and ISR's research compendium;
6. The KIU Quality Assurance Directorate (c/o Mr. Manuel Ray Sumil Jr.) for assisting the ISR in the technicalities of the application process together with Dr. Manuel Sumil.

NO WORDS CAN EVER MEASURE UP TO OUTWEIGH THE ENDLESS GRATITUDE OF THE KIU-INSTITUTE FOR SOCIAL RESEARCH FOR ALL YOUR SUPPORT. INDEED OUR SINCERE THANKS TO GOD/ALLAH FOR THIS BLESSING SHOWERED ON KIU.

As we dare to be different if to be different is to be better,

INSTITUTE FOR SOCIAL RESEARCH, KIU

Novembrieta R. Sumil, PhD
Director, ISR

Kibuuka Muhammad, PhD
Deputy Director, ISR

Ms. Adela Tusiime
Asst. Research Officer, ISR

Ms. Rashida Mugabe
Secretary, ISR

KEYNOTE ADDRESS (29 September 2015)

The United Nations Millennium Development Goals and Poverty Reduction: The Case of Uganda

Prof. P. K. Tibenderana, BA (Hons), PhD (Ibadan)
Vice Chancellor
Kampala International University

Introduction

Admittedly, the theme of your workshop is highly controversial because quite often discussions on aid and development among academicians tend to drift into contentious ideological issues regarding socialism and capitalism. This workshop should be aware of this possibility, otherwise, we may not be able to contribute positively to the debate at hand. We should also bear in mind that African countries are not homogeneous. Rather, they differ in size, geography; culture; political system; and are endowed with different natural resources. And, all these have a bearing on each country's capacity to utilize resources for development.

The Poorest of the Poor

True enough, poor countries are found on every continent. However, the poorest of the poor countries are found in Sub-Saharan Africa. For instance, Africa's economic growth was just 1.7 % in the 1980s and 2.5 % in the 1990s, well below the rates needed to address the countries' development backlog or, achieve the average for low and middle-income countries (Mills, 2010: 7). Yet the World Bank estimated that Africa had to grow consistently at 5 % just to keep up with its own population demands, and over 7 % to make inroads into poverty (**ibid**.). Again, according to the World Bank on the purchasing power parity figures for 2009, Africans in Sub-Saharan Africa were still the poorest people in the world. (Here poor means not having enough money for basic needs.) Moreover, Africans in Sub-Saharan Africa had the lowest life expectancy worldwide (50 years compared to the next lowest, South Asia at 64), and the highest rate of infant mortality (Mills 2010: 7). This reflected low real economic growth across the continent, and lack of economic opportunity for Africans, as well as a range of other

problems including poor governance, high rates of conflict and widespread corruption. And, this is in spite of the fact that Africa is regarded by some commentators as the wealthiest continent where no nation is bereft of national resources (Ashimolowo, 2007: 53-58).

Despite the fact that during the 1980s and 1990s African countries South of the Sahara borrowed heavily from the World Bank, IMF and Western governments (Tibenderana, 2013: 15-29) their economies still recorded dismal economic performance. Because African leaders with the help of donors successfully managed to externalize their problems, making them the responsibility of others. This deprived the donors of the tools to manage the relationship between them and African leaders and their money flows according to the democratic reforms and delivery record of the recipients (Mills, 2005: 14). The end result was that substantial sums of borrowed money were often squandered on white elephant projects by African leaders as their economies sunk deeper into debt (Tibenderana, 2013: 20-23).

And, while some public opinion leaders dwelt on the relevance of colonial legacy (Marable, 1983; and Ake, 1981), or on challenges of African physical geography, or on cultural barriers, or on lack of technology or on lack of innovations, or on demographic trap, as the main explanation for the failure of the Sub-Saharan African countries to achieve significant economic growth (Sachs, 2005: 51-73), African leaders and their international supporters pointed to the very lack of contemporary external finances, including aid, as the key problem.

The record shows that countries can grow their economies and develop faster if leaders take sound decisions in national interest. This is also true of those African countries which have performed well. And, as Mills (2010:1) aptly puts it, success has not demanded the world to provide special conditions to enable countries to prosper, in the form of trade or aid preferences (cf.Sachs,2005: 274-87). In today's world of globalization, characterized by the free movement of people, capital, services, technology and goods, emerging economies have had unprecented opportunities for growth and development (cf. Yesufu, 1996). This should have been Africa's time.

But alas! In over a half century of independence, Africa has not realized its potential. Far from being the fount for development, Africa's oil wealth has served instead to enrich

elites. Indeed, instead of being the fuel for development, oil has tainted governance and accountability across Africa. African governments have also failed Africa's farmers by not investing enough time, efforts and money in improving yields through extension services and better systems. It has not been an imperative for African governments. Thus far from being the world's breadbasket Africa's agriculture potential has similarly been squandered. Hence, despite many African countries possessing natural advantages, 35 of 48 sub-Saharan African countries were net food importers at the end of 2005 (Mills, 2010:3). And, as though that was not bad enough, Africa's share of world agricultural exports has halved since 1970 to under 4 % (**ibid**.).

In light of the above observations it can be concluded that the main reason why Africa's people are poor is because their leaders have made this choice. The tenets of economic growth do not demand a secret formula. To the contrary, good examples now abound in East Asia and also increasingly farther a field in parts of South and Central Asia, and Central America. The world has not denied Africa the market and financial means to compete: far from it. The modern era of globalization has afforded unprecented opportunities to billions in emerging markets. The varying abilities of governments to translate such opportunities into development and prosperity has accounted, in large measures, for the widening inequalities within and between countries (Mills 2010: 12). This has been a key reason why Africa's post-colonial development trajectory has fallen far short of its Asian peers (cf. Sachs, 2005: 69-73).

It has not been because of aid per se, even though this thesis has gained currency. Nor is African poverty solely a consequence of poor African infrastructure or trade access. Africa has enjoyed preferential access to international markets, but has still slipped behind of its over-reliance on primary commodity exports. Africa is not poor because its people do not work hard. Their productivity is low because of various factors including poor health and skills inefficient land use, and chauvinism (Mills. 2000: 12-14). Nor is Africa poor because it lacks natural resources. Compared to Asia, it is a veritable treasure trove, from hydro to carbons to hydrocarbons. Yet, with exceptions (Botswana is one), these resources have been used only to enrich elites, spread corrupt practices, and divert development energy and focus. And, as Mills (2010:13) has aptly put it, Africa's people are poverty stricken not because the private sector does not exist or was unwilling

to work in sometimes difficult settings. These people and companies do exist, though the private sector is often not 'private' at all, but rather an elite-linked system of rent seeking. Even where there is a degree of independence, government attitudes towards private businesses range from suspicion to outright hostility.

That African leaders have been permitted to get way with ruinous self-interested decisions can be attributed in large part to a relative lack of democracy to single party dominance in Africa.

There has been little bottom up pressure on leadership to make better choices, notwithstanding the encouraging growth of civil society in parts of the continent over the past three decades. This apparent passivity in the face of dire leadership can, at least in part, be attributed to culture: neo-patrimonial 'big man' chieftain styles of rule, dispensing favours and using all manner of tools to bolster their rule, from traditional governance structures to kinship ties and less palpable aspects including witchcraft and the church or the mosque. The system many African leaders have preferred thrives on corruption and nepotism (Mills, 2010:14-15). Whereas African leadership has lacked the commitment to popular welfare displayed by many Asian leaders, Asian societies have in turn assumed a responsibility to fill their part of the development bargain (**ibid**). And, as Mills (2010:16) has convincingly observed, "…bad choices have been made [by African leaders] because better choices in the broad public interest were in very many cases not in the leaders' personal and financial self-interest", and because of the institutionalization of weak governance structures.

The Millennium Development Goals (MDGs)

In response to the persistent criticism of the shortage of contemporary external finances including aid by African leaders, which they blamed for the poor performance of their countries' economies, in 2000 the United Nations Conference on Trade and Development (UNCTAD) passed a resolution in favour of doubling aid to Africa. But, it warned that even, if aid to Africa was to be doubled, "there can be little doubt that a secure economic future for Africa will hinge on the effective mobilization and investment of domestic resources…[and] cannot be separated from the wider issues of choosing an appropriate development strategy…." Undoubtedly, this was a sagacious observation.

However, the momentum for granting African countries increased economic aid was gathering pace quite fast. Thus the Millennium Assembly, which took place at the United Nations in September 2000 adopted the Millennium Development Goals (MDGs), the eight goals that all 191 United Nations Member States unanimously agreed to by signing the United Nations Millennium Declaration (Sachs, 2005: 25 and 210-11).

The Declaration commits the world to a set of undertaking to improve the human condition. Specifically, it sets forth a series of quantified and time-bound goals to reduce extreme poverty, disease, and deprivation. The goals were subsequently excerpted from the Millennium Declaration to become the eight Millennium Development Goals (MDGs).

The following are the eight goals:

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.
4. Reduce child mortality.
5. Improve maternal health.
6. Combat HIV/AIDS, malaria and other diseases.
7. Ensure environmental sustainability.
8. Develop a global partnership for development (Sachs, 2005: 211-212).

And, each goal has specific targets adding up to eighteen in all that are bold commitments to achieve sustainable development for the world's poorest people. (For a list of the eighteen targets see (**ibid**.). The first seven goals call for sharp cuts in poverty, disease, and environmental degradation. The eighth goal is essentially a commitment of global partnership, a compact of rich and poor countries to work together to achieve the first seven goals (Sachs, 2005: 213). But, as Sachs (**ibid**) rightly observed, the Millennium Development Goals wisely recognize that extreme poverty has many dimensions, not only low income, but also vulnerability to disease, exclusion from education, chronic hunger and under nutrition, and environmental degradation such as deforestation and land erosion that threaten lives and livelihoods.

Not surprisingly, the MDGs could, no doubt, engender some cynicism. And, although their protagonists recognize the fact that they are bold, they still hold to the view that they are achievable, even if dozens of countries are not yet on track to achieve them. Because in many cases, the goals repeated long-held commitments of the international community that had not been fulfilled in the past. Moreover, we are reminded that the rich countries have repeatedly promised to help the poor countries to achieve the goals through increased development assistance and improved global rules of them. It is hardly surprising, then, that the July 2005 Gleneagless G8 Summit agreed to such a 'big push', committing to double world aid to Africa: $50 billion a year, and at the same time forgiving past debts. Yet, as Mills rightly cautions, no amount of money was going to fix African states' economies if their leaders continued to make the wrong development choices.

The MDGs Regime in Uganda

There is little doubt that the Ugandan government received the MDGs with enthusiasm and determination to strive for the achievement of their targets subject to the availability of resources. Thus it is hardly surprising that recently Uganda received a reward of Euros 21.7 million (about USh 88 billion) from the European Union (EU) for its commendable work towards the attainment of the MDGs (the **New Vision**, 5 Sept 2015). The funds are part of the general budget support from the EU in recognition of the progress Uganda has made in sustaining socio-economic development and attaining its MDG agenda between 2013 and 2014. The payment rewards Uganda for keeping a favourable macro economic environment in the past years, characterized by low and stable inflation and resilient growth rates. Uganda has also experienced strong economic growth rates, averaging 5% annually over the past ten years.

The EU support also seeks to reward the Government's efforts in decreasing absolute poverty; which is a target for Goal 1; impressive progress in school enrolment rates; girls' education; a target for Goal 2 – increased immunization rates and fight against HIV/AIDS and malaria (a target for Goal 6). Indeed, Uganda is among the few countries that halved extreme poverty (MDG 1) before the 2015 deadline. According to the Uganda Poverty Status Report, 2014, the poverty levels dropped from 33.8% in 1999/2000 to

19.7% in 2012/2013. Also, in line with MDG 2 the number of pupils enrolling for the UPE programme, which was started in 1997, has increased with at least 67% of enrolled pupils completing a full course of primary schooling.

Uganda is also said to be on the track to achieve universal access to HIV/AIDS treatment for people who need it, with the share of the population with advanced HIV receiving antiretroviral therapy increasing from 44% in 2008 to 62% in 2012. According to the HIV and AIDS Uganda Country Progress Report, 2014 Uganda registered a 29% decline in new HIV infections between 2010 and 2014, highlighting significant progress in the country's fight against the scourge in line with the MDG 6. According to the Report, Uganda is among 7 out of 21 countries that have experienced a reduction in new infections among children by 60% over the same period. The country also made recommendable progress on measles immunization with the rate increasing to 75.8% in 2011. But little progress has been made with regard to malaria control very largely due to the fact that the distribution of mosquito nets which were to be distributed throughout the country in 2011 was delayed until 2014 due to government bureaucracy.

However, despite the remarkable achievements attained by the country in realizing some of the targets of the MDGs, the fact of the matter is that, as is the case with many other countries, most MDGs still remain unfinished. For instance, the low levels of qualified health staff, has meant that reducing maternal and child mortality rates, which are targets for MDG 5 and MDG 4, respectively is yet to be tackled. Despite the fact that Uganda was required to reduce maternal mortality to 131 of every 100,000 live births by 2015 from 506 in 1995 and mothers delivering from health facilities under the care of skilled health personnel the country still loses 438 mothers. However, there is hope that the situation will soon improve. Indeed, we have been assured by the Treasury that the funds which the country has received from the EU will be used to scale up efforts in the fight against HIV/AIDS, poverty reduction and improving maternal and child mortality.

The MDGs are due to expire this year and global economies are expected to convene at the UN headquarters in New York later this September to adopt a new set of SDGs for 2016-2030. The EU Ambassador to Uganda, Kristian Schmint, has sounded a note of warning, that the SDGs will be funded by the countries' national resources and that the EU's support for Uganda will focus on inclusive socio-economic development, good

governance and sustainable rural development, with an estimated total financial envelope of Ushs. 2.4 trillion over 5 years.

Undoubtedly, the Ugandan Government has done a good job in its attempts to achieve the MDGs targets. However, it is my considered opinion that it could have done much better, if it had been able to avoid making bad development choices and had been able to spend national resources prudently. But as we all know corruption is still rampant in the corridors of power in the nation. And, now that we have been warned that in future we shall largely depend on national resources for funding development projects, our leaders should take heed and ensure that henceforth they should avoid making bad development choices and instead choose appropriate development strategies.

"Exploring the Heights"

References

Ake, C., *A Political Economy of Africa*, Lagos, Longman Nigeria Limited, 1981.

Ashimolowo, M., *What is wrong with Being Black*?: *Celebrating our Heritage, Confronting our Challenges*, Shippensburg, Destiny Image Publishers, 2007.

Diamond, L.,J.J. Linz; and S.M Lipset (eds), *Democracy in Developing Countries: Africa*, London, Adamantine Press Limited, 1988.

Marable, M., *How Capitalism Underdeveloped Black Africa: Problems in Race, Political Economy and Society*, Boston, South End Press, 1983.

Mills, G., *Why Africa is Poor: and What Africans can do About it*, Johannesburg, Pengun Books, 2010.

Sachs, J., *The End of Poverty: How we can Make it Happen in our Lifetime*, London, Pengun Books, 2005.

Tibenderana, P.K., *Modernization of University Education in Uganda: Prescription for Progress*, Kampala, Makerere University Printery, 2013.

Yesufu, T.M., *The Nigerian Economy*: *Growth Without Development*, Benin, Kraft Books Limited, 1996.

Social Responsibility, Dissemination of Research and Participatory Action Research

Presented by

Annette Kezaabu Kasimbazi

1

What is Social Responsibility

- Social responsibility describes the way we are making a difference to the social and economic well-being of our communities and wider society through our teaching, research and public events and activities.
- Social responsibility is one of our three core strategic goals, sitting equally alongside our commitment to world-class research, and outstanding learning and student experience.

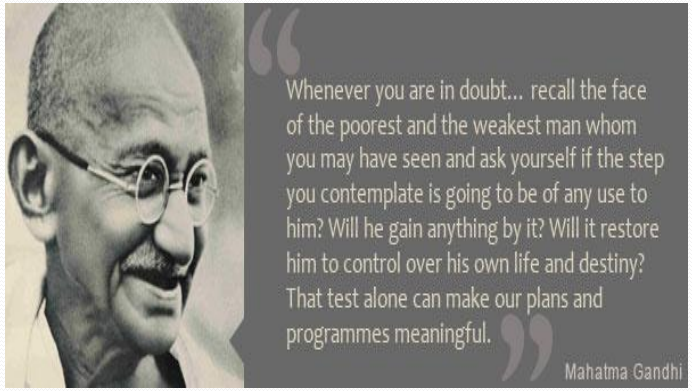
2

How is social responsibility done?

- engage with the public through events, talks, festival and open days;
- engage policy-makers with your research;
- take part in one of our environmental sustainability initiatives;
- advise or mentor an Access Programme student;
- start a social enterprise;
- hear from our students, staff and alumni on how they've made a difference;
- get involved with the Community-University Partnership Initiatives.

3

Food for thought



4

Why Disseminate Research Results

- Participatory dissemination of research findings provides interactive feedback and dissemination to participatory and action-oriented dissemination (Van Blerk & Ansell, 2007).
- Creative and interactive dissemination of research findings such as theatre enhance research uptake.
- However, they need to be integrated into rigorous research designs that will ultimately yield reliable, generalizable evidence.
- Research hinged on Participatory Action Research (PAR) methodology aimed at giving back, to the community, encourages dialogue between community, organisations & government.

5

Why Disseminate Research Results

- A lot of research has been carried out within Uganda and Sub-Sahara Africa but had little focus on dissemination of research findings which is considered as a vehicle for collective action (Keen & Todres, 2006; Todres 1998).
- Dissemination of research findings is an integral part of research where the ethics warrant taking back the results to the original participants in an accessible and acceptable way that can be understood by them (Hay, 1998; Smith, 2001; Valentine, 2003).

6

Action research

- A form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out…
- The approach is only action research when it is collaborative, though it is important to realise that action research of the group is achieved through the critically examined action of individual group members. (Kemmis and McTaggart 1988: 5-6)

7

Social research- Benefits to Communities

- Research boosts societal, cultural and intellectual well-being as it helps society to understand its heritage and culture.
- Research findings are central effective delivery of public services and the proper organisation of the welfare state, and the formation of international aid policy and foreign policy' (Langford Report, 2004)
- Teaching and academic research enriches and informs society and provides the context in which policy and technological innovations can advance.

8

Social research- Benefits to Communities

- Social research has a role to play in the development of critical and independent thinking, through challenging widely held myths, assumptions and beliefs that may be detrimental to a given society.
- Social researchers have helped to change societal and individuals views for example, on gender and sexuality –hence contributed to equal opportunities and development.
- Social researchers contribute to life-long learning agendas and deeper interdependent synergies with researched communities through participatory action research approaches.

9

The tenets of PAR:

- **These 16 tenets of PAR where outlined at the Third World Encounter on PAR, Managua, Nicaragua, September 3 – 9, 1989**

10

Tenets include

- Is an approach to improving social practice by changing it
- Is contingent on authentic participation
- Is collaborative
- establishes self-critical communities
- Is a systematic learning process
- Involves people in theorising about their practices
- requires that people put their practices, ideas and assumptions about institutions to the test
- Involves keeping records

Tenets

- Requires participants to objectify their own experiences
- Is a political process
- Involves making critical analyses
- Starts small
- Starts with small cycles
- Starts with small groups
- Allows and requires participants to build records
- Allows and requires participants to give a reasoned justification of their social (educational) work to others

TINDI SEJE NURU

BAE, MED, M.A(Ling), PhD

Deputy Principal

College of Education, Open and Distance Learning

Kampala International University

1

UN Secretary General Ban Ki-moon

2

"Member States are now fully engaged in discussions to define Sustainable Development Goals (SDGs), which will serve as the core of a universal post-2015 development agenda".

3

"Our efforts to achieve the MDGs are a critical building block towards establishing a stable foundation for our development efforts beyond 2015."

4

Evidence based data arising from contemporary research issues on **societal challenges** in this digital age may find its way as a contribution in any means for the post 2015 development agenda……

5

INFORMATION TECHNOLOGY BASED EDUCATIONAL SERVICES IN SELECTED KENYAN UNIVERSITIES

****

IT ADOPTION VS. WORK ATTITUDE

6

THEORY OF INNOVATIVE WORK PRACTICES

An innovation can either positively or negatively impact on the work life of employees.

Roger and Freeman, 1999

7

Information technology was originally perceived as merely a supporting tool in universities and other educational organizations, however, to date, it has become an important element in the provision and delivery of educational services

8

IT /ICT ADOPTION (IV)

The pervasiveness of ICT has brought about rapid teleological, social, political and economic transformation, which have eventuated in a network society organized around ICT

Yusuf, 2002

9

IT /ICT ADOPTION CHALLENGES

Apparent discrepancies, imbalances/inequalities

10

ICT Infrastructure In Education: Awareness Campaign and Sensitization

- Seminars, conferences, workshops, for top management, staff in ministries and universities

Republic of Kenya, 1998

11

WORK ATTITUDE (DV)

Universities that want to improve and make the work attitude of their academic managers favorable, need to improve their ICT adoption to levels that satisfy these managers in the areas of:

Acquiring information technology Infrastructure Strategic alignment

Organizational structuring

Domain of individual learning

12

NULL HYPOTHESIS

NO significant relationship between IT adoption and work attitude among middle level academic managers in selected private and public universities in Nairobi County, Kenya

13

METHODS AND TECHNIQUES

14

*Descriptive correlation survey design ; Mixed explanatory design
*Standardized questionnaire from Chen and Tsou (2007)
*Researcher devised questionnaire
*Respondents: 362 middle level academic managers

15

*Simple random sampling
*Content validity index (0.82) and Cronbach's reliability coefficient
*Mean and standard deviation
*Pearsons' linear correlation coefficient

16

FINDINGS

1. Low level of IT/ICT Adoption

(Individual Learning, strategic Alignment, Organizational Structure, IT Infrastructure

2. Good Work Attitude

(Turn over Intentions, Job Satisfaction, Organizational Commitment)

3. No significant correlation between IT adoption and work attitude

17

CONCLUSION 1

- The adoption of ICT in the universities in Nairobi County does not necessarily impact on the work attitude of the academic managers, implying that the existence of some other variables that positively affect on the academic managers' work attitudes in these universities should be established and promoted.

18

CONCLUSION 2

Information technology infrastructure, strategic alignment and individual learning all as components of ICT adoption are crucial in promoting good work attitude, though they do not do so to a significant level. **Individual learning as an element of ICT adoption on the other hand, is important in promoting such good attitude to work at a significant level.**

19

CONCLUSION 3

Attitude to work become more favorable as more ICT is adopted, therefore, universities that want to improve and make the work attitude of their academic managers favorable, need to improve their ICT adoption to levels that satisfy these managers in the areas of acquiring information technology infrastructure, strategic alignment, organizational structuring but most importantly in the domain of individual learning.

20

RECOMMENDATIONS

The universities under study should comprehensively embrace positive ICT innovations.

Organizations should be more responsive in improving and facilitating the working conditions of their employees so as to mitigate circumstances in the work place that could negatively influence their experiences at work specifically with regard to intrinsic and extrinsic work values.

21

RECOMMENDATIONS

The university management should review their work environment policies so as to align their employees' work attitudes to their corporate strategy subsequently improving their work life and productivity.

The future researchers can embark on a similar study in another research locale with keen selection of rural- based universities.

22

ICT for Development: Contributing to the Millennium Development Goals

How can ICT be used effectively across a variety of sectors to help achieve the Millennium Development Goals?

Through ICT pilot projects in developing countries

http://www.infodev.org/articles/ict-development-contributing-millennium-development-goals

23

ICT for Development: Contributing to the Millennium Development Goals

'Using new technology, new media, children and youth can claim a space that they didn't have before. They can influence certain things, advocate on particular issues that are important to them, take ownership in communities and in leadership. ICTs excite them and encourage them to be more involved and engaged.'

Anthony Njoroge
Plan Kenya Community ICT Manager
http://www.ictworks.org/2010/12/27/5-ways-ict-can-support-millennium-development-goals/

24

ICT for Development: Contributing to the Millennium Development Goals

A Dialogue on ICTs and Poverty: The Harvard Forum

- **In September 2003, 30 experts from around the world gathered at Harvard University to discuss how information and communication technologies (ICTs) can help to reduce poverty.**

http://ebooks.angloegyptian.com/en/index.php?page=book&id=2124

25

ICT for Development: Contributing to the Millennium Development Goals

Goal 8 includes a target to make available the benefits of ICTs to all the world's inhabitants.

…best practices in using ICT to help achieve the Millennium Development Goals (MDGs) that would help development practitioners identify what works and replicate success stories.

https://www.itu.int/net/wsis/documents/background.asp?lang=en&theme=im

26

FINDINGS ON IT ADOPTION AND WORK ATTITUDE IN SELECTED KENYAN UNIVERSITIES: QUO VADIS? /WHERE TO?

1. Published internationally on line and in print for wide dissemination
2. The publication will be forwarded to the United Nations Academic Impact as KIUs report being a member of this global UN organization

27

THE ROLE OF ICT IN ACHIEVING THE MDGs

The benefits of ICTs are reflected in areas such as governance, poverty alleviation, education, health, the environment and community development.

http://hdr.undp.org/en/content/role-information-communication-technologies-icts-achieving-millennium-development-goals

28

MWEBESA EDSON
MSc Statistics, PhD in progress (KIU)
Lecturer, College of Economics and Management Sciences, KIU

1

TREND, LEVELS AND DIFFERENCES FOR UNDER-FIVE MORTALITY RATE IN UGANDA (U5MR): IS UGANDA ON TRACK IN ACHIEVING THE MILLENNIUM DEVELOPMENT GOAL 4?

2

INTRODUCTION

The September 2000 Millennium Summit, world leaders committed to reduce extreme poverty and setting out a series of eight time-bound targets known as the Millennium Development Goals (MDGs).

3

Among these MDGs, reducing global child mortality by two thirds by 2015 was goal four (Pardosi, et al, 2014). Kimani-Murage, et al (2014) observe that there are global indicators that show the global progress towards this goal.

4

According to UNICEF (2011), Uganda has one of the highest child mortality rates in the world, with an infant mortality rate of 130 out of 1,000 births. Yet reducing rates and progress is still low and insufficient (MDG report, 2010, UNICEF report, 2009)

5

THE PROBLEM

Under-five mortality rates measure the wellbeing, health and nutrition status of children (Bradshaw, et al 2003, Nuwaha et al, 2009, UN-IGME, 2014) and declining child mortality highlights economic growth of the country (Subramanyam, et al, 2011), overall development (Alba et al, 2014) and social welfare of the population (Avogo et al, 2010) and is a key indicator towards achieving MDG goal four.

6

Despite this, according to UN-IGME (2014), the level of child mortality in Sub-Saharan Africa is still high and though Uganda is on track, the annual average reduction rate (AARR) is still low (MDG report, 2013, Nuwaha et al, 2009). Therefore, a need to investigate the new trend and levels of U5MR and carry out a comparative analysis of the levels of U5MR between sexes in Uganda and examine the progress towards MDG4 became paramount.

7

OBJECTIVES

- To illustrate the trend and levels of under-five mortality rates in Uganda
- To examine the sex-specific differences in under-five mortality rates in Uganda

8

METHODS AND TECHNIQUES

Research Design: This study employed the quantitative research paradigm as this study was based on variables measured with numbers and analyzed using statistical procedures (Creswell, 2009). In particular, the study **was descriptive, longitudinal panel research.**

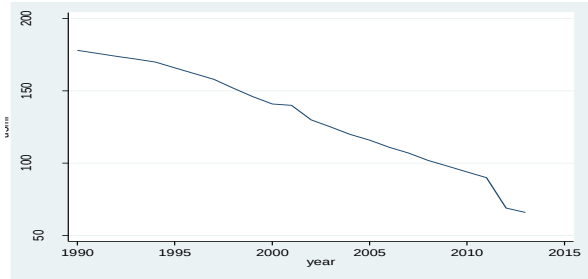
9

Data and Sources: Uganda lacks comprehensive civil registration systems which limits availability of high-quality data over time (Alkema et al, 2014). The data used in this research were compiled by UN IGME where reports such as 2011, 2012, 2013 and 2014 were used.

10

FINDINGS AND INTERPRETATIONS

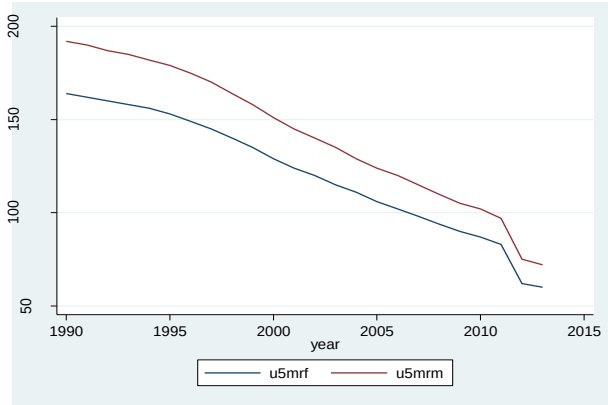
The Trend and Levels of Under-Five Mortality Rates in Uganda



Mean	Std. Dev.	Minimum	Maximum
131.7917	34.54044	66	178

11

Differences in U5MR between Sexes in Uganda



12

Two-sample t test with unequal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
u5mrf	24	120.9583	6.511272	31.89859	107.4887	134.4279
u5mrm	24	141.75	7.555891	37.01615	126.1194	157.3806
combined	48	131.3542	5.161616	35.76072	120.9703	141.738
diff		-20.79167	9.974375		-40.85828	-.7250509

diff = mean(u5mrf) - mean(u5mrm) t = -2.0845

Ho: diff = 0 Welch's degrees of freedom = 46.9325

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0

Pr(T < t) = 0.0213 Pr(|T| > |t|) = 0.0426 Pr(T > t) = 0.9787

13

CONCLUSIONS

- The levels of U5MR are continuously reducing. In the years 2011, 2012 and 2013 there was a sharp decline in U5MR implying that if the same trend continues, Uganda have a higher probability of achieving the MDG4. Also, there exists a significant difference in sex-specific U5MR in Uganda. The under-5 for male is consistently higher than that of the female.

14

RECOMMENDATIONS

- If the MDG4 is to be achieved, the Ugandan government need to put forward intensified measures to further reduce the spread of malaria, pneumonia, diarrhea to children. There is a need to further improve health care, transport and communication so that access to health centers is plausible. However, in addition to these developments, a consistent nationwide mobilization of the public regarding mosquito net use, proper maternity care and nutrition of new born children is of utmost concern.

15

- In a broader context, a paradigm shift towards a holistic view in implementing the MDGs at international, national and local political levels and approach it considering the broader socio-, economic or environmental aspects by revisiting and redrafting the national sustainable development policy of the country with relevance to the next Sustainable Development Goals drive.

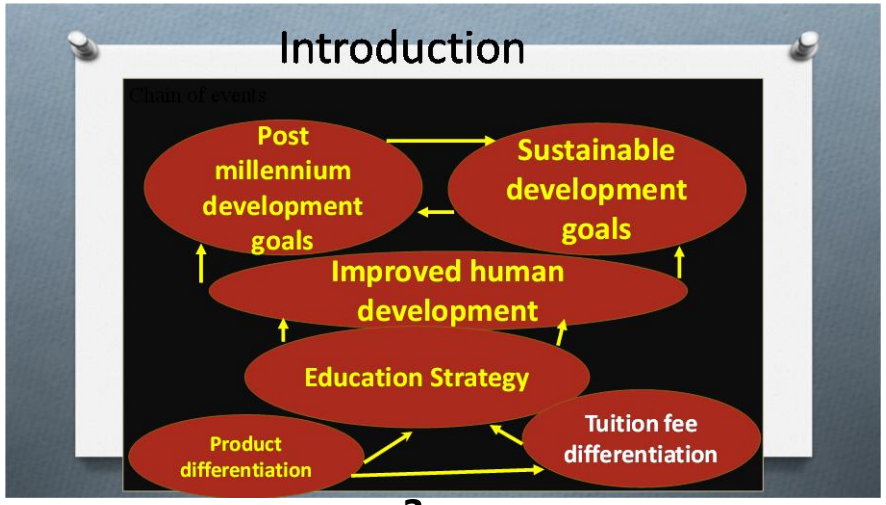
16

Kibs B Muhanguzi, MSc Economics,PhD in progress
Lecturer, Department Of Economics
Kampala International University.
Uganda, East Africa, E-mail:
Kibsmu@gmail.Com, Tel: 0772561366.

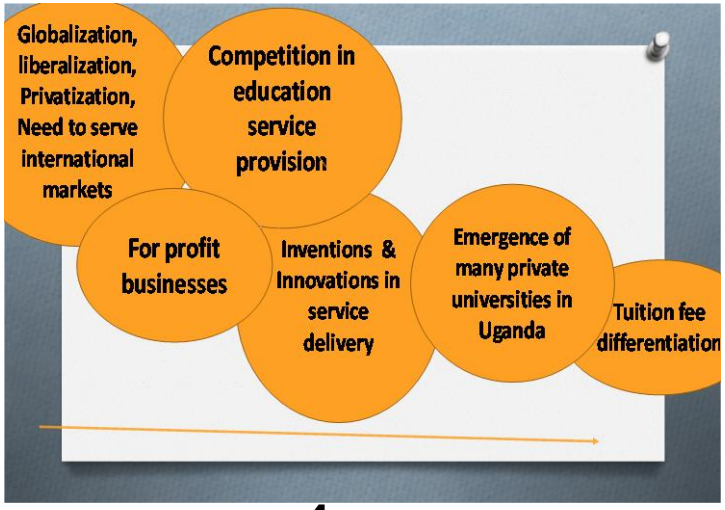
1

Economics of Tuition Fees: Cost-Benefit Analysis of a Differentiated Tuition Fee System in Selected Ugandan Universities

2


Introduction
Chain of events
Post millennium development goals
Sustainable development goals
Improved human development
Education Strategy
Product differentiation
Tuition fee differentiation

3


Globalization, liberalization, Privatization, Need to serve international markets
Competition in education service provision
For profit businesses
Inventions & Innovations in service delivery
Emergence of many private universities in Uganda
Tuition fee differentiation

4

THE PROBLEM

1. Theory posits that price discrimination benefits businesses depending on elasticity of demand (Stange, 2013).
2. Literature offers sm benefits and costs emanating from tuition fee differentiation

Scott, (2013) Breneman, Pusser, and Turner, 2006; Chung, 2009; Bailey, 2001); Canton & Vossensteyn , 2011).

5

THE PROBLEM

Though tuition fee differentiation practice is common in Ugandan university institutions, there are no empirical evidences supporting the relationship between the system and costs and benefits.

6

OBJECTIVE

To test the null hypothesis of no significant relationship between tuition fee differentiation and the costs involved and benefits accrued.

Three variables: level of differentiation, costs of differentiation, and benefits from differentiation

7

THEORETICAL PERSPECTIVES

1. Third Degree' Price Discrimination Theory' (Stange, 2013)
2. Separate markets and customer groups
3. Different prices not reflecting differences in costs of production but differences in elasticity of demand.

8

THEORETICAL PERSPECTIVES

1. Product-program(regular, day, weekend, holiday) packaging attract different prices (tuition fees)
2. Cost-benefit analysis (Gramlich's,1981) used to estimate costs and benefits from the system

9

METHODS AND TECHNIQUES

1. A sample of 709 respondents (teachers, students and administrators)
2. Used contingent valuation method of Benefit-Cost Analysis
3. Analyzed only fee differentiation according to nationality and program

10

METHODS AND TECHNIQUES

1. Unlike Gramlich's (1981) generalized monetary cost benefit analysis tool,
2. Only costs and benefits accruing to the firm and students excluding other stakeholders
3. Constructed a generalized index for perceptions, attitudes and experiences of respondents towards benefits and costs from tuition fee differentiation.

11

METHODS AND TECHNIQUES

1. Descriptive correlation design
   Mixed explanatory design
   (quantitative and qualitative)
2. Five-point Likert scale; Pearson's correlation coefficient

12

FINDINGS

Qualitative findings

1. **Benefits**: mean index response of 4.2.
2. **Costs**: mean index score of 4.1
3. Tuition fee differentiation: mean index response of 4.5

13

FINDINGS

- Quantitative results

1. For benefits $r_{xy, 0.01}$ =0.209, sig.(2-tailed)=0.00;
2. Reject the null hypothesis
3. For costs $r_{xy, 0.01}$ =0.039, sig.(2-tailed)=0.301.
4. Accept the null hypothesis

14

CONCLUSION

- Tuition fee differentiation in universities is associated with more benefits than costs implying that it improves human development, a post millennium sustainable development goal.

15

RECOMMENDATIONS

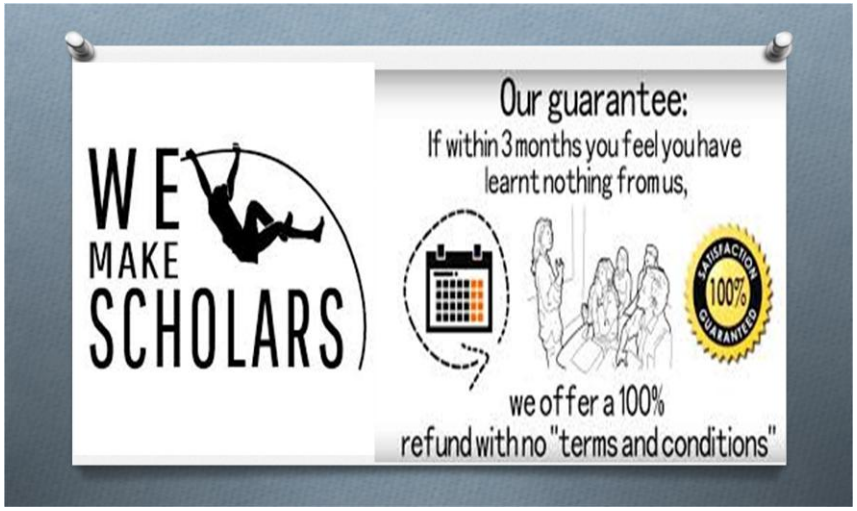
1. Reinforce the practice with government subsidy to minimize the existing costs of service delivery
2. Restrictive measures on the amount of tuition fees levied on sm programs.
3. Scrutinize university brochures before enrolling for a course.

16

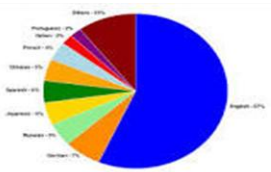
Big Data Revolution for Human Development

- The Independent Expert Advisory Group was tasked by UN SG to consider what new opportunities might be afforded from both innovation and new data – including Big Data – and how this might complement existing statistical systems and human development tracking.

17



18



CHALLENGES FROM LANGUAGE SHIFT IN RWANDA: ADVOCATING INTERCULTURAL DIALOGUE AS A COMMITMENT PRINCIPLE FOR THE MILLENNIUM DEVELOPMENT GOALS

1

- Emanating from language shift would be challenges such as involvement in intercultural dialogue on local and global angles.
- In intercultural dialogue there are open interactions between individuals from different cultural backgrounds that bring about understanding each other's world views, similarities and differences.

2

- Intercultural dialogue then is part of the commitments of the United Nations Alliance of Civilizations and the United Nations Academic Impact in support of the Millennium Development Goals.
- For reasons of socio-economic progress, Rwanda had shifted from French to advocating the English language said to be the universal medium of communication.

3

Conducted in selected higher education institutions in Rwanda that focused on the understanding in the use of the English language and the challenges encountered in the use of the English language as a medium of instruction.

4

- From 1996 to 2008, the language policy required the first three years of schooling be taught in Kinyarwanda, after which the students chose English or French as the primary language of instruction (McGreal, 2008).

5

- University students were expected to perform equally well regardless of their linguistic choice. For the first 16 years after the genocide, French was more widely used among both ethnic groups in Rwanda, including Tutsi returnees from Anglophone countries. However, the linguistic reforms of 2008, including the removal of French as one of three official languages, have reduced the dominance of French.

6

RWANDA'S LANGUAGE SHIFT

The new language policy in the trilingual Rwanda of 1996–2008, assumed that primary and secondary students were able to use English or French as their primary language of instruction, and take Kinyarwanda and the other language as subjects.

7

RWANDA'S LANGUAGE SHIFT

Students entering the university were expected to do academic work equally well in both English and French. That official plan, however, was far from the reality of an educational system struggling to recover from the devastating losses of teachers, materials and buildings.

8

RWANDA'S LANGUAGE SHIFT

The language shift was part of Rwanda's membership in the EAC (East African Community) and economic relations with other member states. Rwanda relies on trade with Uganda, Kenya and Tanzania, and since 1994, the country had increased economic ties with the United Kingdom and the United States.

9

RWANDA'S LANGUAGE SHIFT

In Rwandan context, English as a medium of instruction was established in a bid to make Rwanda more competitive and fully functional in both the East African Community and the International Community at large where English was mainly used (Kimenyi 2008; Ministry of Education 2008, Lynd 2010).

10

Methods and Techniques

- **The mixed explanatory method (quantitative and qualitative)**
- **124 respondents composed of administrators, lecturers and students from four selected universities in Kigali, Rwanda.**
- **Frequency counts, explanations and descriptions in presenting the findings**

11

Findings and Interpretations

Demographic Characteristics

Students: Below 20 years and at the age of 20 years) and were able to pick up a new language easily.

Majority (50%) used Kinyarwanda and 29% used the English language in their normal usual life.

Ninety two percent (92 %) learned English only at the university.

12

Lecturers: 58% were in their thirties;

54% used Kinyarwanda

42% used the English language as their respective common languages.

Most lecturers attained masters' level

Most were foreigners and Ugandans in nationality.

13

Administrators: 50% were in their fifties

Mostly doctorates and foreigners dominantly Kenyans.

14

Challenges in the Use of the English Language

Most of the students agreed (mean=3.26) that they understood the lectures in class after interpretation.

The understanding after discussing what was lectured using the English language only was at high degree (mean=3.96)

15

Sixty five percent of the lecturers disagreed that the students used the English language in the lecture rooms but strongly agreed that the students understood after discussing what was lectured using the English language only.

Fifty percent of the administrators strongly agreed that the lecturers used the English language in the lecture room and agreed (3.33) that the students understood the lectures using the English language.

16

Most of the students entered university with advanced level of education.

17

Ways to address the Challenges in the Use of the English Language

Make English speaking a must/rule in institutions of higher learning; make English language a national language for medium of communication everywhere in the country;.

Train all teachers at any level of education starting from primary level up to the university

Organize usual debates, public open talks and seminars

Organize and sponsor competitions of essay writings

Create news papers like young and youth talks

Organize short English courses

Increase English lessons/hours at all levels

Government to come in to give help like supplying English books

Building up libraries all over the country

Campaign and advocate for English usage in everyone's life at anywhere in institutions of higher learning in Rwanda

18

Findings Based on Observation

- English language was used in the lecture rooms and only when the lecturer is lecturing.
- When students were alone, they used only Kinyarwanda.
- Most of the lecturers, especially foreigners, were using the English language in lecture rooms, staff rooms and in the compound

19

Findings Based on Interview

Use of the English Language

When in the university only.

Many tried to use the English language when the learning was taking place. Foreign and "modern" students were the ones who used the English language only everywhere.

The students, lecturers and administrators agreed that using the English language was affecting students' performance academically.

Everyone believed that there was a gradual improvement every new academic year.

Most students did not get a chance of learning the English language privately because of different reasons.

There were a few of students who did not have any problem with the English language. These students attended their former levels of education from Uganda, or had Ugandan teachers in Rwanda especially in private schools.

All the lecturers had enough background of the English language either from their former education levels or private arrangements.

Many respondents, let it be students or lecturers, accepted strongly that they learned the English language from radio, television and films.

20

Findings Based on Interview

Most of the students studied in Francophone system.

Began learning in English language from advanced level of education (first year and second year).

Started learning the English language at the university level (third year and fourth year)

21

Understanding in the Use of the English language in Selected Higher Institutions of Learning in Rwanda

Many students had difficulties in understanding what was taught and in expressing themselves in the English language. It was after a lecturer or the first learner had interpreted for them using mostly Kinyarwanda that all students understood. In a strict university where using English language was a must, students opted for discussions after the lecture. In these discussions, the language used was purely Kinyarwanda.

22

Challenges Encountered in Using the English Language as a Medium of Instruction in Rwanda

Many respondents agreed that they found using the English language difficult. No one agreed that he failed examinations at the university. Yet, the majority was failing to get average in their examinations. Results were pinned openly on the notice boards of all the universities with below average underlined or marked with black color. The lecturers agreed that their students had no problem with answering in English but the problem was learning everything using the English language. Reasons here were many but the one which was at hand were that they did not understand what was lectured using the English language. Other reasons were: having no time for revision and discussion, being reluctant on studies, speed and accent of the lecturers, lecturing not teaching, inferiority of the students and assumption of the lecturers that the students were of university level not of primary or secondary level.

23

Ways of Handling Challenges in the Use of the English Language in Rwanda

Training of teachers/ lecturers, organizing and sponsoring debates, seminars, workshops, open talks, discussions, presentations and public talks. Some bright respondents thought of creating educational news papers for the youth or students such that they can read or contribute in English. Internet and English video shows were also suggested.

24

Ways of Handling Challenges in the Use of the English Language in Rwanda

Training of teachers/ lecturers, organizing and sponsoring debates, seminars, workshops, open talks, discussions, presentations and public talks. Some bright respondents thought of creating educational news papers for the youth or students such that they can read or contribute in English. Internet and English video shows were also suggested.

25

Conclusion 1

Institutions of higher learning of Rwanda are well equipped with enough youth and educated manpower needed by a developing country to implement its English language policy.

26

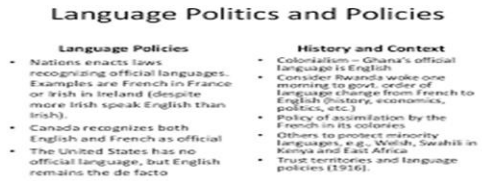
Conclusion 2

There are appropriate and qualifying education consumers and suppliers of which, if well planned, organized and guided, can enhance the use of the English language in the universities.

27

Conclusion 3

The level of understanding when lecturing in English only is still low in most of the higher institutions of higher learning in Rwanda.



28

Conclusion 4

Students in institutions of higher learning are facing a lot of challenges in learning and doing examinations using the English language.

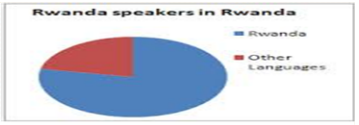
29

Recommendations

- **Recreational English activities engagement be institutionally created and implemented, publicly promoted and positively celebrated within the institutions of higher learning in Rwanda.**
- **Students' recreational and English activities need to be publicly promoted and positively recognized in institutions of higher learning - Rwanda.**

30

Recommendations



- **Guided group English activities be a key instructional approach to the teaching in English language all over institutions of higher learning in Rwanda.**
- **Guided English reading and speaking is an effective strategy for the teaching of in English as students are grouped together for activities in English predominantly on the basis of their academic English levels.**

31

Recommendations

- **A range of text types (both print and electronic) be purchased and made available for students to independently read, and for lecturers to use in group shared reading activities across all University year levels.**
- **Starting from primary level up to university level, teaching using the English language should be structured so that students are scuffled appropriately.**

32

Recommendations

- **Develop positive attitudes towards themselves as English users.**

- **Training of teachers/lecturers should be planned and be implemented. Seminars and workshops or even short courses.**

33

34

IDDI BASSAJJABALABA MEMORIAL LIBRARY, KAMPALA INTERNATIONAL UNIVERSITY (KIU), UGANDA

Registration in progress with Ms. Adela Tusiime (Asst. Research Officer, ISR)

THE PARTICIPANTS: Guests, KIU staff and students

Novembrieta R. Sumil, PhD, Director-ISR
Introductions and Welcome Address: Beyond the Fundamental Precepts on Social Responsibility (A shared culture of intellectual responsibility relevant to the United Nation's Academic Impact ten commitment principles).

Prof. Peter Kazinga Tibenderana
Vice Chancellor, KIU
Keynote Speaker 1: The UN MDGs and Poverty Reduction: The Case of Uganda

Prof. P.K. Tibenderana & Dr. Annette Kezaabu Kasimbazi (Deputy Vice Chancellor, Academics,KIU)

Annette Kezaabu Kasimbazi, PhD
Keynote Speaker 2: Social Responsibility, Dissemination of Research and Participatory Action Research

Tindi Nuru Seje, PhD
Presenter 1: IT Based Education Services in Selected Kenyan Universities

Edson Mwebesa, MSc Statistics, PhD in progress (KIU)
Presenter 2: Trend, Levels and Differences for Under-Five Mortality Rate in Uganda (U5MR): Is Uganda on Track in Achieving the Millennium Development Goal 4?

Kibs Muhanguzi, MSc Economics, PhD in progress (KIU)
Presenter 3: Economics of Tuition Fees: Cost-Benefit Analysis of a Differentiated Tuition Fee System in Selected Ugandan Universities

Asingwire Richard, MAED, PhD in progress (KIU)
Presenter 4: Challenges from Language Shift in Rwanda: Advocating Intercultural Dialogue as a Commitment Principle for the Millennium Development Goals

SPEAKERS', PRESENTERS' AND PARTICIPANTS' INTERACTIONS

Certificates of Participation and Recognition received by Dr. T. Sigue and Dr. C. Carter (guests from Bugema University, Uganda).

Dr. Sophia Kazibwe, Deputy Director, ISR assisting the Director, ISR in distributing certificates to the participants.

Certificates of Participation/Recognition received by Dr. Kisunzu Kakule (left) and Dr. Paul Katamba (right) (guests from Bugema University, Uganda).

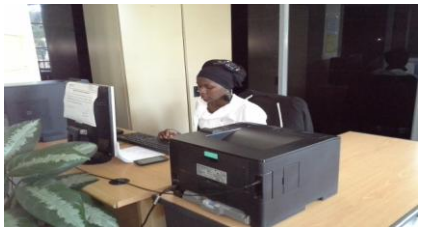
THE ORGANIZING COMMITTEE FOR THE FIRST IN-HOUSE RESEARCH FORUM, SEPTEMBER 28-29, 2015
IBML, KAMPALA INTERNATIONAL UNIVERSITY (KIU)

Novembrieta R. Sumil, PhD
Prof. B (Philippines)
Director, Institute for Social Research (ISR), KIU

Sophia Kazibwe, PhD
Deputy Director, ISR,KIU

Lt. SG Manuel O. Sumil, DODT
Asst. Prof 2 (Philippines)
Senior Lecturer, KIU and ISR
Enhancement Workshops

Ms. Adela Tusiime
Asst. Research Officer, ISR,KIU



Mrs. Rashida Mugabe
Secretary, ISR, KIU

ACKNOWLEDGMENTS

Very instrumental to the success of the First In-House Research Forum were the following significant people creditable to be thanked for:

1. The Chairman, BOT (KIU) and members
2. Prof. P.K. Tibenderana, Vice Chancellor, KIU
3. Dr. Annette Kezaabu Kasimbazi, Deputy Vice Chancellor, Academics, KIU
4. Dr. Janice Busingye, Deputy Vice Chancellor, Finance and Admin, KIU
5. Dr. Prisca Tibenderana, Chief Librarian, KIU
6. The Bugema University Multi-Disciplinary International Conference Peer Review Committee and guests from Bugema University, Uganda
   - 6.1 Dr. Tabitha B. Sigue, Dean, School of Social Sciences
   - 6.2 Dr. Sylvia Callender-Carter, Director, Public Health (Masters Program)
   - 6.3 Dr. Paul Katamba, Director, Postgraduate Studies
   - 6.4 Dr. Kisunzu Kakule, Dean, School of Education
7. The oral presenters: Dr. Tindi Nuru Seje, Mr. Edson Mwebesa, Mr. Kibs Muhanguzi, Mr. Asingwire Richard and GRIN, Verlag, Munich, Germany
8. The organizing committee from the Institute for Social Research: Dr. Sophia Kazibwe, Dr. Manuel Sumil, Ms. Adela Tusiime, Ms. Rashida Mugabe
9. Dr. Kibuuka Muhammad, Administrator, College of Economics and Management Sciences and Mr. Manuel Ray Sumil Jr., Deputy Director, Quality Assurance, KIU
10, Twaha, Justus and Barbara for the physical arrangement of the venue
11. The participants: KIU staff and students

With momentum on our side, nearly any kind of success and
change are always possible and things are accomplished we never
thought possible…With teamwork many things happen and will happen..
We succeed because we have the desire to contribute and be successful…

Novembrieta R. Sumil, PhD
Director, Institute for Social Research, KIU

KAMPALA INTERNATIONAL UNIVERSITY

EVALUATION FORM

Activity: First In-House Research Forum
Venue: IBML, KIU
Date: September 28-29th, 2015
Time: 1-5pm
Objective: To inculcate a culture of shared intellectual responsibility through dissemination of research findings.

Direction: Please tick the appropriate box of the item that best fits your answer. Kindly do not leave any item unanswered. Your evaluation will greatly help improve the conduct of future enabling activities.

Rating Guide

Response Mode	**Description**	**Interpretation**
4: Strongly agree	You agree with no doubt at all	Very Good
3: Agree	You agree with some doubt	Good
2: Disagree	You disagree with some doubt	Fair
1: Strongly disagree	You disagree with no doubt at all	Poor

Items	**Mean**	**Interpretation**
The activity		
1. Created an educational, positive, supportive, non-threatening & meaningful climate	**3.65**	**Very Good**
2. Engaged the participants in analytic ideas	**3.50**	**Very Good**
3. Provided innovative and enabling activities, situations & experiences	**3.33**	**Good**
4. Developed the confidence of the participants in learning freely	**3.50**	**Very Good**
5. Involved self-initiated and pervasive inputs from the resource persons	**3.33**	**Good**
6.Cultivated the curiosity, potential talents and abilities of the participants	**3.35**	**Good**
7. Enabled the resource person to be operationally giving the participants the opportunity to be responsibly and educationally engaged in the teaching-learning process	**3.45**	**Very Good**
Rate the following as deem fit		
8. Achievement of activity objective	**3.12**	**Good**
9. Venue	**3.33**	**Good**
10. Audio-visual aids and other techniques used	**3.41**	**Very Good**
TOTAL	**3.40**	**VERY GOOD**

MEAN RANGE	**INTERPRETATION**
3.26- 400	--------- VERY GOOD
2.51-3.35	--------- GOOD
1.76-2.50	--------- FAIR
1.00-1.75	--------- POOR

Cite your comments and the specific learning that you gained from the activity
Some verbatim statements from the participants

- I gained a lot of knowledge and experience from the topic like choosing a topic familiar to you or to society.

- First and foremost, I learnt the good way facilitators conducted themselves and I learnt a lot about the varying tuition fees in the University, in that I learnt why students pay different tuition for different courses.

- How to conduct different research in different fields.

- I gained that most people in Rwanda mostly use Kinyarwanda even in institutions of learning.

- I learnt that when carrying out research all the people around me can be my respondents..

- I learnt how to share ideas and good participation with different people including my fellow students and gained skills on how to interact with different people.

- I learnt that I can do my research by taking the advantage of the resources around me and not necessarily going to my home area to be able to make research.

- I learned the importance of social responsibility and its application.

- The way the researchers applied their findings enabled the participants to understand the problems and how to deal with them.

- Before attending the programme, I had difficulty in selecting researcheable topics, but the programme solved my problem.

- There should be funds put aside to cater for some research topics which are so essential to the community.

- I learnt how to prepare myself in presenting any paper. I also got confidence and curiosity in writing a thesis.

- A research forum like this must be repeated every year or if it's possible every month. I would like to thank Dr. Sumil and her team for the well prepared seminar. Thank You.

- I suggest that they put these seminars at least every month because I learnt a lot from them. I recommend to increase the number of days like to one week since there was a lot to talk about.