Senteza Kajubi's philosophy of widening accessing to higher education and its implications for research and development in Uganda

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Abstract

This paper provides an analysis of the implications of Professor Senteza Kajubi's philosophy of widening access to higher education for research and development. The thesis of this paper is that according to Senteza Kajubi, access to higher education should be widened because it leads to research which in turn contributes to development. Without research in medicine, agriculture, business, technology the development that African countries yearn for will be unattainable and elusive. The contents of this paper include a terse biography of Senteza Kajubi highlighting his role in higher education policy formulation and leadership. Access to higher education in Uganda is analysed and it is clearly shown that less about 7% of students who qualify to access higher education actually join universities in the country. Senteza Kajubi's philosophy of widening access to higher education is explained. He is an ardent advocate of widening access to higher education in Uganda. The implication of widening access to higher education and development through research is assessed.

Justification of studying William Senteza Kajubi

Right from the eve of gaining independence in Uganda, William Senteza Kajubi has been in forefront of higher education leadership and policy for half a century. The role education in development down the centuries has been spearheaded by individual thinkers. In the ancient Greece there were Socrates, Plato and Aristotle who were associated with teaching methods, the school system, and library respectively. In the United States of America (USA), John Dewey is credited for the development of the pragmatic approach to education. In Brazil, Paulo Freire initiated the education for the oppressed that promoted conscientisation among the public. Julius Kambarage Nyerere developed the education for self reliance in Tanzania. In Uganda, William Senteza6eo3a

A brief biographical sketch of Senteza Kajubi

William Senteza Kajubi was born in Kampala in 1926. He was educated at Makerere University (1947 - 1950). Thereafter, he proceeded to the University of Chicago in the USA where he earned a M.Sc. degree with a concentration in geography. He taught at King's College, Buddo, for three years before becoming a lecturer and senior lecturer at Makerere University. From 1964 to 1977 he was Director of National Institute of Education, at Makerere University. In 1979 he became professor of higher education at Makerere University. Between 1977 and 1979 he was Vice Chancellor of Makerere University. In 1986 Senteza Kajubi was appointed Principal of Kyambogo Institute of Teacher Education. He served in that capacity until 1989. The following year, 1990, Senteza Kajubi was once again appointed Vice Chancellor of Makerere University. He held this position until 1993. In 1994 he became Vice Chancellor of Nkumba University, a private university, until his retirement in 2008. In a nutshell, Senteza Kajubi served the education sector in Uganda for over 60 years as a teacher, educator, education policy advisor, and leader of tertiary and higher education. He was also a consultant for national education system in Namibia.

Besides his many publications and unpublished statements on education, he participated in various commissions that shaped the education system in Uganda. In 1963 government was set of a commission to look into the education system that would cater for the needs of the newly independent Uganda. Senteza Kajubi was one of the nineteen members of the Uganda Education Commission chaired by Professor E B Castle. The Castle commission noted that Uganda's education context was one of overwhelming illiteracy, greater demand for education, shortage of teachers, and government need for educated people to employ, massive unemployment, and poverty. Given that unpleasant context, the Commission recommended setting priorities including improvement of the quality of primary education, raising the level of teacher education, and expanding the secondary school sub sector so as to produce the required workforce to replace the expatriates who were departing at that time.

Senteza Kajubi chaired the Education Policy Review Commission (1977-1978). The purpose of this commission was to examine and assess the system of education in the country was undergoing change. This report was not published because of the war against Idi Amin. However, it

remained the basis for educational policy in the country until 1992. From 1987 to 1989, Professor Senteza Kajubi chaired the Education Policy Review Commission which among other things recommended the introduction of universal primary education and liberalisation of higher education.

Senteza Kajubi's contribution to higher education leadership in Uganda can be summed up as follows:

Table 1; Senteza Kajubi key portfolios in higher education leadership 1959-2009

Period	Role	Institution	
1959-1963	Secretary	Uganda Teachers Association	
	General		
1962-1963	President	Uganda Society - the publisher of	
		Uganda Journal focusing on scientific,	
		literary, and cultural issues in Eastern	
		Africa.	
1964-1977	Director	National Institute of Teacher education	
		- Makerere University	
1973-1976	Chairman	Regional Council for Teacher	
		Education in Eastern Africa.	
1971-1975	Vice Chairman	International Council on Education for	
		Teaching - This debated global issues	
		impinging on the professional training	
		of teachers.	
1971-1973	President	Association of Teacher Education in	
		East and West Africa - This promoted	
		education for teachers and sponsored	
		postgraduate studies.	
1974	Co-advisory	African encyclopaedia - published by	
	editor	Oxford University Press.	
1977-1979	Vice Chancellor	Makerere University	
1987-1989	Principal	Institute of Teacher Education,	
		Kyambogo	
1990-1993	Vice Chancellor	Makerere University	
1994-2008	Vice Chancellor	Nkumba University	
2004-2009	Fellow	National Academy of Sciences	

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Senteza Kajubi's leadership was not only in institutions but also in other fora like committees, councils, and association. Leadership is about having a vision, articulating it, and having other people follow that direction and in the process being transformed. Many of the education ideas were hatched in these fora and then implemented as policies and programmes. Given the above roles, it is clear that Senteza Kajubi played an outstanding role in higher education leadership in Uganda.

Besides leadership in higher education, Senteza Kajubi was for many years involved in formulation of higher education policy in Uganda and Africa. A few of his contributions to education policy making arc outlined in Table 2 below:

Table 2: Senteza Kajubi and higher education policy making

Period	Role	Policy formulated	
1963	Member	Education Policy commission.	
		This considered the appropriate education for	
		independent Uganda	
1977-1978	Chairman	Education Policy Review Commission.	
		Though not published because of the fall of	
		Idi Amin regime, it remained the key guide	
		for education policy in Uganda until 1992.	
1987-1989	Chain-nan	Education Policy Review Commission.	
		Among other issues, it recommended the	
		introduction of Universal Primary Education	
		and widening access to higher education. The	
		recommendations were accepted in 1992.	
1992	Chairman	Uganda Population Policy Review.	
		This resulted into the Uganda population	
		development policy.	
	Consultant	National Education System	
		For independent Namibia.	
2002	Chairman	Institutional HIV / AIDS policy	
		Nkumba University	

From Table 2, above, it can be noted that Senteza Kajubi participated for half a century in shaping the higher education policy in Uganda, and to some extent in Africa. Senteza Kajubi's overriding concern was widening access. His contention was that for a country to be progressive, it needed to have a bigger percentage of its population sufficiently educated.

Situational analysis of the state of accessing higher education in Uganda

People attaining higher education in Uganda have been very few compared to the population and demand for higher education. It is estimated that right from 1922 when Makerere was established as a university college up to 2009 the number of people who accessed higher education is about 1 million. So, the people who hold higher education qualifications constitute about 3% of total population. Going by the estimates of 2009, the population of Uganda is 32.3 million people, of these only 1 million have certificates in anything from universities and tertiary institutions. This means over 30 million people have not or are yet to access higher education. For a significant many, it is already too late. Senteza Kajubi (2002) states that by 1995 only 154 Ugandans out of every 100,000 of the population could access tertiary education. This constituted about 0.2% access rate. This raises concern as far as accessing higher education is concerned.

Makerere University is the oldest university in East Africa. It was founded by the British Colonial Office in 1922 to train "talented natives" for subordinate jobs in the colonial civil service. Until 1950 Makerere was the only publicly funded university in the whole of East Africa. It achieved full university status in 1970. So the implication of this was that there were limited openings for people to access higher education. Only a few people could access university education.

The access to higher education in Uganda has been as follows in the last 50 years:

Table 3: Admissions to higher education 1950 - 2009

Decade	University enrolment	% of growth from previous
		decade
1950	250	-
1960	888	72%
1970	2581	47%
1980	4045	49%
1990	17578	60%
2000	34773	72%
2009	88,185	61%

Sources: http://education.stateuniversitv.com/Uiianda-hizher-educatiort.html

In the 1950s there were 250 students enrolled at Makerere University College. In 1965, the number increased to 888 students at Makerere. The 53% were enrolled in other institutions of higher learning in the country. In the following decade 72% or 2581 students were enrolled in Makerere, the remaining number went to other institutions of learning. In the 1970s the students admitted to Makerere began to outnumber those admitted to other institutions of higher learning in the country. The number of students admitted to Makerere continued to growth in the 1980s. In 1980, Makerere admitted 57% or 4045 of all the students admitted to the institutions of higher learning. The 1990s witnessed the growth in admission of women in higher institutions of higher learning. In 1991 of the 17578 students admitted to institutions of higher learning, 28% or 4922 were females. This trend continued such that by 2000, out the 34773 students admitted to institutions of higher learning, 33% or 11475 were females. The number of students admitted to universities increased from 34773 to 104160 by 2009. This growth was possible because of the increased number of private universities and tertiary institutions in the country. The liberalisation policy of 1990s made it possible for the private sector to invest in higher education, hence the 21 universities that were established between 1990 and 2008. Furthermore, the liberalisation policy allowed public universities to expand not only in numbers from one to six by 2007.

There has been circumscribed access to higher education in Uganda for almost half a century. Senteza Kajubi ascribed this phenomenon to colonial policy of education. He intimated that "until recently access to higher education in Africa was severely restricted and elite-based. It was for the sole purpose of producing what Sir Phillip Mitchell called an aristocracy of culture which must necessarily be very small" (Senteza Kajubi, 2001:216).

This wisdom guided the planning and accesss highe educatios i vere h40 190.560 Tm07 Tw-0383 Tc(for

enrolment in higher in Uganda is dismally low. Although higher education is regarded as a necessary condition for development, as a human right, according to Senteza Kajubi, sub-Saharan Africa enrolment is only 5% compared to North America's 85% (Senteza Kajubi, 2001:5).

In 2008, the Uganda Ministry of Education had advised Makerere University to reduce the admissions from 2,200 to 2,000 students (Ahimbisibwe, 2008). This was indicative of what Senteza Kajubi described as the elitist approach to higher education access. For a student to qualify for government sponsorship he or she had to satisfy the following computation of points.

Table 4: Admission criteria into public universities in Uganda

	Course	Cut off	Cut off	Cut off
		points in	points in	points in
	Course	2007	2008	2009
1	Law	53.6	54.3	54.3
2	Computer Science	46.3	47.8	47.8
3	Electrical engineering	48.9	51.9	51.9
4	Architecture	46.4	49.4	49.6
5	Telecommunication	42.8	46.1	46.1
6	Science Education	32.7	32.3	32.3
7	Pharmacy	48.1	45.3	51.5
8	Human Medicine	42.3	45.5	49.6
9	Agriculture	32.7	36.5	40.2
10	Veterinary medicine	34.6	36.0	36.0
11	Accounting and Finance	39.9	41.9	41.9
12	Business Administration	32.8	33.3	33.3

Source: Information on Public University Joint Admissions 2009/2010 academic year

The above points are arrived by using a computerised weighting system to establish a student's points. The subjects taken at "A" level are grouped into four categories: essential, relevant, desirable and others. Essential subjects weigh 3 points each, relevant ones have 2, desirable have 1, while the fourth subject weighs 0.5. The "A" subjects are weighted as follows: Principal A=6 points; B=5 points; C=4 points; D=3 points; C=4 points; and subsidiary C=4 points; and subsidiary C=4 points; C=4 poin

follows: points 0.3 for a

Table 5: Accessing higher education in public universities 2008/2009

Name Established		Students	Region	Staff
Public Universities in Uganda				
Busitema University	2007	507	Eastern	75
Gulu University	2002	3,347	Northern	203
Kyambogo University	2001	13971	Central	362
Makerere University	1922	34333	Central	1066
Makerere University Business	1997	9584	Central	277
School				
Mbarara University of Science	1989	2616	Western	184
Uganda Management Institute	1968	1227	Central	72
Students accessing higher ed	ucation	in public		2239
universities		64,635		

There are five public universities and one degree awarding institution in the country. All the above universities and the institution have an enrolment of over 48,660 students. Public universities take up 55% of all the students in all universities in Uganda.

Admission to Uganda's universities and institutions of higher education is based upon passing the Uganda Advanced Certificate of Education. "High pass" is the ideal. In the 1970s and the 1990s a student was required to sit for three principal passes and a subsidiary pass in General Paper. A student who is over 25 Pape82Tw-0.093 04(i) Tj0 Tc(sa680 Tm0 Tw-0.002 Tc(thre) T20 Tc(nma6

Table 6: Accessing higher education in public universities 2008/2009

	Name	Establi-	Students	Location	Staff
		shed			
1	African Bible University	2000	25	Central	
2	Aga Khan University	1983	140	Central	12
3	All Saints University	2008	800	Northern	
4	Bugema University	1997	1,241	Central	75
5	Busoga University	1999	2,500	Eastern	102
6	Fairland University	2001	482	Eastern	32
7	Islamic University in	1988	5,000	Eastern	142
	Uganda				
8	Kabale University	2001	114	Western	33
9	Kampala University	1999	4000	Central	66
10	Kampala International	2001	2010	Central	467
	University				
11	Kumi University	2004	700	Eastern	44
12	Lugazi University	2007	400	Central	
13	Mutesa I Royal University	2005	500	Central	
14	Ndejje University	1992	2,164	Central	99
15	Nkumba University	1994	4,260	Central	139
16	St Lawrence University	2006	1493	Central	
17	Pentecostal University	2001	315	Central	76
18	Uganda Christian	1997	6000	Central	118
	University				
19	Uganda Martyrs University	1993	3500	Central	196
20	Bishop Stuart University	2002	3600	Western	51
21	Mountain of the Moon	2005	281	Western	55
	University				
Number of students admitted to private universities					
	39,525				

The 21 private universities in Uganda had a total of 39,525 students. This accounted for about 45% of all the university students in the country. So access to higher education in both public and private universities is about 104160. This represents about 1% which is a low access rate to higher education in the country.

In 2009 out of the 89,921 students who sat A 'level in 2008, a total of 57,510 candidates qualify to join university as they scored two principal passes which is the minimum requirement for joining university. All universities in Uganda can only take 25,000 students, meaning that more than 27,000 miss university admissions (Ahimbisibwe, 2009). Although it may be argued that not everyone should go University, Senteza Kajubi contends that Uganda would be better off if most its adult citizens had accessed university education. Under the current arrangement government-sponsored students were admitted to public universities as follows:

Table 7: Admission to public universities in 2008 - 2009 on government sponsorship

Public university	students admi- tted 2008	percentage	students admitted 2009	Percentage
Makerere	1800	58	2000	50.1
Kyambogo	700	23	850	21.3
Mbarara	300	10	490	12.3
Gulu	200	6	450	11.3
Busitema	100	3	200	5
Total	3100	100	3990	100

It is clear in 2008 and 2009 the access to higher education was not possible even for those who had attained the minimum "Advanced" level grades to join university education. Government could only sponsor a few, and all the universities could only absorb 43% of all the students who had obtained the minimum requirements to access university education. The remaining 57% could not find places in universities. Of the 57510, government could only pay for 7% in 2009. All these the issues illustrate that access to higher education in Uganda is fearfully low. That dismal access to higher education has been Senteza Kajubi's overriding concern for almost half a century.

Higher education brings knowledge, skills, research, and right attitudes all of which are important for development for any given country, Uganda inclusive. Without a substantial number of citizens being sufficiently educated, development remains a mirage. Higher education has been the engine of development in many nations in the world. Without higher education, development may not be easily attainable.

Senteza Kajubi's philosophy of widening access to higher education

Senteza Kajubi advocated for a flexible and open access to higher education based on conventional and non-conventional admission criteria such as:

- (i) secondary school results
- (ii) life experiential learning, which may be more valuable than formal school grades,
- (iii) Credit accumulation and transfer (CAT) in order to open the gates of the university to as many potential learners as possible and to make entry, exit and re-entry more flexible.

In Senteza Kajubi's (2001:4) view, "the ideal student is the one who really wants to learn, who has a thirst for knowledge and a desire for wisdom no matter what his or her test-taking ability or previous achievements at secondary school might have been". He further contended that one of the functions of a university should be to identify and create student scholars out of those individuals who really want to learn, and who might have been left behind and stigmatized as failures by elitist education systems. Students who do not have the merit should be assisted by the university to acquire it through flexible remedial modular, or as access

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contended that the emergence of private universities was a godsend in that they were contributing significantly to widening access to higher education in the country.

Senteza Kajubi has used rhetoric to underline the utilitarian importance of widening access to higher education. He posed, "would Uganda be better off if most of its adult citizens were graduates, or if they were not as they are now?" The most appropriate response to that question is that Uganda would be better off of most adult Ugandans were graduates. In the above question one learns Senteza Kajubi's unquestioning faith in education. That faith shows that he took higher education to be synonymous with power and ethics. In the light of that perception it can be concluded that any system which does not encourage widening access to higher education is a condemnation of people to powerlessness.

Widening access to higher education according to Senteza Kajubi is not merely an administrative matter, it is also philosophical one. The one who wants to access higher education is an ideal student the one "who really wants to learn, who has thirst for knowledge and a desire for wisdom no matter what his or her test taking abilities or previous achievements at secondary school might have been" argued Senteza Kajubi (2001:217). His view was that the learners should not be eliminated from accessing higher education on the account of their previous achievements. His position was that every "thirsty" learner should be allowed to have a taste of the higher education. Such learners should be tested at the time of exiting the higher education. Such testing would help to confirm what the learners were interested in and what they would have grasped. Furthermore, the educators' abilities to assist learners would also be tested.

Senteza Kajubi further contended that a person who spends a year or two or three within the university lecture rooms or laboratories cannot 0 Tc(o) Tj06de educators are able to transform themselves for their own good and the good of the society. In that way higher education had good and clear influence on the development of a society.

Senteza Kajubi prescriptions for widening access to higher education include:

- (i) There should be policies of access that are broad. Admission should be based on secondary school results; life experiential learning; credit accumulation; credit transfer; entry and re-entry allowance,
- (ii) Access to higher education should be flexible and not rigid or monolithic,
- (iii) The largest percentage of higher education is not for creation of specialists but rather for enabling citizens to contribute effectively to the development of the individuals, their nation and the world generally (2001:47).

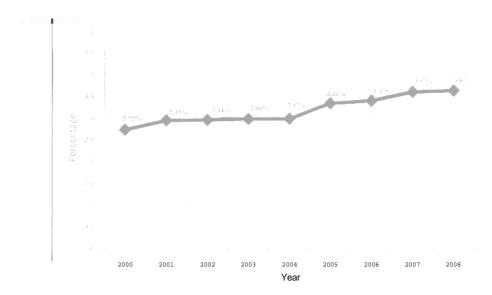
Implications of Senteza Kajubi's philosophy for research and development

The term development can be defined as the reduction or elimination of poverty, inequality, unemployment, and squalid conditions within the context of a growing economy. Todaro stated that "development was to be conceived of as multidimensional process involving major changes in social structures, popular attitudes, and national institutions, as well as acceleration of economic growth, the reduction in inequality, and the eradication poverty" (1997:16). This concept of development applies to Uganda most appropriately. The quest for development in poor nations like Uganda is a sustained one.

The theoretical explanation of why individuals, communities, nations and regions seek economic development was given by Todaro (1997). He believes that development is about improving quality of all human lives with three equally important aspects:

Life-sustenance - this is the ability to provide the basic human needs including water, shelter, health care, and protection. When these are missing or are in short supply then the condition of absolute poverty or underdevelopment exists. So the basic function of all development activities is to give people the means to surmount the hopelessness and misery arising from the want of food, shelter, medical care and protection.

Uganda's population growth rate since 2000



In the chart above, it can be seen that Uganda's population has grown steadily in the last one decade from 2.7% to 3.6%. There has been 0.9% difference in growth since 2000 which is rather high and unmanageable given the amount of resources in form of infrastructure (schools, universities, housing, roads, hospitals etc), and resources (food, water, electricity, etc) and jobs Uganda has currently. Uganda is overburdened already by the 32.3 million people. There have been numerous stories in the media insufficient resources in terms of land, schools, electricity, roads, jobs, famine, poor housing, hospitals with no drugs, etc. Complaints and conflicts are a common occurrence in the country. When population growth continues unchecked, it becomes rather impossible to attain the desired development.

A high population growth rate usually outpaces the inelastic natural resources that livelihood depends on. It may require new techniques of growing food to feed a big population. It requires increase in social services like schools, hospitals, housing, and universities. Uganda has faced the challenges of providing social amenities to all citizens. There is incessant

outcry over unemployment, land, food, and so on. High population growth rate makes development impossible as many citizens cannot access basic necessities of life.

Senteza Kajubi's advocacy for widening access to higher education can play a considerable role in dealing high population growth rate which hinder development. The population growth rate in Uganda is high because there is a high fertility rate in context of low usage of family planning techniques; there are numerous young marriages in the country especially in rural areas. The fertility rate in rural Uganda is 7.8 while in urban areas it is 4.3. The fertility rate in the rural areas is high because there are fewer people who are well education to appreciate and use family planning methods. Population growth rate in Uganda has also been augmented by influx of refugees from Rwanda, DR Congo, the Sudan and other places.

Higher education has a significant contribution to development. The implication of Senteza Kajubi's theory of widening access to higher education is that it is possible to reduce unprecedented population growth rate. Women who attain university education are able to control their reproduction rate by: (a) taking long before embarking reproduction. By the time they complete their university education they will have on average reached the age of 25 years. At that age, they have delayed their reproduction by almost a decade compared with their counterparts in rural areas who have their first babies at the age of 15 years, (b) The educated women acquire a sense of career and they give it a serious focus such their a Tj0 Tc(e) Tj1.836 Tw

contributed to development. So higher education can lead to increased production of food for the ever increasing population. So the more people who are highly educated and are able to carry out research the better.

Higher education Research and health care provision

Academics in the field of medicine provide treatment in hospitals and other health units. In addition to that, medical research leads to development of drugs like *naverapine* which has helped to reduce mother to child transmission (MTCT) of HIV infection. In this way, higher education makes a great contribution to sustenance of life. In 2009, the ratio of medical doctors to population was 1:24000. This means Uganda with a total population of 32.3 million people, has less that 1500 medical doctors. This means there are very few medical doctors compared to population. So the more doctors trained by the universities the better.

(b) **Self-esteem** - this refers to self-worth and self-respect without being manipulated and exploited by others. All people and all societies seek some form of self esteem, the nature of which may differ from culture to culture and from society to society. It is stated that the term self-esteem has been defined from different perspectives. It was originally defined as a ratio found by dividing one's successes in areas of life of importance to a given individual by the failures in them or one's success (James, 1983). In the 1960s Rosenberg defined self-esteem as a stable sense of personal worth or worthiness. Branden (1969) described self-esteem as the experience of being competent to cope with the basic challenge of life and being worthy of happiness.

Theorists like Maslow (1987) included self-esteem in the hierarchy of needs. Self-esteem was put on fourth level of the hierarchy needs, that is, well above physiological, security, and social needs. So self-esteem was seen by Maslow to be a higher level need.

Although there are differences in definition of self-esteem, the central aspect of it is sense of self of worth. Todaro (1992) on this value, stated that it was necessary to create conditions conducive to the growth of people's self-esteem through the establishment of social, political, and economic systems and institutions which promote human dignity and respect. In so called

power. In turn citizens of such countries acquire self-esteem. Those who do not have sufficient food, clothing, medical care, technology, savings, etc are described as starving, paupers, diseased, backward, and poor.

The things like food, clothing, medical care, technology and savings that give a person self-respect seem to be elusive to most Ugandans. Indeed how can a people have self-esteem when over 1,719,712 people had lived in Internally Displaced People's (IDP) camps in the North of the country (*Human development report*, 2007:23). How can the population have self-esteem in a country where GDP per capita is UGX575,405. Ugandans may not have self-esteem when the country experiences unfavourable balance of trade every year. Self-esteem is elusive when the life expectancy is below 50 years. This is a country where corruption has eaten up the moral fibre of the society. Many Ugandans are reduced to buying second clothing (*emivumba*). Over 31.1% or more than 10 million of Ugandans live in abject poverty. When people beg soap and sugar from masqueraders, crooks, armed thugs, and hangers-on pretending to be saviour politicians.

Widened access to higher education can contribute to the restoration of self-esteem. As people get educated their prospects of getting job and improving their standards of living become brighter. That gives them a sense of self-esteem. Furthermore, higher education equips graduates with the capacity to analyse issues which also endows them with some amount of self-esteem. So, the more people that access higher education, the more people that experience self-esteem. It is for such a reason that Senteza Kajubi has been an ardent advocate of widening accessing to higher education.

(c) Freedom from servitude - this is the freedom to choose and to be free from slavery of alienating material conditions of life. It is also freedom from servitudes to other people, to nature, to ignorance, to misery, to institutions and dogmatic beliefs. Freedom involves expanded range of choices for society and its individual members. It also means minimising the external constraints that prevent people from pursuing social goals which are developmental.

Freedom from nature implies that at individual and societal levels, people have invented means of overcoming natural barriers to good life. This means that people have means of transforming natural things into usable resources. For example instead of people depending on grass and

sticks to make dwelling shelters, they can turn clay into tiles and bricks. With these they can construct better and permanent houses. Much of Ugandans especially in rural areas still live huts made of sticks and grass. Good housing is an indicator of development. Educated people usually find means of building permanent houses and in so doing they contribute to development. So the more highly educated the society has the better the dwellings the society will have.

Freedom from ignorance calls for the greatest number of citizens being sufficiently educated. So literacy is one of the indicators of development in any given society or family. Senteza Kajubi's widening access to primary and higher education was intended among other things to fight servitude to ignorance. The translation of Senteza Kajubi's recommendations into Universal Primary Education and the liberalisation of higher education which has led to establishment of more than 20 universities in two decades indicate the relationship between his theory of widening access to higher education and development.

In Uganda there is a good number of people who are still slaves to misery. Some resist vaccination against the killer diseases. The consequence of this is polio, measles, and other ills. So, the sick whether children or adults, their relatives and friends are beleaguered by misery arising from suffering and death. If there are many educated parents, they easily comprehend the value of vaccination and other ways of eradicating some avoidable diseases.

There are people who are still slaves to institutions and dogmatic beliefs. For instance in Uganda there are many people who still believe in the institutions of female circumcision or clitoriodoctomy. This cultural practice has several health side effects. The people who perpetuate clitoriodoctomy are mainly those who are informed because they are not educated. With education especially of girl-child it is possible to eliminate such odious practice. In that way when access to higher education is widened in such a way that most girls attain higher education, they are able to resist the practice. In society where some members still believe that child sacrifice would enrich them, it requires people to be well educated in order to overcome such destructive beliefs. Child sacrifice is not only a crime but also a violation of a child's human rights.

Wealth enables people to have greater control over nature and physical environment. It also enables people to choose freely greater leisure, more goods and services or to choose not to enjoy those material things.

The relationship between Senteza Kajubi's theory of widening access to higher education and development was expressed clearly when he stated in the *Education Policy review Commission Report* that "government attaches greater importance to development of education in Uganda because it recognises the fact that education is a powerful tool for transformation of society. It plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in society, democracy, economic progress and security for all its citizens" (1992:1).

Conclusion

This study has examined Senteza Kajubi's theory of widening access to higher education. His overview was always that the "in education as in health, the more people who participate, the better it is. Quantity enhances quality and does not diminish it" (1998). Although government created four more universities in the last two decades, and put in place the liberalisation policy which enabled the private sector to establish private universities which were about 21 by the end of 2009, access to university was still low in Uganda. According to Senteza Kajubi there was still elitist approach in admitting students to universities. He, therefore, advocated widened accessed to higher education without preventing the "ideal higher education learner" through restrictive entry requirements.

Senteza Kajubi concurred with Saint (1992) that managing the social demand for access to higher education was perhaps the single most difficult task faced by the tertiary sector in Africa today. Senteza Kajubi argued that one of the solutions to widening access was in private universities, colleges and other institutions. He argued that these were "potentially important ways of widening access to higher education without increasing significantly the financial burden of government" (1998:2). Senteza Kajubi noted that private universities' contribution to widening access was limited because they did not have the capacity of a strong university and tertiary institutions. Private universities have concentrated mainly on undergraduate courses. In that way the contribution of private universities to widening access has also been somewhat limited.

Senteza Kajubi's widening access to higher education has a clear relationship with development. Higher education enables graduates and the society to overcome some of conditions of underdevelopment. The more educated people a society has the higher the level of development that society will have.

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