

**CAUSES OF INCREASED INFLOW OF FOREIGN STUDENTS IN
UGANDAN INSTITUTIONS OF LEARNING: A CASE
STUDY OF KAMPALA INTERNATIONAL
UNIVERSITY, KANSANGA
GGABA ROAD.**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
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REQUIREMENTS FOR THE AWARD OF
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DECLARATION

I Ssekiwunga James declare that research report is my own original which has never been submitted to any institution of learning for any award.

Signature .. 

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Date: 29/07/09

APPROVAL

This research report has been done under supervision as a university supervisor and has been approved for submission

Signature

.....

Mrs. NAKAWUNGU FARIDAH

Date: 29/07/09.....

DEDICATION

I would like to dedicated this report to students offering education especially economics and history, my supervisor for the struggle and time given to me, the office of director academic affairs Kampala international University and all administrators in the faculty of education and lastly to my mother Miss Oliver Namusisi who has greatly contributed to my success indeed may the almighty God reward her richly.

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ABSTRACT

The purpose of the study was to find out causes of increased inflow of foreign students in Ugandan higher institutions of learning a case study of Kampala International University, Kansanga Ggaba road.

The objectives of this study include; to find out the causes of increased inflow of foreign students in Ugandan higher institution of learning a case study of Kampala International University, to examine the effects of increased inflow of foreign students at Kampala International University and find out the way forward.

The researcher employed a simple descriptive survey both qualitative and quantitative techniques were also used and random sampling was also used to select the sample. The instrument used to collect data was questionnaires (the teachers and students) and interview guide (people who allowed). The findings of the study indicated that increasing inflow of foreign students in Uganda higher institution of learning a particularly at Kampala International University is cost of education in Uganda and other education services and this is confirmed from results included among others that there is a need for the university leaders such guild office should be target as change agents in promotion of foreign students in general and identifying their educational needs in particular.

Foreign students association should be empowered through knowledge to protect themselves and manage education needs for sustainable development of the country.

In conclusion due to abundant request by the majority of the people especially foreign students that university should continue charging a fair tuition as it has been than raising it. Hence this information will be helpful to all educational practitioners at Kampala International University and Uganda in general to re-address the various limitations for fruitful provision of services to the foreign student's community in the country.

CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

According to World book Encyclopedia (1985), education general can be reviewed as transmission of the value and accumulated knowledge of the society. Education is further defined as the process by which people acquire knowledge, skills, habits values or attitudes. The word education is also used to describe result of the educational process. Education involves both learning and teaching. Education is as old as humanity.

1.1 BACKGROUND OF THE STUDY

Foreign student in Uganda and Africa in general was sparked off in early 19th century especially by African nationalist who lead Africa country to their self governance. It was through foreign education that they acquired nationalist ideas which they applied towards foreign rules in their countries such as British role; for example Kambalage Nyerere of Tanzania, received this education at Musoma Primary school, joined Makerere University for his degree. He went further to Scotland. Leonard Seder, the first president of Senegal, received his education form a catholic school and later traveled to Paris where he became the first African secondary teacher (aggregate). This has given may Africans to go for higher education to neighboring countries.

According to Google.com in 1999, in almost al speaking African countries, foreign students accounted for almost 41% enrollment in institutions of higher education and a paper presented at the international trade centre in Switzerland recently shows that Kenya is the leading source of international students contributing more than 70% at higher levels of learning.

Official statistics from a study carried out by Uganda Programme for trade opportunities and policy (UPTOP) with respect to the education sector in 2005 estimated that by 2010 international students studying in Uganda will be over one

million in both secondary and higher institutions of learning. The study further estimated that Uganda's foreign exchange totals to 23.76 million dollars per annum from export of secondary education. At present the country hosts over 30,000 international students in its secondary and 50,000 in higher education.

Kampala International University commenced operation as a private university in October 2001. It is located in Kansanga, 3 kilometers from the city centre of Kampala and near Lake Victoria. It provides students with opportunities such as social and cultural enrichment. The university offers both undergraduate and graduate programs on full-time basis as well as part-time modes during the day, evening, weekend and long distance education.

1.2 STATEMENT OF THE PROBLEM

The generic of foreign student tuition fee packages in vogue have had an (impact) on education in developing institutions in Uganda. This is further compounded by the fact that most education institutions still have limited mobility and infrastructure to meet the varied education requirements of foreign students in the country.

Official statistics from a study by Uganda Programme for Trade Opportunities and Policy (UTOP) in respect to education sector 2005 estimated that by 2010 international students in Uganda will be over one million in both secondary and higher education. At present there are over 30,000 in secondary and 50,000 in higher education.

Earlier research further pointed out factors such as low tuition fee, and environment

which attract foreign students in Uganda institutions compared to their home country. Yet they actually require higher incomes than others to maintain

same standards of living plus poverty as a hindrance to foreign students to access Uganda in institution since many students get formal education and are able to fully learn in Uganda education institution better education conditions hence fully utilizing education information. It is against such background that drove the research to carry out this study.

1.3 PURPOSE OF THE STUDY

The purpose of this was to find out the cause which has lead to eased flow of foreign students in Ugandans institution of learning with the case study of Kampala International University.

The study also aimed at finding the different types of students common in Kampala international university basing on their country of origin and recommendation are done to the concerned authorities for action and betterment of the education.

Besides that the study also examined the effects of foreign students as for as education is concerned at Kampala International University with surrounding community and Uganda's economic growth in general.

1.4 OBJECTIVES OF THE STUDY

1. To find out the causes of increased inflow of foreign students in Ugandan institution case study of Kampala International University.
2. To examine the effects of increased inflow of foreign students at Kampala International University and Uganda in general.
3. To find out the way forward.

1.5 RESEARCH QUESTION

1. What are the causes of increased inflow of foreign students in Uganda institutions of learning case study of Kampala international University?
2. What is the effect of increased inflow of foreign students in Uganda' and particularly Kampala International University?
3. What is the way forward?

1.6 SCOPE OF THE STUDY

The study looked at the influence of foreign students in Uganda. For the purpose of brevity in this research critical issues will be selected and they will include the number of foreign students, range of age, courses done mostly, the study will be limited to Kampala International University the research will be conducted in the April to July 2009.

The research also viewed how their incoming has affected teaching and learning process in terms of resources used and facilities.

1.7 LIMITATIONS.

The area of the study was quite big needed a lot of time but to solve this, the researcher used samples randomly.

Lack of confidence in same student

Time especially interviewing of respondents and distribution of questionnaire used not easy at all since that period we were undergoing end of semester examinations

Printing has been expensive for example the estimated budget for proposal printing of 20,000/= reached 40,000/= shillings for each copy but even then the charges went beyond 40,000 shillings which very much affected the researcher.

Language barrier as most foreign students are most flexible with Swahili.

Since questioners were not returned since respondents were claiming that questions are hard for them

1.8 DEFINITION OF TERMS

Institution – an institution is an organization founded and united for specific purpose to achieve. Besides that it is a structure and mechanism for a social order and co-operation governing the behaviour of a set of individual according to Wikipedia dictionary.

Foreign – not from your country.

Foreign student. Some one who came from different country to another for education.

Causes: event /durables that make something to happen.

Researcher: a person that collects information from the field who carries the study

Questionnaire: a written set of questions which you give to a large number a people in order to collect information.

Questioner: someone who is asking question

Data: information or facts about something.

Respondents: those are people who answer question related to the study.

1.9 SIGNIFICANCY OF THE STUDY

The research study will help Uganda institution administrators to make more strategic plans for constructing enough facilities such as lecture rooms, teaching state.

Strengthen the 2001 reformed east African Community with its aim that is political. Economic and social in nature inclusive of education.

On the side of teaching staff it will help them to prepare a variety of methods in their teaching and learning process as Students.increase.

On the side of the immigration department, it will help them to know at least the number of foreign students in terms of percentages.

Effects of foreign students at Kampala International University and Uganda in general

The study also investigated in various effects of foreign students either positive or negative in nature. The following effects listed were as follows:

Provision of foreign currency in the country hence an increase in Uganda's national income since foreign students pay in dollars their tuitions.

They have led to an increase in the accommodation for example it is difficult to get a room in Nabutiti zone asub of Kansanga during the semester.

Created employment opportunities to people around Kampala International University for example food cooks, barbers taxes along Kansanga – Ggaba road and boda boda's round the campus.

Increase in commodity prices in the market this is usually experienced during the in-sieve programme from Kenya a market is created at the entrance of Kampala International University and garage main hostel who are sold above the usual prices in the market.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Foreign student is a person in another area country than that lived in for studies. According to the daily monitor news paper Wednesday April 16th 2008 page III university profile Tom Mugambe said that Uganda is now a regional; destination for students according to him recent studies and statistics indicated that more foreign students in the country annually according to national council for higher education in Uganda.

2.1 The causes of increased inflow of foreign students in Uganda higher institution of learning a case study of Kampala University.

Table 1 showing increase in number of foreign students in Ugandan institutions from 2005 – 2007/2008.

Year	No. of students	Percentages
2005	7,735	10%
2006	12,930	40%
2007/2008	18738	50%

Table 2. showing countries with students in Ugandan institutions particularly Kampala International University with respective number of students.

Country	Number of students
Kenya	38000
Tanzania	5200
DRC	2435
Rwanda	1300
Sudan	2457
Somalia	2110
Burundi	130

According to the w.w.w new vision 23rd October 2007 report the number of foreign students increased from 7,735 (6.2%) in 2005 to 12,930 (9.4% in 2006 where most of these students come Kenya, Sudan Tanzania, Rwanda, and Burundi of which Kenya is the leading source of international students contributing more than 70% at university. For example Kampala International university leads with 16,715 students followed by the universities of Makerere with 1623 Kampala university with 400.

According to the internationalization and trade in higher education report shows that abroad spectrum of social- political and economic factors according to this report most of students prefer to study in Uganda because of the country's immigration policy (Visa policy) for foreign students where by potential determinants are the ease to obtain a visa or students pass and their possibility to remain in the country upon completion of studies. This Uganda furthermore, students have been seen stocking Uganda because of the academic document are highly regarded as the local job market while taking into account the cost of studying in Uganda this encompasses tuition, living expenses and financial assistance in Uganda.

In addition to the above, the 2005 National council for higher education report on higher education delivery and institution notes that the fees in Uganda have been kept below market levels owing to a number of social and political considerations, besides that the ability to attract foreign students could be an identification of the confidence in Uganda's education system. The increased number of foreign students also seem to reflect the fact that our universities are cheaper than the universities where the bulk of these students came from, Google co.ug.

According to recent baseline surveys conducted by the Uganda export promotion board (UEPB) in march 2005 most of the foreign students come to Uganda for

getting specific courses at undergraduate level at law, medicine tourism computer science, information technology, commerce. Accounting; education, international studies. It should however also be noted that Uganda's short course tenable at other institution both private and public also attract reasonable stay for example in service teachers and long distance learning courses.

Furthermore, Uganda has some of the best international universities and colleges credited by the council of international schools and the New England Association of schools of schools and colleges with examination like international general certificates of secondary education and the general certificate of secondary education.

According to an international consultant economist Colin Sentongo students from abroad pay between (8,000 (28.4m) to 35.6m annually has taken Uganda education over the fourth highest foreign exchange in the country this could be an indication of the confidence the region has in Uganda's education system. Spurred by the relatively cheaper tuition structure Uganda has now become one of the leading foreign destinations in the region. In addition to the above in 2005 financial year obtained 32 in dollars about (51 billion) from foreign student's payments, according to statistics from Uganda revenue authority.

An extensive survey of institutions by the council carried out in 2004 observed that "all higher education institutions do not have adequate financial resources to improve and expand the physical infrastructure provide modern academic facilities, attract and retain qualified academic staff needed to deliver quality higher education" attract and it is difficult to determine entry grades.

www.dailynation.co.ke professor stand singled out costs as the major reason why many Kenya parents were opting to send their students to Ugandan institutions claiming the former Kenyatta university vice chancellor said that Universities charged half of the fees charged by Kenyan Universities this has prompted many

students into Ugandan institutions of learning. The tuition fees in Uganda are unbeatable and even a food and accommodation expenses were added. It is cheaper to study in Uganda than else where in eastern Africa. Unlike Kenya where Universities do not cater where non resident students stay, at Kampala International University and Uganda in general ensure that hostels owners are answerable to the university and hostel faculties must meet the required standards.

Kampala International University offers access programme. This is a pre-college and University programme to assist students whose native programme differ from Uganda's secondary education system. This programme prepares students for regular admission of the university through this the University is able to consider applications from students who did not possess the minimum qualification such cases includes students from outside Uganda whose education system is different from that of Uganda, besides that the mature students with substantial relevant experience who are afforded an opportunity to sit A level exams and A level learners who have failed to obtain a second principal pass in such cases admission may be granted, provided that the student follows as Kampala International University access course designed to remedy the deficiencies in the students experience this course normally be covered in 800 contact hours and will not follow the semester system or be part of the undergraduate programme

The consultation in daily monitor and new vision newspaper, findings reveals that Kampala International University is one of the higher institutions in Uganda whose population comprised a large number of foreign residents from Kenya and Tanzania nationals with 6717 students followed by Makerere University and Kampala University and according to the national council for higher education there is a 7% increase of foreign students in the country annually. (New vision 3rd October, 2008).

The newspaper reveals that Kampala International University has revitalized the quality of its programmes and now leads many new higher education institutions

in the country. It further quoted that as a part of long term holistic education sector strategic plan 2004- 2015, the education minister Namirembe Bitamazire stated that “our target is to increase access to higher education” having increased access it is important that we start planning how to increase higher education in the country. It is therefore such access that many students outside Uganda are flocking in large numbers the minister further argued that after realizing the benefits of exporting higher education in Uganda, plans to attract about one million international students by 2010. she was quoted that the effort was geared towards aggressive promotion to attract more foreign students to Uganda.

Kampala international University has a number of offices in other countries where students easy access it minus boarding to Uganda for example in Kenya there is Nairobi liaison office Kenyatta a venue Uganda house 3rd floor room 19, mombasa liason office equity bank building 1st floor Moi avenue. Elbert Liason office Moi street petreshah business centre 1st floor room 9, Darees salaam Liaison office, Ghana Ohio – avenue postal house 8th floor room 808. Kampala International University information brochure 2008 - 2009

According to Professor Tarsis Kabwegere Chairman Kampala international university and former senior lecture at Nairobi University “Uganda is developing in tertiary education system that is affordable to local and foreign students” we want to be destination of choice for most students in East Africa who with out us would drop out of higher education altogether says Google cam.

Kampala International University expenses and Uganda in general are very cheap for most foreign students especially Kenyans for example Kampala international University living expenses range from 150,000 – 450,000 each semester. When changed into Kenya currency this will range from 6,000 – 18,000 Kenya money as living expenses for a full semester. This has greatly attracted several students at Kampala International University.

According to daily monitor newspaper Pg III Universities profiles had asurb heading Uganda new a regional destination for students reported by Tom Magumba, recent studies and statistics indicate that more foreign students are flocking into Uganda's higher institutions of learning. Uganda education has now taken over as the fourth highest foreign exchange earner in the country of which could be an indication of the confidence the region of East Africa has in Uganda Universities in which private ownership are now playing a great role this is spurred by the relatively cheaper tuition fees structure making Uganda a leading foreign students destination in the Kampala International University ranges from 500,000 – 1,300,000 millions which is about 30,000 thousand Kenya shillings.

2.2 The effects of increased inflow of foreign students in Uganda and particularly Kampala International University

With the increasing influx of foreign students, it is important for the government and institutions to utilize this opportunity to develop the existing universities to accommodate this students, besides that national council for higher education director Prof. A.B. Kasozi proposed that foreign students should not be subsidized by Uganda tax payers they should immediately pay the realistic unit in Uganda' tertiary sub sector. It's therefore imperative for Uganda's universities to take advantage of the foreign students to acquire more funding for their own development.

Academic and professions offered at Kampala International University this has made many foreign students to come while targeting specific courses especially at undergraduate level for example law, computer science, international studies, information technology engineering tourism finance, education similarly the master's programmes. Programmes have also continued to attract foreign students especially for computing and information systems, information technology and humanities.

But as Uganda reform education there is a danger of Kenyans becoming scavengers, swallowing anything rotten in the academics. A survey of tertiary institution shows that some universities in Uganda do not have adequate resources for example finance to improve and expand physical infrastructures.

According to Professor Abdul Kasozi executive director National Council for higher education says most Universities attract and retain qualified staff needed to deliver quality education faced with lack of money, most private universities Kampala International University inclusive cut back on educational input and recruit more students hoping to raise enough money. Many students continue to cross to Kampala International University and Uganda in general to study courses they can't enroll in locally for example pharmacy medicine yet to study it in local universities candidates should have A in K.C.S.E.

As a result of studying at Kampala International University majority of foreign students return home as fluent English speakers, English proficiency is a tremendous skill and indeed in some cases necessary skill if one is to work successfully in places like Kenya highlands that is why Uganda education is a wise investment for most of them.

2.3 The Way Forward

A decision was made by IUCEA and East African Countries that students from member countries should get the same treatment at universities and recently president of republic of Uganda Yoweri Kaguta Museveni passed directives to Uganda Universities after protest at Makerere University but members of the parliament called it ridiculous since even Ugandan students who study abroad are charged differently from local areas this will cause more influx of foreign students exerting pressure on universities.

CHAPTER III

METHODOLOGY

3.1 STUDY DESIGN

The research study employed a simple descriptive survey both quantitative and qualitative method were used go find out the causes of foreign students. The study also used interviews and questionnaires to collect data.

3.2 ENVIRONMENT OF STUDY

The study was conducted in sample selected University of Uganda that is Kampala International University found along Kasanga-Ggaba 3 kilometers from Kampala city centre.

3.3 AREA OF POPULATION STUDY

The research was conducted generally in Kansanga specifically at Kampala International University of Uganda and local students was involved and foreign students in order to obtain the required data toward the success of this report

3.4 SAMPLE SELECTION

The research was conducted in three faculties / programmes which were selected randomly where about twenty students in each were selected that is education, in service and access.

3.5 INSTRUMENTS AND METHODS OF DATA COLLECTION

i) Observation

Using this method the researcher looked at the real life situation at the University environment using sight and hearing. This was also the best method because it did not involve much work to do a part from putting down same points heard form students meet in the corridors; lecture rooms.

ii) Questionnaire

This involved short listed questions which required the respondents to fill in order to attain the required information. This method was not easy at all because it

involved printing more questionnaires and this incurred me more money than estimated budget, besides that most questionnaire distributed were not returned because same students had bias on this questions especially Kenyan students.

iii) Direct personal interview

The researcher contacted different staff, students and different offices, asked them questions related to the research study and information from respondents were put down a paper.

iv) Visiting internet newspaper

The researcher visited a number of websites such as Google colug www.ac.ug, BBC com, monitor daily newspaper, new vision newspaper

3.6 PROCEDURE OF DATA COLLECTION

A permission inform of letter was issued especially to the concerned authorities of the area of study such as faculty of education and director academic and students affairs.

This was followed by issuing of questionnaire, direct personal interviews and visiting secondary sources such as internet, newspapers.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE FINDINGS

4.0 INTRODUCTION

The findings of the study were presented as deduced from the questionnaires, observation and interview guide administered to respondents who included the staff members from (those respective programmes you sampled, students and other

4.1 STUDY FINDINGS

The research study was conducted in four forms that is by use of questionnaire, direct personal interview, observation and visiting secondary sources such as internet, newspaper

4.2. OBSERVATION

The overall picture that emerged as result of observation, the following findings were revealed:

Kampala International University is really an international university this is based on what is observed at campus where a number of international flags are raised at entrance of the university. This recognized students from various countries that are admitted at the campus as sign of international student's representation this includes; Kenya, Rwanda, Burundi, Tanzania, Somalia, Nigeria, Sudan, Ethiopia.

Besides that in April 20th 2009 the researcher observed that Kampala International University is multi-cultural university with a number of cultures from different countries for example Kenya had almost 8 groups which represented it this showed that Kenya has more students at the campus than others who had only one to two group which represented each country

Kampala international University offers access programme where a number of foreign students are considered especially those without the minimum requirements of the university and Uganda in general. This cause takes place for about one year. If student pass it well he/ she is offered a cause at undergraduate level. This has attracted many students outside Uganda such as Kenya to assist them because their nature programme differs from Uganda’s secondary education. This cause has lead to over 200 students every academic year who join in order to upgrade to Uganda standards.

In addition to that Kampala International University offers in service programme for both foreign and local teachers who are already in the field during holidays. This normally lasts for three weeks every holiday that is in August, April, December but what is on the seen is that the in –service Kenyan programme make the University to flood with students with all over 80% of students than Uganda programme which contributes about 5%. When programmes of Kenya commerce almost majority of regular student’s lecturers stop for minimum time of about two weeks besides that cost of living around Kampala International University rises, food prices follow the same route. This lead the researcher to conclude that this programme is one of the causes of increased influx of Kenyan students at Kampala International University.

4.1 DIRECT PERSONAL INTERVIEW

Table 3. Showing number of students interviewed directly and staff respect to their programmes

Programmes	Number	Percentage
Education	27	60%
Inservice	22	40%
Access	17	35%
Staff	05	15%

According to direct personal interview the study investigated on foreign students only who were contacted and same staff were by out of as major cause of their inflow in line with other factors that cause foreign students at Kampala international University given were as follows:

Pre university course done at Kenyan universities. this is a course done by students who are ready for University admission especially those who qualify for government support this is disliked by many students because it delays them and extends years of study at campus after admission in a given course.

In addition to that the interview reveals that time is also related in when to finish a given course in Kenya but according to them in Uganda, training in most courses takes short time and one joins working class quickly if studied in Uganda since all human beings aims at finishing education and starting earning a living for example there few years of university study in most courses at Kampala International University such as 3 years yet Kenya, Tanzania,. Rwanda It takes four year of study plus one year of pre –university course.

Quality of education in Uganda is high compared to that of other countries neighbouring Uganda. This is in terms of skills and knowledge acquired by students after training. This has greatly contributed to already vacancies in their home countries such as Kenya straight Way as soon as one finishes his course for example in Kenya a teacher with bachelor degree earns about one million Uganda shillings which is three times that of a Uganda teacher earns.

Many Ugandans argue that tuition fee in Uganda are a bit lower than that of Kenya but may Kenyans, Tanzanians, and Sudanese students contacted do not agree with this because they pay this tuition in dollars and value of dollars is greater than Kenya shillings is stronger than Ugandan shillings in terms of value so its only students from middle and top class students who can afford to study in Uganda institutions and besides that many Ugandans institutions a case study of

Kampala International University have increased fees payment which is proving to be expensive for foreign students for example in academic year 2009 education a course at Kampala International University which has been the cheapest courses at around 700,000. It's now going to cost around 950,000 for a semester when all requirements are full filed by the students minus accommodation fees

In conclusion, therefore, they conclude that there has been a great inflow of foreign currency students this is because all foreign students' tuition fees are paid in foreign currency that is in terms of dollars.

The study reveals that in terms of percentages Kenya is the leading country with 70% of the students that about 40,000 students who are now studying at Kampala International University and Burundi with least number of student at about 5%

4.4 QUESTIONNAIRE

A number of questionnaire were distributed with an aim of finding views from various respondents who can't reveal information directly to researcher, questionnaires were distributed to both local and foreign students. The responses included the following basing on the question.

4.4.1 Table 4 showing respondents particularly who returned the questionnaires.

Country of origin	No. of Questionnaire returned	%	Age	%	sex	%	
Ugandan	17	65%	18-21	0	Male	20	70%
			22-25	80%			
Kenyan	12	35%	26-30	0	Female	9	30%
			30+	20%			

4.4.2 View: on which country commonly have more foreign students at Kampala international University.

Table 5 showing a country with leading number of students at Kampala International University

Country	Number of questionnaires	Percentage
Rwanda	01	5%
Kenya	28	75%
Tanzania	02	10%
Sudan	01	5%
Burundi	01	5%

The aim of the question was to gauge and find out the leading country with foreign students at Kampala International University.

Out of the twenty nine questionnaires returned all the twenty eight ticked Kenya as leading country at Kampala International University and one ticked Tanzania. This gives 75% of Kenyan students therefore Kenya is a leading country with its local students followed by Tanzania.

4.4.3 View on in terms of percentages given in different countries of foreign students at Kampala International University.

In this section questionnaire were asked to give in terms of percentages of foreign students at Kampala International University and the response included the following:

Table 6. Showing the countries in terms of percentages of foreign students at Kampala international university

Country	Percentage ranges
DRC	1% - 5%
Kenya	55% - 80%
Tanzania	20% - 40%
Somalia	5% - 15%
Sudan	10%- 25%
Rwanda	5%-10%
Burundi	02% - 06%
Other countries not mentioned	1% - 2%

From the table above, the percentage ranges reveals Kenya with the highest of 55%-80% followed by other countries like Tanzania, Sudan and others..

4.4.4 What are the causes of foreign students in Kampala International University as Uganda institution of learning?

Overall, the picture that emerged was many foreign students inflow in Kampala International University because of a number of reasons provided below; the views on the causes of foreign student's inflow were as follows:

Table 7 showing the total questionnaires returned in terms of numbers and percentage

Total no. of Questionnaires	Local students	Foreign students
29	17	12
Percentage	60%	40%

From the table above out of 29 questionnaires returned 17 where Ugandan and 12 foreigners but all agreed that low tuition as the major cause of foreign students although most students especially from Kenya said that Kenyan government,

ministry of education in combination with Kenyan universities have agreed to reduce students inflow in Ugandan institutions

Education is more expensive in Kenya than Uganda, so Kenyans flood in Kampala International University for education which is cheap.

Reasonable fees, the fees at Kampala International University are reasonable which can be afforded by all foreign students.

Good government policies on foreign students for example due to recent strike at Makerere University held by Kenya students about fee, president Yoweri Museveni proposed same fees payment for both foreign students and local students.

Reasonable grade for admission of foreign students at Kampala International University.

High standard of learning. The standard of learning at Kampala International University is high in terms of skills and knowledge.

Political stability. Uganda in general is a stable country in terms of security
Desire for adventure. Many foreign students have desire to adventure Uganda so they join University in order to access various areas as students from Kampala International University.

Easy access to jobs. Foreign students access jobs easy after studying in Uganda institution case study of.

Uganda in East Africa has been ranked among the best in terms of quality education this has increased influx of foreign students in its universities.

Better learning environment at Kampala International University there is a lot of freedom at the University and students are interested in this.

Better education system. Foreign students are attracted by better education system at Kampala International University for example three years of study.

Provision of access programmes to foreign students this created a chance for them to study in the university which is not easy to obtain in other places / universities.

A degree from Kampala International University than in Kenya is ore recognized than any other University

4.4.5 Effects of foreign students at Kampala International University and Uganda in general

The study also investigated in various effects of foreign students either positive or negative in nature. The following effects listed wee as follows:

Provision of foreign currency in the country hence an increase in Uganda's national income since foreign students pays in dollars their tuitions.

They have lead to an increase in the accommodation for example it is difficult to get a room in Nabutiti zone a sub of Kansanga during the semester.

Created employment opportunities to people around Kampala International University for example food cooks, barbers taxes along Kansanga – Ggaba road and boda boda's round the campus.

Increase in commodity prices in the market this is usually experienced during the in- service programme from Kenya a market is created at the entrance of Kampala

International University and Garanga main hostel who are sold above the usual prices in the market.

Friendship is encouraged between local and foreign students through this many Uganda graduates are connected to Kenya job markets which are highly paid than in Uganda.

Intermarriages with Uganda due to friendship developed this is especially with Kikuyu ladies who have believed to be more beautiful.

Language barrier especially in area of residence and in taxes as most foreign students especially from Kenya use Kiswahili mostly

They obtain a high standards education which is not obtained from their home countries this ensures them already vacancies in various fields.

Lack of enough space for revision due to over crowdness this is especially during in-service Kenya commencement who are very many.

High increase in payments especially tuition in academic year 2009 there has been increase in tuition due to increased demand for necessities at Kampala International University.

There is an increased shortage of resources to be used around Kampala International University.

There is n increase in development of Uganda economy as foreign students pay their dollars and stimulates purchasing power of Ugandan shilling and markets for products.

There has been an increase in the number of students at Kampala International University.

There has been an exposure of different cultures to students for example in the annually organized cultural gala every year.

Foreign students have put drugs on market around the campus such drugs includes “Kuba”

4.4.6 What are some challenges they face / do you face in studying in this institution?

This aimed at finding out the problems foreign students face at Kampala International University both in school environment and outside school environment and the response were as follows:

They face difficulties in standardization of their academic credentials on entry into Uganda’s educational institution as case of Kampala International University.

Language barrier since most students sue their language of origin such as Kiswaili, Luganda

Social segregation among students especially during group discussions ant tests.

Foreign students from their own groups and local ones do the same.

Performance in examination.

Overcharging of foreign students by landlords this is especially during the coming of in-service students from outside Uganda

4.47 Which programme is commonly offered by foreign students?

In this section the study reveals a number of courses commonly offered by foreign students at Kampala International University, whereby out of 9 questionnaires 20 said inservice giving it 65% and 07 ticked education giving it 20% and access 02

ticked hence 15% therefore inservice programme is the leading programme with foreign students especially inservice teachers from Kenya during April, August and December.

Table 8 showing a programme commonly offered by foreign students at Kampala International University

Programme	Student	Percentage
Inservice	20	65%
Education	07	20%
Access	02	15%

4.4.8 What should be the way forward?

This section aimed at finding out the various strategies which should be done / which is place to accommodate this inflow of foreign students in the university and the responses were follows:

The university should build more hostels to accommodate students since the university has only one which is not even enough to accommodate last of the students but local and foreign.

The institution should make a fair charge for foreign students to encourage more to come and study

More lecturers and lecture rooms should be provided to avoid congestion. This is so during in- service leaders from Kenya when they commence learning activities many lecturers for regular students of education are postponed until this student finish their session.

CHAPTER V
DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 DISCUSSION

Basing on secondary and primary information in chapter two and four the grass root for the increased inflow of foreign students at Kampala international university is the low tuition fees an accommodation faculties in and around campus however due to the direct interview held with students mostly from Kenya, out of 50 agreed this (table 3) and according to them due to this the Kenya government and ministry of education plus universities have agreed to reduce on their tuition such that students are limited on their flow to Uganda universities.

Besides low tuition there are other factors that back up foreign students inflow such as the quality of education at Kampala International University and Uganda in general is high compared to their home countries, provision of access programme to students whose grades does not reach the required minimum standards of Kampala International University and Uganda in general. Further more the in-service programmes to teachers who are already in the field to upgrade their papers.

Table 9 showing increase inflow of foreign students in Uganda institution from 2005-2008

Year	No. of students	Percentages
2005	7,735	10%
2006	12,930	40%
2007/2008	18738	50%

From the table above we can see that in 2005 students increased from 7735 to 12930 giving arise from 10% to 40% this reveals that students increase in percentage inflow is about 3.2 every year and basing on table 2 page 12 we see

that Kenya leads other countries neighbouring Uganda with 38000 students in different institution in Uganda.

According to an international consultant economist Colin Sentongo, students from abroad pay between 28.4 to 35.6 billions annually and this takes education fourth highest foreign exchange in the country. In addition to the above in 2005 financial year Uganda obtained 51 billion from foreign students.

With increasing of students according to Proffesor Kasozi proposed that foreign students should not be subsided by Uganda tax payers they should pay the realistic unit perhaps that is why this year Kenyan students rioted due to high pay where His Excellence President Museveni proposed to the parliament of Uganda that all East African students should pay same tuition both at public and private universities.

5.2 CONCLUSION

This study concludes that there is abundant evidence to the cause that our education system, personal and education service meet the needs of foreign student's community. We have observed that communication in terms of language that empowers access to education services is the major problem. Therefore students in position of power such as guild office, faculty coordinator should raise their voices against all forms of segregation against foreign students at the university. This is more important since people's perception. of foreign students can change gradually.

Lastly in respect to abundant request by the majority of the people especially foreign students that university should continue charging a fair tuition as it has been than raising it. Hence this information will be helpful to all educational practitioners at Kampala International University and Uganda in general to re-address the various limitations for fruitful provision of services to the foreign student's community in the country.

5.3 RECOMMENDATIONS

Uganda universities should be challenged to ensure that census, other survey and statistics generated capture of foreign student's population censuses in the country because without knowledge about foreign student population it will not be possible to plan for their interest in the university.

University council such as director students affairs should target foreign students directly for proper analysis of their problems / challenges hence identify proper strategies to address their needs

University leaders such guild office should be target as change agents in promotion of foreign students in general and identifying their educational needs in particular.

Foreign students association should be empowered through knowledge to protect themselves and manage education needs for sustainable development of the country.

Specifically foreign students partners should assist education service provides to address foreign students problems.

5.4 AREAS OF FURTHER STUDIES

The problems of increased inflow of foreign students in Uganda institutions.

To what extent is education in Uganda is cheap in terms of cost compared to education in their country

REFERENCES:

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Kampala Uganda.

APPENDICES

APPENDIX A

Transmittal letter for the director academic affairs

April2009

The office of the director

Academic affairs

Kampala international university

P.o box 20.000

Kampala Uganda

Dear Sir

Am a graduating student from Kampala International University and would like to request for permission to conduct a research in Kampala International University which is requirement for the degree bachelor of Arts with Education. Who will be conducting the research from mid April to early July 2009.

Respectively yours

Ssekiwunga James.

g) in terms of percentages, list percentages of students in Uganda institution case of Kampala international university

DRC	<input type="text"/>
Kenya	<input type="text"/>
Tanzania	<input type="text"/>
Somalia	<input type="text"/>
Sudan	<input type="text"/>
Rwanda	<input type="text"/>
Burundi	<input type="text"/>
Other	<input type="text"/>

h) What are some of the causes of foreign students in Uganda institution of learning?

.....
.....
.....

i) Examine some effects of foreign students in Uganda

.....
.....
.....
.....

j) What are some of the challenges they face in Uganda institution?

.....
.....

k) Which programme is commonly offered by foreign students?

.....
.....

g) What should be the way forward?

.....

Appendix C

Dear staff

You are kindly requested to answer the questions below to enable ssekiwunga James who is carrying out a research project on a topic, "causes of increased inflow of foreign students in Uganda institution" case study of Kampala international university their research is a partial fulfillment of bachelors degree in education at Kampala international university the information got from this questionnaire will be treated with confidentiality and will be restricted to academic purposes only.

a) Mr/Mrs.....

b) Position

c) Sex: Male Female

d) Uganda foreign

e) Which country commonly have foreign students in Uganda institution of learning

DRC

Kenya

Tanzania

Somalia

Sudan

Rwanda

Burundi

Other

f) In terms of percentages, list percentages of students in Uganda institution (K.I.U)

DRC	<input type="text"/>
Kenya	<input type="text"/>
Tanzania	<input type="text"/>
Somalia	<input type="text"/>
Sudan	<input type="text"/>
Rwanda	<input type="text"/>
Burundi	<input type="text"/>
Other	<input type="text"/>

g) What are some of the causes of foreign students in Uganda institutions?

.....
.....
.....

h) Examine some effects of foreign students in Uganda institutions.

.....
.....
.....
.....

i) Do you face any challenges with foreign students? If yes or no mention

.....
.....

j) Which programme is commonly offered by foreign students in Uganda

.....
.....

K) What should be the way forward?

.....
.....

Appendix D

Direct personal interview

- a) good morning / afternoon /evening
- b) My name is ssekiwunga James offering BAE year III economic HISTORY.
- c) Am carrying out research on a topic causes of foreign students in Uganda institution are would like to ask you views will be treated secretly
- d) What is your name and course offered?
- e) What is your nationality?
- f) What are some of causes of foreign students in Uganda education institutions?
- g) Interm of percentages which country neighbouring Uganda has more and least number of students
- h) Give their percentage.
- i) What are challenges do you face / do they in studying in Uganda
- j) Which other countries have students in Uganda

Thanks Mr/Mrs/ Miss.....

For your response towards my question addressed to you

Nice day God bless you

Appendix E

Time frame format

Time / period	Activity
Late march / early April	Proposal
Late April	Questionnaire / personal interview
May	Dissertation writing
June	Testing hypothesis
Late June	Writing final report
Late July	Presentation of research report

Budget estimate

Stationary	Quantity	amount
Ream of papers	3	30,000
Proposal typesetting and binding		25,000
Transport		30,000
Typesetting of report		20,000
Binding		20,000
Others		
Total		145,00

Appendix G

Plan of data presentation

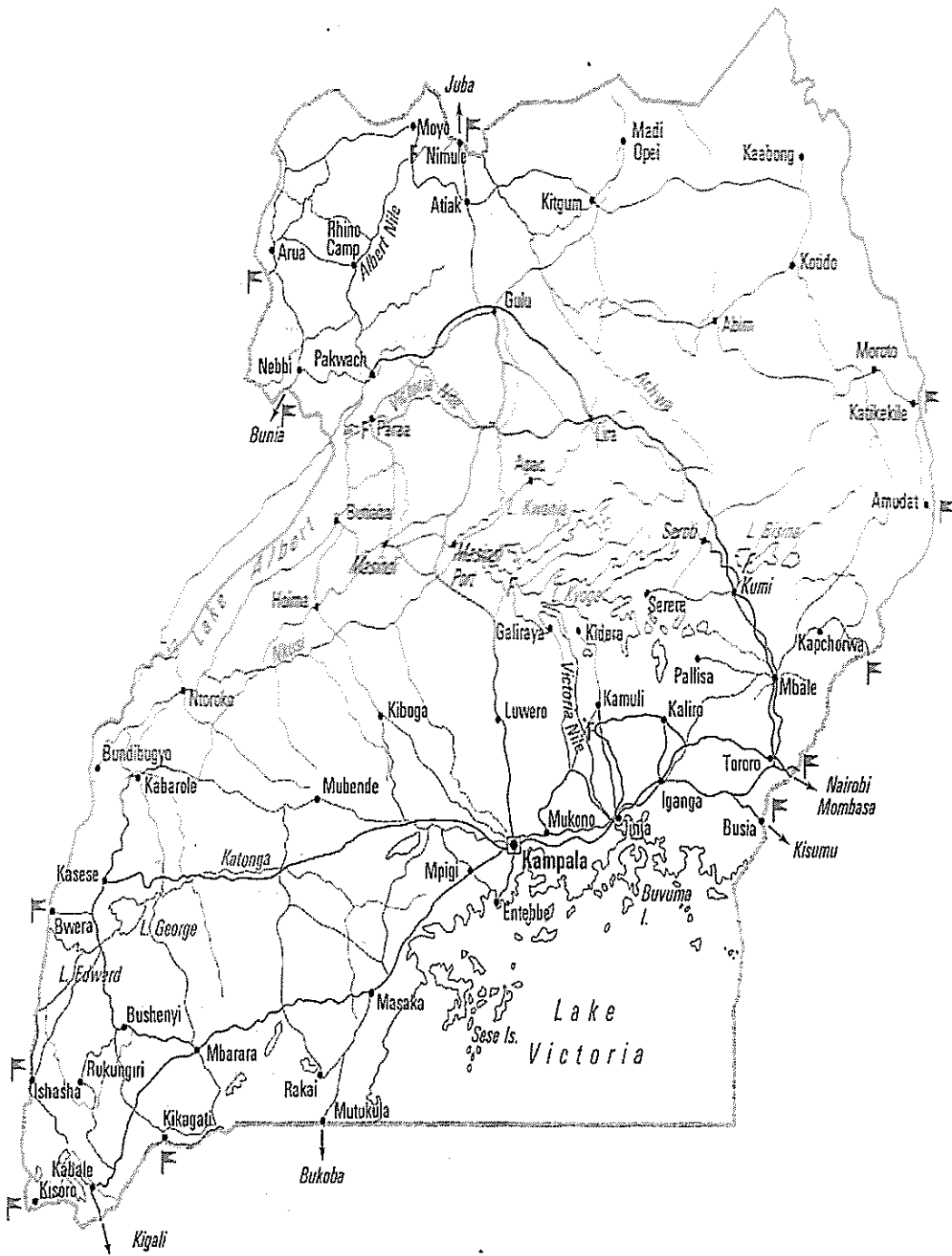
Countries with students in Uganda

DRC	<input type="checkbox"/>
Kenya	<input type="checkbox"/>
Tanzania	<input type="checkbox"/>
Somalia	<input type="checkbox"/>
Sudan	<input type="checkbox"/>
Rwanda	<input type="checkbox"/>
Burundi	<input type="checkbox"/>
Other	<input type="checkbox"/>

Country Percentage of students

Course offered Percentage of students

MAP OF UGANDA



MAP OF KAMPALA INTERNATIONAL UNIVERSITY