



MAKERERE UNIVERSITY



Report of the Proceedings of the Stakeholders Consultative Meeting January 2004

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1 PREAMBLE AND BACKGROUND TO THE CONFERENCE

This was the first Makerere University consultative meeting since 1987, when a donors conference was held as the nation was emerging from a period of decay. Several bilateral consultative meetings have been held with development partners and other stakeholders, but this was the first involving all of the stakeholders.

The January 2004 stakeholders' meeting was held in a period when the University has successfully implemented transformations. These transformations make Makerere the largest and most successful public-private institutional partnership in Uganda. The Institutional Development Program laid out in the University Strategic Plan with the current consultation to be geared towards a consolidation of these transformations, and will be used as an accountability mechanism between Makerere University and its stakeholders both at the national and the international levels.

The overall theme of the January 2004 meeting was “*Taking Stock of the Past and Reaching Out*”.

The specific objectives were:

- To highlight the role of University education in national context
- To put Makerere's work and challenges in context
- Provide a forum for exchange of ideas between Makerere University and its stakeholders
- To share with the stakeholders the experience Makerere University has recently gone through in managing change and its impact
- Explore ways and means the University can tackle the remaining and emerging challenges

Against this background the presentations at the conference were focused on

- The role of Makerere in national development, giving the overall University strategy
- Quality assurance in Makerere University programmes
- Institutional Development Programmes
- National stakeholders' experience and prospects.



2 OPENING SESSION

Chair, Vice Chancellor, Makerere University; Professor P.J.M. Ssebuwufu

Presenters

- Dr. N.B. Musisi, Master of Ceremony
- Dr. N. B. Nawangwe, Chair Organising Committee
- Mr. G. Opio, Chairperson; Makerere University Council
- Honorable Kidhu Makubuya: Minister of Education and Sports

2.1.1 Vice Chancellor; Professor PJM Ssebuwufu

The Vice Chancellor welcomed the stakeholders to the meeting : Ministers, Members of Parliament, Members of the Diplomatic Corps, Development Partners, representatives of the private sector, Non Governmental Organisations, Makerere staff and students.

2.1.2 Master of Ceremony/ Chair of Organising Committee

On behalf of Makerere University and the organizing committee the Master of Ceremony welcomed all members present in their respective capacities. She went through the two day programme and emphasized the need for members to participate in all activities of the especially the exhibition, the tour of the University and the opening the Institute of Computer Science Building by the Ambassador of Royal Norwegian Embassy His Excellence Gjos Tore.

The Chair of the Organizing Committee cited the major achievements of the University like quality assurance in University programs and institutional development programs. On behalf of Makerere University Planning and Development Department and the Organizing Committee he wished members fruitful deliberations.

2.1.3 Welcome Remarks: Chairman of Makerere University Council Mr. G. Opio,

The Chairman of Council welcomed everyone. He said this was a landmark at which the University is taking stock of the past and by reflecting on its achievements in the last ten years.

He highlighted Makerere University had to increase its relevance, to fit within the national context by responding to Government policies such as privatisation, liberalization, de-regulation and decentralization and enactment of new laws such as the Universities and Other Tertiary Institutions Act 2001. Noting that the University had undergone institutional transformation and had moved from a predominantly public institution with limited enrolment to an institution where access was broadened and new courses had been introduced into the curricular. He underscored the importance of the meeting as providing a forum for dialogue between the University and development partners. He noted that Makerere University Council was at the forefront of the transformation process. On behalf of Makerere University Council, he thanked the University's development partners, the private sector and the Government for the support rendered.

2.1.5 Key Note Address: Strategic Plan for Higher Education

The Minister of Education and Sports welcomed all participants to the stakeholders' consultative meeting which was expected to highlight issues in higher education that affect not only Makerere University but higher education in Uganda. Because of this the keynote address would be centred around The Strategic Plan for Higher Education which provides the general framework for the management of higher education in the country. The Strategic Plan for Higher Education 2004-2015 was drafted and endorsed by the Education Sector Review of November 2003.

Vision Statement: To provide relevant quality education and make it accessible to all qualified Ugandans by 2015.

Mission Statement: To provide quality higher education through teaching and research using modern technologies. This will be achieved by creating a diversified, integrated and flexible higher education sector capable of managing the required curricular changes.

Goals

- Enhancing quality and relevance
- Increasing equity and access
- Realizing efficient and effective higher education based on reformed financing
- Improving governance in higher education
- Prevention of HIV/AIDS.

Strategies: In order to realize these goals, Government adopted following strategies:

- Higher education curriculum reform
- Enhancement of ICT capacity and usage
- Restructuring the higher education sector and establishing appropriate and effective management structures
- Developing the physical infrastructure to cope with surging numbers
- Establishing appropriate financing mechanisms and diversifying the financial resources base
- Attraction and retention of academic staff
- Adopting an appropriate strategy to prevent and control HIV/AIDS.

Issues Arising: While the Act defines the operational environment of the University, the University has to determine how to serve the new demand for higher education. Since higher education has to fit within the national context of decentralization, liberalization and privatisation. What are the implications of liberalization, are we training job seekers or job creators? These are all issues of demand for education and government believes that the private sector will modernize education And the need for more dialogue between the University and the private sector in its activities.

Closing: The Minister welcomed the development partners as friends of Uganda who have identified themselves with the aspiration, plans and programmes of Makerere University.

3 THE ROLE OF MAKERERE IN NATIONAL DEVELOPMENT

Session chair: Professor. George Kirya; Former Vice Chancellor, Makerere University

Presenters:

- Vice-chancellor Professor P.J.M. Ssebuwufu - Overall University Strategy
- *Development Partners*
 - The Nordic countries represented by the His Excellence the Royal Norwegian Ambassador, Mr Gjos Tore
 - The Strategic Partnership for Higher Education represented by Dr. Ahmed Bawa from the Ford Foundation and Dr. Joyce Mook from the Rockefeller Foundation.
 - The World Bank: Represented by Ms. Harriet Nanyonjo

Issues of the role of Makerere in National Development outlined by the Chair

- How relevant are the courses in Makerere University towards nation building?
- What does Makerere University do outside the lecture rooms for national development?
- What is Makerere University doing with Ugandan nationals in nation building?
- What is Makerere University doing with the government in nation building?

3.1 Overall University Strategy

This presentation made the University Vice Chancellor was an embodiment of all documents that were presented during the consultative meeting. The paper gave an overview within the institutional context and focused on the University's institutional processes and mechanisms geared to enhancing the efficiency and effectiveness of her service delivery . It also highlighted the opportunities and challenges within this context.. Key highlights of the presentation are outlined below:

Makerere University Mission and Vision

Vision: *To be centre of academic excellence, providing world class teaching, research and service relevant to sustainable development need of society.*

Our Raison D être (Mission): *To provide quality higher education through teaching and research using modern technologies. This will be achieved by creating a diversified, integrated and flexible higher education sector capable of managing the required curricula changes*

Higher education is one of the main drivers for improving the living standards of the people. We exist for our people, for sustainable human development. Despite the years of chaos, we have built a successful and proud reputation, by developing excellence in supporting national needs and establishing Makerere University as an education hub and destination regionally.

- We count the Vice-President, the Prime Minister, and many senior Ministers in Uganda as “ours”
- We count Mwai Kibaki President of Kenya, and Benjamin Mkapa President of Tanzania, as well as the late president Julius Nyerere of Tanzania among our alumni

Positive developments

- Admission of private students has given the University some limited financial empowerment.
- The private sector has become a partner in providing accommodation and other service for students. The University is creating opportunities for Ugandans to pull out of poverty
- Makerere has achieved autonomy through the Universities and other Tertiary Institutions Act 2001.
- Development partners have provided major support for the strategic plan 2000/1-2004/5 enabling its success. They have mainly helped the University to transform itself into what it is today.

The challenge is to sustain the reform and growth momentum: *Key pillars*

- Balancing teaching, research and out reach with funding from Government, students fees and the development partners. Transfer of talent not only the students but also through outreach activities.
- Infrastructure development. Significant expansion of space by around 30%
- Reforms in governance and administration of the University. – study was formed by the World Bank
- Gender mainstreaming has been a success with 43% of student enrolment
- Students and staff welfare – remuneration commensurate with input
- Relating higher education with the needs of society

Responding to the challenges

- Relating higher education to the needs of society.
- Building partnerships with different key actors in society through activities such as student internship, interdisciplinary research and participatory teaching.
- Internationalisation: The world has become one, knowledge and skills transfer across national and international boundaries is now a matter of routine. Be able to competitively attract students from any part of the world (currently have 897 international students)
- Develop new strategies to impart to students the new skills and knowledge now demanded by the global economy.
- Balance teaching, research and outreach the development and implementation of a University research policy
- Implement a more focused research agenda geared towards complementing the Poverty Eradication Action Plan (PEAP).
- Develop and implement a University Human Resource Policy
- Develop capacity and new offerings in science based disciplines
- Ensure that an appropriate structure for extension services and outreach programmes is put in place

Infrastructure

- Adopting key strategies for addressing space deficits including institutional prioritisation of space and a competitive contributory development of space in a policy commonly referred to as Build, Own and Transfer (BOT) space
- Affiliation of hostels to the University – as the University receives more students need to address the space deficit of about 30000 sq m
- Prepare a new services Master Plan, including innovative approaches to expand and rehabilitate the water reticulate water reticulation system, the sewage system, and the road network

Information and communication technology:

- A critical platform for modernization of the teaching learning and research
- complete the administrative information systems of ARIS, HURIS , MakLIBIS, and FINIS
- provision of computer rooms and local area networks and computers to achieve the minimum ration of 1:5
- implement E-learning – University subscribes to over 8000 journals
- Implement the second phase of DICTS and the ICT Master Plan
- Establish software incubation units

Reforming governance and administration,

- Devolve power to the lower units and give autonomy to such units.
- Collapse some Faculties into bigger units such as Colleges that enjoy more autonomy

Gender mainstreaming to integrate gender concerns into teaching and learning, research, governance and administration, outreach.

Students and staff welfare

- Address the issue of sufficient student facilities (accommodation and recreation etc) through partnerships
- Rationalise and consolidate all monetary and non-monetary benefits and revise to a competitive level.
- Develop new approaches and responses o the AIDS scourge

In conclusion the Vice Chancellor requested candid contributions to the deliberations during this stakeholders meeting.

3.2 Response from Development Partners on the Overall University Strategy

The general reactions from the Development Partners were that issues identified in the University's overall development strategy were in line with much of the global thinking regarding higher education. These issues were ICT, distance learning, integration with the global economy, challenges caused by HIV/AIDS, gender mainstreaming, internationalisation and research. Specific responses were as indicated here under:

3.2.1 Nordic Countries

This presentation was made by His Excellence the Ambassador of the Royal Norwegian Embassy Gjos Tore on behalf of the Nordic countries and especially on behalf of the Ambassador of the Royal Swedish Embassy in Uganda Mr. Eric Aberg.

Key highlights

1. The Makerere University Strategic plan

- The plan is a result of a consultative process which reflects the priorities and the desire for Makerere University to find its comparative advantage. The Plan the Ambassador noted reflects an institution which is responsive to the needs of society.
- The Mission as outlined by the Strategic Plan gives a clear picture of the priorities and goals of Makerere

Congratulated Makerere on work done toward the formulation and update of the strategic plan. Recognised the input of Mr Aage Ronningen as a consultant working with the Planning and Development Department.

- The Challenge is how to make the plan more operational and how to organise the priorities in a manner which can show documented result. How does Makerere organise results accruing from the strategic plan activities.
- The time is ripe to harmonise donor efforts to help operationalize the goals and objectives of the Strategic Plan.
- Opportunity to improve donor coordination, and move a step forward in implementing the strategic plan. The Ambassador expressed optimism that the consultative meeting will bring this out.

2. Access and Equity

- Complementing the Strategic Plan is the unit cost assessment study. The unit cost study recommends a consolidation period which will see minimum increase in student enrolment, and an increase in capacity factors with a modest adjustment in student fees to meet recurrent and some development costs of Makerere. While this is a sound recommendation it is not reflected in the University strategy.

- Adjustments in students fees may raise concerns of equity. The University therefore needs to define its funding mechanism to protect the very important issue of equal access.
 - Issues of equity, student fees and University financing could be regulated by the Higher Education Strategic Plan policy when adopted.
 - The rising demand for higher education creates the opportunity for Makerere University to define its comparative advantage and niche in tertiary sector.
3. *Research and ICT*
- Research and teaching are tied together. The research agenda defined in the strategic areas of relevance for Makerere and Uganda. Findings from research flow back into in teaching and will be used in updating knowledge and keeping it relevant to development needs.
 - Research requires adequate ICT infrastructure and Library resources to allow access and facilitate dissemination. The University has both the research plan and the ICT master plan. The challenge is to develop staff to perform relevant research.
4. *High student numbers*
- While the Social Sciences and the humanities have high Staff Student Ratios and large student numbers, there is limited intake in the sciences. This raises questions quality assurance and relevance of higher education.
 - Need to examine the underlying reasons for the few applicants and the mismatch in labour and education.
 - Uganda as a nation needs to develop a holistic approach to education and Makerere could play an important role to improve the science needed at University and college levels for national development.
5. *Gender Mainstreaming.* Although progress has been made in the mainstreaming of gender, proportional representation at all levels is still a challenge.
6. *Highlight HIV/AIDS* and its impact on the Strategy for Makerere University as an institution. How can HIV/AIDS sensitisation be integrated in the University curricular?
7. *Private sector development*
- Exemplified through the integration entrepreneurship course in curricular, and develop Practical experience, through internships and privatised the updating of curricular to meet the needs of industry and its practitioners.
 - With clear and more formalised contact with the private sector Makerere should contribute to the development of the economy.
8. *Role of University in influencing policy*
- Makerere University has the responsibility to give the students the critical and analytical approach to learning. This creates a major input to national policy

making,. Makerere University can therefore use its confidence to influence national policy especially in good governance.

- The University Strategy shows that there is active involvement in the government submission of the Poverty Eradication Action Plan.
- National strategy in higher education to coordinate tertiary education with the rest of the reforms in associate and economic sectors

9. *Creation of synergies with the development partners*

- Noted the increase in the number of organisations assisting Makerere University, which is a welcome move.
- Need to harmonise activities in the support for the implementation of the strategic plan
- Appealed to organisations/ partners to refrain from establishing management procedures that apply to a specific organisation but strengthen Makerere University rules to apply to all organisations.
- Sweden and Norway have initiated plans on joint programming. The initial step has been activities involving attending annual review meetings and sharing information on important activities financed through bilateral arrangements

3.2.2 The Strategic Partnership to Strengthen Higher Education In Africa: Ford Foundation, Rockefeller Foundation, MacArthur Foundation and the Carnegie Corporation of New York.

The partnership response to the Overall University Strategy was given by Dr. Ahmed Bawa Ford Foundation, South Africa and Dr. Joyce Mook Associate Vice President Rockefeller Foundation New York.

1. Dr. Ahmed Bawa; Ford Foundation

The focus of this presentation was the role of Universities in national development not only in Uganda but also at the regional and continental levels. The presentation gave the challenges and opportunities facing higher education in Africa.

Universities provide the opportunity to accomplish and take the continent of Africa into a new era of knowledge. Social development in Africa should be spearheaded by Universities. Much as this is an opportunity, globalisation and the developments in knowledge create a threat to universities because the private sector does not want to leave knowledge production and dissemination in the hands of universities that are slow, and non functioning. There is need to diffuse knowledge production processes to the private sector from the universities. To eliminate this threat and enhance the knowledge development opportunity.

The Makerere University consultative meeting is coming when there is more interest in higher education on the continent than it was 20 years ago. The challenge however is two fold

- take societies fruitfully into the global knowledge world.
- understand knowledge and implement it for poverty reduction.

Liberalisation of higher education, is a global phenomenon which has seen an increase in cross boarder trade in higher education. This will be regulated by the implementation of General Agreement on Trade and Tariffs and is a threat to higher education in Africa. African Universities should therefore be involved in the World Trade Organisation's negotiations. How do these institutions engage with the negotiations taking place so that they don't leave African Universities in a bad position in this phenomenon of cross boarder education?

Massive explosion of the private sector in higher education. The benefits and challenges, what it represents and the role of ICT in dissemination and development of higher education given this increased demand created through the private sector.

Establishment of research and teaching networks which can be through the African Union and NEPAD. Regional integration can provide a framework for higher education. in a continental knowledge production and graduate programs to build strong viable research programs networks that can produce knowledge in the African context without relying of knowledge produced elsewhere.

International linkages are important as we talk about higher education. How does Makerere link together with other institutions on the continent to improve on research. Taking a continental approach to higher education.

Need to take responsibility for our culture as a continent e.g. in terms of education, agriculture production and other development aspects at the heart of this continental approach to higher education

Democratisation process, open the policy space it is critical that universities engage in the policy formulation process to ensure that higher education is in the national agenda. This should not be left to the politicians.

Concluding Remarks

- *Makerere University is the flag ship of the African continent*
- *There is a period of resurgence in the institutions. One of the reasons why the partnership chose Makerere as an institutions was because Makerere is one of Africa's leading institutions providing the opportunity to lead the way for African Higher Education and to take the continent into a new knowledge era.*

2. Dr. Joyce Moock – Rockefeller Foundation

Uganda's transformation in the 21st century based on three issues:

- Liberalised private sector development,
- Direct eradication of poverty through decentralisation and popular participation

- Effective participation in the global economy and international movements in science and technology

These three issues form the framework of Makerere's mission and planning. Emphasis to decentralisation, service delivery and devolution of authority to Local Governments has been earmarked as the most serious constraint by the lack of capacity.

Makerere University has worked to develop internal capacity to respond to the needs of service delivery with other institutions in the decentralisation process.

Surprising progress that has been made, this progress is about listening and learning to get highly independent faculties to respond to service delivery need through collaborations, this against pressures of mushrooming student bodies and demand driven courses that are unbalancing the University agenda especially in the sciences. Some of the positive progress has been

- Development of new academic strategies with analytical work, high quality experiential learning as part of the teaching and learning.
- Participatory planning, revolution in financing and constituent colleges with field orientation curriculum and collaboration in S&T with both the formal and informal private sector,
- Working with local government programs and Uganda Local Authorities Association to provide professionals with deeper understanding of social change and a broader set of skills necessary to do their work.
- Expanding and enriching policy research to critique what is not working well and what can be changed.

Closing remarks

The Partnership to Strengthen Higher Education in Africa is looking at institutions with strong internal leadership located in progressive countries to become more vibrant intellectual institutions to play a practical role in stimulating and serving national development needs. Makerere University is one of those institutions that have become a model in the region from South Africa, Nigeria and Senegal, other universities are citing innovations at Makerere.

The foundations are proud to be associated with Makerere University magnificent past, dynamic present and promising future.

3.2.3 Ms. Harriet Nanyonjo; World Bank, Kampala

The Makerere University Overall Development Strategy is in line with much of the thinking globally regarding University education, focus on research, reforming

governance and administration flexibility and mobility, issues to do with ICT, distance learning and integration with the global economy which requires global knowledge

Explicit linkage made to the strategic plan for higher education which focuses on the role of high education in national development.

Challenges caused by HIV/AIDS epidemic need to be strongly articulated

The way gender mainstreaming is put into consideration is interesting, this is one aspect that needs to be fully developed to ensure that linkages to gender mainstreaming and poverty eradication. MDG focus on gender equity especially in higher education,

World Bank worried by the government stress on primary education – assured that Makerere can handle this.

Focus on public private partnership the way to go in the majority of areas
Role of research – World Bank is looking at the University as a key player in achieving major development goals. The University should focus on research that would guide the country in national development

Focus on internationalisation which the World Bank is looking at from the perspective of how to tap partnerships for regional development.

3.3 Open discussion Issues arising from the Overall University Strategy and the Response from the Development Partners

- Of recent there has been an explosion in education technology, which has provided scope for creation of new knowledge and enhanced dissemination of existing knowledge.
- Democratisation had opened up policy space and the University should push for higher education to be on the national agenda.
- The steps taken by Makerere to debunk the ivory tower myth such as broadening access and curricula reforms geared at increasing the relevance of University education to the needs of the private sector and society in general were commendable. How does Makerere relate to the rest of the world is important for institutional transformations
- Relevance of higher education, and access should not restrict higher education to a few. Basic Education is a human right that higher education should be extended to every body. Tension in some of the element trade off between access and quality
- Is there sufficient cooperation between the first world and third world in the area of science and technology transfer? Transfer of technology and preference to primary education, what about the issue of south to south cooperation.
- Private Sector Foundation; demystify the notion of the ivory tower divorced from the surrounding environment. Makerere University can be relevant to the way business is done that is, teaching what can be done to improve business. The crop of business

people currently is semi illiterate, Entrepreneurs who need knowledge to tap into Knowledge and Mak can take this opportunity to offer this knowledge.

- In a globalised world, the academic excellence concept implies the ability and need to adjust and reinforce the syllabus to have Makerere University deal with societal and development issues as they arise
- Development partners to become more increasingly relevant to the needs of the private sector and the nation
- Strengthening Makerere University as a centre of excellence – teaching is key to this. It should be strengthened as the icon for higher education in Africa. There is need for good discipline at both staff and student level
- Investment in Human Resource, infrastructure development though important, human resource is the key that is, the most important infrastructure are the people, It was quite imperative to enhance the motivation of staff so as to improve service delivery.
- Enhancement of private public partnership in University, not only in terms of tuition fees but there is need to diversify funding sources and see how funds from fees can be use to generate more funds and this is how the private sector comes in.

4 QUALITY ASSURANCE IN MAKERERE UNIVERSITY PROGRAMS

Session Chair: Dorothy Huhya, Chairperson Social Services Parliamentary Committee

Presenters

1. Prof. Nelson Sewankambo, Dean Faculty of Medicine – Teaching and learning, research outreach and service delivery
2. Dr. Tusubira, Director DICTS, ICT, Library and infrastructure
3. Mr. Y. Kiranda, President, Makerere University students Guild
4. Mr. Atikins Katusabe, President, Council of Graduate Students

4.1 Teaching and Learning, Research Outreach And Service Delivery

The presentation of Prof. Sewankambo was on the theme: Quality Assurance. He highlighted the strategies the University was pursuing to address quality in teaching and learning within the changing national and global context. the presentation covered the three core functions of the University of

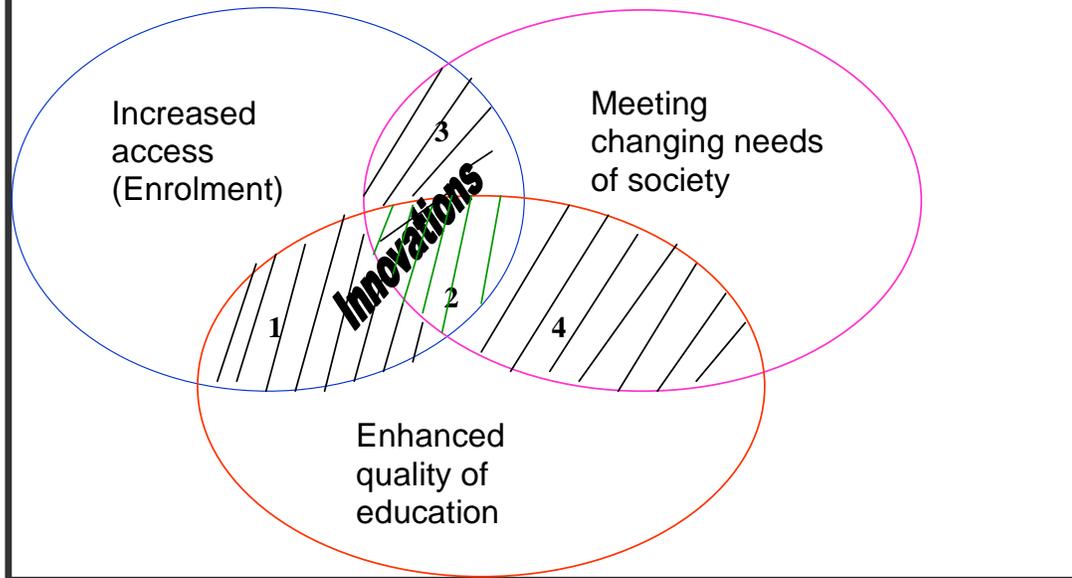
- Teaching and learning
- Research
- Outreach and Service Delivery

a) Teaching and Learning

The focus of University operations and transformation is three dimensional and is underpinned by innovations as shown by the diagram below:-

Makerere's Comprehensive Response to Increased Demand for Education

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Focus of teaching and learning in Makerere in the current institutional setup is ensuring quality. The tenets for realization of quality graduates despite increased access

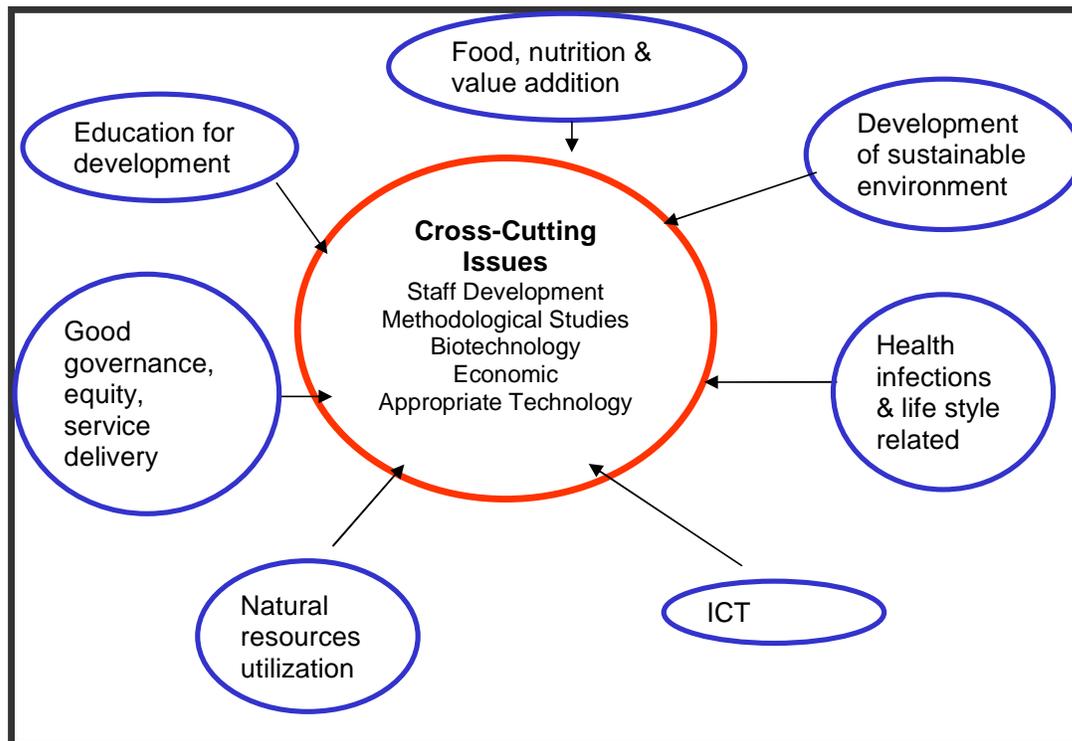
- Continual improvement of academic standards
- Development of teaching capacity to sustain quality
- Producing graduates who are relevant and efficient in the market
- Enhancing gender mainstreaming in teaching and learning
- Review of criteria/procedures for admission
- Build a research University

Quality Assurance

- A continuous process
- Ensuring that staff recruited were qualified in their respective fields
- Training academic staff in pedagogy
- Adopting new teaching and learning methods
- Adoption of new Approaches to Teaching and Learning.
- Senate Quality Assurance Committee (Monitoring and Auditing Programmes)
- Senate Academic Programme Committee (Regulates and Harmonizes Programmes)

b) Research

The paper also highlighted the University's research agenda and the relevance of Research to National Priorities as indicated below



The paper also outlined the strategies the University was pursuing to boost research and these included strengthening the graduate school and enhancing resource mobilization for research support, among the activities highlighted were

- Human resource capacity development – to PhD or equivalent for academic staff
- Encouraging/supporting individual/multidisciplinary research efforts.
- Developing a strong and effective research management and coordination
- Strengthen the Graduate studies and Research Publication Boards
- Enhancing efforts for mobilization of research funds
- Institutionalize intellectual property rights & management

c) Outreach and Service Delivery

On the front of outreach and service delivery, the strategic goal was given as: To influence and implement public policy through professional and extension services and produce appropriately trained graduates that can meet the challenges of service delivery. The opportunities created by Outreach Services for Makerere were outlined as

- Regularly expose University activities of output to the public.
- Develop coordination guidelines & structure & a comprehensive outreach University programme
- Establish a strong alumni coordination office.
- Development and support of well equipped demonstration and field sites.

Some of the Achievements in Outreach were

- Information dissemination in form of publications and journals such as Mawazo, Uganda Veterinary Journal etc
- New/improved crops e.g. Soya beans and cow peas
- Linkage with Ministries, NGOs e.g. Gatsby Trust, CDC and service providers.
- Training at place of work e.g. PHSWOW and student internships in some faculties.
- Assessment of adequacy of Makerere graduates in a decentralized service delivery.

Despite the achievements recorded on the service and outreach delivery front, it was concluded that the University was putting more emphasis on teaching and learning and research than service and out delivery so there was a need to strike a balance. ***Makerere University has not balanced its three legs of the stool.***

4.2 Support Services And Infrastructure

The presentation made by the Director of Information and Communication Technology (DICTS) focused on three components of ICT, Library resources and infrastructure

Underlying Concept

- A conducive services and infrastructure environment enables effective delivery of learning and research. The key elements of this are:
 - Easy access to learning resources locally and internationally
 - Efficient communication
 - Efficient and convenient support services (academic and administrative management)

The resources underlie the paradigms of access against quality

4.2.1 Library resources

In the area of Library Services, the University had undergone a paradigmatic shift: The Library was no longer a place to go and read but rather a source of information and the Library was no longer a collection of books and journals but an information portal.

With regard to financing, the University has succeeded in attracting financial Support from a range of development partners such as Carnegie, NORAD, Sida/SAREC and Association of African Universities among others. The support from the development partners along with the Government of Uganda and Makerere University has enabled the University Library to record the following achievements:

- Acquisition of 136 computers

- 71 point Local Area Net work was in place.
- Subscription to 800 on-line journals
- Skills development for staff and end-users
- 25,000 volumes acquired in the last 3 years
- Implemented an electronic document delivery service
- US\$ 600,000 had been sent aside for expanding library space
- Two members of staff were trained to the level of PhD.

New Horizons:

The paper pointed out the following as new horizons:

- Address limited information literacy of students and staff. It was estimated that less than 10% have the requisite skills.
- Address a space deficit of about 10,000 sq. meters
- Address limited number of computers for student access.
- Build capacity of staff

4.2.2 Infrastructure

In the realm of infrastructure, the paper pointed out the following challenges:

- The dramatic increase in student numbers has far outstripped growth in academic facilities
- 25 years of neglect (1970-1985) have dumped a dilapidated infrastructure and a huge rehabilitation bill on to the University budget.
- The existing space was 88,400sq m

The University mounted serious efforts to surmount the challenges outlined above by undertaking the following strategies:

- Establishing new facilities from internal funds and with the support of development partners. The new facilities, which have been put up since 1986 include inter alia: extension to Faculty of Social Sciences, Women and Gender Studies, Institute of Computer Science, Senate Building Institute of Economics, Faculty of Law as well as the soon to be completed Department of Food Science and Technology
- Maintenance of facilities has been entrenched through a 4% allocation from internally generated income.

New Horizons

In the area of infrastructure, it was pointed out that the challenge of the University over the coming years was how to address the space deficit of 30,000sq m. The priority required building facilities are:

- Main Library
- Technology
- Social Sciences
- Computer Science and DICTS
- Law

Furthermore, critical areas that is non-building to be handled with the support of the Government of Uganda are:

- The road system

- The sewage system
- Campus perimeter fence.

4.2.3 Information and Communication Technology

In the area of Information Communication Technology (ICT), it was pointed out that the University adopted ICT as a strategy in response to the challenge of numbers and system failure. With support from a range of development partners and the University to the tune of US\$ 7.3 million, ICT infrastructure has been put in place.

It was pointed out that the success factors in the introduction of ICT included the following:

- A clear policy
- A master plan
- Dedication
- Commitment at the strategic level – the Vice-Chancellor was very supportive
- Support from Development Partners.

New horizons:

The following were spelled out as the new horizons for ICT development at the University:

- Increase in ICT literacy, bandwidth, networked computers, online journals,
- Establishing software development and incubation unit
- Setting up content development unit
- Setting up ICT incubation and production unit

4.3 *Open Discussion/ Reactions To The Quality Assurance In Makerere University Programs*

- Are the five research areas exhaustive? Makerere has identified priority research areas in its research agenda.
- Need for increased emphasis in the field of teaching in the University. No short courses have been formulated to deal with teaching and learning at the University because there is a lot of loss of education at the University. The school of education conducts short course to train staff in teaching and learning. Proposal to senate to given a blank ticket to school of education to undertake these courses.
- Poverty is not beyond Makerere – each individual faculty can generate funds of its own. The earth technology in department of technology is an example of how the environment can be enhanced for poverty reduction. Poverty therefore should not paralyse Makerere, especially when we talk about the north south divide.

- Attitude and behaviour of students and members of University, change and attitude and behaviour of students. Students are not eager to learn but to get their papers. Cannot have quality research and teaching if both parties are not interested. Need to change the attitude of lecturers and students.
- Highlight the prospects for e-learning
- List of donors is dominated by western donors how about the local entrepreneurs – need for solicit for funds locally.
- With support of Sida/SAREC students do not only have access to computers but also to internet kiosks – Arts, Education, Science. Maknet world wide University web – can reach the Medical School, the Agricultural Research Institute in Kabanyolo and the Makerere University Business School.
- People will always fear the unknown – VC – so we should not be worried about attitude. Rome was not built in one day neither was Makerere.

4.4 Students' expectations and their experiences at Makerere University and their contribution to research

The papers highlighted the range of academic programs and services on offer at the University and expressed the general satisfaction of the students with the way services were being rendered. The papers however outlined the challenges that were facing the University that required urgent attention:

- Need for explicit policies on HIV/AIDS for University students especially promotion of voluntary counseling and Testing
- Providing more resources for research
- Construction of students center.

Hon. Dorothy Huhya the Chair of the parliamentary Committee for Social Services and also session chair pledged to support the University in implementing its research priorities when they go to parliament –Parliament is a key stakeholder –and particularly so when it get to resource allocation and the budget

5 GOVERNANCE AND RESOURCE MANAGEMENT

Session Chair, Ambassador Yeko Acato, Commissioner Higher Education, Ministry of Education and Sports

Presenters: Dr. Nakanyike Musisi; Governance Management and Human Resource Development.
Dr. Joy Kwesiga; Gender Mainstreaming

5.1 Governance Management and Human Resource Development

The governance presentation was made by Dr. Nakanyike B. Musisi, The paper had three caveats of Governance focusing on the Universities and Other Tertiary Institutions Act 2001, Financial Management and Human Resource Development. Detailed presentation Appendix 1

5.1.1 Governance

The paper highlighted the driving forces behind Makerere's innovative and dynamic Changes at three levels –

- International level –forces of globalization particularly in the field of ICT, which challenged institution's old style of conducting business
- National level- Government policies of liberalization, de-regulation, privatization and decentralization and diminishing higher education expenditure since government was focusing on UPE and enactment of the Universities and Other tertiary institutions Act 2001
- Institutional level- the condition of near decay forced the University to make a clean break with tradition and respond creatively to internal pressures.

Some of the Reforms brought about by the new Act

- Head of State no longer automatic Chancellor of the University – is now a Visitor
- Identification of Chancellor is now the responsibility of Council
- Appointment of Vice-Chancellor and Deputies now responsibility of chancellor

5.1.2 Financial Management

Council approves budgets and grants authority to spend

Features that make the financial management system sound were pointed out. These include Accounting controls, financial reporting and financial policies and enforcing compliance through various University organs and Auditor General's office

5.1.3 Human Resource Management

An analysis of the staffing position against the staff establishment was shown. At professorial and associate professorial levels, the staff subscription stands at only 32%.

An analysis of staff distribution by gender for both teaching and non-teaching showed gender disparity with female composition standing on average at less than 30%. This poses a challenge to the University to reduce gender disparity.

5.1.4 Challenges

- In governance and management, the devolution process has brought to the fore issues of mandates, administrative capacities and responsiveness to the center and intra and inters –unit’s relationships.
- Inadequate funding from Government. Government sets a budgetary ceiling, which the University has to adhere to.
- HIV/AIDS stress affecting both the staff and students.
- Salary continues to be eroded with the depreciation of the value of the shilling.
- Establishment of a human resource department

Envisioned Direction / Interventions

- Request to the development partners to fund teaching space
- Request to Carnegie and NORAD to cover the deficit of US\$ 200,000 in administrative computing.
- Request to Government to work out better compensation package.
- Setting up of a human resources department

5.2 Gender Mainstreaming In Makerere University

The paper presented by Dr. Joy Kwesiga, Head Gender mainstreaming division noted that Starting up the Dept. of Gender Mainstreaming, the University has opened gates for women to ensure justice, fairness in terms of distribution of resources, opportunities, control of resources. This does not only handle only women but on imbalances focusing on men and women both academic and non-academic/professional. The Dept. has made some achievements, has some challenges and has set out strategies to achieve more for partnerships and consolidation of gender issues

The paper outlined the driving forces behind gender mainstreaming in the University. Such forces include

- Gender inequities and inequalities in higher education in terms of management and administration and Faculty /staff.
- National and international demands to address gender inequities and inequalities in all aspects.

Strategies that were put in place by the University to move forward the process of gender mainstreaming were highlighted and these include

- Establishment of department of women and gender studies
- Introduction of 1.5 bonus points to female applicants to the University
- International networking

Challenges

- Mainstreaming gender into other disciplines /faculties, research and management remains problematic

- Limited funds to support the majority of deserving poor girls under the auspices of the female scholarship initiative. Conditions also show the need to construct a female hall of residence for students.
- Composition of females in the University staff base is skewed –Bottom heavy this gender imbalance in the decision making organs of the University, have to be bridged

Opportunities for partnership and consolidating the gains

- Women and Gender Studies needs a partnership to enhance gender capacities in knowledge production and dissemination (Faculty training)
- Widen the funding base to give a chance to more poor deserving females to access higher education

Consolidation of gains as we work towards our mission in the Makerere an icon of gender equity and equality

5.3 Discussion on Governance and Management

Internally Generated Funds

Ministries have always wondered why there are still limited resources despite the existence of Internally Generated Funds at Makerere,

This highlights the funding Challenges hence to look into that critically as they consider the challenges in terms of funding and low salaries

Retirement age to change the policy in place so that staff likes professors could be retained even after 60 years of age. Reduce the workload and utilise the expertise of these professors.

Private Public Partnership: There was a proposal from the private sector that Makerere University Administration should always guide students who go for industrial training, This real experience outside the University would enhance the cooperation the University has with the private sector. The University should always give introductory letters to students whenever they are going for industrial training.

It would be more expensive for the University to construct a hall of residence – proposed that the University contacts private parties/partners to see whether it would be possible to build a hall. The private public partnership should be emphasised at this point to come up with the infrastructure. Establish a conducive environment for the female student.

Interdisciplinary and gender: Gender is approached from a disciplinary point yet gender is interdisciplinary, these are the lessons learned from the Ford Funded Project of integrating ethics in the curriculum. There is a resistance from the disciplinary perspective especially at the top in these cross cutting issues. The real change has not

happened because of the disciplinary segregation. There is little content in terms of gender across the board.

Prototypes in Research

Governance, limited research facilities and poor equipped laboratories, as the University carries out research, this research should reach the proto type which can be duplicated all over the country and beyond.

Africa should come out with our own agenda, demonstrations, powers of creativity, enough industries which can absorb all the graduates to come up with innovations which can be produced in materials in services, prototypes, to replicate these proto, incubate some projects

Guidance and counselling at the University level, skills in character building, skills of negotiations, contracts, students need some one to turn to the house wardens have more contact to build an all round education.

Linkages with lower levels of education: There should be linkages between the University and the lower levels of education. The low enrolment in science in University is not created from the University, the root causes should therefore be handled at the lower levels. Private schools do not offer science subjects these are issues to be tackled at the grass root.

Remarks by the Vice Chancellor on the issues raised:

- Retirement age of 60 years staff performance was appreciated; the VC however, informed members that retiring at 60 years, was a policy made by government; After 60 years, a member is given 5 years to work on contract, It would therefore not be possible for the University to retain any staff after retirement age.
- The issue would be presented to Council for further discussion and the possibility of increasing the retirement age to 70yrs
- The University has patented some innovations, however the concept of Intellectual property rights, has not been fully engrained in the African tradition, likewise the University is yet to fully exploit innovations made by the University. In terms of prototypes the Faculty of Technology has started appropriate technology incubation centres.
- Culture – it is a tradition therefore by the time students get to University they are aware of the cultural beliefs.
- On industrial training – The Vice-Chancellor informed members that students are always provided with introduction letters whenever they go for industrial training. Cautioned members that they should not allow any student from Makerere to carry out any industrial training without an introductory letter. Arrangements for internships and assessment by the industries are being developed to ensure that

- The University has Centre for Counselling and guidance headed by Dr. Peter Matovu and is located in the University Hospital.

6 INSTITUTIONAL DEVELOPMENT PROGRAMS

Session Chair: Prof. P.J.M. Ssebuwufu Vice Chancellor, Makerere University

Presenter: Muhammad K. Mayanja, Director Planning and Development Department

6.1 Experience in the Management of Institutional Development Programs

The experience of the institution development department was given by the director of Planning, The department coordinates and oversees the strategic plan implementation as well as Institutional Development Programs

6.1.1 Transformations in Makerere; general overview

- Makerere is in a transition process because of the changes that have taken place due to private revolution
- Funding - still limited resources, Makerere has managed to cover the deficit, through privatisation and support from development partners –these include donors where some are for specific projects, and support of Internally Generated funds which is considered as Appropriation in Aid by Government.
- Focus of transformation – Is to improve relevancy of services of the University, the community, research, staff development
- Programming started with strategic plan of 2001-2005, a process where Deans & Directors were involved supported by many partners like Rockefeller Foundation, Carnegie Corporation of New York, NORAD among others
- The original strategic plan has been reviewed, and aligned to the Poverty Eradication Action Plan.
- The life span of the strategic plan has been revised from 2005-2007 ; Why revision - because Min of Education. is coming up with a strategic plan which calls for the University to conform to laid down policies

6.1.2 Institutional Programming: Transformations

Implementation of the Strategic Plan through Institutional Development Programs.

- NORAD and NUFU
- Rockefeller and World Bank
- Sida/SAREC
- Carnegie Corporation of New York.
- Other support for specific projects
- Government and Makerere University

Focus of Institutional Development Programs

- Relating Higher Education to needs of society

- Development of Capacity building for Science and Technology.
- Revitalization Research.
- Gender mainstreaming.
- Staff development.
- ICT and Library resources

The strategic Plan; Key issues

- Support for research- Funding from Government has not been forthcoming and Makerere has always been assisted by development partners and requested them to continue with the support and strengthened coordination because some organizations sponsor individuals and some projects; The Graduate School is the coordination body for research in the University.
- Infrastructure development; partnerships for infrastructure development
- Joint programming; Makerere has not had opportunity from development partners and is ready for joint planning. Informed members that Makerere had formulated and summarized the joint programming where copies of the sample for other development partners was available for some assistance and contribution
- Expressed the need for coordination
- Taxation –in past Makerere has been assisted but there is need to scrutinize the tax element ; particularly at the design phase, where counterpart funding may be required from Government.
- Contract system to improve Procurement. Noted –since there are many inst. development programmes, there is need for coordination. Procurement in the University is governed by the Procurement and Disposal of Assets Act 2003. As a requirement a Contracts Committee has been instituted and implemented thus has improved the operations. While the transition has created delays it is expected to streamline procurements in the University. It is recommended that all University expenditure programs will adopt the procurement plan from which all Institutional Development programs will derive.
- Provision for administrative costs.

Reporting, Monitoring and Evaluation

Variations in the reporting requirements pose a challenge to the implementation of IDPs these include

- statutory requirement to report to Parliament,;
- some programs have tripartite arrangements between Makerere, MOFPED, and the Development partners (monitoring review meetings)
- External evaluation.

Challenges

Programming and implementation capacity especially at the different levels like faculties is still low. Deans have to carry their existing teaching loads

Way forward

- Programming to be improved by ideas from the stakeholders meeting.
- Implementation capacity - at institutional level the University has build capacity and has recieved support from Mr. Aage Ronningen from Norway and Mr. Cole Dodge with support from the Rockefeller Foundation.
- Devolution of planning capacity: Planning Committees have been instituted in Faculties., There is a need to create posts for Development Officers as Colleges are created as the University decentralises
- Procurement : There is a provision for training which would improve the procurement process in the University.

Remarks

The University has build capacity for the management of institutional development programs. The Committee system may cause delays but has strong cheques and balances and creates transparency.

Government effort is focused to Universal Primary Education and there is no budget line from government for development at Makerere University, this includes research and staff development. The government development budget is restricted to taxes as counterpart funding for programs funded by Development Partners. Makerere University as an engine of growth in Uganda is dependent on development partners.

7 DEVELOPMET PARTNERS PRESENTATION – THEIR EXPERIENCE AND PROSPECTS IN INSTITUTIONAL DEVELOPMENT PROGRAMS IN MAKERERE.

The Development Partner presentations were categorised into experiences to date and the expectations for future relationships with Makerere University: The highlight of the presentation are as indicated below in order of presentation:

7.1 DANIDA

DANIDA was represented by Mr. Olweny Program Coordinator who thanked the organizers for the meeting which turned out to be crucial to both Makerere and the partners.

Focus of DANIDA support in Makerere has been collaborative research, on specific research themes, upgrade of human resource development at Masters and other post graduate studies conducted in Uganda and other Danish institutions. This is some form of capacity building in Uganda, that is designed to strengthen the use of research results and the north south cooperation. Improving conditions of training by maintaining and improving the quality of training and its relevance to the surrounding areas.

This collaborative research arrangement between Makerere and DANIDA started in 1993. Some of the collaborative arrangement are:-

- Community and health systems in Uganda through the CHDC
- University Library, for online journals in collaboration with DFID and Sida/SAREC
- Training of staff of Makerere in a twinning arrangement with an institute in Denmark under the Department of Agricultural Economics, the focus is poverty and the gender monitoring concept including the review of the Plan for Modernisation of Agriculture and how the University can support in the implementation of the Poverty Eradication Action Plan.
- Institute of Environment

The DANIDA representative noted the concerns concerning better coordination and information flows highlighted by the Director of Planning. The Danish experience has been based more on independent assessments at unit level. These valuations have indicated that programmes are managed professionally, and are implemented within the specified timeframes.

Expectations/Areas of tension

- To consider the level of utilization of results from research funded by DANIDA,
- The dissemination mechanism and the Internalisation of the results to where it is most required how is the research relevant to Ugandan Users.
- Expressed need to have implementation strategies to increase the relevancy of research-outreach important to make research more practical, Outreach is important and must be given the private and public partnership in findings of research Outreach is important and must be given the private and public partnership in findings of research

Challenges

- There is still some inadequacy of delivery of student welfare to meet the expected to University to meet the demands,
- Retention of good quality staff by the University and this needs to be kept in mind by the University administration and policy makers

Conclusion

Denmark will continue support in institutional development in the area of research. Support will also continue for the sector programs through the bilateral arrangement between Denmark/Government of Uganda.

Promised continued support to Makerere University, and will consider the option of programmed support to the University. DANIDA will in addition continue to review the list of projects given for possible support where appropriate.

7.2 Ford Foundation

The Ford Foundation was represented by Dr.Ahmed Bawa

Ford Foundation operates in devolved environment and has four offices in Africa with each office managing its own portfolio. These offices are located geographically:

- Johannesburg which is in charge of higher education programmes in Africa,
- Nairobi which deals with education in Uganda and all other issues funded by Ford Foundation in the East African Region
- Cairo which handles Egypt and other northern African issues
- Lagos handles the West African portfolio of the Ford Foundation.

The Nairobi Office has recruited a Program Officer with the portfolio to manage sexuality and education. Because of the funding framework each officer handles programming at a regional level. There is a connection between grantees and officer, and there is close collaboration in terms of context. Makerere University therefore to operate within this framework has to cultivate and develop the relationship with the new officer in Nairobi.

For the Strategic partnership for Higher Education in Africa initiative, the major activity is systemic approach to Education. The approach used was participatory where, higher education stakeholders came together to get a vision for higher education in Africa. The initiative exploits the relationship between civil society, government and the private sector.

The Johannesburg office also handles establishment of research networks which Makerere University needs to investigate further. Networks which focus on access to higher education are of importance. Individual grantees need to make approach to the regional office, this seeks to find systemic and sustainable ways for widening higher education. While this cannot be the core for Makerere, the University may want to build access to higher education in Uganda as a whole, including the establishment of satellite institutions which may be a factor of widening access in rural areas. This can be discussed with the regional office in Nairobi.

The other support component is international fellowships, run by the Inter University Council in East Africa. This component is designed for graduate study at Masters and Doctoral levels offered on a competitive basis to young people who have made a serious commitment to community development. The major focus and beneficiaries are people from communities which are under served both at the local and the regional levels.

Partnership for strengthening higher education in Africa by the four Foundations targets projects relevant to Makerere University, including the improved Band Width for internet connectivity in collaboration with the University of Dar es Salaam, building of research networks and other similar issues which link institutions together. The basis of which informed by the development of Higher Education study.

Collaboration and linkages with South African Universities to become more integrated at the continental level, Ford Foundation Johannesburg to consider the initiative

7.3 National Institute of Health

The NIH was represented by Dr. Chris Whalen from Case Western Reserve University (Fogarty Foundation)

The NIH Mission is to promote health through scientific research training. The NIH has 40 institutes and a number of centres. One of the centres began in 1960 with a focus on population growth and development. Recent trends have seen the development of response to global AIDS epidemic with programs to address health issues in the pandemic

- Funding approach is to provide funds to US universities and these universities partner with African Universities through training and linking this training with actual research. Under this arrangement Case Western Reserve University (CWRU) is in partnership with Makerere University through grants from the NIH. Other universities that receive funding on this program in partnership with Makerere are John Hopkins, and University of California Berkeley. Trainees in Uganda take advanced degrees related to public health and epidemiology in these US based universities.
- Under the program more than 35 students have graduated in advanced degrees in a variety of programs 20% of these have returned and 6 of them in Makerere others in the Min of health and other NIH funded programs.
- The partnership between CWRU and Makerere University has been enhanced by presence of students in Uganda.
- In addition to the training NIH sponsors research projects, some of the studies in the use of nevirapine in prevention of Mother to Child Infection that have influenced health policy in Uganda.
- A policy is emerging where select foreign institutions do not have to partner with US institutions to access funding but can directly apply to the NIH directly. One of these institutions is Makerere and two applications have been submitted and under review and resources can come directly to these institutions. This is a step forward in the views of the NIH.

Moment of silence for Prof Chapman who had started the linkage between Makerere University and Case Western Reserve University who had passed away a few months ago.

7.4 NORAD/NUFU

Presentation from the two Norwegian establishments NORAD and NUFU was made by Ms. Randi Lottesberg from the Royal Norwegian Embassy in Uganda.

Note on Institutional Arrangements:

The representative is standing in on the behalf of the Government of Norway. Future arrangements are that all embassy plans will be approved by the Ministry of Foreign Affairs especially for bilateral Government to Government cooperation . This however, will have no immediate impact on the cooperation with Makerere and the embassy will still represent NORAD

Experiences in collaboration with Makerere University

Current phase of Cooperation began in 1990 with big emphasis on Forestry. More systemic support emerged with the drafting of the University Strategic Plan in 2000 and NORAD support has been for the implementation of the Strategic Plan and the overall; goals and objectives are in line with the NORAD. Substantial support to Makerere University strategy in developing research in higher education, inst. NORAD's focus is Capacity building and creating excellence in weak African Universities. Subsequently Frame agreement for Makerere University for the period 2001-2005 for 110k approximately US\$ 15m.

Systemic support involves the Planning and Development Department, the Academic Registrar, Information Systems and other units in the University, these include elements of capacity building, infrastructure and, research. Some aspects are co funded by other donors.

Worth to note that this institutional support is not tied to collaboration with Norwegian firms or procurements.

In addition to NORAD since 1991 the Norwegian Council for Higher Education program for developing research and education;(NUFU) this had two representatives at the Makerere University Consultative meeting. It was agreed that a joint presentation be made by both NORAD and NUFU. Funding for NUFU comes from Government of Norway. The Memorandum of Understanding Managed by the Council with the largest portfolio to the tune of 59million Norwegian Kroner. This covers basic science as well regional programs formulated jointly by the researchers. The NUFU has developed over time with prioritisation on institutions in the south to receive funding. It involves collaboration scholarship programs.

Makerere is the most popular African University with Norwegian Council This, is because Makerere is vibrant and we have partnership on an equal footing, which is appreciated by Norwegian Universities especially in student exchange.

Challenges

- Appreciated the reports from Makerere,
- Appreciated the organization of the meeting which gave greater insight of what was happening at Makerere into the variety of partners and what has been done, which involved coordinating all the activities under NORAD programmes, their trend etc.

and gives a better understanding between government funds, Internally Generated Funds and Donor funding.

- It is apparent that Major donor funding is underpinning the Strategic plan; why do we operate, NORAD, Sida/SAREC, or Carnegie, take off the labels and support the strategic plan.

Expectations

Institutionalise the annual consultative meeting.

Better overview of what is collectively supported

- Format and contents of the programs, appreciated the number of documents from Makerere and requested that in future, the documents should be sent in time to allow participants to get enough time to discuss them fully in the agenda.
- Strategy plan to annually update the documents
- Partnership mechanism, for joint programming, it would be useful, based on a more comprehensive development plans, clear link between the Strategic Plan, The Institutional Development Plan and the project profiles.
- The new phase of support to get the donors on board should give a uniformed front.
- Regarding the Joint program – Recommended that should be done comprehensively Reported that they had started on the annual reviews to check the progress of all the programmes. Sida/SAREC and /NORAD has been attending each others, annual review meetings with Makerere University. However there are details to discuss, the department of higher education willing to be coordinated to contribute to better partnerships and key processes.

Concluding Remarks

- *NORAD support will have a five year successor program*
- Requested that after the discussions members should plan ahead and consider having the consultative meeting on an annual basis.

7.5 Nuffic

The Nuffic presentation was made by Mr. Harry Abel from the Royal Netherlands Embassy Uganda.

Appreciated the commitment of staff at Makerere University that enabled them to organise the Stakeholders Meeting.

Was delighted to be in one of the countries that have the highest percentage of Institutional Support.

Was representing three institutions with a different approach namely

- Nuffic as an Organisation and
- Netherlands Embassy in Uganda
- Netherlands Ministry for Development Cooperation.

Netherlands supports three sectors namely

- Justice law and order
- Local Government
- Education and assistance to the private sector

Nuffic offers budget support this therefore implies that Nuffic administers the grants between governments, in support for Universities, the Netherlands has fellowship program, this targets scholarships with professionals with two years relevant working experience, in addition there are short courses and tailor made training.

This is an approach on individual basis with a requirement that the, employer guarantees payments, and taking back the employee in the same or improved job.

Emphasis for Nuffic is commitment from the other side so as not to create a dependency syndrome, and the involvement and input from Ugandans is essential for collaboration with NUFFIC

Other education programs supported by Nuffic

- The Nuffic government advocates for higher education and offers scholarships for professionals, Masters, PhDs, short courses and all in different areas. 505 application were made , 25% were selected, 114 for a course in Netherlands
- Netherlands capacity building in post secondary training, more organisation approach. Uganda was selected out of the 15 countries, 10 are African countries.

Issues arising/ Expectations/Tension

- They consider quality education other than quantity
- Number of people in the sciences-based disciplines, step up scheme where a diploma is considered
- 50% of the world wide budget should go to women and Uganda reached that in 2002. continue to connect with the Netherlands
- Development in terms of globalisation
- Don't lose touch with your roots.
- Requested/recommended that Makerere should not lose track since it is a University of Uganda, Africa and known internationally.

7.6 Pfizer Inc/ Foundation

Pfizer Foundation was represented by Ms Jennifer Lissfelt, Based in South Africa.

- Pfizer has worked with the Medical School for some years, as one of the Corporate partners Pfizer is not only a pharmaceutical company but a development partner with a primary focus on health.

- Pfizer is currently running a partnership program, a donation program in Uganda and all over Africa to donate anti fungal medication for HIV and AIDS
- Held a Meeting in Makerere University and Ministry of Health to train health workers in the treatment of opportunistic diseases
- Instrumental in working with 120 health facilities in Uganda.

Other Activities

- CEO, lasted visited Makerere in December, 2003
- Infectious disease institute, due for opening in the Academic Alliance to have a state of the Art treatment and training in HIV/AIDS care based in Makerere. Pfizer values this relationship and the Infectious Disease Institute will treat patients, train 150physicians per year and develop specialised protocols in Africa Have also been involved in information technology.
- The organization works with Government and non-Government organizations to provide its ant fungal medicine, to treat patients with HIV/AIDS.
- It is committed to building local capacity among healthcare providers
- Ensures that HIV/AIDS patients receive the best care and treatment possible
- Provides education materials to facilitate the effective diagnosis and treatment of fungal opportunistic infections
- Provides training facilities to strengthen the ability of health professional to manage/administer
- Has provided service to a number of countries in Africa
- AIDS prevention and cure plus research has been their main focus at Makerere especially with the Institute of Public Health
- Their students always go to NGOs to perform and sensitise people about AIDS.
- Promised continued support to Makerere
- Pfizer activities on short internships to transfer knowledge/ technology
- Support TASO officially opened the new training centre, development of another centre
- Continued Collaboration with Makerere University.

7.7 Rockefeller Foundation

The Rockefeller Foundation presentation was made by Dr. Katherine Namuddu an Alumni of Makerere University and also coordinator for education , Rockefeller Foundation Nairobi.

- Expressed her appreciation for having been invited participation to the forum and to be associated with Makerere during its transformation
- Learned about the transformations going on, better informed about the achievements and challenges ahead.

Reassurances that Rockefeller Foundation is still with Makerere University

Has supported Makerere since the 1960s for capacity building

Five key activities with Makerere

1. Innovations at Makerere Committee to build capacity for decentralisation and enhance efforts to eradicating poverty
2. Research in Agriculture and staff development over 100 Masters Students staff have benefited from Forum for Agricultural resource husbandry. has supported them under forum of agricultural extension, the Banana project, sweet potatoes all under a secretariat stationed at Makerere This support will continue under the regional University forum for crop agric based at Makerere University the Foundation has committed funds
3. Research program on banana, and other food crops and agriculture related issues
4. PHSWOW to deliver health services at the district level
5. Various Makerere policy research to assist the quality of primary education for UPE.

Highlights

- Reassured Makerere that they will continue supporting them
- Currently funding the activities of Makerere e.g. innovation which involved the whole Makerere, building capacity in decentralisation, for several years staff development e.g. in agriculture -, and expressed that they would continue to be supported,
- Have supported the College of Health Sciences in Pubic Health and will continue to support the Institution
- Capacity building – Expect to get high qualified staff to deliver services supported by various Makerere departments, Has demonstrated development through outreach in rural areas under UPE, in Faculties of Makerere; these include Social Sciences, Arts, Fine Art, MISR, and would continue to support them
- It is a partner for higher education therefore promised to increase the access to ICT and increasing band width access
- Promised to maintain its funding to the University at the current level for the next three to two years and explore new areas of support with consultation with Makerere

Note from the VC that Rockefeller Foundation spearheaded the Africanization of Makerere University in the period just before independence which enabled new Ugandan graduates to secure employment at the University through a parallel employment scheme at a time when it was British who occupied all the positions.

7.8 Sida/SAREC

The Sida/SAREC Experiences of Collaboration with Makerere University were given by Ms Hannah Akuffo, responsible for cooperation with Makerere Univesity.

Chronology 1999

- Sida/SAREC, initiated explorative discussions around the possibilities for bilateral research co-operation between Uganda and Sweden
 - The modalities for the research collaboration were deliberated at a workshop
 - School of Postgraduate Studies chosen to co-ordinate
 - Theme of *research projects* decided to be “Lake Victoria & other water resources”
 - The goal of the support was to support “supervisors to supervise” and to strengthen the Makerere PhD training programmes. To this end the aim is to have Swedish/international research collaboration.

- Research projects focused in four Faculties and two Units
 - Agriculture
 - Medicine
 - Social Science
 - Technology
 - Library
 - Directorate of ICT Services, DICTS

- Library
 - Country wide access to >6000 journal titles Library
 - Library Information System (MakLIBIS)
- Information & Communication Technology infrastructure & Services include:
 - ICT Master plan
 - E-mail and Internet Access
 - Office automation (*Computers and building local area networks in some units*)
 - Skills Training for End Users (staff)
 - Student Internet kiosks
 - Support to Internet bandwidth subscription
- Cross-cutting research course e.g.
 - Philosophy of Science
 - Research methods (quantitative and qualitative)
 - Statistics
 - Gender (well received by students)
- Faculty Funds (*encouraging research grant mechanism open to every one*)
 - University Funds (*staff development*)
 - Demographic Surveillance Site (*Interdisciplinary studies?*) *thematic research (Iganga District in collaboration with the Rockefeller Foundation)*

Contribution of Sida to Makerere University

SAREC Research department

- Bilateral research programme (*including planning phase and ICT*) SEK 130 603 562)
- Extended support to Faculty of Technology: SEK 7 500 000
- BIOEARN(regional collaboration)

- **Dept for Culture and education**
- Environmental Journalism (Swedish Kroner 30 415 000) coordinated by mass communications department

Experience with collaboration with other agencies

Increased collaboration with NORAD and the potential for all partners to:

- Sharing of evaluations between partners
- Participation in each other's annual review meeting
- Joint audits of funds provided
- Sharing of information on a variety of fronts
- Contribution to a University Research Fund as a percentage of all grants

Spin off of the Makerere University/ Sida Collaboration

- Swedish collaborators have been strengthened by the interaction
- Other collaborations & exchanges developed
- The increased number of PhD candidates
- Has led to the development of clearer and easily accessible regulations including those of registration of PhD students
- Development of joint degrees (the first in Sweden) of the Faculty of Medicine and the medical University Karolinska Institute

Some issues worth considering

- Are the mechanisms in place at Makerere to promote investigative research enough?
- It is not enough to have money in pocket for individuals (remunerated), but there must be a consistent policy.
- What other sustainable mechanisms are there which Sida and other agencies could support in a consented manner?

Some issues worth considering

What should the policy be on contributions to overheads and/or administrative costs?

Is it possible for us to contribute in a concerted and uniform fashion to the extra burden of administration and management brought about by differing donor requirements?

Should all partners agree to support the official rules and regulations of Makerere for remuneration of staff and the payment of allowances and other personal benefits?

What is the best way to attain a sustainable approach to support for higher education?

Are there uniform methods, procedures and policies which can be developed and agreed?

Thoughts for future collaboration

- The important role of research in the University's comparative advantage is not fully absorbed by all the Makerere University community.

- How can Makerere be encouraged to even more concerted support the **research** leg of the Makerere stool?
- It is not the short term deliverable, but it is the way towards sustained development of poverty alleviation which we must work towards.
- Requested Development partners to consider the strategic plan and expressed continued support to Makerere to make ends meet.
- Request for assurance that Sida would continue to support Makerere University.

7.9 DAAD

The Germany Academic exchange service was represented by Dr. Bediako

Background

- Thanked the VC and the organising Committee for well organised function
- DAAD welcomed the initiative by NORAD/ Norway of joint coordination between donor and scholarship programs and was willing to cooperate in this initiative
- Focus of DAAD with Makerere University is human resource development, DAAD has been with Mak from the glorious days through the difficult times and has seen the success both of the individuals sponsored through the exchange program and the University as a whole within the past decade.

Prospects

- Cooperation between Makerere and DAAD is based on the principal that as the first University in Uganda it should play a national leadership role.
- Makerere University as the mother of all universities this role carries responsibilities and opportunities where, deans, directors, academic staff and future Vice Chancellors are being trained in this institution. The knowledge and skills being imparted need to be spread throughout all the other universities and the better the quality and research the more reason there will be for the other universities will send their academic staff for training.
- Makerere has to play the role model and to maintain and uplift the standards of all Universities in Uganda.
- DAAD increased in country scholarships at Masters and PhD levels from 20 to 25 per annum and this has been extended to staff from other universities who are having their study at Makerere University.
- Encouraged Makerere to recommend more of their staff for PhD since the majority of staff have attained masters programs. The number of PhDs should be increased and DAAD is willing to sponsor them.
- In addition to the national leadership role, Mak should be more actively involved at the regional level. Particularly in the Inter University Council of East Africa, where DAAD is sponsoring students. Areas of cooperation would be
 - Recognition of academic grades obtained elsewhere in the region
 - Exchange of staff and students
 - Collaboration in research projects

- Joint degree programs
 - There is a joint Masters program being developed through collaboration between universities Makerere, Kenya, Tanzania and Ethiopia in water shed management . This is one way towards true internationalization.
 - DAAD will support Makerere in research management and organization, curriculum development, evaluation of teaching and learning, as well as organization development
 - Offer Dialogue in training programs in collaboration with German foundation for development DSE and conference dialogue in innovative higher higher education
 - Commend the innovative approach to teaching and learning medical science as problem oriented teaching. The example of the Madical Schspile being spearheaded in the medical school Mak can become a model for innovative approaches to teaching and learning
 - A lucky hand in the effort to build for the Future

Deputy Vice Chancellor supported by the DAAD program which has been most important for and to Makerere University.

7.10 UNESCO

The UNESCO presentation was made by Ms A Nakazzi the Secretary General of UNESCO in Uganda.

- UNESCO thanked the VC and his team, and the Department of Planning for organizing the conference.
- The University from this conference is no longer an Ivory Tower because a lot of information has been given and a lot has been learnt about the University.
- UNESCO is a UN agency focusing on technical assistance in the area of education, science and technology, culture, information and communication,
- UNESCO is arm of the United Nations and is not a donor agency.
- The approach has been intellectual cooperation,
- UNESCO has revised the mandate form being the technical arm of the United nations, where the constituency was the University and intellectuals, and expanded the constituency to include civil society and grass root populations.
- UNESCO is now operating through convening major conferences and coming out with frameworks of action and declarations to influence policy and strategies intended for the development of the member states. Development that comes from the people commonly referred to as endogenous development
- Africans should look at national and other programs that show the development of programs made in Africa. Echoing the words of Dr. Bawa from Ford Foundation. Universities should give guidelines for programs like NEPAD which are champions of African Development.

- UNESCO has had good collaboration with the University for example in partnership with UNDP –UNICEF the Faculty of Technology was face lifted Thanked the University for having promoted the Faculty of Technology.
- Other programs include Ethno-botany, involving learning medicinal plants and conserving and preserving them and developing cooperation with the societies where they are found.
- UNESCO has provided computers to the University e.g. Faculty of Technology and has a partnership programme with Computer Science to develop a Masters programme in education in ICT).
- Has collaborated with University in terms of using it as a source of experts for development programs that influence policy, Masters in bio ethics, international conference in bio ethics to be hosted by Uganda next year because of this partnership.
- Other UNESCO programmes in MUIENR, Social Sciences, Botany, Zoology,
- Programmes in HIV/AIDS prompted by Faculty of Social Sciences. Uganda mother to the cultural approach to HIV care which is now international

Programs which the University should take advantage

- Uni twin programme, Which is a University twining program
- UNESCO Chair, currently only one program of post harvest technology, research programs, extrusion technology to add vale to our programs. Thanked NORAD for the construction of the building to house the pilot program . Requested for sponsorship for a Chair professor to continue the good programs developed under the project.
- African Network for scientists and tech institutions. FOT has benefit from the programme to train some engineers
- University science and industry partnership,

Way forward

- Ratification in the 1994 Arusha convention on the recognition of studies/diplomas and degrees within the region, to increase access and mobility of lectures and students .
- Read the framework of action, from the 1998 World conference of Education. Noted that all areas are being addressed by the overall University strategy except culture of peace
- University is invited to initiate to follow up the contextual issues of sustainable development from the conference of globalisation. Issues like ICT the NEPAD, African Union. AGOA MDGS, Six goals of education, the University has to give guidelines move with the trend and respond to issues
- University should initiate programs that influence policy, this is what the UNESCO can do in partnership with the University.
- The first two apple computers in Makerere were donated by UNESCO/UNDP and Technical input is part of donation.

7.11 World Bank

The World Bank was represented by MS. Harriet Nanyonjo, Education specialist, World Bank Uganda Country Office.

- The Stakeholders Conference highlights what we in the World Bank have referred to as the Quiet Revolution at Makerere. We are extremely impressed because of the way in which Makerere is positioning itself to contribute more positively to national development, especially to poverty alleviation and the management of decentralized service delivery.
- Recollection from the expression that human development was the most important resource more important than infrastructure development of the country.
- The World Bank's most recent experiences with Makerere University is in the Learning Innovations Loan. At the heart of this loan is the issue of development for the future of Uganda which is wholeheartedly supported by the World Bank in partnership with Rockefeller Foundation. This loan is aimed at providing and equipping Makerere with relevant skills and competencies to support capacity building interventions on a pilot basis in Local Governments as well as research and policy formulation capacity related to decentralisation.
- Assessing the impact of project interventions and drawing lessons for future application.
- Examine the merits of the untested innovative process which involves collaboration both in program design and financial support, where the World Bank, Rockefeller Foundation, Government of Uganda, a higher education institution and civil society are coming together to address issues related to poverty eradication.
- This is a partnership that has not been dealt with before and is an innovative way of dealing with critical issues.

Progress

- Effective in 2003, and has made progress in establishing channels of communication and regular dialogue between academia, the central and local government as well as other stakeholders, to improve the responsiveness of Uganda's tertiary education system. Analytic and policy research works to address the capacity needs for delivering of the Poverty Eradication Action Program (PEAP) objectives.
- Direct linkage has been made between Supply (Makerere) and Demand (Local Governments) with the training requirement identified and 19 districts engaged in project activities.
- Encouraged by the energy of the coordination committee I@mak.com continues to be on track given the dynamic levels of the committee.
- Internship pilot, in several faculties at Makerere and process underway to have other universities in the internship pilot.
- Curriculum development in thematic areas drawn from the PEAP of Uganda and the needs assessment study, relevance and being responsive to the needs of the country to deal with issues to move the country forward.
- Linking with experts and other institutions of excellence trying to position the University to play its rightful role towards development.

Challenges

- Major challenge is to document whatever has been started and to capture the positive lessons that can be used to scale up what has been started by the project and a lot of attention has to be paid to this. Appreciate the direction that Makerere is taking in terms of responding to national development,

8 NATIONAL STAKEHOLDERS EXPERIENCE AND PROSPECTS

Session Chair: Mr Sam Kuteesa, Minister of State for Investment,

Brief Remarks

- Extra budgetary contribution appreciated.
- Experiences of this Stakeholders Consultation.
- It was a good event which would be annual if the partners found it useful and supported the idea. It could be a collaborate, opportunity for consultations annually. Such an annual consultation could evolve stronger partnership principles. And is similar to what Government of Uganda does when it hold the Consultative meeting

Presenters

Uganda Manufacturers Association,
Uganda Womens Organization NETWORK
National National Council for Higher Education
Uganda Investment Authority
Uganda Local Authorities Association

8.1 UMA

The Uganda Manufacturers Association was represented by Ms Sarah Nalumansi, Head Department of Training and policy development

- Thanked participants who have supported the University thus enabling it to run effectively.
- Thanked the VC organising. committee for inviting them to participate in the meeting
- Extended apologies from Chairman Abid Alam and Executive Director for not attending the afternoon session.
- UMA has four departments of which training and policy development is one.
- UMA represents the broad industrial and commercial sector of the economy, has a membership 750 ranging from small, medium and large establishments, drawn from both the private and public sector.
- Its primary objective is four fold
 - to promote, protect and coordinate interests of industries in Uganda,
 - initiate discussion and exchange of information amongst members on industrial issues,
 - act as a watchdog and effective mouthpiece for its members and
 - give advice government on key policies affecting industries.

Comments on what is expected from the University

- In order to collaborate with Universities, UMA expects in place a higher education system tailored to the national plan that will ensure an increased ability of the poor to raise income and increase the quality of life. It takes higher education system, to rely on three pillars
 - *Orientation*, which will involve universities and other higher education institutions participating with relevant sectors, drawing up policies of education to improve linkages between the industries and the University and putting in place industrial training programmes, identifying and implementing relevant programs to the world of work, developing relevant curriculum. Participate in the development of labour market information which can be achieved through collaboration with the Ministry of Labour and Social Development and disseminating this labour information to the private sector.

Target groups:- to reach out Not only those who are new entrants into the world of work for the first time but also those who are upgrading their skills,, those underemployed, unemployed and those unemployed with special needs. By reaching out to these groups the skills needed by the private sector will be enhanced. Reach special intermediaries public institutions, association like UMA. Technical vocation and training institutions ate Gap identification will be enhanced for relevant intervention. Expect the skills needed by the private sector will be enhanced and undertaken. In addition Expect University to network with other relevant groups to acquire ideas which will enhance dynamism in the University programmes,

- *Mission* of the University, we expect the programmes will be relevant to the market and social demands, the relevance will to lead to minimal training when the graduates get into the world of work to bring these graduates to the level of productivity. Improve capacity and quality of sustainable higher learning, to coordinate financial and qualifications framework, and to be associated with public and non public institutions. Implementation of the program to be associated with public and non public in the world of work. (industrial training)
- Expect the graduates to contribute to the labour force which will be holistic compared to academic, high productivity in a short time, enterprising, to be job creator rather than job seekers (graduates spend years on the streets, sustaining themselves before employment opportunities come up would require an enterprising education), outward looking apart from their fields pf specialisation, socially mobile to fit anywhere in Uganda. Interested in the distribution of wealth and rather than amass wealth.

8.2 *Uganda Investment Authority-Director*

The Uganda Investment Authority was represented by Mr. Amos Lugolobi, Director for Investment Promotion.

Deeply involved in the area of planning with the University, how the partnership for investment should be pursued for the development of nation. Leading investment destination in Africa and the world, Partnership in the academia in Uganda especially Makerere University. Focus is promotion of private investment.

- The thrust of the paper was about trends in Foreign Direct Investments (FDI) and export competitiveness. The paper showed that Africa was marginal in as far as attracting FDI and export competitiveness were concerned.
- The paper pointed out that one of the factors blunting Africa's competitiveness in attracting FDI was the quality of human resources on the continent. The paper further pointed out the non-competitiveness of Africa in the realm of exports and attracting FDI was a challenge to Universities in Africa.
- In order to reverse the unsavory situation Africa in general and Uganda in particular find themselves with regard to attracting FDI and export competitiveness, the following elements were pointed out as crucial:
 - Integration of entrepreneurship training into all disciplines
 - A National Facility for Science and Technology base Entrepreneurial Innovation. This Facility would facilitate evolution of technology driven enterprises, offer and process product technologies, provide a databank for with information on innovative technologies, enhance quality and competitiveness of industrial manufacturing and provide counseling.
 - Design and enhance entrepreneurship Development Programs

By way of conclusion it was pointed out that basing on the interaction of Uganda Investment Authority with Foreign Investors, the following skills were on high demand by investors:

Undergraduate level

- Electrical and Electronics engineering
- Electronics and Communication engineering
- Computer science and Engineering
- Electronics and Instrumentation engineering
- Chemical engineering
- Information Technology
- Bio-informatics
- Biotechnology
- Telecommunication engineering

Postgraduate level

- Computer applications
- Environment engineering

- CAD-CAM
- Mechatronics
- Energy Systems engineering
- Power electronics
- Sensor systems technology
- Pharmaceutical chemistry
- Communication engineering

8.3 UWONET

Ms Christine Mugerwa represented UWONET at the Stakeholder meeting

Thanked the University for the invitation and for organizing the conference

- Acknowledged the contribution the University has made towards women empowerment and women movement in general. Most women are alumni of the University. Affirmative action programs, more women UWONET.
- Appreciated the introduction of Department of Gender and Women Studies to develop capacity of women. And also considered academic arm of the network.

Expressed that a number of women projects has indicated the presentation of the economic impact – majority employed are men and many women are unemployed, low income earners, women don't have access to credits and decision making where women were still rated low in decision making,

Requested that as Makerere plans and looks into future;

- It should consider women in decision making and planning for dev't
- To set strategies for gender disparities,
- To advocate for strategies to fill the gaps of women dev't
- To consider women and environment....

8.4 Local Government

Engineer Kyeyune is the Chairman of Wakiso District, and the Local Authorities Association

Necessity to get Information Technology in to Local Governmentss

- Appreciated the growing relationship between Makerere and local government, especially through Uganda Local Association Authority. Appreciate the University efforts through Innovations at Makerere (I@mak.com). The Local governments have been effectively represented in the design, implementation and evaluation of the University's capacity building program for decentralisation. This is the first time that Makerere University has come up clearly in a big and coordinated way to support

decentralisation to enhance Local Governments to enhance democracy and local Governance in this country

- Noted - has supported the implementation of local government programmes and thanked donors like, Rockefeller Foundation, World Bank and Government of Uganda other development partners for supporting Makerere in this endeavour,
- In local Government, there are roles to be played by Makerere in enhancement of local governance i.e. the University has a strategic role to play to strengthen decentralisation process for example to improve training of graduates from Makerere who will work in and /or with Local Governments. Enhancement of Human capital through targeted courses and expanding research in local Government service delivery to influence policy and program implementation e.g. research in Graduated Tax to help in implementation revenue for Local Governments.
- Lead in strong partnership between higher education and Local Governments through joint activities that benefit the general public. Makerere to lead and other institutions will join.
- Local Government experience and prospects
- Local Governments are the biggest employer at different political and technical levels in all sectors, with decentralisation widening structures at local government level. Train students towards Local Government requirement where the students are likely to find jobs through the process of training.
- Wakiso, had five graduates under the scholarships,

8.5 National Council for Higher Education

The Executive Secretary of the National Council of Higher Education Prof. A.B. K. Kasozi made a presentation from the Council.

NCHE (what it is)

The NCHE is a statutory agency, the watchdog for quality and relevant higher education established under the Universities and other Tertiary Institution Act of 2001. The establishment was for two major reasons.

1. Regulating and guiding the management of higher education.
2. Regulating the quality, equality and higher education qualifications and advising government on Higher education issues.

This is happening at a time when Higher Education has been transformed from the monopoly of the elite and opened up for the masses.

Established in 2003; the National council for Higher Education's function is

- Advise the ministry of Education on higher education issues
- Establish an accreditation system and investigate complaints
- Evaluate national manpower requirements
- Set national admission standards
- Ensure adequate physical facilities standards are adhered to

Expectation

- Makerere University to provide the torch of leadership in the provision of Higher education because it has the tradition and the history
- Provide an example to young institution to provide good education
- Provide quality higher education
- Provide counsel with expertise to institutions of higher learning
- Accept the changing structures of higher education from a single institution to a large diversified, integrated but flexible higher education

The regulation of higher education is a new concept in Uganda. The policy formation has put in place a quality framework which Makerere was expected to adhere to

9 CLOSING SESSION

The Makerere University Stakeholder meeting held in January 2004 was closed by the Chancellor and also Prime Minister of Uganda, Professor, Apollo Nsibambi. Professor Nsibambi an Alumnus of the University held several portfolios in the University including Dean of the Faculty of Social Sciences and Director Makerere Institute of Social Research.

The closing session was chaired by the Deputy Vice Chancellor, Professor Epelu Opio.

Closing speech

- The Chancellor registered special appreciation to our development partners for the financial, material and moral support you have extended to Makerere University all these years. For the past ten or so years, Makerere University has undergone a strategic and innovative transformation, which, in some respectable quarters, has been referred to as a “quiet revolution”. The contours of the transformation have centered on the University focusing on addressing issues of access, equity, quality, external efficiency, financing and good governance.
- Noted that the University now enjoys academic space, which is safeguarded by the Universities and Other Tertiary Institutions Act 2001. The Act vests full authority to the University management in decision-making.
- Makerere University has, for the first time in her history, a Chancellor who is not a Head of State. Makerere University will also soon have a Vice-Chancellor who is not appointed by the Head of State.

Challenges facing higher education

- First, the developed countries have acquired advanced information and communication technology (ICT), which we must also acquire. Tertiary institutions must impart ICT skills to its students if they are to compete globally. But these skills should have been imparted to students at secondary, primary and even at kindergarten levels. Need for support not only from the development partners but also from the private sector and civil society in Uganda.

- The admission of self-paying students has increased numbers tremendously. When the numbers reach 30,000, adequate infrastructure such as lecture space to accommodate the surging numbers becomes a concern as such E-Learning is one of the methods that could solve the problem.
- Funds obtained through internally generated activities, should be equitably distributed within the University. It should be remembered that natural sciences do not attract as many students as humanities but they deserve financial support to strengthen them.
- We have to ensure that quality education is maintained. I am delighted to note that the National Council of Higher Education has closed some Universities and suspended licenses of other tertiary institutions, which were offering sub-standard education.
- Teaching and administrative staff lack adequate remuneration. The country must use a job evaluation instrument as a basis of determining remuneration for academic staff, public servants, political leaders
- Tertiary institutions must be relevant to the societies in which they exist. The University staff should participate positively in analyzing the intricate issues and in offering possible solutions.
- Tertiary institutions must continue to support gender mainstreaming in all its units and activities.
- Academic staff must carry out research and publish it consistently
- The curriculum should be revised periodically in order to ensure that our University products are job creators and also globally competitive.

The Prime Minister closed the meeting on optimistic note that from the Meeting, a will all stakeholders will be in a better position to network with each other and work together for a more vibrant Makerere as **We Build for the Future**.

The meeting was declared closed.

10.SALIENT ISSUES ARISING OUT OF THE STAKEHOLDERS MEETING

Joint Programming

Sida/SAREC and NORAD thought that this could be worked out in terms of modalities but noted that Makerere University needed to direct the process.

DAAD, expressed the view that the idea might be well received and was willing to take it up and explore jointly how it might be materialized.

DANIDA expressed the view that it needed to be carefully considered.

Human resource development

DAAD, the World/Bank and Rockefeller Foundation as well as Carnegie Corporation and Ford Foundation were thought to be supporters of upgrading academic and research staff.

Continued Support

NORAD and Sida/SAREC saw the way forward on this issue to be firmly and squarely based on the University strategic plan, phase two.

Rockefeller Foundation remained supportive of capacity building programs for decentralisation and development of the College of Health Sciences as well as the Regional Forum for Agriculture with Headquarters in Makerere University.

Internationalisation

- Joint programs at the regional level close collaboration with the Inter University Council of East Africa
- Ratification of the Arusha Convention allowing for mobility of academic factors
- Further involvement in activities of international institutions e.g. NEPAD and World Trade Organization
- Development of research networks with other African Universities

Public Private Partnership

- Formalisation of the industrial training programs and internship
- Regular consultation on curriculum review with the private sector
- Continued dialogue with stakeholders particularly the public industry and service sectors
- Consider the option of Build Own and Transfer (BOT) with the private sector, build on their own term and whether the buildings can be transferred to the University especially the accommodation of students

Nurturing Role of Makerere University

Makerere as the pioneer institution and largest University in Uganda has the obligation to nurture other institutions of higher education in Uganda. Strengthening Makerere therefore will strengthen higher education in Uganda. This is particularly so for postgraduate programs and science disciplines.

Relevance of University services including use of research results and information dissemination.

Taxation policy need to be considered as an important component of support for Makerere University, which involves the Government of Uganda policy.

All participants were optimistic and appreciated the efforts of the organizers.

List of Participants

STAKEHOLDERS' CONSULTATIVE MEETING 28TH – 29TH JANUARY, 2004,

Prof. P.J.M. Ssebuufu	Makerere University	
Professor A Nsibambi	Prime Minister/ Chancellor Mak	
Dr. Khidu Makubuya	Minister of Education and Sports	
Mr. Sam Kuteesa	Minister of State for Investment	
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Mr. Wabwire	Makerere University	
Mr. E. Kizito		
Ms. Hannah Akuffo	Sida/SAREC	
Mr. Erik Abetg	Swedish Embassy	
His Ex. Tore Gjos	Ambassador, Norway	
Ms. Anne K. Hermanse	Norwegian Embassy	
Ms. A. Nakkazi	UNESCO NAT.COMM	unesco@africaonline.co.ug
Mr. YekoW. Acato	Min. of Education	
Mr. Oduko Peter	Police	
Mr. Ben Byambabazi	Makerere University	
Mr. Oduico Peter	Uganda Police	
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