

MAKERERE UNIVERSITY

Strategic Plan 2000/01 – 2006/07

January 2004

Acknowledgement

This strategic Plan is a culmination of inputs by several actors who contributed specific visions and energies to shape it. It is not feasible to put down a long list here but we wish to register our heartfelt appreciation to all of them.

It is imperative to acknowledge assistance from key stakeholders, notably the development partners without whose financial support the whole planning process would not have been undertaken. They include NORAD, Carnegie Corporation of New York, Rockefeller Foundation and the Government of Uganda. Makerere University is extremely grateful for their contributions.

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This synthesized Strategic Plan was assembled by a dedicated Drafting Committee which comprised the following persons: Prof. N. Sewankambo (Chairman), Prof. R. Mukama (Alternate Chair), Dr. M. Okure, Prof. L.S. Luboobi, Mrs. E. Mwebaza Basalirwa (Members) Mr. M.K. Mayanja (Secretary), Mr. J.W. Wabwire and Mrs. F. Nakayiwa Mayega, (secretariat staff). We commend the tireless efforts of this team.

Finally, general recognition and appreciation go to the Secretariat of the Planning and Development Department for efficient co-ordination and facilitation of the entire process.

Foreword

The Strategic Plan (2000/01 – 2004/05) was approved by Council in September 2000. A mid-term review of the Strategic Plan in 2003 revealed that its overall strategy was to a large extent still valid and a number of major strategic activities had been started but not completed. It was however noted that there was need to align the university training and research programs to the needs of society.

The strategic plan was slightly revised and updated to tailor it to the government priorities as spelt out in the Poverty Eradication Action Plan (PEAP) 2002 and it was extended by two years to 2006/7. By 2006/7 it is also hoped that the Ministry of Education and Sports and the National Council For Higher Education (NCHE) will have completed the task of putting in place a higher education strategic plan, which is already under way

Major issues in the assessment and updating of the Strategic Plan were:

- The continued expansion of the student population
- The delay by the Ministry of Education and Sports to approve and implement a financial strategy based on unit costs of educating students, submitted by the Makerere University.
- The on-going processes for restructuring the University, devolving powers and functions from Centre to Units, and the proposed formation of Colleges.
- The importance of assuring that the University strategies and goals are compatible with national policies and development plans, such as expressed in Vision 2025, the Poverty Eradication Action Plan (PEAP), and Plan for Modernisation of Agriculture (PMA).
- The long time taken to implement the new Universities and Other Tertiary Institutions Act (2001).

Main directions in the development and transformation of Makerere University continues to be:

- Transformation of teaching and learning through application of Pedagogic and Information Technology, and Curriculum Reform.
- Further devolution of powers to operational units
- Relating university education to the needs of society
- Taking forward the development of critical mass of science and technology and research and human resource development to harness natural resources and seize opportunities from international scientific breakthrough.
- Gender mainstreaming

Faculties and other operational units should be inspired by the University Vision to pursue and promote academic excellence while paying due recognition to the needs of sustainable development, and to remain focussed within the framework of this Strategic Plan.

We Build for the Future.

Prof. P.J.M. Ssebuwufu, Ed. D (ch).

List of Abbreviations

AAU	Association of African Universities
ACBF	African Capacity Building Fund
AfDB	African Development Bank
CBR	Centre for Basic Research
DWGS	Department of Women and Gender Studies
EPRC	Economic Policy Research Centre
HRD	Human Resource Development
ICT	Information and Communication Technologies
MUARIK	Makerere University Agriculture Research Institute Kabanyolo
MISR	Makerere Institute of Social Research
NORAD	Norwegian Agency for Development Cooperation
NOK	Norwegian Kroner
PDC	Planning and Development Committee
PDD	Planning and Development Department
R&D	Research and Development
SAREC	Swedish Agency for Research Cooperation
SEK	Swedish Kronor
Sida	Swedish International Development Cooperation Agency
SSCGM	Senate Standing Committee on Gender Mainstreaming
UGC	University Grants Committee
UPE	Universal Primary Education
USAID	United States Agency For International Development
VC	Vice Chancellor

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1. The University Planning Process

1.1 *Preparation of the Strategic Plan*

The financial crisis, which ran down the University during the 1970s and 1980s, signalled the collapse of the University Grants Committee (UGC) model of planning higher education. The 1987 Donors Conference for Makerere University recommended the establishment of the Planning and Development Department with mandate to revive and create awareness for systematic planning. In 1992, the University embarked on the formulation of a five-year development plan that took three years to produce. The Plan turned out to be too ambitious and unfocused. In 1996/97 a three-year Strategic Plan was developed and it was adopted by Council to run for the period 1996/97-1998/99.

After the adoption of the Terminal Review Report of the 1996/97- 1998/99 Strategic Plan, the University Council approved the formulation of the Strategic Plan 2000/1 – 2004/5. Makerere University Council also decided to roll over the 1996/97 – 1998/99 Strategic Plan for another year up June 2000 so as to bridge the gap during which a new plan would be developed. The University Council adopted a participatory top-down and bottom-up planning process starting with the formulation of a Makerere Strategic Framework (dated March 2000) by the Strategic Planning Group of key stakeholders in the University. The Strategic Framework defined strategic directions and broad parameters within which the 29 Planning Units (College/Faculty/School/ Institute as well as Administrative Departments) should formulate their plans. The process was highly participatory to capture the opportunity and generate momentum and commitment to strategic planning throughout the University.

The formulation of Unit plans (May-August 2000) was facilitated through grants from NORAD, Carnegie Corporation, Rockefeller Foundation, University Council and the Planning Units/Faculties. The process comprised of workshops for Faculty Planning Groups, consisting of all heads of department and other stakeholders including the students, and facilitated by the Planning and Development Department supported by a NORAD consultant. Each of the 29 Planning Units established a mandatory new Planning Committee, which developed the plan for the decentralised Unit.

The strategic planning process had several linked processes, which were formalised. In addition to the horizontal planning at faculty level, the vertical planning processes to formulate strategies for cross cutting programmes were formalised as part of the final process. These included:

- a) Capacity building for human resource needs of the decentralised district service delivery supported by Rockefeller foundation under the mechanism of the Committee of 7 and Committee of 14. This process received technical backup from two Rockefeller consultants.
- b) A Steering Committee was institutionalised for the Makerere University Institutional Development Programme supported by NORAD.
- c) The Gender Mainstreaming Committee at Senate formulated a strategic proposal, which incorporated the gender concerns in the Strategic Plan.

1.2 *The Strategic Planning Documents*

A Drafting Committee formed by the Planning and Development Committee prepared an overall University Strategic Plan for the period 2000/1 – 2004/5 in September 2000, resulting in documentation comprising:

1. The Strategic Plan, which was reviewed by the Planning and Development Committee in October 2000 and approved by the University Council in November 2000.
2. The Institutional Development Plan which is being updated annually and reported on in Makerere's Annual Reports (from 2002)

The Strategic Plan contains the Vision and Mission statements of the University, and the University Development Strategy expressed as an overall strategy structure and strategic directions for the main areas of the University's development: teaching and learning, research, extension and consulting services, organisation and management, human resources development, physical infrastructure and generation as well as allocation of funds. The Strategic Plan further includes an overall Programme Matrix and a schedule of main activities, which form the basis for the second part of the documentation: the Institutional Development Plan.

The Institutional Development Plan, which is updated annually, spells out how to implement the strategic directions of the University Strategic Plan. The document is based on the Planning Units' strategic plans and contains for each Planning Unit a brief description of its strategic directions, a Project Matrix with a Schedule of activities, and cost and funding projections. The budgeting system of the University will be restructured and based on the cost budgets for the individual Planning Units. This will also imply a funding strategy in which Government allocations, student fees and donor funding is related to individual units and the cost of education.

1.3 *Reviewing and Updating the Strategic Plan*

The principles and main actions for reviewing and updating the Strategic Plan and the Institutional Development Plan are:

- The Institutional Development Plan must be reviewed and updated annually (rolling five year planning)
- Monitoring and evaluation must be based on developed performance indicators for verification of achievement of goals and objectives, rather than focusing primarily on inputs, activities and outputs
- Planning systems and procedures must be developed and co-ordinated by PDD and Planning Units
- Standardised planning data (for costs, student numbers, lecturers numbers, building space data, etc.) must be established and continuously kept updated

Makerere University will initiate an annual meeting with stakeholders including the Government of Uganda, donors, strategic partners and prospective supporters from Alumni and the private sector. The objectives of such meetings will be to create space for communication between University and stakeholders on the achievements, plans and challenges related to development of the institution.

2. The Makerere University Vision and Mission Statements

The Vision:

To be a centre of academic excellence, providing world-class teaching, research and service relevant to sustainable development needs of society.

The Mission:

Makerere University's mission is to provide quality teaching, carry out research and offer professional services to meet the changing needs of society by utilising world wide and internally generated human resources, information, and technology to enhance the University's leading position in Uganda and beyond.

3. Makerere University's Development Strategy

3.1 Overall Strategy Structure

Makerere University needs to develop its capacity and performance in order to meet changing demands and increasing challenges and competition. The overall strategy for Makerere University's institutional development is schematically represented on the next page (Fig. 1).

Main considerations:

- (a) The University's institutional development will involve a broad range of strategies and activities, from developing Information and Communication Technology (ICT) and physical infrastructure to restructuring organisation and developing own staff. The aim is to expand and sustain the University's overall capacity and performance as defined in the middle box in figure1. The strategies and activities forming the basis for the institutional development are shown in the seven bottom boxes of figure 1 and further explained in sections 5.1 to 5.7. The actual implementation of the strategy is described in the Institutional Development Plan based on the individual plans of the University's Planning Units.
- (b) A strengthened University is not the ultimate aim of the development programme. Figure 1 illustrates the results/achievements/impacts that will be expected as a consequence of strengthening the University, from quality graduates in sufficient numbers to successful results of the University's efforts in research, extension and consulting services, and Makerere University playing an influential role in developing public policy.
- (c) Makerere University's ultimate aim is to make significant contributions towards sustainable and equitable social, economic and technological development in Uganda, as shown in the top box of the diagram.
- (d) Major governing parameters for the planning of the University's long term development are: the significant expected growth in student enrolment; the national requirement for building a critical mass of Science and Technology and Research and Development human resources; and following from the previous point, the need to prioritise science based disciplines when allocating financial and physical resources.

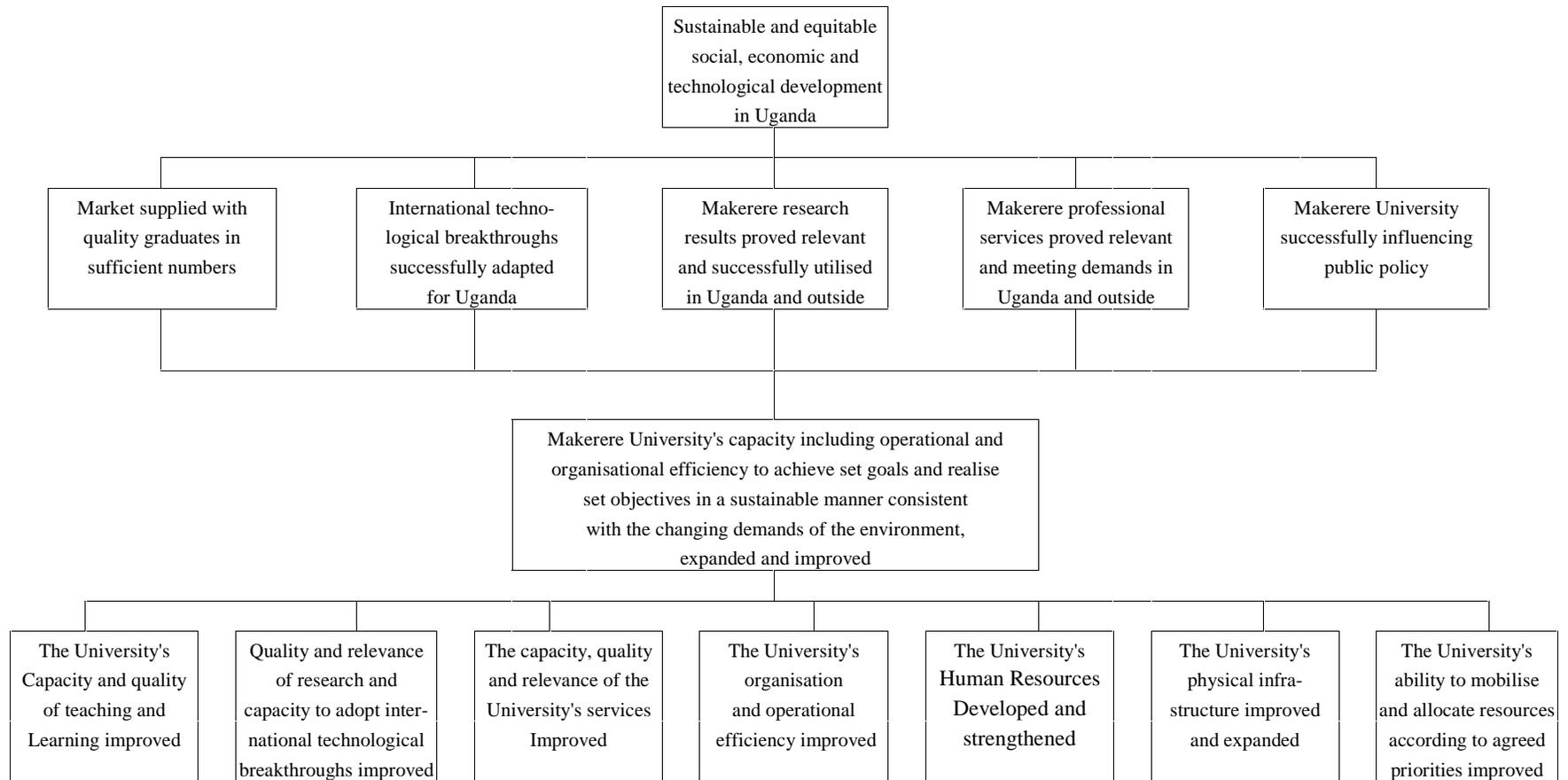
- (e) A crucial aspect of the process is the funding of the University's operations and expansion, where the University's income generation from fee-paying students represents an increasing portion of the total operational and investment budgets.

3.2 *List of Priorities*

The University will pursue a balanced development of its capacity and performance in order to be able to respond to changing demands of the environment. However, due to shortages of resources and the University's critical reflection of the nation's needs, the University will lay emphasis on the following prioritised areas: -

- (1) Information and Communication Technology
- (2) Library Services
- (3) Research
- (4) Science Based Disciplines
 - Agriculture and Livestock Management
 - Health Sciences
 - Science and Technology
 - Environment and Nature Conservation
- (5) Good Governance and Human Rights
- (6) Gender Mainstreaming

Figure 1: Makerere University: Overall Development Strategy



4. Strengths, Weaknesses, Opportunities and Threats

An analysis of Makerere University's situation and the environment in which it is operating reveals the following strengths, weaknesses, opportunities and threats.

4.1 Strengths

- **Government support**
The University as a public University has the larger percentage of university funding derived from government.
- **Good reputation**
The good reputation built over the last seven decades continues to interest good students, academicians, and administrative staff to wish to join the institution
- **Recent innovations**
Makerere is undergoing a slow and quiet revolution anchored on innovations in financing, management, academic programmes and gender mainstreaming
- **Committed and good quality staff**
There is a very high concentration and large number of staff in various fields enabling Makerere to offer expertise in many areas to meet societal needs through teaching research and extension services
- **Established infrastructure**
There is already established extensive infrastructure to make use of and make extensions or additions as required
- **Wide variety of quality academic/professional programmes**
The increase in number of academic and professional programmes offered makes Makerere very competitive
- **Location within the capital city**
Its location makes it easier to network with other institutions and organisations in and outside Uganda for service, provision of access and teaching, especially evening programmes
- **Internal income generation**
Ability to generate income reduces institutional financial constraints

4.2 Weaknesses

- **Outdated organisation structure**
Very centralised organisational structure, bureaucratic processes and some overstaffed administrative units cause inefficiency in the University. Student expansion has not been matched by administrative and coordinating mechanisms.
- **Non-competitive terms of service**
The levels of remuneration and terms of service are not very competitive in the job market, leading to inadequate motivation and poor retention of staff

- **Inadequate and poorly maintained infrastructure**
These make an overcrowded and sometimes unsatisfactory academic working and living environment.
- **Uneven generation of income**
The humanities are currently better placed to generate income than science/laboratory-based units due to limited available space and high cost of programmes. Some units have become very strong while others remain weak.
- **Inadequate finances**
Despite internally generated funding the University remains very under funded. There has been a steady decline in funding from the government.
- **Failure to monitor graduates and their employability**
Lack of institutionalised mechanism to monitor graduates performance in the Job Market

4.3 *Opportunities*

- **Rising demand for university education**
The increasing demand for education due to population growth and the national UPE policy create a large market for Makerere's programmes
- **Liberal and progressive policy environment**
The increasing liberalisation of the economy opens up opportunities for innovations in the University's management, financing, academic and service programmes
- **Growing economy**
The growth of Uganda's economy offers expanded or new markets for University services
- **Goodwill from the international community**
There is good will from the development partners and international community towards Uganda and Makerere in particular
- **Global technological advances and new information**
There are many technological advances and new information generated in the world (including ICT), which can be made use of locally
- **Government's vision of transforming Uganda into a training hub in the Region**

4.4 *Threats*

- **New universities**
There are many universities coming up in Uganda and the region as a whole which increases competition for Makerere and this means potential loss of its market share

- **Low incomes, especially in the rural areas**
Low incomes make it difficult for the University to levy fees based on actual cost of university training. Many students may fail to pay fees even at lower fee levels.
- **Rampant diseases like AIDS that affect the population**
The HIV/AIDS pandemic may lead to negative trends in the economy; health of the population and available well trained labour force on the market. All these may impact on the university performance and development.
- **Globalisation**
There are aspects of globalisation, which are a threat to Makerere. With a global market external brain drain makes it more difficult to attract and retain especially well trained staff.
- **Lack of clarity on government priorities for Human Resource Development**

5. Main Strategic Aspects

5.1 *Transformation of the University Delivery System*

Makerere University today can be said to be a university in transition in a number of aspects. Driven by the 1992 Government of Uganda Education White Paper and national policies of liberalisation, privatisation and decentralisation, Makerere University has undergone radical changes in financing and operations.

Up to 1991, Makerere University relied 100% on Government funding for both tuition and living expenses for all its students. Because of the limited remittances, academic programmes lacked basic inputs such as textbooks, science equipment and chemicals. In addition, buildings were inadequate and in a sorry state of disrepair and staff were grossly underpaid. In the meantime, the demand for University places far outstripped the available places (only about 22% of the qualifying students got admitted to University). Since 1992, the University has been admitting fee-paying students in addition to Government students. Part of the fees paid by the students is left within the Faculties and Units where the students are studying.

Within 13 years, Makerere University student population has expanded from 6,352 in 1990/91 to about 33,000 in 2003/2004. The percentage of private students has grown from 5% in 1992/93 to about 76% in 2002/2003 of total student population. This has necessitated a set of structural adjustments encompassing management and academic operations. The University has transformed the academic programme from the traditional term system to a more flexible semester arrangement. It has also introduced several new programmes and the whole curriculum in the traditional subjects has been overhauled.

In the area of management, the most visible change has been the devolution and decentralisation of powers, which accompanied the faculty retention of more than 50% of income generated (this has grown from 12.7% of the total University budget in 1994/95 to about 52% in 2003/2004). This has enabled the University to improve staff welfare as well as administrative processes, carry out the badly needed rehabilitation and expand space through construction of new buildings.

5.2 *Challenges of Growth*

The transformation of Makerere University over the last years has not been without challenges. While liberalisation of higher education has improved access, it has aggravated inequity. Secondly, the generation of income is not uniform. Laboratory-based faculties do not generate as much as the humanities. Thirdly, the large student number is placing strain on management and instruction.

Science-based disciplines are afflicted with inadequacy of laboratory facilities and the difficulty of conducting experiments and fieldwork if they expand student enrolment or mount evening courses in order to increase income generation. They are also confronted with constraints affecting demand such as high cost of science courses, which cannot be afforded by the majority of Ugandans.

While the main constraint of the science-based disciplines is lack of funding, the humanities and management units have to cope with the challenges of large student

numbers especially in the areas of admission, registration, instruction, examination, research and library services.

5.3 *Costs and Funding of the University's Expansion*

5.3.1 Introduction

The University student enrolment has increased by roughly 10% per year, from 22,000 students in 1999/2000 to 33,000 in 2003/04.¹ Although the increase in student numbers has raised the income of the University, the building program of the University is still lagging behind.

Furthermore, some faculties/units have the capacity to generate considerably more income than others, and thereby obtain benefits in terms of facilities and staff conditions. This has resulted in unequal opportunities for development of the units and national priority programmes such as science and technology.

One example of this is the expressed national priority (Vision 2025) to increase qualified human resources for technical, scientific and research and development purposes. For Makerere University this means to a large extent that priority should be given to laboratory based units which have the least ability to generate significant additional funds.

5.3.2 Present Funding of the University

The funding situation of the University in the financial year 1999/2000 was that UgShs 38 billion (bn) was available for operations; the Government provided UgShs 23 bn and UgShs 15 bn came from student fees and other private sources. The annual expenditure was therefore on average UgShs 1.8 million, or USD 1000 per student-year. However, this level of funding does not allow for adequate investment in capacity increase, such as space expansion, basic equipment, ICT development and increased number of lecturers.

5.3.3 Capacity

University training capacity involves many factors including quality aspects such as performance of lecturers and quality of programmes. Main capacity indicators that can be quantified are physical space (m²/student) and teaching capacity (students/lecturer ratios). Available building space in 2000 was about 178,000 m² and there were documented requirements from the Planning Units to increase the space by 50% (+33% for the laboratory based Units, + 150% for other academic Units and + 30% for administrative units).

Since the launching of the Strategic Plan in 2000, the University has beefed up space with the construction of the following buildings:

- Gender and Women Studies (2,000 m2)
- Institute of the Computer Science (3,200 m2)
- Food Science and Technology Department (4,000 m2)

¹ It should be noted that the student expansion is targeted to a significant extent outside the Makerere Campus i.e. Distance Education

- Institute of Infectious Diseases (2,000 m2)
- Institute of Economics (1,500 m2)

The total new additional space is therefore **12,700 m2.**

5.3.4 Financial and Economic Requirements

An analysis of expansion of the student population while meeting acceptable academic standards has been made. The analysis also produced the unit cost per student per faculty. As a result of this analysis, there is need:

- To provide more funds for staff remuneration, space expansion, ICT, Library services and research support.
- To approve and implement a strategy for controlled student expansion and improved funding of the University by Government and the private sector and a gradual increase of student fees based on actual tuition costs.
- To restructure the budgeting system of the University to define total costs for each Planning Unit. This means breaking down the Government budgetary allocation to each Planning Unit and also distribution of the pool fund to the Units that benefit from this fund.

5.4 Gender Mainstreaming

Gender mainstreaming is the process of addressing the implications for women and men of any planned action, including legislation, policy formulation and implementation of programmes and projects within Makerere University. It is a strategy for making women's as well as men's concern and experiences an integral dimension of the University function, so that women and men benefit equally, thus ensuring that inequality is not perpetuated. The ultimate goal is to achieve gender equality. The objective of gender mainstreaming in Makerere University is therefore to integrate gender equality concerns into teaching and learning, research, governance and administration, outreach, student and staff welfare, data management and the organisational culture. In this connection, the gender mainstreaming strategy for Makerere University means that resources, opportunities and benefits from the University function shall be equally distributed. It is essential therefore, that equality and equity concerns guide the analyses and formulation of policies and programmes.

The participation of women as decision-makers in determining priorities in the University is a key strategy in the mainstreaming process. The process will therefore enable women to become part of the mainstream of the function of the University. It will ultimately call for changes in the systems and structures to allow for the increased visibility of women in all areas of the University. Carnegie Corporation, NORAD and other donors support these initiatives.

The gender mainstreaming process at the University began to gain momentum when the Department of Women and Gender Studies (DWGS) organised a gender Mainstreaming Workshop for the top management of the University on 15-17 May 1998. The wide-ranging recommendations made at the workshop included the mandating of the DWGS as the lead agency in mainstreaming gender at the University. Further, the workshop recommended the creation of a Senate Committee

to manage the process of gender mainstreaming. Senate duly appointed the Senate Standing Committee on Gender Mainstreaming at Makerere University (SSCGM) at its 110th meeting, on 7 January 1999. The Committee has been maximally involved in the preparation of the Strategic Plan to consolidate the process of gender mainstreaming in the University. In 2002 the University established a Gender Mainstreaming Division.

5.5 Relating Higher Education to the Needs of Society

The growing graduate unemployment and persistent public demand to relate higher education to the world of work has been one of Makerere University's concerns for some time. The University recognises the need to produce employable graduates but the magnitude of the problem has yet to be quantified.

A series of graduate surveys and assessment of human resource needs in specific sectors were conducted. With Rockefeller Foundation support a comprehensive human resource need for decentralised district service delivery has been carried out. The Planning and Development Department with support from Makerere University and also under the Higher Education Management Programme organised by the Association of African Universities (AAU), undertook two tracer studies of graduates in Uganda. These studies revealed that there was still need for more and better-trained graduates. There was a mismatch in the number of graduates trained in various fields with the needs of the world of work. There were critical shortages in technical fields such as engineering, agriculture and surveying. The graduates of Makerere University were well grounded in theory but fell short in some practical job requirements.

Relating higher education to society calls for building collaboration through partnerships with key actors in society. This includes Government at national and local levels, the community, industry and private sector, the civil society, and the global world at large. The main building blocks for these bridges between the University and society from an academic stand point are practical training, extension services, multidisciplinary research and teaching and internationalisation. These activities inform the continuous processes of curriculum review and renewal.

5.5.1 Rockefeller Foundation/World Bank Support for Human Resource Needs of Decentralisation

The Rockefeller Foundation together with the World Bank are supporting Makerere University and selected partnering tertiary institutions in Uganda to build capacity for human resources for the decentralised service delivery and conduct research to inform public policy on decentralization. The support over a three-year period is US\$ 10 million out of the required US\$ 17.6M. This program is coordinated and managed by Innovations at Makerere Committee, also known as I@Mak.com. The committee comprises representatives from the Government of Uganda, Deans and Directors of Faculties / Institutes from Makerere, partnering institutions and an external member with an international experience in transforming higher education. This diverse membership brings the University in close partnership with the Central Government in general and Local Governments in particular.

The partnership has benefited Makerere University in several ways. The joint planning by Makerere University and Government of Uganda was the first ground breaking

which enabled designing new partnerships for human resource development. The outcome was a program that addresses the knowledge and skills gaps for improving decentralised service delivery at district level as well as building capacity in Makerere to train the required human resources to meet the challenges of poverty eradication through the empowerment of the local communities. The collaboration was extended in scope to bring other Universities in Uganda as partners in tackling the human resource need for decentralized service delivery.

The program has also benefited the University in other ways. First, the program has introduced a systemic grant support to the entire University Community. Grants from the program are available to all units on a competitive basis. Secondly a number of curricula at the University have been revised to address decentralised service delivery needs. The new curricula have been driven by the local governments. As a result district staff have been, and more are being, trained in both short term skills oriented courses as well as undergraduate and post graduate training for long term improvement and innovative approaches in their performance. Third, the program has also enhanced opportunities for practical training at Makerere and partnering institutions through deliberately planned internships/field attachments based in districts. This way the University is now relating better to society. Finally the competitive approach to grant access is being adopted at national level as a basis for capacity building.

The experiences acquired and the findings from this program will go a long way to open up the University for vital linkages with both the public and private sectors. The partnership with other tertiary institutions will greatly improve the quality of teaching and research in many tertiary institutions in our country.

5.5.2 NORAD Institutional Development Program

The NORAD Institutional Development Program, although broader in scope, brings in important interventions to relate higher education to the needs of society by supporting the development of human resources in technical fields and increasing the practical orientation of the graduates. Furthermore the NORAD Institutional Development Program facilitates innovation and quick response to the changing needs of society.

The NORAD support to the University under this program is NOK 110 million, equivalent to US\$ 15 million over five years (2000/01 –2004/05). Major program components, which will directly enhance Makerere University's response to society's needs include: -

- a. Support to the Faculty of Forestry and Nature Conservation, and to Nyabyeya Forestry College, which will enhance the forestry resource base through reforestation, control of forest resources to balance outtake with increment, and improve skills and technologies for utilisation of forest products.
- b. Strengthening the institutional capacity of the Faculty of Agriculture including Makerere University Agricultural Research Institute Kabanyolo (MUARIK), Animal Science, Extension Education and a new building for the Food Science Department.
- c. Development and application of ICT through a new building for the Institute of Computer Science, establishment of an administrative computer support unit and support for development of administrative computer systems.

- d. Establishment and development of a Meteorological Unit to underpin meteorological information, which is crucial in Agriculture, Forestry, Water and Marine Resources as well as Aviation and Tourism and Health.
- e. Support to the Planning and Development Department, which has significantly improved the Department's capacity and ability for playing a significant role in the University's planning and implementation of strategic studies and analyses, and for coordination of donor funded programmes.
- f. Support to the gender and women studies, targeting improved capacity for gender mainstreaming through a new building for the Department of Gender and Women Studies.
- g. Education development in the form of outreach programmes carried out by the School of Education.
- h. The Department of Botany to refurbish the herbarium, to facilitate the publication and presentation of the Department's products.
- i. Strengthening the School of Postgraduate Studies and the Academic Registrar's Department.

5.5.3 Academic Alliance for AIDS Care & Prevention in Africa

The Academic Alliance (AA) for AIDS Care and Prevention in Africa is a not-for-profit consortium of experts formed to build a large-scale state-of-the-art HIV/AIDS clinic, training, research and prevention centre on the medical campus of Makerere University. The project is a collaboration of Makerere University and the AA. The main components of the first phase are:

- A new building for the Infectious Diseases Institute
- Clinical services for the delivery of the ARV programs to persons with HIV/AIDS. Two clinics for adults and children have been set up and they are fully staffed with specialists such as paediatricians, nurses, dispensers and counsellors.
- Functional laboratories for routine HIV testing. More complex investigations are sent to John Hopkins University Core Laboratory as well as to Makerere University Microbiology and Pathology Departmental laboratories.
- Research studies in the areas of neuroinfection and laboratory monitoring in resource limited settings. The clinic for the adults is also a clinical trial site for the Delivery of Antiretroviral Therapy study (DART) along with two other sites in Uganda and one in Zimbabwe.
- A comprehensive HIV prevention program
- A training program that focuses on provision of comprehensive instruction in HIV/AIDS care and prevention for medical doctors in Africa. Each training session reserves 50% of the places for Ugandans and the other 50% for other Africa countries.

The total grant for phase I was USD 13.5 million from Pfizer Foundation for the period 2001 to 2004. A second grant of USD 10 million has also been approved for the period January 2004 to 2008. Further more a third grant of USD 3.6 was received from the Bill and Melinda Gates Foundation specifically for HIV/AIDS prevention and outreach programs.

5.5.4. ACBF Support to the Master of Arts in Economic Policy Management Program

The University has also benefited from the African Capacity Building Fund (ACBF) to meet the changing needs of society. After the realisation that there was a shortage of well-trained mid-level managers in key economic ministries in Eastern and Southern Africa, Makerere University was one of the four institutions chosen to host the Economic Policy Management (EPM) training Program initially offered at McGill University in Montreal, Canada.

With the goal of improving the efficiency of the public sectors in Uganda as well as in Eastern and Southern Africa through enhancement of economic policy analysis and management, the EPM project sponsored by ACBF, which is in its third year of operation, is geared towards strengthening the institutional and human capacity of Makerere University to offer graduate level economic policy management and to train a critical mass of Ugandans and Eastern and Southern African professional policy advisors and managers, with required professional skills and attitudes. The Program sponsors 35 students at master's level per annum starting in 1998. Forty percent of the students are from Uganda and the rest are from Tanzania, Kenya, Ethiopia, Sierra Leon and Zambia. This program is hosted by the Institute of Economics and it is now in its second phase. Each phase was budgeted at US\$ 2m. Besides sponsorship of students the programs has contributed to the construction of the new building and procurement of equipment.

5.5.5 Sasakawa Africa Fund for Extension Education (SAFE)

In 1991, the board of the Sasakawa Africa Association established the Sasakawa Africa Fund for Extension Education (SAFE) to support efforts directed at strengthening extension education. SAFE is supporting a program at Makerere with the objectives

- to train mid-career extension professionals at BSc level in agricultural extension;
- to improve the effectiveness of grassroots extension professionals involved in the agricultural development programs of the nation;
- to upgrade the academic and professional qualifications of front-line extension professionals by equipping them with up-to-date theoretical and practical knowledge in the field of agricultural development.

In support of the Department of Agricultural Extension Education's initiative at Makerere University, SAFE has been providing some assistance since 1996 in the form of workshop funds, an Agricultural Extension Specialist (2001), a 15-seater bus for the students' practical field trips, one double cabin Nissan Pickup, computers, photocopiers, cameras, furniture, etc.

5.5.6 African Institute for Capacity Development (AICAD)

AICAD is an autonomous regional body that aims to solve issues concerning poverty reduction through human resource development. AICAD is jointly financed by Kenya, Uganda and Tanzania, with support from the Japanese International Cooperation Agency (JICA). Makerere University provides office facilities for the AICAD Uganda Country Office, which is responsible for coordinating all AICAD activities in Uganda, including research activities, training, information dissemination and documentation.

5.5.7 Uganda Gatsby Trust (UGT)

Uganda Gatsby Trust is a Non-Governmental Organisation based at the Faculty of Technology at Makerere University. It was established to promote industry-University partnership in developing the small enterprise sector in Uganda. UGT was established in 1994 following seed funding from the Gatsby Charitable Foundation of UK. UGT accomplishes its goal through the following activities:

- Tailor made training courses for managers and artisans of small scale enterprises;
- Business advisory services through extension works to cooperating enterprise aimed at diagnosing their problems and offering solutions;
- Revolving Fund lent to Gatsby Club members;
- Students' attachments for industrial training; and
- Scholarship scheme for disadvantaged undergraduate students of Technology

The Uganda Gatsby Trust project has an estimated annual budget of USD 300,000 for the whole country.

5.5.8 Cross Cutting Entrepreneurship Program

One of the big drawbacks to university industry partnership is that the private sector is still largely underdeveloped. Where the private sector is vibrant, it usually supports these partnership activities including contract research. In view of the gaps imposed by the underdeveloped private sector, the University will seek to make a contribution to its growth by launching a cross cutting program in entrepreneurship for all Makerere University undergraduate students. The course will be spear headed by the Institute of Economics. As part of this course, students will be encouraged to work on specific fundable projects they can pursue as they enter the world of work.

5.5.9 Interdisciplinary teaching and research

Academic staff are frequently organised in departments and the Department is the major administrative unit for issues of staff establishment, recruitment, promotion, professional activities and journal publishing, which are oriented towards disciplinary areas or closely related disciplines. The primary outcome of disciplinary research is new knowledge.

However where the main outcome required is to solve real world problem that usually call for expertise from different disciplines, the new trend now is the creation of interdisciplinary groups that come together in centres, or institutes to focus on specific problems. Potential candidate areas for evolving into institutes/centres at Makerere University include: infectious diseases, food security, water management, the wood industry, climatology, youth development, poverty eradication, fish farming, garbage and waste management, vanilla production, textile development, etc. Such centres or institutes should have very focused missions and do not play a primary role in conducting normal university business that is in the function of departments and faculties.

Academics need to recognize this new trend to change their orientations and work with experts across disciplines in finding various solutions to real problems. A part from the traditional academics departments in faculties, the university will increasingly become more receptive to proposals for various centres that cut across

several departments, faculties and colleges, to focus on specific problems for the community and private sector. However, such centres should be transitory, relying more on none – core budget and staff and subject to periodic review.

5.5.10 Research Agenda

Despite being a comprehensive University, Makerere University decided to develop a more focused research Agenda. The research Agenda emphasizes multi-disciplinarity and this means that research proposals that focus on a specific problem that may cut across several disciplines will be given priority in funding. On the basis of the National Government plan known as the Poverty Eradication Action Plan (PEAP), the University Selected 6 themes and 5 cross cutting areas that now make up the University's Research agenda. The Research Agenda is as follows:

1. Research into Education for Development
2. Food, Nutrition and Value Addition
3. Sustainable Environmental Development
4. Good Governance, Equity (including gender) Service Delivery
5. Health (infectious and lifestyle related diseases)
6. Natural Resources Utilization and Conservation

Cross-cutting activities and research includes the following areas:

1. Appropriate technology
2. Economics
3. Biotechnology
4. Methodological Studies
5. Staff Development

5.5.11 Sida / SAREC Support for Interdisciplinary Research Activities

Makerere University has received support from Sida/SAREC for bilateral research collaboration with the theme, Lake Victoria and Other Water Sources. This is another area where the University is making a deliberate effort to make its research relevant to the needs of society while it is also enhancing staff development for the University.

Research activities on health, waste management, social economic and political changes, technological aspects and environmental concerns based in the faculties of Medicine, Social Sciences, Technology and Agriculture are being supported under this program. The program, which started in September 2000 and will end in June 2005, also aims at establishing a linkage between Senior Research Scientists in Makerere University and Swedish Universities and build capacity of Makerere University researchers. Makerere University and the relevant Swedish Universities make joint awards to successful PhD candidates.

The program, which is worth SEK 56 million equivalent to USD 8 million, will also introduce cross cutting courses for PhD students, establish a functioning laboratory structure and development of cross-cutting courses, support research administration and ICT, bibliography, and establishing a demographic site in Iganga District.

5.5.12 Internationalisation

Universities all over the world have become increasingly conscious of the need for international experience in the global economy. Internationalisation complements a country's effort to open up its economy to global interface with its attendant benefits and challenges. There are different forms of Internationalisation and Makerere University will choose those options that are in harmony with its level of social economic development

Makerere University has already opened up its gates to international students and the university will intensify efforts to increase the number of foreign students. Currently, the total foreign students (both undergraduate and postgraduate) are 897, which is about 3% of the total enrolment. The University will move very fast to increase the proportion of foreign students from 3% to 10% in the next 5 years.

Internationalisation has significantly associated benefits and externalities. Besides the stated International flavour, it is a viable source of income. It has also inbuilt mechanism for quality assurance as it demands high standard and value for money to attract in foreign students from the global competitive world of learning.

The growth of higher education has brought in perspective the importance of cultivating a proper image in the public both nationally and internationally to underpin the internationalisation drive. Makerere University is in the process of developing its communication and public relation policy and this area will get the priority it deserves.

5.6 *Information And Communications Technology Strategy*

5.6.1 Background

Makerere University is a large comprehensive university by any standard. It incorporates all the activities one would find in a university anywhere in the world. One would therefore expect that the recovery and expansion of Makerere University that occurred in 1990s should have been accompanied, and even driven, by the explosive advancement of Information and Communications Technology (ICT) in the world. On the contrary, most departments in the University, both academic and administrative, depend on manual systems. In 2000 little use of computers occurred in students registration, examinations and records, finance and accounting, estates, library management, personnel, office systems, etc. In addition, e-mail use and Internet access was minimal.

The lack of modern computer systems meant that many sections had difficulty coping with the expansion of the university. What was on the ground were PCs for word processing and other general applications. Moreover, most sections of the university were using ageing PCs with old versions of software. On the academic side, the situation was better. Computers are widely used for teaching and some departments

have developed small, ad hoc students' record systems. However, this piecemeal development of systems is inadequate in the long term.

5.6.2 The Way Forward

The University has developed an ICT Policy and ICT Master Plan that are being implemented. This provides a framework within which administrative departments will increase their ICT capacity and utilisation, and an optimally integrated university-wide system is emerging. All departments, institutes, faculties and schools have included in their strategic plans the acquisition of more computers, the setting up of Local Area Networks, technical assistance and training of staff. These activities are co-ordinated and the necessary support systems and administration provided by an established Support Centre.

The following projects and initiatives are being implemented:

- NORAD programme Component 2 on strengthening administrative computing at Makerere University to the tune of 9.5 million NOK (US\$ 1.0m)
- NORAD Support to the Institute of Computer Science including construction of building (completed mid 2003)
- USAID funded Leland Initiative providing global Internet connectivity
- AfDB funded university-wide computer networking
- Sida/SAREC ICT policy and system development currently at the study level
- Implementation of Planning Units' ICT investment programmes. Units envisage spending a total of about UgShs. 12.5 billion.

6. Specific Goals And Strategies

During the extended plan period up to 2006/07 the University will continue to focus on the following strategic areas; Teaching and Learning, Research, Extension and Consulting Services, Organisation and Management, Human Resource Development and the development of Physical Infrastructure as represented in Figure 1 and given in the following sub-sections.

6.1 Teaching And Learning

6.1.1 Background

The substantial increase in student numbers from 1996 onwards led to the introduction of the semester system to create more flexibility in delivering academic programmes. This semester system is, however, in transition because it has not yet been possible to effect fresh admissions every semester. Despite the increase in student numbers the university is committed to maintaining its high academic standards. The university has carried out a thorough review of its curricula and designed new marketable courses relevant to the needs of society.

The expansion of enrolment has improved access but has also aggravated inequity. Despite the affirmative action for the female students, the proportion of female students is still low, but has increased from 35% in 1998/99 to 42% in 2003/04. Students who go through the poor rural schools are still disadvantaged in entrance to Makerere University.

The capacity of University staff needs to be developed to cope with the increased enrolment and to maintain academic leadership. There is still gross understaffing at professorial level. The women occupy only about 24 % of the staffing positions filled. This reflects lack of a critical mass of women in positions of both academic and management leadership.

6.1.2 Goal 1:

Continual improvement of academic standards in order to remain competitive

Strategies/Activities:

- Staff Development
- To institute systematic pedagogical training of staff
- To utilise modern instructional materials and methods
- Significant increase in the Library's collection of books, journals and increased use of ICT in teaching and research
- Accessibility of library services to all University staff and students
- Adequate staff-student interface
- Analysis of the consequences of student expansion in terms of costs of maintaining academic standards

6.1.3 Goal 2:

Development of teaching capacity for increased student enrolment

Strategies/Activities:

- Progress to a fully fledged semester system
- To fill established staff positions and increase establishment as required
- To expand scope for using non-conventional approaches in teaching and learning, i.e. Distance Education Centres and Virtual University
- To use postgraduate students in tutorials, marking, supervision and practicals, and for teaching undergraduates
- To enhance use of computer based teaching/learning and audio-visual aids, and increase use of IT for library and information services.

6.1.4 Goal 3:

Producing graduates who are relevant and efficient in the market

Strategies/Activities:

- To continually review curricula and programmes
- To integrate practical component through industrial training, internship field work and project attachments for all courses including the humanities
- To involve practising professionals in curriculum reviews, teaching and management.
- To expand capacity in the science based disciplines
- To Mainstream good governance and human rights in academic programs

6.1.5 Goal 4:

Enhancing gender mainstreaming in teaching and learning

Strategies/Activities:

- To institute a scholarship scheme for girls to enable them to join university
- To pay attention to gender sensitivity when reviewing curricula

- To train staff in gender analytical skills
- To facilitate increased proportion of female staff

6.1.6 Goal 5:

Review the criteria and procedures for admission

Strategies/Activities:

- To maintain affirmative action for the female students and Persons With Disabilities
- To develop a more equitable scheme that will institute affirmative action for students in rural schools for both girls and boys
- To review entry requirements of post graduate programmes
- To review the Mature Age entrance scheme

6.2 Research

6.2.1 Background

Research is one of the core functions of Makerere University. Utilisation of research findings propels national development. However, research in the University is characterised by inadequate infrastructure and output. This greatly constrains the development of the full research potential. There is therefore need to strengthen the co-ordination of research activities, to enhance research skills among staff, and to put in place mechanisms for dissemination and utilisation of research results.

6.2.2 Goal 1:

Strengthening of research co-ordination and evaluation

Strategies/Activities:

- To establish a policy for research co-ordination
- To strengthen the School of Postgraduate Studies, MISR and other research units at Makerere University
- To facilitate research productivity by staff and students
- To improve research funding
- To develop a research manual including gender and ethics guidelines
- School of Post-graduate Studies to develop and regularly update research activity data base
- Periodic external review of research

6.2.3 Goal 2:

Improvement of the research skills of teaching and non-teaching staff

Strategies/Activities:

- To train university researchers and support staff by MISR
- To integrate gender concerns in research training courses
- To enhance research-related academic programmes

6.2.4 Goal 3:

Increased utilisation of research results

Strategies/Activities:

- To strengthen mechanisms of research dissemination

- To strengthen linkages with research users
- Publication of a newsletter or journal by every faculty
- To intensify applied research in health and the productive sector
- To put in place a research agenda based on the identified priority areas
- To integrate gender concerns in research priorities
- To establish an environment scanning system
- To institute awards for relevant and successful research
- Instituting research related appraisal of staff
- To strengthen Makerere University Press

6.2.5 Goal 4:

Enhancing the quality and perspective of research

Strategies/Activities:

- To facilitate linkages with integrated researchers and organisations
- To establish and strengthen linkages with local functional research centres
- To establish research networks within the university and with local functional research centres
- To strengthen research infrastructure capacity at central/faculty/institute level

6.3 Extension And Consulting Services

6.3.1 Background

Makerere University is a reservoir of the country's intellectual elite in a broad array of fields of human endeavour. As the immediate and remote community within its reach struggles to meet its social, political and economic needs, the University has to address these problems. Providing professional services, extension services and influencing public policy are important means for the University to do this.

6.3.2 Goal 1:

Improving community access to specialised competencies on a commercial basis

Strategies/Activities:

- To facilitate development of specialised competencies in areas where the University has a competitive advantage and where there is a potential to generate funds
- To develop a deliberate policy to encourage staff to undertake consultancies
- To provide capitalisation for University consultancy units in order to strengthen their service delivery.
- To develop and deliver short-term courses on a commercial basis
- To make University consultancy services gender focused

6.3.3 Goal 2:

Increasing and intensifying extension service

Strategies/Activities:

- To draw up guidelines for effective service to communities and target groups
- To establish/strengthen internships in University Academic Programs
- To integrate gender perspectives in the University's extension work

- To encourage openness in each Unit through avenues that regularly expose the public to the activities and outputs of the University, such as open days, newsletters, and public lectures.

6.3.4 Goal 3:

Increasing Makerere University's involvement in influencing public policy

Strategies/Activities:

- To develop the organisation's capacity for policy studies through strengthening policy research units such as MISR or establishing new centres.
- To strengthen the linkages with other policy research centres, such as the Economic Policy Research Centre (EPRC), and Centre for Basic Research (CBR).
- To institutionalise programs and activities on good governance and human rights and any other topical issues

6.4 Organisation And Management

6.4.1 Background

Makerere is undergoing rapid expansion and complexity in terms of staffing, student enrolment and number of new Units. This is putting stress on the existing organisation, its management and administration mechanisms. There is at the same time, an increasing number of institutions of higher learning posing competition. There is need to harness ICT technologies for better and efficient teaching, learning and research, management and administration. Makerere University will strive to be an example of a gender sensitive organisation.

6.4.2 Goal 1:

Improving the efficiency and effectiveness of the overall organisation

Strategies/Activities:

- To restructure the organisation
- To support the establishment and development of constituent colleges
- To mainstream the planning function in all units
- Further decentralisation of administrative functions (financial/academic/staffing/maintenance)
- To develop and implement a formula for optimal student intake

6.4.3 Goal 2:

Improving the administrative performance of the operative Units

Strategies/Activities:

- To institute result-oriented management
- To review academic management systems for efficiency
- To streamline recruitment and promotion procedures
- To institute innovative management style
- To institutionalise contractual engagement
- To review guidelines for determination of optimal academic staff establishment

- To formulate guidelines for determination of optimal establishment for non-academic staff
- To permit units to recruit staff outside the government payroll

6.4.4 Goal 3:

Developing Information and Communication Technology (ICT) capacity and utilisation

Strategies/Activities:

- To establish and enforce a clear ICT policy and master plan
- To facilitate ICT capacity expansion (network, systems, support services)
- Full computerisation of the University's administrative systems
- To integrate ICT in teaching, learning, research and services

6.4.5 Goal 4:

Improving the conditions of service in order to attract and retain staff

Strategies/Activities:

- To provide competitive terms and conditions of service
- To review and effect measures to improve staff welfare
- To strengthen social support and counselling service
- To provide gender friendly and secure environment for staff

6.4.6 Goal 5:

Improving the welfare of students

Strategies/Activities:

- To offer appropriate services and facilities in terms of accommodation, feeding, counselling and guidance, sport and recreation, health care, and worship
- To set standards and accredit students accommodation facilities provided by the private sector
- To provide gender friendly and secure environment for students
- To facilitate student exchange programmes

6.4.7 Goal 6:

Reinforcing gender mainstreaming in administration and management

Strategies/Activities:

- To increase the proportion of women in the staff base
- To update financial and personnel policies and regulations for gender sensitisation
- To effect gender sensitive staff recruitment and retention mechanisms
- To incorporate gender sensitivity in the Management Information Systems
- To develop and implement guidelines for incorporating gender into different University functions
- To increase accommodation for female students in order to promote their opportunities for higher education

6.4.8 Goal 7:

Equalising opportunities in the University

Strategies/Activities:

- To establish an Equal Opportunities Committee at Council level

6.5 Human Resources Development

6.5.1 Background

The role that human resources play in executing and supporting mission critical activities of the University cannot be overemphasised. Yet Makerere University is characterised by low levels of staff retention, low motivation and disproportionate share of males in the staff base. The University undertakes to pursue the following goals and strategic pathways to improve the quantity, quality and effectiveness of human resources in a gender sensitive manner.

6.5.2 Goal:

Ensuring adequate performance of staff

Strategies/Activities:

- To formulate a training policy for academic and administrative and support staff
- To facilitate staff to meet the requirements for promotion and career development
- To include development of research skills in staff training
- To include development of cross-cutting disciplines in staff training
- To conduct staff training for consultancy and policy development
- To organise short term refresher courses for staff
- To institute incentive scheme for innovativeness
- To facilitate sabbatical leaves for staff
- Continuous two-way evaluation of staff performance
- Evaluation of staff by the students

6.6 Physical Infrastructure

6.6.1 Background

The physical infrastructure, comprising built-up space and associated utilities at Makerere University, is inadequate given the dramatic growth of the University population in recent years. Nearly every unit is in need of extra facilities. Even existing facilities, some of which date back to the 1930's, have suffered severe deterioration and poor level of maintenance and management. Following the introduction of a 5% provision from internally generated funds, this situation has improved. However, organisational weaknesses and problems persist. Regarding new facilities, the issues to be addressed are the financing and the proper planning of costly physical space.

6.6.2 Goal 1:

The strategic goal shall be to construct, rehabilitate and maintain physical facilities to meet the present and future needs of the University, taking into account an assumed increase in student enrolment over the planning period. When constructing and

rehabilitating physical facilities due consideration shall be given to special needs of men, women and people with physical disabilities. Guidelines to this effect and to environmental conservation shall if necessary be prepared and enforced.

Strategies/Activities:

- To construct new facilities using own generated funds, University and/or Government allocations, or contributions from developing partners
- To streamline and make more efficient programs and procedures for maintenance and rehabilitation of existing physical infrastructure including clarification of the role and status of the Estates and Works Department
- To strengthen the financing of maintenance through user fees, the 5% of revenue collected as provision for maintenance fund, and cost recovery measures on University houses.
- To promote efficient and rational utilisation of available building space
- To enforce the Kendal's recommended Land-Use Strategy whereby the Ridge consisting of the first ring road is reserved for academic buildings while the area enclosed by the second ring road is for staff and student accommodation.
- To implement Land Leasing and property renting measures to potential private developers on appropriate terms.

6.7 Generation And Allocation Of Funds

6.7.1 Background

Over the years government funding to Makerere University has consistently fallen short of requirements of University needs. In response to this the University puts greater emphasis on building capacity for generating extra resources. While considerable progress has been made in this direction, the generation of income has not been uniform in all Units. This is particularly so for the laboratory-based faculties/institutes.

6.7.2 Goal 1:

Increasing and diversifying the University's financial base

Strategies/Activities:

- To develop policy on income generation by the Units
- To develop proposals to solicit funds from development partners
- To intensify innovative ideas which will attract funding
- To lobby for increased budgetary allocation and conditional funding
- To lobby for loan schemes for students
- Mainstreaming gender in resource mobilisation
- To lobby for funding from the private sector and from Alumni.
- To lobby government to include Makerere University as an institution in policy making

6.7.3 Goal 2:

Rationalising University funds allocation

Strategies/Activities:

- To ensure that resource allocation is based on approved Unit plans
- To institute mechanism for allocation of funds to gender focused programmes/activities

- To allocate funds based on performance and priorities
- To give priority to science based disciplines in budgetary and donor resource allocation
- To restructure the University budget system to reflect unit costs.

6.7.4 Goal 3:

Improving the University's capacity for resource generation and allocation

Strategies/Activities:

- To establish a resource mobilisation unit
- To lobby government to base allocations on unit costs
- To develop capacity for writing innovative proposals
- To strengthen the marketing function of the University
- To improve reporting on value for money
- To institute periodic review of cost of programmes and tuition fees adjustment

7. The Institutional Development Programme

The Makerere Institutional Development Programme is a separate volume, and includes key strategies, Log frame Matrices and Activity Schedules for each of the 29 planning Units.

An overall Programme Matrix and an Activity Schedule are included on the next pages. The emphasis here is on main overall strategic changes for the University as a whole.

Makerere University, Strategic Plan 2000/01 –2006/7
Overall Programme Matrix

Objectives	Indicators	Assumptions/ External Factors
<p>Programme Goal</p> <p>Sustainable and equitable social, Economic and technological Development in Uganda</p> <p>Target groups: The communities of Uganda</p>	<p>Indicators (general)</p> <p>1. Available social and macro-economic indicators (National and for sectors)</p>	
<p>Programme Objective</p> <p>Makerere University's capacity and performance to achieve set goals and realise set objectives effectively and efficiently in a sustainable manner consistently with the changing demands of the environment expanded and retained</p> <p>Target groups: The academic and administrative staff at Makerere University. Users of Makerere's services/outputs</p>	<p>Indicators (general)</p> <p>1. Student enrolment increased by 10% per year from 22,000 in 1999-2000 while maintaining adequate academic standards</p> <p>2. The proportion of graduated Science and Technology and R&D students increasing in accordance with set Targets</p> <p>3. Research capacity, quality and relevance improved as verified by published and utilised research findings</p> <p>4. The University achieves adaptation of international technological breakthroughs as verified by relevant faculties/units</p> <p>5. The University's extension and consulting services meet demand and proved relevant as verified by clients and communities</p> <p>6. The University's influence on public policy increased as verified by government/donors/community</p>	<p>Assumptions For Achievement of the goal</p> <p>1. Political and economic stability in Uganda and in the region</p> <p>2. Clear national vision and policy for national development</p> <p>3. Functional linkages with the Stakeholders</p>
<p>Programme Target Areas</p> <p>1. Development of the capacity, quality and relevance of the University's teaching and learning</p> <p>2. Development of the capacity, quality and relevance of the University's Research</p> <p>3. Development of the capacity, quality and relevance of the University's extension and consulting services</p> <p>4. Development of the efficiency and effectiveness of the University's organisation and management</p> <p>5. Development of the University's human resources</p> <p>6. Expansion and improvement of the University's physical Infrastructure</p> <p>7. Development of the University's ability to mobilise and allocate resources according to agreed Priorities</p>	<p>Indicators (general)</p> <p>1.1 Teacher/student ratio 1.2 Student performance 1.3 Student rating of teaching 1.4 Availability and accessibility of library services</p> <p>2.1 Number of research papers 2.2 Publications in recognised journals</p> <p>3.1 Number of clients 3.2 Financial return</p> <p>4.1 Effectuated organisational changes 4.2 Decentralised functions</p> <p>5.1 Number of staff with PhD degrees 5.2 Gender ratio</p> <p>6.1 Space per student 6.2 Buildings completed (area)</p> <p>7.1 Budget/expenditure 7.2 Donor funding 7.3 Relevant financial ratios 7.4 Allocation for lab. based faculties</p>	<p>Assumptions (For Achievement of objective)</p> <p>1. National policy on higher education remains supportive to the University</p> <p>2. Competent and valuable staff remain with the University</p> <p>3. Student fees and fees for services can be established that are both financially viable to the University and affordable to students and the users of University services</p>
<p>Activities</p> <p align="center">Ref. attached Activity Schedule and the Institutional Development Plan</p>	<p>Resources</p>	<p>Preconditions</p> <p>1. The University not restricted in establishing student fees and fees for services.</p> <p>2. Makerere University able to attract donor funding</p>

Schedule of Main Activities

Issues/Activities		Responsibility	Comments/ Assumptions	Time Frame
1. Academic programmes and student enrolment				
1.1	To analyse the consequences of student expansion in terms of Costs of maintaining adequate academic standards	PDD		2004
1.2	To carry out improvement of semester system, non conventional approaches to teaching and learning, review of academic management, mature and higher diploma schemes, and formulate policy on development of new programmes	Faculties/ Units/Senate		2006
1.3	To modify formula for optimal academic staff establishment	Council		2005
1.4	To develop formula for optimal non-academic staff establishment	Council		2006
1.5	Institute and implement quality assurance of teaching and training	Senate		2005
2. Research				
2.1	To evolve a University Research Policy and implement the Research Agenda	SPGS/Senate		2004
2.2	To strengthen the School of Postgraduate Studies by defining clear responsibilities, expanding establishment and allocate resources for staff and facilities	Council	Financed partly by NORAD	2004
3. Improving the capacity, quality and relevance of the University's services				
3.1	To establish an office for co-ordinating and strengthening the marketing of the University's services	V.C		2005
3.2	To implement programmes for policy studies, consultancy and extension services	MISR/Units Consultancy	Financed partly by Rockefeller	2005
4. Strengthening the University organisation				
4.1	To approve and implement the recommendations of the Restructuring Report	Council		2004
4.2	To plan and implement programme for decentralisation of financial and administrative powers including establishment of Colleges	Council		2004
4.3	To plan and implement programme for expanding and strengthening ICT facilities, systems and support	V.C	Financed partly by NORAD	2005
4.4	To strengthen Planning Department by expanding the establishment and allocating resources for staff and facilities	V.C	Financed partly by NORAD	2004
5. Human Resources Development				
5.1	To establish Department of Human Resources Development	Council		2005
5.2	To evolve a University HRD policy	Univ. Sec.		2006
6. Physical infrastructure				
6.1	To establish a programme for infrastructure development	Council		2005
6.2	To work out a policy for property renting and land leasing	Univ. Sec.		2005
7. Funding and allocation of resources				
7.1	Lobby government for Unit-cost based budget, more research funds, removal of restriction on borrowing, loan scheme	Council		2004
7.2	To implement annual stakeholders meetings	V.C.		2004
7.3	To plan and implement activities including allocation of resources for strengthening science based disciplines	Council		2004

8. Cost and Funding Projection to 2006/07

The Planning and Development Department's report "A Study to Analyse the Consequences of Student Expansion in Terms of Costs of Developing and Maintaining Adequate Academic Standard" (updated December 2003) gives cost and funding projections based on stated assumptions related to the requirements for recurrent and development funds, as well as a proposed funding strategy. A main condition for an improved financial situation that will allow a satisfactory implementation of the University's Strategic Plan is that a strategy of unit cost based budgeting is adopted, i.e. that both Government and private funding is based on the actual cost of producing students with an acceptable academic standard.

Summary of Cost and Funding Projections:

	2001/02 Ugsh bn.	Target (2006/07) Ugsh bn. USD mill.	
Costs:			
Staffing costs	19.0	28.0	14.0
Other recurrent costs	25.0	38.0	19.0
Development costs	2.0	18.0	9.0
Construction Programme	4.0	6.0	3.0
Sum	50.0	90.0	45.0
Halls of Residence/Students allowance	10.0	10.0	5.0
Total Annual Costs	60.0	100.0	50.0

Funding:

Government 9,000 students at UgSh 3 million	14.0	27.0	13.5
Government, Halls of Residence/Students ration	10.0	10.0	5.0
Private students fees	17.5	49.0	24.5
Donors/other funding	8.5	14.0	7.0
Total Funding Forecast	50.0	100.0	50.0

Students (undergraduate and postgraduate):

	2001/02	Target
Government sponsored	6,000	9,000
Private sponsored	19,000	23,000
Total	25,000	32,000

Average annual cost per student-year:

	Target (2006/07)		
	Tuition Ugsh '000	Boarding Ugsh'000	Total USD
Science-based subjects	4,200	1,000	2,600
Humanities subjects	1,700	1,000	1,350
Total average	3,000	1,000	2,000