

MAKERERE



UNIVERSITY

PARTNERSHIP IN NATIONAL DEVELOPMENT

Building for the future together



**REPORT ON THE PROCEEDINGS OF THE
STAKEHOLDERS CONSULTATIVE MEETING**

26th April, 2006

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Exhibition/pictorial list of participants/Stakeholders

List of Acronyms

AIA	-	Appropriation in Aid
ARIS	-	Academic Registrars Information System
CREEC	-	Centre for Research in Energy and Energy Conservation
FSI	-	Female Scholarship Initiative
HIV/AIDS	-	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
HURIS	-	Human Resource Information System
ICT	-	Information and Communication Technology
IDI	-	Infectious Disease Institute
IDP	-	Institutional Development Plan
ITS	-	Integrated Tertiary Software
MISR	-	Makerere Institute for Social Research
NGO's	-	Non-Governmental Organizations
NCHE	-	National Council for Higher Education
SEARCH	-	Southern and Eastern Research, Cooperation for Habitat
SEK	-	Swedish Kroner
UMA	-	Uganda Manufacturers' Association
RUFORUM	-	Regional Universities Forum for Capacity Building in Agriculture

1.0 PREAMBLE AND BACKGROUND TO THE CONSULTATIVE MEETING

The first attempt for the Makerere University Consultative meeting was in 1987, when a donor's conference involving all stakeholders, as the nation was emerging from a period of decay, and soon after, successfully implemented various transformations. In the recent past years, Makerere University has held consultative meetings with various development partners and other stakeholders on bilateral levels. The Institutional Development Plan (IDP) presented in the 2000/01 – 2006/07 Strategic Plan was designed to consolidate the transformations and would be used as an accountability mechanism between Makerere University and her stakeholders both at national and institutional levels especially since Makerere university was regarded as the largest and most successful public-private institutional partnership in Uganda.

A stakeholders meeting was held in January 2004 with the theme *"Taking stock of the past and reaching out."* This meeting created a fora for feedback from the various stakeholders about the activities of the University. It highlighted the activities of the different players in the University set up, key of which was that the different players were able to get a holistic picture of University activities and were able to identify what each contributes to the University sustenance and development process.

The April 2006 stakeholders' meeting was the second such meeting. The meeting whose overall theme was: *"Partnership in National Development: Building the Future Together"* also aimed at providing a forum for discussion and harmonization between the major contributors to the University development process. The April, 2006, one-day stakeholders meeting brought together representatives from government, external and internal development partners, the private sector, coordinators of Makerere's various programs, the Central Administration, Deans and Directors, and students.

The specific objectives were:

- (a) To take stock of developments that had taken place at Makerere University since 2004.
- (b) To provide a basis for critical review of progress made towards implementation of the university's strategic plan.
- (c) To review Makerere University's main accomplishments, achievements, challenges, previous strategies and prospects.
- (d) To contextualize the work and challenges of Makerere within the framework of the University's vision and mission.

Against this background, the presentation at the Meeting focused on:

- i). The overall strategies adopted to consolidate Makerere's positive achievements and eliminate the inhibitive factors,
- ii). Programs that had received external development support,
- iii). Enhancing Makerere's strategic advantages in Teaching, Research, and Outreach,

- iv). Implementing a streamlined and harmonized system of reporting,
- v). The creation of information database and records to improve access and timely report submission.
- vi). The implications of the processes of privatisation that Makerere had undertaken within a Public framework.
- vii). Examining proposals for Makerere University 2007-2017 Strategic Plan.



Presenters during the Stakeholders Meeting (anti-clockwise): Dr. J. Oloka Onyango, Dr. Nakanyike B. Musisi, Dr. M.G. Nassuna-Musoke, Mr. T. Engwa (UMA), Mr. S. Akorimo, Mr. M. Mayanja, Mr. H. Rwamibazi, Dr. J.R.S. Kabogoza, Prof. Adipala, Prof. Sewankambo



2.0 OPENING SESSION: *BUILDING CAPACITY FOR INSTITUTIONAL DEVELOPMENT*

This session was chaired by Dr. Lillian Tibatemwa-Ekirikubinza, the Deputy-Vice Chancellor (Academic Affairs) and the theme was, "*Building Capacity for Institutional Development*". The session included:

- i) Welcome Remarks
- ii) The Makerere University Institutional Development Program
- iii) Financial and Project Management
- iv) Norwegian Support to the Institutional Development.

The Presenters were:

- i) Prof. Joe Oloka-Onyango, Master of Ceremony
- ii) Prof. Livingstone Luboobi, Vice Chancellor, Makerere University
- iii) Mr. Sam Akorimo, University Secretary
- iv) Dr. J. R. S. Kaboggoza, Dean, Forestry and Nature Conservation.

2.1 Welcome Remarks

On behalf of Makerere University and the Organizing Committee, the Master of Ceremony, Prof. Joe Oloka-Onyango welcomed all participants to Uganda and Makerere University, and wished them a good stay and participation. He noted that the theme of the meeting was "*Building capacities for institutional development*". He went through the days programme, and urged participants to engage in all activities including the exhibition, lunch, tea and cocktail. He then invited the Vice-Chancellor to welcome the participants.

The Vice Chancellor welcomed all participants to the Consultative Meeting especially those who were visiting Makerere University for the first time, and wished them an enjoyable stay. He encouraged participants to participate fully in the meeting and to be as open as possible; generous with their ideas as well. These he noted, would eventually feed into the overall Institutional Development Plan of the university.

2.2 The Makerere University Institutional Development Programme (IDP)

The Vice Chancellor, in presenting the IDP, highlighted the current challenges of Makerere University, which were at global, national and international levels. The presentation covered the key benchmarks in the Institutional Development Programme and how to achieve them. He pointed out that these benchmarks would be realised through seven thematic areas, namely: improving research and development; increasing research and teaching capacity through ICT; improving library resources; encouraging science-based disciplines; bridging the gender gap; good governance and organisational development.

He highlighted the partnerships initiated and sustained by Makerere University.

He emphasized that Makerere University still continued to be the leading institution of higher learning in the region and was operating in an environment that posed a number of challenges that included three categories as highlighted hereafter:

The Global challenges

- The growing changes in educational needs.
- An ever-increasing need for partnership which gives rise to the question of who to partner with.
- Rapid technological advances that keep changing from time to time.
- The general complexity of institutions.

The National challenges

- The Universities and other Tertiary Institutions Act, 2001.
- The National Council for Higher Education Strategic Plan.
- Increased demand for higher education.
- The desire by many students from neighbouring nations to study in Uganda.
- The steady growth of more school leavers.
- The increased Universal Primary Education output, which is going to be enhanced more by the introduction of Universal Secondary Education as well.
- The increased Uganda population, which only means that more students will be coming in.
- The ever decreasing government funding.
- The absence of restrictions on student movement.

The Institutional-level challenges

- New reforms in governance and administration.
- The growing concern for access, quality and equity.
- The ever-expanding structure of the management team arising from the ever-increasing growth of new departments in the university.
- Management of public-private mix.
- Curriculum review and consolidation of the research portfolio.
- The inadequate private funding which cannot cover the costs of quality education required.
- The increased student enrolment.
- The shrinking infrastructure facilities and staff articulation.
- The inadequate staff remuneration.

That all these were continuing to impact heavily on the university services whose vision, mission, goal and aim were the following:

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

Mission: *To provide quality teaching carry out research and offer professional service to meet the changing needs of society by utilizing worldwide and internally generated human resources, information and technology to enhance the university's leading position in Uganda and beyond.*

Aim: *To make significant contributions towards sustainable and equitable social, economic and technological development in Uganda.*

That along these lines, Makerere was moving slowly but steadily towards sustainable and equitable social, economic and technological development in Uganda.

He concluded with the ways and means in which Makerere University hoped to respond to the challenges at the global, national and institutional levels.

2.2.1 Public-Private Mix

Originally Makerere was designed to make significant contributions towards sustainable and equitable social, economic and technological development in Uganda. All support for the university came from the Government of Uganda. However, in the 1990's Makerere opened doors for private students consequently forging a Public-Private Mix.

2.2.1.1 Lessons learnt from the Public-Private Mix

1. An irreversible process of transformation has been ignited.
2. Room for demand driven curriculum was opened.
3. A number of innovations that drive the University towards increased relevance through internship and field attachments have been propelled.
4. The University key mandate of teaching, learning, research and service to the community has been enhanced.
5. More opportunities for women in Makerere University were created.
6. Collaboration with other universities to improve the quality and relevance of the graduate was enhanced.
7. The need to develop the University's capacity and performance in order to be able to respond to changing demands of the environment was addressed as well.



The Deputy-Vice Chancellor (Academic Affairs), Dr. Lillian Tibatemwa-Ekirikubinza, chaired the session

2.2.2 Key Benchmarks in the University Development Plan (Institutional Development Process)

The Vice-Chancellor reiterated the need for quality graduates in sufficient numbers and relevant to the national human resource requirement; successful results of the University's efforts in research, extension and consulting services; and playing an influential role in developing public policy.

He further re-emphasised that these benchmarks would be achieved through seven thematic areas, namely: Research and Development; Increased Research and Teaching Capacity through Information and Communication Technology (ICT); Library Resources; Science Based Disciplines; Bridging the Gender Gap; Organisational Development; Partnerships and Good Governance.

2.2.3 The Way Forward

Makerere University would respond to the various challenges relating to forward actions in the different facets of the University as indicated hereunder:

- (i). **The Research Agenda** would, inter alia, tackle the Poverty Eradication Action Plan (PEAP) of the Ministry of Finance Planning and Economic Development.
- (ii). **Information and Communication Technology.** While modernising instruction and learning by increasing opportunities for access to quality education through e-learning; ensure that the university community had easy access to computer resources; mitigate the risks of failure in a highly computerised environment; do human resource development for ICT staff and improve the ICT infrastructure in the Library system.
- (iii). **Equipment and physical infrastructure.** The University had now moved towards space development for the Faculty of Technology, extension of the Main Library and development of mass lecture halls in the Faculty of Computing and Information Technology.
- (iv). **Energy generation and research.** Makerere University would initiate and engage specific research efforts in the short- and medium-term to target exploring solutions to University and national energy needs; establish the Centre for Research in Energy and Energy Conservation (CREEC) in the Faculty of Technology, and organise a national conference on the energy crisis in Uganda in April, 2006.
- (v). **Practical orientation of students.** This would continue with the offering of field attachments and internship to students from the various programmes in the University. The target was going to be towards a mandatory requirement for students to be exposed to the world of work at one point during the course of study.
- (vi). **Partnerships.** The University would encourage and continue with the process of fostering national and international partnerships in areas like joint programmes; joint supervision of students' research; inter-supervision of internships and field attachments at postgraduate and undergraduate levels; and, development of Makerere University Private Sector Forum.
- (vii). **Investment policy and resource mobilisation.** That Makerere University formulated an investment policy to enhance university revenue, and maximize the rate of return so as to enable the university attain financial sustainability. He emphasised that the policy would cover short, medium and long-term investments to include: liquidity-related investment; capital investments for both academic, student residential buildings and other service providing facilities; developing commercial units at research centres; and do cost-cutting investments such as water harvesting and harnessing solar energy.
- (viii). **Marketing and image building.** The Vice-Chancellor further reported that several landmark achievements had taken place. Advancements in the area of research in HIV/AIDS, food nutrition, environment, public-private partnerships, regional networks, and demand-driven curriculum development. That the university would endeavour to increase its visibility on the national and international scenes as well.

2.3 Financial and Project Management

The University Secretary began with a historical background of Makerere University from 1922 - 1986. He highlighted the transformations that had taken place to include: increased student numbers with an effort to maintain academic standards; the renewal and revision of curricula; establishment of new demand driven programmes both at undergraduate and postgraduate levels; quality assurance to meet the national development needs; the growing demand for increased space and other infrastructure to match the increasing student numbers; the introduction of distance education, e-learning and other non-conventional approaches to transform the teaching process.

2.3.1 University Funding

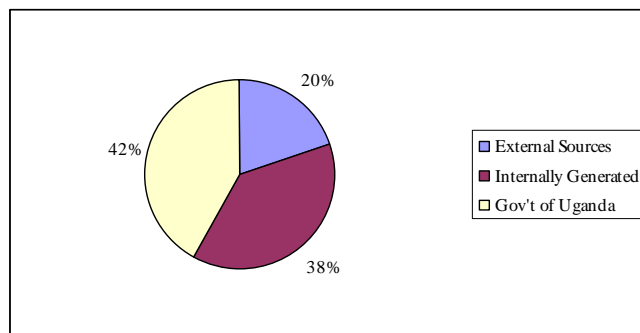
The University Secretary recalled that in the 1960's, funding received from the government was adequate and facilitated the smooth running of the University. Until 1992, Makerere University relied solely on government funding in terms of tuition and living out expenses for all students. However from 1988 to 1992, the University began experiencing inadequate funding: the percentage funding of the University recurrent budget by Government was between 27 and 56% while that of the development budget was worse, being between 2.3 and 10%.

That the declining public funding led to unfortunate consequences like, a declining staff capacity, low research levels, lack of inputs for academic programmes, deterioration of university infrastructure, staff animosity and strikes.

In response to the aforesaid, accompanied with the continued decline of income, the university admitted private students who exceeded government-sponsored students. In the bid to manage huge student numbers, academic programmes were changed from the term system to the semester system. New curricular were developed while the old ones were revised to make them more marketable. The new developments called for new ways of management amongst which, was updating of the University's financial management systems and practices that for example included those that are highlighted herein later.

The sources of funding for the university from 2004/2005 came from; Government subvention (38.5 billion Uganda Shillings), internally generated funds (34.7 billion Uganda Shillings), and external funding from a number of development partners around the world (18 billion Uganda shillings).

Fig 1: Sources of Funding for Makerere University FY 2004/05



He further reported that the Parliament of Uganda approves all government budgets, and the University budget comprised of four main components, namely: recurrent budget, capital development appropriation in aid (AIA) and donor projects funding.

2.3.2 Management of Funds

The University Secretary highlighted that in a bid to allocate funds to faculties/units the University management handles each component differently. All funding from the Government (subvention funds) is handled by the University management, which proposes allocations and later presents them to the University's Finance Committee, and then recommends to the University Council for approval, before submitting the same to Parliament for subsequent approval and later deposits all money released from government on the University bank account. The Central Administration manages and monitors its spending and gives accountability.

He further reported that all internally generated funds were handled by the respective Income Generating Units. These prepare respective budgets and present them to the Finance Committee and later to the University Council for approval. However all tuition fees and student charges were collected centrally on the fees collection account, and were later transferred to the units or budget centres according to percentage distributions approved by Council.

He reiterated that as regards the external funds received, allocation of these funds was normally agreed upon with the development partners after considering the proposed budget lines.

He also pointed out that:

- (i) The management of expenditure in the University had in addition placed various budgetary controls like submitting of monthly returns to the Ministry of Finance Planning and Economic Development, and the Ministry of Education and Sports besides submitting of quarterly reports to Council through Finance Committees before submitting of Financial and technical reports to the Development partners. A Commitment Control System was also established to improve standards as well.
- (ii) The Ministry of Finance Planning and Economic had spelt out financial regulations and guidelines on how funds were utilised and managed. These were: Treasury Financial Instructions and Regulations; Public Finance and Accountability Act, 2003; Public Procurement and Disposal of Public Assets Act, 2003; Makerere University Financial Instructions and specific manuals for some projects. Internally generated funds management had been decentralised to the units. The Heads of these units were the sub-accounting officers. Each unit had a Finance Committee, which ensures transparency and accountability of funds at that level.

He further reported that:

- (i) The University has also embarked on computerising the management of funds through the Finance Department. They acquired several stand-alone computers and an administrative system called Integrated Tertiary Software (ITS), courtesy of NORAD to manage the Administrative System comprised of the Academic Registrar Information System (ARIS), the Human Resource

Information System (HURIS) and the Financial Information Management System (FINIS). That the Student's account was also managed on this system although there was still need for more computers, continued training and installation of Internet.

- (ii) Makerere University uses both internal and external auditing as controls put in place to ensure compliance. The Auditor General of Uganda is responsible for external auditing. The University ensures that annual audits are undertaken to also ensure compliance with the national as well as specified requirements in case of donor funds. He was pleased to report that Makerere University had always been found to be one of the most compliant government institutions in the country.

He informed participants that the various University committees to which responsible officers in the central management report handle the monitoring and reporting activities and different features contribute to the sound financial management system.

The financial system had experienced major challenges like: inadequate funding from the Government, charging unrealistic unit costs, presence of faculties that cannot attract private students, limited space and buildings, limited financial information systems, inability to attract and retain staff with low remuneration, and high cost of maintaining the established new technology.

2.3.3 The Way Forward

Regarding the way forward the University Secretary reported that:

- (i) Makerere University had established a Resource Mobilisation Unit within the Planning and Development Department with the specific objective of enhancing the resource mobilisation capacity of the University.
- (ii) An investment policy was put in place with the aim of enhancing revenue, modernising facilities, funding research activities and improving the general service provision. The purpose of the investment policy was to establish a clear understanding of the University's investment goals and objectives. It would also define and assign responsibilities for investing, offer guidance, define limitations regarding investment and management of university assets, according to prudent standards and consistent with the laws of the land. It was hoped that it would establish the relevant investment horizon for which assets will be managed and serves as a basis for evaluating results.

The University Secretary observed that funding to the University would never be enough at any one time. Even then, the current level of funding was still low and negatively affected the critical areas of the University. This calls for enhanced budgeting and supplementary support of the development partners and well-wishers.

2.4 Norwegian Support to the Institutional Development Plan

This presentation was made by Dr. Kaboggoza who reported that Norwegian support had enhanced Makerere University's urgent need to increase space by 50%,

by targeting the priority areas in the University's Institutional Development Programme as spelt out in the Strategic Plan. These were further guided by the areas of interest in the Memorandum of Understanding between the Government of Uganda and the Government of the Royal Kingdom of Norway.

2.4.1 Goal of the Norwegian support

To improve the capacity of Makerere University.

2.4.2 Objectives of the Norwegian Support

1. To expand and renovate Makerere University infrastructure to give the public a wider access to university education.
2. To develop the competencies of Makerere University human resource through training and exposure to best practices.
3. To strengthen the application of ICT in Makerere University.
4. To intensify research, publication and outreach activities of staff through collaboration and networking with sister institutions both locally and internationally.
5. To enhance gender mainstreaming in the university.



*Norwegian Embassy
Representatives at the
Stakeholders Meeting:
Ms. Lisbeth O. Skuland
and Ms. Anne Kristin
Hermansen*

Activities conducted included:

1. Additional 12,000 square meters of space have been created in the Department of Women and Gender Studies, Faculty of Computing and Information Technology ; Department of Food Science and Technology; Construction of a females hostel at Nyabyeya Forestry college; renovation of the university Herbarium; construction of a perimeter fence around the Botanic gardens; and rehabilitation and re-equipping special laboratories in Makerere University Agricultural Research Institute Kabanyolo, and Continuing Agricultural Education Centre.

2. Both academic and non-academic staff have benefited by acquiring PhD's and Masters of Science, attendance of conferences, workshops, best-practices study visits and specialised skills training.
3. In addition, Makerere University staff capacity has been strengthened through institutional collaborative research and training in various specialised areas with universities in the African region and Norway. The key Research Projects included the following:
 - (a) Southern and Eastern Research, Cooperation for Habitat (SEARCH).
 - (b) Africanisation of Biblical Studies in three Eastern African Research Institutes.
 - (c) Collaborative Research in Environmental Toxicology and Zoonotic Diseases: A South-North Veterinary Network.
 - (d) The Use of Medicinal Plants in Primary Health Care in Uganda.
 - (e) PhD Research Cooperation between Faculty of Technology at Makerere University and NTNU.
 - (f) Research in Basic Sciences at Makerere University and Collaborating Universities to Promote Technological Development.
 - (g) Essential Nutrition and Child Health in Uganda: A Research Project to promote Innovative Community Based and Clinical Actions.
 - (h) Biodiversity and Plant-Animal Interactions in Uganda.
 - (i) Research and Training Network in Pathology.
4. Comprehensive ICT Infrastructure and systems: ICT has been applied in the University administration, teaching, learning and research, and library services have been modernised.
5. With support received the University had been able to revive the University Strategic Plan; promote institutional reporting, and implement organisational restructuring; identify of core and non-core functional areas; carry out staff reduction; develop the college model of governance, and operationalise the University ICT Policy and Master Plan.
6. The laboratories at Makerere University Agricultural Research Institute Kabanyolo have been improved and filled with specialised equipment. Collaborative linkages have also been promoted.
7. The support facilitated the 2002 Women's World Congress, boosted development of academic programmes and enhanced Gender training materials. That in addition, a new programme in the area of Meteorology training and research was also underway. Norwegian support also contributed to co-funding of research capacities from the Department of Zoology in collaboration with ICT; the University's development initiatives; faculties in Makerere and other Universities in the region and internationally.

It was, however, emphasised that there was greater need for lobbying, negotiating and striking compromise on priority areas of support, clear project conceptualisation and thus requiring a higher degree of commitment and teamwork from all stakeholders.

2.4.3 Challenges encountered

Limited clarity at project conception, design and proposal development; continued leadership changes at different levels of management; bureaucratic procurement procedures that often bred sluggishness; inadequate and irregular sensitisation on the new procurement law procedure; unanticipated cost overruns stemming from the project formulation; time overruns which demand no-cost extensions for many of the components. Others included: different methods, formats and levels of reporting; high bank charges; multiple accounts and fluctuating exchange rates. In addition, the university requirement of training only those who were fully appointed in university service, high staff turnover, inadequate funding, inadequate staff capacity and facilities, and the environment in which transformation of Makerere University operated posed great challenges.

All in all, the key issues raised out of the programme review, monitoring and evaluation, emphasised the need for a harmonized reporting system, improved programme design and management, addressing the student numbers versus the inadequate internal capacity, prioritised setting in the increasingly competitive area of higher education provision, sustained funding of desired growth and an increasing capacity to maintain the university infrastructure.

2.5 Open Discussion/Reactions

- a) *Universal Primary Education and Universal Secondary Education versus University capacity:* Currently, emphasis is on science disciplines and technology. It is necessary for Makerere University to be prepared with more space, human resource and equipped laboratories, which calls for serious planning.
- b) *The prestige attached to studying in Makerere University; can it be stopped?* This is not possible; we think if the other universities continue to do the right thing and provide quality teaching then they would attract these students in the long run.
- c) *Challenges in promoting Science-oriented disciplines:* This is a government policy that we adhere to although our challenge is that we do not have adequate funds. However, even where funds were available, facilities were too limited to provide quality science education, whose training is more expensive. Most secondary schools had not yet developed the science base while others did not even offer sciences. Our fear is that we may fail to realise the required number because the catchment area is still small and abrupt switch from humanities to sciences may not be possible.
- d) *Power/energy crisis in Uganda: How is the university dealing with it?* For the time being, the challenge of power/energy will be tackled as it manifests.
- e) *University space, quality and quantity of students:* Students continue yearning to join Makerere University; nevertheless, the university has instituted various control measures such as reducing intake by 10% and the exercise will continue. The University still has to do a scientific analysis, to maintain the right quantity and quality.

- f) *A strategy for collaboration between/among faculties:* Collaboration between faculties was already on; most research cuts across disciplinary boundaries, for example, between the Faculties of Medicine, Forestry and Nature Conservation, Veterinary Medicine and Social Sciences and the Institute of Public Health. A lot of research was going on in Epidemiology addressing HIV/AIDS at the Faculties of Medicine, Social Sciences and Institute of Public Health. The Faculties of Agriculture, Science and Veterinary Medicine were also collaborating in a joint programme in Fisheries hosted by the Faculty of Science. The Department of Distance Education in the Institute of Adult and Continuing Education collaborates with the Faculties of Economics and Management, and of Science, and the School of Education in the provision of Distance Education programmes in Commerce, Science and Education respectively. Another form of collaboration is in the area of Good Governance, which should be in every place, Administration, Health, or Veterinary.
- g) *Donor support on brick-and-mortar:* Acknowledged with concern the problem of having a big deficit in physical space. Appealed to the Development Partners to consider this problem and support the University.



Hon. Sebuliba Mutumba, Member of Parliament Kawempe North Constituency contributing to the discussions

3.0 SESSION Two: Research and the Role of Makerere in National Development

This session was chaired by Prof. A.B.K. Kasozi, Executive Director of the National Council for Higher Education. The theme was “*Research and the role of Makerere in National Development*”. The Executive Director appreciated Makerere University for bringing stakeholders together hence preserving, transmitting and creating

important knowledge for future generations. He appealed to researchers to write for easy understanding so that knowledge generated in research could benefit society.

*Prof. A.B. Kasozi,
Executive Director NCHE
chaired the session on
Research and role of
Higher Education in
national development*



The Presenters were:

1. Prof. E. Katunguka-Rwakishaya
2. Dr. Maria Gorreti Nassuna Musoke

3.1 Sida/SAREC Makerere University Bilateral Collaborative Research Programmes

Prof. E. Katunguka-Rwakishaya outlined the major goal, aim and objectives of Sida/SAREC collaboration and showed the level of funding, support activities in faculties/units; the nine major achievements accrued; the impact and challenges on Makerere University systems and ended with the way forward.

3.1.1 The major Goal of Sida/ SAREC Collaboration

To assist Uganda in her endeavour to promote research for attainment of new knowledge.

3.1.2 Aim

To support an environment that is conducive for research and research training.

3.1.3 Objectives


1. To motivate qualified lecturers to do more research and instil a research culture in supported faculties;
2. To encourage and increase the number of potential PhD's in faculties and through a University-wide research fund;
3. To enhance research within the whole University through ICT and library support;

4. To enhance the capacity for research coordination and programmes administration at the School of Graduate Studies.

He highlighted that Sida/SAREC collaboration provided Makerere University with a total of 95,370,041 SEK and \$10,857,591 between 2000 and 2005. Research support took the following format:

- (a) Senior researchers
- (b) PhD students
- (c) Linkages with Supervisors
- (d) Study conferences for students and supervisors
- (e) Independent research fund
- (f) Demographic Surveillance Sites
- (g) Geographical Information System Laboratory
- (h) The cross-cutting Biomedical Laboratory
- (i) ICT infrastructure development
- (j) Library services
- (k) Interdisciplinary courses



 *Dr. Gitty Behravan
Represented Sida/
SAREC at the
Consultative Meeting*

In addition Sida/SAREC collaboration also supported activities in the School of Graduate Studies and Faculties of Agriculture, Medicine, Social Sciences, Technology, University ICT and Library.

Prof. E. Katunguka-Rwakishaya further highlighted achievements arrived at through the Sida/SAREC collaboration as:

1. Restructuring of the administration the School of Graduate Studies.
2. Establishment of Demographic Surveillance Site.
3. Establishment of a fully functional biomedical laboratory.
4. Development of interdisciplinary courses.

5. Development of an ICT Policy and Master Plan.
6. Boosting and extension of the optical fibre backbone.
7. Greater enhancement of Makerere University research capacity.
8. Procurement of major pieces of equipment for the supported University units.

In conclusion, he acknowledged that the Sida/SAREC funding had made tremendous impact on Makerere University systems particularly in communication and transparency; research environment; facilitation of fieldwork; influence on policy development outside the university; and increased attraction of both the private and other donor sectors.

Among the major challenges faced by the programme, however, were the following; Slow procurement processes by Makerere University; Students continued to lag behind the time schedule; various hurdles in collaboration of Swedish - Uganda supervisors; lack of forward planning by students and researchers; the need to institutionalise Sida/SAREC support and understand the concept of bilateral support.

3.1.4 The Way Forward

With renewed support to the University's Institutional Development Programme, Makerere University hoped to:

1. Strengthen the coordinating office.
2. Address the identified challenges and constraints.
3. Train more academic staff to PhD level.
4. Build University capacity of the to vet research proposals
5. Maintain Makerere University regional position in research and training.
6. Respond to the new challenges of governance and human resource.
7. Research into other important development issues.
8. Effectively disseminate research results to communities.

3.2 Carnegie Support to Makerere University Institutional Development Programme

The presenter, Dr. Maria Goretti Nassuna-Musoke noted that Carnegie Support to Makerere University was part of the "*Partnership for Strengthening Higher Education in African Universities,*" by six other Foundations namely: Ford Foundation, McArthur Foundation, Lloyd Foundation, Carnegie Corporation of New York, Rockefeller Foundation and Mellon Foundation.

The Carnegie Corporation had so far given financial support for two three-year phases which commenced in 2001 and was still committed to another phase.

The activities and achievements supported by the Carnegie Corporation of New York have enabled Makerere University to build her institutional relevance and quality assurance to include; the championing of equity and access, relevance of science teaching and research; establishment of ICT in the accessibility and enhancement of teaching, learning and research; human resource development,

putting in place processes and procedures of the University institutional support programme; capacity building for Planning and Development staff; and tracer studies of graduates from the science-based faculties.

The presenter outlined the lessons learnt from Carnegie support. That Makerere University still needs to continue designing new academic programmes, revise the ongoing ones, and study the dynamics of the economy and market. In addition, the university needed to realise that capacity building was a continuous process; community research enhances bonding and cooperation between communities; and that the national and institutional policy environment grossly affects implementation of innovative programmes.

The presenter emphasised that there were two major challenges for Makerere, namely; the continuous inadequate funding and the dynamics of adapting to the new national procurement regulations.

As a way forward, she reiterated that Makerere University would continue sourcing for resources from other donors; establish a quality assurance unit to oversee all quality related activities; provide orientation to project implementation on procurement procedures; continue and engage in more rigorous affirmative action; continue with capacity development through strengthened research capacity and graduate training; and continue to strengthen the Human Resource Department.

3.3 Open Discussion/Reactions

a) *What plans were in place to ensure that Masters Theses/Dissertations were published and information was disseminated to the wider community since most Theses/Dissertations had piled up?*

Research Dissemination initiatives put in place were:

- 1) Ford Foundation and Sida/SAREC support to disseminate and publish Research Findings.
- 2) Students had to submit both the soft and hard copy for the Library to make them electronically available.
- 3) I@Mak.com was also willing to publish good Theses/Dissertations. Encouraged supervisors to identify good Journals, Abstracts and also consider how dissemination should be implemented.
- 4) It was mandatory for research to have a component of dissemination of findings. Hence, with the establishment of RMAC program, it would be easy to ascertain which research was taking place and where, so as to minimise plagiarism.

b) *When does Carnegie Corporation sponsorship for undergraduates hope to extend to cover disadvantaged male students as well?*

The main premise of the FSI was gender equity. Since the girls were still far below 51% in applied sciences and technology, and still had a long way to go, it would not be possible to bring the boys on board in the foreseeable future.

4.0 SESSION THREE: *Situating Makerere in the National, Regional and Global Environment Chair*

The theme of this session was “*Situating Makerere in the National Regional and Global Environment*” and was chaired by Dr. Lillian Tibatemwa-Ekirikubinza, Deputy Vice-Chancellor (Academic Affairs). Presenters were:

1. Prof. Nelson Sewankambo, Dean, Faculty of Medicine
2. Dr. Nakanyike.B. Musisi, Director, MISR, Executive Secretary, I@Mak.com
3. Prof Adipala Ekwamu, Coordinator, Regional Universities Forum for Agriculture
4. Mr. Bruno Erwano, from the Uganda Manufacturers’ Association, representing the Private Sector Foundation Uganda.

4.1 Infectious Disease Institute

The focus of the presentation made by Prof. Nelson Sewankambo was on the Infectious Disease Institute (IDI) which was born after numerous challenges related to HIV/AIDS prevention and care became increasingly clear to doctors in Uganda. Nine prominent doctors from Mulago Hospital and the Faculty of Medicine joined forces with five colleagues from North America to form the Academic Alliance for AIDS Care and Prevention in Africa. They endeavoured to develop the infrastructure for a state of the art treatment, training and research related to AIDS and other infectious diseases. Through a grant from Pfizer Inc. the Infectious Disease Institute was established and opened in October 2004.

Prof. Nelson Sewankambo gave the mission of the Institute as “*To build capacity in Africa for the delivery of sustainable, high quality HIV/AIDS Care and Prevention through training and research.*”

He highlighted the IDI’s five operational areas, namely: the clinical care programme, the training programme, the prevention and outreach integrated care, research and prevention programme, and research and laboratory services.

The presentation further highlighted IDI in the University and national context, as a Ugandan company limited by guarantee and registered as an NGO, owned by Makerere University but governed by a Board of Directors and other representatives.

IDI had an operational and strategic autonomy with programmes and services offered, and are integrally connected to activities of Makerere University. The Faculty of Medicine members facilitate the Training programme, investigate for Infectious Disease Institute research projects, and serve as members of the Infectious Disease Institute Board and the senior management team.

The presentation further revealed how IDI through its objectives fitted well within the Makerere University strategic plan which emphasised the need to increase the applicability of its activities to the development needs of Uganda. That the IDI through its teaching and learning programme offered continuing education to people across a range of professions and professional levels; and through the research programmes had conducted research that aims at improving care of infectious diseases in the African context.

Its organisation and management depicts a progressive model of independent governance coupled with transparent financial systems. It also reflected international best practices in human resource development; put up a new physical infrastructure – the first of its kind in twenty years at Faculty of Medicine Makerere University.

That Pfizer Inc. was so far the major development partner for Infectious Disease Institute but would progressively decrease its support over time. He reported that a Grants Generation and Management Department had been established to develop a strategic revenue generation plan for the IDI, in collaboration with Academic Alliance Foundation and IDI.

4.1.1 Lessons Learned

- (a) The IDI operational and strategic independence was an ideal compensation and a progressive model for other Makerere University entities in future.
- (b) Independence enables flexibility and provides ability to extend beyond boundaries.
- (c) Build capacity for many people to do important work.
- (d) Sustainability was crucial for a meaningful long-lasting impact in an organisation.

4.2 The Makerere University Capacity Building Programme for Decentralisation

Dr. Nakanyike B. Musisi explained that in 1997, the Government of Uganda adopted a policy of decentralisation as a vehicle for improving governance, taking services nearer to the people and reducing poverty from its population. As a result, districts and municipalities increased. However, the centre retained the responsibility of formulating policy, developing standards, building appropriate capacities in Local Governments, mentoring Local Government staff, monitoring and evaluating service delivery.

The above reforms led to various problems like poor budgeting, planning, maintenance of equipment and management skills; central ministries had not prepared for change; inadequate resources in Local Governments; and the capacity building requirements of Local Governments never matched with the services delivery mandate.

There was no deliberate involvement of local higher education institutions in the decentralisation process as technical assistance was done by foreign firms, making them unsustainable especially after the foreign aid runs out. Interventions were made but were uncoordinated. To address this challenge, Makerere University, Rockefeller Foundation and the Government of Uganda agreed to work together to establish mechanisms to re-orient its curriculum and research activities to meet the new needs of service delivery under a decentralised environment. Further, a new partnership was developed between Makerere University and the Uganda Government to address the capacity needs for service delivery. Hence, the Makerere University Capacity Building Programme for Decentralisation.

4.2.1 Goal

To support Uganda's efforts at improving the quality of decentralisation of public services delivery and management at Local Government levels through local institutions of higher education.

4.2.2 Objectives

1. To build appropriate and adequate capacities for effective decentralised service delivery.
2. To support capacity building interventions.
3. To support research and policy formulation capacity.
4. To develop an innovative model for collaboration.
5. To use a Local Government-level demand-driven approach to design programmes and courses.

Dr. Nakanyike B. Musisi highlighted the evolution of the programme which had been through three phases, namely: the planning and proposal development phase; the proof of concept and testing-of-ideas phase and the pilot phase. That the programme has received financial support from Rockefeller Foundation and International Development Association to support the initiation of new curricula within Makerere University and other partnering institutions; supported academic staff to conduct relevant research, conducted appropriate training of staff from Local Governments; and supported Local Government staff to take available courses.

She pointed out that the programme had projected Makerere University as a strategic local partner to Government in building capacity for decentralised service delivery. And that through the programme, research on decentralisation had been conducted so as to identify challenges and work out possible solutions.

The presentation also dwelt on the operational arrangement of the programme, which is steered by a committee. Applications for support grants were considered on a competitive basis; that is, first come first serve. Committee members were guided by a set of guidelines; day-to-day activities of the committee were managed by the secretariat. Collaboration was with both national and international institutions and all supported activities were phased, and disbursements based on approved deliverables.

That among the major lessons learnt were the following:

1. Institutional support on an open competitive basis created an incentive for innovation.
2. Effective implementation and sustainability of the decentralisation programme required a collaborative effort between stakeholders.
3. Linkages between Local Governments and higher education institutions were very crucial.
4. The I@Mak.com model, which builds on Government key/priority programmes promises hope for an alternative to the traditional training.
5. Professional or career support was part of capacity building.

6. Long-term programmes were much cheaper to run than short one-week programmes.
7. The participatory approach had given the project a strong foundation with high-level commitment from the stakeholders.
8. Field attachments would be part of every undergraduate/masters programme.

The challenges observed were that several political, cultural, and social changes at the national level had continued to impact on the governance structures of the country. In addition, there were repeated calls from several local governments to expand the geographical scope of the programme. The expansion of pilot area began with five districts, extended to eight districts, and had now increased to more than twelve districts. The programme had a poor marketing strategy for its success.

4.2.3 The Way Forward

The programme would continue to strengthen internship programmes and to give scholarships to Local Government staff. It would further conduct short and refresher training courses, give support for decentralised research funds and support curriculum development in all the University units.

4.3 Regional Universities for Capacity Building Forum for Agriculture (RUFORUM)

Prof. Adipala Ekwamu highlighted the development and evolution of RUFORUM, a Makerere University Research and Training Support Programme. He explained that in 1991, the Rockefeller Foundation supported a universities-based programme called Forum on Agriculture Resource Husbandry (FORUM). Its aim was to support research, training and outreach activities and stabilise Agriculture in the universities of East and Southern African Region. This was accomplished through a grants programme that provided resources, a mission, peer support and institutional development. As a result there was an improved quality of graduate training.

Later in January, 2004, FORUM was transformed into RUFORUM, when the Vice Chancellors of the ten member universities of FORUM changed the programme into a member-based organisation and set up an independent secretariat housed at Makerere University.

That the vision and mission of RUFORUM were:

Vision: *“Seeing vibrant agricultural innovations and systems with fully integrated universities who play a leading role in nurturing the systems through high performing agriculture science graduates who are innovative and responsive to changing demands.”*

Mission: *“To foster innovativeness and adaptive capacity of universities engaged in agriculture and rural development to develop and sustain high quality in training, innovative and impact-oriented research and collaboration.”*

He reported that the role and core functions of RUFORUM were to;

- (a) Innovate and catalyse change within universities training, research and related management aspects.
- (b) Catalyse, coordinate partnerships and collaborate within countries and across the region.
- (c) Inform and provide knowledge.
- (d) Represent and advocate for universities and stakeholders.

RUFORUM works with participating universities and their partners to implement swiftly and effectively a new research and outreach paradigm, which included: universities mainstreaming within the National Agriculture Research and Extension System (NARES); substantial farmer involvement in research; welcoming new innovations; employment of a research agenda, which moves beyond technology; and integrating crosscutting issues like adding value and commercialisation to the challenge of HIV/AIDS.

He informed the meeting that the programme had made an impact and registered a number of achievements in the form of: resurrected graduate training, Journal publications, Masters of Science graduates and developed and disseminated several technologies.

Prof. Adipala reported that funding in form of 314 grants to different universities, graduate scholarships, research, and infrastructural support for staff and student development and non-research/other had been received. Of these, Makerere University received 11 grants to facilitate research and training of 25 Masters of Science students, support staff and develop infrastructure. Joint efforts and linkages were also made.

He emphasised that a number of the lessons had been learnt; Quality research, training and outreach require long-term and sustained investment, patience, taking risks and believing in people to deliver. In addition, Universities were willing to change and work downstream. It was important to own programmes as building functional teams was a challenge yet realistically, university outreach programmes were weak. Universities needed to partner with others with more experiences in outreach, especially NGO's. Universities must be proactive to be involved in the development agenda, balance research and knowledge generation; use Makerere University capacity to train for the weaker links in the University, and manage equity and maintain quality.

Finally, Prof. Adipala reported some of the future priority investment areas as follows:

- (a) To support regional based PhD training programmes
- (b) To strengthen national research systems
- (c) To strengthen breeding, biotechnology and seed systems
- (d) To revitalise African traditional crops and fruits
- (e) To sustain management and conservation of fragile rangelands
- (f) To cultivate dry lands through focused research and community based interventions
- (g) To support the RUFORUM Competitive Grants Programme

- (h) To support joint North-South and South-South research and training programmes.

4.4 Makerere University-Private Sector Partnership

Mr. Bruno Emwano explained the current situation in the private sector - that little was known about university benefits or partnerships and this lack of information had given rise to various consequences. It was therefore important for the University to understand the rationale, attitude and beliefs of a businessman. Every businessman was more concerned about profits and costs if s/he was to survive and see tangible results. Therefore, a Ugandan businessman was more interested in short-term rather than long-term results. That in any business, there were three critical stages: the start-up stage, the growth of business stage and the take off/decline stage.

The reasons for the Private Sector to forge partnership with Makerere University included the following:

- (a) The Private Sector is the greatest consumer of the University products (graduates) as it gives them employment.
- (b) The Private Sector is the only sustainable engine of growth.
- (c) The limited resources available to the Private Sector impact heavily on the way a businessman views situations/things especially with regard to what else could be added.

Other reasons for the Makerere University Private Sector partnership included:

- i). Having an input in the curriculum development of the university.
- ii). Provision for practical as well as experiential training.
- iii). Undertaking relevant research in the private sector.
- iv). That since the Private Sector had the financial muscle and the Academic Sector had the information muscle, they could compliment each other in research.

The following were however, pointed out as challenges to Makerere University-Private Sector partnership:

- (a) some courses offered at Makerere were not demand-driven;
- (b) generating new and relevant curriculum;
- (c) developing short courses in technology transfer and manufacturing standards;
- (d) Marketing and disseminating information about available services/courses was equally important;
- (e) taking up trainees for internship was costly;
- (f) developing ways and means of sustaining this partnership.

4.5 Open Discussion/Reactions

The Executive Director, National Council for Higher Education, Professor A.B.K. Kasozi, chaired the discussions. He began BY commenting on Private Sector/Industry and Academia Collaboration. He reiterated that knowledge from Academia was transformed into products for Industry. Uganda was weak in agro-

industry because the two, Industry and Academia did not relate. Industry-Academia cooperation in Africa was still a problem unlike in the Western world. An example of Nigeria was cited where an innovative programme was drawn after writing a relevant curriculum for the market. This was forwarded to the Nigerian Chamber of Commerce and National Manufacturers Association and agreed on how best to review the curriculum. He advised that this could be emulated and done at the institutional level rather than at the macro level.

a) *What is the Current State of Makerere University-Private Sector Partnership?*

Makerere University had already moved a step forward; a proposal was made and the British Council financed the meeting. As a team of expatriates went around in the Private Sector, they discovered that although Makerere University was on the ground, it was necessary to formalise the partnership.

Participants were informed that:

1. Makerere University had a draft policy on quality assurance although there was, however, a need to ensure that like other potential employers, the needs of the Private Sector should be met in curriculum development.
2. In 1987, a local donor's conference was held and a fund was established. However, the fund died out with the former Uganda Commercial Bank which was spearheading it. The Uganda Manufacturers Association was then requested to take the initiative in contributing and boosting this fund.
3. There was still a big gap between what happens in Makerere University and elsewhere; for example many agricultural extension workers had been trained at Makerere University, and through them, dissemination of knowledge could be done by working more with Local Governments and creating employment opportunities as well.
4. That I@Mak.com should, therefore, take a broader view of what the Private Sector was extending beyond manufacturing to the Service Industry and beyond profit generation to incorporate improved health as well. In terms of extension workers, I@Mak.com believed that if 5000 trainees from a district were trained, then this would remove all fear of going back to the districts. At the same time, the districts did not need to create employment as it already existed. Informed participants that very soon I@Mak.com would hold a conference on how Local Governments were recruiting graduates.

b) *What is the way forward for the development of Makerere University-Private Sector Collaboration?*

It was pointed out that the Industrial Sector in Uganda had not yet fully developed and could therefore not fully utilise what Makerere University was offering. The best option would be for both sides to sit down and evaluate their readiness for collaboration.

That the Uganda Manufacturers Association had no problem in accepting this collaboration as long as Makerere University could convince the Private Sector to create one acceptable language in which academics and business were integrated.

This was necessary because the businessman understood profits/costs and in addition, globalisation had enlarged markets. Therefore, the best thing would be for the two to sit down, discuss and forge a way forward.

Participants were further informed that Makerere University had the technical know-how and had set up a Private Sector Forum, while the private sector had the funds. Makerere University had further set up Intellectual Properties Rights Research Policy office to document research findings and was in partnership with various stakeholders.

c) What the possible ways to develop the curriculum in partnership with the Private Sector?

The representative from Uganda Manufacturers Association noted that training Makerere University students was very costly. He appealed to the Private Sector to appreciate the fact that because the students on internship were working in new and changing environment, they needed a grace period for orientation to enable them acquire skills. It was also observed that students should not be regarded as experts and should not be engaged immediately like those that had been in full gear. Finally, Makerere University has also set up a Private Sector Forum to address various issues in this area.

5.0 SESSION FOUR: THE WAY FORWARD

The session was chaired by Prof. David Bakibinga, the Deputy Vice-Chancellor (Finance and Administration) who welcomed all participants and dwelt on the way forward. The Presenters were:

1. Herbert Rwamibazi, AH Consulting
2. Muhammad K. Mayanja, former Director, Planning and Development Department
3. NORAD for Bilateral donors (Sweden and Norway)
4. The Rockefeller Foundation (for Foundations)
5. Ms. Florence Nakayiwa, Senior Economist, Planning and Development Department.

5.1 IDP Report Harmonisation by AH Consulting

5.1.1 Background

AH was a consulting firm commissioned by Makerere University to develop a harmonised reporting format. Herbert Rwamibazi observed that Makerere University was currently implementing her Institutional Development Program and relied on resources from granters/development partners, internally generated funds and Government subventions. In this respect, Makerere University was obliged to report using its grantors format. This required significant effort in meeting the different reporting requirements of the different grantors. The current reporting system of Makerere University was characterised by inadequate tracking of the

University's grant funded activities; diverse procedures of reporting in: reporting relationships, accounting and recording procedures; project cycle management; project identification numbers and classification systems for activities.

He noted that because of the above situation, Makerere University was yet to develop a system for tracking all information related to development partners funded activities. Thus the harmonisation exercise had the following specific objectives:

- i). To harmonise the reporting requirements and formats of the development partners;
- ii). To develop a computer-based system to ease the preparation of harmonised reports;
- iii). To develop mechanisms for uniform management of the reporting needs of the different development partners.

Reported that in this respect therefore, the harmonisation exercise was initiated and strategies were adopted. Convergent and divergent issues of different development partners were identified. Once the harmonised system was designed and developed, stakeholders would be sensitised and the harmonised reporting system would be implemented University-wide.

He noted that Makerere University recognised the different reporting requirements which needed to be harmonised; the existence of both convergent and divergent issues; and the fact that the system needed to be implemented as soon as possible. This made operationalisation of this system a challenge to the University. He recommended that it was high time the University operationalised the Harmonised Reporting System which should be launched for all ongoing as well as new projects.

He finally requested the University to lobby government for change in the Higher Education Universities reporting systems and dialogue with donors. Further, that the Planning and Development Department should take overall coordination of university wide reporting and also ease speed of implementation through sensitisation of all stakeholders.

5.2 Discussant on Harmonised Reporting Format

The Discussant, Mr. Muhammad K. Mayanja, thanked AH Consulting for attempting to provide a starting point for the Harmonisation of Reporting. He observed that the rationale for Harmonisation marked success for Makerere University because it was indicative of the progress made in attracting Development Partners. Reporting was a new innovation that came with the transformation of the University as learning was a gradual process.

He summarised the major challenges in the current Reporting System as:

1. Delays in submitting reports.
2. Lack of uniformity in the content and size of the report.
3. Complexity of working with disparate Development Partners.
4. Development Partners wanted to be acquainted with the University operations and management.

5.3 Discussion on Institutional Development Plan, Harmonisation and Issues in the Strategic Plan

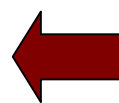
5.3.1 NORAD for Bilateral Donors (Sweden and Norway)

The presenter, Ms Anne Kristin Hermansen thanked the administration of Makerere University for inviting stakeholders to this consultative meeting and appreciated the steps taken to develop a harmonised reporting system. Noted that Norway and Sweden had been encouraging this for a long time, and urged Makerere to continue at the macro, program and project level.

Norway and Sweden's overriding concern was to contribute to an efficient implementation of the University's Strategic Plan. Hence Norway was prompted to offer support in its implementation while Sweden supported the research aspects of the Strategic Plan. She noted that other donors had different kinds of approaches.

She considered the meeting as an opportunity to improve stakeholder collaboration, which aligned Norway and Sweden's administrative procedures and reporting routines with those of the University's needs and regulations. She was confident that the process of developing a Harmonized Reporting System would bring them further in this respect.

She noted information gaps in the document prepared on a harmonized reporting system, which made it difficult for Norway and Sweden to fully comprehend adherence to the system. She further observed that Norway and Sida/SAREC's reporting cycles were already adapted to Uganda's financial year.



Ms Anne
Kristin
Hermansen

The Planning and Development Department was recommended to oversee all development programs of the University, as this would contribute to a more holistic planning approach and eliminate separate donor programs. However, this could

impact on the functional structure for dealing with research. She called upon the Planning and Development Department to take this into account.

In response to issues raised, she reiterated that Makerere's mechanism for tracking all donor funds was ineffective. Hence, it was in Makerere's own interest to establish an improved system for the monitoring of donor funds. Further, in response to the request for additional funding, she recommended that the financial costs should be covered by the funds already negotiated and referred them to the component concerning *strengthening University Management under the Norwegian support and funds for coordinating activities in the Swedish support*.

She reiterated that Norway and Sida were very much in favour of conforming to the system of harmonized formats and reports. However, she requested for more concrete information on the reporting format before they could adopt it. She looked forward to continuous consultation with Makerere and other partners in this regard.

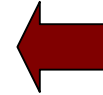
She pointed out that Norway and Sweden needed to learn more about the underlying structure of the future reporting system. She encouraged Makerere to take into consideration how to make the plan more operational, to organize priorities and show documented results. She advised Makerere to use the revision process as an opportunity to explore and consolidate her competitive advantage as an institution, and as a responsible partner in society.

She finally called upon Makerere to consider the need of improving the institutional structures for research at the University, to align with strategies for Development. She was of the opinion that a consolidated research strategy would facilitate dialogue with government concerning the development of national research capacity as well as harmonization with the donor community.

5.3.2 Rockefeller Foundation (On behalf of the Foundations)

Dr. Joyce Moock, the Vice President of Rockefeller Foundation gave a historical background of the Strategic Partnership for Higher Education. She noted there were six partners who remained in Uganda during the hard times since 1960. That in spite of funding to a number of Universities in Africa, the Foundation had never witnessed a widespread transformation as in Makerere University.

Further, the determination by Makerere University being in partnership in Good Governance and Human Rights had been quite a revolution emphasising the University seriousness in teaching, research and service delivery, from simply teaching. She was glad that today a new vocabulary of innovations/partnerships and a classroom without walls existed at Makerere University yet this was not the case in the past.



Dr. Moock in her own words

She noted that discussions on intellectual property rights, curriculum review being demand-driven in collaboration with the private sector, orientation of skills for global labour market was indeed an attempt in the right direction.

The Foundations were particularly amazed by the willingness of the University to share its challenges and problems with Development Partners and all this was taking place under a climate of problems.

They were highly impressed by Makerere University progress compared to where it was five years ago. The comeback was extra-ordinary to the extent that out of the forty universities receiving funds, Makerere was recognized and included in the Rockefeller Foundations booklet.

She concluded that despite the many challenges, Makerere University was on the move and had a clear road ahead. They were proud to be of use and would continue to work with Makerere University.

5.3.3 Issues and Options in the Next Strategic Planning Process

Ms. Florence Nakayiwa reported that strategic planning in Makerere University started with the 1987 Donors Conference, out of which a Planning Department was born. A number of Strategic Plans have been made since. That in order to enhance the strategic planning process to involve different stakeholders, the Planning and Development Department adopted various strategies.

That in developing the new Strategic Plans, participatory approach would be used and this would involve activities such as undertaking internal review of the outgoing Strategic Plan, carrying out baseline studies, studying best practices, doing external and internal review of the university environment; establishing the University's external and internal efficiency, enrolment management, human resource and infrastructure.

The assessment of the political, economic, social and technological trends; the private sector human resource demands; human resource demands by the government sector; trends in information communication technology development.

She highlighted the way forward. When developing the new Strategic Plan the Planning and Development Department would take into consideration the strategic

directions in the 2000/01-2006/07 Plan; the Organisational and Institutional Development of the University; endeavour to relate University education to needs of society; the University market and image building; and continue to develop a critical mass of science and technology, research and human resource.

This would give birth to a new Strategic Plan.

5.4 Open Discussion/Reactions

Adjusting partnerships in National Development

It was observed that there was a problem of adjusting partnerships in National Development system to the University's harmonisation system, a situation that would be too hard to change even in the near future. That although harmonisation could be good it was not very clear as to where it would take the partnerships in future.

In response it was observed that the harmonisation reporting system at Makerere University could contradict with Development Partners and individual organisations. So Makerere needed to consider harmonisation as a process to fit within individual organisations and learn to give and take at a particular point in time.

Makerere recognised that some Development Partners would fail to fit in the overall harmonised system, therefore there was need to agree on the way forward so that the system development could accommodate them. If Makerere could get 50% of the development partners in agreement then it could be counted as an achievement.

The harmonisation of reporting system is an ongoing process that would bring all stakeholders on board, a holistic institutional approach that had come at the right time, a factor in the new planning cycle yet to be launched and a first step in the right direction.

That there was also a need to lobby those Development Partners with specific areas of divergence, and convince them to use the Makerere University reporting system. Makerere would use the consultants' recommendation of having the Planning and Development Department to coordinate University-wide reporting of the set priorities as approved by the University Council and then move on to the next stage of implementation.

5.5 Remarks by Prof. George Kirya

Prof. George Kirya, the former Vice-Chancellor of Makerere University pointed out that in the Makerere University-Private Sector partnership, it was important to reduce jargon and communicate in a language understood by the private sector. And that more advocacy was needed to sensitise people about how and what could be done together.

Prof. George Kirya noted that the total funds received by Makerere University were inadequate. Therefore more effort was needed for Makerere to generate other funds. Therefore, the time was now ripe to put up another international donors conference to focus on infrastructural development. He further suggested other possible development partners like World Bank and Makerere University Alumni.

Finally, he noted that the image of Makerere University was an issue that should be considered critically. That people continued to question the standards/quality of products from Makerere University; therefore, Makerere needs to arrest the situation early enough. The Stakeholders Meeting was a good opportunity to communicate to society on the image of Makerere University and to reflect on the past. Since it was possible to have similar meetings at a lower level, the University would endeavour to arrange for such meetings.



Prof. George Kirya (Former VC Makerere University 1986-1989) Prof Livingstone S. Luboobi (Current VC. 2004 to-date)

6.0 CLOSING REMARKS

6.1 Wrap Up/Summary of Discussions

Professor Joe Oloka-Onyango, the Chairperson of the Organizing Committee wrapped up discussions with comments that it was quite clear that despite the many achievements that had been made, Makerere still had considerable distance to cover in terms of fully realizing its vision to be a “centre of academic excellence, providing world class teaching, research and service relevant to sustainable development and the needs of society.” In this regard, the Government of Uganda and the Development Partners who had provided so much assistance to the institution must be applauded. Therefore there was little doubt that further assistance was necessary. However, it was also time to underline the fact that Makerere was a public university, an institution created, owned and primarily supported by the State. However, there was a feeling—in the words of a famous song—that Makerere was being ‘Killed Softly.’ Or to put it another way: the harder we try to wriggle, the deeper we sink!

He lamented that Makerere was suffering a slow death, a process that could only be reversed through a renewed commitment on the part of the State to match the legal status of the University with the necessary support it requires. That despite the strides Makerere was making in improving access to the disadvantaged, linking up

with grassroots communities and improving curricula, the pressures on Makerere were ever increasing. That it was impossible for Makerere to effectively play its role against the backdrop of declining Government support to its core activities, and yet year after year Makerere continued to receive less and less funds.

He stressed that every country that had invested in Education had achieved positive returns. He also reminded Government that it was not the investment in Agriculture or Industry *per se* that produces returns but rather it was the kind of Agriculture and Industry that a country engages in and promotes. Therefore in order to make informed and sustainable interventions in this Agricultural Sector Government must have the intellectual and skills capacity to do so. He cautioned Government that no country in the world had profited from investing in Defence. Advised Government that education unlocks the necessary capacities for us to approach every other sector that enables a country to develop. He further noted that Uganda had a strategic advantage in the provision of Education services; Makerere was the 'Crown Jewel' of that sector, and was thus responsible not only for attracting considerable resources to the country, but also in consolidating the necessary infrastructure for the continued development of Uganda, and consequently, the higher education policy needed to be changed to reflect the crucial role of the institution. Otherwise, Makerere will never be in a position to build for the future.

6.2 Remarks by Mrs. Christine Kiganda, Deputy Chairperson, Makerere University Council

The Deputy Chairperson of Council warmly welcomed all to the Consultative Meeting, and as a member of Council she was privileged to be present. She pointed out that nothing had been held back because all the strengths and weaknesses had been mentioned. She acknowledged the Development Partners who had been with the University since 1940's and still continued to be with Makerere to date. She was particularly grateful for the Partners' commitment to what Makerere University had gone through. She complemented the progress of programs run amidst constraints that often included Makerere University as the oldest University struggling to uphold values and traditions that sometimes hold us back. She acknowledged with appreciation the Management and the Organizing Committee for conducting the consultation forum and for turning up in big numbers. She was also grateful that Council was involved in the dialogue. With those few remarks, she invited the Right Honourable Prime Minister and Chancellor Makerere University to address the participants.

6.3 Closing Remarks by Prof. Apollo Nsibambi, The Rt. Hon. Prime Minister of Uganda and Chancellor of Makerere University

Prof Apollo Nsibambi who thanked Prof. Joe Oloka Onyango for making a good summary of this Consultative Meeting and urged him to be a loving critic and acknowledge where Government had done something good. He welcomed and thanked all for having participated in the consultative meeting, which was a very important event in the University. He noted that a large number of the University's stakeholders had attended, which was an indication that all were interested in what Makerere was doing, something very encouraging indeed.

He was pleased that this meeting had had as one of its objectives to reassess, with its stakeholders, Makerere University's role as a key player in national development and was impressed with the presentations made in the meeting, which revealed that Makerere was responding to the national needs and roles with vibrancy and enthusiasm.

He commended the University for keeping abreast with the demands of a developing nation and for also initiating a number of projects and ventures, which had attracted international attention and led to collaborations with the Development Partners who were here today. He emphasized the importance of collaborations, without which institutions could not survive, for no institution was an island.

He pointed out that the theme of this meeting was fitting, since it underscored the importance of partnerships to development.



The Rt. Hon. Prime Minister of Uganda and Chancellor of Makerere University, Prof. Apollo Nsubambi closed the Consultative Meeting

He emphasised that the Government as a key player in the development drive was committed to supporting public universities and had therefore continued funding higher education and remained the biggest contributor to the universities, including Makerere. Additionally, the Government had gradually increased its support to research in science and technology and had instituted policies to boost science education in secondary and tertiary institutions. The government had also increased scholarships for students offering science-based programmes in all public universities after realizing that for the country to develop at a faster pace there is a need to boost science education and to have many more science graduates and professionals. He also commended the public and even private universities for working with the Government in this drive.

He commended Makerere University for achievements in Faculties of Law, Science, Social Sciences, Arts and pointed out the Faculty of Medicine for leading in research in the area of HIV/AIDS, the achievements of which spoke for themselves. These achievements were made possible by the hard work of the academicians and also by the vital support from Development Partners. Thanked all our Partners who had come out and supported Makerere University and request them to continue with the support.

He urged the University to work out ways of ensuring sustainability of these programmes so that they may eventually spill over to the country at large and that the country may benefit.

He reassured the Development Partners that the political environment in Uganda was stable and that the conditions under which they had been working for the last twenty years would continue to even improve and it is therefore conducive to support development. He pointed out that:

- (i) Government was committed to creating and sustaining an enabling environment in which all development projects would thrive and was determined that no one would interfere with the progress that had been made.
- (ii) Government policy and belief was that security is a prerequisite for development and since it is the responsibility of the Government to provide it, this would be done.

He thanked all for attending this meeting and was sure that all had at the end of the day, realized objectives of the meeting; had engaged vibrantly in the deliberations; and had as a result come out with recommendations on handling the challenges and also planned on the way forward. He was hopeful that the University would reinvigorate and play a predominant role in the national and global sphere as “We Build for the Future.”

Annex 1
List of participants for Stakeholders' Consultative Meeting held on
26th April, 2006

No.	NAME	ORGANIZATION	E-MAIL ADDRESS
1.	H.E. Bjorg S. Laite, The Ambassador	The Royal Norwegian Embassy	
2.	Ms. Lisbeth O. Skuland	The Royal Norwegian Embassy	
3.	Dr. Catherine Namuddu	Rockefeller Foundation	cnamuddu@rockfound.org
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5.	Dr. Paul Manger	University of Bergen	
6.	Dr Peter Matlon	Rockefeller Foundation	pmatlon@rockfound.org
7.	Ms. Anne Kristin Hermansen	The Royal Norwegian Embassy	
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9.	Prof. Thorkild Tylleskar	University of Bergen	Thorkild.tyllesk.ar@cih.uib.no
10.	H.E. The Ambassador	The Royal Dutch Embassy	
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15.	Dr. Tade Aina	Ford Foundation	
16.	Dr. John Lynam	Khelimo Trust	
17.			
18.	Mr. Steven Mondo	Mountains of the Moon University	Steven@yahoo.com
19.	Mr. Paul Wamembo	Islamic University In Uganda	paul@yahoo.com
20.	Mr. James Irumba	Gulu University	Jorombi.2002@yahoo.com
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23.	Mr. Tadeo Banura	AH Consulting	
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25.	Mr. Frank Kamukama	Ministry of Finance, Planning & Economic Development	
26.	Mr. Elly Kizito	National Library of Uganda	elly@yahoo.co
27.	Mr. Bruno Erwanu	Uganda Manufacturers Association	businessunit@uma.or.ug
28.	Hon. Sebuliba Mutumba	Member of Parliament, Kawempe North	rsemur@parliament.go.ug

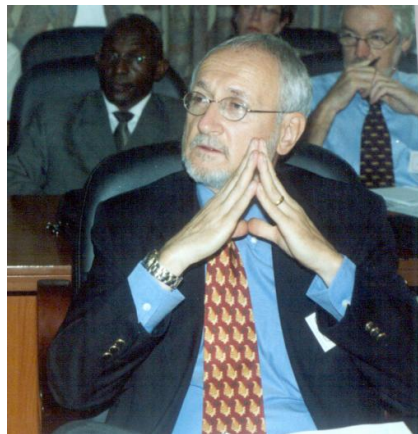
		Constituency	
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48.	Dr. Sam Luboga	Deputy Dean, Faculty of Medicine	sluboga@med.mak.ac.ug
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52.	Mrs. Stella Rwakoma	University Secretary's Office	
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54.	Prof. Ruth Mukama	Gender Mainstreaming Division	
55.	Ms. Evelyn Nyakoojo	Gender Mainstreaming Division	

56.	Dr. Consolata Kabonesa	Women & Gender Department	
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60.	Ms. Sylvia Namuju	Makerere University Iganga/Mayuge DSS	snamuju@yahoo.com
61.	Mrs. Olivia Mutibwa		
62.	Mrs Dorcas Kigozi		
63.	Dr. V.A. Sembatya	Dean, Faculty of Science	vas@math.mak.ac.ug
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74.	Dr. I. Kigongo Bukenya	East African School of Library & Information Science	
75.	Ms. Aacahisa Rebecca	Student Representative	
76.	Dr. Maria Nassuna Musoke	Planning & Development Department	
77.	Mr. Simon Sagala-Mulindwa	University Printery	
78.	Dr. Nakanyike B. Musisi	Director, Makerere Institute for Social Research	diremisr@infocom.co.ug
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Annex 2
Stakeholders meeting Pictorial



Top (left to right): Dr. John Lynam (Khelimo Trust), Prof. Nelson Sewankambo(Dean Faculty of Medicine) , Dr. Paul Manger (NUFU), Prof. D Bakibinga(DVC F&A), Mr. Buga (Deputy Dean of Students),
Bottom (left to right):Dr. C. Namuddu (Rockefeller Foundation), Mr. Olal Odur (Academic Registrar), Dr. V Sembatya(Dean Fac. Of Science), Mr. G Kagoro Deputy Director PDD, Mr. M. Kabuye (Ag. Director PDD)





Heritage Performers at the Cocktail, Some of the exhibition by University Faculties

