MAKERERE UNIVERSITY

ANNUAL REPORT
2004
## List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAACPA</td>
<td>Academic Alliance for AIDS Care and Prevention in Africa</td>
</tr>
<tr>
<td>AAU</td>
<td>The Association of African Universities</td>
</tr>
<tr>
<td>ACBF</td>
<td>African Capacity Building Foundation</td>
</tr>
<tr>
<td>AERC</td>
<td>African Economic Research Consortium</td>
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<tr>
<td>AICAD</td>
<td>African Institute for Capacity Development</td>
</tr>
<tr>
<td>AR1</td>
<td>Appropriate Acute Respiratory Infection</td>
</tr>
<tr>
<td>ARIS</td>
<td>Academic Registrar Information System</td>
</tr>
<tr>
<td>BCC</td>
<td>Behaviour Change Communication</td>
</tr>
<tr>
<td>CAEC</td>
<td>Centre for Continuing Agricultural Education</td>
</tr>
<tr>
<td>CDC</td>
<td>Centre for Disease Control</td>
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<tr>
<td>CDRN</td>
<td>Community Development Research Network</td>
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<tr>
<td>CIES</td>
<td>Council for International Exchange of Scholars</td>
</tr>
<tr>
<td>CLIS</td>
<td>Certificate in Library and Information Studies</td>
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<tr>
<td>CNNA</td>
<td>Certified Cisco Network Associate</td>
</tr>
<tr>
<td>COPTAD</td>
<td>Community-Oriented Practical Training in Art &amp; Design</td>
</tr>
<tr>
<td>CPG</td>
<td>Commuted Pension Gratuity</td>
</tr>
<tr>
<td>DDHS</td>
<td>District Director of Health Services</td>
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<tr>
<td>DHF</td>
<td>Dreyfus Health Foundation</td>
</tr>
<tr>
<td>DICTS</td>
<td>Directorate for Information Communication Technology</td>
</tr>
<tr>
<td>DLIS</td>
<td>Diploma in Library and Information Science</td>
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<tr>
<td>DRAM</td>
<td>Diploma in Records and Archives Management</td>
</tr>
<tr>
<td>DSS</td>
<td>Demographic Surveillance Site</td>
</tr>
<tr>
<td>EASLIS</td>
<td>East African School of Library and Information Science</td>
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<tr>
<td>EDDS</td>
<td>Electronic Document Delivery Service</td>
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<tr>
<td>EASLIS</td>
<td>East African School of Librarianship and Information Science</td>
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<tr>
<td>EU</td>
<td>European Union</td>
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<tr>
<td>FAO</td>
<td>Food and Agricultural Ornaistaon</td>
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<tr>
<td>FEMA</td>
<td>Faculty of Economics and Management</td>
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<tr>
<td>GATS</td>
<td>General Agreement on Trade</td>
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<tr>
<td>GIS</td>
<td>Geographical Information System</td>
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<tr>
<td>HURIPEC</td>
<td>The Human Rights and Peace Centre</td>
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<tr>
<td>HURIS</td>
<td>Human Resource Information System</td>
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<tr>
<td>IACE</td>
<td>Institute of Adult and Continuing Education</td>
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<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>IDA</td>
<td>International Development Agency</td>
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<tr>
<td>IDI</td>
<td>Infectious Disease Institute</td>
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<tr>
<td>IDRC</td>
<td>The International Development Research Centre</td>
</tr>
<tr>
<td>IDSA</td>
<td>Infectious Disease Society of America</td>
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<tr>
<td>IFS</td>
<td>International Foundation for Science</td>
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<tr>
<td>IFS</td>
<td>International Foundation for Science</td>
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<tr>
<td>IHRBS</td>
<td>The In-house Retirement Benefit Scheme</td>
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<tr>
<td>ISAE</td>
<td>Institute of Statistics and Applied Economics</td>
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<tr>
<td>IUC</td>
<td>Inter-University Council</td>
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<tr>
<td>KTS</td>
<td>Kampala Technical School</td>
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<tr>
<td>MakLIBS</td>
<td>Makerere Library Information System</td>
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<tr>
<td>MDD</td>
<td>Music Dance and Drama</td>
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<tr>
<td>MIPESA</td>
<td>Malaria in Pregnancy in East and Southern Africa</td>
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<tr>
<td>MISR</td>
<td>Makerere Institute of Social Research</td>
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<tr>
<td>MTSIFA</td>
<td>Margaret Trowel School of Industrial and Fine Arts</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Name</td>
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<tr>
<td>MUARIK</td>
<td>Makerere University Agricultural Research Institute, Kabanyolo</td>
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<tr>
<td>MUBFAS</td>
<td>Makerere University Biological Field Station</td>
</tr>
<tr>
<td>MUIENR</td>
<td>Makerere University Institute of Environment and Natural Research</td>
</tr>
<tr>
<td>MUIPH</td>
<td>Makerere University Institute of Public Health</td>
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<tr>
<td>MU-JHU</td>
<td>Makerere University and Johns Hopkins University</td>
</tr>
<tr>
<td>MULTRI</td>
<td>Makerere University Livestock Training and Research Institute</td>
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<tr>
<td>NAAD</td>
<td>National Agricultural Advisory Services</td>
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<td>NARO</td>
<td>National Agricultural Research Organization</td>
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<tr>
<td>NCHE</td>
<td>National Council for Higher Education</td>
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<tr>
<td>NGOs</td>
<td>Non-government Organizations</td>
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<tr>
<td>NORAD</td>
<td>Norwegian Agency for Development</td>
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<tr>
<td>NURRU</td>
<td>National Union of Researchers and Research Users</td>
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<tr>
<td>PDD</td>
<td>Planning and Development Department</td>
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<tr>
<td>PEAP</td>
<td>Poverty Eradication Action Plan</td>
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<tr>
<td>PMA</td>
<td>Plan for Modernization of Agriculture</td>
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<tr>
<td>RLP</td>
<td>Refuge Law Project</td>
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<tr>
<td>SGS</td>
<td>School of Graduate Studies</td>
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<tr>
<td>SSLIS</td>
<td>Swedish School of Library and Information Science</td>
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<tr>
<td>TENET</td>
<td>Tertiary Education Network</td>
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<tr>
<td>ULGAF</td>
<td>Uganda Local Government Action Forum</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>UTL</td>
<td>Uganda telecommunication</td>
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<tr>
<td>WHO</td>
<td>World Health Organization</td>
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<tr>
<td>WTO</td>
<td>World Trade Organization</td>
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FOREWORD

This is the fourth annual performance report of Makerere University since the enactment of the Universities and Other Tertiary Institutions Act 2001. This report gives an overview of the progress notched in 2004 in the University’s quest of her strategic agenda as encapsulated in the University’s Strategic Plan 2001-2006/7 at the Faculty/Unit level. The report is based on the detailed annual reports of the faculties/institutes/schools and other Planning Units.

Performance reporting is a duty specified in the Universities and Other Tertiary Institutions Act 2001. However, it is also our deep sense of duty to account to our principal stakeholders.

The principal focus of the University in 2004 was addressing the expectations and areas of discontent voiced during the stakeholders’ meeting held at the University in January 2004. The areas singled out then related to quality, diversification of the resource base, internationalization and the relevance of education at the University level.

The University is steadily moving up the learning curve with respect to performance reporting and as a result, each succeeding year we strive to make the Annual Report comprehensively informative.

Last but not the least, the University would enormously appreciate constructive feedback regarding the breadth and depth of the report, from the government and other stakeholders geared at improving the management of the University as “We Build for the Future”.

Prof. Livingstone S Luboobi
VICE-CHANCELLOR
EXECUTIVE SUMMARY

1. Introduction

The year 2004 at Makerere University has witnessed the transition to autonomy through operationalisation of the Universities and Other Tertiary Institutions’ Act 2001. This transition was completed through the appointment of the Vice Chancellor and his two Deputies by Senate and Council and filling all the other vacant positions in top management. Prof. Livingstone S. Luboobi, the Vice Chancellor, Dr L. Tibatemwa-Ekirikubinza and Prof. D.J Bakibinga the Deputy Vice Chancellors for Academic Affairs and Administration and Finance respectively, were the first democratically elected leaders since Makerere University’s inception in 1922.

The new leadership has put renewed vigour into revamping academic standards through searching for more resources and focusing on quality assurance, promoted closer international collaboration, advanced the computerization process already launched and continued the bridging of the gender gap through gender mainstreaming. These developments have gone a long way in enabling the University to achieve its Vision which is to be “a centre of excellence providing world class teaching, research and services relevant to sustainable development needs of society”.

2. Teaching and Learning

The total students’ enrolment during the year 2004 at Makerere University was 32,654 with a female enrolment of 13,997 which gives a female participation rate of 43%. Of the total students’ population, 1352 were post graduate students pursuing higher degrees. During the same year 8,131 students graduated with various degrees of which 3,298 (41%) were female (Annex 1&2).

Two institutes were transformed into fully-fledged faculties with several new programs geared towards meeting the needs of the country. Following the completion of a UShs 3 billion building, funded by the Norwegian Government, and the development of several programs, the Institute of Computer Science became the new Faculty of Computing and Information Technology.

Additionally, the Institute of Economics, which also completed its four-level building with support from the Foundation for African Capacity Building, graduated to a fully-fledged Faculty of Economics and Management. The new Faculty has four departments of Economics Theory and Analysis, Development Economics, Economic Policy and Planning, Finance and Accounting, and Marketing Management.

A number of new academic programmes were launched in various faculties of the University. These included:

- Bachelor of Arts in Development Economics
- Master of Business Administration
- Post Graduate Diploma in Integrated Rural Planning.
- Post Graduate Diploma in Primary Education
- Post graduate Diploma in Livestock Development Planning and Management
- Master of Public Health Distance Education
- Master of Science in Quantitative Economics
- Master of Arts in Information and Communication
- Bachelor of Science in Quantitative Surveying
• Bachelor of Science in Land Economics
• Bachelor of Science in Construction Management

The University intensified its effort to make the academic programmes more practically oriented and relevant to society. In some cases the curriculum was updated and renewed and in other cases, internship has been introduced as a requirement for the award of degrees. For example, the Faculty of Veterinary Medicine has introduced a programme of attachment and internship in ambulatory services, and clinical and hospital exposures to meet the needs of employers of its graduates. Existing attachment programmes were strengthened in the faculties of Medicine, Agriculture, Social Sciences, Forestry and Technology.

3. Quality Assurance
Makerere University has demonstrated remarkable resilience to maintain high academic standards despite the big challenges with which it is faced. The new management has made it its priority to place emphasis on assuring quality. Management is specifically looking to the following strategies to revamp academic standards:
• The Vice-Chancellor issued a circular to all deans and directors to re-examine their students intake figures. The intake in some programs will be reduced if previous levels exceeded available facilities. Deans and Directors are required to justify any proposed increase. Justification must include additions to space, computer facilities, and staff availability.
• Following a Quality Assurance workshop funded by the Carnegie Corporation of New York, the Vice-Chancellor has appointed a Quality Assurance Task Force headed by the Deputy Vice-Chancellor (Academic Affairs). The Task Force was assigned the duty to work out the Quality Assurance Framework and steer the process of quality assurance by providing guidelines, structures, policies and implementation modalities.
• In view of the critical needs for educational inputs such as high calibre academic staff, scientific equipment and educational software, the University has re-examined its sources of income and decided to improve its financial income. On the one hand the University is negotiating with Government to increase its subvention to the University, and on the other it is revising the fees to reflect the realistic unit cost of educating students. The University is also setting up a resource Mobilization Unit with support from Carnegie Corporation and the Norwegian Government.

The impact of these measures will be gradual starting with the first year, but will eventually work throughout all the years and revamp the academic standards of Makerere University.

4. ICT
Several Units reported impressive progress in compensation during the year 2004. A new consultative process was launched to review both the achievements of the ICT first Master Plan, and the ICT policy and to formulate a new ICT Master Plan. The comparison below shows the progress achieved in the area of ICT development since the launching of the first ICT Master Plan in 2000.

**Comparative Indicators of ICT Development: 2000 and 2004**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>June 2000</th>
<th>December 2004</th>
</tr>
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<tbody>
<tr>
<td>ICT Literate Staff</td>
<td>300</td>
<td>3000</td>
</tr>
<tr>
<td>Networked Computers</td>
<td>300</td>
<td>2700</td>
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</table>
5. Collaborative Research and Linkages with other Universities

In line with global trends, Makerere has taken bold strides in the area of joint research and other collaboration endeavours with various Universities all over the globe. Through Sida/SAREC support Makerere is collaborating with various Swedish Universities to build capacity for the PhD supervision and carry out joint research in the faculties of Technology, Agriculture, Medicine, Social Sciences, Veterinary Medicine, EASLIS and the Institute of Public Health. This collaboration will also facilitate Ph.D. training of over 25 members of staff at Makerere University.

The Faculty of Medicine has registered remarkable success in forging linkages with the Walter Reed Army Institute, Henry Jackson Foundation, Gates Foundation, the University of California San Francisco of USA and the Karolinska Institute of Sweden on its research program on the deadly disease of HIV/Aids and Malaria control.

International collaboration is not restricted to research and staff development, it also embraces the core area of training. For example, Makerere through the faculties of Computer Science, Forestry and Nature Conservation and Arts is engaged in joint degree awards with some Norwegian Universities. Norwegian students come to Makerere University for one Semester for both Bachelors and Masters degrees and they get part of their credit Units from Makerere. Ugandan students also take part of their studies in Norway and they get joint degrees. The reports we get on joint teaching and research clearly indicate that Makerere University standards are at par with those from European Universities.

These collaborative efforts and research and teaching were facilitated by the visits abroad by the Vice-Chancellor and the Deans and Directors as well as management and several academic staff who have marketed Makerere University in various fora. At the same time Makerere has also received several international renowned academics and dignitaries who chose the University as their classical examples in academic regeneration.

Following the Stakeholders Consultative meeting held at the beginning of 2004, most of the development partners have either pledged to continue support the University under current phases or to formulate new phases of support. These include: the World Bank, the Norwegian Government through the Integrated Development Programme and the NUFU-programme, the Swedish Government through Sida/SAREC and the US based New initiative for Higher Education which is represented at Makerere University by the Rockefeller Foundation, Carnegie Corporation of New York, Ford Foundation, Bill and Melinda Gates, and Pfizer Foundation.

6. Bridging the Gender Gap
The Gender Mainstreaming Programme got an extension of the Female Students Initiative and the Gender Mainstreaming Programme up to 2007. The Female Scholarship Initiative, which sponsors female students from poor and disadvantaged backgrounds, has so far benefited 417 female University students. Sensitisation workshops on Gender were conducted and research on the 1.5 affirmative action scheme for female students was conducted. Through the Gender Mainstreaming Division, which was created in 2002, the activities of the Gender Mainstreaming Programme have continued to expand.

7. Restructuring of The University and Establishment of Colleges
Following the recruitment of the new top leadership, the University moved on to tackle its restructuring process so as to become more efficient. A series of retreats were organized to define the restructuring process. Functions under the new offices of Deputy Vice Chancellor Academic Affairs and Deputy Vice-Chancellor Finance and Administration, vis-à-vis those of the Vice-Chancellor, Academic Registrar and University Secretary were redefined in accordance with the 2001 Universities and Other Tertiary Institutes Act.

The restructuring brought on board the following Units:

- The Human Resource Department under the Deputy Vice Chancellor (Finance and Administration)
- The Procurement Unit under the University Secretary
- The proposed Investment Department
- New structure of the Public Relations and International Affairs Office directly under the Vice Chancellor.

The Restructuring Report also made tentative recommendations for cost saving in the areas of Ground Maintenance (Estates) and Catering in the Halls of Residence. However, the implications of the recommendation on outsourcing are yet to be further examined before being approved by Council.

While administrative Units are undergoing restructuring, academic Units are being re-organized into larger Units of Colleges with significant devolution of power to the Colleges. The guidelines for establishing colleges were developed and approved by Senate and Council. A joint Senate and Council Committee was set up to oversee the process for establishing new Colleges. The College of Health Sciences is expected to be one of the first Colleges to be established under these new guidelines and is expected to come on board in 2006.

8. Challenges
There are two major challenges pinpointed by the majority of units who submitted annual reports. The first is understaffing. The growth in student numbers has not been matched by increase in establishment. Both teaching and administrative units report inadequate staffing and an increased teaching and work load. Existing filled positions for staff are far below the University’s approved student staff ratio. Recruitment of staff is hindered by budget constraints. Staffing is also impacting negatively on the implementation of development support as the external evaluation of the Carnegie project reveal.

The second is under-funding. The Science based disciplines continue to operate with obsolete equipment and inadequate chemicals and re-agents. While the University has strived to repair and put a face-lift on its teaching buildings, the Halls of Residence and staff quarters have not been adequately attended to. Campus security is threatened by lack of a perimeter fence. Many of the retiring University professors cannot be paid their gratuity and other retirement benefits from the in-house retirement benefit scheme. Additionally, the high cost of the bandwidth has limited access to Internet use.
Projections indicate that Makerere University has a minimum irreducible deficit on its recurrent budget in the financial year 2004/5 of UShs 5 billion. The university has approached Government for supplementary funding.

Another aspect of the underfunding affects the capital budget. Currently, the University development activities are all funded by the development partners. The Government allocated Ushs 900m in the FY2004/05 development budget mainly for taxes. Although the University has tried to manage the development support in such a way as to target the most critical priorities, the increase in space is behind schedule because most donors do not participate in the construction of infrastructure.

9. **Way Forward**

In light of the mounting expenditure pressure, the University has come up with a two-pronged approach to improve the financial situation. The first one is to intensify lobbying to Government to step up the University subvention, especially through allocation of supplementary estimates for 2004/5 and increased funding in the Medium Term expenditure framework. The second strategy is to transform to a Unit Cost-based budget, where both the Government-sponsored and private students are to pay the full Unit cost according to their program of study. In view of the fact that income standards in Uganda are low, it is recommended that Government sets up a loan scheme to come to the rescue of students from low-income families who may not afford the high fees.
1 EAST AFRICAN SCHOOL OF LIBRARY AND INFORMATION SCIENCE (EASLIS)

1.1 Introduction
The East African School of Librarianship was established as a regional centre for training library personnel in 1963. The Council for Library Training in East Africa, composed of representatives of from three countries namely Uganda, Kenya and Tanzania was established as its governing body responsible to the Senate of the University of East Africa. In 1996, the name of the School was changed to East African School of Library and Information Science (EASLIS) to accommodate new additions to the curriculum and the growing elements of information Science.

The following are EASLIS’ strategic objectives for the five years ending 2005:

- To develop a dynamic and appropriate LIS curriculum to produce high quality library and information professionals.
- To continuously upgrade Information and Communication Technology (ICT) facilities and applications to cope with rapidly ICT changing consultancy.
- To enhance the quality of staff in teaching, supervision, research and consultancy.
- To improve the decision making process of EASLIS.
- To expand and maintain the existing infrastructure.
- To improve and maintain national and international cooperation.
- To enhance EASLIS income generation capacity.
- To provide incentives in order to motivate staff.

The total enrolment in the EASLIS’ programs is 516 students of which 482 are undergraduates and 34 are postgraduates. During 2004 EASLIS produced a total of 126 graduates at various levels.

The total academic staff establishment is 32 posts. Out of these ten are filled with three PhD holders; five Masters and two bachelors degrees. There are 22 vacant posts. EASLIS is employing 10 part-timers to take up some of the teaching load. Three members of staff are pursuing PhDs, while one other staff is to register for 2005/2006 and has been recommended for the Commonwealth Scholarship. In addition to academic staff EASLIS is serviced by 11 administrative staff in various areas of competencies. However, the total establishment for administrative posts is 17 and 6 positions are vacant.

1.2 Progress and Achievements During 2004

1.2.1 Teaching
Currently, EASLIS runs the following training programmes:
- Certificate in Library and Information Studies (CLIS)
- Diploma in Records and Archives Management (DRAM)
- Diploma in Library and Information Science (DLIS)
- Bachelor of Library and Information Science (BLIS)
- Master of Science in Information Science (MSc. Inf. Sc)
- PhD. Information Science

1.2.2 Research
EASLIS staff and students have actively conducted research resulting in publication in international journals and production of research reports. Research works undertaken include: ‘Information needs and uses in the informal sector in Uganda’ by Dr. Ikoja-Odongo, ‘Students Information System for Higher Education in Uganda’ by Mr. Elisam Magara, Information Technology Issues in the Education Sector in Uganda’ by Mr. James Matovu and ‘The State of the LIS Schools in the ESCA Region’ by Dr. I.M.N. Kigongo-Bukenya.

1.2.3 ICT developments
Every member of staff has got a computer in his/her office. All students and staff computers are connected to the Internet. EASLIS has also designed and hosted its website at http://www.Makerere.ac.ug/easilis. Two computer laboratories are in place: one for Undergraduate and another for graduate students. Five computers were added to the laboratories. Three members of staff have participated in e-learning up to the level of training of trainers. This is for the purpose of improving capacity and performance of staff in teaching and service delivery.

1.2.4 Collaboration
At the national level, EASLIS established collaborative links with the, Uganda National Council for Science and Technology, National Library of Uganda, Uganda Aids Commission and Uganda Management Institute.

At the international level, EASLIS has got collaborative links with the Valdosta University, for the MA Programme of Library and Information Science and the University of Tennessee. A Consortium of LIS Schools in East Africa (Kenya, Tanzania and Uganda) has been formed to link with LIS Schools in USA. Negotiations are going on to establish links with the Department of Information Studies, University of Wales, Aberystwyth.

1.2.5 Consultancies:
EASLIS has won a consultancy to re-organize the Industrial and Uganda Court of Appeal Libraries worth 51 million Uganda Shillings.

1.3 Constraints
The main constraints include the unfilled academic staff vacancies, inadequate income generation, and inadequate ICT facilities and space.

1.4 Way Forward
EASLIS will work with the rest of the University to pursue strategies to improve the funding of the University. This will include revision of fees paid by private students and lobbying Government for increased support to the University in general and the EASLIS in particular. EASLIS will also intensify efforts to bid for consultancies as a means of generating income in the process of rebuilding the Library and Archives Sector in Uganda.
2 THE FACULTY OF AGRICULTURE

2.1 Introduction
The Faculty of Agriculture consists of seven departments: Agricultural Economics and Agri-Business Management, Agricultural Extension Education, Agricultural Engineering, Animal Science, Crop Science, Food Science and Technology, and Soil Science; and the Agricultural Research Institute at Kabanyolo (MUARIK). 966 undergraduate students were enrolled in 2004. Forty-two out of a total of 100 academic staff hold PhD degrees. The Faculty became more analytical in its training, research and outreach approaches during 2004. Existing training programmes have been consolidated rather than new ones initiated. The Faculty has sought to be more research oriented by strengthening its outreach capacity and activities.

2.2 Achievements
2.2.1 Teaching and Training
Privately funded students constituted 38%, while the women accounted for 26% of the student population. During 2004, 190 undergraduate students graduated out of whom 13 obtained first class and 134 second class upper division, a remarkable achievement. 29 students graduated with MSc and 5 with PhD degrees. Only one was retained as Faculty staff while the rest serve the country through other institutions. For the second year running, all our undergraduate students have gone through the student attachment programme and benefited from the hands-on experience in firms to which they were posted. This approach has also improved communication between the Faculty staff, hosts to the students and field staff with whom joint supervision of the students is effected. The Faculty has conducted refresher courses, some for her staff members, at the Continuing Agricultural Education Centre.

2.2.2 Research
The Faculty conducts research to meet the national strategy of assisting farm families to move out of poverty as expressed in the Poverty Eradication Action Plan (PEAP). Researchers in the Faculty continued engaging farmers as participants in research and development of technologies that are appropriate to the rural settings. More research proposals geared toward improving access to markets, generating new crop varieties, improved methods for natural resource management and adding value to agricultural products were developed.

The Faculty published its research outputs in international, regional and national journals and conference proceedings. 45 were published in refereed journals and 2 books were published. The Faculty has continued to host the Secretariat for African Crop Science Society as well as the Journal Office, publish the African Crop Science Journal, the MUARIK Bulletin and the Eastern Africa Journal of Rural Development.

The Faculty hosted or co-hosted several conferences and workshops. One resulted in a book titled “Agriculture and the nitrogen cycle: assessing the impacts of fertiliser use on food production and the environment”. Another co-hosted with NARO under the theme “IARD: Transforming Agriculture through Research” resulted in Vol. 9 of the Uganda Journal of Agricultural Sciences.

2.2.3 Partnerships
The Faculty continued to collaborate with different partners in research and training, including farmers, NGOs, national institutions (e.g. NARO, NAADS) and international institutions. Collaborations that started last year at Faculty level are with:
- Iowa State University (ISU) and a local NGO (VEDCO) on the Sustainable Rural Livelihoods Programme which attracted a substantial gift from Jerry and Karen
Kolschowsky. A MoU was signed between Makerere University and Iowa State University to this effect. Research activities have been initiated under this programme.

- Ohio State University and Michigan State University won the USAID’s HEPAD (Higher Education Partnerships for African Development) grant. Two PhD and two MSc staff members from the Faculty are to be trained under a sandwich arrangement.

- Under continued collaboration, two students graduated with first degrees from EARTH University with the Vice Chancellor, Prof. Luboobi, and Dean Bekunda in attendance.

Several grant institutions continued to support research and training in the Faculty.

- NORAD and Sida/SAREC continued their support for research, training and physical capacity development.

- FORUM (Regional Universities Forum for Capacity Building in Agriculture) offered eight grants averaging US$ 65,000 each to the Faculty during the last year.

- The Faculty also received grant support from the Rockefeller Foundation (whose President visited the University), The Carnegie Corporation of New York, Sasakawa and many others which link with principal investigators from the seven departments, the Research Institute at Kabanyolo and the Continuing Agricultural Education Centre, and under which they are recognised.

2.2.4 Physical Capacity

The new Food Science and Technology building was near completion with support from the NORAD Institutional Development Programme. Under the same programme, 61 ha of land bought at Kabanyolo were fenced including Nalyamagonja & Kyetume. Other structures at MUARIK were furnished (CAEC), equipped (Soil Science and Agricultural Engineering Laboratories) or rehabilitated (Lecture Laboratory).

2.3 MUARIK and CAEC

2.3.1 Makerere University Agricultural Research Institute, Kabanyolo (MUARIK)

MUARIK is the agricultural research arm of Makerere University, located 19 km north of the main campus. It is a major source of vital information relevant to agricultural development in Uganda and the East African region in general. The facility is further used for training and demonstration at various levels, namely, undergraduate and graduates, farmers, schools and the private sector. Other areas include natural resource management, ecosystems and environmental management related research. The Institute marked 50 years in 2003 with a mini-exhibition and a third year agriculture students’ convention.

2.3.2 Continuing Agriculture Education Centre (CAEC)

The primary role of the Continuing Agricultural Education Centre (CAEC) based in MUARIK, is to offer short agricultural courses on demand, largely for in-service agricultural extension agents, farmers and the private sector. Since its inception in 1993, the Centre has
conducted a series of courses. The Centre also conducts regular assessments to identify emerging human resource (HR) capacity development needs for local governments, Non-Government Organisations (NGOs) and Community Based Development Organisations (CBOs).

2.4 **Challenges**
- Limited infrastructure in terms of office space, lecture rooms, labs and equipment in view of increased programmes & No. of students.
- To produce graduates that are practical and scientifically sound to meet the challenges faced by farmers.
- To have a vibrant and fully operational research Institute (MUARIK)

2.5 **Way Forward**
- To transform into a college and establish a campus at Kabanyolo.
- To continuously review the curriculum
- To appoint a full time Director of MUARIK
3 FACULTY OF ARTS

3.1 Introduction

The Faculty of Arts offers Bachelor of Arts, Masters and Ph.D. programmes. It offers bachelor's degree programmes in Urban Planning, Tourism, Environmental Management, Mass Communication, Secretarial Studies and Development Studies. In 2004, the Faculty had 7,204 undergraduate students and of these 3,600 (50%) were women. The Faculty has a total of 230 staff of which 132 are academic.

3.2 Achievements

3.2.1 Teaching and Learning

All the courses and programmes are taught in seven departments and one Institute; namely, Geography, Literature, Philosophy, History, Music, Dance and Drama, Religious Studies, Mass Communication and the Institute of Languages. The Faculty of Arts offers courses from other faculties. These include economics, political science and sociology, among others. The Faculty also has service departments to the School of Education. These include Geography, History, Literature and Religious Studies and the Institute of Languages.

The Faculty introduced new Master of Arts (M.A.) programmes in areas of Human Rights, Peace and Conflict Resolution Studies and Leadership and Human Resource Management on top of the traditional M.A. Courses. Senior Faculty members supervise MA and PhD students, not only from this Faculty but also those from other faculties of the University. Many of the Faculty staff continued to act as External Examiners in other Universities within and outside the country.

Facilities and Services within the Faculty

Book Banks: In the year 2004/2005, the Faculty consolidated all the departmental book banks into one Faculty Book Bank Library. This was meant to create a wider scope of reading material rather than confining the reading materials within a department, which otherwise would be useful to students in other disciplines.

Public Relations Services: The Public Relations Office has continued to provide information on any inquiries at the beginning of academic year and on a day-to-day basis. This arrangement has facilitated wider publicity for the Faculty of Arts.

Counselling Services: The Students’ Counsellor handled more than 400 students during the year 2004/2005, many of whom were students on the Evening programmes.

3.2.2 Research and Publications

Some Faculty members are actively involved in research either for knowledge generation or through supervision of postgraduate students. Others are participating in consultancies on policy and development issues. The Research areas include: environmental management, climatology, media and community, language and culture, human rights, conflict resolution, regional development, physical planning for both rural and urban areas, decentralisation and service delivery among others. The Faculty further extended Ushs.3million as a research grant to each department. The departments are yet to present their reports.

Many members of staff have continued to publish in refereed journals over the last two years or so. These publications have facilitated promotion of members of staff to ranks of Senior Lecturers or Associate Professors to a large extent. On top of individual publication, the
Faculty of Arts has published two books: ‘AFRICA: Communication Challenges in the 21st Century’ and ‘AFRICA in World Affairs: Challenge to Humanities’.

3.2.3 Outreach and Services
Participation in the outreach activities; a number of faculty members have written projects for capacity building at University and in districts of the country. Departments including Mass Communication, Geography, Religious Studies and that of Music Dance and Drama have gone out to districts and have involved the communities through workshops to offer solutions to some vital community problems. Some of these projects have been funded by Rockefeller Foundation through I@mak.com.

Various departments in the Faculty of Arts have continued to forge collaboration with various institutions, both locally and internationally. Linkages have been initiated by the Dean between the Faculty and Universities in the USA, Canada and Europe.

3.3 Funding
The Faculty of Arts is self-financing in many ways and continues to support the University. Funds are generated from private programmes, and this has facilitated the maintenance and sustenance of the Faculty. The Faculty hardly gets external funding from donors. However, some funding has been given to Mass Communication by the US Embassy for the new radio station, Sida/SAREC for Postgraduate Diploma in Environmental Journalism and NORAD for establishment of the Meteorology Unit.

3.4 Problems/Challenges
One of the major problems faced by the Faculty of Arts is limited space and exorbitant expenditure on hiring of Council space.

Weaknesses
- Inadequate staff establishment in all Departments
- Lack of space.

Threats
- Loss of jobs because government has withdrawn sponsorship of Arts students’ courses.
- Lack of funding for infrastructure development, given the increased student numbers.
- There are a few Ph.D. holders and when these retire, only professors will have to supervise the graduate students.
- Infrastructure for MDD is appalling.

3.5 Way Forward
The Faculty of Arts is trying to save from its internally generated funds, although the process has proved to be very slow because of so many other expenses the Faculty is incurring to sustain itself. The University Management has been requested to look into the issue of hiring Council space for teaching because the funds spent on this could have been saved for a Faculty building.

With respect to staff establishment, departments have been requested to work closely with the Planning & Development Department so as to be given more establishments due to the many programmes that are being offered.
4 INSTITUTE OF COMPUTING AND INFORMATION TECHNOLOGY

4.1 Introduction

The Institute of Computer Science (MUICS) was established as the Institute of Computer Science in 1986 by the University Council mainly to run programmes in Information and Communication/Computer Technology (ICT) to meet the increasing demand for ICT services in Uganda in particular, and the African region in general. It attained Faculty status in early 2005.

The Institute’s Mission is to provide expert teaching and research in the field of Information and Communication Technology for national development in Uganda in concert with international developments. It runs courses from certificate to PhD levels in ICT, and it is a centre for research requirements and ICT consultancy services. It has a rich menu for training. It is also the only unit at Makerere University mandated by the University Senate and Council to conduct any Computer Science/ICT Training.

The Institute currently has 40 members of staff although the majority of them are still in the lower cadres of Assistant Lecturers and Teaching Assistants. The Faculty has five Ph.D. students, 170 Masters degree students, 75 students on postgraduates programs, 1415 undergraduate degree students, 500 students on professional courses and 1000 students on short courses.

4.2 ACHIEVEMENTS

4.2.1 Undergraduate Programmes:

- Bachelor of Science in Computer Science and Bachelor of Information Technology: This is a three-year full-time degree programme which offers flexibility while providing the level of knowledge and skills required by industry and professional bodies. The inaugural group of about 1000 begun in October 2004.

- Diploma in Computer Science (DCSC): The first ever diploma in computer science students begun in September 2004.

4.2.2 Conferences and Workshops Hosted by ICS


PhD Research Workshop: On 20th August, 2004, this was facilitated by three visiting Professors from London South Bank University and was attended by 56 participants from various faculties of Makerere University.

4.2.3 Regional Training Centre for Cisco

Makerere University Institute of Computer Science in July 2004 was officially signed up as a Cisco Regional Academy in Uganda.

4.2.4 Thomson Prometric Testing Centre:

The Thomson Prometric Testing Centre was officially opened by South African Prometric Partners on 17th July 2004. Its aim is to obtain comprehensive, global testing program that
offers students an opportunity to be tested and examined in all IT curricula. Being a regional academy, it will now be able to train and enrol other local Cisco academies of which seven have already enrolled, namely; the three public universities in Uganda (Gulu University, Mbarara University of Science and Technology and Kyambogo University; Makerere University (Department of Women and Gender Studies & Institute of Computer Science)), Gayaza High School and Mbale University Cisco local academies.

4.2.5 **Research Papers Presented at various conferences by ICS Members of Staff**

During the academic year 2003/2004, members of staff presented papers at various conferences and workshops in different parts of the world. These include:-

- Dr. Venansius Baryamureeba, the Director, ICS, while representing the University at a workshop on overview of ICT in Rwanda and Advanced Training Programme, held at Hotel Meridien, Umubano – Kigali on 15th April, 2004. presented a paper entitled *“Human Capacity Building in ICT in Uganda”*
- John Ngubiri, Ph.D student at University of Nijmegen presented a paper entitled *“On Improvement of the Volcano Search and Optimization Strategy”* during the Fourth International Conference on Parallel Computing (PARA’04) at the Technical University of Denmark, Copenhagen. This is being vetted to appear in the lecture notes in Computer Science Journal – Springer Verlag.
- Florence Tushabe, Ph.D candidate presented a paper entitles *“Computer Forensics for Cyberspace Crimes”* during the Digital Forensic Research Workshop held in Maryland - USA, on August 11 - 13 2004.

4.2.6 **Student Exchange with the University of Bergen, Norway**

- The most recent student exchange collaboration is with the University of Bergen (UiB) where the Department of Informatics at UiB and MUICS designed a joint curriculum for the B.Sc. in Computer Science.
- Student exchange and Collaborative Research with the London South Bank University. There are plans to have other students from the European Union to take some courses in Makerere University. In this regard, the then Director, Institute of Computer Science visited the London South Bank University (LSBU) in the UK to formalize a staff / student exchange programme between LSBU and Makerere University. This exchange programme also will have strong research collaboration in key research areas like Computer Science; Information Technology; Social Sciences and Humanities.
- Prestige. Advanced Research Method Workshop Series: This was intended to target PhD students and was facilitated by Dr. Ddembe Williams. Assessment of E-Commerce in Sub-Saharan Africa: On the 6th October 2004, a visiting E-Business Professor from Southern University and A&M College, Victor, W. Mbarika, held presentations on Telemedicine in Sub-Saharan Africa and Expert assessments of e-commerce in Sub-Saharan Africa. The ICT Development Award and Hosting the Regional Project in Master of Science in Computer Science
- There will also be a serious collaboration under joint research / joint Ph.D. supervision between the partner universities. There is also a possibility of online short courses in strategic areas being conducted amongst the collaborating universities.

4.2.7 **International Recognition & Awards to the Institute of Computer Science:**

In 2004 MUICS received the Quality Summit International Award for Excellence and Business.

4.2.8 **Equipment acquired during the year 2003/2004:**
102 Computers, 50 Un-interruptible Power Supplies, six laptops, two servers, six projectors and four air conditioners

4.3 Problems Faced
Lack of space, especially now, when, the Institute has grown in terms of student and staff. More members of staff are needed to teach on the new programmes and these need to be included on the Makerere University staff payroll; this will enhance job security for members of staff.

4.4 Way Forward
The institute plans to transform into a full fledged Faculty. The proposal for this has been approved by Senate and awaits Council approval. The new Faculty will comprise of the following four departments namely: Department of Computer science, Department of Information Systems, Department of Information Technology and Department of Networks.

When the Faculty is established it will have sufficient establishment to enable the recruitment of the required additional staff.

On space, the University has already allocated space to the institute for the building and architectural designs have been drawn. The construction work is envisaged to be undertaken in the course of the year 2005.
5 FACULTY OF ECONOMICS AND MANAGEMENT

5.1 Introduction
The Faculty of Economics and Management (FEMA) grew out the Makerere University Institute of Economics (MUIE) in 2004. It evolved out of the Department of Economics that formerly was a department in the Faculty of Social Sciences until the academic year 1999/00. The Faculty of Economics and Management is comprised of five departments: Economic Theory and Analysis; Development Economics; Economic Policy and Planning; Finance and Accounting; and Marketing and Management.

The Faculty’s Mission is to develop human capital equipped with skills in economic analysis and management for sustainable development. It seeks to provide high quality training in areas of its mandate for a strong and diversified economy, and to be a centre for high quality research in areas such as economics and trade with a focus on individual, national and international developments.

In pursuing its Mission, the Faculty strives to achieve the following objectives:

- To provide academic and professional support in economics and management to all Schools, Faculties and Institutes of the University, and to train economists for Makerere University Staff needs, as well as for the Private Sector, Government, and NGOs, at Bachelors, Masters and PhD levels;
- To develop new courses and programmes in economics and management to meet the ever-changing needs of society;
- To upgrade the skills and standards of practicing economists and managers by developing and offering short-term professional courses tailored to the needs of the private and public sectors;
- To provide relevant and professional business and management education for the private and public sectors; and
- To undertake and enhance the quality of basic and applied research in economics and management.

5.2 Landmark Developments In The Year 2004

5.2.1 Teaching and Learning
A number of developments took place in the Faculty of Economics and Management. These include but are not limited to:

- **New Courses:** New academic programmes were started in 2004. These include the Master of Business Administration as well as the Bachelor of Arts (Development Economics).
- **Staff Development:** PhD Enrolment: During 2004, two staff members enrolled in PhD programmes. This brings the number of staff undertaking PhD in Economics to 12. Two members of staff completed their PhD programmes, one from the Oxford University and another from the University of Gothenburg, Sweden. This brings the number of staff with PhD to nine.
- **Physical Infrastructure Development:** The construction of a five-storied building was completed at a cost of Ushs1.7billion. The building comprises of 30 offices, four seminar rooms with a capacity of 30 students each and four lecture halls with a capacity of 200 each. This has reduced the problem of office and teaching space. Nevertheless, there is still need for more lecture space.
Donor Support: The Faculty continued to receive donor support from:-
- African Economic Research Consortium (AERC) which sponsored three staff members on the Collaborative Ph.D. programme in Economics for Sub-Saharan Africa;
- African Capacity Building Foundation (ACBF) which sponsored 28 students on the Master of Arts in Economic Policy Management;
- Joint Japan/World Bank Graduate Scholarship Program which sponsored seven students on the Master of Arts in Economic Policy Management;

5.2.2 Research and Publications

(a) Completed Research
- Bbaale, E. and G. Sekakubo (2004); "Data Collection, Records and Data Management", I@mak Project.
- Balihuta, A. M. (2004); "Social Protection in Uganda".

(b) Publications: The year 2004 saw the publication of the following by members of staff
- Okwi, P. O. (2004); Where are the Poor?: Mapping Patterns of Well-being in Uganda, 1992 & 1999.

5.3 Challenges
The Faculty is still faced with a serious shortage of space, both office and lecture. Furthermore, it is understaffed, as there has been no recruitment of staff since it was a Department, then Institute, to its present status of a Faculty with five departments. There are no full-time staff on the University payroll in the new two departments of Finance and Accounting; and that of Marketing and Management.
5.4 Way Forward
In order to meet the challenges faced by FEMA, the Faculty continues to do the following:

- **To recruit well qualified and professional part time staff for both teaching and administration.** In this regard, besides successfully running the traditional undergraduate and graduate programmes, the Faculty is successfully conducting the additional B.Com External and the MBA Programmes. In the next academic year the Faculty will commence offering the B.Com internal Programme. It is also planned that in the academic year 2007/2008 the Faculty will offer the BBA Programme. These new Programmes will continue to yield additional income, which will enable the Faculty to overcome its challenges.

- **To generate internal savings for the construction of new teaching and office space.** In this regard the Faculty has completed the construction of a five-storey building that provides the home of the Faculty, which comprises office and teaching space for its academic and support staff of the Faculty.
6 FACULTY OF FORESTRY AND NATURE CONSERVATION

6.1 Introduction

The University has been offering training in professional forestry since 1970, but the Faculty made five years in 2004. It is composed of the following departments: Forest Management, Forest Biology and Ecosystems Management; Community Forestry and Extension and Forest Products Engineering. At undergraduate level, the following degrees are offered: BSc (Forestry), Bachelor of Community Forestry, and BSc (Wood Science and Technology). At the postgraduate level it offers the MSc (Forestry), MSc (Agro forestry) and PhD degrees.

The Faculty of Forestry has a total of 68 established academic staff positions of which 30 (44%) are filled. Nine members of staff are PhD holders. There are 15 members of staff are on study leave. Of these 12 are on PhD programmes and three on MSc. Programmes. Two members of staff completed their MSc. Programmes during the year. To overcome the shortfall, the Faculty engaged 20 part time lecturers and also relied on teaching staff from the Faculty of Agriculture for many of the first year courses. Although forestry is a male dominated profession, the faculty has been very gender sensitive; 7 out of 30 (23%) of the members of the academic staff are female.

Additionally, the total student enrolment in the faculty was 293 of whom 77 were female. There were 11 Postgraduate students (4 PhD) enrolled in the Faculty, four of whom were female.

6.2 Achievements

6.2.1 International Training Courses
The faculty conducted one international course during the course of the year with the Master of Science (Management of Natural Resources and Sustainable Agriculture) students from the Agricultural University of Norway (NLH). There were a total of 24 students from various European and African Countries for the eight weeks’ course.

6.2.2 Research
The Faculty Staff, MSc and PhD students continued to undertake research in agro forestry, community forestry, forest management, and forest ecology and forest products. The major research work projects where the faculty staff has made significant contributions include:

- Research on monitoring the impact of institutional arrangements and incentives on forestry resources in East Africa funded by Ford Foundation
- Multiple use of Budongo Forest project funded by NORAD.,

Five members of staff received research grants from IFS (Research Grants for young scientists’ scheme), while four staff received research grants from NURRU.

6.2.3 Outreach and Services

- Several staff members participated in meetings as members of: National Agricultural Advisory Services (NAADS); Plan for modernization of Agriculture (PMA); and National Forestry Authority Board. Members also carried out consultancy work on the following:
  - Mid-Term Review of the Forest Resource Management and Conservation Program (FRMCP). The consulting body was European Commission.
o Land use research in the Lake Victoria Basin, Uganda with the Inter University Council of East Africa/Sida/SAREC, Lake Victoria Research (VicRes) Initiative.
o Peer Review of Research proposals for VicRes funding.
- Faculty members conducted training workshops in four districts (Masindi, Mukono, Wakiso, and Tororo) on how to increase demand for forestry extension services, in collaboration with FAO/ Uganda Forestry Working Group.
- Student internships and attachments: The students benefited from interactions with farmers, forest user groups and extension staff. They were attached to local NGOs.
- Open Day and Exhibition: The faculty participated in the University Annual Exhibition Gala, and organized a consultative staff, student and stakeholder workshop which was officiated by the Hon. J. Namuyangu (Minister of State for Industry and Technology)

6.2.4 Collaboration with other institutions
The Faculty strengthened linkages with the following institutions: Agricultural University of Norway/NORAGRIC, Oxford University through the Budongo Forest Project, Indiana University (USA), National Agricultural Research Organization, FORRI, Sokoine University of Agriculture, World Agro-forestry Centre (ICRAF), National Forestry Authority and several local NGOs.

6.3 Challenges
The majority of students in the faculty as in many other science-based Faculties continue to be government sponsored. The inability to attract private students may be attributed to the small number of science candidates in A-level schools. Consequently, the Faculty cannot locally generate the required funds to implement its plans. Most members of staff in the Faculty are young and require continued training up to PhD level. Therefore, funds are required to sustain the staff development program in order to strengthen the Faculty.

6.4 Way Forward
Given that the Faculty has not yet managed to attract private students, it has focused most of its effort on mobilising resources from other sources especially the development partners. Donor funding to the Faculty, mainly from NORAD, amounted to UShs. 398 million which has been used for human resource development, research, extension/outreach activities and maintenance of linkages with National and International Institutions. The Faculty is set to intensify and diversify this resource mobilisation drive.
7 FACULTY OF LAW

7.1 Introduction
The Law Faculty opened its doors to 23 students in 1968. Today it boasts of a student body of approximately 1,600 and 44 academic faculty members. The participation of women in the faculty of law is at 44% (714) students. All faculty members are Ugandan academics that have distinguished themselves in their various fields of specialization. Beginning as a department in the Faculty of Social Sciences, today the Faculty of Law is divided into four departments: Law & Jurisprudence; Commercial Law; Public Law and The Human Rights and Peace Centre (HURIPE), a specialist unit charged with promoting teaching and research on issues of human rights and peace. Besides the publication of the biannual East African Journal of Peace and Human Rights, HURIPE is involved in a number of diverse activities in the areas of human rights, governance and the peaceful resolution of conflicts. The Faculty also operates the Refugee Law Project (RLP) – a semi-autonomous organisation handling research, training and advocacy in forced migration issues.

In November 2004, Dr. Sylvia Tamale was appointed as the new Dean of Law. It was the first time in the history of the Faculty for a female to be elected to this office.

7.2 Achievements

7.2.1 Makerere Environmental Law Centre
The Vice Chancellor, on behalf of the University signed a Memorandum of Understanding with the Environmental Law Institute based in Washington D.C. to establish an Environmental Law Centre at Makerere. The objective of the MoU is to launch a centre for research and training on environmental law and policy at the Faculty, review the environmental curriculum and introduce new modules and hold capacity building workshops. A total of USD 9,000 was received in December 2004 as seed money for initiating activities that will lead to the establishment of the Centre. A proposal to establish the Centre has been drafted and a consultative workshop was planned for April, 2005.

Conferences and Workshops
The Faculty of Law organized several workshops and conferences in 2004. In May, 2004, the Faculty in conjunction with the British Institute of International and Comparative Law organized the first conference on the application of the death penalty in Commonwealth Africa. The Conference brought together close to 100 participants representing 16 countries worldwide. A paper on the Legal Framework in Uganda was presented.

Publications
In 2004, the Faculty published two issues of its bi-annual journal “East Africa Journal of Peace & Human Rights”, as well as numerous articles and papers. The published articles includes the following:


Linkages

- **University of Warwick**: Faculty of Law has an ongoing linkage with the University of Warwick, England. Under this linkage Lecturers of the two Faculties exchange visits. Ms. Rose Nakayi of Human Rights and Peace Centre, visited Warwick 14th -30 November, 2004 and taught a Postgraduate class Criminal Justice system in Uganda.
- **University of Butare**: A Team of law lecturers and lawyers from Rwanda visited Faculty of Law to establish linkages. The Faculty of Law in Butare would like the Faculty of Law, Makerere University lectures to teach comparative law.
- **Chr. Michelsen Institute (CMI)**: A joint research proposal was written on the “The Institutional and Legal Context of the 2006 Presidential and Parliamentary Elections in Uganda” by the Department of Political Science and Public Administration and Department of Public and Comparative Law and the Chr. Michelsen Institute (CMI), Norway. The research commenced in January 2005 and is funded by Norway.
- **University of Pretoria**: Under the joint Masters programme with the University of Pretoria (South Africa) six students from different African countries visited Makerere’s Law Faculty for six months while writing their dissertations on a variety of subjects. They also participated in the Internship programme with human rights NGOs around Kampala.
- **University of Zimbabwe**: Collaboration with the Southern and Eastern African Regional Centre for Women’s Law of the University of Zimbabwe continued to run smoothly with Drs. Sylvia Tamale and Lillian Tibatemwa-Ekirikubinza travelling to Harare to teach modules on the programme.

### 7.3 Challenges

- The rate of attrition of academic staff members is quite alarming, especially because vacancies are not filled.
- The issue of space continues to be a major problem. Phases II and III of the Faculty expansion plan for constructing two buildings to house lecture theatres, seminar rooms, a library, staff offices, computer laboratory and a board room are yet to be implemented.
- The existing postgraduate programmes need to be revamped, while new ones that have been on the Faculty shelves need to get off the ground.
- Facilities for Law students with disabilities are lacking. The eight students with visual impairment lack brailing facilities and other specialized equipment to facilitate their learning process.
- While ten years ago the Law Faculty at Makerere University was the only institution providing legal education in the country, today competition has exploded in the form of at least five new institutions offering law degrees. This development requires the Faculty to not only position itself in cutting-edge competition legal education, but also to enter into collaborative partnerships with these new players.

### 7.4 Way Forward

The year 2004 marked the end of the Faculty’s five-year Strategic Plan that was devised in December 1999. The appointment of a new Dean at the end of the year therefore coincided
with the time for reviewing the 1999-2004 Strategic Plan, identifying the barriers to the full realization of the Plan, clarifying actions to be taken in breaking down the identified barriers and designing a new Plan for the period 2005 -2009. The process has already begun and all the challenges will be addressed in the new Strategic Plan that should be in place by April 2005.
8 FACULTY OF MEDICINE

8.1 Introduction

2004 was yet another very busy and very successful year for the Faculty of Medicine on many fronts except staffing. The Faculty has an enrolment of about 800 undergraduate students, and an academic staff of about 220 out of an establishment of 510.

The Faculty’s strategic directions include the transformation into Makerere University College of Health Sciences; establishment of Makerere Medical Research Centre (MMRC); transforming training by application of innovative pedagogic methods and information technology; further development of the capacity, quality and relevance of its research; and to increase the Faculty’s influence on health policy and decision-making.

8.2 Achievements

8.2.1 Teaching and Learning
The Faculty remained steadfast in its endeavour to implement transformations in teaching and learning to the first and second year students of Medicine, Nursing, Dentistry, Pharmacy and Biomedical Radiography. The Faculty has continued to implement the new curriculum of Problem Based Learning/Community Based Education and Service (PBL/COBES) to the first and second year students. The continuing students are still following the old curricular until they graduate.

The faculty had a steady expansion of student exchange programmes for undergraduate programs. New programmes opened up with for example Karolinska Institute – in nursing and biomedical radiography, University of Wales for dentistry, and Maastricht University for medicine etc. Further growth was registered for masters and PhD programmes. Needless to say the pre-existing exchange programmes were maintained. The Faculty considered the feasibility of taking on supervision of the diploma in tertiary health training institutions that are under the Ministry of Health.

The demand for graduate education continues to rise, posing a challenge of how the Faculty can respond to meet the demand. The single largest funder for Masters students is Ministry of Health, with I@Mak.com also funding some. The rest are obtained largely from personal/family savings and other support. The PhD candidates are largely funded by Sida/SAREC, NUFU and the University Staff Development programme.

In-Service Training

- At Infectious Diseases Institute: In-service Training activities were scaled up when the Infectious Diseases Institute opened its doors in October, 2004. Medical doctors from 15 African countries have received one month training in HIV care and prevention. Also one-day to two-weeks’ special training was offered to doctors in private practice, the armed forces, nurses and clinical officers (medical assistants).

- At up-country Hospitals/Health Centers: With I@Mak.com funding, Continuing Medical Education activities were undertaken with I@Mak funding. It is recommended that these and many more activities become a regular feature of the Faculty activity.

Curriculum Review and Monitoring processes
The School embarked on an extensive review of all the Masters training programmes and expects to complete this process in early 2005 in time for implementation in 2005/2006 academic year. Monitoring and evaluation of the new undergraduate training curricula has continued on a weekly basis through student peer and self evaluation and tutor evaluation. Students evaluate the tutors as well.

**Enhancing gender mainstreaming in teaching and learning**
Dr. Sarah Kiguli (Department of Paediatrics) was selected to be the focal point person for the faculty and has started her work in this area. 2005 may show acceleration in activities related to gender mainstreaming. Women accounted for 50% of all Heads of departments in the faculty.

**8.3 Research**

a) **African Health Sciences**
A major faculty undertaking has been the continued faculty support to this international journal that was started in 2001. This peer-reviewed journal has won international recognition and was accepted by the World's most prestigious National Library of Medicine to be indexed on Medline. The journal will, starting 2005, be published quarterly.

b) **Social Responsiveness of Medical School to the Community**
The activities started with Carnegie funding were continued. Students were able to produce a high quality supplement to the Makerere Medical journal, which had scientific papers resulting from this project.

c) **Linkage/Collaboration with other universities**
The Faculty has registered remarkable success in forging linkages with several universities with which it was able to undertake collaborative research. A link with University of Alabama has enabled the Faculty to develop faculty capacity through short training of staff at Makerere and in the US.

- Phase I HIV vaccine trial was started in collaboration with the National Institute of Health, Walter Reed Army Institute of Research and Henry M. Jackson Foundation.
- Work on the Gates Foundation funded HIV prevention and care research successfully entered its second year and is due for completion in 2005.
- Major HIV research programmes in collaboration with Johns Hopkins University, Case Western Reserve University continued. Malaria research in collaboration with University of California San Francisco, and Karolinska Institute was successfully implemented.
- Sida/SAREC, NUFU, Carnegie Corporation of New York, NIH were the largest funders of Research at the faculty.
- Rockefeller Foundation, I@Mak.Com and others also funded some research.
- International Development Research Centre continued to fund on telemedicine project. IDRC also opened a new grant to fund the processes which are expected to lead to establishment of a regional institutional mechanism for promoting use of research results in policy making. The planning processes in each of the three East African countries (Kenya, Uganda, and Tanzania) went on very well.
- The European Union funded project on schistosomiasis is progressing well and will be concluded in 2005.

**8.4 Physical Infrastructure**

Major expansion of infrastructure has occurred mainly because of the following:

- The Infectious Diseases Institute was opened in October, 2004 by His Excellency the President of Uganda together with the CEO and Chairman of Pfizer.
Completion of the Extension (to Pathology/Clinical Research Building) to house the HIV Vaccine Research Centre funded by Henry Jackson Foundation and Walter Reed Army Institute of Research.

- Expansion of the pool of desktop and laptop computers for student and staff use.
- Additional equipment for the Sida supported core laboratory was obtained and placed in the Biochemistry wing in the Faculty.

8.5 Challenges

The present organisational structure is too large for efficient administration, and does not allow adequate development of the disciplines, specialties and sub-specialties. Understaffing has continued to plague the otherwise progressive Faculty. More than ever before in its over 80-year history there has been this high degree of lack of interest by various health professionals to join the academic ranks in the faculty. The situation was made worse by increased resignations, death and retirement with adequate recruitment to fill those newly vacant positions. There is now a total stagnation because of failure to have staff confirmed in service, or promoted to lecturer level and beyond due to not having the mandatory PhD or equivalent qualifications.

8.6 Way Forward

It is therefore planned to transform the Faculty into the Makerere University College of Health Sciences, with the aim to ensure efficient management and the development of the constituent units into centres of academic and health service excellence. The creation of the college will devolve more powers to the College and ensure that decisions are made promptly.

In order to improve on the financing of the college, the Faculty is expecting the approval of unit cost-based funding. The Faculty intends to reserve some places for international students who should be charged the full unit cost immediately.
9 FACULTY OF SCIENCE

9.1 Introduction

The Faculty of Science offers BSc, MSc, and PhD degree programmes in Basic Sciences. Degree programmes in some areas of Applied Sciences have also been developed over the past few years. These areas include conservation biology, ethno botany, fisheries and aquaculture, geological resources management, industrial chemistry and sports science. Apart from Sports Science, which offers only first degrees, all other areas offer BSc, MSc and PhD degree programmes.

The Faculty is made up of seven departments make up the Faculty of Science. These include the departments of Biochemistry, Botany, Chemistry, Geology, Mathematics, Physics and Zoology. Sports Science is currently only being coordinated as a programme under the Office of the Dean of the Faculty of Science. The Faculty is in the process of being transformation into a College.

The Faculty of Science offers a B.Sc. (External) in collaboration with the department of Distance Education in the Institute of Adult and Continuing Education. The subjects offered in the External Degree Programme include Botany, Chemistry, Computer Science, Economics, Geography, Mathematics, Physics, Psychology, Statistics and Zoology.

Goals
These include: - development of demand driven programmes; increase of practical skills in science; strengthening demand driven scientific research; strengthening the use of ICT in order to improve efficiency in storage, retrieval and dissemination of information for management, teaching, research and learning; promotion of the adaptation of technological breakthrough in science for national development and, development of linkages with various institutions with similar aspirations forging linkages with grassroots and the private sector

9.2 Achievements

9.2.1 Teaching and Learning
The Faculty of Science is responsible for teaching all courses in basic and some aspects of applied sciences to its students. Faculty members also teach courses in Chemistry, Mathematics and Physics to students of the School of Education, Institutes of Computer Science, Statistics and Applied Economics. Additionally, Faculty members teach courses in biochemistry to students from the Faculties of Human Medicine and Veterinary Medicine. The Faculty also jointly teaches students for Fisheries and Aquaculture with the Faculty of Veterinary Medicine. It also teaches Conservation Biology jointly with the Faculty of Forestry and Nature Conservation. Students of the Faculty of Science are taught Computer Science, Economics, Geography, Psychology, and Statistics from other Faculties and Institutes. In addition to students of science, the academic staff also supervise students from other relevant Faculties and act as External Examiners in other Universities both within and outside Uganda.

846 undergraduate and 137 postgraduate students were enrolled in 2004. There were 73 males and 53 females pursuing their higher degrees in the Faculty of Science during the year 2004. Females made up about 39% and males made up 61% of students enrolled for higher degrees during the year 2004.
Thirty-six Faculty staff registered for higher degrees in 2004 (thirty-one for PhD and five for MSc). The total number of academic members of staff is 119 and vacancies stand at 45. Female members of staff make up only 17%.

9.2.2 Research

Publications: Forty-five papers were published by Faculty members during 2003/2004 season: Biochemistry (10), Botany (16), Chemistry (4), Geology (1), Mathematics (8), Physics (2), and Zoology (4).

Awards: During 2004, some Faculty members won outstanding awards through participation in extension work and research. These are as follows:

- Dr. Steven Nyanzi and Prof. J.B. Kaddu won the Vice-Chancellor’s Award of Merit for the best I@mak.com project for 2004 on biogas.
- Dr. Steven Allan Nyanzi was recognized for his work under Innovations for Development in Eastern and Southern Africa (IDESIA) prize on 2nd March 2004. This award was presented by the Uganda Small Scale Industries Association (USSIA). The Innovator of the Year Competition is sponsored by Sida in collaboration with International Foundation for Science (IFS) for eight Eastern and Southern African countries. The award was worth US$3,000. The project was on creative work on converting corn cob wastes into fuel briquettes and furfural. These are chemical raw materials for the manufacture of vanishes, dyes, insecticides, herbicides and fungicides.
- Dr. Steven Allan Nyanzi also received a consolation prize of US$1,000 for his current attempts to produce urea from cattle urine.
- Students of the Faculty of Science won the award of the best exhibitors during the Makerere University Students Guild Academic Fair held in October, 2004.

International Courses:

- The Department of Chemistry organized a regional course on Pesticide Residue Analysis for Graduate Students from East Africa and Ethiopia.

9.2.3 Outreach and Linkages

- The Faculty is supported by NORAD, NUFU, the Bergen Collaboration, and the Carnegie Corporation among others.
- Some private companies have actively extended training and employment opportunities for students and graduates of Science, indicating interest in identifying areas of research for staff.

9.3 Challenges

i) Inadequate laboratory supplies are major challenges in the Faculty of Science. This is because without adequate chemicals, equipment and other consumables, the teaching of science becomes very difficult.

ii) Funding is a big challenge since all activities are dependent on money

iii) Because of natural waste, migration of staff, the Faculty Science is facing a big challenge of staff on the ground being overstretched and therefore not having enough time for conducting research.

iv) The reduction in the number of students in some of the basic science courses is not healthy to the country as this will ultimately affect all the applied sciences in the end.
v) ICT facilities are grossly inadequate in the Faculty. This makes the teaching of computer skills, application of ICT in administration and access to up to date literature difficult for both staff and students difficult.

9.4 **Way Forward**

i) The Faculty continues to solicit for funds from government and donor agencies to assist with the modernization of our laboratories and supplies of chemicals and other consumables to facilitate the teaching of science

ii) The Faculty will continue to follow with vigour the training of more staff to fill in the gaps being created by departure of others

iii) The Faculty will continue to popularise science by making courses more relevant to societal needs

iv) Staff of the Faculty will continue to write marketable research project proposals through which some equipment can be acquired

v) The Faculty will look for opportunities to train all staff to be computer literate so that we use the new E-learning laboratory being established effectively for teaching.

vi) The Faculty will look for ways and means to acquire more computers.
10 FACULTY OF SOCIAL SCIENCES (FSS)

10.1. Introduction

The Faculty of Social Sciences has four Departments that include: Women and Gender Studies, Social Work and Social Administration, Sociology, and that of Political Science and Public Administration. It is one of the oldest faculties in Makerere University. It formerly housed the new Faculty of Economics and Management as a department, then as an institute until it attained its status of a Faculty. The Mission of the Faculty is derived from the broad vision of the University. This emphasizes intellectual and practical skills development through teaching, research and publication, and outreach and advocacy. The Faculty has an establishment of 97 staff. 73 posts are filled, out of which 24 (33%) are female.

10.2. Achievements

10.2.1. Teaching and Learning

The FSS teaches both undergraduate and postgraduate courses in all its four Departments. Apart from the internal teaching programmes, the Faculty is strongly re-establishing its role in relation to other Faculties and institutions for undergraduate, postgraduate and research training in the University. There were a total of 4,093 undergraduate students in the FSS in 2004, approximately equally distributed between men and women. There were 238 postgraduate students, 131 women and 105 men.

Despite these constraints, the Faculty has registered successes in undertaking new developments in the area of teaching and learning as shown below:

(a) **Certified Cisco Network Associate (CCNA):** The Department of Women and Gender Studies launched the CCNA course in October 2002 and there are a number of students enrolled and being trained on this program.

(b) **Integration of Child Rights in Education:** The Department of Social Work and Social Administration is in negotiations with Save the Children of Norway in partnership with ANPPCAN (Uganda Chapter) to be supported in order to integrate child rights education in the curriculum, and also to offer child rights education on short term basis for practitioners. Funds have been considered for this undertaking.

(c) **Co-curriculum Development Program** This is a tripartite Co-Curriculum Development in the International Relations programme run by three Universities, namely: Tufts University (USA), University of Dar-es-Salaam (Tanzania) and Makerere University (Uganda). This involves delivery of courses using Blackboard software. With the use of ICT guided teaching, self-paced and innovative teaching and learning have been possible. Many of the students have for the first time in their academic career been introduced and accessed global learning resources and have been exposed to wider international opportunities that have enabled the exchange of knowledge, experiences and opinions across boundaries. Details of these courses can be obtained from the website http://www.ccd.ss.mak.ac.ug. Under this project, the Faculty acquired two servers, two printers, 20 computers and some computer accessories that have greatly enhanced teaching and learning in the University.

(d) **Harmonization of Teaching:** Some teaching programmes have been introduced both in the Faculty of Social Sciences and Faculty of Arts that seem to duplicate each other. The proposed formation of a College of Humanities will greatly facilitate the harmonization.
Sida/SAREC
The present Sida/SAREC grant to the Faculty is expected to come to its logical conclusion in June 2005. The Faculty is expecting three members of staff who are PhD students to have completed their studies from this project.

The Faculty has also written another proposal for the extension of this Program for 2005-2009 and unlike the first Program that has largely centred on three Departments; the extension will benefit all the four Departments in the Faculty. The fourth component of poverty eradication has been included in this project and has been approved.

10.2.2. Research and Publications
In 2004, all the Departments were engaged in a number of research activities. These include internationally funded research on poverty eradication and integrated rural development, voluntary counselling and testing for youth, AIDS outreach for orphans (testing alternative strategies for community based social support); STI and Cervical Cancer management protocols; Basic Learning Competencies and Sexual Maturation issues at primary school level; and Nature, Society and Water and Medication Use.

Publications include:
- The Journal of Political Science Review is in the offing. A book on Social Science Research is also being edited for publication by Dr. Y. Olum, Assoc. Prof. Murindwa Rutanga, and Dr. E. Mushemeza.
- Makara-Sabiti et. al. (eds) (2003) Voting for Democracy, (2003) and many other articles have been published by scholars in the Department.

10.2.3. Outreach Activities
- Mak/Department of Sociology AIDS OUTREACH, Voluntary Counselling and Testing by the Department of Sociology.
- The Department of Social Work and Social Administration is engaged in outreach and advocacy activities, in form of consultancies at both individual and Departmental levels.
- The Department of Women and Gender Studies continues to play a leading role in gender mainstreaming related training.
- The Department of Political Science and Public Administration has continuously engaged in outreach and advocacy at both institutional and individual levels.

10.3. Challenges
The Faculty of Social Sciences is one of those with the biggest student numbers at Makerere University. The big student numbers demand more space and other facilities. Furthermore, the Students/Staff Ratio (SSR) for the Faculty is on the high side and the Faculty requires additional recruitment of staff. The staff welfare also needs to be improved. The major problem is that the unrealistic fees charged cannot raise enough funds to enable the Faculty effectively and smoothly run all aspects of its planned programs.
10.4. Way Forward

- To lobby Government to increase funding and also revise the fees structure so that the Faculty becomes self-sustaining. Besides raising fees through tuition fees, the Faculty is also planning strategies to mobilize resources through writing saleable project proposals for submission to potential donors.

- The Faculty saved Ushs.200m for infrastructure development and it intends to build large lecture halls in the former ISAE site which has been allocated to the Faculty.

The Faculty has also welcomed the suggestion by the new management of the University that Faculties pool resources together to put up large structures.
11 FACULTY OF TECHNOLOGY

11.1 Introduction
The Faculty of Technology was established in 1970 through the assistance of UNDP/UNESCO with three departments of Civil, Electrical and Mechanical Engineering. Since then it has expanded and now consists of the departments of Architecture, Civil Engineering, Electrical Engineering, Mechanical Engineering and Surveying, a prospective department of Construction Economics and Management and two sub-departments: Engineering Mathematics and Urban Planning. Located at the northwest end of the main Campus, the Faculty is housed in one building originally constructed by government to house the department of Mechanical Engineering.

The Faculty runs both undergraduate and postgraduate programmes. The undergraduate program is conducted within the five Departments and the prospective Department of Construction Economics and Management. While Architecture offers a five-year course, the rest offer four-year programs. The sub-department of Engineering Mathematics offers service courses to the other departments in Mathematics.

The Faculty of Technology offers a number of postgraduate programs as follows:
- Postgraduate Diploma in Urban Design and Construction Project Management
- Master of Engineering in Civil, Electrical and Mechanical Engineering
- Master of Science in Civil, Electrical and Mechanical Engineering
- Master of Physical Planning
- Master of Architecture
- Ph.D. in all five Departments.

During 2004, the Faculty had a total student enrolment of 897 undergraduates (297 females) and 109 postgraduate (20 Ph.D.). The staff strength stood at 90, of whom 20 hold Ph.D. degrees.

11.2 Achievements
During the year, the Faculty continued to consolidate the achievements made in 2003; enhancing its stature as a dynamic, purposeful and responsive academic body. Limited or moderate progress occurred in physical infrastructure development and staff motivation.

11.2.1 Teaching and Learning
During 2004, the faculty graduated 195 with Bachelors degrees and two with Masters degrees. The female graduates were 45% of the total.
Three new programmes were developed during the year with support from Carnegie Corporation. The Bachelor of Science in Quantity Surveying, Bachelor of Science in Land Economics and Bachelor of Science in Construction Management were approved by the University Senate and commenced during the last quarter of the year. The Faculty also undertook a review of all the undergraduate programmes with a view to updating and modernising them. Ph. D. student enrolment reached a record 20 students.
Under I@mak.com, the faculty carried out five short courses for various staff of the Local Councils. An estimated 100 district staff benefited from this professionally oriented capacity building effort. The development of a degree programme targeted at district staff was completed and is awaiting Senate approval. In an effort to modernise the learning environment, the Faculty actively participated in the e-learning initiative at the University. A number of staff received training in e-learning course development and management.
11.2.2 Research
Research activity was heightened during 2004. A number of research initiatives were launched during the year.
Six research programmes are in the middle of implementation with the generous support of Sida/SAREC under the theme “Sustainable Technological Development in the Lake Victoria Region.” in Uganda.
In addition, another four new projects were commenced with Sida/SAREC support in the areas of ICT, GIS, Construction Management and Environmental Engineering.
Results from the research projects have been presented at local and international fora and published in international journals.

11.2.3 Consulting and Extension Services
Offering professional services is considered a core activity within the Faculty as it enhances the expertise and professionalism of the staff. During the year, the staff continued to offer expert services to the University, Government and the private sector. Several buildings within the University were completed, constructed or designed by the staff operating under the staff-owned consultancy company, Technology Consults Ltd. The Institute of Computer Science Building on the Makerere Campus was a landmark during the year. The rehabilitation of Bukalasa Agricultural College and of Rubaga Division Headquarters funded by the World Bank were also supervised by the staff.
The Faculty’s extension programmes are part and parcel of the degree programmes. Through industrial training attachments, all the students and staff participate actively in government departments and private firms. Over a period of three months, this amounted to many labour-hours.
The flagship of the Faculty’s outreach to Small and Micro-Enterprises (SMEs) is the Uganda Gatsby Trust, a Faculty initiative established with the generous support of the Gatsby Charitable Foundation of the UK. It continued to offer Business Development Services through a network of Clubs of private small enterprises scattered throughout the country especially in Kampala, Jinja, Mbarara, Mbale, Masindi, Masaka, Mukono, Rukungiri, Fort Portal, Soroti, Gulu, Lira, etc. Through this network many enterprises have been assisted in skills development, business plans, access to credit, technology transfer and quality improvement. Student involvement in these activities is noteworthy as it exposes them to the entrepreneurial and job-making world.

During the reporting period the Technology Development and Transfer Centre was established.

11.3 Organisation and Resources
The Faculty continued to consolidate its organisation and management. It is part of the overall computerization network of information management at the University. In addition, a Local Area Network linking all the offices in the faculty is running well. A computerised accounting system is also operational.

The Faculty received UShs 560 million from tuition fees during 2004 as the major source of income for activities of the Faculty other than research and capacity building. In addition, tremendous support came from development partners mainly targeted at research and capacity building.

11.4 Challenges
Human Resource Management
The improvement of the terms of service of staff continued to elude the Faculty during 2004. Several members of staff at the middle level (lecturer and assistant lecturer) left for other lucrative employment. During the year, six new members of staff were recruited. These were
at the lowest level of Teaching Assistant. Two senior members of staff were promoted to Associate Professor.

**Physical Infrastructure**
This remained the major constraint on the progress of the Faculty. The Faculty has a shortfall of more than 8000 square metres of space to enable it carry out its desired activities effectively.

**11.5 Way Forward**
With regard to improvement of terms of service the Faculty of Technology is optimistic that the promised salary enhancement for academic staff and the emphasis on science-based disciplines will go a long way to improve the staff terms and conditions of service. With regard to infrastructure development, the Faculty has been prioritised for support under the proposed phase two of Norwegian support. Furthermore, the Faculty of Technology is exploring the possibility of accessing the facility of concessionary loans from Sweden.
12 FACULTY OF VETERINARY MEDICINE

12.1 Introduction
The Faculty of Veterinary Medicine (FVM) was established at Makerere University in 1971. Since then about 650 veterinarians have graduated from the faculty. The cross-cutting nature of the veterinary profession coupled with the Faculty’s Vision of becoming the centre of excellence for teaching, research and services in Animal health and production, wildlife and biomedical sciences has led to expansion of the institution.

The Faculty is currently composed of eight departments. In addition it has and manages a 330-acre training farm at Buyana. The farm has been successfully utilized and it has served as the first experimental station for breeding and promotion of Boer Goats in Uganda. The farm will soon become a University Livestock Training and Research Institute (MULTRI). The Faculty now has 535 students, out of which 35 study for Masters and five PhD degrees.

12.2 Teaching and Learning

12.2.1 Programmes and courses
Master’s programmes run for a duration of two years while PhD programs run for at least three years. Postgraduate diploma programmes run for a duration of one year. The Faculty offers Postgraduate Diplomas in Wildlife Health and Management, and in Livestock Development Planning & Management (new).

The Faculty of Veterinary Medicine has a Mission to provide quality human and biomedical resources, and to generate and disseminate knowledge in animal health and production and wildlife through teaching research and offering services for sustainable resources.

The Faculty has built capacity among its staff to offer a variety of short courses. The courses are offered annually or on demand. On average, the duration for most courses is between two weeks to three months.

12.2.2 Laboratory equipment
The programmes have a very high demand for scientific equipment and reagents. Most laboratories in the faculty are deficient of modern equipment. The faculty would greatly enhance its performance if it were given an affirmative action in the area of laboratory equipment.

12.2.3 Internships/Attachment Training
This is a new innovation developed to address problems of practical training, which arose out of the deficiencies in ambulatory services, and clinical and hospital exposure across all programs. The idea now is to train with the employer and not merely for the employer. This exercise needs a lot of transport support and financial resources to sustain the field supervision.

12.3 Research in the Faculty
The Faculty has an extensive number of active research programmes. Many academics had the research outputs published in refereed journals.

Difficulties are encountered in selective publishing in foreign and International journals, and yet useful data for the region is generated.
The Faculty in joint collaboration with the Uganda Veterinary Association is poised to launch the African Journal of Animal and Biomedical Sciences. Much of the research is supported through collaborative arrangements such as in the Inter-university Council of East Africa, AICAD, Sida/SAREC, Edinburgh University, Mountain Gorilla Project, NUFU and WHO.

12.4 Outreach and extension services,
The Faculty is actively involved in routine outreach programmes, namely:
- The ambulatory practice, herd health programmes, reproductive health programmes and Surgery clinics in both small and large animals.
- A small animal clinic, central laboratory services and artificial insemination services. These activities have kept the faculty in touch with the farmers and pet animal keepers and have rendered excellent service to the police dog department.
- Collaboration with the Uganda Wildlife Authority to promote health and well-being of wild life, humans and the ecosystem. Recently the faculty dispatched a team to the Queen Elizabeth National Park to investigate the cause of deaths of hippos and recommend a solution.
- An active internship programme aimed at addressing practical skills for veterinary students. This has been running for three years now and the Faculty has built an inventory of farms where students can be trained. The students and farmers have appreciated this.
- Provision of technical support at the implementation level to NAADS programme, Fish Farmers Associations, and in Climate Change programmes of the Ministry of Lands, Water and Environment.
- On the international scene, the faculty established collaborative linkages through an MoU between Makerere and the St Georges University, West Indies, University of Auburn and University of Manitoba.
- The regional harmonization and development of the regional Bachelor of Veterinary Medicine curriculum for east and southern Africa. This activity was funded by the FAO.
- On the local scene, collaborative arrangement were established with several private hospitals and clinical research institutions such as Mengo, Rubaga, Kibuli and the Joint Clinical Research Laboratory to collaborate in the training of Biomedical Laboratory Science and Technology (BLT). The Ministry of Health granted permission for BLT students to train anywhere in a government hospital in Uganda.

12.5 Facilities including building and ICT

New Laboratory & ICT support
The Carnegie Corporation of New York extended a grant of USD 245,000 to the Faculty to enhance student practical training. The money has sponsored 11 students to undertake laboratory based training, procure laboratory equipment and computers, and provide linkage to the University-wide Computer network.

New equipment for the diagnostics & Pathology
The German Technical Cooperation support ended about 3 years ago. However some money from the Counterpart funding was saved and this was used to purchase equipment for the new Pathology Building. This has improved the equipment situation in the department of Pathology which will be accessible to all staff members should they need to use it.

Infrastructure development and transport
Owing to the diversity of programs, and the high cost of ambulatory and clinical training, there is immense need for infrastructure development of buildings as follows;
- Buyana stock farm hostels and field laboratory. This will reduce on the cost of practical training and enhance quality of training
- Large animal hospital be completed at the faculty to enable efficient practical training and reduce the cost of ambulatory costs
- A building to house the Biotechnological and Molecular Biology, Wildlife and Animal Production programmes.
- The main water tank has had continuous breakdowns in its valve systems, and coupled with delays in financial remittances this has led to much water wastage.
- The main challenge of the outreach programs of the faculty is the lack of a vehicle situation. To be able to carry out these activities, the faculty needs a viable transport system. More than 80% of the faculty vehicles are old (more than 20 years) and it is impossible to maintain them in a running state.

12.6 Staffing and Human Resource Development
The established number of academic posts is 191, out of these 121 are filled (2002/03 figures). The faculty staff has been active in staff development matters. The number of senior academic staff promoted increased by three Associate Professors and five senior lecturers. Many other staff have gone abroad for higher degrees where they excel but unfortunately many of them do not return. The faculty has therefore had a problem of brain drain.

12.7 Critical Challenges
Acquisition of sufficient & efficient infrastructure including vehicles for field works and practicals, completion of the main faculty block, the animal clinic house and Buyana farm.
Attainment of sustainable income base of the faculty
Improvement of the quality of training involving additional equipment, book bank, ICT and internship attachment.

12.8 Way forward
The faculty will work with the University Administration & Government to secure funding to complete the block and also explore the possibility of revitalising Buyana farm for clinical training in the short-midterm. The faculty will in future write research projects that include a component of infrastructure development.
The faculty will exploit under-utilised potential of the faculty such as Buyana farm, write demand driven short and degree courses for farmers, the private sector, entrepreneur society and extension staff in the animal industry. The Faculty target is to increase to increase trainee population to 1000 over the next 3 years. The faculty will also move in the direction of collaborative research/training projects and partnerships in demand areas.
13 MAKERERE UNIVERSITY INSTITUTE OF ADULT AND CONTINUING EDUCATION (IACE)

13.1 Introduction
In 1992 the Centre for Continuing Education (CCE) was elevated to the level of the Institute of Adult and Continuing Education (IACE), with three departments of: Community Education and Extra-Mural Studies (CEEMS) Adult Education and Communication Studies (AECS) and Distance Education (DE). IACE has currently 29 academic staff members distributed among the departments but requires at least 50% more. It has about 50 administrative support staff at various levels.

13.2 Achievements
13.2.1 Teaching and Learning
Community Education and Extra-Mural Studies (CEEMS)
CEEMS is responsible for taking the University to the people and bringing the people into the University. The department implements its programmes in all parts of the country through nine regional centres in Arua, Gulu, Lira, Mbale, Jinja, Kampala, Hoima, Fort Portal and Kabale. Through these regional centres the department conducts short training courses for the community. In Kampala the department conducts one credit programme leading to the award of a Diploma in Project Planning and Management (DPPM) and one non-credit course approved by the University Council.

Adult Education and Communication Studies (AECS)
The Department of AECS mainly conducts Professional training in adult and community education. It originally offered the Diploma in Adult Education, which has been phased out, and replaced by the three-year programme for the Bachelor of Adult and Community Education (BACE). It is run both as a full-time day and part-time evening programme.

Distance Education (DE)
The Department of Distance Education conducts external degree programmes. Since 1991 it has been running the Bachelor of Commerce and the Bachelor of Education programmes. The main target for these two programmes are working people who hold a diploma in business studies or education and would like to acquire a degree without leaving their work place. The distance education programme is based on the face-to-face meeting between the tutor and student, and the study material, which are availed to the students. About 6,500 students are registered in this department alone.

Library Services
The IACE Library has provided library services through the Makerere University Library system. The departments concentrate on the Book bank system.

The Distance Education Book bank programme organizes face-to-face sessions. Many of the students utilize the Book Bank only when they come for the face to face session. There is the demand of many volumes which can be shared by the students and the challenge is for us to provide these textbooks. The Book bank system serves a positive purpose and needs a lot of money for improvement.

13.2.2 Research and Publications
There has been research done, funded through I@mak.com. The following topics were covered:
- Enhancing the Capacity of Makerere University IACE’s Regional Centres to Promote Distance and Community Participation in the Decentralised Districts.
- Training in Rural Development Management for districts officials and Rural Development Practitioners.
- Policy and Quality Enhancement in Education (Adult Education) in Uganda.
- Adult Education in higher education institutions.
- Impact of HIV/AIDS in higher education institutions.
- Higher education for sustainable resource management.
- Literacy and sustainable Development/good governance.
- Gender and Adult education.

Members of staff on training programmes both here and at other Universities have done and are doing their research in Uganda. The topics are quite relevant and challenging and their field work gives us a lot of involvement. The following are some of the topics of that kind of research:

- Analysis of the Impact of Distance Education on Uganda Society.
- The Development of an In-service Education Model for the Training of Secondary School Teachers in Uganda.
- Environmental Education
- Contribution of non-formal education to Rural Development in Teso Region in Uganda.

Publications

The articles published include:

- The political economy of Adult Education in Uganda by Daniel Babikwa.
- Challenges of developing professional adult educators in Uganda by Patrick Kagoda and Anne Katahoire.
- Adult Literacy Efforts by Anthony Okech
- Meeting the Needs of the Marginalized in Uganda By Alice N. Ndidde.
- International Partnership and Co-operation in Adult Education by Anthony Okech

Other achievements in the area of publications include:
Two staff members, Dr. Anne Ruhweza Katahoire and Mr. Anthony Okech, participated in a new groundbreaking series of textbooks known as ‘African perspectives on adult learning.’ These textbooks are designed for use in the training of African adult educators. Specifically, Dr. Anne R. Katahoire authored of one of the books in the series entitled: The Psychology of Adult Learning in Africa by Tomas Fasokun, Anne Katahoire and Akpovire Oduaran ISBN 9282011178.

The following articles were published in referred journals:


13.2.3 Guests

The guests to the Institute included; Professor Linda Cornwell from the University of South Africa, Mr. ArilKhanis from the University of London, Professor Yosia Bwatwa from the National University of Lesotho, Elizabeth Hanlis from the University of Alberta, Canada, Mr. James Odit form the Commonwealth Youth Secretariat Lusaka, or Alan Dowler of Cardiff University etc.

13.3 Challenges

- The impact of reduced government expenditure on Higher education.
- Lack of funding for Adult and Distance Education programmes.
- Low visibility of IACE as a learning institution for Adult Education in the country.
- Greener pasture attracting staff time away from IACE activities and sometimes leading to staff attrition
- Competition from up-coming Universities and NGOs who are engaged in adult and distance education
- Lack of a clear, explicit and supportive distance education policy

13.4 Way Forward

The institute proposes to transform IACE into a College of Life Long Learning (CLLL) in order to face the challenges of the new millennium. Plans are already underway with support from the Carnegie Corporation of New York not only to evaluate the distance education program but also to come up with relevant policy guidelines for running distance education programmes in the University
14 INSTITUTE OF ENVIRONMENT AND NATURAL RESOURCES (MUIENR)

14.1 Introduction

The Institute of Environment and Natural Resources was established in 1987 under the Faculty of Science. MUIENR became autonomous in 2001. The mission of MUIENR is to provide leadership in and knowledge for and about natural resources, for human benefit and environmental protection. MUIENR’s mandate is to promote the development of knowledge, skills and positive attitudes for sustainable management of environment and natural resources, through training and research. MUIENR has eight filled academic staff positions out of an establishment of 30 posts.

14.2 Achievements

14.2.1 Teaching and Learning

MUIENR has continued to provide teaching at undergraduate and postgraduate levels. There were 122 students enrolled in the Institute in the 2003/04 academic year.

Plans are under way to launch self-financing programmes as a means of reducing dependence on external support by developing tailor made teaching programmes. Our M.Sc. students continue to have problems of funding for their research projects after the first year. As a result, the institute intends to develop plan A and B Masters programmes. The former plan will cater for students who want to acquire knowledge without doing research while plan B will be for those who want to take the academic line or want to specialise in certain areas of environment and natural resources.

In the academic year 2003/04, four male students graduated with a Diploma in Environmental Impact assessment; six (one female) with MSc in Environment & Natural Resources and three males with a PhD.

MSc students attending a computer class (left) and carrying water quality measurement in the Nakivubo Channel in Kampala (right)

14.2.2 Research and Publications
In the past two years, a number of publications have come out of MUIENR research activities, including a book: Kansiime, F (editor), (2003). The Vision and Strategy Framework for the Management and Development of Lake Victoria Basin. Uganda Country Report. Ten articles have been published in refereed journals, and a number of proceedings reports from conferences have been prepared.

14.2.3 Outreach
MUIENR organized a stakeholders’ workshop to present a report on the State of Biodiversity in Uganda for 2004. MUIENR in collaboration with UNESCO-IHE, Institute for Water Education in The Netherlands also organized workshop on “The use of wetlands for water quality and the impact of re-use of nutrients” for professionals from the African region.

14.3 Resources and Finances

The Institute has significantly improved its ICT facilities. With funding from UNESCO-IHE, Power Project that is funded by The Netherlands Government, the Institute has created space for a new computer Lab and networked it. With the same support, the Institute bought thirty two new computers and two LCD projectors. As a result the Institute has equipped the new computer lab with 22 computers of which 17 are new ones. The Remote Sensing and GIS Lab which was remaining with only three functional computers was also equipped with 15 new ones.

Income from private sources amounted to about UShs 100 million in 2004. There are currently six major donor projects in MUIENR, which is concentrating on human capacity building. The total income from these projects in 2004 was about UShs 400 million. The income from tuition fees mainly goes to items like paying for part time lecturers, maintenance of MUIENR buildings and co-financing donor activities, such as burglar proofing of the computer labs, purchase of air conditioners, improvement of the library, and purchase of teaching materials. Income generated by Makerere University Biological Field Station (MUBFS) wholly goes into maintenance of the station, as it does not receive any support services from government apart from some staff salary payments.

14.4 Challenges & Way Forward

The two major constraints to MUIENR’s performance are staff recruitment and space. The academic staffing position at MUIENR has continued to be miserable. Of the approved establishments (30 positions) only eight positions are filled. There is no female staff member at the Institute. The situation is equally bad at the Biological Field Station (MUBFS). Despite Makerere University’s commitments to approve and establish the posts of Director, Accountant and Administrative Assistant in 1996, only two positions of Administrative Assistant and Clerical Officer, Accounts, have since been filled. MUIENR will continue to request the University to appoint at least the minimum number of staff recommended for an academic unit.

The long-term solution to the space problem is a larger building. However, in the short and medium term, MUIENR has requested the Planning Department to consider it for space allocation.

15 INSTITUTE OF PSYCHOLOGY

15.1 Introduction
The Institute of Psychology had its beginning as a department the School of Education under Professor Durojaiye in 1975. In 1987, it was proposed that the School moves to Kyambogo. The idea of an Institute was revived in 1990 and finally realised in 1997. The main objective behind creating the Institute was to “create an environment for nurturing and professionalizing psychology in the Nation, in the sub region and the region”. Its Vision is to be a market oriented institute with international academic and professional excellence.

The strategic objectives of the Institute are to develop and maintain result oriented management; create and maintain high performing team(s) to achieve institutional goals; enhance professional growth and excellence; enhance students employability; attract and maintain competent and committed staff and to develop outreach programs.

The Institute has three departments: Mental Health; Social and Organisational Psychology (SOP); and Outreach.

The total number of undergraduate students is 894, out of which 585 (65%) are women. The students are almost equally divided on day and evening classes. 494 of the students are in Year one. The total number of postgraduate students is 103, out of which 64 (62%) are women.

The Institute has an establishment of 28 academic posts out of which 16 are filled. Out of the 16 filled posts six are women. There are 14 unfilled posts in the Outreach Department. There are also two staff members on PhD Study Leave.

15.2 Achievements

15.2.1 Teaching and Learning

At the undergraduate level, the Institute has:
- Designed and maintained the popular Bachelor of Community Psychology to take psychology perspectives and solutions to communities
- Designed and implemented the Bachelor of Industrial and Organisational Psychology to introduce psychology perspectives and solutions to problems of individual and organisational productivity in our organisations.
- Continued to service Social Sciences and Natural Sciences with Psychology Majors.

At postgraduate level, the Institute offers
- A Masters degree and postgraduate diploma in Counselling which attracts a diverse range of professionals
- Increased intake in Masters of Clinical Psychology
- Increased intake in Masters of Organisational Psychology attracting a large number of Human Resources Officers and Executives as the target group
- Increased employment for its graduates

15.3 Research and Publications

- The Institute has revitalised the Outreach Department including preparation of a Strategic Plan
- Two members of staff on study leave have submitted their theses/dissertations for examination
- Professor Munene, Professor Schwartz (University of Jerusalem) and Grace Kibanja completed a book on the Social Psychology of Development titled: Poverty and Moving out of Poverty: The Role of Culture and Social Capital, sponsored by NUFFIC.
- Professor J.C. Munene and Florence Nansubuga are completing a book: The Management of Universal Primary Education sponsored by OSSREA.

15.4 Outreach and Extension

- The Institute offers counselling services to students and staff members through its Outreach Department. Arrangement have been made with wardens of halls of residence and hostels to enable MA counselling students be placed in their communities to provide counselling services as a requirement for the program in order to practice their skills under supervision.
- The Institute has initiated the formation of the Association of Applied Psychologists including developing a Strategic Plan for the Association
- The Institute has drawn up plans to network with the Parliamentary Committee on Social Services at the networking level.

15.5 Challenges

The institute needs more space to cater for up to 300 students on the undergraduate program and an additional two rooms that can house its postgraduate students. As a growing Institute, the demand for space keeps growing.
16 Institute of Public Health

16.1 Introduction
The Mission of Makerere University Institute of Public Health is to improve the attainment of better health for the people of Uganda through: Public Health training that is demand-driven, field-oriented and problem-based; research that is relevant, operational and leading to evidence-based public health practice and policy decision; and community service that is in partnership with communities and geared towards community capacity-building for self-reliance. Administration of the Institute is carried out through a board and various Committees.

16.2 Achievements
16.2.1 Teaching and Learning
The existing management system through the MUIPH Board has enhanced growth of programmes managed in the Institute. It also facilitates the process of developing new curricula for new programmes. The Institute is planning for a Masters programme in Environmental Health Science on both fulltime and distance learning basis to commence in 2006/2007 and its curricula is in the final stages of preparation. It has also upgraded its curricula to include Public Health in Complex Emergencies (PHCE) course in its lecture modules for undergraduates and postgraduates students.

Through the department of Disease Control and Environmental Health Science, the Institute runs the Centres for Disease Control- IPH HIV/AIDS Fellowship Programme (IPH /CDC), the first of its kind in East and Southern Africa. Initial groundwork for a course on Basic Food Hygiene for Food handlers, which will begin next year, has started. A postgraduate Diploma in Food Hygiene Management for top managers in industry will also begin this year.

The department of Epidemiology and Biostatistics coordinates the one-year old Masters in Public Health (MPH) Distance Education programme on behalf of the Institute and is also spearheading the development of teaching materials for the programme. This is the first master’s programme in the University to be offered by Distance Learning. Courses in monitoring and evaluation for senior health managers are also conducted at district level through this department.

The Community Health and Behavioural Sciences department in February, 2005 is to initiate a course on Qualitative Research Methods in collaboration with the University of Southampton., which aimed at capacity building in public health issues. It has been running a course intended to encourage collaboration between the University of Wisconsin, Makerere University Institute of Public Health and the American government to get its citizens “into the world to understand people's cultures and behaviours”.

IPH Building on Mulago Hill
Students on the MPH program
The Health Policy Planning Management Department in addition to the routine courses it offers held a workshop on Communicating Population and Health Research to Policy makers in Kampala from September 27 to October 8, 2004. This is a two-week annual course sponsored by Population Reference Bureau and MUIPH.

The Regional Centre for Quality of Health Care has lived up to its mission of providing leadership in building regional capacity to improve quality of health care by promoting better practices through networking, strategic partnerships and education. The centres specific activities include short courses on pertinent topics, a post-graduate diploma course in Quality of Health Care and acting as a resource centre for providing up-to-date information on critical regional priorities.

The Institute has since 1999 passed out 135 graduates in BEH, DPHN and MPH (Fulltime) many of whom have been absorbed into relevant fields of employment. There are 53 students at different levels of study for the BEH three-year programme for academic year 2004/2005. Only three females were enrolled in their first year in academic year 2004/2005. The Masters of Public Health Distance Education Programme, which started in October 2004 with 50 students, is expected to have an increase in enrolment with 60 students to be admitted to the programme for 2005/2006 Academic year, giving a total of 110 students on the programme in 2005/2006 academic year.

In 2004 a total of seven, 23, 26, and 9 students graduated in Diploma in Public Health Nursing, Bachelor of Environmental Health Sciences, Masters in Public Health Fulltime programmes respectively.

16.2.2 Research

 Research is a key component of the Institute’s department’s activities. For the IPH/CDC HIV/AIDS Programme in the DCEH department, a number of research topics were addressed by the IPH/CDC Fellows in HIV/AIDS. Several research papers /Reports were presented at local and international conferences on HIV/AIDS. The Health Policy Planning and Management department also coordinates research in the field of health systems while other research is conducted across the departments.
 Twenty eight dissertations were passed by the Institute for the 2003/2004 academic year.

16.2.3 Outreach And Service Delivery

 Teaching. The Institute continues to service MBChB PHC courses in all areas related to Public Health issues through its departments.
 Disease Outbreak Response. The DCEH department manages the IPH/CDC Atlanta Outbreak Investigation Project, which brings together MUIPH, Ministry of Health, Central Public Health Laboratory, Local Government and the Community.
 HIV/AIDS Programme. In their effort to deliver services Fellows of the IPH /CDC HIV/AIDS Fellowship Programme have reached out to the public through media publications.
 MUIPH/KCC Food Handlers Project. The MUIPH/Kampala City Council (KCC) Food Handlers Project is already underway following KCC’s request to the department on the need to manage food safety.
 HIV/AIDS Campaign on Roads constructed by the European Union will begin 2005. Masses and healthcare workers along construction sites for these roads will be trained and sensitised on issues of HIV/AIDS.
 University of British Columbia in Canada has linked up with the Department of Orthopaedics Makerere University and the Department of Epidemiology and Biostatistics as a partner, to focus on clubfoot repair.
Kasangati Health Centre-Makerere University Institute of Public Health has a specialized centre where students are exposed to community medicine. In 2004/2005 (March), 120 medical students (MBChB IV) in four cohorts of 30 students each were able to gain experience from Kasangati Health Centre by learning how the centre provides health services to the community.

The CHBS department runs a community based food security and nutrition programme.

The Iganga-Mayuge Project has opened a Demographic Surveillance Site (DSS) in Iganga and Mayuge districts to collect information from a defined population at regular intervals on vital statistics like death, births, marriage and in and out migrations.

Through the centre, MUIPH has had a number of partnerships as evidenced below.

Uganda is the host country for three networks for Malaria in Pregnancy in East and Southern Africa (MIPESA)

Behaviour Change Communication (BCC) Network

Africa Network for Care for Children Infected and Affected by HIV/AIDS

A network for the production of a handbook on Paediatrics AIDS in Africa. This network brings together countries to learn how to set up and run paediatrics AIDS clinics in 12 countries.

The BCC Network held several meetings in January, April and October aimed at exchanging and sharing knowledge in best practices for BCC. A conference that drew together 180 BCC practitioners from all over Africa aimed at replicating the issues discussed in other countries.

16.2.4 Collaboration

The Institute collaborates with a number of institutions such as: Johns Hopkins University in Baltimore, USA; Danish Health and Behavioural Science; The University of Wisconsin; The Alberta Collaboration; WHO Africa region

MUIPH is an important contributor to national processes. MUIPH lecturers participate in all Ministry of Health's planning and evaluation programmes i.e. Health Sector Strategic Planning, review processes and are invited by government to participate in the macroeconomic and health task force discussions for Uganda.

The launch of the MPH Distance Education in November 2004 was a major achievement for the Institute because it is the first postgraduate programme at the Institute and at Makerere University to be offered as a distance-learning programme. It was also a shift in policy in that the Institute was now incorporating students who could not cope with the demands of a fulltime programme, wanted to keep their jobs and stay with their families as they studied.

Both local and area wide networks were expanded at the MUIPH in 2004. Internet network was installed in five District Director of Health Services (DDHS) offices in Hoima, Kumi, Arua, Rukungiri and Kabarole while Internet ports for students’ access in classrooms and at the resource centre were also increased with support from the Rockefeller Foundation.

16.3 Challenges

Inadequate staffing to cope with the teaching load as well as research and resource mobilisation.

16.4 Way Forward

The Institute’s financial operations are far wider than what is supported by government funds. It largely depends on Donor funds, tuition transfers from the centre for private students and small income generating projects.

Students of the MPH fulltime course are usually absorbed by Ministry of Health or become members of the district health teams. The health ministry usually requests
MUIPH to facilitate their staff by allowing them to do courses or dissertations that will be informative to policy and be used as resources for public health. This partnership has played a critical role in filling the gap in staffing and funding.
17 MAKERERE UNIVERSITY INSTITUTE OF SOCIAL RESEARCH (MISR)

17.1 Introduction
Over the course of the year, Makerere Institute of Social Research (MISR) continued to consolidate the achievements made in 2003 through the determined pursuance of goals and objectives as laid out in the MISR Strategic Plan for 2001 – 2005. These goals and objectives include:

- Developing and Improving the Institute’s Research Capacity
- Improving the Library Resources and Information Systems;
- Strengthening the Institute’s Resource Base and Sustainability; and
- Establishing, Strengthening, and Widening Links with various Institutions and Organisations

17.2 Developing and Improving the Institute’s Research Capacity
In line with MISR’s research areas of focus, which include: Governance and Civil Society; Health and Education; Environment and Natural resources; Macro/Micro Economic Policies; and Resettlement, Migration, and Urbanisation, the Institute undertook the following Research Projects and Consultancies.

Governance and Civil Society
For both past and current year, the most important projects undertaken in the area of Governance and Civil Society is The ‘Decentralisation and Transformations of Governance in Uganda Book Project’. This project is providing a new innovative avenue through which linkages, interactions and information generation (and exchange) on issues pertaining to decentralisation can be enhanced and promoted among policy makers, technocrats, professionals and academicians. MISR is in its final stages of publishing the book on Decentralisation & Transformation of Governance in Uganda, edited by Delius Asiimwe and Nakanyike B. Musisi. The writings in this book is intended to reflect upon the past and present with a purpose of forging a better future system of governance and societal management.

Health and Education
Among the major research projects undertaken under this theme, are the following:

- Integration for Family Planning into VCT, PMTCT and ART Services in Uganda Study (funded by USAID- Uganda);
- Enhancement of Appropriate Acute Respiratory Infection (ARI) Management Among Children by Caretakers and Community Drug Providers in Bushenyi District;
- Protecting the Next Generation: Halting the Spread of HIV/AIDS in Sub-Saharan Africa (funded by Gates Foundation);
- Manhood in the Shadow of Death: AIDS and Masculinity in Urban Uganda (funded by National Science Foundation, USA); and
- Illuminating Students Voices in Higher Education (funded by Ford Foundation).

Environment and Natural Resources
Assessment of Land Access, Land Act 1998, and conflicts and their of Impact on Poverty in Uganda (funded by the World Bank). The main objective of this assignment was to provide a review of existing literature on land issues and qualitative evidence on the impact of access to land, policies and conflicts on poverty in Uganda.
In the upcoming year, in addition to consolidating and maintaining achievements attained in these three areas, more concerted efforts will be directed to the areas of Resettlement, Migration, and urbanisation; and Macro/Micro Economic Policies.

17.3 Enhancing Human Resource Development

In comparison to the past performance, there is now a glimmer of hope that MISR’s establishment issues will finally be sorted out. This hope is derived from the fact that the University Management finally agreed to appoint two Research Fellows on temporary terms beginning November 1, 2004. This is, however, a stopgap measure to the ongoing staffing crisis at the Institute, which requires a permanent solution.

The second positive development is that MISR has attracted new Associates and Affiliates. Associates assist in areas where there is a human resource gap. The following individuals have joined MISR as Associates: Professor J.P.M. Ssebuwufu, writing a book on Makerere University Transformations, Rt. Hon Prime Minister and Chancellor Prof Apollo Nsibambi renewed his associateship with MISR and has worked on two short papers to appear in our Occasional Paper Series. In addition, the Director MISR together with Mr. Delius Asiimwe, are working with him on his new upcoming book on National Integration in Uganda.

However, the institute lost three Associates to other organizations namely: Dr. Stella Neema (to Department of Sociology); Dr. W. Kisamba-Mugerwa (to IFPRI) and Ms. Rebeca Mukyala (to National Council for Children).

17.4 Developing MISR’s Capacity to Conduct Short Courses

MISR finally started the short-courses in research methods, one of its mandates, after several years of struggle.

MISR received a request from the UPDF’s Senior Command and Staff College, Jinja, and picked up this training opportunity to jump-start and enhance its capacity to conduct short courses in Research Methods. The course lasted for two weeks between Aug 30 and Sep 10, 2004 at the Senior Command and Staff College, Kimaka-Jinja. Through this short course interaction, it was hoped that the minds of the participating gallant officers would be broadened and refreshed for higher responsibilities in both command and staff functions, while at the same time fostering greater interface of civil-military relations.

- A one week (Aug 21 – 29, 2004) Fulbright Global Health Studies Summer Course organised by MISR in collaboration with the Faculty of Medicine and jointly funded by the Council for International Exchange of Scholars (CIES) Washington D.C and the Embassy of the United States of America, Kampala Uganda took the lead among the short courses done this year. The course was attended by 55 participants from Uganda, Kenya, Tanzania, Ethiopia, Seychelles, Rwanda, South Africa, Nigeria, Malawi, Senegal, Canada, India and Bosnia.

- Together with EPRC and the National Planning Authority, MISR co-hosted a five days’ (6th –10th December, 2004) Workshop on Development Evaluation Program for Eastern Africa Sub-Region, sponsored by the World Bank. The workshop attracted 50 participants from Uganda, Kenya and Tanzania. The Instructors were from Uganda and USA.
17.5 Strengthening MISR’s Resource Base and Sustainability

The restructuring and renovation of MISR servants’ quarters into a Decentralisation Resource Centre took off around October 2004 after the University agreed to lend MISR UShs 204m. Work is scheduled for completion in March 2005.

Over the year, MISR’s sources of income included: Consultancy fees (overhead charges); MISR affiliation fees; Sale of MISR publications, and revenue from various costing centres (Vehicle renting, photocopying, and apartments). After the Decentralisation Resource Centre is completed, the Internet café together with the canteen will generate additional revenues.

17.6 Establishing and Widening Links with other Institutions

The linkages with other institutions were further strengthened through visiting scholars and affiliates some of whom are accommodated at MISR. Some of these with very close links include:

- National Council for Higher Education (NCHE) with which we are key advisors and Consultants;
- Economic Policy Research Centre (EPRC) with which we co-hosted the Development Evaluation Workshop;
- Makerere Medical School with which we co-hosted the Fulbright Global Health Studies Summer Course;
- Network of Uganda Researchers and Research Users (NURRU) where MISR staff were engaged as reviewers and participants in other activities;
- Community Development Research Network (CDRN);
- UNDP on Poverty Forum.

17.7 Challenges

MISR establishment of core staff (even after the recent temporary appointment of two Research Fellows) is still too thin to run the Institute efficiently given the targets set in the Institutional Strategic Plan 2001 - 2005. For example, the Strategic Plan includes, among other things, the creation of specialised research divisions to undertake research in the Institute’s five areas of focus as well as the development and conducting of short courses in research methods – this has not been possible.

Publications are still too few due to lack of an internal editor.

Linking MISR to the University-wide ICT network is still a problem.

There is urgent need for replacement of field vehicles, which are becoming more of a liability than an asset and all these are due to inadequate funding.

17.8 Way Forward

MISR will work with Management of the University to be prioritised for recruitment of critical staff on payroll. MISR will also ensure that all researches contribute to the overhead costs by earmarking 15% of funds for administration. It will also strengthen modalities for attracting funding and open up partnerships with the School of Graduate Studies. Once the critical staff are in place, MISR will plan and deliver short courses on a self-financing basis.
18 THE INSTITUTE OF STATISTICS AND APPLIED ECONOMICS

18.1 Introduction
The Institute of Statistics and Applied Economics was set up in 1969 as a regional project, with the primary objective of training high level professionals in statistics and applied economics in order to meet the urgent needs of the nineteen English-speaking countries of Africa. Student enrolment is on the increase following the introduction of new programmes. The total student enrolment stands at 1690 of which 607 are females and 1083 are males. Eighty three percent are undergraduates and thirteen percent are postgraduate students.

18.2 Achievements

18.2.1 Academic Programmes
The Institute of Statistics and Applied Economics (ISAE) Regional Project currently runs fifteen programmes. There are five undergraduate programmes, two postgraduate diploma programmes, six masters-degree programmes and two doctorate programmes.

18.2.2 Outreach Activities

The Department of Planning and Applied Statistics in collaboration with the Danish Bilharziation Laboratory (DBL) organized a training workshop on data, Biostatistics and use of STATA for Windows. Participants were drawn from Uganda, Tanzania, Zambia and the Sudan.

The ISAE presented a total of 191 graduands in October 2004. One hundred eighty nine were awarded undergraduate degrees and one was awarded a Masters degree. One candidate received a postgraduate Diploma. The BSc graduands in Population Studies were presented for the first time since the launching of the programme three years ago.

18.2.3 Research
The ISAE is carrying out several research projects among which are the on-going projects in conjunction with the Ministry of Education and Sports (MOES): “The Longitudinal Study on Primary Education in Uganda”, “Value for Money Terminal Evaluation of Completion of Teacher Development and Management Systems (TDMS)”, and Decentralized Medium Term Budget Framework (DMTBS). The ISAE is also carrying out research projects on “HIV/AIDS and Rural Livelihood in Ethiopia, Kenya and Zambia funded by UNECA”, and “Mortality Differentials in Uganda in the Era of HIV/AIDS” jointly funded by National Institutes of Health (NIH) and National Institute for Ageing (NIA).”

18.2.4 Conferences attended by the ISAE
The ISAE continues to be represented at International and Regional Conferences and Meetings. For example:

- The Ag Director and the Head Department of Statistical Methods attended a training Workshop on International Comparison Prices (ICP) Africa in Younde, Cameroon.
- The Head, Department of Statistical Methods attended a follow up Conference of the ICP in Tunis, Tunisia.
• In April 204, The Director represented the ISAE at the 27th Advisory Council Meeting in Maseru, Lesotho.

18.3 Challenges and Way Forward

18.3.1 Staffing
The Institute is understaffed at all levels. Not all the established academic and non academic positions are filled. One administrative staff resigned recently and another had her services transferred to the University Main Library. To alleviate the human resources constraints, the ISAE hires qualified part time academic and administrative staff.

18.3.2 Facilities
The Institute has tried to improve the capacity of its facilities even with limited finances. Forty new computers were purchased to equip both the under and postgraduate laboratories. This brought the total number of computers to sixty.

Currently, the Institute has two lecture rooms. One room can accommodate up to only 100 students and the other one 60. The Institute has two computer laboratories and 19 offices. It has a very small library whose seating capacity cannot meet the current demand for space. Because of a high number of non-resident students who need reading space when on Campus. The Institute has specified its requirement of up to 8,330 square metres at an estimated cost of about US$3.3millions.
19 SCHOOL OF EDUCATION

19.3 Introduction
The strategic directions of the School are: to update and improve the existing programmes; design and introduce new academic programmes; update and improve the training of teachers; improve the capacity, quality and relevance of basic and applied research; improve and expand the physical facilities and infrastructure; improve the conditions and welfare of staff and students; and improve the management of the School by developing capacity in ICT for management, teaching, and learning and by making necessary restructuring and training staff.

The School’s Mandate is to train and produce competent teachers, lecturers, education managers and administrators and to carry out relevant research and services, which support the education sector and community development.

The School had 5279 students, 50% were females. The Government sponsored 667 (13%) of the total number of students. 1064 students graduated in 2004.

The School has 57 full time academic staff out of which four are Professors and three are Associate Professors. In addition the School employs 37 part-time academic staff. There are 51 full-time and 25 part time non-academic staff.

19.4 Achievements

19.4.2 Teaching and Learning
New Academic Programs
All courses at the undergraduate level have been redesigned to meet the demands of the dynamic market which include professionalism in teaching, educational research and service. This is being fuelled by an exponential expansion in the knowledge or content areas that the school has to cater for the increased sophistication of pedagogical skills required to cope with the changing secondary school curriculum requirements, the major changes in the type of society for which students are being prepared to serve and the emergence of a wide range of additional roles that societies expect teachers to play in development.

These following newly approved and integrated courses are richer in content and more cost effective: Bachelor degrees in Arts Education, Science Education, Arts (Primary Education), Business Education, and the Postgraduate Diploma in Primary Education. With the exception of the Postgraduate Diploma in Primary Education, the implementation of the others is postponed until the results from the piloting of the Bachelor of Arts Education by the Department of Language Education are successfully completed.

Information and Communication Technologies (ICT)
The School of Education has been actively involved in ICT development.
- Ten new computers were acquired to facilitate the Master of Education (ICT).
- Four academic staff members from all departments were trained as trainers in e-learning.
- All students were provided an opportunity to acquire an e-mail address on the School’s sub domain. The School has continued to support its website: http://schoolofeducation.net to improve its international accessibility and publicity.

19.4.3 Research and publications
A number of research projects, mainly NORAD-funded, were undertaken in the School of Education:-

- Analysis of various teaching methodologies in classroom teaching at all educational levels and settings - Department of Language Education
- Access, performance and retention of girls in Science and Mathematics at all levels - Dr. Oluka Silas: NORAD
- Analysis of educational policies and their implementation - Dr. James L. Nkata
- Indigenous knowledge systems, epistemologies, discourse, practices, and their implementation - Department of Educational Foundations and Management
- Quality Assurance in Education, Environmental Conservation, Science and Technology, Refugees - Dr. Gorretti Nakabugo - NORAD
- Literacy skills norms improvement in Primary Schools - Dr. Robinah Kyeyune - Rockefeller Foundation
- Analysis of various teaching methodologies in classroom teaching at all educational levels and settings - Dr. Masagazi Fred Masaazi: NORAD
- Indigenous knowledge systems, epistemologies, discourse, practices, and their implementation - Dr. Dan Babgumria: NORAD
- Quality Assurance in Education, Environmental Conservation, Science and Technology and Refugees. NORAD

The School has continued to publish both The Education and the Literature Journals in which members contribute articles and publish research results. The Journal for Higher Education was launched under the coordination of the Department of Higher Education.

19.4.4 Outreach and Service Delivery

The School has been engaged in several outreach activities during the year. Funding from both NORAD and I@Mak.com have facilitated individuals and departments in the School of Education to engage in some of the projects below:-

- In-service Teacher Education - Dr. Masembe Ssebbunga: NORAD
- Communities' Literacy Initiative in environmental conservation, science and technology - Dr. Kagoda: NORAD
- Pedagogical skills for teachers at tertiary institutions of learning - Dr. Maurice B. Tamale: NORAD
- Functional networks with other partners in education - Mr. T. L. Kakinda: NORAD
- Internship for School of Education teacher trainees - Assoc. Prof. J.C. Ssekamwa: I@mak.com
- Pedagogical programme for Makerere University academic staff - Dr. M. B. Tamale: I@mak.com
- Strategies for increasing girls' access, retention and performance in science and mathematics for various levels of education - Dr. Silas Oluka: NORAD

19.5 Challenges and Way Forward

The School of Education, due to growing student numbers, is facing problems of lack of space and has had to rely on other Faculties for teaching space. The School has however saved UShs 1 billion from internally generated funds to construct a larger building. Following the University Council’s approval, the construction process will commence immediately.
20 SCHOOL OF GRADUATE STUDIES

20.3 Introduction
The School of Graduate Studies (previously the School of Postgraduate Studies) was established in 1994. The main objective of the Graduate School is to deal with graduate studies and research. The major functions of the School include:
- Monitoring the registration status and progress of postgraduate students at different levels and in different units
- Identifying sources of and soliciting for funds to support postgraduate programs
- Liaising with other Universities and Institutes/Organisations on postgraduate activities
- Producing an annual update of on-going research and publications in the University
- Providing courses and seminars on research methods
- Handling research and publications in the University
At the close of 2004 the SGS had 18 staff. Just before the end of the year the Director, Prof. David J. Bakibinga was appointed Deputy Vice Chancellor, Finance and Administration.

20.4 Achievements
In the year 2004 work at the School of Graduate Studies (SGS) continued with a lot of activity involving receiving applications, processing admissions, monitoring and management of supervision, examination and research projects from both graduate students and academic staff. There was an interest in pursuing graduate studies at Makerere University from both Uganda and international students.

(a) Graduate Studies
Admission and Registration:
The SGS conducted the registration exercise for postgraduate diploma, masters and doctorate degree programs. The total number of students admitted in the academic year 2004/05 for postgraduate diplomas, masters and doctorate degrees was 3432. The lectures and examinations were conducted according to time table schedules supplied to the School by the respective Deans and Directors. The appointment of supervisors and examiners was done throughout the year on the recommendation of the respective Faculties/Schools/Institutions.

New Programs
The following new programs were approved and majority of them implemented
(b) Postgraduate Diploma
Faculty of Arts: PGD in Integrated Rural Planning.
School of Education: PGD in Primary Education.
Faculty of Vet. Medicine: PGD in Livestock Dev’t Planning and Management.

(c) Masters
Faculty of Arts: MA in Leadership and Human Relation Studies
MUBS: Master of Human Resource Management
Faculty of Economics and Management (FEMA): Master of Business Management
School of Education: Master of Arts in Educational Policy and Planning
Institute of Public Health: Master of Public Health Distance Education
Institute of Statistics and Applied Economics: Master of Science in Quantitative Economics
20.5 Coordination of Research

A number of research projects were conducted in the various University faculties, schools and institutes. A total of 74 projects were funded through the School of Graduate Studies under four main supporting partners shown in the following table.

<table>
<thead>
<tr>
<th>Number of Projects</th>
<th>Source of Funding</th>
<th>Amount of money (UShs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Makerere funds</td>
<td>294 million</td>
</tr>
<tr>
<td>29</td>
<td>I@MAK funds</td>
<td>311 million</td>
</tr>
<tr>
<td>11</td>
<td>Carnegie funds</td>
<td>181 million</td>
</tr>
<tr>
<td>8</td>
<td>Sida/SAREC</td>
<td>147 million</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>933 million</td>
</tr>
</tbody>
</table>

20.5.2 Publications

The School of Graduate Studies collected data from 15 faculties/schools/institutes. This data consisted of numbers of students and staff members engaged in research, theses and dissertations and papers (publications). This activity was code named Rmacs@mak. The school also produced the following publication:

Graduate Supervision: A Book Reading By Kahwa & Maicibi, in the Semi-Annual Review for October.

The School also organized the following workshops

- Sida/SAREC annual Review Workshop, April 2004
- Pedagogical Workshop on Supervision of Postgraduate Studies at Makerere, October 2004
- Annual Review of Carnegie institutional support to the School of Graduate Studies (SGS), December 2004.

20.6 Visitors

The School of Graduate Studies received visitors from Development partners: DAAD, Carnegie, Rockefeller, Sida/SAREC and Inter-University Council of East Africa.

20.7 Challenges

- The high staff turnover needs to be reduced
- The Unit has a growing need for capacity for production of publications
- Inadequate supervision capacity, resulting into delay to graduate.

20.8 Way Forward

Arrangements are already in advanced stages to recruit full-time substantive Director and Deputy Director. The positions have already been advertised and the appointment process will be over within the first quarter of 2005.

21 MARGARET TROWELL SCHOOL OF INDUSTRIAL AND FINE ARTS (MTSIFA)
21.3 Introduction

The Margaret Trowell School of Industrial and Fine Arts (MTSIFA) is one of the oldest teaching units established in 1937 by Margaret Trowell after whom it was named. The School provides full time Art and Design programmes that develop cultural, historical and industrial understanding of arts and design as well as the creative, innovative and performing ability of its students rooted in both African culture and the international trends. The School has three established departments of Industrial Arts and Design, Painting and Art History, and Sculpture. MTSIFA is committed to the initial education of the artist/designer and the professional development of artists/designers.

The total students’ intake at undergraduate level has continued to increase significantly due to increased demand for fine art, industrial arts and design related courses in the BIFA programme. The total enrolment now stands at 716 undergraduate students. 31 out of 52 established academic staffing positions are filled.

21.4 Achievements

21.4.2 Teaching and Learning

The School has completed the review of its undergraduate programme; the Bachelor of Industrial and Fine Arts (BIFA) with emphasis to market oriented Art and Design Courses. Two new programmes have been developed and are in the process of being approved for implementation; these include Bachelor of Visual Communication (BVC) and Bachelor of Applied Arts and Design (BAAD), which focus on more specialisation in visual communication and applied arts and design for industrial development as demanded by the market. M.A (Fine Art) is a postgraduate programme that is under review so as to provide a wider and more focused scope. This will attract more enrolment.

Studios for practical work have been renovated and equipped from internally generated funds. The computer lab has also been equipped with 6 new computers, digital camera, overhead projector and accessories through projects, donations and internally generated funds. The School is setting up a computer lab for staff and postgraduate students as a means to enhance research activities.

The school has continued to use the assistance of the part-time lecturers (13 members) paid from internally generated funds. The School has three PhD holders capable of supervising PhD programmes in Art and Design. 80 percent of the MTSIFA academic staff have been exposed to learning and pedagogy an initiative of the University in an effort to modernize the teaching and learning environment.

21.4.3 Research and Publications

Major achievement related to research in 2004 are summarised below.

- All academic staff of MTSIFA have continued to explore new ideas and approaches within their specific areas of specialisation through studio material research, emphasizing practical experimentation and demonstration of materials and techniques. The end results are exhibited in the annual staff exhibition popularly known as “Different but One”.

- The Department of Industrial Arts and Design has successfully completed two Higher Education (HE) projects with Middlesex University funded by DFID and managed by British Council. Results appeared in 2003/2004 Higher Education Link Annual Report of the British Council. Approximately 150 women entrepreneurs were trained in textiles and other crafts development skills in ten districts.

- An on-going I@Mak.com project titled “Community –Oriented Practical Training in Art and Design (COPTAD)” qualified for the implementation stage.
- AICAD research and development support project titled: An Improved Model of Indigenous Technology for Ceramic Ware Cottage Industrial Cluster has been carried out.
- A research project funded by The Rockefeller Foundation targets the documenting of the teaching skills and methods used by selected master teachers of teaching and reading at lower primary school in Uganda.

21.4.4 Collaborative Linkages/Outreach Programmes
The School has benefited from donor aided programmes which include; DFID/FICHE, The Rockefeller Foundation and I@Mak.com through community based projects. The projects have undertaken considerable outreach programmes and the development of a relationship between the MTSIFA and the industry/artisans. The artisans have gained professional and business management experience in art and design practices.

MTSIFA intends to benefit as a regional partner with Faculty of Art Design and Architecture, Technikon Witwatersrand under Phuman Paper Johannesburg, South Africa through the UNESCO/NORAD Capacity-Building for Cultural Enterprises in Developing Countries programme 2004-2006 in “Design Technology and Sustainable Development Project.”

21.5 Challenges and Way Forward
The School is now saving 10% (about Ugshs.25 million) of its income for the construction of the new building for Industrial Arts and Design Engineering, and is vigorously seeking funds to implement this project. However, minor repairs and renovation of the buildings have continued to be carried out to improve and expand on the existing space.

In addition to funds provided by the Government, the bulk of funds for MTSIFA are generated through student fees. The School generated Ugshs.250 million, of which Ushs.225 million was used to service the recurrent and capital development expenditures. The School raised more funds from donors due to its international recognition for promotion of Art and Design programmes.
22 DEPARTMENT OF THE ACADEMIC REGISTRAR

22.1 Introduction
The Department of the Academic Registrar is comprised of five divisions namely Undergraduate Admissions and Records Division, Examinations Division, Senate Division, Gender Mainstreaming Division and Staff Development & Ceremonies Division. The activities of all the above divisions are coordinated by a Central Office, which is headed by the Academic Registrar.

22.2 Achievements
22.2.1 ICT Development
The Department started implementing the Academic Records Information System (ARIS), and soon the system will be commissioned. In the year 2004, nine desktop computers, one power point projector, two laptop computers and four printers were bought. Three workshops were organized to harmonize course codes. Feedback is awaited from the concerned Faculties/Schools/Institutes. Record keeping and issuing transcripts will greatly be facilitated by the ARIS. The Department has ordered 18 more computers and their accessories using NORAD funding.

The processing and production of academic transcripts has been semi-automated and this followed the acquisition of a transcript processing system in 2002/2003. To-date, about 90% of transcripts for graduates of 2003 and 2004 have already been processed. An average of about 120 Transcripts are issued out per week. Other achievements in the area of ARIS include:
- Registration of students is now carried out on the system.
- Easy retrieval of records for registered students from the ARIS System.
- Statistics of registered students per programme, faculty, gender, year, etc. can be generated from the System.
- The nominal roll showing registered students has been generated using the System.
- Preparation of a clash-free end of Semester One timetable for 2004/2005 academic year for only registered students.

22.2.2 Gender Mainstreaming
The Gender Mainstreaming Programme got an extension of the Female Scholarship Initiative (FSI) and the Gender Mainstreaming Project to 2007. Sensitisation workshops on Gender were conducted and research on the 1.5 scheme was conducted. This project, which sponsors female students from poor and disadvantaged background, has so far benefited 417 female University students. Through the Gender Mainstreaming Division which was created in 2002, the activities of the Gender Mainstreaming Programme have continued to expand.

The review of 1.5 points scheme revealed that the scheme has contributed greatly to gender equity in numbers and the proportions being admitted to the university. The researchers recommended that the University should consider introducing bridging academic programs to support disadvantaged girls to join the University and that the 1.5 points should not be awarded to girls who have excelled on merit.

The gender mainstreaming division also carried out a situational analysis of the gender terrain at Makerere University which was completed in September 2004. The study revealed that the University urgently a gender policy which will spell out gender sensitivity of the strategic plan as well as policies on sexual harassment and equal opportunities. The study also revealed that women represent only 23% of staff base while men account for 77% and that the majority
of women lectures are in humanities disciplines. The most revealing aspect was that there were only 6 female Associate professors and 2 female professors. In the students’ governance, the study revealed that women account for only 27% and men account for 77% of the Guild Cabinet.

22.2.3 Quality Assurance
The Department is spearheading the management of Quality Assurance in the University and there is a strong commitment to quality in all its operations. Over the years various organs, policies and procedures have been put in place to ensure quality and standards. Quality Assurance at the University takes a variety of methods both internal and external. Internal Quality Assurance takes the form of moderation of examinations papers by peers, vetting of the proposed Academic programmes by Senate committees. External Quality Assurance measures comprise a system of engaging external examiners to vet examination and publications of staff that apply for promotion. The Department initiated a project to develop a framework for the University. The Carnegie Corporation of New York has supported this project and has so far indicated it will fund the Planning and the Implementation phase.

22.2.4 The Prospectus
The Department has been publishing the Prospectus since 1996/97 academic year. The Heads of Department, Deans and Directors have been requested to submit fresh and updated information for inclusion in the 5th edition of the Prospectus, which will be published in August 2005 for use in 2005/2006 academic year.

22.3 Challenges

**Staffing Position:** Currently, the Department has a total of 100 of which 41 are junior staff. The Academic Registrar’s Department services all faculties by posting registrars to faculties and institutes and there is staff shortage. There is still a problem of staffing in the Faculties especially during registration period.

**Management Issues:** Streamlining the operational relationship between the office of the Deputy Vice-Chancellor Academic Affairs and the Academic Registrar’s Department is still a challenge. Managing the relationship between academic and administrative staff in the faculties poses another hurdle. Harmonization of the relationship between School of Graduate Studies and Academic Registrar’s Department within the new 2001 Universities and other Tertiary Institutions Act is also another obstacle.

**ICT:** Many inputs in the system are still missing; hence the system is not yet fully operational. Incomplete databases have therefore rendered the system not fully operational, for example, academic structure, staff lists, examination marks, etc. Some Faculties/Schools/Institutes do not have Internet access to enable them use ARIS, hence the concerned Faculty Registrars cannot use the system. Some students never register at all while others pay fees late and therefore register late.

22.4 Way Forward

- Since the programmes offered and the student population have greatly increased, a proportionate increase in the number of staff of the Department should be made.
- The staff of the Department should be sensitised about the relationship between the Office of the DVC(AA), the School of Graduate Studies and the Department of the Academic Registrar with special reference to their individual specific roles.
- Deans, Directors and Heads of Departments should prepare to provide the missing data on programs and students so as to make the databases complete for the proper operation of the Information Systems. The University Administration should ensure that all units of the University are connected to the Internet.
23 OFFICE OF THE DEAN OF STUDENTS

23.1 Introduction
The Department of the Dean of Students is responsible for the welfare of students at the University. It is also responsible for handling discipline of students. The Department is in charge of the following units: Halls of Residence, the Spiritual Centers, International students, Private Hostels, and the Counselling and Guidance Centre.

The Goals of the Department are:
- To improve students’ welfare in the areas of accommodation, feeding, moral and spiritual welfare.
- To offer appropriate advice, guidance and counselling to students in their career development
- To improve and modernize the sporting and physical recreation facilities available to students
- To improve healthcare services provided to the growing student numbers
- To enhance students’ exposure to local, regional and international experiences
- To increase accommodation space for female students in order to promote their opportunities for higher education
- To provide appropriate facilities to cater for the special needs of male and female students
- To enhance income generation
- To develop student talent in various sporting activities

23.2 Achievements

Students’ welfare
The students’ expansion at Makerere University has transformed the University itself and affected its immediate vicinity. One of visible changes is the phenomenon of private hostels to cater for student accommodation and a transport network to serve the growing student population. The capacity of the University's halls of residence is about 5,000 students and the rest of more than 25,000 students are catered for by either the private sector partners or are non-resident.

Students’ accommodation and feeding
The University has continued to cater for students’ welfare under difficult circumstances. The student's ration per day from Government has slightly increased from Shs.1,030/- to Shs.1,070/- (an increase of only 40/-) but this is not enough because food prices have increased greatly. Students meals cost at least Shs.1,500/= per day. It is becoming increasingly difficult to maintain halls because of lack of funds. The year 2004 was very challenging because suppliers were not willing to deliver food items at Tender Board prices.

Private hostels
There are about 30 hostels affiliated to Makerere University and these charge Shs.125,000/- to Shs.300,000/- per student per semester. The Dean of Students Office has instituted an Inspection Sub Committee that goes around the hostels to advise hostel owners on the areas of improvement, and assess the readiness of these hostels to accommodate students.

There has been tremendous improvement in the security and sanitation of these hostels due to the increasing competition among hostel owners. Most hostels can even afford to transport students from the hostels to the main campus with a shuttle/coach.
International students
The number of International students is now over 1,000. The majority of International students are from Kenya. Tanzanian students are also admitted as private students although many are admitted under the Inter-University Council (IUC) Exchange Program and treated as Government sponsored students. Other students from Norway normally come for short courses under the collaboration with Bergen University.

There is a big number of students from Sudan. Many of these are refugees who are catered for by charity organizations. They are treated like Ugandan private students. Other international students also come from Rwanda, Congo, Swaziland, Burundi, Zambia, Zimbabwe, India, South Africa, Eritrea, Bangladesh, Ethiopia, Cameroon and Nigeria among others.

Many of these international students have formed associations and this has made it easier to handle their welfare issues. The Minister for International Affairs in the Guild Government has come up with the idea of a cultural gala on the International Students Day to portray the different countries cultural norms and practices.

Spiritual Centres
The University has worship centres for the Catholic, Anglican and Muslim students. The other denominations use worship centres outside of the University. The University’s worship centres have been expanded and have constructed student centres for other church-related activities. These centres are sponsored by the respective church communities. The centres have provided more space for lectures and other activities.

Counselling and Guidance Centre
The Counselling and Guidance Centre, which is housed in the University Hospital, has continued to provide services to the students as well as the staff. Additionally, the increased student numbers have overwhelmed the centre and as a result, a few faculties have established Counselling Offices to service students at the faculty. The University’s Strategic Plan proposed to have a Counsellor based in each Hall of residences and faculties. This is yet to be implemented.

The Guild
This was established to provide student leadership and representation on the University committees. Currently the constituency comprises of over 32,000 students, both under and postgraduate students, government and private students, resident and non-resident. With the introduction of affirmative action, there is a marked increase of students with special needs. (disabilities) The University currently lacks physical facilities to cater for this category of students and to provide them with assisting devices. The University Senate and Council are currently discussing policies to cater for this group to make their life on campus much easier and convenient.

Sports and Recreation
The sports & recreation facilities in place were established in the 1950’s for a much smaller student and staff population. The facilities were adequate then and properly maintained, but presently, the Unit is understaffed and the facilities are poorly maintained and dilapidated due to limited funding. The facilities are also overstrretched because of the surging student numbers. There is an urgent need to construct a sports complex, resurface the courts and overhaul the swimming pool. The office of the Dean of Students is working with the private sector to construct a student centre with adequate sports and recreation facilities. Century Bottling Company (Coca-Cola) has expressed interest and has submitted plans for a modern complex.
In spite of these challenges, the students have continued to participate in and excel in the East African Inter University Games. The Makerere University team emerged overall winners in the 2004 Games in Nairobi.

Security
The University has had relative security during 2004. The deployment of the patrol vehicle has greatly enhanced the security. There is need, however, for a second one. The opening of the East Gate has also greatly relieved the traffic flow for the University community. There are however, petty thieves who keep on breaking into the student rooms.

23.3 Challenges
The University has increased student numbers tremendously and now has over 30,000 students. This has created several challenges:-
- The Government recurrent funding is inadequate to meet the basic requirements and this affects the students ration and the capacity to recruit staff in vital areas such as counselling.
- Inadequate Toilet facilities especially for non-resident students
- Inadequate places of worship for the minor denominations
- Lack of a Students' Centre
- Lack of funds to repair dilapidated halls of residence like Lumumba and Mary Stuart

23.4 Way Forward
The University is to continue lobbying Government to increase of the amount for feeding students from Ushs.1,070/= to at least Ushs.3,500/= per student per day. Through “BUILD OPERATE and TRANSFER (BOT)” the University plans to put up a multipurpose Students Centre and a modern Sports Arena.
24 DIRECTORATE FOR ICT SUPPORT (DICTS)

24.1 INTRODUCTION

The Directorate for ICT Support, (DICTS), was set up as a central service unit to provide expert services and guidance to all academic and administrative units of the university, especially in the implementation and management of the Policy and Master plan.

24.2 PROGRESS IN ACHIEVING OBJECTIVES

24.3 Strengthening operations and improving services through the development of a strategic plan that would guide ICT operations

The DICTS Strategic Plan
DICTS worked with the Planning and Development Department as well as a consultant from the Makerere University Business School to carry out an analysis of both itself and the environment vis-a-vis its role in the Makerere ICT Policy, as well as its contribution to the achievement of the University Strategic Objectives. The output was a Strategic Plan and a revised organogram.

The University ICT Policy and Master Plan
During 2004, a new consultative process was launched to review the achievements under Phase 1, Review the ICT Policy, and formulate a new Master Plan. This led to a revised ICT Policy and Master Plan (2005 – 2009). At the time of submitting this report, formal approval had been obtained from development partners towards support for Phase 2 as follows:
1. Sida/SAREC – SEK 25.15 million (Maknet, DICTS, MakLIBIS 2, Computer Training Resources)
3. An application has been made to NORAD for the support of Phase 2 of the Information Systems, and some of the components in E-learning, especially in providing priority faculties with computer resources.

24.4 Implementation of Information Systems (ARIS, HURIS AND FINIS)

- ARIS: This is operational, except the application/admission module that is due to come on line at the end of February 2005.
- FINIS: This is operational, except the payroll module due to come on line by early March 2005. While Electronic banking is operational, it has had problems. These have been addressed using an interim strategy while a long-term solution is formulated.
- HURIS: The main software has been installed, the data that has been verified loaded. Verification of data for the rest of the units will be completed by the end of February 2005. The staff development module still has to be developed. HURIS will go live by the end of March 2005.

24.5 Improving Access to online resources through efficient management of bandwidth, putting more computers online, and procuring more bandwidth

- Makerere University is a player (and the Director DICTS is the current Chair) in a university consortium that aims to spread good bandwidth management practice and to procure cheaper bandwidth. To facilitate independent procurement and increase pressure on suppliers, Makerere University, through DICTS, applied for and secured a grant of $65,000 from the Rockefeller Foundation to procure a VSAT, and build capacity for bandwidth management and VSAT operations.
The different units, especially the academic units, have independently procured a total of about 600 computers during the year. In addition, new kiosks with 45 computers were set up, and the Sida/SAREC linkage faculties, Agriculture, Medicine, Social Sciences and Technology, received a total of 150 Computers. The total number of computers in Makerere is currently about 3,000.

The major intent of mirroring the major library online resources onto the intranet has not been achieved as negotiations need to be concluded by the Library. Local hosting of an e-granary and the Massachusetts Institute of Technology entire online course content on the intranet have been significant achievements.

24.6 Strengthening the skills of DICTS staff.
This has continued as a major initiative with Sida/SAREC support.

24.7 Implementation of the E-learning Policy
Implementation of E-learning was deferred due to lack of resources and establishment. The steps taken during the year were:

- Formulate a funding proposal and submit it to development partners. So far, the Carnegie Corporation has approved US $608,005 for E-learning. NORAD is also expected to provide computers for the Faculty of Science with a motivation of supporting E-learning. Sida/SAREC has approved SEK 5,574,976 to provide networked computers in the linkage faculties to support access to online resources and E-learning.
- Get positions established. This is now before Council for final approval (approval expected in October 2004 was deferred, setting back the project).
- Set up the high level policy committee for e-learning. This held its first meeting towards the end of 2004.

24.8 Evaluating the Impact of ICT on University Operations
An attempt was made to start on this, but it was found that a formal approach for measuring impact needs to be developed. The compromise was to compile indicators of impact rather than actual impact, as follows:

**Comparative Indicators of ICT Penetration: 2000 and 2004**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>June 2000</th>
<th>Dec 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT literate staff</td>
<td>300</td>
<td>3000</td>
</tr>
<tr>
<td>Networked computers</td>
<td>300</td>
<td>2700</td>
</tr>
<tr>
<td>LANS</td>
<td>15(Poor)</td>
<td>40(Good)</td>
</tr>
<tr>
<td>Backbone (Gigabit)</td>
<td>None</td>
<td>16km</td>
</tr>
<tr>
<td>Bandwidth in</td>
<td>128kbps</td>
<td>15Mbps</td>
</tr>
<tr>
<td>Email users</td>
<td>300</td>
<td>7000</td>
</tr>
<tr>
<td>Online journals</td>
<td>0</td>
<td>8000</td>
</tr>
<tr>
<td>Internal ICT budget (2% of gross income from fees)</td>
<td>$25,000</td>
<td>$700,000</td>
</tr>
</tbody>
</table>

24.9 Research, Conferences and Outreach
The following items highlight the increasing prominence and impact of DICTS personnel nationally and internationally, a lot of it building on the capacity developed:

- DICTS was funded by UNDP to move the Ministry of Foreign Affairs ICT Policy and Master Plan (which they developed the year before) to projects level.
DICCTS was contracted to manage the DFID/Sida funded initiative that will expand the NetTel@Africa network to seven new countries and 12 universities in Africa. This project is aimed at developing the capacity of ICT policy makers and regulators so that they will set up environments that will promote rather than impede the permeation of ICTs in Africa. It is part of the bigger initiative, Catalysing Access to ICTs in Africa.

DICCTS is part of the AVOIR initiative, aimed at the promotion of an open content and open source intellectual property approach to knowledge.

Nora Mulira, the Deputy Director, received recognition and has received capacity building as a Fellow under the International Women’s Leadership Fellowships for the year 2003/2004. She is part of a class of 14 international women leaders who secured this highly competitive fellowship, and the only one from Africa in that class. She completed her scholarship at Harvard University (Kennedy School of Government and Cambridge University, Judge Institute).

F Tusubira, the Director, made invited presentations related to ICT for Development and Poverty reduction at the following fora:-
- IDRC Workshop at Kwa Maritane, South Africa.
- A “think” workshop at Harvard University, presided over by Nobel Laureates Amartya Sen and Mark Spence, helping to define new directions for the IDRC.
- Role of Science in The Information Society, a WSIS side event at CERN, organised by CERN, the European Space Agency, and the International Council for Science.
- Workshop on rural telecommunications development in Tokyo (OECD and JICA).
- Keynote address to the Tertiary Education Network (TENET) members universities (South Africa) at their annual Techie Conference

F Tusubira and Nora Mulira were elected Chair and Vice Chair respectively of the Board of the Uganda Development Gateway, an initiative aimed at using ICT to enable easy access to information that will promote sustainable national development.

F F Tusubira, Nora Mulira and Apolo Kyeyune continued giving support to various institutions and arms of government on ICT policy and Master Plan formulation and implementation.

DICCTS hosted an international conference (with a rigorous review process using international experts) on the theme: “Universities: Taking a Leading Role in ICT-enabled Human Development”, September 5th – 8th 2004, Kampala Uganda. This Conference was run very successfully with 80 participants from 11 countries (4 outside Africa), at Hotel Africana; Co-funded by Sida/SAREC, The Carnegie Corporation of New York, Makerere and Uganda Communications Commission. A manuscript has been produced for publication as a book.

24.10 CHALLENGES

Changing peoples’ attitudes to fully accept and learn to optimally use the ICT resources for learning, research and administration poses a big challenge. To this is added the task of mobilising sufficient funds to achieve the desired students/computer ratio and to complete all elements of the phase II of the ICT Master Plan. Further to that, sustainability both in terms of maintenance, bandwidth costs, resources replacement and expansion. And finally, delays in streamlining the organogram and clarification on the terms of service for DICCTS employees.

24.11 Way Forward

DICCTS intends to intensify efforts for resource mobilisation both locally and internationally. Already ICT was prioritised as priority number one in the University Strategic Plan:2000/01 – 2006/07, and considerable support has been secured from various development partners including NORAD, THE Carnegie Corporation of New York, Sida/SAREC among others. The University has come up with a fees structure that has an in-built element for ICT
development. Finally, the establishment of the new Human Resource Department will go a long way in dealing with problems related to the organisation structure and staffing of DICTS.
25 ESTATES DEPARTMENT

25.1 Introduction
The Estates Department started in the 1920s as a simple carpentry workshop to repair and service the furniture and carry out other related activities of the Kampala Technical School (KTS). The massive increase in the number of students and staff over the years, led to its evolution into a fully fledged department of the University College in 1955. It includes other maintenance sections i.e., electrical, plumbing, mechanical, grounds, masons, projects, housing, transport, painting and glassworks. The increase in students and staff numbers has continued but with no corresponding expansion of the University facilities. The Estates Department of Makerere University is entrusted with four basic roles namely:

- The maintenance and upkeep of the entire University’s infrastructure.
- The execution of minor civil, electrical and mechanical engineering works.
- The supervision of capital development projects.
- The custody of the University property.

In other words, Estates Department is the technical arm of the University Administration.

The University Campuses include Main Campus, Mulago Medical School, Katalemwa Housing Estate, Kololo Housing Estate, Kabanyolo Farm, Makindye Housing Estate and Buyana Farm.

The staffing at the senior level is very thin with only four filled out of 14 established positions. Out of 119 established positions for the technical support staff, only 44 are filled while for the group employee level establishment of 295, 179 positions are filled. This gives an overall staffing position of 227 (53%) out of the 428 established posts. The high number of vacant posts has negatively impacted the unit’s capacity in supervision, coordination and the actual execution of Estates’ works.

25.2 Achievements

Human Resource Development. In order to improve on the quality of services the Department offers, the Department has encouraged its staff to go for further studies/training either at their own cost or through staff development. Four members of staff have completed training – two at diploma level and two at degree level

Infrastructure Maintenance. The University continued to grapple with the repair and maintenance of its housing estates and road network both on and off-campus. Priority for maintenance is given to Academic buildings. Patching of University roads has been done mainly using internally generated funds. The section of road between Makerere College School and School of Education was reconstructed by the Department using funds from Makerere College School.

Implemented Projects. In the course of the year, the Department effectively supervised a number of projects namely:-

- Building for Dept. of Food Science and Technology
- Building for the Faculty of Economics & Management (former Institute of Economics)
- Rehabilitation of Science Workshop
- Conversion of Boys’ Quarters to Internet Café at MISR
- Expansion of St. Augustine Chapel
Construction of the St. Francis Students Centre

Garbage Collection. The garbage collection improved during the year. This was due to Kampala City Council out-sourcing private garbage collectors.

Maintenance Projects. The jobs handled by the Department included the routine maintenance works such as: maintaining grounds, electrical installations and street lighting, maintaining flow of water and sewerage disposal including booster pump and de-silting water channels. Heavy duty grass cutters were bought. The bulk of work funded by the University was basically plumbing works and drainage while other repairs on houses were left pending due to lack of funds.

25.3 Challenges

Understaffing. Currently, being heavily understaffed and short of funds, Estates Department has found it difficult to fulfil the above mentioned basic roles. The Department is understaffed particularly at the senior (Engineers) level. This results in reduced supervision of works.

Obsolete Workshop Equipment. The equipment in the Workshop especially in Carpentry Section are over 30 years and outdated. A big number of them have broken down beyond repair. There is need to re-equip the Workshop with modern carpentry equipment if this section is to be used to generate income for the Department effectively. About UShs.100m will be required to re-equip the Workshop with modern machines.

Urgent Repair of Residential Houses with Asbestos Roofs. Asbestos was classified as a dangerous material to human health. Therefore, it was outlawed as a roofing material for houses. An amount of about Shs.395,056,746/= is required to re-roof University houses in Katalemwa, Bwaise Quarters, Bombo Road Staff Quarters, Kasubi View Road houses and Makindye houses.

Old Booster Pumping Equipment. An estimated amount of UShs.85m is required to replace the water pumps installed in the pumping station in 1985. In addition to that, there is need to lay new water pipes from the Main Gate to Science Quadrangle, extending the National Water and Sewerage Corporation line at Veterinary Medicine and University Hall to parts of the University Campus to reduce dependency on the Booster pump. The estimated cost for laying the new pipes is about UShs.50m. When this is done, it will improve the availability of water on the Campus.

Mechanisation of grass cutting on the Campus. Currently, the Department has only three grass cutting machines and a tractor. There is need to purchase five more grass cutters at a cost of UShs.9m to eliminate dependency on human beings who are inefficient, with an annual allocation of UShs.11m for fuel both diesel and petrol, there will be great improvement of grass cutting on the Campus.

Poor internal communication within the Department. The Estates Department lacks a LAN. The Department needs US$28,500 to improve on both the internal and external ICT system by installation of a LAN within the departmental premises.

Poor welfare for staff that do risky work. These staff are supposed to be provided with protective gear including clothing, gum boots, but for a long time they have not been facilitated in spite of placing orders for the items in time.
The state of the University Infrastructure.

The state of many of the University Staff Housing Units is still very poor. Most of them are in dilapidated state and in some cases inhabitable.

The state of the roads is very poor and most sections of the tarmacked roads require complete overhaul of the base since they have outlived design life given the increased loading of traffic.

25.4 Way Forward

- The vacant posts in the organizational structure should be filled or the proposed restructuring should be implemented to restore the morale of the workers and to improve on the quality of service delivery.

- The funding of the Department should be increased to facilitate rehabilitation of dilapidated infrastructure. Monthly rentals which are deducted from tenants should be put aside for maintenance of houses. The five percent (5%) deduction from private funds which is meant for maintenance should be put at disposal of Estates Department to enable it to plan preventive maintenance.

- The unallocated stores should be restored at the Department to cater for minor repair works and enhance value for money which will be realised from bulk purchases.
26 THE FINANCE DEPARTMENT

26.1 Introduction
The Finance department is the centre of all financial services in the University. It consists of five sections for Accounts, Revenues, Grants, Halls, and Procurement. The University manages its finances by guidelines that are set and implemented by the department under the leadership of the University Secretary the Accounting Officer.

26.2 Achievements

26.2.1 Organisation and Management

a) Improving of Information Management System
- The Department, with funding from NORAD, established the Financial Management Information System (FINIS). The objective of the system was to streamline the financial operations of the University.
- The financial information system (FINIS) is operational, except the payroll module due to come on line by early March 2005. The following modules have been procured and installed: Budgeting, Procurement, Counter system, Cash book system, Student debtors, Sundry debtors, Pay roll, and Assets register. While Electronic banking is operational, it has had glitches. These have been addressed using an interim strategy while a long-term solution is formulated.
- All accountants have been trained. Training has been conducted on the FINIS system for all accountants. Training is to be held for Deans, Directors and other users.
- The stock of computers was increased from 32 to 45. These are being used in management, financial reporting, communication, and for the FINIS system, which has improved the time for reporting and communication.
- The Local Area Network was planned but has not been fully implemented due to the constraints given hereafter. However, a small LAN for data migration has been done in the department.
- Ten members of staff were trained in computer applications at the Institute of Computer Science.

b) Improving Operational Process
- The Management Team, all Deans, Directors, Wardens, Heads of Departments in Faculties, and Administrators have been sensitised on Financial Management and Accounting. The program was developed with I@Mak.com funding to provide accounting skills for non-financial managers.
- A pilot training project of Financial Managers of Faculties, Departments, Halls of Residence was initiated with funding from I@mak.com.
- The Department developed a procurement training course with funding from I@Mak.com for all University procurement officers, Deans, Directors, Heads and project coordinators. This training is on-going. The University Management, Deans and Directors were trained with assistance from the Public Procurement and Disposal and Assets Authority.
26.3 Generation and Allocation of Funds

<table>
<thead>
<tr>
<th></th>
<th>Wage</th>
<th>Non Wage</th>
<th>Developm. Donor</th>
<th>Developm. GoU</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>GoU</td>
<td>14.69</td>
<td>12.06</td>
<td>18.20</td>
<td>0.06</td>
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<tr>
<td>Taxes on donor proj.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.24</td>
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<tr>
<td>Non Tax Revenue</td>
<td>6.40</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>21.09</strong></td>
<td><strong>37.56</strong></td>
<td><strong>18.20</strong></td>
<td><strong>0.30</strong></td>
<td><strong>77.15</strong></td>
</tr>
</tbody>
</table>

- The University spent Ushs.21.09bn on its wage bill Ushs.14.69bn from Government and Ushs.6.40 billion from Non-Tax Revenues. Ushs.37.56bn was spent on non-wage bills. Of this, Ushs.12.06bn from Government and Ushs.25.50bn from Non-Tax Revenue. Out of the Ushs.25.5bn, Ushs.12.0bn was for allowances.
- Most of the capital budget, totalling Ushs.18.50bn, was funded by the development partners. Government contributed Ushs.0.13bn for capital development and 0.24bn for defrayment of taxes on donor supported projects.

26.4 Collaborative Linkages

The Department has established cooperation with the Economy and Personnel Department of the University of Bergen in Norway. Personnel visits have been exchanged and technical assistance is going on as we implement the various FINIS system modules.

26.5 Challenges

As has been reported elsewhere, funding still remains a major constraint to the University’s operations. In the FY2004/05, the University, has had a minimum irreducible deficit of Ushs.5.2bn. The second challenge concerns the on-going computerisation of financial management through FINIS.

26.6 Way Forward

The University will intensify discussions and dialogue with Government over the problem of the irreducible deficit. The University will also ensure that a long term funding mechanism is instituted through the Unit cost-based funding.

With regard to the new Information Systems and particularly FINIS, the Finance Department will intensify training of all staff and also work with the rest of the University to solicit for support for all the required components of the Information System.
27 PLANNING AND DEVELOPMENT DEPARTMENT

27.1 Introduction
In line with its Vision “to be a focal point in planning, monitoring and evaluation of strategic and institutional development processes” of Makerere University, the Planning and Development Department during the year 2004 successfully advanced its agenda on a number of fronts including organization of the first ever Makerere University Stakeholders meeting, review of the Makerere University Strategic Plan 2000/1 – 2006/7, coordination of on-going programs and projects and preparation of new phases of support by various development partners and undertaking of studies on unit costs, devolution to colleges, and restructuring of Makerere University.

27.2 Activities and Achievements

27.2.1 Stakeholders Consultative Meeting
In January 2004, the Department spearheaded the University’s first Stakeholders’ Consultative Meeting. This gave the University the opportunity of furnishing stakeholders with the status of the University by taking stock of its past and present, and looking into the future. Our development partners pledged to continue to support the University through the on-going as well as new phases of support.

They also expressed the need for periodic consultation as well as close coordination of the support. In view of the significance of this consultation, the University has now decided that it will be holding a fully-fledged stakeholders meeting every 4 years, to include national and international stakeholders. The next fully-fledged Stakeholders Meeting will take place in 2008. The University will organise a mini-Consultative meeting in-between with development partners with on-going programs. The next mini consultative meeting will take place at the beginning of 2006.

27.2.2 Makerere University Strategic Plan
The Strategic Plan 2000/1-2004/5 was reviewed and extended to 2006/7. The option to draw up a new strategic plan was dropped for the following reasons: The Vision, Mission and broad strategies of the plan were still valid and a number of programs and activities envisaged in the plan were yet to be fully implemented.
The Ministry of Education and the National Council for Higher Education has developed a draft Strategic Plan for Higher Education. It was therefore necessary to wait for the approval and adoption of the new Strategic Plan for Higher Education so that it could inform and guide the Makerere University Strategic Plan.
In the meantime the Department has embarked on the pre-planning activities for the next Strategic Plan in 2006/7. One of the fundamental issues to be tackled in the next University Strategic Plan is how to align the university’s institutional strength with the national demand for human resources, so that the University can play its rightful role in the national development. First, the Department has commissioned some tracer studies to ascertain the employability of various categories of graduates from different faculties. In view of the significance of the process of aligning the demand and supply of knowledge, the Planning Department on behalf of Makerere University has joined a collaborative effort with the University of Witwatersrand in South Africa, the University of Nairobi, and the University of Dar es Salaam in bringing together universities as knowledge producers and graduates with the public and private sectors which consume the graduates we produce. This new initiative brings together Makerere University, the National Planning Authority, the Ministry of Labour and a number of private sector organisations to identify the possible future trend of the economy that the universities should align with. The Planning Department together with the National Planning Authority has participated in a series of meetings held in Nairobi, Kenya and Johannesburg, South Africa and the initiative is quite promising.

27.2.3 Restructuring Administrative Units
During the year, the Department facilitated the restructuring process of the University. The Department organised a joint retreat meeting for the two Council Committees – Planning and Development Committee and the Establishment and Administration Committee. The deliberations on the micro organisational structures have brought out a number of changes: It enabled the University to clarify on the new roles of different offices as mapped out by the Universities and Other Tertiary Institutions Act 2001. This has enabled the new top management of the university to start on a clear and firm ground.

All the administrative departments were mobilised to re-think their mandate and organisational structures and to establish new micro organograms.

The restructuring exercise has resulted in the creation of two critical departments, Human Resources Management and Procurement.

A new unit in charge of resource mobilization from alumni, the industries, charities as well as individuals both within and out side Uganda has been established in the PDD and it is soon to start with support from the Carnegie Corporation of New York.

Potential areas for staff right-sizing have also been identified. However, in view of the lack of resources for severance packages, the University has adopted a gradual approach to the right sizing and it will pursue it through natural attrition.

The restructuring exercise is still continuing and new units such as the Counselling Unit are set to become full fledged departments, while many others will be reorganised to bring efficiency in their delivery operation.

27.2.4 Devolution to a College Model
While administrative departments were undergoing restructuring, the academic departments will also be reorganised along a College model. A study spearheaded by the PDD was carried out on the proposed college model, the structures of the colleges, the grouping of faculties into colleges, the services to be devolved to colleges and those to be retained at the centre. The University Senate is still scrutinising the proposal and once it is approved, some colleges such as that of Medicine will come on board immediately. The University is grateful to the Rockefeller Foundation, the Ford Foundation the world Bank and the Norwegian Government for the support invested into reorganising the University to improve efficiency on its delivery.
27.2.5 The Costs and Quality of Education
The main sources of funding of the university operations are Government subvention, student fees and development support. Over the years, the University’s funding stagnated and this has resulted in inadequate teaching staff in faculties, lack of repairs of some buildings such as Lumumba Hall of residence, inadequate resources to operate and maintain vital ICT facilities and other science equipment and consumables, and inadequate funds for practical training in forms if internship, industrial training, teaching practice for teachers etc.. The University therefore decided to adopt a new financing arrangement based on the actual cost per student per programme (unit cost) for an adequate academic standard. This unit cost based funding has caused intense on-going debate within the University, the Ministry of Education and the Parliament.

27.2.6 Personnel Resources

Staff recruitment: The Council has already approved the recruitment of three senior staff members of PDD to fill up positions in the new Resource Mobilization Unit. With support from the Carnegie Corporation, the new staff will undergo various training in development activities. This will go along way in beefing up staff capacity. However there will still be more need for filling up of the vacant positions in PDD.

Staff Training: The Department has continued their efforts to build staff capacity through specialised staff training and exposure. One member of staff (Ms. E.K. Bwanga) successfully completed her first year of the PhD training in Economics at Makerere University. All the rest of the staff in the PDD have undertaken various training programmes during the last two years. More training is to be pursued in the coming years.

Technical Assistance: With Norwegian funding, the Department has continued to benefit from technical assistance in the form of consultancy services. These services have been procured from RB Consultants International AS. The Consultant makes periodic visits to work with staff from the Department and other beneficiary units in the University. The continued interaction with the Consultant has been beneficial in equipping staff with relevant
skills in areas of Strategic Planning, Development of Project Proposals for support by other donors, programme implementation coordination, monitoring and evaluation.

27.3 International Trends in Education Services

Education, particularly, higher education was brought under the realm of tradable services on which the General Agreement on Trade in Services (GATS) has been concluded under the auspices of the World Trade Organisation (WTO). This development will encourage education without boarders under the current globalization drive and it has profound implications on higher education. The Association of African Universities (AAU) has taken the initiative to sensitize universities to prepare themselves for the GATS regime, which will open them to unlimited competition. The AAU organised a workshop in Accra in May 2004 to draw the African Universities to the advent of GATS in higher education and it also made it its central Theme during the 11th AAU General Conference in Cape Town South Africa in February 2005. Mr. Mayanja, Director of Planning, Makerere university presented a paper to the 11th AAU General Conference in Cape Town on the topic: Privatization, Internationalisation and the Implication of GATS on Higher Education in Africa with particular reference to Uganda. This paper argues that the privatization and internationalization of higher education in Uganda has made higher education GATS compliant and therefore recommends that stakeholders be sensitised and they take a proactive approach to GATS to study it, write about it and pilot on some aspects of it to gain more insight about its implication before it is operationalised.

27.4 Challenges

The outstanding challenges for PDD are as follows:

- The need for more staff capacity, through recruitment, training and retention.
- The establishment of an effective Management Information System with a comprehensive database to underpin planning functions, project coordination, monitoring, evaluation and guiding informed decision making.

27.5 Way Forward

Regarding staff recruitment, Council has already approved the recruitment of three senior staff into the Department to fill up positions in the new resource mobilisation unit. With support from the Carnegie Corporation of New York and the Government of Norway, the new staff will undergo various training in development activities. This will go a long way in beefing up staff capacity in the Department.

On the issue of information management system, the Department had hoped that it should let the basic information systems of ARIS, FINIS, HURIS and MakLIBIS be developed first to avoid duplication. The proposed management information system for the Department is largely a derivative of those basic information systems. The Department will seriously rethink its proposed system with a view of determining its viability at this point in time and also the risks of duplication.
28 DEVELOPMENT SUPPORT

28.1 Introduction
The University’s operational budget is primarily funded by the Government of Uganda subvention supplemented by internally generated income mainly from fees paid by private students. While for its institutional development programme, the University relies primarily on resources from development partners. This includes research, physical infrastructure particularly built-up space, equipment and computers, human resource development and its outreach activities. During 2004 donor support amounted to Ushs.18bn. The major funders of the institutional development programme include the Norwegian Government through NORAD and NUFU, the Swedish Government through Sida/SAREC, the Rockefeller Foundation and World Bank IDA, The Carnegie Corporation of New York, and the Pfizer Inc. In addition to the institutional wide programmes, several faculties and staff benefit from research funds by various donor agencies. The University, especially the Faculty of Agriculture, benefits from regional programs coordinated by Makerere. These include the Regional Universities Forum for Agriculture funded by the Rockefeller Foundation and the Sustainable Rural Livelihoods Programme in collaboration with Iowa State University funded by the Jerry and Karen Kolschowsky Foundation.

28.2 Government of Norway Institutional Development Support
The major aim of the five-year NOK110 m (approx. US$15m) Institutional Development Programme is to improve the University’s capability to address the major challenges of Uganda. The Norwegian support through NORAD is the most comprehensive program covering most of the University priorities such as ICT, Library resources, development of space for science based units, improvement of management and planning process for greater efficiency and sustainability, scientific research and outreach and collaboration with staff development.

Some of the major achievements under the programme are the physical infrastructure for the Department of Women & Gender Studies, Institute of Computer Science, Department of Food Science and Technology. Space created by these buildings at the main campus is 8,405 square metres including circulation space. However the programme also provided space to Nyabeya Forestry College which is working closely with the Faculty of Forestry and Nature Conservation. The space development through Norwegian support has led to the development of several new training programmes in the critical area of Computer Science and gender studies and also increased students’ enrolment in these vital areas for development.

Furthermore the support has expanded land for the University Farm at Kabanyolo by 74 acres which have been fenced and provided with other infrastructure. The buildings at Kabanyolo have been modified and expanded to improve on available space. The whole farm has been modernised though re-equipping and restocking of essential inputs for training, research and outreach.

Achievements under ICT included support for implementation of the ICT master plan. This included setting up the Administrative Computing which will strengthen management through the four information systems for Finance, Academic Records, Library Services and human resource. The support also provided several computers to both teaching and administrative units within the University including the Guild Students Office.

Besides computerisation, the support has contributed to improvement in the efficiency and quality of teaching and research in several ways. It advanced the restructuring process of the University and led to the establishment of new units and other cost saving measures. Related
to the restructuring is the Business Re-Engineering process of the University. Equally the Devolution to College process was also facilitated by this support. The study on Unit costs and fees and the quality of education at Makerere was carried out through NORAD support. It expanded capacity in the areas of administration and planning through various training opportunities both for short courses and higher degrees.

Research support was extended to the Faculty of Agriculture –MUARIK/CAEC in the Agricultural Institute. The support to the Faculty of Agriculture was in the Department of Animal Science – Ankole Cow/Mubende goat which deals with reproductive cycles of these animal and training students at M.Sc./PhD.

The Department of Botany, Faculty of Science received support for setting up a Herbarium. This has facilitated, sustained and increased postgraduate training and research activities, staff research activities and increased Herbarium use by students, staff and visitors mainly researchers from Uganda.

The Faculty of Forestry and Nature Conservation which was established with Norwegian Support during the previous phase under went significant capacity expansion during the year. Nine members of staff are undergoing training at Ph.D and 15 at masters levels under this programme. The training is jointly carried out by the Faculty and a number of Norwegian Universities on collaborative basis. The Faculty of Forestry is also jointly conducting masters degree programme in the Management of Natural Resources and Sustainable Agriculture with the Agricultural University of Norway. The programme brings together students from Norway and Uganda and other countries in the region.

The Meteorology Unit in the Department of Geography, Faculty of Arts has been strengthened. The Unit is now accommodated on one floor in the new building of the Institute of Computer Science. With NORAD support, the Unit has launched training of four specialists in the area of whether forecasting and increased intake of students at undergraduate levels.

28.3 The Norwegian Universities Committee for Development Research and Education (NUFU)

This five year, US$7,929,692 programme is aimed at contribution towards strengthening the competence of universities and research institutions in developing countries mainly in Africa South of the Sahara, and regions in southern Asia and Central America. This is an ongoing collaborative arrangement with Makerere for competence building and has been through three phases of implementation. The current phase is the third phase of implementation.

The programme has supported research in the Faculties of Science, Veterinary Medicine, Technology, Medicine and Arts. The research is undertaken on a collaborative arrangement between researchers in Makerere University and other universities in Norway. This includes joint publications, with several of these in refereed journals.

There has been continued collaborations between researchers in Makerere and Norway, and project activity among south- South networking partners has continued satisfactorily.

Nine (9) masters and two PhD students completed their programmes during the year. The portfolio however still has 29 Masters and 53 PhD candidates enrolled.
Post-doctoral research activity also continues, half of the 91 publications produced during the year were published in refereed journals. Some candidates have been able to produce research papers out of their programs work.

Preliminary discussions for the fourth phase to run from 2007-2011 have begun; the first meeting to share experiences of the first phase was hosted by Makerere in November 2004. Makerere University was selected to coordinate the new Forum for all NUFU beneficiary Universities of Africa which will be developed during 2005.

28.4 The Carnegie Corporation New York Institutional Support
The Carnegie Corporation of New York renewed support under phase 2 for another three years 2004/5-2007/8. The first phase of implementation focused on gender mainstreaming in the University, enhancement of students practical training in the Faculty of Vet Medicine, research including PhD and Masters Research, science distance education, technological instruction and establishment of new ICT links, Capacity in valuation and quantity surveying, scientific information resources development in the Library and development of quality assurance framework. The new phase beginning October 2004 is worth US$3.9millions, of which USD 1m is for the Female Scholarship Initiative. Achievements on the program are:

- The gender mainstreaming division has been established with sentinel sites in all University planning units.
- Through the Electronic Document Delivery service (EDS), the university has acquired 306 articles and 2,546 books. The university community can now access reading materials electronically through the University intranet. In addition book security in the university Library has greatly improved with 6000 out of the targeted 10000 books programmed for electronic detection.
- The science distance education meant to popularise science at the secondary school level where teachers of science can be able to attain a degree without leaving their duty stations became fully operational. Study material for the program were developed and piloted. To date 184 students are enrolled on the program. With ---- study sites in Mbale, -----fully operational.
- Under the programme the University has started the process of tracing graduates to determine marketability and how best it can adapt to the changing needs of society. A tracer study for the graduates of the Faculty of Medicine was undertaken during 2004, preparations for tracer studies for the Faculties of Agriculture and Veterinary Medicine are on-going.
- Support for research, especially graduate studies. Thirty two (32) staff are on PhD studies, out of these 25% were female. Remacs, the database tracking system for all university was piloted in 15 units in the university

- Research and capacity building in collaboration with Kampala City Council for slum social responsiveness in areas around Makerere University. This research is useful for the health interventions in slum areas.

- Three programs of BSc. Quantity Surveying; BSc Construction Management and BSc. Land Economics were developed out of support from the Makerere University/ Carnegie Corporation of New York, Institutional Development Programme. Sixty eight students have already enrolled on these programs

- Staff in the Faculty of Veterinary Medicine benefited from the enhancement of student practical training
Faculty of Agriculture has developed and incorporated gender in its curriculum. Furthermore 25 scholarships were awarded to women with diplomas to study for undergraduate degree agriculture courses.

The programme in addition supports the Female scholarship Initiative aimed at availing University education particularly in the science disciplines to young girls from poor backgrounds. The Initiative has to date supported 435 students. 77 of the beneficiaries completed studies during the 2003/04 academic year.

The first phase of Carnegie support was externally evaluated by Deloit and Touche. The evaluation concluded that there was need for institutional strengthening. Units with strong capacity in terms of staffing and staff competence had effectively implemented the projects. Units without adequate staffing had no absorption capacity and project activities were behind schedule. The evaluation however commended Makerere University’s strong financial management system for the programme.

28.5 Sida /SAREC Collaborative Research Program

This is a bilateral collaborative research program which covers the Faculties of Medicine, Agriculture, Social Sciences, Technology, the University Library, ICT and the Graduate School. It involves research with a PhD training component and the development of cross cutting courses at PhD: The programme has a central theme of Lake Victoria and other water sources, and all research is geared towards water resource and environment management. Thirty eight (38) students are registered for PhD studies.

Achievements include the establishment and equipping of laboratories, setting up the demographic surveillance site in Mayuge, the molecular laboratory by the Faculty of Medicine and the Geographic Information System laboratory in the Faculty of Technology. These are cross cutting in nature and are used by all university researchers. All research programmes include capacity building and mentoring in terms of research undertaking and supervision for PhD students, who are principally staff of Makerere University.

ICT

Support to ICT included development of Local Area Networks in the various faculties, the End User Training Project, provision of email and internet services, the campus wide network and establishment of Internet Kiosks. Nine (9) kiosks have been established giving ICT access to the student community. With Swedish support the Makerere Library has been able to access electronic journals and the Library is working closely with the International Network for the availability of scientific publications.

Research activities include:-
Research in the Faculties of Agriculture, focusing on urban or peri-urban garbage utilisation and livestock feeding with a view to increase milk production and produce organic manure for improving degraded urban and peri-urban soils. Key elements in the research are urban crop waste soil fertility, socio-economic implications of market waste utilization in urban and peri-urban agriculture and integrated pest management.

Research in the Faculty of Social Sciences on conflict management, gender and research capacity building.

The Faculty of Technology focuses on sustainable technological development in the Lake Victoria region, including development of appropriate and environmental friendly architecture, water quality and pollution control, solar energy and rural electrification and other civil and environment related research.

Research in the Faculty of Medicine focuses of health related Lake Victoria and other water sources. It includes 17 PhD students attached to the five research programs on plasmodium falciparium strains from around Lake Victoria, treatment of malaria in Uganda, degenerative disease human papiloma virus, reproductive health and mental health.

Preliminary arrangements have been made for the second phase of Swedish support under the program which is SEK 181 millions equivalent to USD 25 millions to run for a period of four years starting from July 2005.

28.6 Decentralised Service Delivery, A Makerere University Training Pilot.

This program is funded by the World Bank – Learning Innovations Loan (LIL) and the Rockefeller Foundation. The programme continues with its outreach activities including collaboration with the local governments to improve service delivery in the focus disciplines of basic health and medicine, agriculture, good governance and ethics, education, engineering, and financial management and planning.

Key among activities includes:

1. A basic course on decentralization was completed in October 2004. The courses were developed and offered by Uganda Management Institute, one of the partnering institutions under the program. In addition to promoting collaboration between two higher education institutions in Uganda on a common programme, the courses have helped to expose Makerere University faculty and professional staff as well as representatives from other institutions to the main concepts and issues of decentralized service delivery with a view enriching and making the university curriculum more relevant to these needs. The project trained a total of 680 staff from Makerere, the local governments and the higher education institutions partnering with Makerere in the implementation of the programme.

2. Two thousand and eight hundred (2800) students from the Faculties of Medicine, Veterinary Medicine, Agriculture, Technology, Social Sciences and Education have benefited from this facility. The support to internships under this sub component covered both student upkeep and supervision costs for staff from the local governments, Makerere and participating partnering institutions, for the duration of the internships. Under this arrangement, the University oversees the academic aspects of the attachments and the local governments and other institutions where students are attached take responsibility for supervision of the students on a day-to-day basis. This partnership has improved the working relationship between the University as producers of the human resource and the employers as consumers of the University output.

3. The project provides for three awards for excellent innovations in academics by staff in participating tertiary institutions. Two Vice-Chancellors Excellence awards have
already been given. The first award was given to the Faculty of Medicine for their innovation in the new curriculum that uses Problem Based Learning Techniques. The second award went to the Faculty of Science for innovative enhancements to the Biogas-technology project.

4. The counterpart to the Vice Chancellors excellence award is the Local Government innovations award for innovations in service delivery by participating local governments. Only one (1) Local government innovation award has been given. Unlike the academic award the local government award was shared among three districts of Sironko, Rakai and Ntungamo for projects that demonstrated commitment and innovations by the local government to improve service delivery and the livelihood of their population.

5. Collaboration with the Uganda Local Government Association includes a 30 minute radio Programme aired every week. The radio program tackles topical issues in decentralized service delivery by thematic champions identified from the local government/ decentralization fraternity and from academic staff of universities. Other collaborative activities include development of a website which is underway and the development of communities of practice. The Communities of Practice Meeting is designed to promote the exchange of news, experiences and ideas related to possible improvements in service delivery initially in the seven pilot districts of Arua, Yumbe, Kampala, Mbale, Sironko, Rakai, Mbarara and Ntungamo in a forum code named communities of practice. Four Communities of Practice Meetings have been held. These meetings provide useful input for a Uganda Local Government Action Forum (ULGAF).

6. Additionally the program support Masters Research Fellowships to date. Sixty seven (67) of such proposals from Makerere were approved by the Innovations at Makerere Committee. Other partnering institutions also continue to bring in proposals. Twenty-three (23) proposals from the partnering institutions have been approved. Twenty (20) PhD fellowships have been given out to staff at Makerere on the staff development program.

The program underwent a mid term review in July2004 the MTR noted that
a) There is measurable and strong progress toward the achievement of Project Development Objective.
b) After 18 months of implementation, the project has achieved “proof-of-concept” with respect to its development objectives. The project has already surpassed proposed quantitative targets for many of its principal activities:

### Decentralized Service Delivery Project: Targets and Status as of July 31, 2004

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<tr>
<th>Activity</th>
<th>End of Project Goal</th>
<th>Status as of Midterm</th>
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<td>New Courses on Decentralization Developed</td>
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<td>13</td>
</tr>
<tr>
<td>Field-based Internship Programs Developed</td>
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<td>8</td>
</tr>
<tr>
<td>Students Participating in Internship</td>
<td>300</td>
<td>2,860</td>
</tr>
<tr>
<td>No. of Local Government Partners</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Decentralization Training (including ALGAF courses) Provided to Stakeholders (Academic, LG staff)</td>
<td>800</td>
<td>457</td>
</tr>
<tr>
<td>Undergraduate FT Scholarships for LG staff</td>
<td>60</td>
<td>114</td>
</tr>
<tr>
<td>Masters FT Scholarships for LG Staff</td>
<td>20</td>
<td>81</td>
</tr>
<tr>
<td>Decentralization Research Projects by Academic Staff</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Master’s Student Research on Decentralization Sponsored</td>
<td>15</td>
<td>79</td>
</tr>
<tr>
<td>PhD Student’s Decentralization Research Sponsored</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Partnerships Operationalised with Other Tertiary Inst.</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

MTR recommended that the World Bank Learning Innovations Loan be extended for an additional year to end by December 2006. The University has since written to government and formally requested for an extension of the IDA credit closure to December 2006 from December 2005. Makerere will use the documented lessons, to identify those activities for which significant impact will have been made by the end of the project.

### Infectious Disease Institute

The Infectious Disease Institute (IDI) at Faculty of Medicine, Makerere University was officially opened by President Yoweri Museveni on 20th October, 2004. It is the result of a unique public-private partnership between Makerere University, the Academic Alliance Foundation, the Pangaea Global AIDS Foundation and Pfizer Inc.

The mission of IDI is to build capacity in Africa for the delivery of sustainable and high quality HIV/AIDS care and prevention through training and research.

The key activities of IDI are:

- Treating of HIV/AIDS patients
- Training physicians and other cadres of health workers in HIV/AIDS Care.
- Conducting research
- Developing models of HIV/AIDS care and prevention for Africa
- Providing quality laboratory services for research and clinical purposes

The IDI is part of the Faculty of Medicine, Makerere University. It operates in close partnership with Mulago Hospital, the national referral health facility. Financial resources have been provided by Pfizer Inc. with contributions from the Bill & Melinda Gates Foundation.

### Physical Infrastructure
Construction of the IDI building commenced on February 26, 2003. By April 2004, a two-storied building was ready, with 25,000 square feet of space. It was the first new construction at the Medical School in 35 years. This was made possible by Pfizer Inc., which contributed over $15 million for the construction of the IDI building and starting up the programmes. Today the IDI building has advanced information technology infrastructure with a well designed clinic, training rooms, laboratories and office space.

Programmes
Development of programmes began in 2002, two years before the IDI building was completed. All IDI programmes are aimed at building capacity in Africa to care for AIDS patients and to prevent further spread of HIV. The Institute serves as a training and research centre where HIV/AIDS patients can receive good care, and where cutting-edge scientific research can be used to answer important questions about HIV/AIDS in Africa. The core programmes are clinical services, research, training, laboratory services, prevention and outreach.

Clinical Services: Currently the total number of adult and paediatric patients receiving treatment at IDI exceeds 12,000. More than 1,500 adults and children are receiving antiretroviral treatment at the IDI clinics free of charge. This has been made possible through the support of several partners including the Ministry of Health,

Training: The training programme focuses on equipping health care providers to deliver antiretroviral therapy and comprehensive care. The curriculum was developed by a committee of experts from the Faculty of Medicine, Makerere University and the Infectious Diseases Society of America (IDSA). A total of 275 doctors from 13 African countries had gone through the IDI’s one-month course. In addition, more than 200 health workers of other categories including nurses, clinical officers and counsellors have been trained.

Laboratory Services: The IDI currently hosts the MU-JHU Core Lab, which was established in 1989 as a result of collaboration between Makerere University and Johns Hopkins University. The Lab moved into the IDI building in November 2004 following a Lab License and Service agreement with the IDI. The Lab supports research and clinical services at IDI and serves more than 70 other clients including clinics and research projects. It also offers technical support and training to local organisations, educational institutions and programmes.

Research: The large patient base at IDI provides excellent opportunities for research, which is central to improving care, prevention, training, and laboratory services. Current research is being conducted in the areas of clinical trials, operational research, prevention, and lab-based research. The research outcomes will help to improve the ways in which care is provided in Africa and improve the health outcomes of those living with HIV/AIDS and most at-risk of HIV transmission.

Prevention and Outreach: The Prevention & Outreach Programme is an integrated are concerned with both the care of HIV positive persons and helping those that are HIV negative to remain negative. This programme has been made possible by the Bill and Melinda Gates Foundation, which has provided a two-year pilot grant with the overall aim of developing an integrated model of HIV prevention and care.

28.7 Ownership/Transition to Makerere University
In 2001, medical experts from Makerere University and the Infectious Diseases Society of America (IDSA) teamed up to form the Academic Alliance for AIDS Care and Prevention in Africa (AAACPA). They were led by Prof. Merle Sande, Chairman of Medicine, University of Utah Medical School and Prof. Nelson Sewankambo, Dean of the Faculty of Medicine,
Makerere University. Their mission was to build capacity to fight the ongoing HIV/AIDS crisis in Uganda and elsewhere in Africa. The AAACPA provided the vision for the IDI and Pfizer Inc. provided funds for construction and setting up programmes. The Pangaea Global AIDS Foundation, an organisation with a strong financial management record, was contracted to manage the construction and set up the programmes. At the end of June 2005, Pangaea will transfer ownership of IDI to Makerere University.

28.8 Implementation of the University priorities

Through coordination and harmonisation of development support, the above Development Partners have enabled Makerere to tackle its main priorities as spelt in the strategic plan 2000/01 – 2006/07. These priorities are: Information and Communication Technology (ICT) Library Services, Research, Science Based Disciplines, Good Governance and Human Rights and gender mainstreaming.

The area of ICT which is priority number one in the Strategic Plan is supported by NORAD, Sida/SAREC, The Carnegie Corporation of New York and it is also well embedded in the IDI.

Priority number two is Research: The core support for research comes from Sida/SAREC under the theme “Lake Victoria and other Water Sources” and NUFU under the agreement for strengthening the competence of universities and research institutions in developing countries. NUFU and Sida/SAREC research also targets science based disciplines such Medicine, Agriculture, Technology and Science. The support also includes the Faculty of Social Sciences. However, there is palpable gap on research as far as the humanities are concerned. Besides Sida/SAREC and NUFU, NORAD, Carnegie and World Bank/Rockefeller Foundation have put up substantial support for research.

Library resources have been improved including ICT and electronic books and journals with support from NORAD, Sida/SAREC and The Carnegie Corporation of New York.

With regard to Science based disciplines, as noted above, the research aspect is being catered for. Physical infrastructure and improvement of space on the other hand was provided by NORAD and Pfizer Inc. This included the Faculty of Computer Science and Information Management, the Department of Food Science and Faculty of Technology and support to the Agricultural Research Institute at Kabanyolo (MUARIK) by NORAD and the Infectious Disease Institute by Pfizer Inc. The most urgent requirement for space is now Faculty of Technology and the Library extension. Furthermore, there is need to modernize laboratories for all science based faculties.

On Gender Mainstreaming which is priority number five, there has been considerable investment by the development partners. The University Gender Mainstreaming Division is now operational with sentinel sites in all planning units and halls of residence using support from The Carnegie Corporation of New York. A new building for Gender and Women Studies was put up under NORAD support.

The development partners strongly supported the historic women World Congress held in 2002. The Carnegie Corporation and Sida/SAREC strongly supported the Gender Mainstreaming activities including the female scholarship. Achieving gender balance is along term goal and it calls for continued support in the years to come.

Good Governance and Human Rights. The main thrust of support for this is the World Bank/Rockefeller Foundation Program on development o Human Resources for Decentralized
Service Delivery which is known as Innovations@mak.com program. This has focused on improving the district service delivery, which is instrumental in poverty eradication.

There are, however, several critical aspects of Good Government and Human Rights that need support.

**Challenges**
The need for harmonising the reporting, planning and preparation of proposals for development partners given that each development partner have their specific programming and reporting requirements.

**Way Forward**
On harmonisation of reporting, planning and preparation of proposals by the different development partners, experience from the full fledged stakeholders meeting we had in 2004 indicated that besides meeting in such a large forum like that, the development partners need a separate working session to exchange information and review the impact of their support. It is therefore envisaged that the proposed mini consultative meeting such as one to be held early in 2006 will go a long way in harmonising donor support to Makerere University.
29. MAKERERE UNIVERSITY HOSPITAL

29.1 Introduction
Makerere University Hospital has been called upon to provide more and more quality health services to the University Community as the student and staff population keeps growing. For this reason, the Healthcare services were moved from what is now Makerere University Police Post to the present Makerere University Hospital to provide for more space.

Makerere University Hospital’s Mission is to actively address all health problems of the University students, staff and their families as well as the people of the surrounding communities so as to ensure a healthy University community that will maximally contribute to the academic world. Our intent is to utilise world wide and internally developed technology to enhance our position in the delivery of quality health services to our clientele.

Makerere University Hospital was one of the many decentralized departments in the University that participated in the preparation of the 2000/01-2004/05 Strategic Plan based on prioritized activities for each planning period. After three years of operation it is imperative to take stock of or undertake activity audit of the programme for the period. It should be said in the outset that the implementation of activities as planned for 2003/2004 has faced a lot of constraints as in the previous year, especially due to financial inflows. As a result therefore, most of the activities thus planned were not implemented as desired.

29.2 Highlights on Activities

29.2.1 Research
As one of our important strategies we prepared two research proposals and submitted them to I@mak to take advantage of the available funds, namely:
- Improving Health to Tackle Poverty in Districts
- Self care as a Health Preventive Strategy in Ugandan Schools
The proposals were not funded and we are soliciting for support from various sources.

29.2.2 Improving operational efficiency of the Hospital
- The University Hospital developed a new organizational structure as part of the restructuring process of the University through conducting meetings and workshops and reviewing the old one. Its implementation awaits the approval by Council.
- To ensure regular staff appraisals, a Hospital Management Committee was established and some staff have been recommended for promotion.
- Two computers and two printers were purchased and specifications for the acquisition of a new ambulance have been availed to the Purchasing Office. Proposals for contracting out X-rays and Ultra-Sound services have been made to the Hospital Management Committee.
- Incentives continue to be provided to staff. Computer training has been given to Hospital Administrator and the Director is on a Masters Programme. We could not undertake training/retaining of more staff as required due to lack of funds. We hope to pursue this activity as when funds become available.
- The University Hospital managed to do some painting, perimeter fencing of the Hospital and repair of hospital access road.
29.3 Challenges
On the Hospital Staff Development Programme, we identified new staffing posts but cannot proceed to recruit as we are waiting for the approval of the Organizational Structure as mentioned earlier.

On expansion and improvement of the Hospital Infrastructure, our strategies were constrained by lack of funds.

24.4 Way Forward
Regarding widening the Hospital’s Resource Base, we plan to strive to generate more revenue from our income generating activities, especially through contracting out X-ray and Ultra Sound services, lobby for government financial assistance and even solicit from donors.

Activities relating to fostering of linkages have not been pursued because we are in the process of identifying suitable partners. As for collaboration with Makerere Medical School we await outcome of the proposal earlier submitted on the linkage which would involve treatment visits by staff and consultants to the University Hospital teaching and research.

The Hospital will foster linkages with various partners including Makerere University Medical School. The main issues affecting the University Hospital require to be addressed through instituting a new policy on medical care services for both students and staff. The new policy should address how the services will be funded and also how the services will benefit the staff and students. The University Hospital will take up the question of formulating the policy as its top priority.
30 MAKERERE UNIVERSITY LIBRARY

30.1 Introduction
The University Library Service consists of the Main Library and eight branch libraries in the Faculties of Medicine, Education, Veterinary Medicine, the Institute of Adult and Continuing Education, the East African School of Library and Information Science, Makerere Institute of Social Research, and the Makerere University Agricultural Research Institute at Kabanyolo.

30.2 Major Achievements
30.2.1 Information and Communication Technology (ICT) infrastructure
The library ICT facilities have expanded tremendously as indicated below:
- Electronic Document Delivery Service (EDDS) was expanded and improved. In 2002, only 875 records were delivered compared to 2,323 delivered in 2004 from the British Library.
- A computer laboratory on Level three of the Main Library (near the entrance) has been reserved for students with disabilities. It includes ICT facilities for the visually impaired users. A librarian was trained in South Africa to run this unit.
- A third computer lab, funded by Uganda Telecom (UTL), was set up in the Main Library for graduate students and staff. The lab was launched in December 2004.
- The Albert Cook Medical Library lab was built with a capacity for 30 computers.
- An Integrated application system (Virtual-ILS) was acquired and installed in December 2003. It was sponsored by Sida/SAREC.
- The library Website was designed.
10 server points have been installed (six in the Main Library, one in the School of Education Library, one in Albert Cook Library, one at MUARIK and one at the Veterinary Medicine Library).

The Local Area Network (LAN) on the ground expanded from 68 points in 2002 to 261 in 2004. (Sida/SAREC)

30.2.2 Information resources increased
There was improved acquisition of information resources in 2004, such as:

- Access to electronic journals, financed by Sida/SAREC was maintained and increased from 7000 in 2002 to over 8000 in 2004. The journals can now be accessed by other universities and research institutions in Uganda, both directly and through the library website on MAKNET.

- Science Citation Index Abstracts in CD-ROMs, edition 2004 was purchased under the Carnegie Corporation of New York funded project Phase I.

- 1636 volumes of books (910 titles) in the fields of science and gender were received under the Carnegie Corporation of New York funded project Phase I.

- 24,898 volumes of books for the library and Book Bank were purchased using Uganda Government funds.

30.2.3 MakLIBIS
NORAD provided support to strengthen administrative computing at the University and the Makerere Library Information System (MakLIBIS) project is one of the four components (NORAD contributed to the cost of the library system). Using an allocation of USD 200,000, the Library also acquired 65 computers (of which two are laptops) and three printers, met the cost of specialized training of three (3) members of staff in the library ICT Section and an attachment of one member of staff to the University of Bergen.

30.2.4 Library Re-organization and Renovation
- Reorganization of the Book Bank and IDA Sections in December expanded the seating capacity in the IDA Section by about 200 seats.

- Revival of the Browsing and Leisure Area on Level three of the Main Library provided a relaxing area for Library users.

- Renovation of the University Librarian’s Office was done, including replacement of old office furniture.

30.2.5 Infrastructure expanded

30.2.6 Human Resource improved
- Through seminars/workshops, most of the staff on the ground (both professional and support staff) upgraded their ICT skills and can now use those skills to assist and train end users as well as other staff. Support staff are also using the skills to assist users in the computer labs.

- Two librarians were enrolled for a PhD program at the Swedish School of Library and Information Science (SSLIS) at Boras, Sweden.

- Four members of staff visited Uppsala to participate in the Regional Library System (Virtual-ILS) annual user group meeting and training in August.

30.2.7 Donor funding maintained
The Donors include: Sida/SAREC, NORAD, Carnegie Corporation, Association of African Universities (AAU), DFID/British Council, Dreyfus Health Foundation (DHF), USA, and Uganda Telecom.
### 30.3 Challenges

The major challenges include:

- **Widening the financial resource base:** The library requires funds to sustain the current project activities at the end of donor funding. However, its resource base has not improved over the years.

- **Library Building Extension:** About Ushs.2 billions needs to be raised to complete phase one (4000 square metres) of the Library Building.

- **Book bank funds not received:** In 2004, the library did not get funds to purchase books for the book bank.

- **Electronic versus print journals:** The library stopped subscription to print journals in 2002, after starting subscription to e-journals in 2001. However, the publishers have not allowed the library to archive the e-journals. There is, therefore, a need to revive subscription to print journal titles but funding is a problem.

- **Staffing:** There is need to fill the established vacant posts (42 for senior staff and 70 support staff despite the University freeze on recruitment.

- **Library staff structure:** There is need to propose a staff structure that will accommodate the interests of the staff as well as the University (i.e. designation to academic status versus administrative terms of service).

### 30.4 Way Forward

The Library is to intensify its resource mobilisation activities in an effort to beef up its internally generated funds to supplement what Government provides. The Library will also strive to address the above challenges through implementation of donor funded projects and initiation of new projects to support the studying, teaching and research functions of Makerere University. The Library will pursue timely implementation of the Carnegie phase II, Sida/SAREC phase II, first and planned second phase of Norwegian support and the DFID-BC Link activities.
31 OFFICES OF THE VICE-CHANCELLOR AND UNIVERSITY SECRETARY

31.1 Introduction
The Vice-Chancellor is the Chief Executive Officer of the University and is therefore responsible for the administrative management of the University. He has two deputies, one in charge of Academic Affairs and another in charge of Finance and Administration. The University Secretary is the Secretary to Council and the Accounting officer of the University.

31.2 Achievements
31.2.1 Appointments
The University continued to operationalise the new Universities and Other Tertiary Institutions Act, 2001 by making new appointments of senior officials in the University administration.

- The Vice-Chancellor. Professor P.J.M. Ssebuwufu officially handed over the Office of the Vice-Chancellor to Professor Livingstone S. Luboobi on June 01, 2004. Professor Luboobi is the first democratically elected Vice-Chancellor since Makerere’s inception in 1922. He was elected by the University Senate and University Council and was appointed by the Chancellor on May 17, 2004. He has as his priorities: internationalisation of the University, computerisation, and decentralisation of units with emphasis on accountability, transparency, consultation, quality assurance and increased research.

- The Deputy Vice-Chancellors. Professor Epelu-Opio handed over the Office of the Deputy Vice-Chancellor to the Vice-Chancellor on July 02, 2004.

- On November 1st 2004, the two new Deputy Vice-Chancellors were appointed and assumed their respective offices. These are Dr. Lillian Tibatemwa Ekirikubinza (First Deputy Vice-Chancellor in charge of Academic Affairs) and Professor D. Bakibinga (Deputy Vice-Chancellor in charge of Finance and Administration). They too were elected into their respective offices by the University Senate and Council. This is the first time in the history of the University that there are two Deputy Vice-Chancellors.

- The Offices of the University Secretary, the Academic Registrar and Librarian. Mr. Sam Akorimo was appointed University Secretary and Mr. Amos Olal-Odur Academic Registrar on November 1st 2004. Following the retirement of the former University Librarian, Mr. James Mugasha, the post was filled by the appointment of Dr. Maria G. Musoke as the new University Librarian on November 1st 2004.

31.2.2 The Makerere University Restructuring Report
The Planning and Development Department developed a Restructuring Report/Plan, which was submitted to the University Management and the University Council. As a result, some microstructures have been approved for implementation, while those that were not approved are undergoing more scrutiny especially in relation to financial implications.

31.2.3 Staff Welfare
- Staff Salary Enhancement: Both the offices of the Vice-Chancellor and the University Secretary played a key role in implementing with the University Council the increment of all staff salaries by 26% from internally generated funds in April 2004. However, in addition to this, His Excellency the President granted a salary enhancement of Ushs.3.04 billion to the academic staff with effect from July 01, 2004, and promised further increments in future. Plans are currently underway to increase the salaries of the non-teaching staff from internally generated funds.

- Medical Expenses: With effect from March 2004, an additional 10% of the basic salary increment was included in the salary package of each member of staff to cater for medical
expenses. However, emergency and medical treatment abroad including admission bills will be catered for by the University.

31.2.4 Income Generation
- The income generation units have increased to 45. The income generated in 2004 was Ushs 30 billion.
- The University’s commercial units continue to perform well and their contribution to the University Council is commendable.

31.3 Visits to International Institutes and Universities
The Vice-Chancellor visited the following Institutions/Universities in the course of the year:
- **April 12, 2004** – Was among the delegation led by H. E. the President and comprised of the Dean, Faculty of Agriculture and Dr. F. Muranga, a Senior Lecturer in the Department of Food Science and Technology to Thailand to learn the best practices on banana growing.
- **April 19, 2004** – visited the University of Dar es Salaam – to share ideas on instituting the Gender Mainstreaming policies in Universities.
- **September 10, 2004** – Visited Dar-es-Salaam to attend a Meeting on the Vice Chancellors’ Partnerships.
- **November 13, 2004**- Led a delegation comprising of the Dean, Faculty of Arts and the Head, Department of Religious Studies to the Royal Roads University, Canada to advance the two Universities’ cooperation as stipulated in the signed Memorandum of Understanding.
- **December 07, 2004** - Attended the Commencement Ceremony of the EARTH University in Costa Rica. He was accompanied by the Dean, Faculty of Agriculture. The Vice-Chancellor was also the Guest of Honour at the University’s Graduation Ceremony where two staff members of the Faculty of Agriculture, Makerere University who were sponsored by the Rockefeller Foundation, graduated.
- **November 2004** – Visited the University of Florida to attend the Installation of the University’s President (Vice Chancellor)
- **December 2004** -

31.4 Visitors to the University
The University hosted a number of dignitaries in the year among whom were:-
- The First Lady, Mrs. Janet Museveni who launched the University Guild’s HIV/AIDS week - March 15, 2004
- The World Bank Chief – March 17, 2004
- Dr. James Orr, Chairman of the Rockefeller Foundation Board and Dr. Gordon Conway, President of the Rockefeller Foundation with a high profile delegation - March 26, 2004
- Dr. Leo Villanon, Director, Centre for African Studies, University of Florida - June 2004.
- Delegation from the Iowa State University – June 14, 2004
- Dr. Elizabith Lyons, Chair, UN National Science Foundation – June 17, 2004
- Prof. A. Kasozi, Executive Secretary, National Council for Higher Education – June, 2004
- His Excellency, President Yoweri Museveni, at the closing of the UONGOZI Training Workshop - July, 2004 (Opened by His Excellency, President Mkapa in Dar-es-Salaam)
- AICAD Chief Adviser – August 17, 2004
- His Excellency, President Yoweri Kaguta Museveni as Chief Guest at the Dedication Ceremony of the Institute of Infectious Diseases (IDI) at the Faculty of Medicine, Mulago Hospital.
31.5 Collaborative Linkages with other Institutions and Universities

During the year 2004, many international Institutions/Universities continued to seek and forge collaborative linkages with Makerere for joint research, staff/student exchange, joint publications, development of joint academic programmes and courses, joint supervision of Ph.D. students and joint degree (Master and Ph.D.) awards. Some of the Institutions with which Makerere signed the Memoranda of Understanding include:

- School of Information Science, The University of Tennessee with the East African School of Library and Information Sciences
- The University of Manitoba with the Faculties of Arts and Medicine
- The Norwegian University of Science and Technology with the Faculty of Technology
- The Oslo School of Architecture with the Faculties of Technology and Arts (Dept of Urban Planning)
- The Agricultural University of Norway with the Faculty of Forestry and Nature Conservation
- The Royal Veterinary and Agricultural University with the Faculties of Agriculture and Veterinary Medicine
- The Pangea Global AIDS Foundation with the Institute of Public Health
- The San Francisco Infectious Diseases Institute with the Institute of Public Health
- The Karolinska Institute, the Medical University of Stockholm, Sweden with the Department of Nursing, Faculty of Medicine
- The International Development Research Centre (IDRC), Canada with the Faculty of Medicine
- The University of Alberta, Canada with the Institute of Public Health
- Royal Roads University, Canada with the Faculty of Arts
- Washington State University (Pullman WA) with the Faculty of Agriculture
- Jomo Kenyatta University of Agriculture and Technology with the Faculty of Agriculture
- Sokoine University, Tanzania with the Faculty of Agriculture
- Iowa State University of Science and Technology, Ames, Iowa, USA
- Alexander Koenig Research Institute Zoological Museum with the Department of Botany, Faculty of Science
- The Commonwealth Secretariat with the Institute of Adult & Continuing Education
31.6 Challenges
As Professor Luboobi took over the realms of power of the University, he inherited a number of outstanding unfinished tasks, which could not be completed by his predecessor because of lack of funds. These include the erection of the perimeter fence, renovation of both Lumumba and Mary Stuart Halls and the University staff housing units on campus - (Katalemwa and Kololo). Funds are being sought to accomplish these daunting tasks.
- The major challenge facing these two offices is the limitation of funds since the government continues to reduce funding to the University. However, the Management is devising ways to address this by increasing fees for the private students to the unit cost and implementing resource mobilisation measures, which will be introduced in the new year.
- Inadequate funding has hampered the proper implementation of the In-House Retirement Benefits Scheme (IHRBS) which to-date owes Ushs.2bn in commuted pension and gratuity.
- The enactment of the Universities and Tertiary Institutions Act 2001 has had some implications on the Management structure and this is currently being addressed through restructuring in the different departments.

29. 7 Way Forward
Management is devising ways to address the issue of funding. Negotiations will be intensified with Government to beef up the Government subvention to the University. The Vice-Chancellors’ Office will intensify contacts and collaboration with development partners and stakeholders to improve funds. A new resource mobilisation unit is being established in the University to solicit support from Alumni and other donors. Council has approved the setting up of an investment unit under the Office of the Vice Chancellor.

With regard to media coverage, the University will become more pro-active in providing information to the media through press conferences and other avenues so as to minimise on speculative reporting. Arrangements are also underway to revive the University newsletter with additional funding to the Public Relations Office so as to strengthen it.

Finally, with on-going computerisation and end-user training, the Public Relations Office will seize this opportunity to keep the University community and public updated on University developments through both the Intranet and Internet facilities. This was started in the course of last year and yielded very positive results through feedback.
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<th>Position</th>
<th>Name</th>
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<tr>
<td>New Management Team</td>
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<tr>
<td>Vice-Chancellor</td>
<td>Professor Livingstone S. Luboobi</td>
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<tr>
<td>Deputy Vice-Chancellor (Academic Affairs)</td>
<td>Dr. Lillian Tibatemwa-Ekirikubinza</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Finance &amp; Admin)</td>
<td>Professor David J. Bakibinga</td>
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<tr>
<td>University Secretary</td>
<td>Mr. Sam S. Akorimo</td>
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<td>Academic Registrar</td>
<td>Mr. Amos Olal- Odur</td>
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<td>Mr. Ben Byambabazi</td>
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<td>University Librarian</td>
<td>Dr. Maria G. N. Musoke</td>
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<tr>
<td>Dean of Students</td>
<td>Mr. John Ekudu- Adoku</td>
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<tr>
<td>Director Planning and Development</td>
<td>Mr. Muhammad K. Mayanja</td>
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