Stakeholders’ Consultative Meeting

Theme: Leadership towards Africa’s Transformation in the 21st Century

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Senate Conference Hall, Makerere University
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Acronyms

CCNY : The Carnegie Corporation of New York
CAES : College of Agriculture and Environmental Sciences
CEDAT : College of Engineering, Design, Art and Technology
CEES : College of Education and External Studies
CIT : Computing and Information Technology
CHET : Centre for Higher Education Transformation
CHS : College of Health Sciences
CHUSS : College of Humanities and Social Sciences
COCIS : College of Computing and Information Science
CONAS : College of Natural Sciences
COVAB : College of Veterinary Medicine, Animal Resources, and Bio-Security
DfID : Department for International Development (UK)
DSS : Demographic Surveillance Site
GMD : Gender Mainstreaming Directorate
HERANA : Higher Education Research and Advocacy Network Africa
HIV/AIDS : Human Immunodeficiency Virus/
IDP : Institutional Development Program
ICT : Information Communication Technology
NGO : Non-Governmental Organisation
NMMU : Nelson Mandela Metropolitan University
NOMA : Nordic Masters in Africa Program
NORAD : Norwegian Agency for Development Cooperation
NORHED : Norwegian Program for Capacity Development in Higher Education and Research for Development
Nuffic : Netherlands Organization for International Cooperation in Higher Education
OECD : Organization for Economic Cooperation and Development
RUFORUM : Regional Universities Forum for Capacity Building in Agriculture
Sida : Swedish International Development Agency
SOL : School of Law
QAD : Quality Assurance Division
1.0. Background

As a public agency and service provider with a multiplicity of stakeholders, Makerere University periodically reports to them. These stakeholders include the Government of Uganda and its agencies as the major source of funds, the private sector, donor agencies and the public. The reports are stakeholder specific, including Final Accounts and Annual Reports to the Auditor General as per the provisions of the Universities and Other Tertiary Institutions Act 2001, and monitoring and evaluation reports for the implementation of Institutional Development Programs (IDPs). However, the major medium of exchange between the university and donors has been annual reviews, visitation missions, and progress reports.

Stakeholders’ consultative meetings became handy as a mechanism for comprehensive information sharing with various stakeholders on progress made by the university in pursuit of her vision. In addition to the first Makerere University donors’ conference held in 1987, three successive consultative meetings have so far been held in 2004, 2006 and 2009. Following the stakeholders consultative meeting of January 2004, the University Council passed a resolution to the effect that the university will be holding major stakeholders’ consultative meetings once every four years. They however agreed that mini consultative meetings would be held every two years. The rationale for this was that the meetings would be used as a forum for discussion and harmonization between the major donors, government and other stakeholders. Consequently a second stakeholder consultative meeting was held in April 2006.

Besides, most of the institutional development programs operating in Makerere University have since adopted a phased approach with periods ranging from three to five years. Some of the programs such as those supported by Swedish International Development Agency (Sida) and The Carnegie Corporation of New York (CCNY) had successor programs developed subsequent to the major stakeholders’ meeting of April 2009. This was followed by the formulation, approval, and launch of the Makerere University Strategic Plan 2008/09-2018/19.

History of Stakeholders’ Consultative Meetings

All previous stakeholders’ consultative meetings addressed different objectives and themes. The attendees included government representatives, development partners, members of the University Council, national stakeholders, Makerere University staff and students, and the media. Presentations and exhibitions played a major role in information dissemination at all stakeholders’ consultative meetings.

The theme of the first stakeholders meeting held in 2004 was ‘Taking Stock of the Past and Reaching out’. This aligned with the pillars of the University Strategic Plan 2000/01 – 2004/05. The consultative meeting was mainly aimed at sharing information and experiences with stakeholders. The specific objectives were to:

1. Highlights the role of the university in the national context;
2. Put Makerere University’s work and challenges in context;
3. Provide a forum for exchange of ideas between Makerere University and the stakeholders;
4. Share Makerere University’s experience in managing change and its impact; and
5. Explore ways and means by which the university can tackle the emerging challenges.

These objectives were achieved. The achievements of the Makerere University since the inception of the University Strategic Plan 2000/01-2004/05 as well as the achievements for calendar year 2005 were highlighted.

The second stakeholders’ consultative meeting was held in 2006 with a theme ‘Partnership in National Development Building the Future Together’. A total of seventy-nine (79) people attended. The specific objectives where to:

1. Take stock of developments that had taken place at Makerere University since 2005;
2. Provide a basis for critical review of progress made towards implementation of the University Strategic Plan 2000/01-2004/05;
3. Review Makerere University’s main accomplishments, achievements, challenges, previous strategies and prospects; and
4. Contextualize the work and challenges of Makerere University within the framework of the university’s vision and mission.

This meeting provided background for review of the University Strategic plan 2000/01-2004/05 and resulted into:

a) Extension of the University Strategic Plan 2000/01-2004/05 to 2007.

b) Change in the planning cycle from five years to ten years, hence introducing long-term planning at the university.


The third consultative meeting was held in 2009 with a theme ‘Taking Stock of the Past and Reaching Out’. Over three hundred (300) people attended the stakeholder consultative meeting. The specific objectives of this stakeholder consultative meeting were to:

1. Show case developments since the previous stakeholder consultative meeting;
2. Present Makerere University’s strategy as embedded in the Strategic Plan 2008/09-2018/19 to the stakeholders; and
3. Provide an opportunity for consolidating and initiating a systematic cultivation and solicitation process of stakeholders.

The outcome of the stakeholder consultative meeting included:

a) Improved potential for the university’s sustainability program;

b) An improved appreciation of the Makerere University’ new strategic direction; and

c) Consolidation of relationships with stakeholders.

This mini stakeholders’ consultative meeting was the fourth of its kind. The theme of the meeting was ‘Leadership towards Africa’s Transformation in the 21st Century’. A total of 106 people participated in the workshop proceedings. The consultative meeting was mainly aimed at sharing information and experiences and getting feedback on the relevance of the University Strategic Plan 2008/09-2018/19 to higher education and economic development and, specifically, Makerere University’s contribution to national development through research. The objectives were to:
1. Provide an update to the stakeholders on the progress of implementation of the University Strategic Plan 2008/09-2018/19;
2. Inform stakeholders about the major transformations that was taking place at the university;
3. Provide a platform for mutual exchange between Makerere University and her stakeholders since 2008/09; and
4. Review Makerere University’s previous strategies, main accomplishments, challenges and prospects.

These objectives were achieved. The feedback was used to review the University Strategic Plan 2008/09-2018/19.

Mode of Operation

The meeting attracted representatives of the Government of Uganda, development partners, private universities in Uganda, staff and friends of Makerere University. The Right Honourable Prime Minister, Hon. Amama Mbabazi graced that accession as the Chief Guest. The minister of state for higher education, Hon. John Chrysostom Muyingo presided over the closing ceremony.

The meeting was marked by presentations and a one-day exhibition where the newly formulated Constituent Colleges of Makerere University and the School of Law showcased.

Planning and Organization

An organizing committee constituted by University Management was mandated to organize the mini-stakeholders’ meeting. This committee was supported by subcommittees as and when required. The under listed members of staff constituted the main organizing committee:

Membership of the Organizing Committee

1. Prof. L. Tibatemwa-Ekirikubinza – Chairperson
2. Prof. Barabas Nawangwe - Vice Chairperson
3. Dr. Celestino Obua - Member
4. Dr Charles Kato - Member
5. Dr. Edward Wamala - Member
6. Dr. Leah Sikoyo - Member
7. Mr. Ben Twinomugisha - Member
8. Mrs. Catherine Kanabahita - Member
9. Dr. Stephen A. Nyanzi - Member
10. Mr. Michael Niyetegeka - Member
11. Ms. Florence Nakayiwa - Secretariat

Dr. Elizabeth Kaase-Bwanga and Mr. Samuel Siminyu were rapporteurs.

Structure of the report

The report is organized into five sections. Section one covers the background to the meeting; section two covers presentations on the strategy for national and institutional development; section three covers the presentations and discussions on higher education and economic development; section four covers the contribution of Makerere University to national development; and section five covers the closing remarks.
2.0. Strategy for National and Institutional Development

This session was chaired by Professor Mondo Kagonyera, Chancellor Makerere University. It included: (1) Opening remarks made by the Chancellor, Makerere University; (2) Makerere University Strategy in the 21st Century delivered by the Vice Chancellor Makerere University; (3) the Contributions of Partnerships towards Institutional Development presented by the First Deputy Vice Chancellor Makerere University; (4) IDP Highlights by Development Partners (Bilateral donors): Norway and Sweden; (5) Highlights from The Carnegie Corporation of New York; and (6) the Formal Opening of the Stakeholders’ Consultative Meeting by the Right Honourable Prime Minister of the Republic of Uganda.

2.1. Opening Remarks

In his opening remarks, the Makerere University Chancellor, Prof. Mondo Kagonyera welcomed participants to Makerere University and to the 4th Stakeholders’ Consultative Meeting for the year 2012. He thanked the participants for taking time off from their busy schedules to be at the meeting. He noted that their presence signaled the value that they placed on higher education in Uganda in general and their commitment to Makerere University in particular. He said he was confident that a partnership between higher education, and the public and private sectors was in the offing. He noted that when different players come together, it meant that synergies for service delivery were being created. He observed that the 4th Stakeholders’ Consultative Meeting was special as it fell within a special year in the history Makerere University, when Makerere University was commemorating 90 years of existence (1922-2012).

The Chancellor noted that the principle of organizing stakeholders’ consultative meetings adopted by Makerere University was commendable, because it provided a unique opportunity for the university to receive feedback from her stakeholders. He said it created an environment for experiential learning and growth for the university. He also noted that it demonstrated the concept of partnerships in development. As Chancellor, Prof. Kagonyera joined management and Council to express sincere appreciation for individual and collective contributions to the advancement of this institution. He commended the university for coming up with this initiative of appraisal and creating the opportunity to share experiences and lessons collectively. He further noted that, over the past twenty years, Makerere University had experienced remarkable transformation including increased student numbers; and more socially relevant basic and applied research in agriculture, health, science and technology.

Fundamental to these changes, the Chancellor said, was the transition from the ‘ivory tower’ mind-set to a more embracing discourse that created synergies for knowledge transfer partnerships and external stakeholder involvement. He noted that more recently the university had adopted a new collegiate system of governance that provided a framework for interdisciplinary focus. This would deepen the research base and the knowledge transfer partnerships, he said. It was therefore befitting that the university shared its strategy, and more so within its vision ‘To be the leading institution of academic excellence and innovations in Africa’, with stakeholders.

The Chancellor observed that the theme for 90-year celebrations and indeed the stakeholders’ consultative meeting, ‘Leadership towards Africa’s Transformation in the 21st
Century’, could not have come at a better time. He noted that Makerere University’s most valuable contribution to society over the years had been towards the nurturing of world-class talent in almost all fields, hence the development of a quality human resource. He attributed this achievement to the firm foundation laid by exemplary and selfless leaders. He paid special tribute to one of our very own and two-time Vice Chancellor of this great institution, the late Professor William Senteza Kajubi, who passed away on 1st May 2012. The Chancellor noted that Professor William Senteza Kajubi was a brilliant and honourable man in all his dealings, and always held Makerere University and her staff at heart. He was a very talented leader whose fountain of wisdom laid the blueprint for Uganda’s current education system at the Primary, Secondary and Tertiary levels, Professor Kagonyera remarked. He thanked God for a life well lived, as well as those of our other dearly departed colleagues like Professor George William Kakoma, Professor Anthony Ginyera Pincwa, Professor Jethro Opolot and Dr. Charles Owenja.

The Chancellor cautioned that the onus was upon today’s leaders, teachers and mentors to inspire tomorrow’s leaders and equip them with leadership skills necessary to steer this great continent and Uganda in particular towards complete transformation from a subsistence to a self-sustaining economy in the 21st century. He urged participants to focus their thrust on the university mission ‘To provide innovative teaching, learning, research and services responsive to national and global needs’ as

We Build for the Future.

2.2. Makerere University Strategy in the 21st Century

The Acting Vice-Chancellor of Makerere University, Professor Venansius Baryamureeba, informed the participants that the transition to knowledge-based economies and the increased use of Information Communication Technologies placed universities and indeed higher education at the root of economic development. He noted that it had been established that investment in the fundamental areas of human capital development, research and innovations, and the capacity to utilize generated knowledge through partnerships with communities within which institutions were placed, was one of the avenues towards sustainable growth and development. To this end, he noted that the Makerere University strategy focused on three pillars:

1. A research-led University;
2. Learner centred problem based instruction; and
3. Knowledge transfer partnerships and networking

Research and Innovations

Professor Baryamureeba noted that this pillar was aimed at placing the university at the centre of national development. He further states that the university research strategy encompassed three interlinked but distinct facets bringing together the core areas that define universities: knowledge generation, dissemination of research findings, and capacity for utilization of findings to address societal needs and improve livelihoods.
Focus on the Learner

So as to produce graduates who are relevant for national development, Makerere University had shifted from teacher-centred to learner-centred instruction designed to enhance problem-solving and versatility of the graduate produced, the Vice Chancellor said. The strategy provided an intersection between the skilling of graduates as a critical factor for improvement of livelihoods and producing a graduate grounded in academic work to take forward knowledge frontiers through research and innovations.

Knowledge Transfer Partnerships

Beyond the classroom, Professor Baryamureeba reflected on the interface between communities and academia. He noted that Makerere University had enhanced community development through knowledge transfer partnerships and research initiatives. These involved integration of community development modules or field attachment into the curricula. Staff and students from the various programs were engaged with communities for a considerable length of time. This not only enriched their preparedness to work in the communities after graduation but also directly contributed to service delivery in the communities as well as improving the community-university relationships, he observed.

He informed the participants that some mileage had been realized towards implementation of the University Strategic Plan 2008/09-2018/19. Since 2010/11 the university had been operating innovative projects under the Presidential Initiative for Science and Technology in three colleges, namely: the College of Engineering, Design Art and Technology (CEDAT); the College of Agricultural and Environmental Sciences (CAES) – specifically in the School of Food Technology, Nutrition and Bio-engineering; plus the College of Veterinary Medicine, Animal Resources & Bio-security (CoVAB). He also noted that other research initiatives had gone towards preventive, curative and management health innovations in areas such as HIV/AIDS, reproductive and mental health, in addition to degenerative diseases such as cancer.

The Vice-Chancellor observed that these milestones had largely been realized through collaborative research programs such as the Makerere University-Sida collaborative research linkage and the National Institutes of Health, among others. The Institutional Development Program had been the source of meaningful financial support from friends and partners such as the Norwegian Government, the Netherlands Government through Nuffic, the Carnegie Corporation of New York and the Rockefeller Foundation, Bill and Melinda Gates Foundation and the Millennium Science Initiative, to mention but a few.

He noted that research has to advance beyond publications in academic journals to a research utilization dictum that integrates the knowledge generation process with application of research results. To this end, he reported that the university had enhanced dissemination of research findings. These achievements provide requisite evidence of the university’s position and contribution to national development. He acknowledged the following as the challenges the university will take advantage of towards sustained growth:

1. Increasing research capacity by modernizing research laboratories, further re-equipping and refurbishing;
2. Developing ICT teaching capacity, especially access to bandwidth and e-resources;
3. Strengthening ties with District Local Governments, the NGO world, the private and the public sectors so as to enhance internships and field attachments;

4. Bridging the gender gap, especially in the science-based disciplines for students, higher academic ranks for staff, and more female positions at executive level;

5. Developing a framework that will fully operationalise the university strategic direction towards a learner-centred pedagogy;

6. Enhancing public relations, communication strategy and networking at national level;

7. Establishing a mechanism for staff attraction, development and retention;

8. Evolving an investment and resource mobilization strategy that will enable the university to diversify the resource base and ensure sustainability of the initiatives; and

9. Enhancing the change management process that is designed to integrate administrative and financial reforms in the university.

The Vice-Chancellor noted that these huddles were surmountable, especially if the university strategically worked hand-in-hand with stakeholders. He observed that Makerere University was uniquely placed to address national development needs and has demonstrated capacity to play this role. There was need to interface with communities, public and private sectors about the role that the university could play for national development. He noted that these opportunities required some level of the certainty in university governance and positive publicity. Marketing, branding and image building will continue to be at the forefront of the strategic direction of the university, the Vice-Chancellor said. He acknowledged the contribution of our development partners, the Government of Uganda, the private sector, parents, staff and students who had enabled the university move this far.

2.3. Contributions of Partnerships towards Institutional Development

Professor Lillian Tibatemwa-Ekirikubinza, the Acting 1st Deputy Vice-Chancellor of Makerere University, noted that significant strides had been made by the university towards becoming a leading institution for academic excellence and innovations in Africa. These exploits are a result of the strategic focus of the university, the support of the Government of Uganda and the development partners, she said. She observed that institutional support took three forms: multi-lateral support (exemplified by the World Bank); bilateral support (exemplified by the Governments of the Royal Kingdoms of Norway, Netherlands and Sweden); and direct support (exemplified by foundations such as The Carnegie Corporation of New York, The Rockefeller Foundation, MacArthur Foundation, Ford Foundation, among others). She noted that this support had amounted to US$1,380 million over the last decade.

She informed participants that capacity building – particularly human resource development, improvement of the environment for conducting research and dissemination of research outputs – has been greatly boosted over the last decade. During this period support was extended to over 300 and 80 staff members to undertake doctoral and masters studies respectively at Makerere University and at other universities of international repute. In addition Makerere University, acting as a change agent,
coordinated development partner support to partner public universities in Uganda to develop their human resource capacity at PhD and masters level. This improved capacity led to an increase in the number of publications in reputable journals and presentations at international conferences; increased avenues for publication, with several journals hosted at Makerere University, among others. In addition, the research outputs influenced a number of policies in areas of health, land, and waste management, among others.

Professor Tibatemwa-Ekikubinza pointed out that infrastructure development was boosted with construction of additional space to support teaching and learning. New buildings constructed during the last decade include the CIT Building (with support from the Government of the Kingdom of Netherlands); extension for the College of Engineering, Design, Art and Technology; and the Food Science and Technology Complex; Women and Gender Studies Building (both supported by the Government of the Royal Kingdom of Norway); and extension of the University Library (supported by The Carnegie Corporation of New York). She also reported that the Government of Uganda, through the Presidential Initiative for Science and Technology, had constructed the Food Technology Incubation Centre to be launched of 4th August 2012. Other key infrastructure highlighted included state of the art laboratory equipment, ICT infrastructure (including a university-wide network), and the establishment and operationalization of the Iganga-Mayuge Demographic Surveillance Site (DSS). She noted that these developments increased the teaching and learning space, the quality of research outputs, and also attracted additional partners to support research, especially in the DSS.

She observed that development partner support catalyzed establishment of strong collaborations and networks at all levels – national, regional, and international. Collaborations led to joint grant proposals and publications of research outputs, as well as student and staff exchanges. Research networks such as RISE-AFRINET and RUFORUM were borne out of the activities initially supported by development partners.

She noted that Makerere University remained a vibrant university that over the last decade has been second only to the University of Cape Town in attracting development partners’ support.

### 2.4 Institutional Development Partnership Highlights by Development Partners

#### From Bilateral Donors: Norway and Sweden

The presentation was delivered by the Representative of Sweden and on behalf of Christine Johansson, Charge d’Affairs and Head of Development. In her presentation she welcomed the participants to the 4th Stakeholder Consultative Meeting and congratulated Makerere University upon being ranked the best in Sub-Saharan Africa region and the improved ranking worldwide. She noted that this achievement was due to the committed leadership at Makerere University.

She noted that it was indeed an honour for Sweden to cooperate with Makerere University, one of the oldest and most prestigious universities in Africa, having started as a technical school in 1922. She pointed out the Sweden had so far supported research
training of close to 200 doctorates at Makerere University in collaboration with Swedish universities. Sweden had also supported other basic capacity building efforts such as the library and the ongoing reform of the university’s governance, financial and administrative structures, including the adoption of the college model. In addition to this capacity building effort, Swedish funding went to research in infrastructure and the most visible advances was the substantial support to ICT, including computers, setting up intranet, ICT training and software and policy development.

The representative of Sweden, Christine Johansson, Charge d’Affairs and Head of Development had in addition been commissioned to speak on behalf of the Government of Royal Kingdom of Norway. She noted that Norway equally prioritized higher education and research in their development cooperation policy. Norway had a long standing partnership with Makerere University dating back to the 1970s with the establishment of the then Department of Forestry in the Faculty of Agriculture and Forestry. Norway’s support through the 1990s focused on good governance and gender mainstreaming, food and nutrition, management, infrastructure and ICT.

She noted that the cooperation between Norwegian universities and various departments in Makerere University continues. She updated participants about the new NORAD program called NORHED that had been designed to streamline productive south-north collaboration to deliver quality education and research. Under NORHED, five thematic areas and one geographic area were selected for improvement. The thematic areas included education, health, natural resource management, climatic change and environment, democracy and economic governance and, the geographic area, capacity development in south Sudan.

From the Swedish and Norwegian perspective as development partners, she observed that the continued success in achieving the goals of the University Strategic Plan 2008/09-2018/19 would depend on committed faculty staff who knew how to develop and use well thought-out curricula. In addition there was need for students who possessed the right qualities for entry into the university with quality primary and secondary education, committed and with ability to fulfil their studies. But of equal importance was that graduating students can find a way into productive life, find adequate employment opportunities, and be considered qualified to enter a wider, competitive market.

She noted that the market needed graduates able to perform, carry out research and excel in innovations and entrepreneurship. Graduates faced a hard-to-please market that goes for the best. A close interaction between stakeholders, especially in government and private sector was necessary. The leadership of Makerere University has to continuously adapt to changing circumstances - where research and innovations could play a role. She then highlighted some important factors necessary for continued success:

a) **Quality assurance of higher education and research:** She advised the University to not only focus on numbers and widening access to higher education, but more on ensuring quality in knowledge production and dissemination. She observed that evidence-based monitoring and evaluation was crucial to continued development of research capacity for the university’s capacity to contribute to Uganda’s development and reduction of poverty.

b) **Strengthening links between research, development and the private sector:** She noted that proper planning and priorities require facts. That quality research generates knowledge and solid ground for making decisions. Research results that could be
used in poverty alleviation work in Uganda was important for Uganda to plan better and prepare to position itself in the globalized economy, and to address key issues for Uganda’s transformation into a middle income country. Knowledge gained would be used to influence policies, strategies and actions that Uganda could take to develop in terms of economic growth and improved human wellbeing. She said she believed that Makerere University’s success in index ranking was explained by more research results published and made available through active dissemination and publication. She however reiterated the need to bridge the gap between what was taught and what was learnt, research findings and their use in practice.

She observed that most university students pursued careers in companies rather than in academia. A closer and more interactive relationship with the private sector and business could therefore bring benefits to the university, its students and to the curriculum, and should be two-way. She noted that many researchers hesitated to commercialize ideas because it could hold back their academic career. When applying for tenure or a professorship many believed, often correctly, that a couple of published articles were worth more than two years building up a company based on a new idea. She advised participants to find ways to make it easier to go back and forth between the academic world and the private sector.

She noted that ownership was a key concept for Swedish research support in building indigenous research capacity that allows a society to absorb, develop and apply knowledge, including the capacity to assimilate external knowledge and to profit from and apply this knowledge to local circumstances. Well-trained researchers could pose and pursue questions relevant for poverty reduction, national development, and enhanced standards of living. Thus, through knowledge production Ugandans could consolidate their own research results into evidence-based decisions-making as the basis for social, economic and political independence, she said.

She observed that in order to achieve this, accountability was important and could be achieved through continued commitment to the implementation of the administrative reforms, development of a university-wide financial management system, implementation of the Research and Innovations Policy, and operationalising a quality-assured central grants office. She underscored the importance of resources and the development partners’ expectation that the commitment of the Government of Ugandan to support university research and research training would be indicated by an increasing share allocated to research and research training in the national budget. She noted that quality education and research were national concerns where the state had primary responsibility; development partners only support financially for a limited time. She advised Makerere University to ensure long-term sustainability of research through solid local generation of financing from government and private sector involvement. Commitment to institutional leadership in donor harmonization and partnership around higher education research and innovation to secure future funding would increase impact and synergies, she said.

In conclusion, she reiterated the belief of Norway and Sweden in Makerere University’s potential as a continuing success story in Africa and that she had continued addressing the challenges of increased and sustained quality, of ownership and accountability, to Africa’s transformation in the 21st Century. She assured Makerere University that her development partners remained committed to working with her to achieve her objectives.
From Corporations and Foundations: Carnegie Corporation of New York

Professor Tade Akin Aina, the Director, Higher Education and Libraries in Africa at CCNY brought warm greetings from the entire leadership of CCNY and in particular, their President, Dr. Vartan Gregorian for whom universities are a significant constituency as he himself was once a president of a top university. He also brought sincere greetings from their Vice President, Ms. Deana Arsenian who had been at Makerere University not too long back, and from his colleagues Andrea Johnson and Claudia Fritelli who both also work with Makerere University.

He informed participants that the CCNY was celebrating with Makerere University its 90th anniversary as one sister institution to another. He said the CCNY was still celebrating its centennial that started from 2011. The CCNY wished Makerere University many more years of glory as she enters the young adulthood of her life as a university. He noted that given the age of Alhazar University Cairo, a hundred years is young for universities.

Professor Aina informed participants that the CCNY’s support to Makerere University dates back several decades into the colonial and early post-independence era and that the CCNY supported and continued to support Makerere University even through the difficult periods of Uganda’s history. Over the past five years, the CCNY had made grants close to US$100 million in advancing its Strategy for Africa program. Makerere University was a key player in all the dimensions of CCNY strategy, which is ‘Developing and Retaining the Next Generation of African Academics, University Leaders and Librarians’.

Professor Aina said Makerere University was one of the four anchor universities supported by CCNY across three regions of Africa. He said Makerere University was home and participant in two of the networks that advance CCNY work in excellence and retention in postgraduate studies and research in Africa. The competitive fellowships programs in humanities and the social sciences supported by the CCNY also find strong beneficiaries from Makerere University. The CCNY’s novel and innovation work with university libraries through investment in the Research Commons approach also finds a willing and active home in Makerere University, he noted. He observed that the CCNY had so far invested in eight Research Commons across Africa with six in South African universities and the other two in the University of Ghana Legon, and Makerere University. Makerere University also participates in the training of librarians supported by the CCNY and the research and policy program on higher education research and advocacy network covering eight countries, led by the Centre for Higher Education Transformation (CHET). Professor Aina observed that Makerere University had benefited to the tune of just below 10 percent of CCNY’s investments in Africa since 2007.

He pointed out that, as a private Foundation, the CCNY did not have conditionalities. It instead believed in strong and enduring partnerships built on mutual respect, goodwill, transparency and a sense of commitment to contractual obligations. It also believed that partnerships were most effective when they were with strong and self-confident institutions and individuals. Professor Aina observed that that was why beyond monetary support, the CCNY often offered robust and frank inputs into conversations and discussions. It is the CCNY hope and desire that these contribute to making the collaborations more productive. On behalf of the CCNY’s, he highlighted the areas in which Makerere
University, working with the Government and people of Uganda and other stakeholders, could continue to be the flagship university towards strong partnerships not only in Africa but also globally. The areas are as follows:

1. Continuing investment and advancement of academic excellence and innovation;
2. Attention to strong community engagement and the building of a democratic citizenry and polity in Uganda;
3. Robust engagement in public service;
4. Acquisition and enhancement of strong financial and academic management capacities and infrastructure;
5. Effective linkages within Uganda, the region and the international community through strong outreach efforts and greater connectivity; and
6. Finally, appropriate governance structures and processes that are effective, transparent, equitable, inclusive and socially accountable. These assume ongoing work that optimizes institutional autonomy, rigor and flexibility in such areas as executive appointments, decision making and leadership.

In his concluding remarks he noted that the CCNY would celebrate with Makerere University by listening, learning, engaging and walking the road in the years ahead.

2.5. Opening Ceremony By Rt. Hon Amama Mbabazi

In his opening remarks the Right Hon. Prime Minister of the Republic of Uganda, Hon. Amaama Mbabazi, said that he was glad to be back to Makerere University his Alma mater. That it was his expectation that the 4th Stakeholders’ Consultative Meeting organized by Makerere University would highlight issues in higher education that affect not only Makerere University but higher education in Uganda in general. He acknowledged the presence of development partners, colleagues from Government and the private sector and noted that this gave him great pleasure because partnerships were beginning to emerge between the academia and the public and private sectors. He was pleased that one of the objectives of the meeting was to receive feedback from the stakeholders, specifically Government, development partners, and the private sector.

He noted that the university was presenting its strategy to stakeholders. He observed that universities ought to be key players in the political, social and economic development both at national and global levels. By highlighting Makerere University’s contribution to the economic growth of the country, Makerere University was moving towards establishing her relevance. He further noted that the milestones achieved in health and agricultural research needed to go beyond the classroom to the populace to create an impact on the livelihoods of the average Ugandan.

He credited development partners for the role played in funding for research and development of research capacity; the enhancement of female participation in higher education through the female scholarship initiative; gender mainstreaming; enhancing access to library resources and ICT as well as science and technology. He noted that as they support Makerere University they inevitably support Government’s programs.
He commended the university for keeping abreast with the demands of a developing nation and for initiating a number of projects and ventures, which have attracted international attention and led to collaborations with the development partners. He noted that this meeting emphasized the importance of collaborations without which institutions did not survive. No institution was an island, the Rt. Hon. Prime Minister said, and Makerere University must therefore seek to work with others in order to pool ideas and share experiences in order to attain excellence. He reiterated the need to take this initiative beyond Makerere University and embrace other universities to create a vibrant higher education sector.

From the perspective of Government, he acknowledged the role of higher education in an increasingly globalized environment. Indeed the National Development Plan, the blueprint for advancement in Uganda, noted that higher education was the heart of education as well as the care of national innovation and development systems. He urged Makerere University to respond to this challenge by generating knowledge through research and producing skilled human resources that will champion national development. He said Government envisaged an increase in higher education gross enrolment ratio from the current 4.97 percent to at least 15 percent to maintain Uganda’s edge as a supplier/exporter of education in the region. Government focus over the past decade was on Universal Primary and Secondary education, but it realized that these needed quality outlets if they were to have meaningful impact on national development, hence broadening the scope to include post-secondary education.

He added that Government as a key player in the development drive was committed to supporting public universities since they are avenues through which key components of development can be addressed. The Government has therefore continued funding higher education and remains the biggest contributor to the universities, including Makerere University. He informed participants that plans were underway to enable public institutions to access resources for infrastructure development through the African Development Bank expected in FY2012/13. Government is committed to address some of the challenges in public universities that have been characterized by over-crowded lecture rooms, dilapidated old infrastructure, and meagre education facilities.

The Rt. Hon. Prime Minister observed that the accountability concept as espoused in this stakeholders’ meeting was commendable. It provided an opportunity for Government and other stakeholders to understand not only the challenges but also appreciate the prospects for investment in the higher education in Uganda. It gives the rare chance for collectively mapping out pathways for further advancement. He challenged Makerere University to take this forward and pursue aggressively the ideas generated in this forum. He believed that this would affirm the university vision ‘To be the leading institution for academic excellence and innovations in Africa’. He urged other Government institutions, particularly educational institutions, to pick a leaf from this practice.

He reassured development partners that the political environment in Uganda was stable and that the conditions under which Government was working for the last couple of decades, which were conducive to development, would continue. The Government was committed to creating and sustaining an enabling environment in which all development projects would thrive. Government policy and belief was that security was a prerequisite for development and since it was the responsibility of Government to provide it, this would be done. He was therefore optimistic that Makerere University and all the other institutions would continue to receive support from development partners with all the confidence.
that it would be optimally utilized. He once again welcomed participants to the mini stakeholders’ meeting and declared the workshop open.

3. HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

This session was chaired by Mrs. Elizabeth Gabona, the Director Technical and Higher Education, Ministry of Education and Sports. Two papers were presented and discussed: (1) Universities and Economic Development in Africa: Makerere University Chapter; and (2) Uganda’s Focus on Human Capital development in the 21st Century.

3.1 Universities and Economic Development in Africa: Makerere University Chapter

This was a research paper presented by Professor Nico Cloete, a representative from Higher Education Research and Advocacy Network Africa (HERANA). HERANA is a research and advocacy organization based in South Africa. He stated that HERANA focuses on:

1. Investigating the complex relationships between higher education and economic development, and student democratic attitudes in Africa; and
2. Investigating the relationship between research evidence and policy-making in selected public policy sectors in South Africa.

Professor Cloete reported that the presentation was based on collaborative research training carried out by the University of Oslo, Makerere University, University of Western Cape, and CHET under the Nordic Masters in Africa (NOMA) program, funded by The Carnegie, Ford, Rockefeller, Kresge Foundations, DfID, and NORAD (for HERANA 1) and The Carnegie and Ford Foundations, and NORAD (for HERANA 2).

He reported that the study investigated three successful OECD systems: Finland (Europe), South Korea (Asia), North Carolina (US). In Africa, the following institutions were investigated: University of Botswana (Botswana); University of Ghana (Ghana); University of Nairobi (Kenya); University of Mauritius (Mauritius); Eduardo Mondlane University (Mozambique); Nelson Mandela Metropolitan University (South Africa); University of Dar es Salaam (Tanzania); and Makerere University (Uganda).

He said the project team included: Peter Maassen and Nico Cloete (Higher Education Studies); Pundy Pillay (Development Economist, UWC); Jo Muller (Sociology of Knowledge, UCT), Johann Mouton (US); Ian Bunting (Data Analysis, DoE), Charles Sheppard (NMMU); Tracy Bailey (Researcher, CHET); Gerald Ouma (Researcher, Kenya and UWC); Romulo Pinheiro (Researcher, Oslo); Patricio Langa (Researcher, Mozambique and UCT); and Samuel Fongwa (Cameroon, UWC). The External Commentators were: Manuel Castells (USC, Open University, and Barcelona) and John Dougllass (CHES, Berkeley). The Makerere University Contributors were: Dr. Vincent Ssembatya (Director Quality Assurance); Dr. Florence Nakayiwa (Director Planning); and Professor V. Baryamureeba (Acting Vice Chancellor).
# Gross Domestic Product (GDP) per capita versus Human Development Index (HDI)

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<tbody>
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<td>Botswana</td>
<td>13 604</td>
<td>60</td>
<td>125</td>
<td>-65</td>
</tr>
<tr>
<td>Mauritius</td>
<td>11 296</td>
<td>68</td>
<td>81</td>
<td>-13</td>
</tr>
<tr>
<td>South Africa</td>
<td>9 757</td>
<td>78</td>
<td>129</td>
<td>-51</td>
</tr>
<tr>
<td>Chile</td>
<td>13 880</td>
<td>59</td>
<td>44</td>
<td>+15</td>
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<tr>
<td>Costa Rica</td>
<td>10 842</td>
<td>73</td>
<td>54</td>
<td>+19</td>
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<tr>
<td>Taiwan (China)</td>
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<tr>
<td>Ghana</td>
<td>1 334</td>
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<td>Kenya</td>
<td>1 542</td>
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<td>163</td>
<td>157</td>
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<td>Tanzania</td>
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</tr>
<tr>
<td>Finland</td>
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<td>South Korea</td>
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<td>35</td>
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<tr>
<td>USA</td>
<td>45 592</td>
<td>9</td>
<td>13</td>
<td>-4</td>
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Figure 3.1: GDP per capita vs HDI

The presenter reported that the objectives of the study were:

1. To use a set of analytical concepts to try and better understand the complex interactions between national economic/education policies and higher education system development;
2. To learn from some OECD countries who had been successful in linking higher education and economic growth;
3. To use eight African countries as contexts for the study;
4. To develop an empirical methodology to operationalize the concepts; and
5. To not assert that the primary/only role for higher education is development

In the background, he noted that a substantial body of academic and technical literature provides evidence of the relationship between informationalism, productivity and competitiveness for countries, regions and business firms. But that this relationship only operated under three conditions: information connectedness, organizational change in the form of networking; and enhancement of the quality of human labour, itself dependent on education and quality of life (Castells & Cloete, 2011).

He related the structural basis for the growing inequality, in spite of high GDP growth rates in many parts of the world, to the growth of a highly dynamic, knowledge-producing, technologically advanced sector that is connected to other similar sectors in a global network, but it excludes a significant segment of the economy and of the society in its own country. He pointed out that the lack of human development prevents what Manuel Castells calls the ‘virtuous cycle’, which constrains the dynamic economy (Castells & Cloete, 2011) connecting growth to human development – so trickle down does not work. He pointed out that Higher Education and ICT are key connectors.
Figure 3.2: The Relationship between scientific excellence and economic development

The study highlighted some implications from three successful systems, which included Finland, South Korea, and North Carolina (USA). Professor Cloete said, as part of reorganizing their ‘mode of production’, these successful systems developed a pact around a knowledge economy model (high skills training, research and innovation); close links between economic and education planning; high participation rates with differentiation; strong ‘state’ steering (different methods); higher education linked to regional development; responsiveness to the labour market; strong coordination and networks (Reference: Pundy Pillay, 2010, Linking higher education to economic development: Implications for Africa from three successful systems, CHET).
Analytical premises

Professor Cloete noted that the research was based on the hypotheses that higher education’s role in / contribution to development is influenced by three inter-related factors: (1) the nature of the pact between the university leadership, political authorities, and society at large; (2) the nature, size and continuity of the academic core; and (3) the connectedness and coordination of national and institutional knowledge policies to the academic core and to development projects is crucial. He defined the ‘pact’ as a fairly long-term cultural, socio-economic and political understanding and commitment between universities, university leadership, political authorities and society at large of the identity or vision of universities, what is expected of universities, and what the rules and values of the universities are. Pacts were not only between society and higher education, but also important within the institution.

![Conceptual Framework: Government – Institutions – Market](image_url)

**Figure 3.4: Conceptual framework**

<table>
<thead>
<tr>
<th>Role for knowledge and universities in development</th>
<th>National rating = 4/6</th>
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<td>Concept of a knowledge economy features in the national development plan</td>
<td>3 Strong Appears in a number of policies</td>
</tr>
<tr>
<td>A role for higher education in development in national policies and plans</td>
<td>3 Prevalent Clearly mentioned in development policies</td>
</tr>
</tbody>
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<table>
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<tr>
<th>University of Makerere rating = 5/6</th>
</tr>
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<tbody>
<tr>
<td>Concept of a knowledge economy features in university policies and plans</td>
</tr>
<tr>
<td>A role for higher education in development in national policies and plans</td>
</tr>
</tbody>
</table>

**Figure 3.5: Knowledge and Universities in development**
He further explained that the Pact was a narrative highlighting the intent and structures for the role of higher education in development. It consisted of: (1) Development visions and plans (2025-2035); (2) development policies, science and technology policies, higher education policies; and (3) methods and structures for co-ordination.

The Pact in Uganda

Professor Cloete noted that the importance of knowledge economy and the importance of higher education were rather weakly reflected in Uganda’s national policy statements. The Poverty Eradication Plan recognizes the need for higher economic growth (then around 6%) and human capital development and Science and Technology. He said it was important for Uganda to shift from higher education for social mobility and training the professions, to higher education as an ‘engine’ for development. In contrast, in institutional strategic plans, a much stronger reference is made to knowledge economy and the importance of the university in development.

Regarding notions of the role of the University, a strong instrumental expectation was noted at national level, while increasing support for universities as engines of development (innovation) was evident at institutional level, albeit with faculty-level differences. He noted that incentives to translate ‘increasing support’ into action were not strong enough. The different discourses indicated that there did not seem to be a strong agreement between national and institutional levels that higher education is key to development, he said. He urged development aid agencies to become part of the Pact. While in their own countries there is a ‘engine of development’ notion, in Africa the universities are often regarded as ‘development agencies’, meaning a narrow ‘instrumental’ role.

Professor Cloete pointed out that the poor policy coordination was a result of the problem of capacity and agreement. In both the development of a Pact and coordination, the National Council for Higher Education (NCHE) could play an important role to connect stakeholders. All it needs is to be capacitated to do this in addition to other tasks. He also highlighted the importance of stability in institutional leadership.

He reported that the universities in the HERANA sample are public and ‘flagship’ universities which claim in mission statements that they: have high academic ratings, are centres of academic excellence engaged in high quality research and teaching, and contribute to development. These universities are the key ‘knowledge institutions’ in these countries. The assumption is made that for a university to contribute to development it needs a strong academic core; otherwise, universities are ‘weak’ development agencies. According to Burton Clarke the academic core refers to the ‘academic heartland’ and a ‘stronger steering core’. 
Input indicators

Professor Cloete cited the following input indicators on which assessments were based:

1. Increased enrolments in science, engineering and technology (SET) – AU regards SET as a development driver
2. Increased postgraduate (PG) enrolments – knowledge economy requires increasing numbers of workers with PG qualifications
3. Favourable academic staff-to-student ratio – workload should allow for research and PhD supervision
4. High proportion of academic staff with PhDs – high correlation (0.82 in South Africa) between doctorates and research output
5. Adequate research funding per academic – and from multiple sources

Output indicators

The following were the output indicators:
1. High graduation rates in SET fields – not only must enrolments increase, but also graduate output

2. Increased knowledge production (doctoral graduates) – for reproduction of academic core, to produce academics for other universities and for demand in other fields

3. Increased knowledge production – research publications in ISI peer-reviewed journals (problem of counting ‘publications’, which is not the only knowledge output)
Graph 1 offers summaries for the 15-year period 1996–2010. Doctoral enrolments were 1.3% of national total of 893,000 students in 2010.

Graph 4 shows how the % of doctoral enrolments by race group changed between 1996 to 2010. African doctoral students rose from 13% in 1996 to 33% in 2004, and 44% in 2010.

Figure 3.14: Makerere High-level knowledge outputs

Figure 3.15: Ratios of high-level research outputs to permanent academics: averages for 2000/1 to 2007/8

Figure 3.16: South Africa high-level inputs and outputs

Figure 3.17: Percentage of doctoral enrolments in race groupings
General findings

Professor Cloete reported that none of the universities surveyed (except Cape Town) seem to have moved from their traditional undergraduate teaching role. In addition, there was considerable diversity amongst input indicators, with postgraduate enrolments and inadequate research funds the weakest. He said the strongest input indicators were manageable student-staff ratios (except Ghana) and staff with doctorates (comparable to the South African national average). On the output side, he reported that SET graduation rates were positive, but all institutions (except Cape Town) had low knowledge production. From the weak knowledge production output indicators it seems the academic cores were not strong enough to make a sustainable contribution to development, he observed.

Findings on the Academic core of Makerere University

Professor Cloete noted that Makerere University was evidently on an upward trend. Data from Makerere University indicated a dramatic increase in SET, doctorates and particularly ISI publications, albeit from a very low knowledge production base. He said the major concern was how to increase the enrolment and graduation rate of doctorates. He proposed balancing staff and young graduates, providing funding, supporting postdoctoral studies and increasing support to ‘productive’ departments as possible interventions. Regarding incentive structures, Professor Cloete noted that double and triple teaching schedules, consultancies and bureaucracy in accessing institutional and national research funds did not encourage knowledge production. He advised institutions...
to improve on data definition, systematic institution-wide capturing and processing of data, and strengthen evidence-based strategic planning and decision making.

**Implications for the Academic Core**

Professor Cloete advised national government and donor agencies to focus on strengthening the academic cores of the ‘flagship’ universities. He cited the following key focus areas: (1) masters throughput to PhDs; (3) doctoral enrolments and graduation, supported by postgraduate and postdoctoral scholarships; (3) research funding and the incentives around research funding. He also advised universities to re-examine incentives and address perverse incentives. He requested stakeholders to consider the creation of an Africa Research Fund with some of the features of the European Research Fund. He advised funders and governments to build conditions into consultancies that strengthen rather than weaken the academic core.

**HERANA Phase II**

Professor Cloete noted that there was a clearly identified need to improve and strengthen the definition of performance indicators, as well as the systematic, institution-wide capturing and processing (institutionalization) of key indicators. He noted the need to build capacity in the analysis of data at both planning, management and leadership levels, and linking these analyses to planned reforms – at institutional and national levels. He noted that revitalizing African higher education is, amongst other things, going to require more comparative, evidence-based approaches than declarative missions and intentions.

**3.2 Uganda’s focus on Human Capital development in the 21st century**

In his presentation, Professor Wilberforce Kisamba-Mugerwa, Chairperson of the National Planning Authority, informed the participants that the Barcelona Development Agenda, 2004 identified several priority areas for reform based on lessons from the effects of economic reforms applied by many developing nations over a period of two decades. Among these was a strong recommendation to developing nations to identify the most binding constraints to growth and to address them through microeconomic and macroeconomic policies. Consequently, in charting out Uganda’s development path, the National Planning Authority through the National Development Plan 2010/11-2014/15 identified seven most binding constraints to Uganda’s economic growth. One of these constraints was ‘inadequate quantity and quality of human resource’, he said. Consistent with the Barcelona Agenda recommendation, the strategies developed in the National Development Plan were designed to unlock the binding constraints, using micro and macro policies and programs and thereby open the way to growth for the country, he said.

Prof. Kisamba-Mugerwa noted that a country’s most important resource is its human resource. He said it was both a factor and a target in the development process. This duality of the human resource makes it a very special because it is both a producer and a consumer resource. As a result of development, a country provides social services to its population which would include education, health water infrastructure etc. as part of the citizens’ entitlements, he observed. Professor Kisamba-Mugerwa noted that it is however
when we think of investing in human beings as part of a strategy to promote or boost future growth in the economy that we start employing the concept of human capital.

He quoted Adam Smith who defined human capital as “acquired and useful abilities of all the inhabitants of members of the society.” He observed that the acquisition of such talents by the maintenance of the acquirer during his/her education, study, or apprenticeship, always costs a real expense, which is a capital fixed and realized, as it were, in his/her person. Those talents, just as they make up part of his/her fortune, so do likewise that of the society to which he/she belongs. He noted that the improved dexterity of a workman may be considered in the same light as a machine or instrument of trade which facilitates and bridges labour and which, though it costs a certain expense, repays that expense with a profit.

Professor Kisamba-Mugerwa noted that although human resource refers to the potential, human capital only exists when the population acquires those qualities which they would use to promote production and economic growth. He observed that education, training and health are probably the most important investments in human capital. So schooling, a computer training course, expenditure on medical care are capital; but equally so are the lectures on the virtues of punctuality, honesty and patriotism, he observed. That is because they improve productivity, raise earnings, improve health, or add to a person’s good habits and work over much of his lifetime. Therefore, economists regard expenditures on education, training, medical care etc. as investment in human capital. They are called human capital because people cannot be separated from their financial and physical assets.

He said every country has to consciously decide on the kind of human resources that it needs to develop. He said Uganda’s vision is to be “A transformed society from a peasant to a modern and prosperous country within 30 years”. This vision suggests that Uganda shall need transformative human resource. Professor Kisamba-Mugerwa pointed out the need to invest in ensuring that our human resources acquire the kind of qualities that we need for transformation and prosperity. He noted that Human Capital Development (HCD) was functionally different from human resources (HR) recognition. He said HCD was philosophically different from HR’s task-driven focus in that HCD recognizes that the development and growth of people in organizations and business is an important and essential asset to the organizations’ future success. In a service organization, he noted, the collective attitudes, skills and abilities of the organization’s human capital (people assets) establish performance and productivity. It therefore follows that those assets that are needed to produce the results that we desire must be consciously identified, carefully nurtured and systematically imparted to the target groups, he said. Accordingly, expenditures related to such training, skills development, health and other support are an investment in productivity not just as an expense.

In conclusion, he noted that human capital development was not only relevant but actually crucial to nation building. He said the country must have a clear system of human capital development embedded in curricula at all levels of the education system. In this era of globalization, no country can claim or try to be self-sufficient in anything anymore, he observed. It is therefore crucial that our human resource is sharpened to the maximum. Human Capital Development strategies offer the best hope for this human resource to be productive and most comprehensive in national, regional and international markets. Finally, Professor Kisamba-Mugerwa said Uganda was not going to re-invent the wheel. She must be ready to “leapfrog” in those areas where she sees a
Discussion of the paper

Professor Charles Olweny, Vice Chancellor, Uganda Martyrs University, Nkozi, discussed the paper by Professor Kisamba-Mugerwa. He noted Makerere University stakeholders should have included: Government; parents/benefactors; students/alumni; faculty, administrative and support staff; development partners; and other institutions of higher learning. He hoped that all stakeholders were represented at the meeting.

On Barcelona Development Agenda I. Professor noted that Professor Kisamba-Mugerwa mentioned in passing the Barcelona Development Agenda; a little more was needed for the non-initiated. The meeting in Barcelona 24th-25th September, 2004 was for economists from developed and developing countries. He said the meeting observed that there were three encouraging trends (viz. gains in human rights, economic growth in China and India, increased importance of macroeconomic stability); observed three areas of concern (viz. recurrent financial crises in developing countries, mediocre record of reform, and unequal distribution of wealth); and came up with the statement of development principles which presents/outlines seven lessons learned from past failures and/or successes and presents them as priorities for future economic reforms.

On Human Capital Development, Professor Olweny noted that Professor Kisamba-Mugerwa made reference to Adam Smith’s definition in 1776 and contrasted this definition with that of Gary Becker of Chicago School of Economics in his book Human Capital in 1964 equates HC to physical means of production e.g. factories and machines. He noted that HC as a means of production and therefore additional investment yields additional output; HC is substitutable but not transferrable like land, labour or fixed capital; HC is similar to Karl Marx’s concept of labour; in capitalism workers sell their labour to receive income (wages and salaries); HC is an intangible asset, it is NOT owned by the firm that employs it; and it is a measure of economic value of employee’s skill set. Mitt Romney’s definition, “HC is the ability and skills of any individual especially those acquired through investment in education, training that enhance potential for income earning. Theodore Schultz re-awakened the term in 1960’s HC is like any capital you can invest in through education, training and enhanced benefits that lead to an improved quality and level of production.

Professor Olweny further noted that, in the presentation, Professor Kisamba-Mugerwa remained silent on Human Development Index (HDI) which was the statistical indicator of estimating human development in each nation. Professor Olweny argued that components of HDI include (a) Life expectancy, which is standard of health; (b) Education index, which refers to education standard and literacy ratio; (c) Income index, which reflects the standard of living. Professor Olweny emphasized that human capital is developed by health, education and standards of living.

Professor Olweny noted that Professor Kisamba-Mugerwa made brief mention of migration when he made reference to “nkubakyeyo”. In so doing, Professor Kisamba-Mugerwa plays down international migration as ‘insignificant’. Professor Olweny advised Professor Kisamba-Mugerwa to attend the Uganda North American Conference (UNAC) to
appreciate the numbers of Ugandan doctors in Toronto, engineers in Washington DC and
educated individuals that move from poor countries (brain drain) seeking opportunities
elsewhere. Professor Olweny equated ‘brain drain’ to flight of human capital. He noted
that such movement has positive and negative effects for both losing and receiving
countries.

Although the discussant hailed Uganda’s Vision, he noted that it had not been
communicated effectively to all strata of society to ensure a buy-in and full participation.
He also noted that the WHO Vision “Health for all by the year 2000” should perhaps have
read “health for all in 2000 years”!

Regarding Uganda’s Labour Force Professor Olweny noted that Professor Kisamba-
Mugerwa presents the labour force working age bracket of 15-64, which is an inflated
figure as the working age for Uganda is 18-65 years. The discussant observed that
Uganda’s labour force was driven by high fertility rate of seven children per woman of
child bearing age as compared to Gabon’s 3.25 children per woman (natural) and
China’s one child per family (enforced). The two children per woman is equal to the
replacement rate. Professor Olweny noted that Uganda had one of youngest populations
in the world (second only to Niger) with 49% under the age of 15 years; one of most
rapidly growing populations (viz. 9.5 million in 1969, 16.7 million in 1991, and 32.4 million in
2011), and an extremely high dependency ratio.

About the disabling polices and the need to consider new approaches the discussant
noted that Professor Kisamba-Mugerwa remained silent on the impact of inappropriate
policies like Structural Adjustment Programs (SAPs), and the World Bank emphasis on
primary as against tertiary education. The discussant made no mention of full-time
equivalence and the need to revisit conventional office-time model of 8.00a.m. to
5.00p.m. On human capital investment for the 21st century, Professor Olweny said the
presentation made no mention that major/core requirements are health and education;
neither minor/soft requirements which are hard work, punctuality, honesty and patriotism.

Prof. Olweny noted that negative soft options could tramp core approaches (i.e.,
absence of incentives for hard work; political leaders who give bad example in
punctuality; dishonesty that appears engrained in the DNA of young Ugandans; and
Civics, which is no longer taught in our schools). Professor Olweny observed that Uganda
was no longer a sellers’ but buyers’ market, a paradigm shift had occurred. He noted the
need for system thinkers. He noted that the markets’ demand for hands-on graduates.
Makerere University therefore needed to place less emphasis on “A” level results but have
all university entrants interviewed. He said there was need for total overhaul of curricula in
favour of problem-based learning. Professor Olweny noted that our regional or global
competitiveness had been lost because of our acceptance of the second rate, “This is
Uganda”. There was need to seek new approaches. He cited UMU’s hard work campus
at Ngetta and UMU’s polytechnic in Kabale, and UMU’s interviews at entry and not merely
looking at “A” level results, as examples worth emulating.

On values we espouse in life, Professor Olweny noted that there was need to revisit the
practice of sending children to boarding schools from 5-10 years. He questioned those
who viewed a university as a commodity to be sold and noted that in Australia Higher
Education was with Ministry of Trade. He said there is need for a University Master Plan to
complement the Strategic Plan. He advised universities to diversify their income base and
avoid overdependence on tuition. He also advised them to capitalize on the abundant
human capital (i.e., alumni).
4. Contribution to National Development through Research

This session was chaired by Professor George Kirya, former Director Uganda Health Service Commission. It consisted of three presentations: (1) Agricultural Research Contribution towards Transforming Livelihoods: The case of Makerere University by Professor Samuel Kyamanywa; (2) Advances in health research at Makerere University by Professor Nelson Sewankambo; and (3) Governance and Policy in National Transformation by Professor Mahmood Mamdani.

4.1 Agricultural Research Contribution towards Transforming Livelihoods

Case of Makerere University

This paper was presented by Professor Samuel Kyamanywa, Principal, College of Agricultural and Environmental Sciences (CAES). He said the paper did not deal with the economic impact of universities agricultural research, but rather the research outputs from CAES that might contribute to transforming livelihoods. The paper identifies what ought to be done to maximize the contribution of university agricultural research to the economic development of Uganda. The following were the highlights of the presentation:

The Conceptual Framework for Food Insecurity

Citing Rukuni (2002), Professor Kyamanywa noted that “as long as agriculture and other productive sectors of our economy are left to the uneducated, Africa will never develop”. He also quoted President Yoweri Museveni who said, “Education is vital in our struggle to ensure food security and nutrition security.” He said that the factors responsible for food insecurity included: (1) low agricultural productivity; (2) limited rural development; (3) government policy disincentives; (4) impact of poor health on agricultural workforce; and (5) poor quality of human capital at all levels.

In response to the question: “Does agricultural research benefit society?”, Professor Kyamanywa pointed to the rate of return to agricultural research and development. He said it was very high, with the marginal benefit-cost ratio much less than one. Citing Aslton (2010), he concluded that agricultural research and development pays off handsomely for societies in countries that invest in it.

Role of Universities in Economic Development

Professor Kyamanywa highlighted the following roles of universities in economic development: (1) Knowledge creation: Universities produce seeds for new generation of technologies; (2) Dissemination of knowledge and ideas through student education, collaboration with industry, and outreach activities; (3) Accelerating entrepreneurship: Universities play an important role in the generation of entrepreneurs; (4) Job training and re-skilling: Universities are often good at on-the-job training for graduate students. Few institutions have more to offer in propelling economic development of a country than Universities (Rason, 2004).
Contribution of Makerere University Agricultural Research to Agricultural Development in Uganda

On the training of human resource for agricultural research and development, Professor Kyamanywa reported that Agriculture was introduced at Makerere as a three-year diploma course in 1922. In 1933, sciences were added to the curriculum and the course was extended to five years. He said in 1949 Makerere College established a special relationship with the University of London. In 1958 the diploma program was upgraded to a BSc (Agriculture) – the year that the Faculty moved into its own building. The first BSc (London) degrees were awarded in 1961. The University of East Africa was formally set up in 1963. The BSc (Agriculture) program gradually evolved to produce other degree programs including BSc (Forestry), BSc (Agricultural Engineering), BSc (Food Science and Technology), Bachelor of Land-use Management, BSc (Horticulture), Bachelor of Agriculture and Rural Innovation, and Bachelor of Agribusiness Management.

Professor Kyamanywa noted that agricultural research training at Makerere started in 1960 with enrolment of first postgraduate students. The number had increased to 55 by 1965. The first Research Committee established in 1969 with the following objectives: (1) To formulate the general research philosophy and policy and to provide general guidelines on areas of research priority; (2) To encourage departments to seek the opinion of the committee on new research projects; (3) To promote dissemination of information on progress of research projects; and (4) To be responsible for nominating faculty representatives on research bodies in Uganda and East Africa.

Challenges to agricultural development

The presenter said that low and declining agricultural productivity is associated with: (1) inefficient value chain linkages; (2) poor input systems (Seed/breed; fertilizers, mechanization, irrigation); (3) high pre- and post-harvest losses; (4) poor knowledge base (high illiteracy level); (5) climate change; (6) limited access to support services (poor
outreach); (7) inadequate and weak infrastructure for value addition; and (8) inadequate unstable policy support.

**Contribution of Makerere University Agricultural Research to Agricultural development in Uganda**

**Figure 4.2: Improved crop varieties**

**Figure 4.3: Improved inputs in animal husbandry**

**Figure 4.4: Products of Food Technology Incubation Centre**

**Figure 4.5: Contribution to value chain linkages**

Professor Kyamanywa reported that Makerere contributed to improving extension and outreach services by conducting farmer field schools, conducting participatory research, establishing service learning programs, and developing partnerships with farmers groups and NGOs.

**The of Case Integrated Pest Management (IPM CRSP)**

The presenter noted that Uganda loses about 30-50% of its crop production to pests and diseases. The research, which started in 2000, focuses on development and promotion of IPM technological options that are profitable and affordable by small household farmers. He said adoption of IPM technological packages increases yields by 69% and reduces farmer’s expenditure on inputs by 31% due to reduced use of pesticides. After 13-
16 years of diffusion the total cumulated net value of gross benefits of research for three crops was estimated at $104.3m, = to $7.1m per year. Adoption of IPM packages in legumes (cow peas and ground nuts) is projected to contribute: (1) 172,462 tons of protein; and (2) 34,019 tons of nitrogen resulting in a saving fertilizer cost of $28.9m.

**Does CAES Research Contribute to National Development?**

Citing the case of artificial insemination in pigs, Professor Kyamanywa pointed out that artificial insemination (AI) has many advantages over the natural method: (1) it decreases the number of boars needed on the farm, thereby savings on feed and maintenance costs; (2) reduces transmission of diseases; and (3) allows complete control of genetic and semen quality by the farmer. He said adoption of AI will result in greatest net benefits, estimated at $31.8m, to farmers using intensive management system. While under the semi-intensive system, the estimated total net benefits are $29.3m.

**Where does the College want to be?**

Professor Kyamanywa reported that the College has in place a 10 year strategic plan which seeks to strengthen its capacity for: (1) development of innovative, adaptive and proactive human resources for agriculture, agro-industry and rural development; (2) generation of relevant knowledge and technologies for market led agrarian development; (3) providing policy related information; (4) providing technical services through outreach; and (5) incubating the youth to become job creators. He said the College has prioritized its investments in three areas namely: (1) strengthening Graduate Training and Research; (2) transforming the CAES into a more efficient unit within Makerere University; and (3) Engagement with Communities to Promote Agricultural Innovations and Entrepreneurship.

**What then is the Problem?**

Professor Kyamanywa highlighted the marginalizing of faculties of Agriculture in universities in national agricultural development agenda as the main challenge. He said this manifested in: (1) underutilization of the potential extension capacity available at universities through internship, industrial training and field attachment; (2) underutilization of research capacity in universities; (3) universities conducting research which does not address national priorities; (4) not tapping into the wealth of intellect in the universities; (5) limited support to universities in producing the right human product; (6) research results remaining unused on shelf; (7) poor infrastructure (limited space for training and research) and equipment that do not allow a conducive environment for innovative research and training; and (8) limited funding for research, training and incentive system.

**How do we achieve the above?**

Professor Kyamanywa encouraged partnerships between: (a) universities, government ministries, national agricultural research organizations, and the private sector, including NGO; (b) African universities themselves (through organs like RUFom); (c) African universities and universities from the North (including other centers of excellence); and (d) finding for other ways of fund research.
4.2 Advances in Health Research

Case of Makerere University

The paper was presented by Professor Nelson Sewankambo, the Principal, College of Health Sciences (CHS). The presentation covered the following themes: (1) Where the college was coming from; (2) Social accountability as a driver of research efforts; (3) Global challenges as a driver of research effort; and (4) Four epidemics: AIDS, Ebola, Nodding syndrome, and Tuberculosis (TB).

Cancer Research

Professor Sewankambo reported that the Uganda Cancer Institute (UCI) was established in 1967 as a cancer research and treatment center in collaboration with NCI of USA and Makerere. He said that the landmark description of Burkitt’s lymphoma in 1958 by Dr Denis Burkitt marked a pivotal point in the development of cancer research at Makerere. He pointed out that the Institute spearheaded early research in the treatment of Burkitt’s lymphoma, hepatocellular carcinoma and the concept of combination chemotherapy. In 1972, John Ziegler, UCI first director, received the Albert and Mary Lasker Award for his pioneering studies on the treatment of Burkitt’s tumor. Professor Sewankambo said the main research focus of the UCI is on the role of pathogens such as viruses in the causation of cancers; trials of new cancer therapy, and preventive strategies.

Social Accountability of Medical Schools

Professor Sewankambo defined social accountability as the health professional institution’s obligation to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation that they have a mandate to serve (WHO, 1995). He noted that social accountability was the extra leap to excellence for educational institutions (Charles Boelen & Robert Woollard, 2011); social responsiveness was engagement in a course of actions responding to social needs; and social responsibility was awareness of duties regarding society. To elucidate the implications of these concepts, the presenter highlighted the College research agenda.
Human Demographics and Behavior

Rapidly Increasing Human Population


Figure 4.2 Arenas for social responsibility

CHS Research Priorities

The College’s key research priorities included:

1. Infectious and communicable diseases (including HIV, TB and malaria)
2. Maternal, adolescent and child health; sexual and reproductive health, including behavioral research
3. Health systems research
4. Professionalism, ethics and medico-legal, professional health education
5. Non-communicable diseases, including mental health

He also identified the following lower priorities on the College research agenda: Basic sciences, trauma, occupational health, environmental health, neglected tropical diseases, and geriatrics.

Professor Sewankambo noted that 1 billion suffer from Neglected Tropical Diseases (NTDs), and 500,000 die each year; maternal mortality claims 358,000 lives from preventable complication; and 8.1 children below five years of age die each year from preventable or treatable conditions; 40% die in their first four weeks of life.

The Global Community is Faced with Numerous Health Challenges

Movement and Interactions of People and Commerce

Source: PNAS 2004;101:15125.
Changing Climate and Ecosystems

Figure 4.3: Thinking globally, acting locally

The Global Burden of Malaria

1.3 million annual deaths, most under age 5
350 - 500 million clinical episodes/yr.
Every 30 seconds, a child dies of malaria

Source: WHO

The Global Burden of Tuberculosis

One-third of the world’s population is infected with *Mycobacterium tuberculosis*

- 9.2 million new TB cases, incl. 700,000 among HIV-infected people
- 1.7 million deaths, incl. 200,000 among HIV-infected people
- Est. 490,000 new cases of MDR TB, incl. 40,000 XDR TB cases

Source: WHO, 2008

Threat to Global Health
The Tobacco Industry

Worldwide Obesity

- 1 billion adults are overweight
- 300 million adults are obese (BMI > 30)
- 22 million children are overweight
- Increases the risk for coronary heart disease, type 2 diabetes, and certain cancers.
- Total economic cost of obesity is $117 billion per year (incl. $50 billion in avoidable medical costs)
- 5 percent of total annual health care expenditures

The Chronic Disease Agenda

“No serious conversation about global health can now take place without at least citing chronic disease as a critical part of international health strategies.”

Source: The Economist, 2008

Global situation of health workforce

Health Service Providers (per 10,000 population) by WHO Region, 2005

Note:
1. Data as reported by countries (compiled at WHO Regional offices and the Headquarter)
2. Reference year of data for some countries may differ from the reported year 2005
3. Health service providers include: (i) Physicians (ii) Nurses (iii) Midwives (iv) Dentists (v) Pharmacists (vi) Environmental and public health personnel (vii) Lab workers (viii) Community health workers (ix) other health workers

Source: WHO SEARO

Figure 4.4: Research responses to global health challenges
Healthy systems crisis

Highlighting the health workforce crisis in Africa, the professor noted that there are, on average, only 1.08 doctors, nurses and midwives per 1000 population. In real terms, this means that there are 17 doctors, 71 nurses and 20 midwives for each 100,000 people in Africa. He revealed that one out of four doctors, and one out of 20 nurses trained in Africa is working in developed countries. He explained that the current rate of health worker production in Africa is such that the deficit will never be met and will only continue to grow.

Figure 4.5: National health systems in crisis

he Struggle of a Generation and Beyond: The AIDS Epidemic
31 Years of AIDS  
65 Million People Infected  
30 Million Deaths

TASO COMMUNITY PROGRAMME

Figure 4.6: “We are all the walking dead”

Ebola/Marburg Vaccine Trial

Professor Sewankambo reported on the RV247: Phase I B study to evaluate the safety and immunogenicity of an Ebola DNA vaccine and a Murburg DNA vaccine in 108 healthy adults (18-50 years) in Uganda. He said the Ebola vaccine study was encoding for glycoproteins (GP), from the Zaire and Sudan-Gulu strains, while the Murburg vaccine study was encoding for GP from the Angolan strain of Marburg. He said the study started in October 2009; and that study visits for all participants completed by the time of reporting. He was glad to report that the vaccines have safe profiles; the immune responses were being evaluated.

398 WHO reported infectious disease outbreaks, 1996-2009

Figure 4.7: “We are all the walking dead”
Nodding Syndrome

Professor Sewankambo reported that the Lui Nodding Syndrome Study Group conducted studies in Northern Uganda and South Sudan in 2001/2002 to try to establish what we are dealing with. He said that the Nodding Syndrome was an illness in which there is repetitive nodding many times a day, especially at meal times, progressing to generalized tonic-clonic seizures, and to physical and mental deterioration over years. He said recently a new definition of Nodding Syndrome had been proposed: “Onset of repetitive dropping of the head within the preceding three years, as reported by a caregiver, in a previously developmentally NORMAL child aged less than 18 years who had at least one other neurologic or cognitive abnormality or seizure type, based on investigator observation or caregiver history” (MMWR, 2012).

He reported that Nodding Syndrome was reported to occur especially on waking in the morning or while eating. For some, nodding did not disrupt eating or ability to follow commands including instructions to rise, walk, and turn. Other children were unresponsive to commands and stared absently during nodding.

Conflict Situation in Northern Uganda

- Internally displaced peoples’ camps
- 1000’s households: food aid dependent enhancing HIV risks
- Cultural notions of parental privacy have persisted despite IDP camp setting
- Need preventive action

Living in double jeopardy: fear of abduction and HIV vulnerability

Where is the family?

Vulnerability at night:
- A night commuting phenomenon? What happens when there are no parents?
- Children are moved out because of insecurity and fear of abduction

Community Engagement

Figure 4.8: “We are all the walking dead”
Tuberculosis (TB) Research and Development

Professor Sewankambo reported to novel breakthroughs in TB research at Makerere University College of Health Sciences: (1) PCR for IS6110 for MTB Identification – entirely developed by Joloba et al. (International Journal of Tuberculosis and Lung Disease, 2006 Nov; 10(11):1262-7); (2) The Uganda genotype of MTB causing 70% of TB in Uganda (International Journal of Tuberculosis and Lung Disease, 2008 Apr;12(4):386-91); (3) New mycobacteria strains; (4) A novel TB diagnostic technique, endorsed by WHO in 2010, GeneXpert improves detection of TB and MDR-TB. It detects MTB and resistance in two hours as against six months for culture. Makerere CHS was involved in the following steps: development, evaluation, demonstration, piloting and approval, rapid, unprecedented roll out and scale up in Uganda since 2011.

4.3 Governance and Policy in National Transformation:
“Makerere University’s Core Mission is the Pursuit of Scholarship, not Money”

In his presentation, Professor Mahmood Mamdani, the Executive Director, Makerere Institute of Social Research (MISR) noted that the Makerere University of today is a product of two historical periods: its early establishment during the colonial period, and its reform under neo-liberal influence. He said the legacy of both periods was very much alive today; it needed to be understood not just as a record of the past, but in living history as it informs the present. His discussion focused on the question: what steps can we take to bring this two-fold legacy to a close and to make possible a fresh start, towards the building of a research-led university? He reflected on this question from the vantage point of the experience at MISR over the past two years.

Professor Mamdani started his presentation with a word of caution about the task at hand. He said the task was not to recreate the Makerere University of the colonial era, not even the Makerere University of the 1960s or the 1970s. To do so would be to romanticize that Makerere University of the past and to overlook precisely those shortcomings that have brought us to the present, he said. To romanticize the history of Makerere University would be to begin with a false start. His presentation would try to answer two fundamental questions instead: (1) What would it mean to decolonize Makerere University? (2) What would it mean to rethink Makerere University as a university and not a business corporation?

Decolonization

Professor Mamdani noted that by thinking of itself as the Harvard of Africa, Makerere University is proud of its colonial legacy. If Makerere University was ever the Harvard of Africa, then it was a colonized Harvard, he said. What is the difference between a Harvard that is colonized and one that it independent? He noted that Harvard is a research university in a double sense. First, it is a site of research; Second, it produces researchers, not just research. He said every research university grows its own timber. The key site for growing timber in a university is its PhD program. Ask anyone at an Ivy League university to identify the heart of research, its vital and dynamic center, and they will point to a range of doctoral programs, he emphasized. He said a research university articulates research and teaching in a single, organic relationship.
Professor Mamdani said that Makerere University, at least the part of it that he was most familiar with, the College of Humanities and the Social Sciences, has never been a research university. He used the example of MISR to illustrate his point. Established in 1948 as East African Institute of Social Research and then renamed Makerere Institute of Social Research a decade later, MISR became a globally known research site. But MISR did not produce researchers. The assumption was that those who would do research at MISR, whether non-Ugandans in the colonial period or Ugandans after independence, would be trained elsewhere.

When Professor Mamdani joined MISR in 2010 as Director, its mission was to do interdisciplinary research. In 2011, MISR proposed to the University Senate and Council that the mission be redefined, beyond doing research to training researchers. To be true to the new mission, MISR proposed the development of a five-year interdisciplinary PhD program. With full support from the Vice Chancellor and the DVC (Academic Affairs), MISR began the program in January 2012 when they admitted 10 students: seven Ugandans, two Ethiopians and one Kenyan. MISR hired four new scholars and now have a PhD teaching team of seven: four Ugandans and three non-Ugandans, comprising one Angolan, one American and one Italian.

Professor Mamdani noted that MISR had learnt a number of lessons over the six months of the program’s existence. The most important was that MISR and Makerere University needed to deepen their understanding of what it means to grow our own timber. Makerere University could start a PhD program at MISR and borrow the curriculum from Columbia or Harvard. Makerere would then be a satellite station of Columbia or Harvard, but without the creativity that distinguishes those great universities, he said. In the very first semester of the PhD program, MISR faced the question: What should we teach, at this time and in this place? What should be the content of our curriculum?

Professor Mamdani said that their search for an answer to that question was protracted; he shared the milestones in that journey with the meeting. MISR began by holding a brainstorming session with colleagues in the Humanities and Social Sciences at Addis Ababa University (Ethiopia) and the University of Western Cape (South Africa). Then in 2011, MISR held five workshops under an umbrella title: Contemporary Debates. The idea was to invite scholars from around the world; not just from the Western world, but from the entire scholarly world, including China, India and Africa. MISR identified scholars whose works were defining the terms of the debate in five different fields: Gender in the Public Sphere, Political Economy, Political Studies, Cultural and Literary Studies, and Historical Studies.

Professor Mamdani reported that in 2012, MISR moved focus from workshops to lecture series by key scholars. They brought two outstanding scholars, one from China and the other from India, to MISR. The first of these was Professor Wang Hui of Tsinghua University in Beijing, the renowned author of the three-volume intellectual history titled The Formation of Chinese Thought, written in Chinese. It is about to be published as two volumes in an English translation. Professor Wang Hui gave three lectures on his monumental work. The second was Professor Partha Chattejee from the Centre for the Study of Social Sciences, a leading Indian postgraduate institute; you may say a counterpart of MISR, to give a series of lectures on political theory and on the history of the Subaltern School of History.

In 2013, MISR planned to follow up with four different sitting professors: Professor Bethwell Ogot, a historian from Kenya; Professor Nivedita Menon, a political theorist from India; Professor Siba Grovogui, a legal theorist from Cameroun; and Professor Henry Bernstein, a
political economist from SOAS in London. It is through these encounters that MISR are crafting a new curriculum, a curriculum global in content but crafted from a Ugandan, East African and African perspective. Professor Mamdani noted that the question of perspective is important because research is not about finding answers to preset questions but about formulating new questions in response to both the evergreen flow of life and ongoing debates in and around the academy. Key to research is formulating the question, he said. The answer you get depends on the question you ask. And the question you ask depends on who you are, where you are, and the dilemmas that confront you. The first batch of MISR PhD students will begin to formulate new research questions in 2014 and answer these in the course of 2015. MISR hope to graduate the first batch of nine PhDs at the end of 2016. From then on, MISR shall graduate 10 PhDs every year, he said.

**Beyond Neoliberalism: Subordinating Market Impulses to Intellectual Pursuits**

Professor Mamdani pointed out that MISR is a part of the College of Humanities and Social Sciences. The College is the part of Makerere University that embraced neoliberal reforms in the most uncritical and unthinking manner from 1990. Not surprisingly, most privately-sponsored students at Makerere University are enrolled in the College of Humanities and Social Sciences. He said the neoliberal project had transformed the life of both students and lecturers in the College. He borrowed a Malthusian metaphor to make his point: the rise in student admissions at Makerere University over the past decade-and-a-half has been geometric, but the increase in the teaching staff and the physical facilities has been arithmetic. Lecture halls burst at the seams and there are no more tutorials, he observed.

Professor Mamdani noted that the life of lecturers had also changed dramatically. Since payment is tied to the number of hours you teach, the average lecturer has a teaching load resembling that of a secondary school teacher. Almost every activity had been monetized. You got paid an allowance to attend any meeting: whether of the department, the school, the college or Senate. He reminded participants that the newspapers recently carried a story of the millions that had been paid as allowances to the Search Committee for the Vice Chancellor. Professor Mamdani reported that he had taught at Columbia for 12 years and had participated in all sorts of committees, from those that have worked only a few hours to the Academic Review Committee, which reviews departments and whose membership lasts two years. He said that at Columbia, all this work is defined as good citizenship. Neither he nor any other member of the teaching staff was ever paid for this work.

Professor Mamdani contended that not only had the dramatic expansion of the past decade-and-a-half been at the expense of quality education, it also made little financial sense. He noted that all the financial data available shows that the cost of educating an undergraduate at Makerere University exceeds the fees paid by undergraduates, no matter the college. This is why Makerere University keeps asking Government permission to increase fees. On its part Government keeps on reminding Makerere University that this is a public university that benefits from government funds and cannot increase its fees to a level that is unaffordable for most Ugandans. Professor Mamdani said he was with the Government on this. But he goes a step further. He was of the view that we needed to rethink the entire neoliberal logic that has governed Makerere University since 1990, whereby we think of success in terms of quantity rather than quality, numbers rather than scholarship.
Professor Mamdani asked: What role can MISR play in transforming the life of students and lecturers in the undergraduate college? MISR was historically envisioned and developed as a privileged enclave inside Makerere University. He said he was trying to convince my colleagues to think of MISR differently, not as just an integral part of Makerere University, but as an intellectual nerve centre with the capacity to revitalize intellectual life at Makerere University. What would it take to turn the PhD program into a resource with which to revitalize undergraduate education at Makerere University? Professor Mamdani had two very practical suggestions. The first suggestion is to reduce the undergraduate admission at Makerere University and to do so substantially. Wherever there are large lectures, our aim should be to combine these with tutorials. Every great university taps its doctoral students for a supply of tutors. MISR expect PhD students to spend half of their third year as undergraduate tutors in different departments at the College. Starting in 2014, MISR ambition is to make tutorials an integral part of the undergraduate program at Makerere University.

To produce quality students requires quality teachers, Professor Mamdani noted. Good teachers do not work because of how much they are paid, but they need to be paid enough to be able to work with diligence. He stated that teachers are not business people, and those with an eye on making money should go to Kikubo, not to a university. He observed that the important thing is to reform the motivational structure at Makerere University so it attracts and rewards scholars, and discourages and keeps away those who wish to mint millions. That would mean, for a start, that Makerere pays people meaningful salaries for their main work – teaching and research – and not allowances for attending endless meetings. His second suggestion is that Makerere University abolishes all allowances for attending meetings, and use the money saved to increase salaries of those who teach and do research, and those whose services support this core activity. His guess is it will do away with 90% of meetings, and dramatically reduce the time taken by meetings that are actually held. It may not increase salaries substantially, but it will surely increase the time we have to teach and do research. He believes that this will just as surely send the right signal to all concerned.

In conclusion, Professor Mamdani observed that the starting point of the critique of neoliberalism in higher education is to recognize that a university is not a business corporation but a place for scholarly pursuit. Their objective is to maximize scholarship, not profits. It is true that no one who lives in this world, even those with otherworldly pursuits like religious organizations, can afford to be blind to financial constraints and that a university is no exception to this rule. But if scholarship is indeed our core mission, then we must be prepared to subordinate all other considerations, including financial, to the pursuit of scholarship, he noted. To forget this is to lose our way, he concluded.

5.0. Closing Remarks

The Hon. John Chrysostom Muyingo, State Minister for Higher Education, represented the Rt. Hon. Prime Minister of the Republic of Uganda at the closing ceremony.

In his closing remarks, Hon. Muyingo took the opportunity to thank participants for participating in the 4th Stakeholders’ Consultative Meeting. He pointed out that this was a very important event in the university. He noted that a large number of the university’s stakeholders had attended, which was an indication interest in Makerere University and what it is doing. He said this was very encouraging indeed.
Hon. Muyingo, said he had been informed that the current university strategy not only re-aligns it to the national development plan, but also paves pathways for creating sustainable and equitable social, economic and technological development in Uganda in line with the Millennium Development Goals. Quoting the university vision ‘To be the leading institution for academic excellence and innovations in Africa’, Hon. Muyingo accredited the vital role Makerere University is doing by keeping pace with the developments in the society in which it exists. He said universities should be felt as key players in the political, social and economic developments on the national or local scene first, and then at a global level. He was glad that Makerere University was responding to this need and role with vibrancy and enthusiasm.

He commended the Makerere University for keeping abreast with the demands of a developing nation and for also initiating a number of projects and ventures, which have attracted international attention and led to collaborations with the development partners gathered there that day. He said the meeting had demonstrated the importance of collaborations without which institutions cannot survive. He noted that no institution was an island, and therefore Makerere University must continue to seek collaborations in order to pool ideas and share experiences if it is to attain and sustain excellence.

The Honorable Minister of State for Higher Education said that the Government of the Republic of Uganda, as a key player in the development drive, was committed to supporting public universities as key avenues through which development needs could be addressed. He noted that the Government remains the biggest contributor to the public universities’ budgets, including that of Makerere University, and that Government will continue funding higher education. In addition, he said, the Government has gradually increased its support to research in Science and Technology. The Presidential Initiative for Science and Technology, and the Millennium Science Initiative are examples in this drive.

Hon. Muyingo also noted that Makerere University had taken a lead in agricultural and medical research. He commended the respective colleges for these initiatives. The presentations at the meeting provided evidence of this. He acknowledged the achievements in other fields as well; for example, the School of Law, CONAS, CHUSS and others. He said these achievements were made possible by the hard work of the academicians here and the support from our development partners whose support component was vital and a lifeline without which some of these major achievements would not have been made.

He thanked all our development partners for the support given to Makerere University and requested them to continue. Their support Makerere University, he noted, was inevitably support to Government programs. He urged the university to find ways of ensuring sustainability of these programs and spill over of benefits to the country at large. He stressed the important role played by public-private partnerships and was pleased to note that the private sector in Uganda has actively participated in this meeting. He was optimistic that more local private companies will participate in university activities in future because their collaboration with the university was long overdue.

The Honourable Minister reassured the development partners that the political environment in Uganda was stable and would continue to improve; it was therefore conducive to support development. The Government was committed to creating and sustaining an enabling environment in which all development projects will thrive.
He once again, thanked participants for attending the meeting. He was sure that objectives of the stakeholders meeting were met. He was hopeful that Makerere would use this opportunity to harness the opportunities highlighted and also plan the way forward. He said our major objective is to see the university reinvigorated and take its place in the national and global development arena.

He congratulated the leadership, staff, students and alumni of Makerere University upon marking 90 years of existence and thanked all of them for according him the opportunity to give the closing remarks at the Stakeholders’ Consultative Meeting 2012.

FOR GOD AND MY COUNTRY

Pictorial
## List of participants

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<th>No.</th>
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