

Project Outlines for Building Stronger Universities Phase II (BSUII), Gulu University 28th February 2014

1. Strategic choice of focus areas for BSUII partnerships:

Gulu University envisages partnerships with institutions, faculties / institutes and departments with expertise in the following thematic areas:

- **Stability, democracy and rights (SDR):** building on the thrust set up in BSU I, Gulu University envisages how positive community transformation could be achieved through further exploration of political, economic, socio-cultural dimensions of stability, democracy and rights in (Northern) Uganda that has grossly been undermined by armed conflict. This will include a strong focus on governance and trust, as well as human rights. These issues are of great concern in the aftermath of the civil war and encampment. They continue to shift and evolve after people have returned to their homes, and as local government institutions are established more firmly. Given the contextual issues undermining (economic, socio-cultural, physical and mental) *stability and rights (to peace, education, property, good governance, health etc.)* in Northern Uganda, the SDR themes will constitute the foci for research capacity-building at PhD level through training and small-scale researches. The Institute of Peace and Strategic Studies and Department of Development Studies in the Faculty of Business and Development Studies will be the anchoring units at Gulu University.
- **Quality management, equity and innovation in education:** Education is one of the most urgent priorities for families in northern Uganda, and the training of science teachers was one of the original objectives in establishing Gulu University. Throughout the war-affected areas of northern Uganda, primary and secondary schools are now being re-established, and new buildings are being constructed. But major questions remain about the type and nature, quality, and equity and performance management of the educational system. What place should vocational training have? Given the growth in nursery schools that are part of formal education structure but are largely left in the hands of private providers, what training could be developed for pre-school teachers? How can disparities in education (in terms of gender, income levels, rural-urban contexts, special needs, etc.) be reduced? Not least, how can quality and innovation be facilitated at university level? How can performance be maximised in the education system given the experience of limited resources, especially at tertiary level? Innovations such as e-learning and problem-based learning approaches raise interesting issues in pedagogy that are likely to stimulate creativity, independent problem-solving, innovative thinking and efficient teaching and learning. At Gulu University, the Faculty of Education and Humanities will be the focal unit under this theme but all academic faculties and institutes will be involved.
- **Culture, Education and Development:** After the years of war and confinement in camps, there is widespread reflection on local cultures and education in especially Northern Uganda. Many people feel that cultural values and patterns have been weakened if not destroyed. Others underline that reconstruction and development may profitably build on cultural institutions and values. Some point out that humanitarian and now development aid promote dependence, while others welcome organizations that work for cultural change in areas like human rights and gender relations. Land conflicts often involve issues of 'customary tenure', which some voices claim is inimical to development.
Over the same 2-3 decades of armed conflict, academic performance, discipline and school cultures in general experienced drastic decline especially at primary and secondary levels. Schools and their host communities as social entities serve as social germplasms for preservation and transmission of cultural and intellectual capital to spur social-cultural development. In the same way they can be viewed as mutually regenerative institutions under these circumstances. To what

extent are schools and communities in post conflict environments effectively acting as mutually regenerative social entities to develop their cultural and intellectual capital in this post-armed conflict recovery era?

This focus area will be anchored in the Faculty of Education and Humanities and the Faculty of Business and Development.

Cross-cutting these three focus areas will be the theme of gender, which will be considered under each one.

Upscaling of Results

- Gulu University has ‘community transformation’ as its mission and we envision that each thematic focus will include activities that engage local institutions and organizations. Making such engagement a part of research training will help the university to more fully live up to its ideal.
- The concepts of stability, democracy and rights are cross-cutting and interdisciplinary. Viewing a university as an academic social setting, good governance is an essential requirement for institutional stability and the protection of rights to quality education and learning environment. From any disciplinary angle, researchers and scholars will be expected to generate scholarly materials that enlighten the society on the values of stability, democracy and rights as the pillars of community transformation under the circumstances in Northern Uganda.
- Under the thematic focus concerning education, a unit may be established under the Faculty of Education and Humanities in which e-learning, problem-based learning (PBL) will continue to be implemented. The expected value changes under this focus are qualitative improvement in pedagogical approaches that stimulate creativity, independent problem-solving, innovative thinking and efficient delivery among graduate teachers, their students, researchers and education managers.
- The theme of Culture and Development will generate research and debate that will be relevant to all faculties, including Agriculture, Natural Science, and Medicine. Finding ways to promote better use of natural resources and enhanced health will depend upon tailoring programmes to local values and social patterns.

2. Envisaged output areas

In all the three thematic areas, the key output areas expected through BSU II support are PhD-level training development (policy / programme / courses development, supervision networking, finalisation grants); improvement in pedagogical approaches (through e-learning and PBL); and Curricular development as explained below:

- **Gulu University’s research capacity developed and strengthened through PhD-level training:**

Gulu University is in its infancy regarding training of PhDs. Moreover, very few faculty members hold PhD degrees; many lack facilitation of focused data collection and supervision in analysis and writing. Therefore top priorities are PhD programmes and assistance to faculty members to undertake small-scale research projects and writing up of results. The Institute of Research and Graduate Studies will be the anchoring unit that coordinates PhD processes in all faculties and institutes at Gulu University.

- **University-wide research policy and procedures approved**

Gulu University needs to set up a research policy that details guidelines that must be followed for research to get underway. At the moment, researches are mostly conducted for academic awards and procedures followed differ from faculty to faculty. In most cases, researches are individualised, donor driven and haphazard with no university-wide research agenda. We need a clear policy setting

who must approve research concept papers, procedures to be followed in the approval process, who determines research grants awards, the ethical clearance processes, rules for research supervision and examination (for supervised researches) etc.

Although PhDs at Gulu University are coordinated at the Institute of Research and Graduate Studies (IRGS), each faculty has its own vetting procedures and rules. There is a plague of unexplained delays in vetting concept papers and proposals to an extent that many are discouraged especially grant-sponsored candidates. Part of the problem arises from lack of clear policy on how PhD should be undertaken at Gulu University – e.g., who sets targets for vetting, what is considered at vetting level, who must be present in vetting panel, how long must a candidate take at proposal level, who decides the fate of submitted vetted candidates prior to and after registration, how are theses examined, what guidelines to follow, who examines and how are viva voce examinations organised and who finally declares the award. These need to be harmonised into a university-wide PhD policy document using a workshop approach involving senior academics from Danish Universities and Gulu University.

- **PhD supervision strengthened**

As part of the PhD programme document, a detailed guideline on PhD (and Masters) research supervision is needed that guides supervisors and students on what is expected of a good research proposal / thesis. A research supervision manual needs to be developed so that students and supervisors work uniformly without antagonism, contradictions and uncoordination. A network of supervisors, including those at other Ugandan universities such as Makerere and Danish partner universities could be called for workshops on improving supervision.

- **PhD Courses developed**

A curriculum should be developed for obligatory and elective PhD (crosscutting) courses. We envision these as primarily for the social sciences and humanities, but they will be open to all PhD students where relevant. Specific courses that are needs-based should be developed and run during BSUII and beyond. These can be clustered around themes like: research theory and practice; research problematisation and literature review; methodology (study designing, data collection techniques and scientific data management); research ethics; thesis writing; research dissemination; research technology; etc. This will benefit aspiring and continuing PhD candidates across disciplines and faculties. Other discipline-specific courses will be developed according to specific needs.

- **PhD completion improved through research support grants**

Gulu University staff who enrol (or aspire to enrol) on PhD often face challenges of funding their researches even if the institution has policy of waiver of tuition for those enrolled in-house at the university. Hence, the research completion rates are alarmingly low on self-funding. We envisage supporting PhD studies so that the number of staff holding PhDs and hence, the university's capacity to supervise graduate students (at PhD level) correspondingly improves. Through small scale research support grants, we expect this output achieved in at least three ways:

- provision of competitive small grants of approximately DKK 20,000 – 30,000 offered to enable faculty members in social sciences and humanities to complete studies they have begun. This should include co-supervision from Danish scholars.
- Workshops and supervision for the development of research proposals both for PhD projects and for other research opportunities.
- Study stays in Denmark where mentoring and other research support are available for Gulu University staff.

- **Improvement in learning through innovative pedagogic approaches**

By gradually integrating PBL and e-learning into the traditional teaching and learning approaches across disciplines and faculties, we expect qualitative improvement in independent thinking, creativity in problem solving, and more learner centred learning at Gulu University. Through e-learning, students and their instructors will freely interact on skype as they do research or problem-based investigations online at relatively cheaper costs.

Output areas in relation to services and facilities supporting research

- Access to library e-resources – subscriptions to e-journals, periodicals, etc; access to North partners' e-libraries in the thematic focus areas. Gulu University will very much appreciate support towards subscription or opening access to electronic resources from North partner universities and other sites usually restricted to subscribers. This will improve access to latest publications that will further improve the literature reviews hence, the quality of research.
- Access to ICT facilities improved– internet connectivity at Gulu University is too intermittent, slow and unreliable for effective research. A detailed plan and budget will be required to invest in greater Internet capability than what is available now, based on a thorough needs assessment.
- Institutional financial management capacity and electronic financial accounting proficiency of finance department staff improved. Accounting software and grant management training is required – Gulu University needs to install accounting software and train university-wide finance management staff in modern accounting packages. At the moment, all financial accounting practices at the university is so manually done.
- Researchers and PhD students' access to Internet equipped research facility improved. Other than the problem of Internet connectivity, the ratio of computers to staff at Gulu University is alarmingly low. If some funds could be allocated for a few computers with fast Internet connections for research purposes, this could demonstrate the commitment to research capacity building. In addition, fast and reliable Internet capability would also solve communication needs through skype for South researchers and students to interface with their North partners and supervisors more cheaply.

3. Management structure and institutional anchoring for the partnership, including key staff

a) Organisation structure at GU

- **The Vice Chancellor (VC)** is the overall head of the BSU partnership at Gulu University and will play policy-level oversight role. He signs partnership documents on behalf of Gulu University and handles diplomatic issues with partner universities and Danida.
- **BSU Steering Committee (SC):** composed of representatives from Faculties of Education and Humanities; Business and Development Studies; Institute of Peace and Strategic Studies; Institute of Research and Graduate Studies; and Directorate of Planning and Development. Reporting to the VC, the steering committee oversees activities implementation, supervises financial management, receives reports from the Project Coordinator and meets periodically to review progress of activities.
- **BSU Project Coordinator (PC):** implements BSU activities, is Principal Signatory to BSU Accounts and advises the SC and VC on the progress of BSU activities. Assisted by project accounts staff, manages finances; compiles reports and communicates to DFC and other Danish partners. An Assistant Project Coordinator (as in BSU I) should be appointed to take charge of the duties of the PC in circumstances when the latter is out of station.

- **Task Management Groups (TMGs):** these are activities implementation groups that implements specific activities and reports to Project Coordinator. Each cluster of activity will be assigned working groups (of 5-7 members) under supervision of the PC.
- b) Financial management*
- BSU funds are kept in a bank account at Standard Chartered Bank, Gulu Branch. (BSU II grant and Communication Grants will have separate accounts but managed by the same signatories).
 - The Project Coordinator is the Principal Signatory to all BSU accounts. The Project Accountant (who is Deputy University Bursar in-charge projects) and the University Secretary (who is the University’s Chief Accounting Officer) are co-signatories to both BSU and Communication Grants Accounts.
 - For any transaction in the BSU Accounts, the TMG Leaders originates the activity budget and requests for funds for the activity, Project Coordinator recommends, the University Secretary (Chief Accounting Officer) authorises it, the Project Accountant instructs the assigned Accounts Staff to prepare the voucher and cheque; and either the Project Accountant or University Secretary signs the cheque before the Principal Signatory (Project Coordinator) finally signs it. The Project Accountant keeps custody of the cheque book and all payment vouchers and assists the PC in compiling all financial reports. The PC periodically (quarterly or half yearly) compiles financial reports for inspection.
 - The PC raises disbursement requests (using Appendix 2 – the Disbursement form) from DFC as need arises.

4. Key expectation to partners, other concerns and risks

There is expected a reciprocal relationship among north and south partners in that the prospective Danish universities are expected to:

- Align expertise (individuals, departments, faculties, institutes) with the needs and interests of the respective units at GU.
- Identify resources (subject matter expertise, research and academic resources etc.) that may be required from time to time to suit emerging training and / or research needs.
- Provide the required staff time and funds for travel and facilitating training, meetings, workshops etc., at GU as need arises. The funds will come from the BSU II 40% budget allocated to the Danish partners with authorisation from the PC for the use.
- Invite GU staff / students if and when need arises to travel to Denmark or other destination on BSU activities that circumstances will determine.
- Make travel arrangements for Danish University staff travelling from Denmark to Entebbe Airport (internal travels and accommodation bookings in Gulu may be done by GU where necessary).

In terms of knowledge resources, the following departments would be of benefit to GU:

- Departments of Education; Education Management; Educational Foundations; Educational Psychology; Curriculum Studies; Educational Technology and Media studies;
- Departments of Political Science; Anthropology; Culture, Society and Globalisation;
- Faculties and experienced individuals relevant for PhD training.

Gulu University will be expected to:

- provide the required staff time for the implementation of the project;
- provide adequate office facilities, furnished with desk and chairs, telephone and internet access; workshop and meeting room facilities as required;
- arrange lodging facilities at GU guesthouse or other convenient Hotels at going rates, depending on availability;

- ensure an adequate and reliable administration of the training programmes, workshops or other meetings as shall be arranged;
- make sure, that all necessary permits and approvals from the Ugandan authorities to implement the project are provided;
- make sure, that all local researchers and other local project staff are recruited and employed in the project according to Ugandan law, the budget and the project implementation plan;
- facilitate contacts and negotiations with the Ugandan authorities as required for the implementation of the project.
- Facilitate travels (air tickets, visas, accommodation etc.) for GU staff travelling to Danish universities as per activity plans.

Concerns and possible risks envisaged, and possible mitigating measures

Concerns:

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- Opportunities for PhD study stay in Denmark should continue, given the experience of the rich academic and research resources the beneficiaries enjoyed in BSU I 2013. Depending on the need, the period for stays in Denmark should remain 1-3 months.
- While in Danish Universities on study stays in BSU I (February to June 2013), the south partners faced restrictions to social services like medical services and library services due to lack of CPR Numbers. They were not able to see Doctors when sick, neither were they given open access to libraries to borrow books or access e-resources beyond certain limits. We appeal that South partners visiting Danish institutions be given access to such services (such as libraries and medical) to maximise the utility of such short visits. .
- BSU I activities at Gulu University tended to run on mobile office settings. Gulu University suffers acute shortage of space generally and only one desk space was given for BSU Coordinator's work. Unless a well spacious and equipped office is provided, BSU II activities are likely to continue in a jeopardised state. As a mitigation measure, we have worked out a budget within the 12% administrative overheads to erect a refurbished container office for BSU II probably in the 3rd quarter 2014.

Risks:

- Internet failure that is so common at Gulu University is likely to jeopardise activities that are Internet-based. Within the available budgetary allocations, the success of BSU II web-activities will heavily rely on availability of stable Internet services.

5. Process Action Plan for a three-month inception phase

BSU II Process Action Plan for a three month Inception Period, Gulu University

| Objective | Output | Activity | Indicators | Actors | Timeline | Assumptions |
|---|---|---|---|---|-----------------------------------|--|
| Preparation for BSU II Inception report | Stream of activities for BSU II proposed with timelines and budget in preparation for North-South Partners meeting in Denmark | BSU II Orientation workshop at Gulu University | Workshop attendance list; proposed activities plan | Gulu University: Project Coordinator and BSU II Steering Committee to organise workshop; 1-3 Danish partners attend in Gulu | 1st week of June (5th June, 2014) | Funds available for the workshop |
| | Joint North-South activity plan developed for BSU II | North-South Partners Orientation meeting (1-3 days) in Denmark to draw activity plan for the inception report | Attendance list; Drawn Activity Plan; workshop report | North and Gulu University partners; DFC | 10th - 15th June 2014 | Funds available for the workshop; Gulu University's participants adjust their programmes to suit the travel to Denmark (e.g., those involved in School Practice) |
| | Inception report prepared, detailing activities by output and objectives with a detailed timelines and budget | Writing the Inception report | Inception report | North and Gulu University partners; DFC | 10th July 2014 | Funds available |
| | BSU II Activities implementation launched | Workshop to launch BSU II | Workshop report; attendance list | North and Gulu University partners; DFC | 1st August 2014 | Funds available |

6. Indicative budget

Indicative Budget for BSU II, Gulu University

| | Immediate Objective | Main Output | Indicative Budget (DKK) | | | |
|---|--|--|-------------------------|-------------------|----------|---------------------|
| | | | Gulu | Denmark | Subtotal | Total |
| 1 | IO 1: Strengthened institutional capacity to deliver quality research and PhD education | 1.1 Strengthened institutional capacity to deliver <i>quality research</i> | 432,000.00 | 188,000.00 | | 620,000.00 |
| | | 1.1.1 GU's research capacity developed and strengthened through PhD-level training | 220,000.00 | 80,000.00 | 300,000 | |
| | | 1.1.2 University-wide research policy and procedures approved | 90,000.00 | 48,000.00 | 138,000 | |
| | | 1.1.3 Improvement in learning through innovative pedagogic approaches | 122,000.00 | 60,000.00 | 182,000 | |
| | | 1.2 Strengthened institutional capacity to deliver <i>PhD education</i> | 1,890,000.00 | 400,000.00 | | 2,290,000.00 |
| | | 1.2.1 PhD supervision strengthened | 500,000.00 | 200,000.00 | 700,000 | |
| | | 1.2.2 PhD courses developed | 690,000.00 | 100,000.00 | 790,000 | |
| | | 1.2.3 PhD studies completion improved | 700,000.00 | 100,000.00 | 800,000 | |
| | | Subtotal (IO 1) | | | | 2,910,000.00 |

| | | | | | | |
|---|---|--|------------|------------|---------|---------------------|
| 2 | IO 2: Strengthened university-wide services and facilities that support research | 2.1 Strengthened university-wide <i>services</i> that support research | 470,000.00 | 150,000.00 | | 620,000.00 |
| | | 2.1.1 Increased access to library e-resources | 320,000.00 | 50,000.00 | 370,000 | |
| | | 2.1.2 Institutional financial management capacity and electronic financial accounting proficiency of finance department staff improved | 150,000.00 | 100,000.00 | 250,000 | |
| | | 2.2 Strengthened university-wide <i>facilities</i> that support research | 470,000.00 | - | | 470,000.00 |
| | | 2.2.1 Access to ICT facilities improved | 200,000.00 | - | 200,000 | |
| | | 2.2.2 Researchers and PhD students' access to internet-equipped research facilities improved | 270,000.00 | - | 270,000 | |
| | Subtotal 2 (IO 2) | | | | | 1,090,000.00 |
| | Subtotal 3 (IO 1 + IO 2) | | | | | 4,000,000.00 |
| 3 | Administrative Overhead (12%) | | | | | 480,000.00 |
| 4 | Coordination (8%) | | | | | 320,000.00 |
| | Subtotal 4: | | | | | 4,800,000.00 |
| | 60% to Gulu University (IO 1 + IO 2 + 12% Adm. OH + 8% Coordination) | | | | | |
| 5 | Denmark 40% | | | | | 3,200,000.00 |
| | Grand Total | | | | | 8,000,000.00 |

7. Annex: Overview of the University

Description of the University and its capacity statement (staff, financial turnover, faculties, key external cooperation partners, key links to other stakeholders in the country, links to national research development strategies or policies (if existing and relevant) etc.).

a) Gulu University's Corporate strategy – main goals/results framework

Gulu University's vision is *to be a pillar for academic, professional excellence and sustainable development*. Its mission is *to provide access to higher education, research and conduct quality professional training for the delivery of appropriate services directed towards community transformation and conservation of biodiversity*.

Gulu University in its ten year strategic plan 2009/10 – 2018/19 has identified ten critical issues to be addressed as her core corporate strategy namely:

- Improving quality of teaching and learning;
- Human capacity development;
- Strengthening research and dissemination of research through publications;
- Strengthening community outreach in pursuit of her motto 'For Community Transformation';
- Infrastructural development;
- Strengthening information communication technology (ICT) infrastructure;
- Improving library and information services;
- Improving welfare and extracurricular activities;
- Improving efficiency and organization of management;
- Financial resource mapping and mobilization.

a. Academic staff

Currently Gulu University has **209 Academic Staff** in the five faculties and two Institutes. Of these, 23 (11%) hold PhDs; 132 (63%) hold Masters degrees; and 54 (26%) hold Bachelors degrees. Considering that academic staff with Masters degrees and are aspirants for PhD degrees and together with those already holding PhD degrees, we can rightly say that the research staff at Gulu University are those in the two categories. Therefore, there are 155 research staff at Gulu University

b. Financial turnover:

i. Annual budget

Gulu University's annual budgets for the last three years were as tabled below:

| Financial Year | Total Approved Budget | | Approx. Bank of Uganda Currency Conversion – DKK:UGX |
|----------------|-----------------------|--------------|--|
| | UGX | Approx. DKK | |
| 2011/2012 | 21,358,318,334.00 | 43.2 million | 494.83 |
| 2012/2013 | 26,055,000,407.00 | 60.8 million | 428.59 |
| 2013/2014 | 28,537,597,405.00 | 61.5 million | 464.19 |

ii. Annual budgetary allocation from the state

Gulu University's annual budgetary allocation from the state (i.e., Government grants excluding non-tax revenue [internally generated funds] and Donor grants) for the last three financial years were as tabulated below:

| Financial Year | Total Government Grant Allocation | | Total Approved Budget | % Government Grant |
|----------------|-----------------------------------|--------------|-----------------------|--------------------|
| | UGX | Approx. DKK | UGX | |
| 2010/2011 | 22,484,053,233.00 | 55.0 million | | |
| 2011/2012 | 10,801,878,563.00 | 21.8 million | 21,358,318,334.00 | 51 |
| 2012/2013 | 14,055,239,839.00 | 32.8 million | 26,055,000,407.00 | 54 |
| 2013/2014 | 14,381,106,905.00 | 31.0 million | 28,537,597,405.00 | 50 |

Budget of GU by Share of Government of Uganda (GoU), Non-tax Revenue (NTR, i.e., internally generated funds) and Donor Contributions

| Financial Year | Total Approved Budget | Government of Uganda (GoU) | % GoU | Non-Tax Revenue (NTR) | % NTR Contribution | Donor | % Donor Contribution |
|----------------|-----------------------|----------------------------|-------|-----------------------|--------------------|------------------|----------------------|
| | UGX | UGX | | UGX | | UGX | |
| 2010/2011 | 22,484,053,233.00 | 12,952,903,563.00 | 58 | NA | NA | 3,977,179,499.00 | 18 |
| 2011/2012 | 21,160,624,603.00 | 10,801,878,563.00 | 51 | 6,198,090,000.00 | 29 | 2,257,456,040.00 | 11 |
| 2012/2013 | 26,055,000,407.00 | 14,055,239,839.00 | 54 | 9,430,922,920.00 | 36 | 2,568,837,648.00 | 10 |
| 2013/2014 | 28,537,597,405.00 | 14,381,106,905.00 | 50 | 11,781,490,500.00 | 41 | 2,375,000,000.00 | 8 |

c. Faculties of the university

Initially, the intention of Uganda Government was to establish Gulu University with a focus on training in, and promotion of, agriculture and environmental conservation. Being the only university in the greater Northern region, it was realised that other disciplines were equally important to be introduced to spur development in the conflict-ridden region, particularly conflict management, human health, education, business and entrepreneurial development skills. Hence, the focus of Gulu University broadened to include both natural sciences, social science and humanities disciplines.

Gulu University now has five faculties and two institutes namely:

- Faculty of Agriculture and Environment;
- Faculty of Business and Development Studies;
- Faculty of Education and Humanities;
- Faculty of Medicine;
- Faculty of Science;
- Institute of Peace and Strategic Studies;
- Institute of Research and Graduate Studies.

d. Number of students

The number of registered students in all academic faculties / institutes and programmes at Gulu University by end of 2012/13 academic year was 4,431. The accurate number in this semester II 2013/14 by this date is still unclear as registration of first year and continuing students is still in progress. An estimated 1,974 first year students had registered by examination time (December 2013). This projection therefore may put the population at approximately 6,405 students at Gulu University

e. Key external cooperation partners

Active collaborations and linkages have been set up with other universities and institutions globally.

Among them are the following:

1. African Institute for Capacity Development
2. Book Aid International
3. Deutscher Entwicklungsdienst (ded)
4. International Centre for Insect Physiology and Ecology (ICIPE)
5. Inter- University Council of East Africa
6. Manchester University – UK
7. McMaster University – Canada
8. The Belgian Embassy
9. The Canadian Government
10. The Cuban Embassy
11. The European Union delegation
12. The German Embassy and Deutscher Akademischer Austausch Dienst (DAAD)
13. The Italian Government
14. The Royal Netherlands Embassy
15. Tulane University
16. Uganda Bureau of Statistics
17. Universities of Copenhagen and Aarhus – Denmark under BSU Project
18. University of Minnesota
19. University of Naples
20. World Vision International
21. Wildlife Conservation Authority

Some of the projects being funded by donors and partners are summarized in the Table below:

GU PROJECTS PROFILES 2011 - 2014

| TITLE | PRINCIPAL INVESTIGATOR | FACULTY | Start date | Expiry date | Project's General Objective | Total cost | Funder |
|---|------------------------|---|------------|-------------|---|-------------|----------------------------------|
| Millennium Science Initiative - Creation of Bachelor of Science in Bio-systems Engineering at Gulu University | Prof. C.W. Baliddawa | Faculty of Agriculture and Environment (FoAE) | 03-Jan-08 | 04-Jan-12 | Establishment of Bachelor of Science in Biosystems Engineering at this university | \$1,249,998 | Government of Uganda/ World Bank |
| Dissemination of New Agricultural Technologies in Africa (DONATA) | Prof. C.W. Baliddawa | Faculty of Agriculture and Environment (FoAE) | 01-Jan-09 | open | To introduce and adapt new agricultural technologies in Africa | \$60,550 | ASARECA/CIP |

| | | | | | | | |
|--|--------------------------|---|------------|-------------|--|---------------|---|
| Enhancing Research Capacity (ENRECA) | Prof. Emilio Ovuga | Faculty of Medicine (FoM) | 01-Jan-09 | 31-Dec-12 | To enhance research capacity at Gulu University | DKK 9,778,067 | DANIDA |
| Epilepsy Project | Prof. Emilio Ovuga | Faculty of Medicine (FoM) | 01-Oct-09 | 30-Sep-12 | To investigate the prevalence of epilepsy and seek remedies in communities in Northern Uganda | \$253,747.6 | Deutsche Forschungsgesellschaft (DFG) |
| THRiVE | Prof. Emilio Ovuga | Faculty of Medicine (FoM) | 01-Aug-09 | 31-Jul-14 | | £236,000 | Welcome Trust |
| Medical Education Partnerships Initiative (MEPI) | Prof. Emilio Ovuga | Faculty of Medicine (FoM) | 01-Jul-10 | 30-Jun-15 | | \$97,000 | National Institutes of Health (NIH) USA |
| Community Outreach Peace Project (COPP) | Mr. Daniel Komakech | Institute of Peace and Strategic Studies (IPSS) | 01-Jun-09 | 31-Dec-13 | To promote research and outreach in peace-building and peace education in communities in Northern Uganda | \$357,143 | DED |
| Tick and tick borne diseases prevention and control in East and Central Africa | Prof. Okello Onen | Faculty of Science (FS) | 01-Mar-06 | 30-Jun-11 | Prevention of tick-borne diseases in East Africa | \$228,393 | ASARECA |
| Gulu University-Tulane ICT project TUL-553-07/08 | Mr. Aregu Raphael | Library | 9-Jan-2008 | 30-Jul-2013 | To enhance ICT infrastructure and capacity at Gulu University | \$295,850 | Uganda Fund |
| Millenium Science Initiative Trypanosome project | Prof. J.H Pen-Mogi Nyeko | Faculty of Science (FS) | 1-Jul-2010 | 30-Jun-2013 | | \$784,600 | Government of Uganda/ World Bank |

| | | | | | | | |
|---|-------------------------|---|-----------|------------|---|---------------|---|
| British Council/DelPHE Collaborative project for Makerere University, Gulu University and University of London - SOAS | Dr. Aaron Mushengyezi | Makerere University | 01-Oct-08 | 31-Oct-11 | To promote indigenous literacy in Uganda | £75,000 | British Council, DFID (DelPHE) project |
| Advocacy/Awareness Campaign on Trypanosomiasis in selected Districts in Northern Uganda | Dr. Elizabeth A. Opiyo. | Faculty of Science (FS) | Oct .2010 | Sept. 2011 | To promote awareness and preventive measures on trypanosomiasis in Northern Uganda | \$25,118.50 | Foundations for Innovative New Diagnostics (FIND) |
| Building Stronger Universities - Platform for Stability, Democracy and Rights - Gulu University Project (BSU-PSDR GU Project) - Phase I | Ambrose Okot | Faculty of Education and Humanities (FEH) | 01-08-11 | 01-12-13 | To strengthen research capacity, research dissemination and research-based education at Gulu University | DKK 1,333,170 | DANIDA |
| Trust Land Project | Dr Aloysius Malagala | Institute of Peace and Strategic Studies (IPSS) | Jul-13 | Jul-17 | Research on Land Governance in this era of transition from conflict to peaceful settlement in Northern Uganda | DKK 4,996,996 | DANIDA |

| | | | | | | | |
|--|------------------|---|----------|----------|--|-------------|------------------------|
| Enhancing Capacity for Agricultural Research and Training in Gulu University | Dr Duncan Ongeng | Faculty of Agriculture and Environment (FoAE) | Jan 2012 | Dec 2015 | Enabling Gulu University to effectively contribute to food security improvement in Northern Uganda through applied research and outreach | € 1,300,000 | Netherlands Government |
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f. Key links to other stakeholders

- Government of Uganda – the major stakeholder, GU being a public university, links directly with Gulu University through University Council in which representatives of Government Ministries of Finance, Education and Sports, Public Service among others sit.
- Embassies, High Commissions, Consulates of countries whose institutions and agencies collaborate with or fund projects at Gulu University are linked through such collaborations and funded projects;
- Gulu (and other) District Local Government(s) have representatives sitting in Gulu University Council
- NGOs and Agencies who sponsor students at Gulu University are major stakeholders by virtue of the students they sponsor.
- Other universities (public and private) in Uganda linked through Vice Chancellors' Forum and in the East African Community region, linkage through Inter-University Council for East Africa.
- Parents and Guardians usually link with the university at important events like graduation ceremonies.
- The business community (the private sector), some of which are suppliers to the university or have partnerships with the university e.g., Hostel owners, have direct link to the university through such businesses.
- The security organs e.g., Uganda Peoples' Defence Force (UPDF), Uganda Police, Private Security organs, are linked to the university by virtue of security needs of the university community.
- Others variously described link with university.

g. Linkage to national educational or development research policies

The Republic of Uganda considers higher education as a hub of developing a critical mass of trained experts in the diverse fields that can spur economic, social, political, scientific and technological development of the country. It regards higher education particularly universities as institutions that can make these facets of development possible through knowledge creation by research and innovations. The national orientation is promoting science and technology fields as well as social sciences / humanities. Gulu University's strategy of promoting research and development is aligned with the national research agenda, i.e, spurring developments through researches and innovations in natural and social sciences in general that aims at community transformation in particular.

