STRATEGIC PLAN
2020/2021 - 2024/2025

Vision

A sustainable vibrant University of academic excellence in the Great Lakes Region and beyond.

Theme

Building on the Successes and addressing the Weaknesses to grow a robust Public University

MARCH, 2020

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KABALE UNIVERSITY STRATEGIC PLAN 2020/21-2024/25

THEME:

'Building on the Successes and addressing the Weaknesses to grow a robust Public University in Uganda'

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ACRONYMS AND ABBREVIATIONS

AIA	Appropriation in Aid
AIDS	Acquired Immunodeficiency Syndrome
BoU	Bank of Uganda
CBP	Capacity Building Plan
CNDPF	Comprehensive National Development Planning Framework
DRC	Democratic Republic of Congo
FY	Financial Year
GDP	Gross Domestic product
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technology
KAB	Kabale University
KDLG	Kabale District Local Government
MDAs	Ministries, Departments and Agencies
MoFPED	Ministry of Finance Planning and Economic Development
MUBS	Makerere University Business School
NARO	National Agriculture Research Organization
NCHE	National Council for Higher Education
NDP	National Development Plan
NPA	National Planning Authority
NTR	Non-Tax Revenue
PhD	Doctor of Philosophy
PIAP	Programme Implementation Action Plan
PR	Public Relations
R&D	Research and Development
SO	Strategic Objective
TSA	Treasury Single Account
UK	United Kingdom
UMI	Uganda Management Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOTIA	University and Other Tertiary Institutions Act
USD	United States Dollars

FOREWORD

The theme of this Strategic Plan (SP) is '***Building on the Successes and addressing the Weaknesses to grow a robust Public University in Uganda'***. In this Strategic Plan, Kabale University sets out its direction for the next five years (2020-2025). The Plan has been developed through a consultative process and responds to local, national and international developments in the higher education sub-sector with particular focus on growing a Public University for the future. The Strategic Plan outlines the pillars and respective strategic objectives and the appropriate actions to achieve each of the objectives. Over the next years, the academic units and support-service departments will be required to draw up their own strategic plans to operationalize this strategic plan. Each unit will be required to focus their strategic plans on relevant pillars and strategic objectives.

The plan has been developed to address the core mandate of the University which is teaching, research, and community engagement. These have to be undertaken with a degree of excellence to fit within the vision and mission of the University, the Education Sector goals and priorities of Government. Since KAB became a Public University, it has demonstrated that within the values of its diverse range of educational programmes in the higher education, it is possible to transform the sub-sector. There are a number of gains the university has made that need consolidation. There are also weaknesses, challenges and opportunities which need to be addressed and exploited.

As a University Council, we commend management and staff for the accomplishments they have made in the short period. We also appreciate that there are areas that need improvement and council commits itself to making its oversight roles conducive for the implementation of the strategic plan. Appropriate policies and frameworks will be approved by the University Council to enable the University achieve its planned activities. We urge all staff and stakeholders to rally behind this plan for the next five years. The key challenges for all of us over the next five years will be to create a University where staff are happy and successful in their work and where students are able to realize their full potential. We hope that this Plan will be a source of inspiration for the entire University Community. With a joint effort, we shall be able to contribute to a better future.

I take this opportunity to offer my honest appreciation to all those who have contributed at the various stages of formulation of this plan. I call on the continued support of the entire University Community to make thisUnibversity Strategic Plan 2020/2021 – 2024/2025 a success.

Hon. Adison Kakuru

CHAIRPERSON UNIVERSITY COUNCIL

ACKNOWLEDGEMENT

As the University makes steady strides towards attaining its mandate, a review of the successes and challenges of the last four years informs our direction. The last four years of the implementation of the old strategic plan were for operationalizing the University systems and structures as a Public University. These were the years of transition. In the next five years, it is a time for the 'take-off' of the University. The Plan will largely be informed by the evaluation of the targets that were completed successfully and what was not accomplished. The key pillars of the strategic plan are; Governance, Management & Administrative Systems, Developing Human Resource Capacity, Programme Delivery & Student services, Research, innovations and Publications, Infrastructure & Facilities and Diversification of financial Resources.

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The University Strategic Plan 2020/21-204/25 builds from a position of confidence. KAB is a university with ambition, vision and values, a clear identity and sense of purpose, a history of achievement, and a future of considerable promise. This strategy builds on our accomplishments and concentrates institutional energy and resources on further development in research and postgraduate education. ***The University Strategic Plan 2020/21-204/25 sets out the mission and purpose of Kabale University, our vision for the type of university we wish to be in five years' time, the principles and values which guide us and our specific strategic goals and actions.***

I wish to appreciate the support from the University Council, Ministry of Education and Sports and the Government of Uganda in the last four years. I am also grateful to both technical departments and other key stakeholders for their sincere and helpful feedback on the performance of the University. I also express gratitude to the various categories of the University Community as well as key stakeholders who provided further input during the actual development of the strategic plan.

I extend special appreciation to the Strategic Plan Development Committee under the Chairmanship of Prof. Benon Basheka, for the effective coordination of the development of this plan in such a short time. I also pay special recognition to all the members of the Planning Secretariat for their commitment to duty, vigilance, and attention to detail and for going an extra mile to ensure that the work was done on time.

I express my gratitude to all our strategic partners for their continued recognition and support to Kabale University. As it is said, "Perfection is over-rated. An idea doesn't have to be perfect; it just has to be implemented," I therefore, implore members of staff at every level in the University to remain committed to ensure successful implementation of the 2020/21 – 2024/25 Strategic Plan.

Professor Joy C Kwesiga
VICE-CHANCELLOR

EXECUTIVE SUMMARY

Development Planning provides the basis and cornerstone for identifying development priority needs and presents a context in which development opportunities, objectives and targets are developed to realise intended outputs. Setting appropriate policies and objectives within the available resource envelope are a process which requires participation of all stakeholders. This Strategic Plan is organized into eight (8) chapters namely: Introduction; Situation Analysis; Strategic Direction; Financing Framework and Strategy; Institutional Arrangements for Implementation; Communication and Feedback Strategy; Risk Management; and Monitoring and Evaluation framework. It also extensively elaborates specific priorities and interventions to be undertaken to accelerate growth and development of the University during the five years period. The Plan is aligned to Uganda Vision 2040, NDP III 2020/2021 – 2024/2025 & and Human Capital PIAP 2020/2021 – 2024/2025. It builds on the achievements registered under the first University Strategic Plan 2016/17 – 2019/20, while taking into consideration the challenges encountered and lessons learnt during its implementation. The Plan seeks to leverage the University's growth opportunities and honour development and partnership obligations at the national, regional and global levels.

In the introductory **Chapter One**, the Plan provides background information on the establishment of the University, having developed from the idea of creating a University in Kabale, way back in 1995 under the umbrella of the Kigezi Development association. It further gives a synopsis of the legal and policy framework for developing this strategic plan, purpose of this plan as well as the mandate of the University in the country's development agenda. The development trends of higher education as a whole in Uganda is described in details comparing the status with KAB situation. This is in response to the increasing demand for market-oriented skills and competencies. The process of developing strategic plan is also described emphasizing a participatory demand driven approach with stakeholder consultations. The plan describes how the planned interventions/actions impacts onto the beneficiaries using the Business approach.

Chapter Two gives an account of the University Performance for the last 4 years, challenges encountered during the implementation, the state of crosscutting issues; HIV/AIDS, PWDS, gender and equity, environment and climate change, human rights and Covid-19 affecting the University operations, as well as the situation analysis using McKinsey 7-S framework. This framework involves seven interdependent factors categorized as either "hard" or "soft" elements which include; systems, strategies, structures, staffing levels, leadership and management styles, skills diversity, and corporate shared values or culture. The analyses describe strength of the university and the opportunities for further development, focusing on both internal and external environment.

In **Chapter three,** the Plan projects the future strategic direction of the University and its position. Strategies, actions and success factors that will enable the University attain its Vision and Mission as outlined.

The **Vision** of the University is: "***A sustainable vibrant University of academic excellence in the Great Lakes Region and beyond***"
The **Mission** is**: "*To be an efficient and effective University that excels in teaching, learning, research, innovation and community engagement*"**.

The University Strategic Planning Framework is describing the connectivity between the vision, mission, strategic pillars, strategic objectives and strategies to guide operational planning, resource allocation, and monitoring and evaluation. The activities of the University will revolve around six Pillars:

1) Governance, Management and administrative systems
2) Developing Human Resource Capacity
3) Infrastructure and Facilities
4) Programme Delivery and Student services
5) Research, innovations and Publications
6) Diversification of financial Resources

The above pillars will be enforced to achieve the goal of: "**Produce marketable and quality graduates that provide relevant professional services to the society**". Arising from the strategic issues, the following six strategic objectives will be pursued during the plan period to achieve the goal:

1) To strengthen governance, management and support systems and services
2) To attract, develop and retain competent and motivated human resources
3) To ensure adequate infrastructure and facilities
4) To produce knowledgeable, skilled graduates with strong emphasis on STEM/STEI programs.
5) To strengthen research, innovation and publications capacity of the university.
6) To diversify and improve financial resource mobilization and resource management systems.

The University intends to implement the following investments;

a) Kabale University infrastructure development project;

Construction and rehabilitation of learning and administrative facilities with components of lecture rooms, conference halls, laboratories, workshops, games and sports facilities, access roads and sanitary facilities.

b) Kabale University retooling

This will include: Purchase of specialized machinery & equipment, motor vehicles, office equipment and tools, ICT facilities, lecture room and offices furniture and fittings and heavy-duty generator.

Chapter four highlights the cost estimates required for the implementation of planned interventions, funding modalities and resource mobilization strategy. In the 5 years period, the university's' expected revenue resource envelope will be as in table below;

Budget component	*2020/2021*	*2021/2022*	*2022/2023*	*2023/2024*	*2024/2025*
Staff salaries	*29.358*	*30.826*	*32.367*	*33.986*	*35.685*
Non-wage recurrent	*8.978*	*9.427*	*9.898*	*10.393*	*10.913*
Domestic development	*1.682*	*1.766*	*1.854*	*1.947*	*2.044*
External funding	*0.00*	*28.00*	*29.40*	*30.87*	*32.41*
Total	*40.018*	*70.019*	*73.520*	*77.196*	*81.056*

Chapter five highlights the coordination and implementation arrangements. The critical enablers and success factors for realization of the planned outputs are described in this chapter. It is hoped that the planned interventions will be followed and lessons learnt documented to guide the midterm review forms the basis for drafting the next 5-year university strategic plan. The plan incorporated sustainability mechanism to allow operation and maintenance of completed infrastructure and facilities.

The University recognizes the importance of communication as an important ingredient in performance management as described in chapter six of this plan. The University intends to employ all forms of communication in a coordinated manner to reach the intended stakeholders. The communication plan will be developed to guide information flow between stakeholders involved in the implementation of strategic plan at all levels.

To ensure limited or no implementation setbacks, a risk management plan has been incorporated that spells out the key risk areas and their impact that may appear during implementation and the mitigation measures.

In the last **Chapter six** describes monitoring and evaluation framework of the planned intervention. The strategic plan employed a result framework matrix detailing the linkage between the pillar, strategic objective, strategic action and the sequencing of the targets across the planned period. It is hoped that the monitoring team will use this matrix to closely follow the implementation of the plan.

CHAPTER ONE: INTRODUCTION

A University like Kabale designed its strategies to produce graduates that meet the stakeholder expectations. The University shall implement the plan within the legal and institutional arrangements in line with the PIAP to meet the set targets. The purpose of this plan for the next 5 years i.e. 2020/2021 – 2024/205 shall be operationalized under Human Capital development programme which aims to "**increase productivity of the population for increased competitiveness and better quality of life for all**". At Kabale University, the two sub sub programmes of **Delivery of Tertiary Education** and **Support Services** shall guide the implementation of this plan. The Plan is aimed at achieving the University goal which is **"Produce marketable and quality graduates that provide professional services to the society***"*.

1.0 Introduction

The University Strategic Plan sets out a framework of priorities for the University and the respective departments. The conference of departments had been consulted during the drafting of the plan and departments will be vital partners in its implementation. The strategic plan will be underpinned by a more detailed annual implementation plan overseen by University Management on a quarterly basis and then to Council for the FYs 2020/21 – 2024/25. The annual and quarterly reports shall also be produced on the University website during the period. The university shall be recognized globally for the excellence of our students, research, teaching, learning and innovation, and for the benefits we bring to community and the environment.

1.1 Legal Policy framework

The University obtained a Charter in 2014 (Certificate No. UI.CH.008) – the last stage of accreditation by the Uganda National Council for Higher Education. In 2015, Kabale University was transformed from a private to a public University under Statutory **Instrument No. 36** of 16th July 2015, under *the Universities and Other Tertiary Institutions Act 2001* (as amended). Kabale University is therefore a unique institution in Uganda, enjoying the status of being the first institution of its kind to transform from a private to public University. It is overseen by the University Council as the oversight organ. The University Senate deals with academic matters of the University.

The University was granted a Charter on 29th September 2014. The Charter was assented to by the President of the Republic of Uganda on 25th October 2015. Under Statutory instruments no. 36 of 16th July 2015, KAB was formerly established as a Public University under the Universities' and other Tertiary Institutions Act 2001 (as amended). This accorded KAB the unique status of

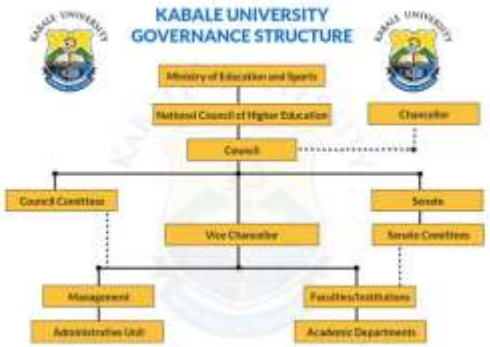
being the first institution of its kind in Uganda, to metamorphose from a Chartered private to a public University. As a public University and on the recommendation of the University Council, President Museveni appointed Prof. Mondo Kagonyera as the first Chancellor of University on 22nd April, 2016. The Chancellor was installed by the president on the 4th November, 2016 as seen above. Under the Universities and Other Tertiary Institutions (Establishment of a Kabale University) Instrument, 2015, Kabale University is specifically mandated to carry out three core activities: Teaching and Learning, Research and Community Outreach.

1.2 University Governance Structure

It is a statutory requirement that all MDAs develop and approve 5-year Strategic Plans as means of enhancing result-based management and efficiency in their operations as mandated. The KAB Strategic Plan is essential for charting forward the broad strategic direction of the University. The strategic plan is the formal implementation of the university's development agenda in line with Uganda Vision 2040, NDP III and PIAP.

Governance and organizational structure

Figure 1: Governance Structure



1.3 The National Legal and Policy framework

In light of the vision for education articulated by Sustainable Development Goal 4, the global challenges for education and the commitment made by Ministers of Education at the 19th Conference of Commonwealth Education Ministers (19CCEM), and drawing both on the 2030 Agenda for Sustainable Development (United Nations 2015) and the Incheon Declaration and Framework for Action (UNESCO 2015), the Commonwealth Education Policy Framework (CEPF) was developed. The aim of this framework was to provide member countries with a comprehensive approach to:

i. *Identify key policy gaps and challenges;*
ii. *Assist renewal and development of national education policies and legislation that enables the delivery of the Sustainable Development Goals (SDGs) in line with Commonwealth needs, priorities and values;*

iii. *Ensure delivery on the critical aspects of Goal 4 of the SDGs;*
iv. *Enable policy development that addresses simultaneously the challenges of equity and quality in a sustainable way and enhances the relevance of education across all SDGs;*
v. *Provide a mechanism for member countries to compare, review and formulate their respective national education policies; and*
vi. *Support the benchmarking of policy implementation with similar member countries and the monitoring of national progress on implementation.*

The CEPF framework offers a series of thinking tools for considering what makes sense in specific national contexts. Additionally, the document is supported by a series of further documents, on curriculum, partnerships and financing, that can assist in the education policymaking process.
The African Union and regional bodies have produced visions and strategic frameworks on every facet of an African Renaissance. The latest is Agenda 2063, which charts the strategies needed to achieve a more prosperous, secure, peaceful and democratic Africa. Within higher education, there is a strong call for strengthening universities and research in the new Continental Education Strategy for Africa 2016-2025. Its objectives include boosting postgraduate and post-doctoral education and growing competitive awards to nurture young academics, more international research cooperation and expanding centres of excellence and institutional links.

The strategy, approved by heads of state attending the 26th African Union Summit in Addis Ababa last Sunday 31 January, also urges governments to honour their commitment to spend 1% of gross domestic product on research and to create "conducive environments" for research and innovation by providing adequate infrastructure and resources. The Continental Education Strategy for Africa (2016-2025, or CESA 16-25), is driven by a desire to achieve quality education and training that provides the continent with "efficient human resources adapted to African core values and therefore able to achieve the vision and ambitions of the African Union". The guiding principles are that knowledge societies are driven by skilled human capital; holistic, inclusive and equitable education and lifelong learning is a sine qua non for sustainable development; and good governance, leadership and accountability are paramount. Tertiary education and research have been given more stress than in previous education statements, reflecting continental realization of their importance to growth and development. The 10-year strategy is underpinned by communication, governance and implementation frameworks for delivery.

The PAN AFRICAN HIGH-LEVEL CONFERENCE ON EDUCATION (PACE) held in Nairobi, Kenya, 25-27 April 2018 made a number of resolutions which also offer guidance to the development of a strategic plan for public universities in Uganda. PACE (2018) emphasized the need to address the following issues:

i. *Advancing inclusion, gender equality, and teaching and learning through a life-long learning approach to address the unfinished Education for All Agenda*

ii. *Relevance of education to foster resilient, prosperous, sustainable and peaceful societies in Africa in an interconnected global world focusing on building an adequate skill set of young people and adults for work and life and living together.*
iii. *Leveraging 21st century technologies for the advancement of education systems as well as societies and economies in Africa;*
iv. *Towards knowledge-based societies through the advancement of higher education, sciences, technology and innovation in Africa with special focus on research and STEM education.*

Moreover, the Science, Technology and Innovation Strategy for Africa 2024 stresses the importance of higher education. Universities have the largest research centres in Africa and are responsible for the bulk of scientific production.

Within East African Regional Integration Framework, the Treaty for the Establishment of the East African Community (EAC), the Partner States have made an explicit agreement to undertake concerted measures to foster cooperation in education and training in the Community, in particular harmonization of education and training systems for them to be comparable and compatible among the Partner States. Particularly, the Partner States agreed to co-ordinate their human resources development policies and programmes and also to harmonize curricula, examination, certification and accreditation of education and training institutions through the joint action of their relevant national bodies. In this regard, there is the East African Regional Higher Education Qualifications Framework ((EAQFHE) of 2015. The EAQFHE has eight guiding and operational objectives, which provide a standard and flexible framework to enable the Partner States to develop and implement NQFs that address current and future education and comparability challenges.

Uganda through the Uganda Bureau of Statistics (UBOS), released the manpower survey report (2017) which projects the needed human resource capacities in the Uganda. This document was also reviewed. The University falls under the education sector and as such the Education Sector Strategic Plan was also reviewed. While the sector is currently developing a new strategic plan, the performance sector review challenges and the agreed upon actions during the review informed the ideas in this plan. Uganda is a signatory to a number of treaties and conventions at the regional, continental and global levels. The East African regional level education policies and those called by the continental level as well as the global level were reviewed.

At a National level, the Universities and other Tertiary Institutions Act, 2001 is the primary legal framework for Governance of Universities in Uganda. The Act was enacted with the objective of regulating and guiding the establishment and management of higher education institutions[1]. In promoting the objectives of the act, the National Council for Higher Education whose functions include ensuring the implementation of the objects of the Act as well as advising government on policy and other matters relating to institutions of Higher Education is a key player[2].

[1] *Section 3 of the UOTIA*
[2] *Section 5 (a) & (p) of the UOTIA*

The objects of the UOTIA, 2001/3/6 are to establish and develop a system of governing institutions of higher education in order to equate qualifications of the same or similar courses offered by different institutions of higher education while at the same time respecting the autonomy and academic freedom of the Institutions and to widen the accessibility of high quality standard institutions to students wishing to pursue higher education courses by:

a) *Regulating and guiding the establishment and management of those institutions;*
b) *Equating the same professional or other qualifications as well as the award of degrees, diplomas, certificates and other awards by the different institutions.*

The higher education community has severally advanced the need for amendment of UOTIA to eliminate obtaining gaps. The National Council is mandated by the Act to make regulations with the approval of the Minister for the better carrying into effect the provisions of the Act[3]. The National Council of Higher Education is further empowered to set institutional standards by way of regulations to govern the performance, operations and general conduct of Universities and Tertiary Institutions[4]. In furtherance of this mandate, the National Council is given the mandate to set the basic ethical standards regulating the conduct of all members of the University and any other provision that the National Council may consider necessary for setting a good standard in the Universities[5].

In exercise of its powers under the Act, the National Council has made the following regulations;

a) *The Universities and Other Tertiary Institutions (Institutional Standards) Regulations, SI No. 85 of 2005.These regulations provide for standards for libraries, curricula and physical facilities for all universities.*
b) *The Universities and Other Tertiary Institutions (Quality Assurance) Regulations, S I No 34 of 2008. The purpose of these Regulations is to ensure appropriateness, relevance and adequacy of programmes and courses of study as well as the qualifications of staff and the quality of students of institutions of higher learning in Uganda*[6].

Generally, the purpose of Regulations made by issue of a statutory instrument is to operationalize the Act under which they are made. They do not and should not seek to amend the provisions of the particular Act under which they are made.

In addition to the Act and regulations, there are Government of Uganda sector specific standards documents and regulations which guide the operations of public universities and were used in the development of this strategic plan. The pertinent documents included the Constitution of the Republic of Uganda 1995 (amended), Uganda Vision 2040, Education Sector Investment Plan 2020/2021 – 2024/2025, the *Third National Development Plan 2020/2021 – 2024/2025 and the Human Capital PIAP* 2020/2021 – 2024/2025. The University is also guided by: The Ugandan

[3] *Section 128 of the UOTIA*
[4] *Section 123 (1) of the UOTIA*
[5] *Section 123 (2) (g) & (h) of the UOTIA*
[6] *Regulation 3 of the Universities and Other Tertiary Institutions (Quality Assurance) Regulations SI No.34 of 2008.*

Constitution 1995 (as amended), Public Finance Management Act 2015 (as amended), The Public Private Partnership Act 2015, The Public-Private Partnership Policy 2010, The Public Finance Management Guidelines 2016, The Kabale University Finance Management Policy 2019, The University Strategic Plan for the period FY 2020/2021 to FY 2024/2025, The University Master Plan (FY 2019/2020 to FY 2069/2070) and Other policies and instructions issued by government from time to time.

1.3.1 Linkage to NDPIII, PIAP and Other Planning Frameworks

The development of this plan was aligned with different planning frameworks in the country and as a result the plan has been linked with those frameworks as below.

Table 1: Kabale University Strategic Plan 2020/2021 – 2024/2025 & its linkage with Uganda Vision 2040 & NDP III 2020/2021 – 2024/2025

Uganda Vision 2040 strategies & policy reforms	***NDP III programs & Goals***	***PIAP strategic results and objectives***	***Sub-programmes and objectives***	***University strategies linked to PIAP Objectives***	***Sustainable Development Goals linkage***
a) Accelerate government reforms in the education system & the curriculum to obtain a globally competitive human resource with skills relevant to the development paradigm. b) Develop & implement a specific policy to attract & retain top rated professionals in the Universities to be a Center of Excellence in Education in the region. c) Pursue policies aimed at leapfrogging especially in the areas of Science, Technology, innovation & engineering; human resource development & public sector management	**Human Capital Development** To improve productivity of labour for increased competitiveness and belter quality of life for all.	**Strategic results** a) Increased ratio of STEI/STEM graduates to Humanities b) Increased proportion of labour force transitioning into decent employment from 34.5 percent to 55 percent; c) Improvement in the world sports ranking in niche sports: football (77th to 70th); netball (6th to 4th); athletics (9th to 4th).	**Sub-programme:** Education and Sports under the department of Higher Education **Objectives** 1) Streamline STEI/STEM in the education system 2) Produce appropriate knowledgeable, skilled, and ethical labour force (with strong emphasis on science and technology, TVET and Sports) 3) Promote Sports, recreation and physical education	a) Develop new graduate programmes and review existing curricula b) Strengthen distance & E-learning programmes c) Strengthen academic regulation d) Strengthen student practical sessions and outreach services e) Strengthen student welfare and leadership f) Enhance equality, diversity, inclusion and interculturalism	a) Plan shall operationalize target 4.3 of SDG4 which aims to "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. b) Higher education also forms an important part of other goals related to poverty (SDG1); health and well-being (SDG3); gender equality (SDG5) governance; decent work and economic growth (SDG8); responsible consumption and production (SDG12); climate change (SDG13); and peace, justice and strong institutions (SDG16).

The Strategic Plan requires all stakeholders in development process of the University to follow the approach of harnessing strategic opportunities by strengthening the relevant fundamentals. The opportunities were identified based on their potential to generate Teaching & Learning; Research, Innovation & Knowledge Generation; Physical Infrastructure, Facilities & ICT Development; Institutional Development and Strategic Marketing and are in line with the actions of the Strategic Plan 2020/21 – 2024/25. The University will enhance human capital development focusing on and making the available labour force productive, skilled and educated through formal means.

1.4 Purpose of the plan

The purpose of the plan is six-fold; this plan shall be implemented along the six strategic objectives as aligned to the NDP III programme 12 objective 2 of **"producing an appropriately knowledgeable skilled and ethical labour force"**. At Kabale University, the two sub sub programme of **Delivery of Tertiary Education** and **Support Services** shall guide the implementation of this plan from 2020/21 to 2024/2025. Below is therefore the categorization of the six strategic objectives as per the sub programmes.

University Sub Sub Programme Objectives of Delivery of Tertiary:

(i) To produce knowledgeable, skilled graduates with strong emphasis on STEM/STEI programs

(ii) To strengthen research, innovation and publications capacity of the University

University Sub Sub Programme Objectives of Support Services:

i) To strengthen governance Management and support services

ii) To attract, develop and retain competent and motivated human resources

iii) To ensure adequate infrastructure and facilities

iv) To diversify and improve financial mobilization and resource management systems.

The University shall be strategic in allocating its resources to provide the greatest return to students, faculty and the entire university in line with the six pillars. By providing data, insight, and analysis, we assist leadership and the university community in the financial decisions that fulfill its mission while maintaining a position of financial strength.

1.5 Process of Developing the Plan

1.5.1 Introduction

This section describes the approach and methodology which were followed in the development of this strategic plan. The approach was generally a consultative approach. The methodology entailed a step-by-step process from the beginning of task up to the end. The strategy plan was developed following a 360-degree consultative and participatory approach. This involved the strategic planning committee of management acting as a process facilitator and a number of KAB key stakeholders who included staff, students, management, alumni and partners of the university services. The process facilitators held a number of meetings and administered a survey from the stakeholders specifically on the SWOT matrix. From these engagements, concepts about the vision, mission, core values and strategic directions were identified. From this stage the process facilitators reviewed a number of documents regarding the performance of the various units in the previous plan.

1.5.2 Strategic Planning methodology

The strategic plan development methodology involved six step processes, which are; planning, data collection, data analysis, strategic planning and strategic plan validation. The table below illustrates the process activities at each of the steps.

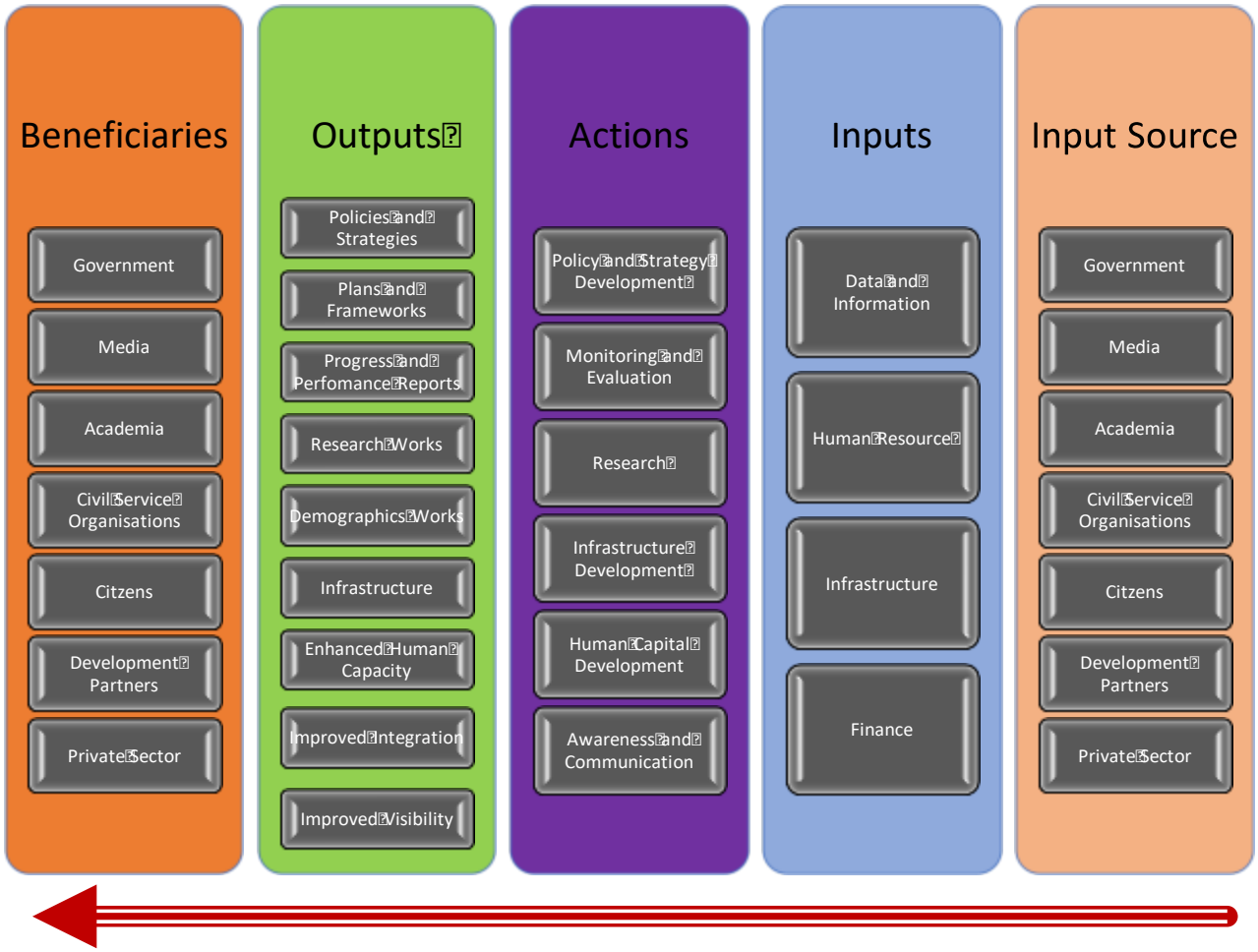
Table 2: Strategic Plan Development Process description

Steps	Activities involved
Performance Review	1. Review of National Comprehensive Development Planning Guidelines 2. Review of the performance of different units on previous plan 3. Identification of best practices 4. Lesson mapping and analysis
Planning Unit Draft	1. Planning Unit developing working draft documents 2. Assembling source documents 3. Analysis of government priority areas
Management Planning	1. Assemble a planning review team 2. Engage University vision bearers 3. Engage the senior management team 4. Design Methodology for the process 5. Review policy and background documents
Data Collection	1. Defined the scope of the data sources 2. Designed data collection tools 3. Trained data collection teams 4. Deployed data collection teams
Data Analysis	1. Data clearing 2. Committee meeting to review emerging trends 3. SWOT/PEST analysis 4. Data Visualization
Strategic planning	1. Defined Vision, Mission and core values 2. Defined strategic plan direction 3. Defined a business plan process 4. Agreed on the core values of the plan 5. Identified the pillars of the plan 6. Agreed on the strategic objectives 7. Identified strategic actions for each objective 8. Defined a results framework 9. Defined a resource mobilization strategy 10. Defined monitoring and evaluation framework. 11. Developed an implementation structure.
Strategic plan validation	1. Select key stakeholders 2. Validation meeting with senior management team 3. Collect and synthesize stakeholder feedback 4. Prepare the final strategic plan 5. Management Approval 6. University Council Approval 7. Dissemination of the Plan

1.5.3 Business Model

The business model is meant to describe actions which are taken by KAB in order to realize the main impact onto the beneficiaries. The input source describes areas where the inputs are extracted for use and these are real actors who participate in the generation of resources. The inputs are what is used to generate outputs once some action is applied onto them. The outputs are a result of applying actions onto the inputs and these benefit different stakeholders.

Figure 2: KAB Business Process



1.5.4 Secondary Document Analysis and policy frameworks.

In addition to the stakeholder consultations, the process of developing the plan saw a detailed review of a number of secondary documents. First was the Vision 2040 for the Government. Government of Uganda launched a long-term development vision, the Uganda Vision 2040 in 2013. It is an inclusive perspective plan with the theme to have a "***Transformed Ugandan society from a peasant to a modern and prosperous country within 30 years***". It is an overall guide to development planning in the country and all Levels including the University are guided by this vision. In order to achieve the envisaged transformation, the Vision requires careful development planning and commitment of both human and financial resources.

At the University Level, the responsibility of planning and budgeting is delegated to University Councils which are the planning Authorities. To execute this responsibility effectively, University Council is required to formulate its policies, strategies and programmes linked to the

Strategic Plan priorities, objectives of the Sector Development Plan and Uganda Vision 2040 aspirations. Section 7 (2a, 2b and 2c) of the National Planning Authority Act, 2002 provides that development planning in the country should be undertaken in consultation with and under the guidance of the National Planning Authority. It is under the National Planning Authority Act, 2002 where the University derived its powers to embark on the process of formulating and approval of the University Strategic Plan. The University and other Tertiary Institutions Act, (2003) as amended explains the roles and functions of the University Council in management of the University.

1.6 The Structure of the Plan

The strategic plan is structured under the following chapters: -

Chapter One:	Introduction
Chapter Two:	Situation Analysis
Chapter Three:	Strategic Direction
Chapter Four:	Financing Framework and Strategy
Chapter Five:	Institutional Arrangements for Implementation of the Plan
Chapter Six:	Communication and Feedback Strategy
Chapter Seven:	Risk Management
Chapter Eight:	Monitoring and Evaluation framework
Chapter Eight:	Projects of the University

CHAPTER TWO: SITUATION ANALYSIS

2.0 Introduction

This chapter highlights the performance of the University in regard to the former strategic plan. The performance assessment is based on the key pillars and strategic objectives that the former strategic plan sought to accomplish. The remarkable achievements that Kabale University has registered during the last 4 years as a Public University are given special attention. It also undertakes an internal and external analysis of Kabale University. The chapter examines the factors in and around the University that influence the performance and direction of the university. The purpose is to determine the implications of these factors on the future direction of the university. The chapter relies on the framework first described below.

2.1 Performance of Previous Plan (2016/17 – 2019/20)

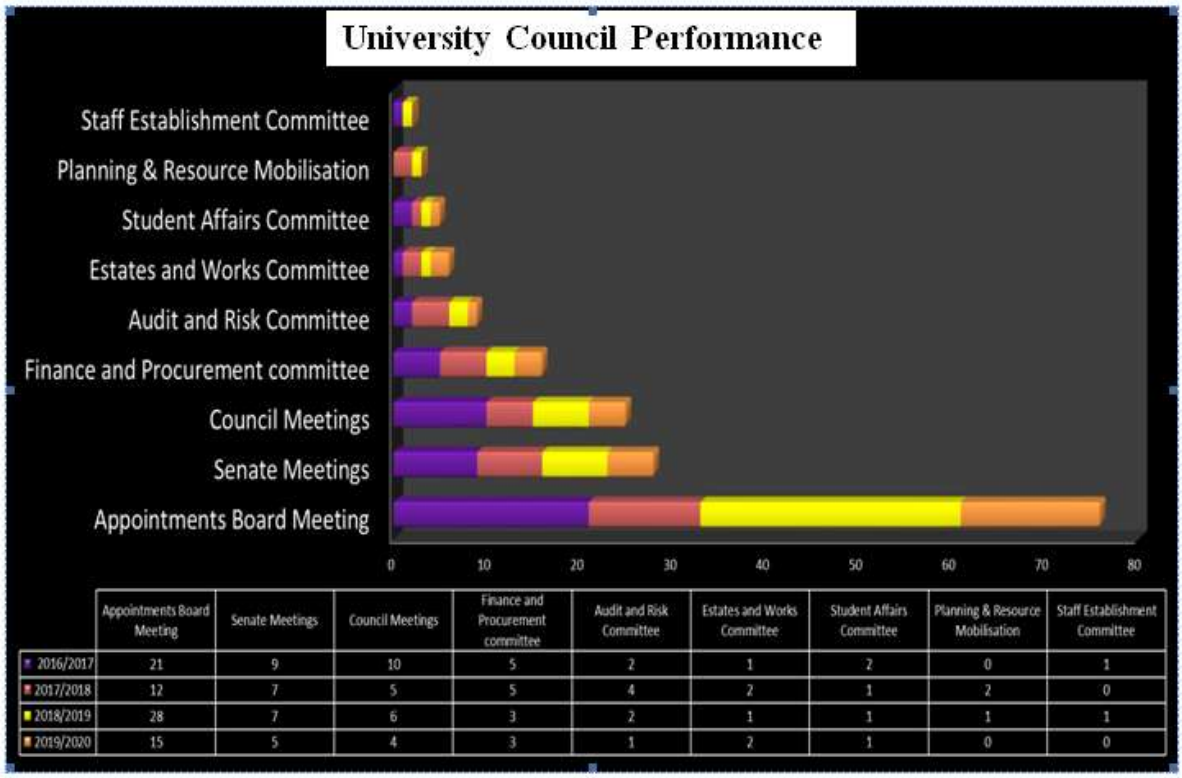
KAB developed and implemented the 4-year Strategic Plan for the period 2016/17 – 2019/20 as a Public University. KAB implemented the plan's priorities under six pillars and strategic objectives. Each of the strategic objectives had key actions. Generally, the following accomplishments have been realized during the assessment period: -

2.1.1 Governance and Management

KAB governance and management structures are organized in line with the provisions of the universities and Other Tertiary Institutions Act, 2001 (Amended). The highlights here emphasize issues of institutional autonomy, harmonization of governance structures and functions, and running the University as an enterprise; audit and quality assurance. This pillar and strategic objective aimed at improving governance and management. Governance was the responsibility of the University Council and its committees, the University Senate and Management. The performance for each as measured by the core mandate of each governance organ were as follows: -

2.1.1.1 Performance Assessment of the University Council.

This is the supreme decision-making body of the University. The University Council works through Committees. The key function of council is policy making and oversight. Academic matters are channeled to Council through the University Senate. Council and all Council Committees held meetings as in figure below;



	Appointments Board Meeting	Senate Meetings	Council Meetings	Finance and Procurement committee	Audit and Risk Committee	Estates and Works Committee	Student Affairs Committee	Planning & Resource Mobilisation	Staff Establishment Committee
2016/2017	21	9	10	5	2	1	2	0	1
2017/2018	12	7	5	5	4	2	1	2	0
2018/2019	28	7	6	3	2	1	1	1	1
2019/2020	15	5	4	3	1	2	1	0	0

Figure 2: Council and Committee meetings
Source: *Council and Committee meetings reports, March 2020*

During the previous strategic plan, the following key strategic decisions were made by the University Council in fulfillment of their oversight mandate of the University: -

2.1.1.2 Performance of the University Senate/Academic Board

Senate is the supreme academic organ of the University. Senate is responsible for the organization, control and direction of the academic matters of the University and reports to Council. Senate performance its work through committees and over the assessment period, senate performance was as follows: -

Table 3: Senate and Committee Meetings Status

Committee		2016/17		2017/18		2018/2019		2019/2020
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Senate	9	9	9	7	9	7	9	8
Deans committee	12	12	12	15	12	14	12	9
Admissions committee	6	5	6	4	4	3	4	2
Ceremonies committee	4	03	4	01	4	3	4	4

Source: Academic Registrar's Reports, February 2020

2.1.1.3 Performance of Management and its committees

In order to implement a transparent communication framework, policies and University operational activities are executed and managed through University management and its committees. Management and its Committees during the assessment period performed as follows: -

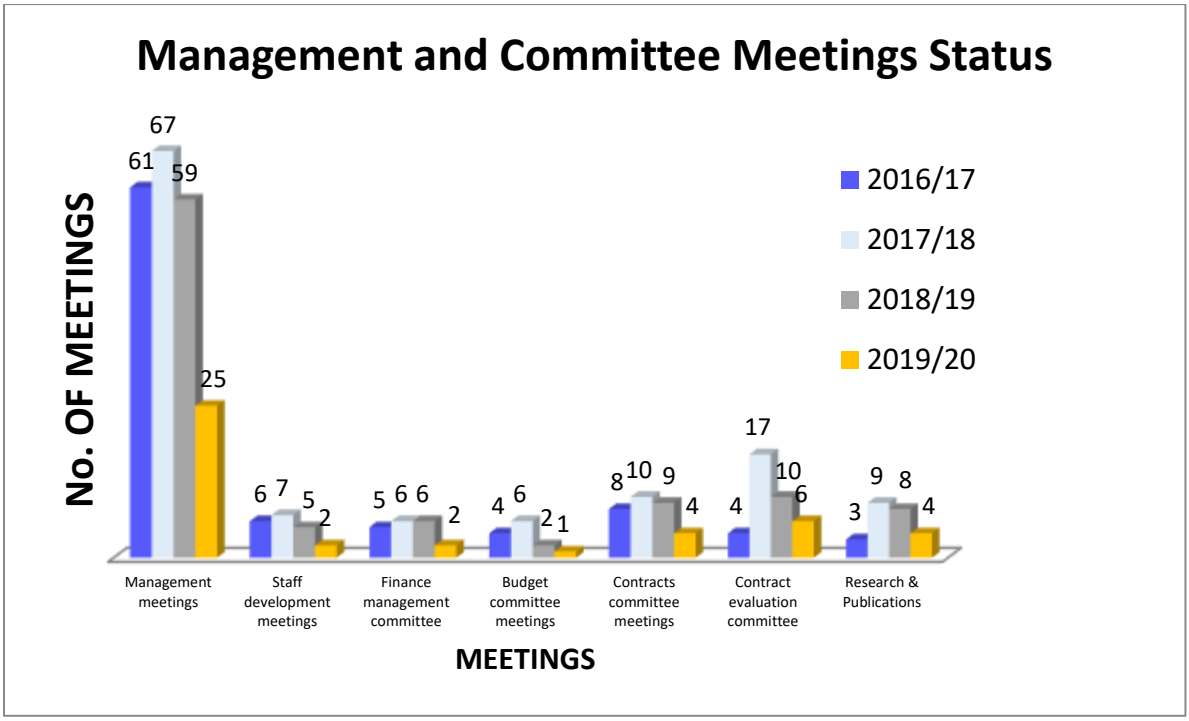


Figure 3: Performance of management and its committees

Source: *Management Committee reports, March 2020*

2.1.1.4 Academic Staff Union/Association

KAB Academic Staff Association is the official recognized Association that represents the interests of the academic staff in accordance with section 68 & 93 (1) of the Universities and Other Tertiary Institutions Act of 2001(as amended). Although the association exits, it was not fully functional during the assessment period.

2.1.2 University Infrastructure

Improved infrastructure and facilities for undertaking the core mandate of the University was another key pillar and strategic objective of the strategic plan. Physical infrastructure facilities are fundamental to a conducive teaching, learning and research environment. While the University does not have enough space for teaching, learning and office and is forced to rent facilities and use of tents; in absolute terms, there are some achievements which have been realized during the assessment period. The performance on infrastructure is as follows: -

Physical infrastructure facilities are fundamental to a conducive teaching, learning and research environment. To realize the infrastructure objective of KAB, the following infrastructures were constructed/modified:

a) Nursing Skills Lab completed in February 2016;
b) The School of Medicine at Makanga completed in July 2017;
c) Computer Lab 2 completed in February 2018;
d) Anatomy Lab completed in Feb 2017;
e) Lecture room block at Nyabikoni Campus completed in October 2017;
f) Workshop at Nyabikoni Campus completed in September 2017;
g) Two lecture room block at Nyabikoni completed in November 2017;
h) Computer Lab 3 completed in November 2017;
i) Police Post completed in October 2017;
j) Tereza Mbire, Roi Nkwasiibwe, Sarah Ntiro for female hostels completed in August 2017;
k) Avitus Tibarimbasa, Ngorogoza for male hostels completed in August 2017;
l) Main Computer Laboratory completed in February 2018;
m) University Store completed in January 2018;
n) Renovation of main lecture block completed in January 2018;
o) Incinerator completed in February 2018;
p) Completed sanitary facilities for students and staff
q) Completed General Lecture block in 2018.
r) Construction of the Science Lecture Blocks ongoing
s) Completed a Water-Borne toilet at Nyabikoni Campus
t) Renovated and modified 2 classrooms into offices
u) Completed extension of the Directorate of Research and Publications Office
v) Other facilities include;
   - ✓ 56 acres of land at Kikungiri campus (53 acres) & Nyabikoni campus (03 acres),
   - ✓ 8 vehicles,
   - ✓ 14 water tanks,
   - ✓ 234 tables,
   - ✓ 146 shelves,
   - ✓ 290 staff chairs and;
   - ✓ 2460 lecture room chairs.

w) ICT infrastructure & services is composed of;
   - ✓ 74mpbs,
   - ✓ 103 computers,
   - ✓ 30 printers,
   - ✓ 7 photocopiers,
   - ✓ 8 laptops,
   - ✓ 19 projectors,
   - ✓ 6 scanners,
   - ✓ 4 power backups,
   - ✓ 1 manageable switch,
   - ✓ 5 routers,
   - ✓ 26 de-link switches,
   - ✓ 5 servers, 5 Ups and;

- ✓ 76 Thine Clients/Monitors (N-computers.

Intensive care unit rehabilitated and modified at Kabale regional referral hospital, Kabale district

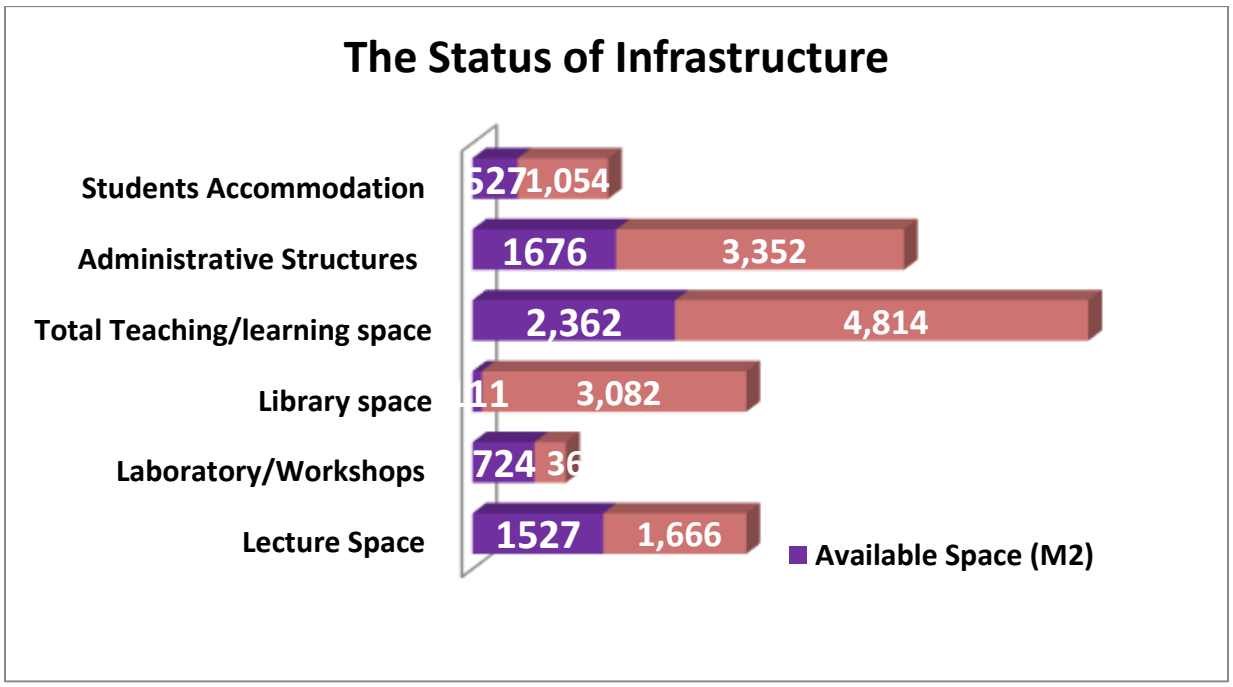
Front view of the ICU after completion on

Rear view of ICU after completion

General Lecture hall construction completed

Science building block currently ongoing

Figure 4: Performance of University on Assets, infrastructure and facilities



It is therefore critical for operation and maintenance for these infrastructure and facilities for long term gain.

2.1.3. Performance on Teaching, Leaning and Community Engagements

Teaching, learning and community engagement is one of the core mandates of the University. The University developed and or reviewed 6 Master's Degree programs 4 Post Graduate Diploma programs 24 Bachelor's degree programs and 17 Diploma Programs. Four PhD Degrees were also developed. The PhD in Public Administration (by coursework and research), the PhD in international Business (coursework and research) and PhD in Business Administration (by research). There was also a one-year program for Pre-University Science programme focusing on Subjects of physics, mathematics, chemistry and biology.

During the assessment period, the number of student enrollment at KAB steadily increased especially when the University became a Public University. The enrollment of students is indicated in the figure below: -

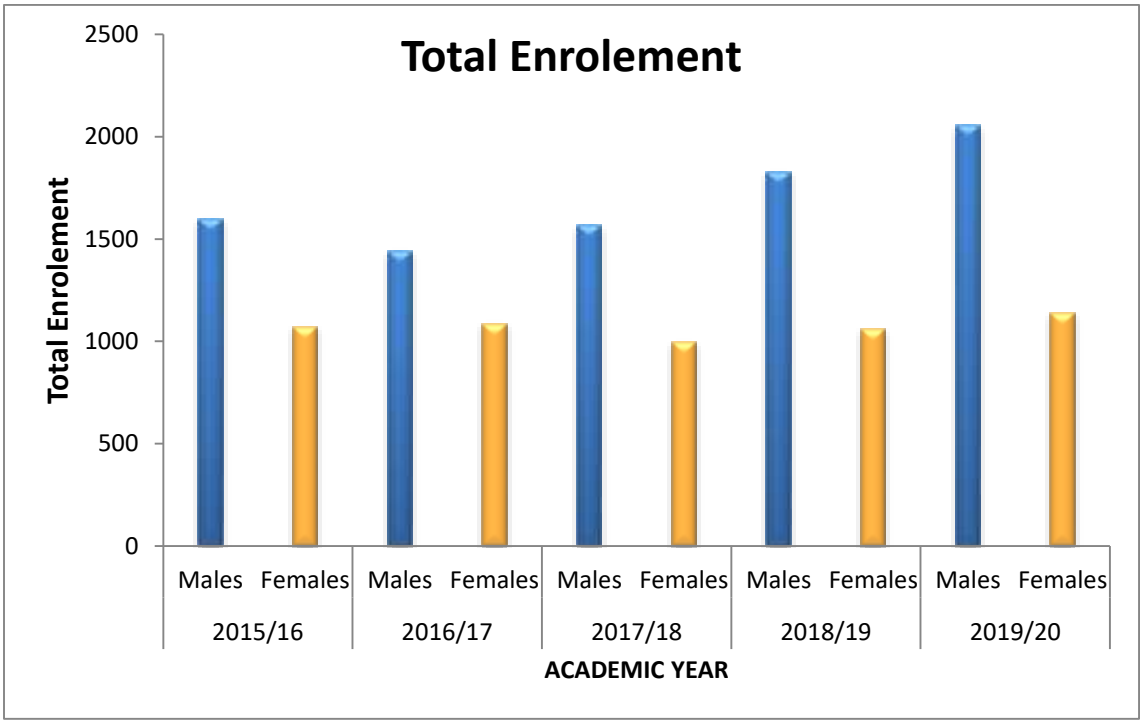
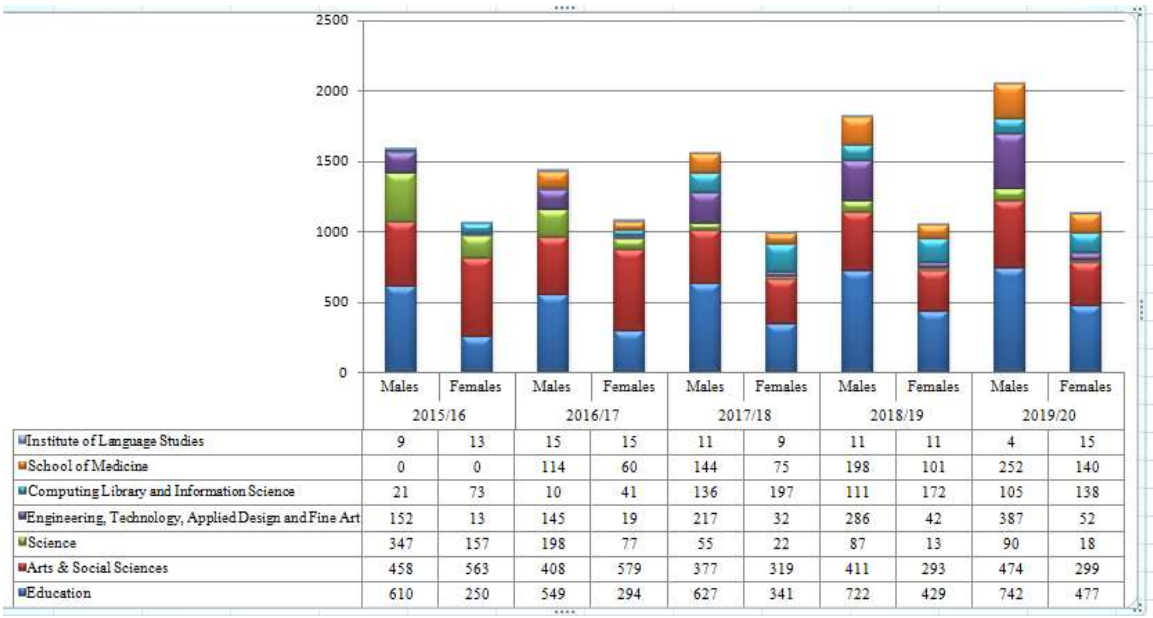


Figure 5: Performance on student enrollment (Total Enrolment)

Source: Academic Registrar's Periodic reports, March 2020



	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
	2015/16		2016/17		2017/18		2018/19		2019/20	
Institute of Language Studies	9	13	15	15	11	9	11	11	4	15
School of Medicine	0	0	114	60	144	75	198	101	252	140
Computing Library and Information Science	21	73	10	41	136	197	111	172	105	138
Engineering, Technology, Applied Design and Fine Art	152	13	145	19	217	32	286	42	387	52
Science	347	157	198	77	55	22	87	13	90	18
Arts & Social Sciences	458	563	408	579	377	319	411	293	474	299
Education	610	250	549	294	627	341	722	429	742	477

Figure 6: Student Enrolment per Faculty

Source: Academic Registrar's Periodic reports, March 2020

In fulfillment of its regional location as a hub for higher education in the Great Lakes, KAB has enrolled international students from both Anglophone and Francophone countries in the region. Table 1 presents enrollment of international students at KAB in the period under review.

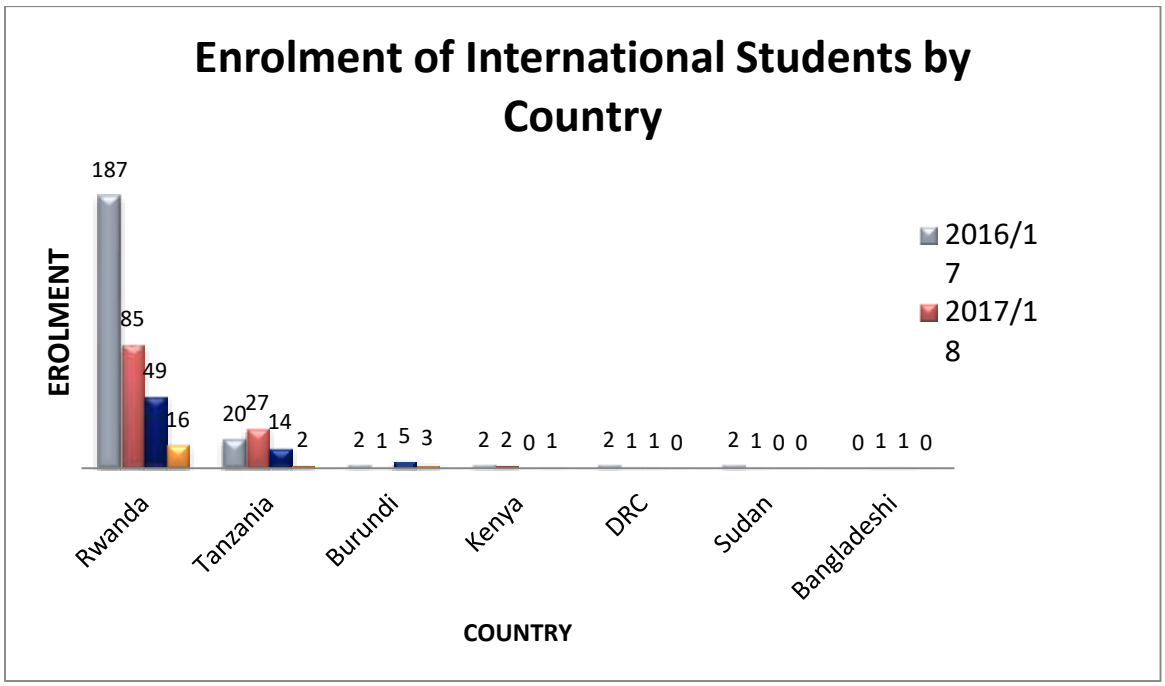


Figure 7: Enrollment of international students by country of origin

Source: Academic Registrar's Periodic reports, March 2020

Table 4: University international student enrollment

Academic year	Country							
	Rwanda	**Tanzania**	**Kenya**	**DRC**	**Sudan**	**Burundi**	**Bangladeshi**	**Total**
2016/17	187	20	2	2	2	2	0	215
2017/18	85	27	2	1	1	1	1	118
2018/19	49	14	0	1	0	5	1	70
2019/20	16	2	1	0	0	3	0	22
Total	**337**	**63**	**5**	**4**	**3**	**11**	**2**	**333**

***Source**: Academic Registrar's Departmental reports as at 31st December 2019*

The trend of international student enrollment is declining over time. This is partly associated with closure of boarders with Uganda-Rwanda.

In the bid to fulfill the University's obligation to science education, Government of Uganda is fully supporting students in Engineering, Fine Art and Design, Computer Science and Information Technology and Science Teacher Education.

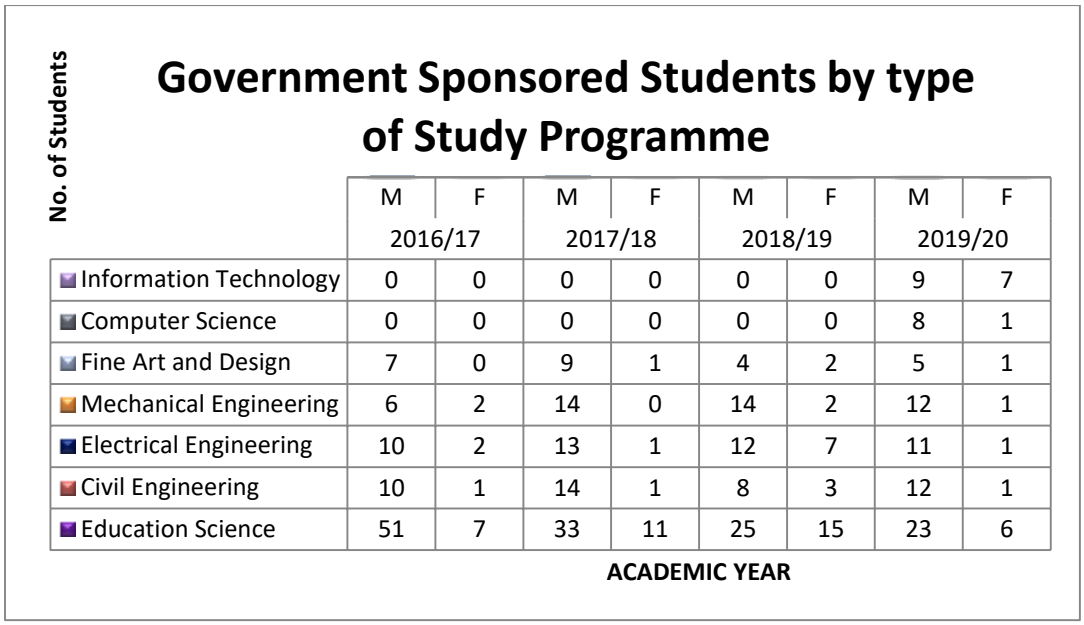
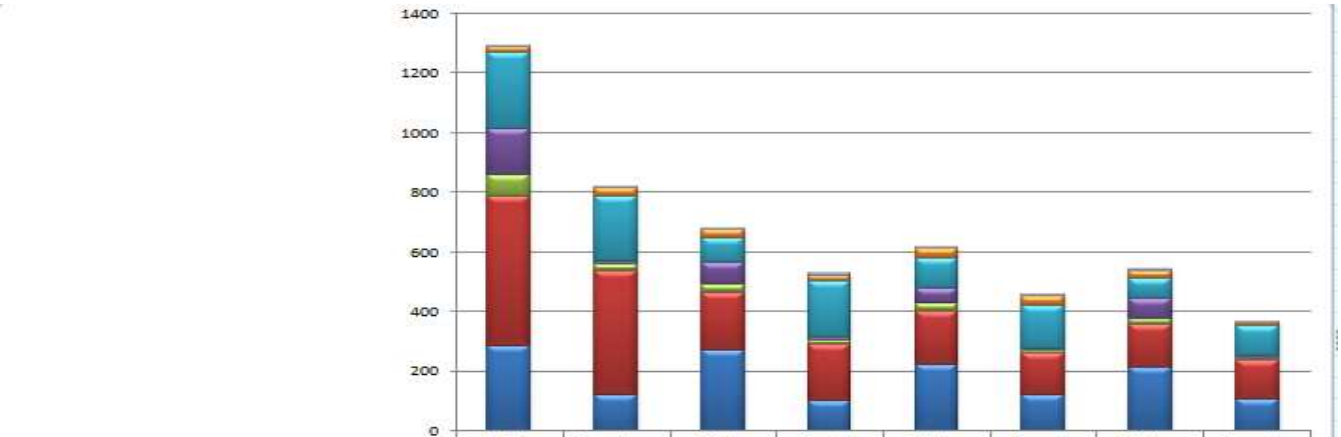


Figure 8: Government sponsored students by type of study programme
***Source**: Academic Registrar's Departmental reports December, 2019*

Distance learning based on Information Communication Technology (ICT) is recognized as an important means of taking education to the people. This is mainly because of its flexibility and increased accessibility to the internet. The open e-learning is aimed at mainstreaming and integrating distance education into KAB academic programmes. KAB embarked on improving its ICT capability. KAB improved ICT infrastructure and support services in a bid to increase capacity for training and online resources access. The University established an electronic library (e-library) to expand access to electronic resources for both staff and students.

In its dispensation as a Public University, KAB, has had four graduations. The figure shows that although more male students graduated in the last four years, statistics show that female graduates comprised of more than 42% of the total graduates in each year. The graduation statistics indicate an increase towards gender parity in higher education at KAB. Students who completed in academic years 2014/2015 and 2015/2016 graduated in a combined graduation ceremony of 2016.



	Males	Females	Males	Females	Males	Females	Males	Females
	2016		2017		2018		2019	
Institute of Language Studies	1	1	3	12	4	6	6	2
School of Medicine	22	30	30	20	34	31	27	14
Computing Library and Information Science	256	218	84	186	101	146	66	101
Engineering Technology and Applied Design & Fine Art	153	10	73	11	51	5	67	9
Science	74	22	26	12	27	10	21	4
Arts & Social Sciences	499	415	192	190	179	140	142	131
Education	284	121	271	100	220	119	213	105

Figure 9: Students Graduation per Faculty

***Source**: Academic Registrar's Department reports as at 31st December 2019*

In all the years of graduation, there have been more males than female graduands. For example, in the 2017 graduation, female graduands comprised of 42% of the graduands. Despite the slightly fewer female graduands, the statistics of graduands show that Kabale University offers equity access for male and female students.

2.1.3 Student Guild and Welfare

The Students Guild is a link between the students' body and the University Administration. It is headed by a Guild President who is democratically elected by the students in accordance with the existing guidelines. The students' union has its own office on the campus, dedicated to social, organizational activities, representation, and academic support of the membership. Students' unions are also provided a variety of services to students. The achievements are shown below in table 8 & 9.

Table 5: Student leadership structures

Governing body	2016/17 FY		2017/18 FY		2018/19 FY		2019/20 FY	
	Sittings	expenditure	Sittings	expenditure	Sittings	expenditure	Sittings	Expenditure
Guild council	6	19,200,000	6	19,200,000	6	19,200,000	6	19,200,000
Guild Executive	6	7,200,000	6	7,200,000	6	7,200,000	6	7,200,000
Sports & Games council	3	1,035,000	3	1,035,000	3	1,035,000	3	1,035,000
Sports & Games expenditure	8	3,125,000	8	3,125,000	8	3,125,000	8	3,125,000

Key achievements

1) Successful elections and handover office
2) Constructed a Guild canteen at Nyabikoni campus
3) Bought 2 TV sets for the main campus and Nyabikoni campus
4) Bought and fixed waiting metallic benches at main campus and Nyabikoni campus
5) Organized and conducted 2 bazars
6) Monthly DSTV subscriptions paid
7) Basketball court constructed at university play ground
8) Assorted sports and games equipment purchased and delivered.
9) Foodball, basketball, rugby, cricket, mind games (chess, scrabble, morabaraba, mweso and drafts) games introduced.
10) Participated in Uganda University games and played in group stages.
11) Now participating in University League games and still in group stages.
12) A total of 15 trophies won in Kabale District Guild Leaders Association in games such as athletics, football, volley ball, basketball and netball.
13) Inter-Faculty games organized and competed in and faculty of Education has been winning much of the trophies.
14) Local and National sports and games trainings and conferences attended to improve sports and games in KAB under different disciplines.

2.1.4 Library Services

Library services to support teaching and learning, research and community outreach established. KAB has 2 Libraries that maintains collections of both hard and soft forms of information source materials. Library facilities and indicated in table 9 below.

Table 6: Library equipment and facilities

Sn	Item	Quantity	Remarks	
1	Tables	37	Big, six and eight sitters	
2	Chairs	419	All types	
3	Shelves	37	Wooden, single and double face	
4	Computers	24	For office and students use	
5	Ground Space	1246	Square meters	
6	Book collection	12,265	Subject text books, reference books and reports	
7	Electronic resources	34	Subscribed to databases	Contents are in millions of articles, journals and volumes of books
		33	Open access	
		2693	Volumes of books	
		8,750	Volumes downloaded	
8	staff	9	Female	
		14	Male	

Source: University Library December, 2020

2.1.5 Performance on Research, Innovations and Publications

Research and innovation are one of the core functions of a University and is an integral component of the other core functions: teaching and learning, and community outreach. During the period of the strategic plan under review, a total 82 publications by Staff completed were completed (2016-2019). These included articles in international journals and a book in 2017/2018. The University also started implementing a research funding scheme in the 2017/2018 academic year, though limited as indicated in the figure below;

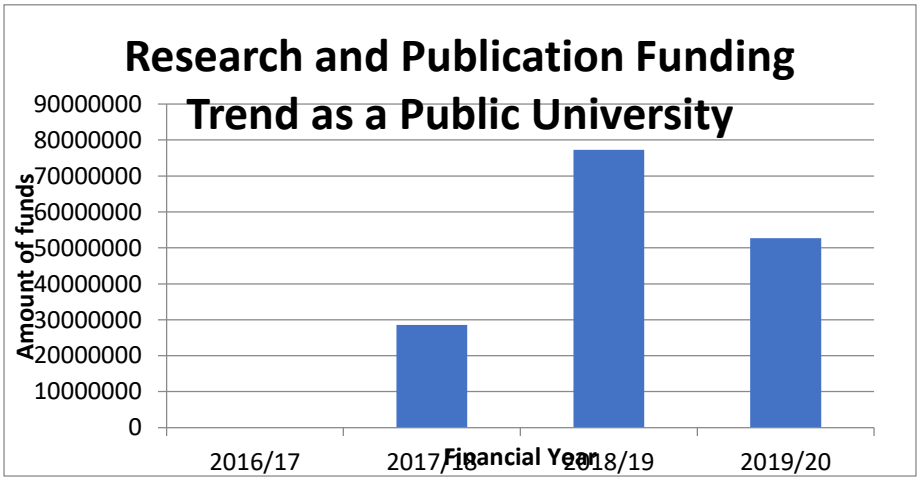


Figure 10: Kabale university research and publications funding

***Source**: Kabale Dircetotarete of Research and Publications Reports as at 31st December 2019*

From the figure above, University research funding has been increasing over time for the period between 2016/17 to 2018/19. In the year 2019/20, only 52,676.225 Ugx had been released by December 2019. It is anticipated that by the end of the financial year the amount released for research and publication would have been relatively higher that for 2018/19 following the same trend.
This has helped the University to support 12 research proposals that are currently being implemented. Research and innovation are core functions of Universities and are integral components of the other core functions namely teaching and learning, and community outreach. In the 2016-2020 period, a total of 112 publications were produce by Staff at KAB. The distribution of the publications by faculties are presented below. However, it I important to note that the faculties of FEMS and FANR only become operational in 2019/2020 and therefore did not have publications in before 2019/2020 academic years.

Table 6: Research and Publication Performance Trends 2015-2019

N	Faculty/School/Institute	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
1	*****Faculty of Agriculture and Environment Science	00	00	00	00*	01
2	Faculty Arts and Social Sciences	00	00	05	21	02
3	Faculty of Computing, Library and Information Sciences	00	01	02	06	01
4	*****Faculty of Economics and Management Sciences	00	00	00	00*	18
5	Faculty of Education	00	00	02	08	11
6	Faculty of Science	00	03	01	09	01
7	School of Medicine	00	00	01	11	10
8	Faculty of Engineering	00	00	00	00	0
9	Institute of Language Studies	00	00	00	00	00
Total Number of Publications		**00**	**4**	**9**	**55**	**44**

*****These faculties had not ben operationalized***
***Source**: Directorate of Research and Publication Strategic Plan 2020-2025*

2.1.6 Performance on Community Outreach

Outreach and Community engagement is the third core activities at KAB. The University's community outreach programme is the vehicle through which the University demonstrates its relevance to communities by translating theories studied into practice. During 2016/17 - 2019/20 the University engaged in a number of community outreach activities across all faculties. We enhance the culture of engagement that recognizes faculty, staff and students for their contributions to engagement and outreach on campus and in our communities in a bid to translate theoretical aspects into reality.
A concept developed by KAB tourism students (*Kenneth Ayebazibwe)* was conducted as a community outreach activity on tourism site development at Kisizi Falls in Rukungiri District. The site, operated by Kisizi Hospital Administration, now employs 12 staff members. In its first year of operation, the

site generated over 7million UGX and 18m UGX in its second year of operation. The results from this exercise formed the basis for prioritizing tourism sites' development by KAB Tourism Department.

Initial trails and Kisizi Falls tourism site

2.1.7 Performance on University Collaborations, Innovations and Publications

Collaboration and partnerships between institutions of higher learning is increasingly becoming an important practice for accessing talent and resources for parlaying organizational strengths. These collaborations and partnerships may be between institutions, faculties and departments from different institutions within the same country, between institutions from different countries or between educational institutions and industry or practitioner organizations.

Table 7: Kabale University Collaborations

SN	INSTITUTION/ORGANIZATION	DATE OF SIGNING
1.	Kabale Regional Referral Hospital	2016
3.	Kanungu District Local Government	2018
4.	Kisoro District Local Government	2018
5.	Research and Education Network for Uganda (RENU)	2019
6.	Kasese District Local Government	2019
7.	National agricultural research organization	2019
8.	Mbarara Regional Referral Hospital	2019
9.	Ntungamo District Local Government	2019
10.	Rukungiri District Local Government	2019
11.	Upstate Medical University	2019
12.	Makerere University	2019
13.	St. Mary Hospital Lacor	2019
14.	Ngozi University	2016
15.	Rukungiri Technical Institute Kyamakanda	2016
16.	Inter University of East Africa	2016
17.	New York African Diaspora Scheme for Volunteers	2017

2.1.8 Crosscutting issues

KAB considers cross-cutting issues of HIV/AIDS, Gender and Equity, PWDs, Human Rights and Environment & Climate change in all interventions during implementation strategic actions, monitoring and evaluation of the interventions. Cross-cutting issues affect all aspects of programs (i.e. cut across) and therefore need special attention at planning and implementation. They shall be integrated into all stages of programs and projects from planning and implementation through to impact assessment.

2.1.8.1 Gender and Equity

The University promotes women to take up leadership roles and participation in decision making processes in all interventions using the affirmative action. Deliberate efforts have been put in supporting departments and sections to produce and execute gender equality and equity responsive budgets and plans. The University has been committed to minimizing gender disparities and promoting equal access to the University services at all levels including the vulnerable categories such as elderly, women and youth. During planning, budgeting and implementation processes, the vulnerable sections of the population have always been considered and included in the decision-making process.

Based on the above background, the University has been complying with Gender and Equity requirements as per the PFMA 2015(as amended). This performance has improved from 41% in 2016/2017 to 61.7% in 2018/2019 to 76% in FY 2019/20 and to 88.8% in the FY 2020/21 and hence qualifying for the Gender and Equity Certificate of Compliance. For the period under review, Performance trend on gender equity budgeting compliance for Kabale University is shown in figure 13 below;

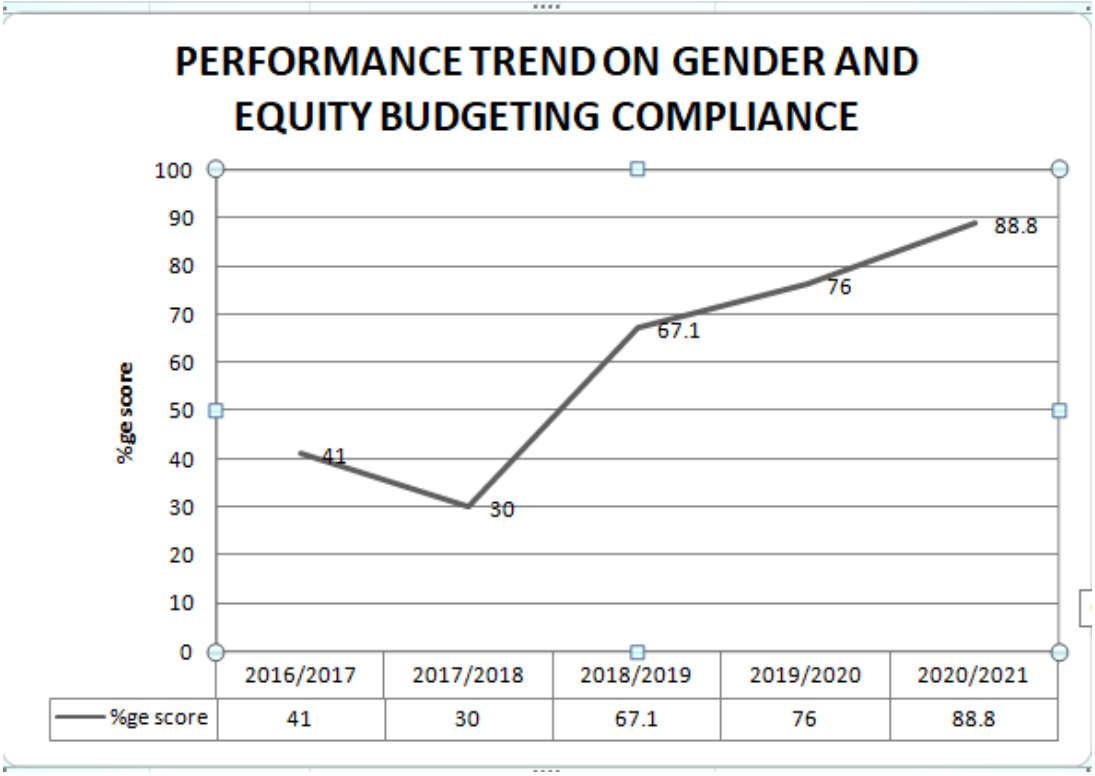


Figure 11 Figure 12: Performance Trend on Gender and Equity Budgeting

Gender equity concerns have been and will be integrated into teaching and learning, research, governance and administration, outreach, student and staff welfare, public space and the organizational culture. In this connection, gender mainstreaming strategy for KAB means that resources, opportunities and benefits from the University function are equally distributed and can be accessed by all categories of the population. It is essential that equity indicator concerns guided the analyses and preparation of the strategic plan for the coming five years.

2.1.8.2 HIV/AIDS

Kabale University has been and will continue putting much emphasizing in integration of HIV/AIDS issues in budgeting and planning across all Faculties and Administrative Departments. The University has its HIV/AIDS workplace policy and which is closely followed during reporting to assess progress. University doesn't discriminate anybody whether students or staff at the time of recruitment/admission, promotion and any other benefits/services in provision of quality university education. It is therefore important to report that Units support the implementation of HIV/AIDS workplace policy. This has greatly enhanced student enrollment in all programs without discrimination and improved staffing in a bid to achieve Humana Development Capacity program component of the NDP III.

2.1.8.3 People With Disabilities (PWDs)

A holistic approach is mandatory to ensure appropriate mainstreaming of disability concerns in all programmes and activities of the University. The University allows equal access to quality university education and services by all sections of the population including People With Disabilities (PWDs). Efforts have been and will continue closely followed to support PWDs access to quality university services with little or no strain. Currently, the University supports 3 PWD students of whom 1 is a female. One student from Faculty of Engineering, Technology, Applied Design and Fine Art was supported with artificial limp while others have been provided with writing materials including stationary every semester in the last 4 years. The university infrastructure supports the enrollment in all programs because the university buildings are accessible and have ramps and therefore KAB provides inclusive education of all ages.

2.1.8.4 Equity and Human Rights

According to the Uganda Vision 2040, protection of human rights, transparency and accountability are critical features of good governance. The University observes and respects human rights matters especially in decision making and implementation. There is rule of law at the University, democratic governance and transparency. This is supported by insignificant student unrest and staff strikes at the campus for the last 4 years. This implies that there is inclusive decision-making processes as well as implementation of key university events. By this plan, the university envisages continuous respect of equity and human rights in all its operations in a bid to deliver quality services to its stakeholders.

2.1.8.5 Environment and Climate Change

The changing climate is creating additional challenges in maintaining a healthy university environment, mostly affect the smooth running of university activities and programs. Limited funds to finance interventions intended to mitigate challenges caused by environmental and climate change concerns. Environmental concerns include; water run-offs in walk ways, flooding of university sports

ground after rain, power and internet cut-offs caused by heavy rains and effects of hailstones. However, KAB integrated environmental concerns into bid documents and execution of civil works focusing on interventions that target root causes, and/or social determinants. Disaster response and recovery are also planned and implemented as efforts for resilience. The University administration in collaboration with students' body, environmental campaigns have been implemented to restore some of the challenges like management of non-bio degradable waste. University policies to integrate Environmental concerns have been included in the Master Plan. Students body is usually oriented in the first week of each academic year on environmental issues.

2.1.8.6 Gender and COVID-19

COVID-19 pandemic is impacting on the lives of women, men, girls and boys differently. The impacts of COVID-19 also vary in their nature and magnitude by other social and identity indicators like age, disability, sexual orientation, socio-economic status and civil status. This provides some of the ways why gender matters in understanding and responding to the impacts of COVID-19. Currently, students are not on campus but the university has instituted a COVID-19 task force to spearhead the planning and implementation of interventions intended to mitigate impact. Service delivery has been seriously affected as the university operations depend on skeleton staff. However, the university has conducted two press conferences on the University readiness to respond to COVID-19 and updating the public on University support to District task-force on covid-19 mitigation measures. Intensive Care Unit (ICU) at Kabale Regional Referral Hospital comprising 3 ICU wards, 2 stance bathrooms, 2 changing rooms, 2 stance toilets, the doffing and donning area rehabilitated, modified and completed.

2.1.9 Effects/development cocerns

a) Gender and equity responsive planning and budgeting is a prerequisite for approval of the university budget and workplan by MoFPED.
b) Prevailing social norms based on culture and traditions based not affecting the operations of the university. The university employs a diversity of staff across all regions in Uganda.
c) The University was closed due to Covid-19 containment measures instituted by the government. The students did not sit for the end of second semester final examinations, school practice, industrial training and internship for the academic year. A covid-19 response committee instituted to handle mitigation measures in anticipation for opening of the University.
d) University Values are expressed in the daily functioning of the university leading to cohesiveness among the staff, students and other key stakeholders.
e) Gender, equity and inclusive quality education and services is evident in the structures and systems of the university services and positions.
f) Students are affected differently and more severely by climate change and its impacts especially moving between 2 points and concentration in lecture rooms.
g) Gender, Sports and Disability indicators complement student performance during admissions. Therefore, inclusive education is supported.
h) The university has adhered to Standard Operating Procedures (SOPs) on COVID-19 for the available skeleton staff. The SOPs affect the budget allocation by creating mandatory financing needs.

i) The COVID-19 pandemic presents an opportunity to transform education service delivery through adoption of remote/distance learning and e-learning/meetings. These processes pose a threat to budget implementation.

2.1.10 Plans to address crosscutting issues

The process of mainstreaming involves innovation, flexibility, learning and acceptance of new norms. It suggests deep changes in the established procedures and cultures of units so that the issue becomes integrated into its values, mission and management. Strategies to handle the crosscutting issues include:

a) Gender and equity responsive planning and budgeting to address gender disparities and equity concerns into plans and budgets.
b) Integration of climate changes and environmental issues in bid documents for civil works for mitigation measures.
c) Implementation and continuous review of gender, environmental & climate change sexual harassment and HIV/AIDS work place policies.
d) Continuously incorporating of PWDs, HIV/AIDS and genders factors/variables and concerns into student admissions.
e) Incorporation of student body in implementing cross cutting issues especially in learning and residence environments.
f) Strength and support the implementation of SOPs of Covid-19.

2.1.11 Summary of emerging issues and implications

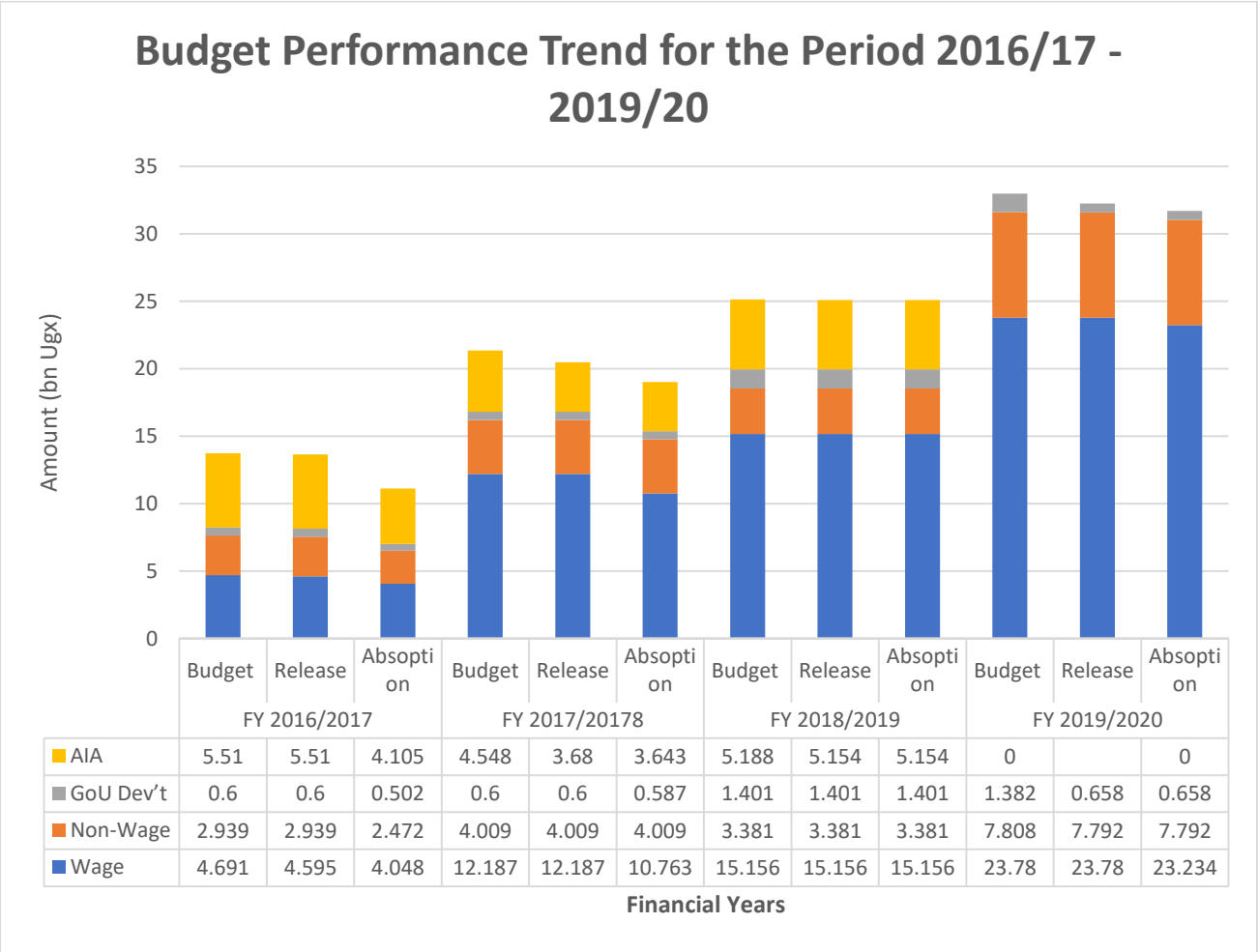
a) HIV/AIDS mostly affects the productive ages of 19 -45 and this increasingly affects the production of quality and healthy labour force to enter the job market.
b) HIV/AIDS is eroding gains from investment in education. It reduces the capacity and ability of staff to engage in productive work.
c) Congestion and lack of privacy where staff share the same room with others may lead to contracting Covid-19.
d) Civil works lead to: accumulation of debris, destabilization of soil structure and contamination of water sources and water from the roof increase water surface runoff.
e) Gender equity in education impacts students, lecturers and administrators. Society often treats boys and girls differently.
f) The University provides equal access to physical infrastructures both in terms of physically accessible buildings and suitable learning materials. KAB has been putting measures that support the right to education for people with disabilities.

2.2 Institutional capacity to financial and human resources performance

This sub-section analyses the University performance in regard to financial performance and human resources development and staffing trend for the last 4 years.

2.2.1 University Financial

Widening of the resource base was one of the other key pillars and strategic objectives of the University during the assessment period. There were a number of strategic actions and policies which were made during the assessment period. Government funding however remained the only major sources of financing. Additional resources were obtained from student fees. The performance of the University on donor funding was weak during the period. Overall, the financial performance is indicated below:



	Budget	Release	Absopti on	Budget	Release	Absopti on	Budget	Release	Absopti on	Budget	Release	Absopti on
	FY 2016/2017			FY 2017/20178			FY 2018/2019			FY 2019/2020		
AIA	5.51	5.51	4.105	4.548	3.68	3.643	5.188	5.154	5.154	0		0
GoU Dev't	0.6	0.6	0.502	0.6	0.6	0.587	1.401	1.401	1.401	1.382	0.658	0.658
Non-Wage	2.939	2.939	2.472	4.009	4.009	4.009	3.381	3.381	3.381	7.808	7.792	7.792
Wage	4.691	4.595	4.048	12.187	12.187	10.763	15.156	15.156	15.156	23.78	23.78	23.234

Figure 12: Financial Performance of the University
Source: University Bursar's Office, March 2000.

The financial growth of the university as seen from the above figure was on a positive trend during the assessment period. The revenue for instance, has cumulatively increased from Ug. Shs 13.74Bn in 2016/2017 and to 32.23 Bn in 2019/20. It is anticipated that effective with the financial year 2019/20, AIA and donations are required to be remitted to the consolidated fund before they are officially released to the University. This is why the budget and actual is zero in the financial year and has been consolidation into the N/wage and Development.

2.2.2 Performance on Human Resource Management Capacity

The quality of human resources is critical in ensuring that KAB effectively and efficiently deliver its core mandate of teaching and learning, research and community outreach. Accordingly, KAB has taken steps to improve the quality of staff through targeted Human Resource Development and skills

enhancement through short term courses and advanced degree programmes. The University is doing all that is possible to convince government to provide more money for staff recruitment because the university staffing needs are very high.

KAB has continued to expand its academic and administrative staff profile by retaining and employing highly qualified academic staff at various levels. The University has a total staffing structure constituting 1,888 staff of which 1,088 teaching and 800 are non-teaching staff at the various levels. In total the University staffing level is at 17% and are all on M-scale. The teaching staff is at 21% while the non-teaching staff at 12%. This is a very low level of staffing by all standards.

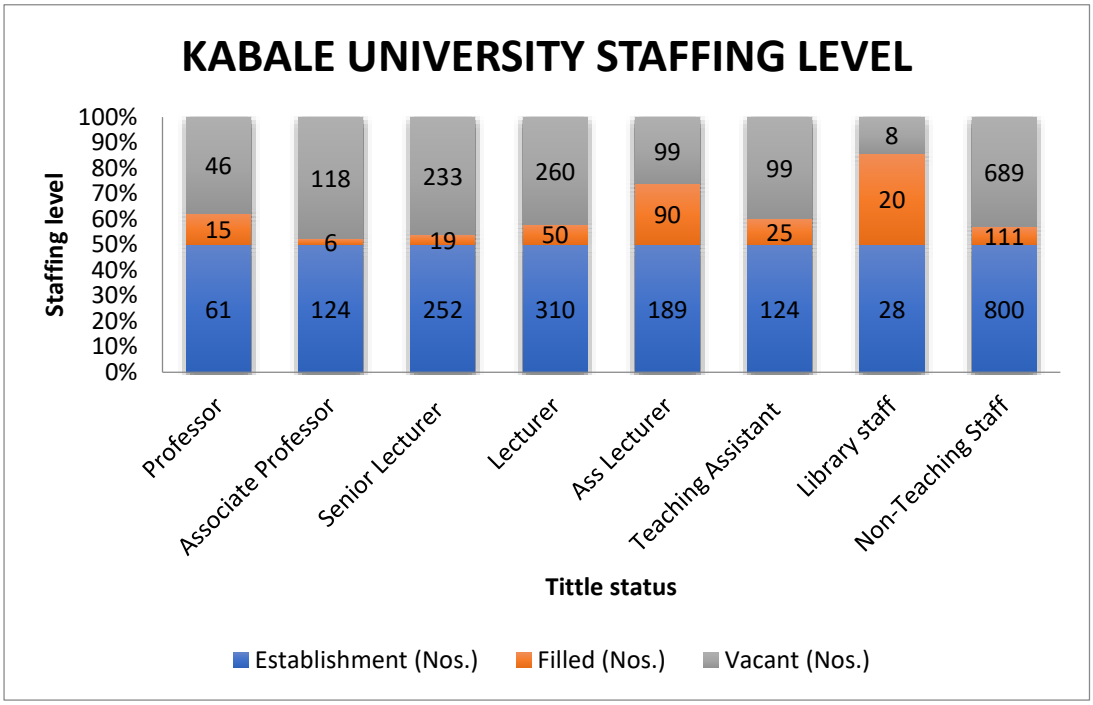


Figure 13: KAB staffing status

Source: Human Resource Departmental Reports, December 2019

It should be noted that, technical and specialized competencies in terms of knowledge, skills, and/or abilities required to fulfill job tasks, duties, and responsibilities exist at Kabale University. The established competency framework helps to ensure that staff across the departments and units are working to the same standards so that the current high-quality service is consistently maintained. By encouraging excellence within roles, the framework allows staff and the University to respond to future changes. The framework also supports processes that lead to reward and recognition for those staff who demonstrate high levels of competency.

Human resource capacity in the strategic planning period under review also entailed staff development for both academic and administrative staffs. Within the constraints of resources, the following achievements were realized during the assessment period: -

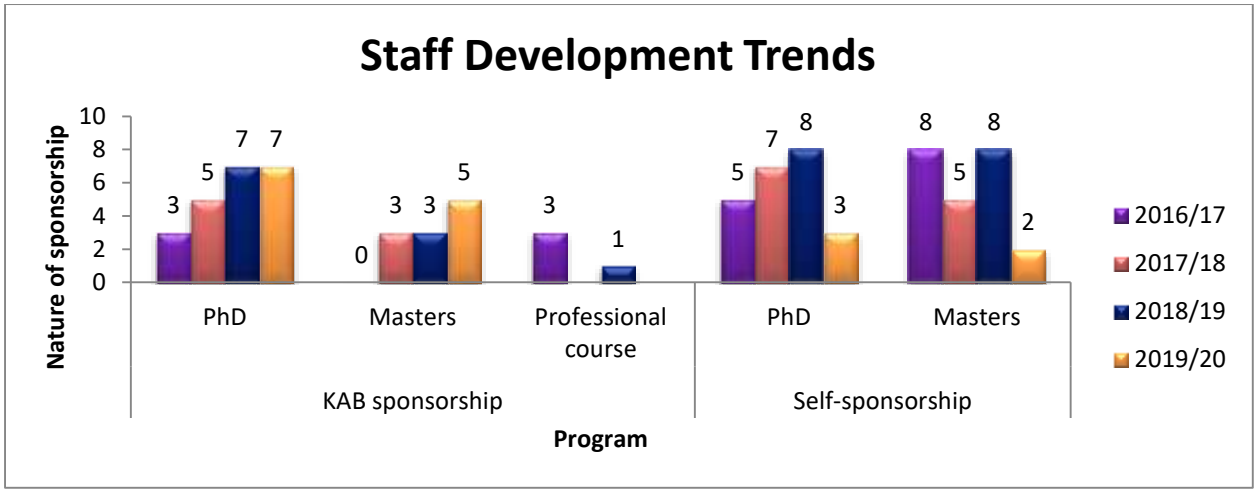


Figure 14: Staff Development Trends

Source: Human Resource Departmental Reports, December 2019

The quality of human resources is critical in ensuring that KAB effectively and efficiently delivers on its core businesses of teaching and learning, research and community outreach. Accordingly, KAB has taken steps to improve the quality of staff through targeted Human Resource Development and skills enhancement through short term courses and advanced degree programmes.

2.3 Monitoring and Evaluation

All activities of the plan shall be monitored and evaluated in accordance with the University's general reporting, monitoring and evaluation framework.

2.3.1 Existence and Functionality of M&E Systems

The University has functional monitoring and evaluation unit coordinated by Planning Unit that tracks financial flows and collects socio-economic, demographic and infrastructural information from departments and faculties to inform decision by University management and Council. The Unit in addition monitors inputs and prepare progress reports of the university activities and projects included in annual budgets and workplans.

2.3.2 Coordination M&E Structures

The following monitoring and evaluation framework shall be followed;

a) Each Faculty and Administrative Departments shall report on a quarterly basis the progress of its Plan to the Planning Unit which shall consolidate, review and submit them to University Management for strategic policy direction.

b) The Office of the University Bursar shall be responsible for coordinating the above reports of the various Faculties and Administrative Departments for submission to Planning Unit.

c) The University Management shall report on a quarterly basis to the University Council through the Finance, Planning and Resource Mobilization Committee.

d) The Committee of the University Council responsible for Planning, Budgeting and financial reporting shall receive the Management Report on a quarterly basis and submit to the University Council the consolidated quarterly reports for appropriate decisions.

2.3.3 Functional information Systems

The information system is the basic resource and part of progressive university and it plays a great role for all the stakeholders in storage, accessing and utilization of reliable, accurate and dependable information. The university is mandated to collect and store data that helps the system serve the desired purpose, and collects, processes, stores and transmits such information through information system to stakeholders. The monitoring and evaluation information systems in the university has been in existence since 2016/2017 using the Program Based Budgeting System (PBS), AIMS, IPPS and IFMS. These systems are useful and application increase in the use, acceptability & appreciation due to the benefits resulting out of them. The University aims at exploring data and information activities supporting management and strategic decision making in the university. These information systems convert information which allows the university at all levels in all functions make timely and effective decisions for planning, directing, and controlling the activities for which they are responsible.

2.4 Summery of key achievement in the previous plan

A review of the university performance over the duration of the old strategic plan indicates that the university has made some steady progress over period. These achievements are outlined below.

1) Physical infrastructure modified, renovated and furnished to provide space for teaching, learning and research for the increasing enrollment and staff numbers.
2) Increased enrollment from 42 students in 2002/2003 to 3,193 students in the academic year 2019/2020.
3) Harmonized payment system i.e. from parallel salary scale to a single unified M-scale for the staff. Now all the 361 staff are on this scale.
4) Budget performance increased from 13.7bn in 2016/17 to 32.2bn in 2019/2020.
5) ICT infrastructure expanded in all the 3 campuses and its internet bandwidth increased from 10.5mbps to 74mbps.
6) University has so conducted four graduation ceremonies as a public institution passing out a total of 5,332 graduands in different disciplines.
7) Teaching, learning and community engagements successfully conducted in all programs.
8) The University had been able to collaborate with local, national and international institutions to promote teaching, learning and research.
9) Different policies, guidelines and constitutions were approved to guide governance aspects.
10) Governance and management systems instituted to guide performance.
11) Guild Student body has been stable and linking their mandate with those of university management for smooth operations.

2.4.1 Some key Strategic Challenges

There are challenges that need attention in the next planning period. Some of them include the following: -

1. **The Resource Base**. The University was not able to expand its revenue base as had been anticipated beyond student fees collection and government subvention. This affected the accomplishment of a number of strategic actions. The revenue diversification strategies which had been planned over the period were largely not implemented. The next plan will need to address the implementation failures. The Deputy Vice Chancellor's Finance and Administration's office will need to design an appropriate strategic framework for widening the resource base of the University.
2. **Human Resource Management Systems**. The University undoubtedly expanded the recruitment of competent staff. Indeed, while the staff establishment and the actual staffing levels are still low, there was some positive development. However, the review and situational analysis suggests a number of human resource management concerns that need attention. These range from absenteeism of academic staff, poor attitude to work by some employees, poor customer care especially to students, rivalry between new and old staff, and some conflicts between older and younger employees of the university. The University Secretary's office and the Directorate of human resources specifically will need to devise urgent strategies for curbing these trends which affects the productivity of the university. Short courses will need to be developed and implemented for the different categories of staff like on customer management, conflict management and grievance handling.
3. **Performance management systems.** The University developed performance appraisal systems for both academic and administrative staff. However, the implementation of the appraisal systems has not been very effective. Most staff only fill in the appraisal forms as a routine activity. The areas of weaknesses and agreed upon areas of improvement between the supervisor and supervisee are not used to design the human resource development interventions of the staff. The Deputy Vice Chancellor Finance and Administration together with the University Secretary's office will need to address this challenge by renewing the philosophy and purpose of performance appraisal systems to the functioning of a modern university.
4. **Research productivity and publications.** While the university made some efforts like allocating some minimum research funding to academic staff**,** the university's research productivity is low and this has an effect on the ranking of the University. There are little publications compared to the number of academic staff being employed by the university. Over the assessment period, few academic staff made efforts to write publications and engage in research activities. The Directorate of Research and Publications will need to be redesigned and strengthened to focus on this core function of the university. The university will need to support annual academic conferences at the University and attendance of international conferences by academic staff.
5. **Limited number of senior academic staff.** The University lacks more senior academic staff. The staffing levels are dominated by young and junior teaching staff. Majority of senior academic staff are aging and this has serious implications on the continuity and support this group offers to the University. This also has implications on succession planning and staff development interventions. There will be a need to implement a robust-merit based promotion and recruitment strategy that targets a certain category of academic staff in key academic units of the university.
6. **Operationalization of the full structure.** The full structure of the University was not fully implemented as had been anticipated. The faculty of law for example was not operationalized and yet this is one of the highly competitive faculties that can attract a number of local and international students. There is a need for the operationalization of the Faculty of Law as it has a huge potential

to generate revenues. The University environment already has all government institutions relevant for operationalization of this faculty. The Deputy Vice Chancellor Academics will need to initiate processes for the full operationalization of the faculty of law of Kabale University.

7. **Curriculum Review.** The process of reviewing the curriculum was not completed as had been directed by the President. This creates a negative perception of the University and could be affecting the loan scheme student support to the University. The DVC-AA and Academic Registrar will need to initiate processes to address this challenge.
8. **Postgraduate Training weaknesses.** There is a general weakness in postgraduate education and training at the University. The postgraduate enrollment is low and student completion rates are also very poor. Key operational documents like the graduate handbook were not developed. The number of PhD Holders recruited by the university should be utilized for strengthening the postgraduate training at the University. The Directorate of Graduate Training will need to be re-designed and strengthened.
9. **Marketing, Publicity and visibility.** The marketing and public relations function of the university remains weak and this affects the visibility of the University. The university website and media engagement strategies were not implemented. The university did not develop and implement an international-student recruitment strategy. There is a need to review this function of the university with a view of re-designing and strengthening the unit.
10. **Declining student enrollment.** During the assessment period, there was an observation of general trend of decline in student enrollment at both undergraduate and postgraduate levels. This trend was observed in almost all faculties and schools. This decline is much pronounced with enrolment of affected more the international enrollment.
11. **Cost of Governance.** The cost of governance is relatively high to the university. While this could be associated to the turbulence that the university withered during its transition period, there is a need as a best practice to devise strategies for reducing this cost. The use of external specialists during interviews could be removed to allow the use of internal staff capacity so far in place. There will also be a need for management to develop a framework for management of meetings to ensure that council and committee meetings only focus on strategic decisions and allow management to address operational and implementation issues.
12. **Religious divisions.** The performance review indicates there are growing tendencies of divisions based on religion among some students, staff and the call for balancing representation at governance levels. Some of these demands appear to be generated by external forces. There is a need to address this matter due to the disruptive nature such divisions can have on the effective management and governance of a young University.
13. **Infrastructure and facilities**. There is still a general lack of adequate teaching space and facilities. The lack of infrastructure affects both students and staff. Alternative funding will need to be mobilized to address the teaching facilities especially as the university focuses on postgraduate programmes. The use of e-learning will also need to be strongly supported and implemented.
14. **Partnerships and collaborations.** There are limited efforts in encouraging strong partnerships and collaborations especially at the international level. Partnerships and collaborations are central in mobilizing resources, promoting joint research, innovations and productivity. There is need to expand this area as it shows the potential that the university needs to exploit. The university will need to establish a grants and partnership office with adequate capable staffing to advance this agenda to its fullest.

15. **Decision making and Policy Implementation.** A number of policies and frameworks have been developed but the implementation status is not visible. There are low processes of decision making across different levels of the University and this ultimately affects the timely implementation of the policies. There is a need to develop a policy and decision implementation framework to identify bottleneck areas/offices where decision making delays and devise mechanisms of addressing it.
16. **Management of Cross-cutting issues.** There is less emphasis on cross-cutting issues in management and administration systems of the university. The various planning frameworks at national, regional and global levels have expectations of the University to address this high-level policy matter. There is also a general limited awareness among staff of the national, regional and global policy frameworks that drive the planning and management of a university that strives to compete in the global market.
17. **Student Governance**. While the systems of student governance like the Guild Constitution and Government are in place, there are still a number of gaps in student governance systems and processes. Students are the reason universities exist and the voice of students in modern university governance needs to be heard. There will be need to increase the interface between management and student leader.

2.5 Stakeholder Engagements

The plan was developed through a participatory process by engaging some of the key stakeholders. The stakeholders involved in the development of the strategic plan included the students, the administrative staff, the academic staff, members of management, convocation members, alumni and other key external stakeholders.

2.5.1 Stakeholder Analysis

There are a number of stakeholders of Kabale University with diverse expectations of the university but the University also has expectations of them. There are both internal and external stakeholders. Generally, the following table gives the summary of the stakeholders, their expectations and the university expectation from them.

Table 8: Some of the key stakeholders

#	Stakeholder	Their expectations	University expectations
1	Employees (Academic & non-teaching)	a) Good governance: leadership, job security, competitive pay and career development b) Good performance c) Exemplary image to the public d) Quality of the students being accepted onto the programs. e) Staff development scheme f) Quality of the resources, technology and equipment that support the delivery of the courses.	a) Provide quality education, research and outreach services b) Develop quality academic programmes c) Provide counseling and support services for students d) Protect and promote the image of the University e) Facilitate the delivery of University services f) Marketing and public relations

		g) Enhance Research activities h) Staff development	g) Conduct research and publications
2	Students	a) Quality education that meets the needs of the job market: b) Quality programs, appropriate delivery mechanism and assessment. c) Conducive learning environment: accommodation, security and quality customer care	a) Pay their tuition timely and regularly b) Protect and promote the image of the University c) Participate in outreach activities d) Timely competition of programs. e) Quality of the resources, technology and equipment that support the delivery of the courses.
4	NCHE	a) Quality of the graduates being produced b) Develop and review marketable programs c) Compliance with procedures and standards	a) Accrediting University programmes b) Enforce quality of programmes c) Publicizing KAB in various fora
5	Government	a) Smooth learning process b) Quality of the graduates being produced c) Quality of the courses being delivered d) Quality of the academic staff who design and deliver the courses. e) Adherence to policies and procedures	a) Allocate resources for development of infrastructure, staff development, operations& research b) Offer employment opportunities to our graduates c) Provide internship placements d) Loan scheme to support students
6	Private Service Providers	a) Timely payment for goods & services b) Minimum transaction costs c) Transparency d) Friendly working environment	a) Supply of goods and services to the University b) Provide internship placements and outreaches
7	Community	a) Reputable social services b) Economic gains; Utilities & Small businesses c) Peace and harmony d) Ethical behavior of students and staff	a) Support students to acquire education from KAB b) Provide accommodation for students c) Provide informal education d) Provide moral support to students
8	Professional bodies	a) Adherence to procedures and standards b) Adherence to moral & professional codes of conduct	a) Provide career guidance b) Support learning c) Quality control and assurance

9	Employers	a) Ethical graduates b) Quality of the courses being delivered c) Quality of the academic staff who design and deliver the courses. d) Competent graduates with requisite skills and attitudes	a) Offer employment opportunities to our graduates b) Sponsor students and other University activities c) Research collaboration
10	Alumni	a) High ranking in performance b) Reputable and competitive graduates	a) Fundraising b) Recruitment of new students c) Act as ambassadors in different regions
11	Donors	a) Value for money b) Good governance c) Impact of collaboration d) Harmonious partnership	a) Financing b) Collaborations in different aspects c) Public relations
12	Other Universities & training institutions	a) Benchmarking b) Inter-Institution relationships c) Ethical behavior d) Value for money	a) Bench marking b) Collaborations c) Peer reviews
13	Parents / Guardians	a) Moral and ethical growth b) Affordable fees c) Marketable programs d) Smooth learning process e) Timely graduation f) Employability of the graduates g) Value for money	a) Timely payment of fees b) Ethical conduct
14	Suppliers and providers	a) Timely payment of goods and services b) Compliance with contractual terms and conditions c) Speed and cooperation in resolving problems/conflict d) Continuous contract placements and business continuity	a) Quality products or services b) Provision of market related information c) Timely response to supply of goods d) Ability to meet delivery schedules e) Adherence to warranty provisions

2.6 SWOT Analysis

In order to assess the current university situation, the McKinsey 7-S framework was used. The McKinsey 7-S framework involved seven interdependent factors categorized as either "hard" or "soft" elements. The process facilitator assessed the KAB environment by analyzing current KAB; systems, strategies, structures, staffing levels, leadership and management styles, skills diversity, and corporate shared values or culture. The analysis enabled the identification of lessons and guiding principles for

the future direction of KAB. The elements of the McKinsey 7-S framework are summarized in Figure 17 below.

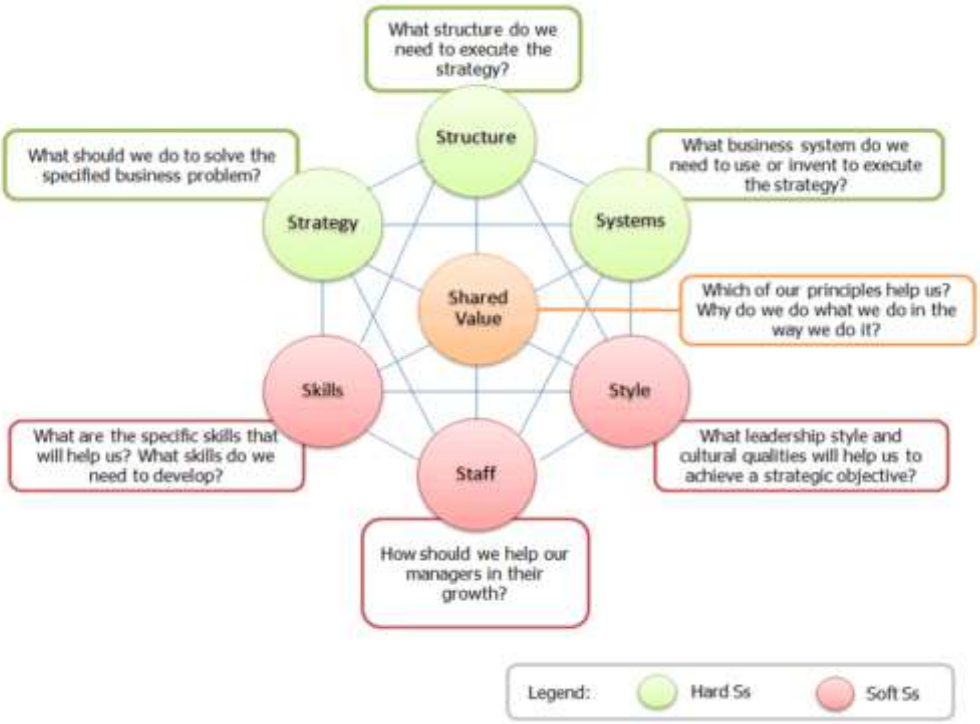


Figure 15: McKinsey 7-S Framework Used on KAB Analysis

The seven elements are briefly described below;

a) ***Strategy***: refers to the plan devised to maintain and build competitive advantage over the competition. This shall relate to the new brand of KAB
b) ***Structure***: refers to the way the human resources and talent in the organization is arranged to deliver the goals of the organization
c) ***Systems***: refers to the daily activities and procedures that people engage in to get the jobs done.
d) ***Shared Values***: called "superordinate goals" refers to the core values of the KAB that are evidenced in the corporate culture and the general work ethic
e) ***Style***: refers to the style of leadership and management practiced in an organization
f) ***Staff***: refers to the characteristics of the human resource and its general capabilities
g) ***Skills***: This refers to the actual skills and competencies of the human resource of KAB

In principle the McKinsey 7-S framework was used to formulate guiding questions to analyze the existing environment at the University. The explicit application of McKinsey 7-S framework is described below;

Strategy

a) What is the university vision, mission and main strategic goals?
b) What are the key university strategic goals and result areas?
c) What are the key strategic actions for achieving each of the strategic goals?
d) To what extent is the university strategic goals and actions aligned to the Ministry of Education and Sports, National and International development framework?

Structure

a) How is the University organized to achieve the strategic goals?

b) Is the university structure appropriate to deliver the desired results?

Systems

a) What are the characteristics of the key organizational systems?
b) How appropriate are these systems in line with desired results and strategic actions of KAB?
c) How effective and efficient are the internal control mechanisms?
d) Where are these controls monitored and evaluated?
e) To what extent are ICT systems integrated into the KAB business processes?

Shared Values

a) What are the core values of KAB?
b) How can the corporate/team culture be described?
c) How strong are these values shared amongst staff?

Style

a) What type of leadership and management style is being practiced at KAB?
b) How effective is the leadership and management style in relation KAB operating context?

Staff

a) What are the optimal staffing requirements for KAB to respond to its mandate?
b) What percentage of workforce is currently deployed in line with established structures?
c) What positions or specializations are represented within the team?
d) Are there gaps in staffing in terms of numbers and competencies?
e) Does KAB have structures and systems for staff capacity development?

Skills

a) What are the appropriate skills for each position at KAB?
b) To what extent do staff in those positions possess the prerequisite skills for the positions?

2.6.1 Internal Environment Analysis

Table 9: Kabale University Environment Analysis

Dimension	Strengths	Weaknesses
Strategy	1. Political commitment and Support 2. Legal mandate and objectives of the University 3. Location of the University 4. Committed leadership and Management. 5. Existence of Land for expansion 6. Diversity and competence of staff 7. Public Status of the University 8. Science- based focus of University 9. Presence of alumni and Promoters 10. Affordable fees by market standards 11. Potential Partnerships and collaborations for growth 12. Multi-campus University with competitive academic programmes 13. Sense of stability arising from the public status of the university.	1. Inadequate student and staff infrastructure 2. Rural based and remoteness of University 3. Poor Resource mobilization 4. Limited funds 5. Poor marketing strategy 6. Limited publicity and visibility 7. Limited linkages with industry 8. Declining enrolment of international students 9. Inadequate/ graduate training programmes 10. Low participation in extra curricula activities 11. Inadequate exchange study programmes 12. Low levels of global connections and collaborations 13. Slow implementation of policies.
Structures	1. Supportive University Council 2. Strong governance structures 3. Presence of Student body 4. Approved staff establishment 5. Library and e-resources 6. Few student strikes	1. Absence of a research agenda 2. Less equipped science laboratories and workshops 3. Inadequate student accommodation facilities 4. Inadequate teaching and learning space 5. Low computer – student ratio 6. Inadequate Maintenance of computers and other assets 7. Low internet connectivity 8. Weak PRO function 9. Inadequate technological learning aids. 10. Low capacity for research publication and grant writing 11. Lack of day care services 12. Delays in Re restructuring programmes

Systems	1. Strong Financial systems 2. Government Procedures 3. Timely payment of salaries 4. Central marking of exams and timely feedback of student results 5. Systems for guest speakers	1. Low ICT-adoption 2. Weak Internal staff promotion systems 3. Weak student recruitment systems 4. Low research and innovativeness 5. Limited visibility strategies 6. Inadequate performance management systems 7. Weak Management-student communication systems 8. Weak staff and student associations 9. Weak budgeting and budget implementation systems 10. Inadequate communication systems 11. Weak internship systems 12. Poor time tabling systems 13. Unreliable student portal (AIMS)
Style	1. Participatory management 2. Accommodative and inclusiveness 3. Gender sensitivity 4. Cooperation between staff and students	1. Lack of swiftness in decision making obligations 2. Poor time management 3. Long meeting sessions by different organs 4. Weak information dissemination 5. Low usage of ICT (paper-based focus) 6. Resistance to change 7. Sexual harassment 8. Inadequate research funds.
Staffing	1. Qualified, Professional and competent staff 2. Motivated staff 3. Competitive staff salaries 4. Staff development prospects 5. Potential of visiting professors, lecturers and volunteer staff 6. Permanent employment terms 7. Presence of many young staff 8. Committed management team	1. Absenteeism of lecturers 2. Poor staff retention strategies 3. Inadequate staffing at some levels 4. Lack of staff cohesion and poor Interpersonal relations 5. Poor adoption of blended teaching methods 6. Inadequate medical facilities 7. Poor remuneration of part-time staff 8. High Teaching load 9. Majority of the academic staff being at lower ranks 10. Lack of commitment by some members of staff leading to poor quality service 11. Inadequate staff exposure
Skills	1. Professional skills	1. Inadequate induction of new staff 2. Weak student leadership skills 3. Weak Continuous Professional Development (CPD) 4. Minimum investment in community empowerment. 5. Weak research skills 6. Weak resource mobilization skills
Shared Values	1. Community support 2. Positive changing image by the public	1. Poor inclusiveness 2. Low adoption of ICT in the business processes 3. Weak ethics and professionalism

		4. Poor customer care

2.6.2 The External Environment Analysis (PESTEL ANALYSIS).

In addition to examining the internal environment, the development of the Strategic Plan also considered external factors that have a bearing on the operations of the University. The external environment was analyzed by looking at the major Political, Economic, Social (cultural), and Technological, Environmental and Legal (PESTEL) factors. Below is the analysis of the variables under each of the factors: _

Table 10: External Environment PESTEL

Factor	Issue	Strategies
Political	1. Partisan politics in student leadership 2. Resistance from some politicians in acquisition of land 3. Expanded East African community 4. Strong Government that is supportive 5. Security systems 6. Pronouncements by Government 7. National political ideology agenda 8. Globalization and its agenda 9. Political parties and local politics 10. Politics in the University 11. Changes in other organizations 12. Kiswahili being a national policy for schools 13. Proximity to other government agencies 14. Government policy on promotion of science education	1. The overall strategy for political factors is continuous engagement, involvement and creation of awareness 2. The university will also develop regional marketing strategies 3. Encouraging regular reporting on progress of all activities will be emphasized.
Economic	1. Need for graduates to fill industry demands 2. Affordable student fees that would attract international students 3. Inflation and cost of living 4. Dwindling productivity 5. Lack of ready market for products 6. Poor income base for the surrounding catchment area 7. Limited funds to boost development of the University 8. Exchange rates affecting supply of goods 9. Many opportunities for research in virgin areas	1. Initiate strategies for exploiting all the opportunities and addressing the emerging threats through evidence-based systems.
Social	1. Individualism among the staff 2. Hampered information flow because of limited person to person communication 3. Cultural inclination of people of Kigezi region 4. Gender equity and parity in education	1. Strategies for addressing the human resources issues to create a team will be undertaken.

	5. Supportive community for outreach 6. Social amenities within and outside for the university 7. Increasing population in the region 8. Ethnic and religious differences 9. Increasing crime 10. Early marriages among the youth 11. Young staff with wider opportunities to grow 12. Critical mass of newly recruited staff with new ideas	2. Gender equity and parity interventions and analyses will be continuously implemented
Technological	1. Inadequate exposure to use of modern education technology 2. Inadequate technology facilities to use 3. Limited bandwidth for internet 4. Government agenda on science and technology 5. Emergence of 21st century skills. 6. Dictates of the 4th industrial revolution	1. Adoption of ICT in all business processes of the University. 2. Awareness campaigns on the implications of the 4th industrial revolution to the university work
Legal	1. Gaps in the University and other Tertiary institutions Act 2. The requirements of PFMA 2015 3. East African community protocols 4. Requirements by the Inter University Council of East Africa 5. MoES Policy and statutory instruments 6. National, Regional and international Planning Frameworks	1. Ensure compliance to all legal policies and instruments.
Environmental	1. Degradation of the environment 2. Cool climate of the region 3. Green cover at the University campus 4. High uncontrollable floods 5. Land use planning programmes 6. Availability of Fertile soils in the region 7. Location of the University in the tourist zone of Uganda 8. Poor waste management	1. Environmental awareness campaigns will be developed and implemented.

2.6.3 Emerging issues and Implications of the Situational Analysis

The implication of the situation analysis is summarized in term of opportunities and challenges for Kabale University and the matrix below presents these summaries: -

Table 12: Emerging issues and Implication of SWOT Analysis

Opportunities	Threats (Challenges)
1. Growing need of multi -skilled human resources in the labor market which is intrinsically interlinked to demand for University training. 2. Location of the University which brings Francophone and Anglophone countries. 3. Increasing demand for Higher Education 4. Government commitment to increasing budgetary allocation to the Higher Education Subsector. 5. Potential for increased resource mobilization from development partners 6. Global trends promoting Higher Education mandate 7. Given the growing population and increasing demand for services, the work force of public service is projected to continue to grow to respond to needs of the citizens. 8. Being a government University 9. Government priority on Science Education Technology and Innovation 10. Opportunities from a vibrant Convocation body 11. Availability of pool of researchers and scientists 12. Conducive government policies that support the university sector 13. Diversity of student's community 14. East African regional market 15. Rural establishment of the University with affordable cost of living 16. Government policy requiring primary school teachers to have degree qualification 17. Government policy on skilling 18. Proximity to relevant government agencies 19. Potential of Lecturer and student exchange programmes 20. Partnerships and collaborations by international and regional organizations	1. Working the public service structures and systems which are not agile in decision making 2. Mushrooming Higher institutions of learning 3. Inadequate financial resources 4. Poverty in the community 5. Low employment opportunities of graduates 6. Brain drain for skilled staff 7. Religious issues 8. Lack of land for expansion 9. Poor visibility 10. Negative influence by varied interests 11. Decreasing student enrollment of international students 12. Negative external pressures to the university 13. Demonstrations resulting from settling religious issues

CHAPTER THREE: STRATEGIC DIRECTION (2020/2021 – 2024/2025)

3.0 Introduction

This chapter provides the direction of the university in the next 5 years. The vision, mission, core values, strategic objectives and strategic actions needed to implement each of the strategic objectives are presented. The strategic direction is aligned to the key planning frameworks of the Government of Uganda and more specifically the Education sub-sector goals. Considerations of the regional and Global developments and implications to the higher education sector have also been taken into consideration. The Macroeconomic strategy of the plan is underpinned by the objective of raising student numbers and raising of resources to address the infrastructure deficit.

3.1 Vision and Mission

3.1.1 Vision

A sustainable vibrant University of academic excellence in the Great Lakes Region and beyond.

3.1.2 Mission

To be an efficient and effective University that excels in teaching, learning, research, innovation and community engagement.

3.1.3 Goal

Produce marketable and quality graduates that provide relevant professional services to the society.

3.1.4 Motto

The motto of the University is *'Knowledge is the future'*.

3.1.5 Values

The following values will guide the behavior of all staff of KAB and constitute the glue that binds them together in execution of their action as they implement 2020/2021 – 2024/2025 Strategic Plan.

i) **Excellence**: We shall commit ourselves to excellence where we shall always challenge ourselves to utilize our God-given gifts -- intellectual, social, physical, spiritual and ethical.

ii) **Integrity**: We shall commit ourselves to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world.

iii) **Diversity**: We shall be dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities.

iv) **Learning Environment**: We shall be driven by a need for continuous need and believe for being a learning organization where our students and staff cherish lifelong learning.

v) **Academic freedom**: We shall be a University that cherishes academic freedom where students and faculty engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.

vi) **Collegiality**: We shall be a university that believes in processes of shared decision making based on productive synergistic interactions among our students, faculty, and staff, and disciplines in the pursuit of institutional goals. We shall accordingly support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, nation, and the world.

vii) **Community Support**. We shall be a University that values and respects as our greatest asset as the people who make up our community—students, faculty, and staff—as well as the people connected to us through ties to our local community and region, our nation, and the world.

3.2 Strategic Intermediate Out Come and Outcome Indicators.

Table 11: Goal, Objectives and Outcomes

Goal/objectives	Outcomes	Indicators	Baseline 2019/20	2024/25 target
Produce marketable and quality graduates that provide relevant professional services to the society".	Number of students acquiring skills for personal and public decisions	Proportion of the students with skills and knowledge relevant to the subject	1108 360	19,807 students 424 staff
NDP III Programme Name: Human Capital Development				
NDP III Programme Outcomes contributed to by the University Intermediate Outcome (i) **Increased ratio of Science and Technology graduates to Arts graduates** (ii) **Increased proportion of labour force transitioning into decent employment**				
University Sub Sub Programme 14: Delivery of Tertiary Education				
University Sub sub Programme Objectives: **(iii) To produce knowledgeable, skilled graduates with strong emphasis on STEM/STEI programs** **(iv) To strengthen research, innovation and publications capacity of the University**				
Intermediate Outcome: Increased enrollment of male and female students on STEM/STEI programs				

Intermediate Outcome Indicators	Performance Targets						
	Base year	Baseline	2020/20	2021/2	2022/23	2023/24	2024/25
Gender parity Index (Male: Female)	2019/20	1041:341	1145:374	1271:41	1424:465	1609:526	1850:605
Enrollment ratio (STEM/STEI: Humanities)	2019/20	2:3	1:1	3:2	2:1	2:1	2:1
Intermediate Outcome: Increased proportion of students on STEM/STEI programs							
Intermediate Outcome Indicators	**Performance Targets**						
	Base year	**Baseline**	**2020/20**	**2021/2**	**2022/23**	**2023/24**	**2024/25**
Percentage of Students graduating in STEM/STEI program on time	2019/20	85%	90%	91%	93%	94%	95%
Percentage of staff with STEM/STEI background.	2019/20	42.9%	43.1%	45.2%	46.5%	47.2%	48.7%
Percentage of increase in budget for STEM/STEI programmes	2019/20	45.1%	45.8%	46.0%	47.2%	49.5%	50.3%
Percentage of students on apprenticeship	2019/20	60%	66%	67%	70%	80%	80%
Proportion of students on government sponsorship enrolled on STEM/STEI programs	2019/20	100%	100%	100%	100%	100%	100%
Rate of undertaking research	2019/20	12%	20%	25%	30%	35%	40%
Rate of Innovation arising out of research findings	2019/20	5%	20%	25%	30%	35%	40%
Number of publications produced	2019/20	44	70	100	180	200	300

NDP III Programme Name: Human Capital Development
NDP III Programme Outcomes contributed to by the University Intermediate Outcome i) **Increased ratio of Science and Technology graduates to Arts graduates** ii) **Increased proportion of labour force transitioning into decent employment**
University Sub Sub Programme 13: Support Services
University Sub Sub Programme Objectives:

v)	To strengthen governance and support services
vi)	To attract, develop and retain competent and motivated human resources
vii)	To ensure adequate infrastructure and facilities
viii)	To diversify and improve financial mobilization and resource management systems.

Intermediate Outcome: An efficient and effective institution							
Intermediate Outcome Indicators	Performance Targets						
	Base year	Baseline	2020/20	2021/22	2022/23	2023/24	2024/25
Annual external Auditor General rating of the University	2019/20	100%	100%	100%	100%	100%	100%
Level of Strategic plan delivered (%)	2019/20	93%	20%	40%	60%	80%	100%
Percentage increase of staff with PhD	2019/20	24%	25%	26%	27%	28%	29%
Level of compliance of planning and Budgeting instruments to NDP III	2019/20	100%	100%	100%	100%	100%	100%
Budget absorption rate	2019/20	99.6%	100%	100%	100%	100%	100%
Level of compliance of the Ministerial Policy Statement (MPS) to Gender and Equity budgeting	2019/20	75.6%	89%	89.5%	90%	90.5%	90.8%
Level of assets and facilities maintenance and management	2019/20	50%	60%	65%	70%	75%	80%
Number of online e-resources subscribed to annually	2019/20	86	86	91	96	101	106
Number of University publications uploaded to digital repository and accessible on open access.	2019/20	247	267	287	307	327	347

3.3 Strategic Objectives and Actions.

The university's interventions per objective and activities describe in great detail exactly how strategies will be implemented to accomplish the objectives developed earlier in this process. The University will pursue the planned actions under each strategic objectives (SOs) over the next five years, so as to realize its vision and mission as stated above. The key aspects of the intervention changes required are outlined in the action plan. **See appendix 1.**

3.4 University Projects

a) Kabale University infrastructure development project;

Construction and rehabilitation of learning and administrative facilities with components of lecture rooms, library, conference halls, laboratories, workshops, games and sports facilities, access roads and sanitary facilities.

b) Kabale university retooling

This will include: Purchase of specialized machinery & equipment, motor vehicles, office equipment and tools, ICT facilities, lecture room and offices furniture and fittings and heavy-duty generator.

c) Kabale University science block construction

Construction of a 2-Storey University Science Block and the components for this project include 06 Lecture rooms; 24 washrooms; 03 ramps and 3 stairs.

3.5 Strategic Planning Framework

Strategic planning aims at identifying, sequencing and timing medium-term actions for the university in a comprehensive way so that annual plans can be prepared. Key reasons for transforming priorities into plans are: to concretize priorities; to keep focus on the medium to long term without deviating

from the optimal path; to avoid fragmentation of the university areas of focus; to help focus the policy dialogue on KAB priorities; to guide operational planning, resource allocation, and monitoring and evaluation

The strategic direction of KAB can be summarized using the framework in figure 18: below

A sustainable vibrant University of academic excellence in the Great Lakes Region and beyond

Mission: To be an efficient and effective University that excels in teaching, learning, research, innovation and community engagement.

Pillar 1: Governance management & support systems and services	Pillar 2: Human Resources Capacity	Pillar 3: Infrastructure & Facilities development	Pillar 4: Programme Delivery & student services	Pillar5: Research, Innovations & Publications	Pillar 6: Resource Mobilization & utilization
SO1: **Strengthen governance and management systems**	**SO2:** **Attract, develop and retain competent and motivated human resource**	**SO3:** Ensure adequate infrastructure and Facilities	**SO4:** **Produce knowledgeable, skilled graduates with strong emphasis on STEM/STEI programs**	**SO5:** **Strengthen research innovation and publication capacity of the University**	**SO6:** **Diversify and improve financial mobilization and resource management systems**
Interventions: 1.1 Developing, reviewing and implementing appropriate policies and frameworks 1.2 Developing governance and management performance systems 1.3 Promoting efficiency and effectiveness in governance and management processes 1.4 Strengthening delivery of support services 1.5 Building and strengthening governance and management capacity 1.6 Strengthening student Governance and management systems 1.7 Developing and implementing behavior change interventions	**Interventions:** 2.1 Developing and Implementing merit-based recruitment, promotions, and retention systems 2.2 Engaging in staff Development and capacity building initiatives 2.3 Providing adequate tools and equipment to facilitate staff performance 2.4 Encouraging innovativeness and talent identification 2.5 Developing and implementing a robust performance management system 2.6 Competitive remuneration systems and processes 2.7 Developing and implementing a biological scheme for children and spouses 2.8 Developing and implementing health insurance policy and schemes 2.9 Development and implement staff savings, welfare and retirement schemes	**Interventions:** 3.1 Implementing the University Master and Infrastructure Plan 3.2 Lobbying Government and development partners for increased resources 3.3 Developing and implementing assets and facilities maintenance and management policies and systems 3.4 Developing and implementing an Asset management strategic Plan 3.5 Encouraging Public private partnerships in infrastructure aan nd facilities development 3.6 Expand ICT and internet connectivity	**Interventions:** 4.1 Developing new and continuously reviewing academic programmes 4.2 Strengthening post graduate training, research and publications systems and processes 4.3 Partnering with the industry in the design and implementation of academic programmes 4.4 Improving academic process management systems 4.5 Embracing the use of technology in academic processes 4.6 Developing and implementing modern teaching and learning approaches and	**Interventions:** 5.1 Developing and implementing research and publication policies and frameworks 5.2 Developing and implementing University research agenda 5.3 Development and implement knowledge generations and dissemination systems 5.4 Strengthening postgraduate and academic research, publication and dissemination 5.5 Strengthening Grant writing and consultancy management capacities 5.6 Strengthening partnerships and collaborations 5.7 Strengthening the directorate of research and publications	**Interventions:** 6.1 Developing and implementing resource mobilization strategy 6.2 Establish and strengthen the Grants office of the University 6.3 Developing and implementing an incentive policy for grant writing. 6.4 Developing and implementing resource utilization and accountability structures processes and frameworks 6.5 Developing and implementing an international student recruitment strategy 6.6 Encouraging joint research collaborations 6.7 Establishing special chairs and an endowment fund

Core Values: Excellence, Integrity, Diversity, Lifelong learning, Academic freedom, Collegiality, Respect and Community

CHAPTER FOUR: STRATEGIC PLAN FINANCING FRAMEWORK

4.1 Financing Modalities

Financing is critical to the successful implementation of the Strategic Plan 2020/21 -2024/25. The financing strategy sets out how the University plans to finance its overall operations to meet its strategic objectives. In order for the University to implement the strategic plan priority actions, a number of funding modalities have been planned as outlined below.

a) **Government development grants:** The University will request government to provide adequate funding for the purpose of executing planned interventions.

b) **Fundraisings Drives:** The University will put more effort in raising money through fund raising by engaging the alumni and friends of Kabale University. In a bid to have fruitful fundraisings, the University will develop the capacity to organize and implement a variety of events with alumni and other development partners.

c) **Development fund.** The University will involve key stakeholders to set a fund to support the financing of prioritized interventions through student's fees and other sources. This will involve the participation of the University Council in setting fees to support the establishment of infrastructure investment.

d) **Public Private Partnerships**. This will involve arrangements between University and private sector that brings better services or improves the University's capacity to operate effectively. This will be carefully implemented within a framework of a public private partnership policy which will be approved by the University Council. This will also help to develop infrastructure facilities that are necessary for student comfort and stability and for raising funds – hotel, student accommodation, etc.

e) **Borrowing**. The University will seek authority from government to borrow from appropriate financing agencies within the framework of the law. In other instances, the University will request government to guarantee it to acquire both short term and long-term loans to smoothen the pathway for effective funding (see section 60 of Universities and Other Tertiary Institutions Act 2001 (as amended).

f) **Establishment of an Endowment Fund:** The University endeavors to establish an endowment fund to be built over time with deposits. This will either be an investment asset or a monetary fund to generate future incomes that will sustainably help to invest in infrastructural development, university programs and services. This will be one of the methods for creating a sustainable funding mechanism for the University's infrastructure, university programs and services. A policy will be developed to guide the management of endowments in the University.

The financing strategy is to ensure that there is a clear, systematic, predictable and well-coordinated approach to manage university resources. Expanding the university resource base allows sustainable implementation of the University programs.

The University depends on central government transfers and fees from students, others fees and penalties from stakeholders. However, now the University is planning to broaden the revenue base through donor support through revenue mobilization strategy.

4.2 Cost of objectives of the plan

Table 12: Costed 5-year plan

Pillar	*Strategic Objective of the plan*	*Responsible office*	*Year & costs involved during implementation in Bn*				
			2020/ 2021	202/2021 /2	202/2022 /3	202/2023 /4	202/2024/ 5
Governance & Management	Strengthen governance management and support systems and services	Council, Top Management & Dean of students	5.277	5.541	5.818	6.109	6.414
Human Resource Capacity	Attract Develop and Retain Human Resource	Director Human Resource	33.888	35.583	39.362	42.24	45.192
Infrastructure & Facility Development	Ensure adequate infrastructure and facilities	Estates Officer	19.105	44.177	42.865	42.611	44.269
Academic programs, students & outreach services	Produce knowledgeable, skilled graduates with strong emphasis on STEM/STEI programs	Academic Registrar Faculty Deans & Directors	3.209	3.370	3.538	3.715	3.901
Research and Publications	Strengthen Research, Innovation and Publications capacity for the University	Director Research	0.600	1.050	1.103	1.158	1.216
Financial base	Diversify and improve Financial Mobilization and resource management systems	University Bursar	0.223	0.234	0.246	0.258	0.271
Total Requirement			**62.302**	**89.955**	**92.932**	**96.081**	**101.263**

4.3 Summary of the Strategic Plan Budget

Table 13: Summery of the strategic plan budget

Budget component	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Wage	33.888	35.583	39.362	42.24	45.192
Non-wage recurrent	9.309	10.2	10.71	11.24	11.8
Domestic development	19.105	16.177	13.465	11.741	11.859
External funding	0.00	28.00	29.40	30.87	32.41
Total	**62.302**	**89.96**	**92.937**	**96.091**	**101.261**

This is a consolidated summary of the overall financial plan for the period which reflects the University expenditure projections. It is based on these objectives set to achieve the desired situation of the

University. Appropriate financing modalities for the priority interventions of the plan will address the challenges of weak systems among others.

4.4 Projected Revenue Resource Envelope (MTEF Projections)

Below is the table showing budget component of the revenue sources in billion Uganda shillings.

Table 14: Projected revenue resource envelope

Budget component	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Wage	29.358	30.826	32.367	33.986	35.685
Non-wage recurrent	8.978	9.427	9.898	10.393	10.913
Domestic development	1.682	2.554	2.554	2.947	3.044
External funding	0.00	0.0	29.40	30.87	32.41
Total	**40.018**	**42.807**	**74.219**	**78.196**	**82.052**

4.5 Strategic plan financing gap

Below is the table showing the strategic plan financing gap.

Table 15: Strategic Plan Financing Gap

Budget component	2020/2021	2022/2021	2023/2022	2024/2023	2025/2024
Staff salaries	4.420	4.641	6.873	8.117	9.373
Non-wage recurrent	0.442	0.884	0.928	0.975	1.023
Domestic development	17.423	14.411	11.611	9.794	9.812
Total	**22.285**	**19.936**	**19.412**	**18.886**	**20.208**

4.6 Strategic Plan Budget by Source of Funding FY (FY2020/21–2024/25)

Table 16: Strategic Plan Budget by source

Budget Component	2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
	GOU	Donor	GOU	Donor	GOU	Donor	GOU	Donor	GOU	Donor
Wage	33.888	0.00	35.583	0.00	39.362	0.00	42.24	0.00	45.192	0.00
Non-wage recurrent	9.309	0.00	10.2	0.00	10.71	0.00	11.24	0.00	11.8	0.00
Total Recurrent	**43.197**	**0.00**	**45.783**	**0.00**	**50.072**	**0.00**	**53.48**	**0.00**	**56.992**	**0.00**
Domestic development	19.105	0.00	16.177	28.00	13.465	29.40	11.741	30.87	11.859	32.41
Grand Total	**62.302**	**0.00**	**61.96**	**28.00**	**63.537**	**29.40**	**65.221**	**30.87**	**68.851**	**32.41**
%age	100%	0%	68.9%	31.1%	68.4%	31.6%	67.9%	32.1%	68.0%	32.0%

4.7 Resource Mobilization Strategy

It will be helpful to consider the processes for implementation and achieve the financing options. These steps are not necessarily following any strict order & are not entirely separate from each other. These steps support the development of program frameworks at each level as well as programs or projects thereof.

Table 17: Resource Mobilization Strategy

Identify	Engage	Negotiate	Manage and report	Communicate results
1) Map resource partner interest **2) Identify where there is match with education comparative advantage and track record** **3) Verify resource partner in acceptable source**	1) Resource partner meeting 2) Develop advocay tools like write proposals or concept notes, project proposals and develop other communication tools eg procures, web pages etc 3) Deliver presentations to resource partners 4) Foster individual contacts.	1) Reach an agreement on joint interest. 2) Agree conditions of partnership including procedures. 3) Develop and formalize legal agreement	1) Acknowledge resource partners' contribution 2) Ensure efficient & effective operations/management of the resources. 3) Regularly report on resource Partner's contribution.	1) Disseminate information on lessons 2) Develop advocacy communication tools (brochure, web pages etc.) 3) Advocate for continued support.

The Management of the University shall appoint Resource Mobilization Committee whose mandate will be to provide a mechanism for the continual interaction with all players to ensure that the objectives of the Strategic Plan are achieved in a timely and cost-effective manner. The successful implementation of the Plan will depend not only on the availability of resources, but also on the skills, commitment and teamwork of all our stakeholders.

CHAPTER FIVE: INSTITUTIONAL ARRANGEMENTS FOR IMPLEMENTING THE PLAN

5.0 Introduction

This chapter addresses the organizational and systems for implementing the strategic plan. The chapter first discusses the implementation mechanisms and strategies for the Plan. It then addresses the critical success factors for the implementation of the plan and the roles and responsibilities of different stakeholders. Finally, the budgeting and financing mechanisms of the strategic plan are presented.

5.1 Implementation arrangements

The implementation structure will be based on the existing structures for the university and KAB Council shall put in place any other appropriate organizational (Management and implementation) structure that will effectively implement the Strategic Plan at the various levels. Generally, the structures for implementation of the strategic plan will be as follows: -

5.1.1 University Council

The University Council shall provide utmost oversight over the implementation of the Plan and its priority interventions guided by the Universities and Other tertiary Institutions Act 2001 (as amended). Its major role shall be to take policy decisions such as review of the plan, change of the strategy and actions and to take any other strategic/oversight decisions that may arise in due course of implementation of this strategic plan.

5.1.2 Committees of University Council

The University Committees shall be the immediate oversight body to guide management to ensure that all actions are implemented within the policy framework of the Strategic Plan. These Committee shall take policy decisions that will be within their powers and/or make recommendations to the University Council for final decisions.

5.1.3 The University Senate

The Senate is the technical body chaired by the Vice Chancellor which advises the University Council in taking decisions relating to all academic matters and takes all implementations decisions relating to academics. The University Senate is fully constituted to handle all academic interventions outlined in the plan.

5.1.4 University Management

The University Management shall be receiving reports from the Faculties, Administrative departments and Units for management decisions. University Management shall be receiving and reviewing all performance reports for consideration and appropriate actions on a periodic basis. University Management shall make regular follow-ups on projects and programs under implementation. University Management shall hold monitoring and evaluation retreats for all on-going interventions on an annual basis.

5.1.5 Sub-committees of University Management

The University Management shall appoint management committees for implementation of University Management decisions. The Committees shall be composed of key technical staff of the University that are capable of providing technical support in areas of specialty i.e. management, academics, finance, planning and other relevant specialties. The Committees shall recommend to University Management for appropriate action. The rationale for these Management Committees shall be for effective implementation and timely realization of results of the plan.

5.1.6 Faculties/Schools/Institutes Boards

These are academic bodies within a University which supervise teaching, learning, curriculum development and make recommendations on all academic matters for Senates or Council decisions.

5.1.7 Student Governance systems and structures

There is a strong students leadership superintend by the Guild Representative Council, Guild Cabinet, the Sports Union and other students' organizations including the academic and social clubs. These students' clubs help to strengthen their academic growth, social relationships and their welfare.

5.1.8 Staff Associations

The University staffs have three functional staff associations to take care of the interest and affairs of the academic staff, administrative staff and the support staff. These associations are instrumental in bringing together the staff to discuss issues affecting them and in advising University Management on various issues.

Different committees with their mandates as highlighted above shall take the responsibility and accountability forefront to cascade this Strategic Plan into annual operational plans and budgets. In the implementation of this Strategic Plan, KAB Council, working closely with Management shall engage the different stakeholders who have a role to play to ensure that they support the University in its strategic efforts.

5.1.9 Government structures

The structures of the Government of Uganda under the Ministries of Education and Sports, the Ministry of Finance, Planning and Economic Development, the Ministry of Public Services and the National Council for Higher Education among others will be critical for the supporting the implementation of the strategic plan.

5.2 Critical Enablers for the Success of the Plan

There a number of critical success factors for implementation of the Strategic Plan. Key among these include the following: -

1) **Political and Leadership commitment**. There will be a need for continuous political and leadership commitment to the University. This will be demonstrated through continuous provision of needed resources and support to the implementation of the Master plan.

2) **Governance and Management support**. The continuous support of the University council and all management levels will be necessary for the effective implementation of the strategic plan.
3) **Responsive management structures**. The strategic actions under each of the strategic objectives require flexible and responsible management structures.
4) **Competent and Qualified staff and support systems**. The University will need to employ competent and qualified academic and support staff for the effective implementation of the strategic plan.
5) **Stakeholder involvement**. There will be need to involve and seek the support of both internal and external stakeholders of the University.
6) **Committed academic and support staff**: The success in achieving the strategic interventions will depend on the outstanding performance and contribution of all of staff. This enabler is related to the equality and widening participation towards strategic mission. The aim is to value, support, develop and utilize the full potential of staff, working with each other across all departments, faculties and units to make KAB a stimulating and successful place to work.
7) **Expansion of Infrastructure**: High-quality infrastructure is key to enabling KAB achieve the strategic interventions. The aim is to provide a modern, efficient and stimulating working and learning environment to sustain world-class academic and support activities.
8) **Increased Resources**: Delivery of all the University's mission and objectives will dependent on the overall financial strength. The main is to maintain and enhance overall financial strength in order to deliver the strategic interventions and enhance the University's competitive position.
9) **Committed and supportive student community.** It's important to note that quality education is the most basic insurance against poverty. Education represents an opportunity. At all ages, it empowers people with the knowledge, skills and confidence they need to shape a better future. How can today's University be transformed so as it becomes an environment of teaching and learning that makes individuals lifelong learners and prepare them for the positive future

5.3 Roles and responsibilities of stakeholders

The implementation of the Strategic Plan will be undertaken within the existing institutional framework of Government. Effort will be made to strengthen all institutions and to build the required capability for the implementation of the Strategic Plan. It has to be recognized that there are institutions of Government that play a leading role in coordination of implementation, as outlined in Table 20 below. Table below identifies the key stakeholders are their roles in the implementation of the Strategic Plan.

Table 18: Roles of the key internal stakeholders

#	Internal Stakeholder	Key roles
1	Academic Staff	a) Provide quality education, research and outreach services
		b) Develop quality academic programmes
		c) Provide counseling and support services for students
2	Students	a) Pay their tuition timely and regularly
		b) Protect and promote the image of the University

		c) Participate in outreach activities
3	Support staff	**d)** Protect and promote the image of the University
		e) Facilitate the delivery of University services
#	**External Stakeholder**	**Key roles**
1	NCHE	a) Accrediting University programmes
		b) Enforce quality of programmes
		c) Publicizing KAB in various fora
2	Government	a) Allocate resources for development of infrastructure, staff development & research
3	Private sector organizations	a) Loan scheme to support students
		b) Supply of goods and services to the University
		c) Provide internship placements
4	The Kigezi Community	a) Support students to acquire education from KAB
		b) Provide accommodation for students
		c) Provide informal education
		d) Provide moral support to students
5	Professional bodies	a) Provide career guidance
		b) Support learning
		c) Quality control and assurance
6	Employers	a) Offer employment opportunities to our graduates
		b) Sponsor students and other University activities
		c) Research collaboration
7	Alumni	a) Fundraising
		b) Recruitment of new students
		c) Act as ambassadors in different regions
8	Sponsors	a) Financing
		b) Collaborations
		c) Public relations
9	Other Universities & training institutions	a) Bench marking
		b) Collaborations
		c) Peer reviews

Source: Strategic Planning Retreat Proceedings, December 2019

5.4 Sustainability arrangement

Sustainable arrangements are institutional development mechanisms put in place that meets the needs of the present without compromising the ability of the future generations to meet their own needs. Sustainable development arrangement recognizes inclusive and builds on shared success for today's population and to continue to meet the needs of future generations.

The University is in the process of developing and implementing assets and facilities maintenance and management policies. The sustainable use of infrastructure and facilities will be enforced using these policies so that there is continuous inflow of benefits to the beneficiaries. The Project Preparation Committee has been responsible for preparation, appraisal and report the investment(s) with financial implications to University Management e.g. construction of Library, Laboratories, lecture rooms and workshops which have an effect on recruitment of additional staff and procurement of education instructional materials/equipment and services. Cost centres are not allowed to engage in investments which may have financial implications to the university without approval of the University Management. However, for operation and maintenance of completed investments, it is the responsibility of the University Management that will be responsible to maintain the facility for its continuity in service delivery through Estates and Works Unit. The respective Cost Centres aim at using the investments after completion and hence sustainability with O&M plan and budget under Estates & Works Unit. Also, Infrastructures and facilities initiated and constructed by Development Partners and individuals are taken over by the University Management after commissioning and handover. However, the Council will have negotiated and agreed the way forward after completion within the MoU.

The University through the Estates and Works Committee and the University Management will develop techniques to cut down cost of maintaining the facilities annually without compromising the original design and service delivery. Focus will be put on implementing a comprehensive maintenance plan to keep all infrastructure systems and equipment functional as designed for predictable future.

i. **Institutional sustainability arrangements.** Use of MEAL (Monitoring Evaluation Accountability and Learning) framework during implementation of the plan, monitoring and evaluation activities will be conducted. Therefore, realization of outcomes for this plan will require consistent monitoring of these routine, service delivery and intermediate indicators. Discussion will be held in form of dialogue to provide accountability for actions taken. Best practices will then be documented for duplication in other similar interventions. This approach will enhance sustainability of the achievements

ii. **Partnerships and Collaborations**. The plan provides avenues for stakeholder engagements intended to supporting actions for realization of planned targets. Positive engagement will foster sustainability of the achievement of the plan within five years and beyond. Partnerships and collaborations with local, national and international institutions shall be expanded and strengthened to sustain the already achieved outputs.

iii. **Human Resource plan and recruitment arrangements**. Staff training shall increase the capacity of staff to deliver the required services leading to the realization of the planned objectives. Skills gained will therefore be used to deliver services beyond the planned period thus sustainability. The plan will also develop an annual recruitment plan to manage the staff turnover in a given financial year as well as lobby government to increase staffing from 23% to 30% level for the next 5 years.

iv. **Financial Sustainability arrangements.** The current pressures on higher education budgets and plans across Uganda make this plan a timely contribution to the ongoing debates on how to fund universities' activities, by looking in particular at the potential of complementary income

sources. Financial sustainability will depend on accountability enforcement of the institution. In order to ensure adequate funding, university management must provide the necessary financial information for accountability function and legitimate its activities. University financial sustainability forecasts based on the governmental indicative planning figures, fees collection and donor support will be paramount. However, the university will strengthen financial and administrative mandates for adequate and proper forecasts. The university shall combine together the need to provide mechanisms for an appropriate funding source, transparency, accountability and financial reporting requirements. These mechanisms include:

i) Public accountability and stakeholder for social accountability of resources. The university shall to control manage the public funds to reflect value for money. Stakeholder positions and their assessment of the reliability of financial information determine the size and nature of funding. In order to ensure continuity and stability of funding, the public university shall improve its relations with stakeholders. The university also shall build credibility with stakeholders and provide reliable financial information in order to improve stakeholder positions as the original funders of the university.

ii) Transparency and financial reporting increase stakeholder confidence. Transparency often helps build confidence with stakeholders through financial reporting that reduces community pressure on the university. To build confidence with stakeholders, the University shall provide reliable financial information.

iii) Stakeholder confidence has a positive impact on public funding. Positive attitudes of stakeholders create a supportive environment for the university to attract and increase resources from the government. This helps attract different sources of funding through improving the university's financial reputation.

iv) Revenue stability increase the financial sustainability. Stable public funding contributes to the financial sustainability of the university. The diversity of revenue sources helps the long-term financial sustainability of the university.

CHAPTER SIX: COMMUNICATION AND FEEDBACK STRATEGY

6.0 Introduction

This chapter describes strategic plan communication decision processes, process of developing a communication plan and strategies to reach university targeted audience. The chapter also highlights on the feedback strategy for KAB strategic plan.

6.1 Communication decision

The University recognizes the importance of communication as an important ingredient in performance management. It therefore intends to allow all forms of communication open to all stakeholders so that information can reach all stakeholders in the development process of the University. The University will develop and implement a communication plan to allow management implement evidence-based decisions. Communication plays an important role in initiating or accelerating the changes that are already underway as well as in reinforcing and supporting change. Effective communication can also result in supportive policies and increased resource allocation. To be an effective strategy the University will employ five Management Decisions to ensure that each stakeholder is reached and these include;

(i) **Audience:** Who needs to be reached?
(ii) **Behavior:** What change in behavior is required?
(iii) **Messages:** What messages will be appropriate?
(iv) **Channels:** Which channels of communication will be most effective in reaching your audiences?
(v) **Evaluation:** How will the success/failure of the communication strategy are measured?

6.2 Developing a communication plan

The communication plan for KAB strategy will be prepared following the steps below;

(i) Identify the purpose of your communication.
(ii) Identify your audience.
(iii) Plan and design your message.
(iv) Consider your resources.
(v) Plan for obstacles and emergencies.
(vi) Strategize how you'll connect with the media and others who can help you spread your message.
(vii) Create an action plan.

This plan will be a guiding tool to influence University stakeholder towards the implementation of its strategy focusing on the realization of the overall goal for the plan. These stakeholders will from either internal of external audience of the University for which the communication strategy targets. An effective communication plan is essential no matter how small or large the request will be. While the university has a dedicated Corporate Communications/PR department, the role of communication extends much further thus a need communication plan thus "***Time spent planning is time well spent".*** In respect for KAB strategic Plan as a form of higher education perspective, a communication plan will involve the following audiences categorized as either internal or external. These will include;

Internal	External
i. Academics	vi. Alumni
ii. Staff	vii. Parents
iii. Students (undergraduate, postgraduate and PhD)	viii. Prospective students
	ix. Prospective academics
	x. Prospective staff
iv. Boards of Governors	xi. Professional Bodies
v. Student Union	xii. Donors and prospective donors
	xiii. Funding agencies (public and private)
	xiv. Other partners or stakeholders
	xv. Higher education thought leaders
	xvi. Competitors in higher education
	xvii. News media
	xviii. Visitors and the general public

With the increasing use of open social media platforms, for example WhatsApp, Facebook and Twitter, it is wise to remind ourselves that no matter who the intended audience is. The information shared through these channels can be found and read by anybody. It's important that communication to any audience, require to develop and implement a clear communication plan.

6.3 Strategic Plan Communication strategies

The following strategies will be employed;

a) The official launch of the strategic plan will be carried out in a ceremony of which key stakeholders are invited.
b) The Strategic Plan will be accessible from the University website.
c) Stakeholder forums will be organized to discuss the various components of the plan.
d) The Strategic Plan will be availed to the stakeholders through brochures, University documentaries and the complete Strategic Plan document.
e) Development and disseminate the popular version of the strategic plan.

In a bid to achieve the above, the University will strengthen public relations and communication department between Local Communities, Regional, National and International stakeholders through the coordination of approach.

6.4 Communication approaches to reach the beneficiaries and public

During implementation, the University stakeholders shall use the following approaches to reach the target audience using any or all of the following;

a) Organizing both formal and informal meetings for selected stakeholders
b) Using effective e-mail communication
c) One on one communication
d) Trainings and visual presentations

e) Calling for feedback especially using direct communication and suggestion boxes
f) Scheduling of messages to avoid repetitions

CHAPTER SEVEN: RISK MANAGEMENT OF THE PLAN

7.0 Introduction

The Strategic Plan has incorporated a risk management plan that spells out the key risks areas that may appear during implementation and the mitigation measures that will be undertaken to ensure there is no plan implementation setback. Risk analysis will be done to determine the impact of the risk and to understand the link between the risk and different factor within the University. Also, to determine the severity and seriousness of the risk, it is necessary to see how many business functions the risk affects. During this planning a risk matrix was used during risk assessment to define the level of risk by considering the category of probability or likelihood against the category of consequence severity. This is a mechanism used to increase visibility of risks and assist management decision making. University Risk Management ensures to protect the physical, human and financial resources of the University while reducing exposure to risk.

7.1 Objectives of risk analysis

1) To establish the areas of risk with the University;
2) To establish the controls in place to address those risks and review their adequacy;
3) To check whether the University's regulations and procedures together with the relevant laws are being followed;
4) To make recommendations where weaknesses or inefficiencies are observed.

Table 19: Detailed risk assessment results

Risk Area	Sub-Risk Description	Impact	Ranking	Potential Root Causes	Mitigation Measures	Additional Mitigation Measures
Mismanagement of examinations and results	Mismanagement of results	i) Costs of tracing results ii) Inconsistence in examination results iii) Loss of results iv) Lost reputation. v) Effect on Non-Tax Revenue.	High	i) Data loss due to the incomplete implementation of systems. ii) Corrupting systems.	i) Complete systems implementation and up date. ii) Stringent results management policies. iii) Use of passwords to control information.	i) Hold consultative meetings with employees handling results. ii) Constant monitoring of the computerized system to avoid loss of results.
	Examination leakage	i) Poor grades awarded ii) Poor public image iii) Loss of trust by students	High	i) Inadequate supervision of students during exams. ii) Inadequate teaching during the semester.	i) Availability of benchmarks to assess course content and delivery of knowledge. ii) Availability of incentives to staff for examination supervision iii) Punishments to offenders to deter exam leakage in place iv) Availability of guidelines to handle exams	i) Hold consultative meetings with employees handling exams ii) Enhanced guidance on handling of exams by staff
	Mismanagement of setting of exams	i) Poor quality grades awarded. ii) Setting substandard exams. iii) Setting exams above the course requirements. iv) Poor public image in case students do not perform as expected at the place of work.	High	i) Unwillingness of lecturers to set standard exams ii) Leakage of exams. iii) Inadequate examinations assessment. iv) Ineffective examination handling systems. v) Desire to collect money from students.	i) Stringent exam management systems. ii) Involvement of independent Examiners iii) Disciplinary action.	i) Continuous assessments in reference to exams

Risk Area	Sub-Risk Description	Impact	Ranking	Potential Root Causes	Mitigation Measures	Additional Mitigation Measures
Failure to complete projects on time	Delayed project completion.	i) Reputation damage ii) Increased project costs arising from delayed contracts. iii) Crippled University activities	High	i) Failure to adhere to stipulated timelines in contracts. ii) Lack of capacity to do the work. iii) Inadequate funding. iv) Delayed payments to the Contractors. v) Incidentals in contract implementation.	i) Sticking to contract terms and conditions. ii) Evaluating bidders to have those with capacity. iii) Engaging the MoFPED for timely funding. iv) Payment of contractors on time.	i) Proper costing of contract works. ii) Benchmarking on how others in the industry implement contracts.
Computerized systems	Outstanding systems challenges; (IFMS and AIMS).	i) Untimely response to system challenges. ii) Time wasting in trying to access the system. iii) Unnecessary work overload to the finance department.	High	i) Slow internet connectivity. ii) Slow data capture due to inadequate systems training. iii) Low response from the service providers	i) Continuous staff training. ii) Purchase of powerful equipment for example the boarder router and access switches. iii) Finalization of bank integration. iv) Liaising with the service provider. v) Extension of the system to all University departments.	i) Proper data entry
	Lack of an ICT Policy	i) Critical data lost ii) Crippled operations.	High	i) Power surges. ii) Unauthorized access. iii) Viruses. iv) Critical data on users' computers isn't backed up.	i) Protection from power outages (UPS). ii) Anti-virus software on all computers. iii) Compliance to ICT and HR policies.	i) Adequate staffing of the ICT department

Risk Area	Sub-Risk Description	Impact	Ranking	Potential Root Causes	Mitigation Measures	Additional Mitigation Measures
Non-compliance to statutory obligations	Non-compliance with Statutory body's requirements	i) Reputation damage. ii) Increased cash outflows as result of penalties and interest.	Moderate	i) Inappropriate interpretation of the law. ii) Failure to meet statutory deadlines. iii) Inadequate information provided for tax purposes. iv) Inaccurate computation of figures.	i) Continuous consultations with Statutory bodies on potential compliance matters ii) Continuous Professional Development on the Statutory Body's requirements	i) Continuous dialogue with Statutory Bodies especially where the provisions of the law are not clear
Inadequate research and publications	Inadequate research and publications	i) University status/recognition will be affected. ii) Failure to attract research funds from donors.	Moderate	i) Unwillingness by staff to carry out research and publish. ii) Inadequate research funds. iii) Staff comfort zone.	i) Compulsory measures on research and publications. ii) Annual plan/budget for research. iii) Setting up a research committee.	i) Sensitize staff on the benefits of research ii) Develop monitoring and evaluation guidelines iii) Develop the research and innovation policy
Human resource management	Inadequate performance	i) Production of ill-equipped graduates.	High	i) Inadequate appraisal system. ii) Lack of recognition of best performing staff. iii) Inadequate supervision. iv) Inadequate training. v) Lack of departmental reports.	i) Maintaining an updated HR Manual and communication of the HR guidelines to all staff ii) Reward staff based on performance. iii) Adherence to NCHE guidelines.	i) Provide sufficient orientation and training to new and existing staff respectively. ii) Adherence to the University's HR manual. iii) Adherence to other statutory laws on employment.

Risk Area	Sub-Risk Description	Impact	Ranking	Potential Root Causes	Mitigation Measures	Additional Mitigation Measures
Inappropriate management of finance	Inappropriate management of finance	i) High finance costs. ii) Failure to achieve strategic objectives. iii) Inadequate funding. iv) Fines and penalties	Moderate	i) Laxity on lobbying for Government funds. ii) Non-adherence to the Financial and Accountability Act, 2015. iii) Non-adherence to standing orders.	i) Adherence to the relevant laws on financial management. ii) Timely preparation of Financial Statements.	i) Sticking to proper accountability.
Strategic Planning	Inability to clearly communicate the long-term goals and strategies to all stakeholders	i) Undesirable network growth ii) Poor service delivery iii) Insufficient use of resources	Moderate	i) Inability to dedicate adequate time to the strategic planning process.	i) Strategic plans developed and translated into annual work plans	i) Inclusion of key activities in the strategic plan activities time lines for each key activity. ii) Carry out process mapping for the entire organization.
Procurement mismanagement	Noncompliance with PPDA.	i) Sanctions by Public Accounts Committee. ii) Misuse of resources. iii) Lost reputation.	High	i) Inadequate staffing. ii) Poor geographical location. iii) Strategic nature of procurements. iv) Inadequate training on PPDA.	i) Training staff on PPDA guidelines. ii) Meeting staffing requirements. iii) Seeking guidance on some complex procurements.	i) Transparency in the bidding process. ii) Bench marking.
Misuse or misallocation of assets.	Loss or misuse of assets.	i) High costs of replacement. ii) Sanctions by PPDA.	High	i) Poor assets management. ii) Inadequate update of the fixed assets schedule. iii) Poor storage of assets.	i) Proper storage of the fixed assets. ii) Updating of the fixed assets schedule. iii) Engraving of assets.	i) Recovery of University assets from the neighborhood.

Risk Area	Sub-Risk Description	Impact	Ranking	Potential Root Causes	Mitigation Measures	Additional Mitigation Measures
Stores mismanagement	Misuse of stores.	i) High costs to the University. ii) Use of poor quality products. iii) Crippled University operations. iv) Obsolescence of stocks.	Moderate	i) Fraud. ii) Connivance with suppliers. iii) Inadequate staffing. iv) Inadequate stores supervision. v) Inadequate stock taking.	i) Monitoring and supervision. ii) Staffing. iii) Stock taking on a regular basis. iv) First In First out (FIFO)	i) Just In Time Management. ii) Disposal
Inadequate University Funding in relation to	Slow physical development.	i) Increased student enrolment with inadequate physical infrastructure.	Moderate	i) Inadequate lobbying for donations ii) Inadequate staffing.	i) Staffing	i) Increased lobbying
Noncompliance with NCHE requirements	Non-compliance with NCHE requirements.	i) Reputation damage. ii) Penalties including teaching of certain courses.	High	i) Failure to meet NCHE deadlines. ii) Non-conformity to standards set by NCHE.	i) Compliance with the NCHE education standards. ii) Seeking guidance where possible.	i) Bench Marking
Inadequate land for expansion	Lack of space.	i) Increased growth with no land for expansion. ii) Scattered University branches.	High	i) Political influence. ii) Inadequate lobbying for land. iii) Inadequate funds to buy land.	i) Lobbying for funds to purchase land. ii) Requesting Government to provide land. iii) Partnership with individuals who have land around the campus for expansion.	i) Building in space
Litigation	Probability of litigation.	i) High costs to the University.	High	i) Non-adherence to the law and other regulatory guidelines. ii) Misinterpretation and misuse of the Law.	i) Consultation with experts in law. ii) Avoiding actions that can cause litigation.	i) Adherence to all relevant laws applicable to a University.

Risk Area	Sub-Risk Description	Impact	Ranking	Potential Root Causes	Mitigation Measures	Additional Mitigation Measures
Sexual harassment	Reputation damage	i) Effect of quality. ii) Sexually Transmitted diseases. iii) Reputation.	Moderate	i) Desire for marks by students who don't mind about studies. ii) Staff sexual desires. iii) Ignorance. iv) Urge to spread HIV.	i) Stringent policy on sexual harassment. ii) Counselling and guidance. iii) Sex education to students. iv) Disciplinary actions.	i) Students' awareness of such acts.
Poor communication and information flow.	Informal information flow.	i) Belief in lies. ii) Tears apart friendship and leads to poor working relations. iii) Informal communication is punishable. iv) Reputation damage.	Moderate	i) Personal issues and challenges. ii) Cultural diversity.	i) Creation of a communication environment. ii) Keeping communication constant. iii) Avoiding over communication.	i) Listening

CHAPTER EIGHT: MONITORING AND EVALUATION FRAMEWORK

8.0 Introduction

The overall objective of the Monitoring and Evaluation (M&E) Strategy is to support coordination of Faculties, Departments, Units and other stakeholders in undertaking monitoring and evaluation of the Strategic Plan. The M&E strategy will guide generation of data for: (i) evidence-based planning; (ii) accountability; (iii) monitoring policies and programmes; (iv) institutional learning through data utilization and sharing; and (v) decision making through measuring the performance, outcome and impact of development Interventions.

The Strategic Plan tracking will focus on monitoring and evaluation function on the agreed set of expected results. The concern will therefore be on what we set out to achieve as opposed to what we set out to do. The plan tracking system will be based on quarterly and annual reports. Both qualitative and quantitative indicators of monitoring the results as stipulated in the Strategic Plan will be generated and complemented with:

a) **Quarterly meetings with stakeholders** including the MoES and MoFPED to discuss progress of planned results
b) **Annual staff and Council retreats** to build a dynamic team and review policy directions and performance (bi-annually).
c) **Annual strategic planning convention** to rollover the plan while mainstreaming lessons learnt and uptake new emerging challenges.
d) **Mid-term evaluation.** After two and half years of implementing the plan, a midterm evaluation will be internally carried out.
e) **Terminal evaluation.** The University envisages conducting a participatory summative evaluation during the final year of the Strategic Plan. This will be based on key indicators detailed in the M&E framework.

The success of the set targets and tracking the progress will depend on the concerted efforts put in place and coordination mechanism between Planning Unit and University Management. Management will provide an oversight role to ensure required information is available whenever needed.

8.1 Progress reporting

Periodic reports in form of Quarterly, bi-annual and annual report will be used to report on the milestone/output, current status, modified course of action, description and justification for the change, and comments regarding progress. The progress reports will be in line with each objective and results area**.** Key milestone deviation, the next course action, plans for next reporting period, risks and sustainability issues, lessons learned and results summary will all be documented and reported on using an annual monitoring tool. It also a good practice to document and replication in other but related strategic actions for future development of the University.

The plan details the strategic objectives, actions and set targets to be achieved in the period of five year from which workplans and budgeting will be based on for purposes of operationalizing the

plan. These workplans and budgets will be prepared to guide university short term and medium-term interventions.

8.2 Department Performance and Annual Review

Annual work plans and budgets will be prepared to guide implementation. Progress indicators will therefore be used to track progress of implementation. Progress performance reviews on each indicator will be conducted every year for the next five years of implementation.

8.3 Midterm Evaluation of the Plan

Midterm review after the $2\frac{1}{2}$ years of progressive implementation will be conducted to assess the midlevel achievement of the set target. This will inform the midterm achievements on the set targets of the plan. The process will be coordinated by the University Planning Unit and will take consideration of all the Faculties and Administrative Departments involved in the implementation of the plan including other key stakeholders in the University. The midterm review results will inform the next planning period taking consideration of the lessons learnt during the implementation.

8.4 End Term evaluation of the Plan

The University shall conduct final evaluation of the plan. This will entail analysis of the indicators achieved against the set targets. A further will be conducted to assess financial and human resources in delivering the outputs so that any variances can be documented.

8.5 Monitoring and Evaluation Results Framework

Table 20: Monitoring and Evaluation Results Framework 2020/2021 – 2024/2025

Strategic Intervention	Output	Output / performance Indicator	Baseline 2020	Target					Means of verification	Assumptions
				2020/21	2021/22	2022/23	2023/24	2024/25		
SO 1: To strengthen Governance, Management and Support systems and services										
1.1 Developing, reviewing and implementing appropriate policies and frameworks	Governance policies developed. Policies reviewed	1.1 Number of policies and Framework Developed and Implemented	**10**	**2**	**2**	**2**	**2**	**2**	Management minutes Council minutes.	Supportive university environment. Motivated staff.
1.2 Developing governance and management performance systems	Management performance system developed	1.2 Number of governance and management performance systems Developed	**5**	**1**	**2**	2			Performance report. Management minutes University ranking.	Continuous flow of resource Motivated staff.
1.3 Promoting efficiency and effectiveness in governance and management processes	Management structure developed.	1.3 Developing management structure / Efficiency governance and management processes	**0**	**1**					Performance report. Management minutes	Supportive systems Motivated staff.

1.4 Strengthening delivery of support services	Delivery of support services strengthened	1.4 Number of delivery support systems strengthened	**5**	**1**	**1**	**1**	**1**	**1**	Performance report. Management committee minutes.	Continuous flow of resources. Motivated staff.
1.5 Building governance and management capacity	University management team trained	1.5 Number of governance and management capacity trainings conducted	**9**	**2**	**2**	**2**	**2**	**1**	Performance report. M&E reports. University management minutes.	Capacity transferred. Motivated staff
1.6 Strengthen student Governance and management systems	student Governance and management systems strengthened	1.6 Number of student leaders' trainings conducted	**4**	**1**	**1**	**1**	**1**	1	Performance report. M&E reports. Guild students reports	Supportive students. Motivated staff.
1.7 Developing and implementing behavior change interventions	Behavior change interventions developed and implemented	1.7 Number behavior change interventions developed and implemented	**0**	**1**	**1**	1			Performance report. M&E reports. Management committee minutes.	Supportive university environment Motivated staff

									Guild students reports	
SO 2: To Attract, develop and retain competent and motivated human resources.										
2.1 Developing and Implementing merit-based recruitment, promotions, and retention systems	HR merit-based recruitment, promotions, and retention systems developed and implemented	2.1 Number of merit-based recruitment, promotions, and retention systems developed and implemented	**0**	**1**	**1**	1			Performance report. Appointment Board minutes HR reports. Management committee minutes.	Increased staff retention. Motivated staff.
2.2 Engaging in staff Development and capacity building initiatives	Staff capacity building development supported.	2.2 Number of staff engaged in staff development and capacity building initiatives	**0**	**10**	**10**	**10**	**10**	**10**	Performance report. Staff development committee minutes. HR reports.	Continuous flow of resources. Motivated staff. Council support.
2.3 Providing adequate tools and equipment to facilitate staff performance	Staff performance facilitated with adequate tools	2.3 Proportion of required tools and equipment provided to	**50%**	**50%**	**50%**	**50%**	**50%**	**50%**	Estates & works reports. Management minutes.	Regular needs assessment of offices.

		facilitate staff performance								Motivated staff.
2.4 Encouraging innovativeness and talent identification	Innovativeness and talent identification promoted	2.4 Number of rewards offered to staff innovativeness	**0**	**2**	**2**	**2**	**2**	**2**	Performance report. Management minutes.	Available tools to use Motivated staff.
2.5 Developing and implementing a robust performance management system	Performance management system developed and implemented	2.5 Number of performance management system developed and implemented	**0**	**2**	**2**	**1**			Performance report. Council minutes Management minutes.	Flexible management styles Motivated staff.
2.6 Competitive remuneration systems and processes	%age of salary top-up awarded to staff	2.6 %age of salary top-up awarded to staff	**0**	**15%**	**15%**	**15%**	**15%**	**15%**	Budget Performance report. Payment vouchers.	Supportive council & management Motivated staff.
2.7 Developing and implementing a biological scheme for children and spouses	Biological scheme for children and spouses developed and implemented	2.7 Biological scheme for children and spouses developed and implemented	**0**				**1**		Performance report. HR reports. Management committee minutes.	Supportive council & management Motivated staff.
2.8 Developing and implementing health insurance policy and schemes	Health insurance policy and schemes developed and implemented	2.8 Health insurance policy and schemes developed and implemented	**0**				**1**		Performance report. Management	Supportive council & management Motivated staff.

									committee minutes.	
2.9 Encouraging staff savings welfare development schemes	Staff savings scheme developed	2.9 Staff savings welfare scheme developed	**0**			**1**			Performance report. Management committee minutes. HR Repots	Supportive council & management Motivated staff.
SO 3: To ensure adequate infrastructure and facilities										
3.1 Implementing the University Master and Infrastructure Plan	University Master and Infrastructure Plan implemented	3.1 University Master and Infrastructure Plan implemented	**2**		**1**	**1**			Performance report. Management committee minutes. Council minutes	Plans followed & implemented. Supportive government
3.2 Lobbying Government and development partners for increased resources	Government and development partners engaged for increased resources	3.2 Number of partners lobbied for increased resources	**0**	**1**	**1**	**1**	**1**	**1**	Performance report. Management committee minutes. Council minutes	Supportive council Supportive Implementing partners

3.3 Developing and implementing assets and facilities maintenance and management policies and systems	Assets and facilities maintenance and management policies and systems developed and implemented	3.3 Assets and facilities maintenance and management policies and systems developed and implemented	**0**		**1**				Budget performance reports Management committee and Council minutes.	Continuous flow of resources. Supportive council
3.4 Developing and implementing an Asset management strategic Plan	Asset management strategic Plan developed and implemented	3.4 Asset management strategic Plan developed and implemented	**0**		**1**				Budget performance reports Management committee and Council minutes.	Continuous flow of resources. Supportive council
3.5 Encouraging Public private partnerships in infrastructure and facilities development	Public private partnerships in infrastructure and facilities development initiated	3.5 Public private partnerships in infrastructure and facilities development initiated	**0**		**1**				Performance report. Management committee minutes.	Supportive Implementing partners Supportive council
3.6 Expand ICT and internet connectivity infrastructure	ICT and internet connectivity infrastructure in the 3 campuses expanded	3.6 ICT and internet connectivity infrastructure in the 3 campuses expanded	**3**	**3**					Performance report. Management	Supportive ICT policy environment Supportive council

									committee minutes. ICT committee minutes	
SO 4: To produce knowledgeable, skilled graduates with strong emphasis on STEM/STEI programs										
4.1 Developing new and continuously reviewing academic programmes	New STEM/STEI academic programmes developed	4.1 New STEM/STEI academic programmes developed and reviewed	**10**	**4**	**4**	**4**	**3**	**2**	AR reports NCHE programme accreditation report Senate minutes	Motivated staff. Supportive Government
4.2 Strengthening post graduate training, research and publications systems and processes	Post graduate training, research and publications systems and processes developed and implemented	4.2 Number of post graduate training, research and publications systems and processes strengthened	**3**	**1**	**2**				Performance report. DR&P reports University ranking Senate minutes	Supportive community. Supportive Government
4.3 Partnering with the industry in the design and implementation of academic programmes	Partnerships with the industry in the design and implementation of academic programmes established	4.3 Number of Partnerships with the industry in the design and implementation	0		**2**	**2**			AR Reports M&E Reports	Supportive council policy Supportive private sector partners

		of academic programmes							An independent survey	
4.4 Improving academic process management systems	controls for Improving academic process management systems developed	4.4 Number of controls developed for Improving academic process management systems	**5**	**2**	**1**	1	1		AR Reports M&E Reports Performance reports	Continuous flow of resources. Supportive council
4.5 Embracing the use of technology in academic processes	Use of technologies in academic processes implemented	4.5 Number of technologies used in academic processes	**1**	**1**	1				AR Reports M&E Reports Performance reports	Continuous flow of resources. Supportive council
4.6 Developing and implementing modern teaching and learning approaches and methodologies	Approaches and methodologies for modern teaching and learning developed and implemented	4.6 Number of approaches and methodologies for modern teaching and learning developed and implemented	**0**	**2**		**2**			AR Reports M&E Reports Performance reports	Continuous flow of resources. Supportive council
SO 5: To strengthen research, innovation and publications capacity of the University										
5.1 Developing and implementing	Research and publication policies	5.1 Number of research and	**1**		**1**	1			M&E Reports	Functional research

research and publication policies and frameworks	and frameworks developed and implemented	publication policies and frameworks developed and implemented							Management minutes Senate minutes DR&P reports	ethics committee. Supportive council
5.2 Developing and implementing University research agenda	Research agenda developed and implemented	5.2 University research agenda developed and implemented	**0**	**1**					Senate minutes Performance reports DR&P reports	Functional research ethics committee. Supportive council
5.3 Development and implement knowledge generations and dissemination systems	Knowledge generations and dissemination systems developed	5.3 Number of knowledge generations and dissemination systems developed and implemented	**0**		**1**	**2**			M&E Reports Management minutes DR&P reports Senate minutes	Functional research ethics committee. Supportive council
5.4 Strengthening postgraduate and academic research, publication and dissemination	Policies and frameworks to strengthen postgraduate and academic research developed and implemented	5.4 Number of policies and frameworks developed to strengthen postgraduate and academic research, publication and	**0**	**1**		**2**			M&E Reports Management minutes DR&P reports Senate minutes	Functional research ethics committee. Supportive council

		dissemination processes								
5.5 Strengthening Grant writing and consultancy management capacities	Policies, frameworks and regulations for strengthening Grant writing developed. Research grant management policies developed and implemented	5.5 Number of competitive policies, frameworks and regulations for strengthening Grant writing and management capacities	**0**	**1**	**1**	**1**	**2**		Management minutes Performance reports DR&P reports	Supportive staff. Supportive council Functional research ethics committee.
5.6 Strengthening partnerships and collaborations	Partnerships and collaborations developed	5.6 Number of partnerships and collaborations developed	**0**	**1**	**1**	**1**	**1**	**1**	Management minutes Performance reports DR&P reports	Supportive council Supportive private sector partners
5.7 Strengthening the directorate of research and publications	Interventions for strengthening directorate of research and publications developed	5.7 Number of interventions for strengthening directorate of research and publications developed	**0**	**2**	**3**				M&E Reports Management minutes DR&P reports Senate minutes	Continuous flow of resources. Supportive council Functional research ethics committee.
5.8 Organizing and supporting hosting and attendance of	Hosting and or attending Local and international	5.8 Number of conferences	1			**1**	**1**		M&E Reports	Continuous flow of resources.

local and international conferences	conferences supported.	supported and hosted							Management minutes DR&P reports	Supportive council
SO 6: To diversify and improve financial resource mobilization and resource management systems										
6.1 Developing and implementing resource mobilization strategy	Resource mobilization strategy developed and implemented	6.1 Number of resource mobilization strategy developed and implemented	**1**	**1**					M&E Reports Management minutes Finance management committee Council minutes	Continuous flow of resources. Supportive council
6.2 Establish and strengthen the Grants office of the University	Grants office Established	6.2 Grants office Established and strengthened	**0**	**1**					M&E Reports Performance reports Management minutes	Continuous flow of resources. Supportive council
6.3 Developing and implementing an incentive policy for grant writing.	Incentive policy for grant writing developed and implemented	6.3 Incentive policy for grant writing developed and implemented	**0**	**1**					M&E Reports Performance reports Minutes for council	Continuous flow of resources. Supportive council

6.4	Developing and implementing resource utilization and accountability structures processes and frameworks	Resource utilization and accountability structures processes and frameworks developed and implemented	6.4	Resource utilization and accountability structures processes and frameworks developed and implemented	0		**1**	**1**	**1**		Management minutes Performance reports Minutes for council	Continuous flow of resources. Supportive council
6.5	Developing and implementing an international student recruitment strategy	International student recruitment strategy developed and implemented	6.5	International student recruitment strategy developed and implemented	**0**	**1**					Management minutes Performance reports Council minutes AR reports	Continuous flow of resources. Supportive council
6.6	Encouraging joint research collaborations	Joint research collaborations established	6.6	Number joint research collaborations established	**0**	**2**	**2**	**2**	**2**	**2**	Performance reports Management minutes DR&P reports	Continuous flow of resources. Supportive private sector
6.7	Establishing special chairs and an endowment fund	Special chairs and an endowment fund established	6.7	Number special chairs and an endowment fund established	**0**	**2**	**2**	**1**			Performance reports Management minutes Council minutes	Continuous flow of resources. Supportive private sector

6.8	Establishing income generating enterprises.	Income generating enterprises established	6.8	Number of income generating enterprises established	**0**		1				Performance reports Management minutes Council minutes	Stable business performance Supportive private sector

CHAPTER NINE: PROJECT PROFILES

9.0 Kabale University infrastructure development project

Ths chapter gives the infrastructure development profiles the university intends to implement in the medium term. The investment profiles contain the details required for the University to put in place before the imvestment start.

Table 21: Kabale University infrastructure development project

Kabale University Infrastructure Development project	
PROJECT SUMMARY	
Project Title	Kabale University Infrastructure Development project
NDPIII Program	Human Capital Development Programme
Sector	Education and Sports
Sub sector	Higher Education
Vote	307
Vote Function	Support to Kabale University Infrastructure Development
Vote Function Code	1418
Implementing Agency	Kabale University
NDP PIP Code	
MFPED PIP Code	00001-307-07
NDP Programme	Human Capital Development Programme
Project Title	Kabale University Infrastructure Development project
Location	Kabale University, Kabale municipality Kabale District
Estimated Project Cost	28,000,000,000
Total expenditure on project related interventions up to start of the next NDP	N/A
Current stage of project implementation at commencement of the next NDP	At pre-Feasibility study phase
Funding gap at commencement of the NDP	N/A
Project Duration/Life span (Financial Years)	The project will take five years starting from 2021/2022
Date when the project is planned to end	2025/2026
Officer Responsible	University Secretary
Already existing in the NDPI	No
Already existing in the NDPII	No
Already existing in the NDP III	Yes
PROJECT INTRODUCTION	
Problem Statement	More than 50% of Uganda's population is in the age bracket 15-34 years. Just like in any other underdeveloped country, most of the youth in Uganda lack critical skills needed to spur industrialization. This population have inadequate appropriate skills, including university graduates, are either unemployed or underemployed in the informal sector. This situation has in part contributed to the phenomenon of surplus youth labour. Uganda's abundant unskilled youthful population is a challenge for the realization of the demographic dividend and could also pose a serious security risk if this abundant and redundant energy is not tapped.

There is a reason to believe that the part of the failure to attain the human capital development targets under the Millennium Development Goals (MDGs) which is the predecessor to the SDG and NDPII and other development objectives such as Innovation, Technology Development and Adoption, and Argo-Industrialization in Uganda, lies in the low infrastructure and operations funding of public universities by the government of Uganda. The trend in production of low knowledge, low skills, uncompetitive and under-qualified graduates will continue unless deliberate action to improve teaching and learning and research infrastructure.

In the Uganda vision 2040, it is noted that developing the human resource capital especially the youth with relevant scientific skills in fields of medicine, engineering and basic sciences is a prerequisite to transform Uganda to a middle income industrial led economy. NDPIII has highlighted that Human Capital Development remains one of the key areas holding back Uganda's social and economic transformation. For example, the number of doctors and engineers with skills are too few in Uganda. The doctor population-ratio in Uganda is estimated at 1 per 10,000 population and that of engineer-population ratio is estimated at less than 1 per 10,000 population. Additionally, investment in research infrastructure and research operations have also been identified as one of the key factors contributing to the low contribution of Ugandans to the knowledge economy, innovation and adoption of technologies for industrialization.

In Uganda, there are a limited number of institutions with capacity to produce highly skilled professionals in the above fields. For example, Mbarara University has capacity to produce related professionals, but the scope is limited to medicine and not able to produce engineers that are currently on demand. Makerere University has a Faculty of Engineering capable of producing skilled manpower but given the population of the country, the number of professionals is still very low to be spread all of the country. It is also very difficult for students in other regions of Uganda interested in being engineers or doctors to gain placements at Makerere University to train in these professional areas. It is with this background that alternative training institutions with requisite infrastructure and facilities are required to contribute to alleviating the shortage in critical skills professions.

Kabale University was gazetted as public university with limited, inappropriate and old infrastructure and a very small development budget. The privilege to become a public university was advised by the University Visitor on the premise that the University would focus on basic and applied sciences. The Visitor also reemphasized this approach and further pledged to support the establishment of science infrastructure. Kabale University has unintegrated infrastructure given the background of inheriting infrastructure of the Native colonial administration from the Kabale District Local Government. The infrastructure is not ergonomically organized for efficiency and productivity. In addition, the working space for science-based programmes such as technology and engineering students is increasingly becoming small due to the increase in enrollment and are not only unsuitable, but also compromises the safety standards for a workplace in a workshop or library for students. The lack of or inappropriateness of the infrastructure does not allow the sufficient incorporation and implementation of practical work-based training as a form of preparation for the world of work.

	The library is the center of all university academic programmes. It enables the university community access the latest information and use them in the process of teaching and learning and research. Currently, the Main University Library is scattered in three buildings. The space provided in these buildings can accommodate only 675 people. Because the buildings were not designed for a library, it cannot be optimally resourced and used by staff and students. The Faculty of Engineering, Technology, Design and Fine Art is operating in old, inappropriate and refurbished facilities inherited from the Kabale Local Government. These facilities are inadequate in terms of space for lecture rooms and staff offices. The faculty workshop is also small and not equipped to provide the recommended hands on skills training. Despite the continued annual government infrastructure support amounting to UGX 600,000,000, which is used to provide basic equipment's, furniture and fittings to refurbish rooms, Kabale University cannot provide the required facilities to meet the current library service needs of the whole university community. The university cannot also provide the programme needs of all academic programmes on offer at the Faculty of Engineering, Technology, Design and Fine Art. Despite the various approaches used, the inadequacy of infrastructural facilities at the University is evidence and is indeed extremely high. The low funding for capital investment in the University since becoming a public university has led to an infrastructural gap for teaching and learning and research and skills development. The number of students interested in science programmes especially engineering has also grown since the inception of these programmes. However, the infrastructure facilities and working space appropriate for science led education have not been put in place to provide modern skills and knowledge-edge to students. The university has been forced to rent facilities and use tents as a measure to provide space for teaching and learning. In order to fill this gap, Kabale University is seeking the support of the government of Uganda to the amount of 28 billion to establish the two facilities to enable it fulfill its vision to be "**A sustainable vibrant centre of excellence in teaching, learning, research and community services in the Great Lakes Region and beyond**". This particular request is to focus on the construction of the Main University Library and give a home to the Faculty of Engineering, Technology, Applied Design and Fine Art. The support Kabale University is seeking will contribute to three of the six strategic pillars of the University Strategic Plan. These are: "improved infrastructure and facilities, improvements in programme delivery and student services and increased research, innovations and publications" in a bid to improve the infrastructure base in the next five years. Furthermore, the infrastructure is expected to motivate students, academics and administrative staff of university and enable them to become more productive.
Situation Analysis	The nature of infrastructure for Engineering and Library requirements, space needed for Faculty of Engineering, Technology, Applied Design and Fine Art as well as the University library requirements. At Kabale University, teaching and learning activities take place in remodelled and refurbished old and dilapidated buildings inherited from the Kabale District Local Government. In 2019, the University completed a two-storey

general lecture block with a sitting capacity of 900. Despite this added space, the available buildings are inadequate to provide lecture space that can accommodate students during lectures. To supplement on the available space, the University is hiring a church hall belonging to Kikungiri Church of Uganda. Additional space for lectures is provided under tents the university procured to cover shortfalls in lecture rooms. The lecture room space at the Nyabukoni campus where the FETADA is located is no different from that on the main campus at Kukungiri hill. The buildings housing FETADA are also old and dilapidated buildings inherited from the Kabale District Local Government. From the remodeled and refurbished buildings, it was able to create at the engineering campus measuring 66m2, 219m2 and 296m2 for lecture, laboratory and workshops space respectively. In addition, in 2019, the university completed a two 7 stance water born toilet at the campus. The current space capacity at the Nyabuko campus of engineering is presented in Table 1:

No	Infrastructure	Nature of infrastructure	Total needed space	Available space	Short fall	% Shortfall
1	Engineering	Lecture Space	8,032	66	7,966	99
		Laboratory Space	2,247	219	2,028	90
		Workshops	837	296	541	65
4	Library	Library Space	4,376	675	3,701	85
		Totals	**15,492**	**1,256**	**14,236**	**92**

Source: University Estates Office August, 2020 (Master Plan)

Ongoing interventions (include figures to support the achievements of outputs and budget allocations)	Project execution has not commenced and a proposal was developed and approved by the Development Committee (DC) of Ministry of Finance, Planning and Economic Development and now at pre-feasibility study.
Challenges	Project development cycle is still ongoing and awaiting submission, discussed and approval by Development Committee (DC) of Ministry of Finance, Planning and Economic Development.
Relevance of the project idea	The investment to construct the University Main Library at the main campus on Kikungiri Hill and an Engineering Complex at Nyabukoni campus, both at Kabale

University is therefore directly relevant and shall contribute directly to Human Capital Development (HCD) of Uganda as outlined in programme 12 of the NDPIII. The investment will contribute to producing knowledgeable, skilled and competitive graduates in Agriculture and Agribusiness; Computing, Library and Information Sciences; Engineering, Technology, Applied Design and Fine Art; Science Education; Human Medicine; Economics and Business Sciences; Arts and Social Sciences and Language Studies. The project will also increase the capacity for research and innovation activities at Kabale University.

The goal of HCD programme is to improve productivity of labour for increased competitiveness and better quality of life for all. The knowledgeable and skilled human resource that will be produced from the requested investments has a number of beneficial multiplier effects that are important in the attainment of other programmes areas of the NDPIII. These include: i) programme 1 with the goal to increase commercialization and competitiveness of agricultural production and agro-processing; ii) programme 2 on mineral development objective 2 which aims to "increase adoption and use of appropriate and affordable technology along the value chain; iii) programme 6 on private sector development objectives 2 and 5 which aim to promote local content in public programmes and strengthen the organization and institutionalization of the private sector to drive growth respectively; iv) programme 7 on manufacturing objectives 2 which aims to increase value addition for import substitution and enhanced exports; v) programme 10 on sustainable energy development with the goal to increase access and consumption of clean energy; and vi) programme 14 on innovation, technology development and transfer with the goal to increase the application of appropriate technology in the production and service delivery processes through the development of a well-coordinated STI ecosystem.

The project is also relevant to SDG 4, which focuses on the provision of quality education which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". It also partly aims to ensure equal access to affordable and quality technical, vocational, tertiary and university education for all women and men. The concern for affordable, inclusive and quality education has been reiterated under strategic objectives of equitable access to quality and

relevant knowledge and skills in the Education Sector Strategic Plan 2020/21–2024/25 and the Kabale University Strategic Plan (2020/21–2024/25) in the strategic pillar of "improvements in programme delivery and student services" and the strategic objective "to ensure adequate infrastructure and facilities". Apart from SDG 4, through investments in the University Main Library, which will be used by students and staff in all academic programmes at the University, the project is relevant and shall contribute to the attainment of other SDGs including SDG 8 which aims to "promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all"; and SDG 9 which is dedicated to "building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation". Other SDG goals which the project will contribute to include goal 1 to "end poverty in all its forms everywhere"; goal 2 to "end hunger, achieve food security and improved nutrition and promote sustainable agriculture"; goal 3 to "ensure healthy lives and promote well-being for all at all ages; and goal 5 "Achieve gender equality and empower all women and girls".

Additionally, Uganda Vision 2040 clearly identified Uganda as a country with inadequate human resources; a large youthful labour force that is poorly educated and skilled; and a rising level of unemployment and underemployment. The requested investment under this project (construct a Main Library and Engineering Complex at Kabale University) will provide the much-needed space for private study, lecture room facilities and laboraries and workshops, which will lead to high quality, globally competitive and skilled human resources for Uganda's emerging industrial and service sectors in addition to improving the agriculture industry. For example, the skilled and competitive engineers and technologists from the Faculty of Engineering, Technology, Applied Design and Fine Art, will also contribute to solving the youth unemployment problem in Uganda through self-employment ventures in the numerous value addition industries. The project is also relevant to Uganda vision 2040 in that it feeds into the desire of Government to build centres of excellence in education, and social infrastructure including training institutions and schools with facilities and amenities such as science and ICT laboratories and workshops. This will help to address the critical skills gap, technology deficiency, lack of creativity and innovativeness, low

	productivity and negative attitudes towards work, and contribute to the achievement of Uganda Vision 2040 statement of "A Transformed Ugandan society from a peasant to a modern and prosperous country within 30 years". The project relevance is supported by Strategic Objective on quality and relevance under Higher Education in the Education Sector Strategic Plan 2020/21–2024/25 and Kabale University Strategic Plan 2020/21–2024/25 strategic pillars on "developing human resource capacity, improvements in programme delivery and student services" and "improved infrastructure and facilities". This is the basis on which Kabale University is proposing and requesting for support for the infrastructure development project to fill the persistent gap of poor skills and lack of relevant knowledge among the youth and prepare them for a competitive future.
Stakeholders	**Direct stakeholders** 1. Government of Uganda 2. Kabale University 3. Ministry of Education and Sports 4. University Staff 5. Kabale University Students' body 6. Private Service Providers 7. Kabale University neighboring community 8. University Council
	Indirect stakeholders 1. Ministry of Finance, Planning and Economic Development 2. Ministry of Works and Transport
	Project affected persons 1. Kabale University Students 2. Kabale University Staff 3. Kabale Community Districts in Kigezi Region (Kabale, Kisoro, Rukungiri, Kanungu, Rubanda and Rukiga) (Founders in 2001)
Project objectives/outcomes	**Project Objective** To provide infrastructural facilities to support access to information, quality and relevant knowledge and skills training and research.
	Outcome 1: Improved infrastructural facilities for library and engineering to support the development of science, technology, engineering and innovation (STEI) education. **Outcome** 2: Increased high quality and competitive graduates, skilled workforce and researchers.
	Activities: 1) Construction of a 4-Storey University library block., 2) Construction of Faculty of Engineering, Technology, Applied Design & Fine Art workshops and laboratories., 3) Construction of a 3 storey Faculty of Engineering, Technology, Applied Design & Fine Art complex.

	Interventions 1) Construction of a 4-Storey University library block. 1. Advertise for procurement of service providers 2. Procure service providers to undertake civil works for the University library block construction 3. Project Coordination activities 4. Construction of University library block with all its specifications. 5. Monitoring and supervision of the project implementation progress 6. Issue of certificates for payment 7. Handover of the completed structure ready for use 2) Construction of Faculty of Engineering, Technology, Applied Design & Fine Art workshops and laboratories. 1) Advertise for procurement of service providers 2) Procure service providers to undertake civil works for the construction of Faculty of engineering workshops and laboratory block 3) Project Coordination activities 4) Construction of workshop and laboratory block with all its specifications. 5) Monitoring and supervision of the project implementation progress 6) Issue of certificates for payment 7) Handover of the completed structure ready for use 3) Construction of a 3 storey Faculty of Engineering, Technology, Applied Design & Fine Art complex. 1) Advertise for procurement of service providers 2) Procure service providers to undertake civil works for the construction of Faculty of engineering main building block 3) Project Coordination activities 4) Construction of faculty of engineering block with all its specifications. 5) Monitoring and supervision of the project implementation progress
Project inputs/activities/interventions	**Inputs** Financial resources, Human resources machinery and equipment
	Activities 1. Advertise for procurement of service providers 2. Procure service providers to undertake civil works for the University library block construction 3. Project Coordination activities 4. Construction of University library block with all its specifications. 5. Monitoring and supervision of the project implementation progress 6. Issue of certificates for payment 7. Handover of the completed structure ready for us Project components: Substructure; Superstructure; Finishes; External works
Strategic Options	**Strategic Options:** The project analysis used the option of economic analysis focusing on Cost-Benefit Analysis as opposed to Financial option. This is because government entities are not profit making oriented but provision of services to the public. **Coordination with government agencies**

	The project is aligned with government development planning and budgeting policy framework, coordination is integrated at institution level and monthly meetings take place. The autonomy in decision making is associated with coordination that increases the speed of execution, which can be beneficial for the university. Despite the challenges, emphasizing coordination is key for the university given that they make it possible to implement more stable and delivery of quality public services.

PROJECT ANNUALISED TARGETS (OUTPUTS)

Project annualized targets(outputs)

A 4-Storey University library block completed

Description	*Description*
A. *Basement* **1. Bindery** **2. Archives** **3. Stairs** **4. Ramp** **5. Reprography** **6. Library Canteen**	**B. Ground floor** 1) Reception 2) Cloak room section 3) Lounge 4) Offloading area 5) OPAC 6) Stairs 7) Ramp 8) Audio visual 9) Leisure 10) Security desk and turnstile 11) General Readers toilets 12) Mothers'/babies Restroom
C. First floor **1) 2 No. Library offices** **2) Reading area** **3) Books' Stack area** **4) Information and Reference** **5) Reserve** **6) Stairs** **7) Ramp** **8) Washrooms for both readers and staff** **9) Two (2) study rooms** **10) Conference room**	**D. 2nd floor** 1) Two (2) Library Office 2) Books' Stack 3) Reading area 4) E-resources access lab 5) Training room/Hall 6) Two (2) study rooms 7) Washrooms for both readers and staff 8) Stairs 9) Ramps
E. 3rd floor **1) 2 Library offices** **2) Reading area** **3) Books' Stack area** **4) Research carrels** **5) Stairs** **6) Ramps** **7) Washrooms for both readers and staff**	**F. Fourth floor** 1) Two (2) study rooms 2) Conference room 3) Two (2) Library offices 4) Large E-resource access Laboratory 5) Research carrels 6) ICT section 7) Training room (ICT) 8) Washrooms 9) Meditation room

Output Component two: Faculty of Engineering, Technology, Applied Design & Fine Art workshops and laboratories completed	
G. GROUND FLOOR **1) Fitting shop and Machine shop** **2) Automobile shop** **3) Foundry shop & Welding and Fabrication shop** **4) Service Pit** **5) Electrical workshop** **6) High voltage sub-station** **7) Carpentry and Joinery workshop** **8) Brick laying and Concrete Laboratory** **9) Wood Seasoning Laboratory** **10) Sculpture and Welding Studio** **11) Print Studio** **12) Textile & Design Studio** **13) Ceramics & Pottery Design Studio** ***14)* Painting Studio**	**H. FIRST FLOOR** 1) Fluid Mechanics Laboratory 2) Heat and Energy Laboratory 3) Mechanics Laboratory 4) Materials Laboratory 5) Power Laboratory 6) Power Electronics Laboratory 7) Highways Materials Laboratory 8) Geotechnical Engineering Materials Laboratory 9) Hydrology & Hydraulics Laboratory 10) Structural Engineering Laboratory 11) Environmental Laboratory 12) Interior & Landscape Design Studio 13) Applied Design Studio 14) Graphic Design Studio 15) Photography & Video Studio 16) Computer Graphics & Multi-media Studio 17) Computer Laboratory 18) Stairs
Output component three: A three storey Faculty of Engineering, Technology, Applied Design & Fine Art complex completed.	
A. GROUND FLOOR **1) Reception** **2) Students' Canteen** **3) Staff Canteen** **4) Safety & Health Office** **5) Library** **6) Graduate Office** **7) Innovation Room** **8) Conference Room** **9) Stairs** **10) Ramp**	**B. FIRST FLOOR** 1) Deans Office 2) Staff Room 3) Board Room 4) Head Civil Engineering 5) Head Electrical Engineering 6) Head Mechanical Engineering 7) Head Applied & Innovative Design 8) Head Surveying & Architectural Studies 9) Head Environmental Engineering 10) Head Building Economics (Quantity Surveying) 11) Head Manufacturing & Industrial Engineering 12) Head Electronic & Computer Engineering 13) Head Ceramics & Pottery Design 14) Head Interior and Landscape Design 15) Stairs

		16) Ramp
	A. SECOND FLOOR **1) 4 Lecture Rooms for Civil Engineering students** **2) 4 Lecture Rooms for Electrical Engineering** **3) 4 Lecture Rooms for Mechanical Engineering** **4) 4 Lecture Rooms for Environmental Engineering** **5) 4 Lecture Rooms for Electronic & Computer Engineering** **6) Stairs** **7) Ramp**	**D. THIRD FLOOR** 1) 4 Lecture Rooms for Building Economics 2) 4 Lecture rooms for Manufacturing & Industrial Engineering 3) 3 Lecture rooms for Ceramics & Pottery Design 4) 3 Lecture rooms for Interior & Landscape Design 5) 3 Lecture rooms for Land Surveying students 6) 5 Lecture rooms for Architectural Studies

ESTIMATED PROJECT COST AND FUNDING SOURCES

Project annualized cost

Cost of the investment

Output description	Planned budget	2020/2021	2022/2023	2023/2024	2024/2025
Output component one**: A 4-Storey University library block completed**	13.300	5.000	2.000	3.000	3.300
Output Component two**: Faculty of Engineering, Technology, Applied Design & Fine Art workshops and laboratories completed**	6.700	2.000	2.000	2.000	0.700
Output component three**: A three storey Faculty of Engineering, Technology, Applied Design & Fine Art complex completed.**	8.000	3.000	2.000	2.000	1.000
Total	**28.000**	**10.000**	**6.000**	**7.000**	**5.000**

9.1 Kabale University retooling project

Table 22Kabale University retooling project

Institutional and Capacity Building Support to Kabale University Project – Retooling project	
PROJECT SUMMARY	
Project Title	Institutional and Capacity Building Support to Kabale University Project
NDPIII Program	Human Capital Development Programme
Sector	Education
Sub sector	Higher education
Vote	Kabale University Vote 307
Vote Function	Institutional Support to Kabale University-Retooling
Vote Function Code	1462
Implementing Agency	Kabale University
NDP PIP Code	
MFPED PIP Code	00003-307-07
NDP Programme	Human Capital Development Programme
Project Title	Institutional and Capacity Building Support to Kabale University Project
Location	Kabale University, Kabale municipality Kabale District
Estimated Project Cost	Ugx 35,009,623,084.
Total expenditure on project related interventions up to start of the next NDP	N/A
Current stage of project implementation at commencement of the next NDP	Has not started
Funding gap at commencement of the NDP	N/A
Project Duration/Life span (Financial Years)	Start Date: FY2021/22, End Date: FY2025/26, Duration years: 5 years
Date when the project is planned to end	2025/2026
Officer Responsible	University Secretary
Already existing in the NDPI	No
Already existing in the NDPII	No
Already existing	No
PROJECT INTRODUCTION	
Problem Statement	Kabale University is the only Public University in Kigezi sub-region of Uganda which comprises of the six districts of Kabale, Kanungu, Rukiga, Kisoro, Rubanda and Rukungiri. The region has a total population of 1,376,774 million people in 2014 (UBOS). Apart from the Kigezi sub-region, the catchment area of

	Kabale University extends to other regions of Uganda, and to the Republics of Tanzania, Rwanda, Burundi and the Democratic Republic of Congo (DRC) and South Sudan. There are a number of other international staff and students in the University. In 2019, the number of registered students in all programmes was 2,999 of whom 1937 are male and 1062 are female. Of these 333 were foreign students from Bangladesh (1), Burundi (3), DRC (3), Kenya (4), Tanzania (47), Rwanda (272) and South Sudan (3). These numbers are expected to increase. Kabale University commits itself to achieving its mandate by providing high quality and internationally competitive science education in all aspects, and particularly in the basic sciences; as well as applied sciences, including health; engineering; environmental; agricultural; computer and information sciences. However, the inadequate training infrastructure (lecture facilities, equipped laboratories and workshops, and a well-equipped and spacious library) for the increasing population of students are major hindrances to the realization of this mandate. Additionally, the University's location in a rural environment reinforces the need for re-skilling as well as providing academic, research and innovation, vocational training and leadership to other education and training institutions in the Kigezi sub-region. The inadequate equipment facilities are a challenge for the University in providing the required learning in the above areas. Inadequate infrastructural facilities will lead to production of poorly equipped and skilled graduates. It is therefore in the above context, that Kabale University seeks the urgent support of the Government of Uganda in providing the required resources for meeting its mandate as a center of academic excellence in Science and Technology education.
Situation Analysis	Kabale University's focus on science and technology education is justified from a number of perspectives. The need to produce fresh graduates with high levels of science and technological knowledge and skills in key sectors of the economy. In the Academic Year 2019/20, the Faculty of Engineering, Technology, Applied Design and Fine Art and School of Medicine students joined fourth year and this calls for more facilities. Other University programs both humanities and science-orientated also have serious demands for retooling. The current University Library can only accommodate a maximum of 220 readers at ago, which proportionately means that other potential users cannot easily access this service. These facilities are in critical demand as the number of students in the above science and technology programmes is not only increasing, but also the level of training needs is increasing.

Table1: Student Enrollment to University Programs

Faculties/Academic Programmes	Year of Study by Gender								
	Four		Three		Two		One		
	M	F	M	F	M	F	M	F	
Faculty of Education			231	135	269	170	242	172	**1219**
Faculty of Arts and Social Sciences			103	68	168	105	203	126	**773**

School of Medicine	37	14	49	25	75	40	91	61	**392**
Faculty of Engineering, Tech, Applied Design and Fine Art	38	10	70	10	134	18	145	14	**439**
Faculty of Science			32	6	31	2	27	10	**108**
Faculty of Computing, library & Information Science			32	33	28	55	45	50	**243**
Institute of Language Studies					3	7	1	8	**19**
Grand/Overall Total	**75**	**24**	**517**	**277**	**708**	**397**	**754**	**441**	**3,193**

Facilities, machines and equipment are important in a University for teaching and learning practical subjects. They include computers (and their accessories), books and other specialized training equipment for various programs. In Uganda, all Universities are required by National Council for Higher Education to have a minimum standard of books and computers for efficient teaching, learning, research and office work. However, the level of computers and books in the University is low at Kabale University. Kabale University has only 30 computers available for teaching 3,193 students (with a computer/student ratio of 1:106 compared to the optimum level of 1:5 and the Minimum accepted level of 1: 20 as per the National Council for Higher Education. The same situation applies to Student/books ratio. Kabale University currently has a book collection of 12, 265 for 3,193 students resulting into a student/book ratio of 1:4 compared to NCHE optimum standard of 1:40 and minimum acceptable ratio of 1:20.

The University is also badly off in terms of specialized machines and equipment used for various academic programs. Table 2 below summarizes the status for equipment for key science-based programs.

Table 2: The ratio of number of Students per category of equipment in Labs/workshops

No	Teaching Program	Maximum Student/Equipment ratio	Actual Ratio: (No of students/ Equipment)	% by which the actual ratio is above maximum ratio of 20:1.
1	School of Medicine	20:1	98:1	79
2	Faculty of Engineering	20:1	60:1	67

	3	Faculty of Science	20:1	49: 1	59	
		Total/Average	**20:1**	**69:1**	**61**	
Ongoing interventions (include figures to support the achievements of outputs and budget allocations)	Project execution has not commenced.					
Challenges	Project execution has not commenced because the Ministry of Finance, Planning and Economic Development has not financed the project and yet it was approved by the Development Committee (DC) in the FY 2019/2020.					
Relevance of the project idea	Alignment to Vision 2040, NDP, SIPs and Agency plans					
Stakeholders	1. Kabale University 2. Ministry of Education and Sports 3. Ministry of Works and Transport 4. Ministry of Justice and constitutional Affairs 5. Ministry of Science of Technology 6. PPDA					

Project objectives/outcomes	To provide adequate education instructional and training materials to enhance students acquire profession specific skills. Improved efficiency for acquisition of relevant professional skills by university students **2 Project Outcomes** (a) Innovations generated by partnering research and higher education institutions in the region using university facilities adopted and replicated to achieve their mission. This will be measured by number of institutions adopting and replicating the innovations. Source of information will be from the same institution's reports. (b) Individuals and institutions use the university research output as resource materials to build their body of knowledge. This will be measured by the number of individuals and institutions accessing the research publications. Source of information will be from the university website impact and visibility factor. (c) Students acquired skills that are critical requirements for personal and public decisions needed by the job market. This will be measured by number of students graduating with skills required by the community. The source of information will be from University Academic Registrar's office. (d) Outreach and community engagement technology demonstrations and other services adopted by supporting communities. This will be measured by number of technologies demonstrated and number of communities reached for demonstration. The source of information will be from University faculty outreach reports. (e) High retention rate of motivated and professional staff. This will be measured by the percentage staff turnover in a period. The source of information will be from University Human Resource office. Therefore, production of high quality, knowledgeable and skilled citizens to fill the ever-growing demand in industry, information science, health and science education to support production and productivity in all sectors of the economy
Project inputs/activities/interventions	**Proposed Project Interventions** Project deliverables will include the following; (a) Specialised machinery and equipment for teaching and learning purchased, supplied and installed; (b) Furniture and fittings to lecture rooms, library, laboratory and administrative offices purchased and delivered; (c) Research, innovation and information sharing conducted;

	(d) Vehicles and motorcycles purchased and delivered to support outreach, community engagement and administrative services; and (e) ICT infrastructure and related software purchased and installed and (f) Staff career and skills enhancement developed. **Project Activities** The university will use and follow all procurement processes to: 1) Advertise for procurement of service providers 2) Procure service providers 3) Project Coordination activities 4) Purchase, supply and installation of specialised machinery and equipment for teaching and learning; 5) Purchase and delivery of furniture and fittings to lecture rooms, library, laboratory and administrative offices; 6) Conduct research, innovation and information sharing; 7) Purchase and delivery of vehicles and motorcycles to support outreach, community engagement and administrative services; and 8) Purchase and installation of ICT infrastructure and related software and 9) Staff career and skills enhancement interventions.
Strategic options	**Strategic Options:** The project analysis used the option of economic analysis focusing on Cost-Benefit Analysis as opposed to Financial option. This is because government entities are not profit making oriented but provision of services to the public. **Coordination with government agencies** The project is aligned with government development planning and budgeting policy framework, coordination is integrated at institution level and monthly meetings take place. The autonomy in decision making is associated with coordination that increases the speed of execution, which can be beneficial for the university. Despite the challenges, emphasizing coordination is key for the university given that they make it possible to implement more stable and delivery of quality public services.
PROJECT ANNUALISED TARGETS (OUTPUTS)	
Project annualized targets	Output 1: Faculty of Engineering, Technology, Applied Design & Fine Art 1. *60 software systems purchased and installed across departments of Mechanical, Electrical, Civil and Applied Design and Fine Art in the faculty.* 2. *38 machinery and equipment procured and installed in the department of Mechanical Engineering to support practical sessions, research and innovations and dissemination of knowledge.* 3. *72 machinery and equipment procured and installed in the department of Applied Design and fine Art to support practical sessions, research and innovations and dissemination of knowledge.* 4. *47 machinery and equipment procured and installed in the department of Civil Engineering to support practical sessions, research and innovations and dissemination of knowledge.*

5. *123 machinery and equipment procured and installed in the department of Electrical Engineering to support practical sessions, research and innovations and dissemination of knowledge.*

Output 2: School of Medicine

6. *160 assorted medical machinery and equipment purchased and fixed to aid teaching and learning of medical students, undertake research in clinical and surgical procedure during practical sessions and dissemination of research findings.*

Output 3: Faculty of Science

7. *41 assorted Biotechnology machinery and equipment purchased and fixed to aid in teaching and learning of students and supporting graduates in undertaking research and innovations and dissemination of research findings.*
8. *77 assorted biology machinery and equipment purchased and fixed to aid teaching and learning, research and innovation and dissemination of research findings.*
9. *65 assorted chemistry machinery and equipment purchased and fixed to aid teaching and learning, research and innovation and dissemination of research findings.*
10. *123 assorted Physics machinery and equipment purchased and fixed to aid teaching and learning, research and innovation and dissemination of research findings.*
11. *89 assorted Environmental machinery and equipment purchased and fixed to aid teaching and learning, research and innovation and dissemination of research findings.*

Output 4: Estates & Works

12. *700 lecture room and 158 office chairs purchased and delivered to improve efficiency and effective service delivery in lecture rooms and administrative offices.*
13. *98 tables and 40 filing shelves purchased and delivered for supporting administrative services.*
14. *10 tanks of 10,000 litre capacity and 12 tanks of 5,000 litre capacity purchased and installed regular water supply.*
15. *8 station wagon, 4 double cabin pickups, 2 single cabin pick-ups, 2 Isuzu buses, 4 mini-buses, 1 tipper truck and 3 motor cycles purchased and delivered to support outreach and community engagement activities.*

Output 5: ICT infrastructure and support services

16. *1000 desktop computers purchased and distributed to different computer laboratory and administrative offices to support teaching/learning, research and innovation and dissemination of information.*
17. *820 Mbps per month internet bandwidth, Standard Fiber LAN Installation with Managed switches and other related installation completed to aid teaching/learning, research and innovation, security backup and information sharing.*

Output 6: Faculty of Arts and Social Sciences

18. *116 assorted specialized machinery and equipment purchased and fixed to support teaching and learning of 150 Tourism and Hotel Management students.*
19. *202 assorted sets of hotel management tools purchased and delivered to help in practical sessions.*

Output 7: Institute of Language Studies

100 assorted language laboratory equipment purchased and delivered to assist in learning and teaching of languages.

ESTIMATED PROJECT COST AND FUNDING SOURCES

Project annualized cost

OUTPUTS	2021	2022	2023	2024	2025	SUB-TOTAL
FACULTY OF ENGINEERING, TECHNOLOGY, APPLIED DESIGN & FINE ART	779,079,772.00	415,584,967.00	544,974,740.00	416,897,880.00	349,348,600.00	**2,505,885,959.00**
SCHOOL OF MEDICINE	1,894,984,000.00	958,406,000.00	756,100,000.00	763,000,000.00	701,984,000.00	**5,074,474,000.00**
FACULTY OF SCIENCE	2,399,568,585.00	2,448,165,400.00	336,935,490.00	926,187,000.00	3,391,506,650.00	**9,502,363,125.00**
ESTATES & WORKS	1,034,200,000.00	3,021,600,000.00	1,549,800,000.00	1,614,000,000.00	1,364,800,000.00	**8,584,400,000.00**
ICT INFRASTRUCTURE AND SUPPORT SERVICES	1,486,400,000.00	1,843,000,000.00	1,743,000,000.00	1,854,000,000.00	1,764,000,000.00	**8,690,400,000.00**
FACULTY OF ARTS AND SOCIAL SCIENCES	10,850,000.00	23,650,000.00	27,400,000.00	36,400,000.00	21,000,000.00	**119,300,000.00**
INSTITUTE OF LANGUAGE STUDIES	-	313,575,000.00	73,075,000.00	73,075,000.00	73,075,000.00	**532,800,000.00**
SUB-TOTAL	**7,605,082,357.00**	**9,023,981,367.00**	**5,031,285,230.00**	**5,683,559,880.00**	**7,665,714,250.00**	**35,009,623,084.00**

9.2 Construction of Science Building Block

Table 23Construction of Science Building Block

THE NATIONAL SUMMARIZED STRUCTURE FOR IDENTIFIED PUBLIC PROJECTS	
PROJECT SUMMARY	
Project Title	Construction works of Science Lecture Block
NDPIII Program	Human Capital Development Programme
Sector	Education
Sub sector	Higher Education
Vote	307
Vote Function	Support to Kabale University Infrastructure Development
Vote Function Code	1418
Implementing Agency	Kabale University
NDP PIP Code	
MFPED PIP Code	
NDP Programme	Human Capital Development Programme
Project Title	Construction works of Science Lecture Block
Location	Kabale University
Estimated Project Cost	6,000,000,000
Total expenditure on project related interventions up to start of the next NDP	1,193,176,824
Current stage of project implementation at commencement of the next NDP	1,193,176,824
Funding gap at commencement of the NDP	4,806,823,176
Project Duration/Life span (Financial Years)	October 2009
Date when the project is planned to end	Phased Project
Officer Responsible	University Secretary
Already existing in the NDPI	Yes/No
Already existing in the NDPII	Yes/No
Already existing	
PROJECT INTRODUCTION	
Problem Statement	Kabale University was gazetted as public university with limited, inappropriate and old infrastructure and a very small development budget. The privilege to become a public university was advised by the University Visitor on the premise that the University would focus on basic and applied sciences. The Visitor also reemphasized this approach and further pledged to support the establishment of science infrastructure. Kabale University has unintegrated infrastructure given the background of inheriting infrastructure of the Native colonial administration from the Kabale District Local Government. The infrastructure is not ergonomically organized for efficiency and productivity. In addition, the working space for science-based

	programmes such as technology and engineering students is increasingly becoming small due to the increase in enrollment and are not only unsuitable, but also compromises the safety standards for a workplace in a workshop or library for students. The lack of or inappropriateness of the infrastructure does not allow the sufficient incorporation and implementation of practical work-based training as a form of preparation for the world of work.
Situation Analysis	Across all universities in Uganda, lecture room space dropped from an average of 0.5 m^2 to 0.37 m^2 while libraries had slight improvement from 0.13m^2 to 0.14m^2. Kabale University is operating in old structures that were donated by KDLG during the period when it was operating as a private university. The Government takeover in 2016, the University has completed a two-storied general lecture block with a sitting capacity of 1,255 students and an administration block. The construction of an additional three-storied Science Lecture Block with a sitting capacity of 2,392 students has just reached the completion stage of the ground floor. It is, however, noted that provision of better sanitation infrastructure has been a priority, as a result of which two modern 70-stance water-borne toilets with urinals at the main campus and one at Nyabikoni have been completed. The renovation, redesigning, and reshaping of the old buildings was done to create offices and lecture halls. In order to meet the extra students' learning and teaching needs, the University hires nearby church halls and procures tents in order to meet the rising demand for lecture rooms. An infrastructural audit by Eco-Shelter Consultants (Consultants for the Master Plan), recommended all the existing buildings at the Nyabikoni Engineering campus and a number of others at the main campus for demolition because they are old and dilapidated and are not up to the standard of a 21st century University. This means that a plan to construct the Faculty of Engineering is more urgent and needs quick funding. Under the checklist of quality and capacity indicators for assessment of Universities (Schedule 4 of Regulation 9) of the National Council for Higher Education (NCHE), each student should occupy one square meter of space for normal lecture rooms, laboratories and workshops. The current status of Infrastructure at Kabale University is as per Table 1 below; **The status of infrastructure**

	Nature of Infrastructure	Total Needed space (M^2)	Available Space (M^2)	Shortfall (M^2)	% shortfall
1	Lecture Space	3,193	1, 527	1,666	52

2	Laboratory/Workshops	790	724	66	8
3	Library space	3,193	111	3,082	97
	Total Teaching/learning space	**7,178**	**2,362**	**4,814**	**67**
4	Administrative Structures	5,028	1, 676	3,352	67
5	Students Accommodation	1,581	527	1,054	67
	Sub-Total	**6,609**	**2,203**	**4,406**	**67**
	TOTAL SPACE (M^2)	**13,785**	**4,565**	**9,220**	**67**

Source: *Extract from University Estates Report for 2019.*

Based on the above infrastructural audit and the minimum quality assurance standards, the University has a total infrastructural space shortfall of 9,220 square meters, constituting 67% of the required space needs. Of the total available space of 4,565 square meters for teaching, learning, research and other administrative uses indicated in Table 1, the 1,946 square meters of space are in infrastructure that has been recommended for demolition as per the infrastructural audit report by Eco-Shelter and Environmental Consultants. This means that the available space after demolition for the purpose of putting in place better infrastructure will be only 2,619 square meters. The infrastructure in this analysis excludes the infrastructure in which the School of Medicine is housed. The Medical School premises are hired out for only five years which period is about to end.

Relevance of the project idea	The project is expected to improve infrastructural facilities to support the development of Science, Technology, Engineering and Mathematics (STEM) education.
Stakeholders	**Direct stakeholders** 9. Government of Uganda 10. Kabale University 11. Ministry of Education and Sports 12. Academic and non-academic Staff 13. Kabale University Students' body 14. Private Service Providers 15. Kabale University neighboring community 16. University Council
	Indirect stakeholders 3. Ministry of Finance, Planning and Economic Development 4. Ministry of Works and Transport
	Project affected persons

	4. Kabale University Students 5. Kabale University Staff 6. Kabale Community Districts in Kigezi Region (Kabale, Kisoro, Rukungiri, Kanungu, Rubanda and Rukiga) (Founders in 2001)
Project objectives/outcomes	**Project Objective** To provide infrastructural facilities to support access to information, quality and relevant knowledge and skills training and research in science.
	Outcome 1: Improved infrastructural facilities to support the development of Science, Technology, Engineering and Mathematics (STEM) education. **Outcome** 2: Increased high quality and competitive graduates, skilled workforce and Researchers.
	Activities: 1) Construction of a 2-Storey University Science Block (06 Lecture rooms; 24 washrooms; 03 ramps and 3 stairs)
Project inputs/activities/interventions	**Inputs** Financial resources, Human resources machinery and equipment
	Activities 8. Advertise for procurement of service providers 9. Procure service providers to undertake civil works for the University library block construction 10. Project Coordination activities 11. Construction of University library block with all its specifications. 12. Monitoring and supervision of the project implementation progress 13. Issue of certificates for payment 14. Handover of the completed structure ready for us Activities are Substructure; Superstructure; Finishes; External works
Strategic Options	**Strategic Options:** The project analysis used the option of economic analysis focusing on Cost-Benefit Analysis as opposed to Financial option. This is because government entities are not profit making oriented but provision of services to the public. **Coordination with government agencies** The project is aligned with government development planning and budgeting policy framework, coordination is integrated at institution level and monthly meetings take place. The autonomy in decision making is associated with coordination that increases the speed of execution, which can be beneficial for the university. Despite the challenges, emphasizing coordination is key for the university given that they make it possible to implement more stable and delivery of quality public services.
Project annualized targets	Construction of science building block output description

	FIRST FLOOR FY 2020/21 **1. Deans Office** **2. Staff Room** **3. Board Room** **4. Head Chemistry** **5. Head Biology** **6. Head Mathematics** **7. Head Applied Sciences** **8. Stairs** **9. Ramp** **10. conference room** **11. Library**	**SECOND FLOOR FY 2021/22 & 2023** 1. Lecture Rooms for biology students 2. Lecture Rooms for chemistry 3. Lecture Rooms for mathematics 4. Lecture Rooms for applied sciences 5. Rooms for laboratories 6. Stairs 7. Ramp	

ESTIMATED PROJECT COST AND FUNDING SOURCES

Project annualized cost

Project Name	**Period**			Source of Funding
	FY2020/21	**FY2021/22**	**FY2022/23**	
Construction works of Science Lecture Block	1.193	2.000	2.807	GOU
Total	1.193	2.000	2.807	

Appendix 1: Kabale University interventions per objective and activities

Strategic Intervention	Output	Actions	Annualised Cost Bn Ugx					Total Cost	Budget component	Unsecure funds Bn Ugx	Secured funds Bn Ugx
			Y1	Y2	Y3	Y4	Y5				
SO 1: To strengthen Governance, Management and Support systems and services											
Developing, reviewing and implementing appropriate policies and frameworks	• Governance policies developed. • Policies reviewed	• Provide support and enforce the requirement for the University to have in place institutional governance as per the NCHE standards	**0.857**	**0.857**	**0.887**	**0.887**	**0.897**	4.385	**None Recurrent**		4.385
1.9 Developing governance and management performance systems	• Management performance system developed	• Provide support and enforce the requirement for the University to have in place management performance systems as per the NCHE standards.	0.450	0.454	0.454	0.454	0.462	2.274	**None Recurrent Donor**		2.274
		• Conduct appraisal processes to Council, Senate and Management	0.450	0.450	0.450	0.450	0.450	2.25	**None Recurrent**		2.25
1.10 Promoting efficiency and effectiveness in governance & management processes	• Inspection/monitoring visits conducted.	• Inspect and monitor the inputs, processes and learning outcomes.	0.50	0.50	0.55	0.55	0.60	2.7	**None Recurrent**		2.7
		• Tracking management recommendations to council.	0.20	0.20	0.20	0.25	0.30	1.15	**None Recurrent**		1.15

		• Tracking the level of implementation of council resolutions	0.20	0.20	0.20	0.20	0.20	1	**None Recurrent**		1
1.11 Strengthening delivery of support services	• Provide the necessary support to Units to delivery services	• Delivery of support services strengthened at Unit level.	**0.50**	**0.50**	**0.50**	**0.50**	**0.50**	2.5	**None Recurrent**		2.5
1.12 Building governance and management capacity	• University Management Team trained	• Undertake benchmarking on governance in HEIs	0.60	0.60	0.697	0.708	0.755	3.36	**None Recurrent**		3.36
		• Support the management team with governance skills development	0.40	0.50	0.60	0.70	0.80	3	**None Recurrent**		3
1.13 Strengthen student Governance and management systems	• Student governance and management systems strengthened.	• Support student Governance and management system in line with the requirements of NCHE standards.	0.37	0.47	0.47	0.48	0.49	2.28	**None Recurrent**		2.28
		• Build capacity of student leaders in student Governance and management	0.20	0.26	0.26	0.28	0.31	1.31	**None Recurrent**		1.31
1.14 Developing and implementing behavior change interventions	• Behavior change interventions developed and implemented	• Support Units and Actors to implement behavior change interventions and initiatives	0.55	0.55	0.55	0.65	0.65	2.95	**None Recurrent**		2.95
SO 2: To Attract, develop and retain competent and motivated human resources.											

2.10 Developing and Implementing merit-based recruitment, promotions, and retention systems	• HR merit-based recruitment, promotions, and retention systems developed and implemented	• Recruit motivate and retain staff targeting STEM/STEI programs • Provide necessary support and enforce the requirement to have staffing levels as per the NCHE standards	29.358	30.826	32.367	33.986	35.685	162.222	**Wage Recurrent**		162.222
2.11 Engaging in staff Development and capacity building initiatives	• Staff capacity building development supported.	• Provide support to staff to undertake scholarships and bursaries specifically targeting STEM/STEI PhD Programmes to staff.	**0.01**	**0.01**	**0.01**	**0.01**	**0.01**	0.05	**None Recurrent**		0.05
		• Establish a postgraduate fund in order to increase the number of academic staff to undertake PhDs.	**0.1**	**0.1**	**1.15**	**1.10**	**1.91**	4.36	**None Recurrent**	4.36	
2.12 Providing adequate tools and equipment to facilitate staff performance	• Tools and equipment provided. • Digital library established and accessed. • ICT and internet connectivity infrastructure expanded and maintained	• Construct and equip University library.	0	**4.9**	**1.9**	**2.9**	**3.2**	12.9	Capital Dev't	12.9	
		• Establish digital library that is accessible to all categories of learners including those with Special Needs.	0.10	0.10	0.10	0.10	0.10	0.5	Capital Dev't	0.5	
		• Establish a central digital repository for all education resources.	0.02	**0.02**	**0.05**	**0.05**	**0.29**	0.43	**None Recurrent**		0.43

		• Upload information source materials on the digital repository.	0.036	0.043	0.47	0.536	0.584	1.669	**None Recurrent**		1.669
2.13Encouraging innovativeness and talent identification	• Innovativeness and talent identification promoted.	• Support the provision of rewards and sanctions in regards to staff performance and innovativeness	0.02	0.02	0.02	0.52	0.52	1.1	**None Recurrent**		1.1
2.142.5Developing and implementing a robust performance management system	• Management Performance contracts signed • Staff Performance appraised	• Implement the signed Management performance contracts for staff.	0.03	0.03	0.03	0.23	0.23	0.55	**None Recurrent**		0.55
		• Undertake staff performance appraisals	0.01	0.01	0.01	0.11	0.11	0.25	**None Recurrent**		0.25
2.15Competitive remuneration systems and processes	• %age of salary top-up awarded to staff	• Enhance staff pay by 15%.	4.204	4.424	4.855	5.098	5.353	23.934	**Recurrent**		23.934
2.16Developing and implementing a biological scheme for children and spouses	• Biological scheme for children and spouses developed and implemented	• Establish a fund for implementing a biological scheme for children and spouses	0.04	0.04	0.04	0.24	0.24	0.6	**Recurrent**		0.6
2.17Developing and implementing health insurance policy and schemes	• Health insurance policy and schemes developed and implemented.	• Support the concerned unit to develop health insurance policy for the University	**0.02**	**0.02**	**0.22**	**0.22**	**0.02**	0.5	**Recurrent**		0.5
		• Provide the necessary support for establishing health insurance scheme.	**0.02**	**0.02**	**0.12**	**0.12**	**0.22**	0.5	**Recurrent**		0.5

2.18 Encouraging staff savings welfare development schemes	• Staff savings scheme developed	• Provide the necessary support to encourage staff to develop and implement savings welfare scheme	**0.02**	**0.02**	**0.02**	**0.02**	**0.02**	0.1	**Recurrent**		0.1
SO 3: To ensure adequate infrastructure and facilities											
3.7 Implementing the University Master and Infrastructure Plan	1. University Master and Infrastructure Plan implemented	• Provide necessary support for the University to have infrastructure (land ownership, physical facilities) as per the NCHE standards	**10.693**	**33.082**	**33.71**	**31.706**	**31.084**	**140.275**	**Capital**	**140.275**	
		• Modified, renovations & maintenance works on buildings and other installations.	**0.8**	**0.8**	**0.95**	**1.05**	**1.05**	4.65	Capital	4.65	
		• Equip University with tools, equipment furniture and fixtures	**7.02**	**9.01**	**5.02**	**5.67**	**7.65**	34.42	Capital	5.198	29.222
3.8 Lobbying Government and development partners for increased resources	• Government and development partners engaged for increased resources	• Lobby for extra funding and conduct fundraising initiatives	**0.01**	**0.01**	**0.01**	**0.01**	**0.01**	**0.05**	Capital		**0.05**
3.9 Developing and implementing assets and facilities maintenance and management policies and systems	• Assets and facilities maintenance and management policies and systems	• Provide necessary support for the University to develop and implement Assets and facilities maintenance and	**0.06**	**0.06**	**0.06**	**0.06**	**0.06**	0.3	Capital		0.3

	developed and implemented.	management policies and systems.									
		• Monitor the utilization of University Assets and facilities.	**0.157**	**0.55**	**0.55**	**0.65**	**0.65**	2.357	Capital		2.357
3.10 Developing and implementing assets management Strategic Plan	• An assets management Strategic Plan developed and implemented	• Supporting the development of Asset management strategic Plan	**0**	**0.30**	**0.30**	**0.3**	**0.3**	1.2	Capital		1.2
3.11 Encouraging Public private partnerships in infrastructure and facilities development	• Public private partnerships in infrastructure and facilities development implemented.	• Implementation of Public Private Partnerships in infrastructure and facilities development	**0**	**0**	0	0	0	0			0
3.12 Expand ICT and internet connectivity infrastructure	• ICT enabled teaching and learning undertaken • Computers purchased and delivered.	• Provide campus wi-fi to 80% by 2025.	**0.2**	**0.2**	**0.2**	**0.2**	**0.2**	1	Capital		1
		• Equip existing computer laboratories and offices with computers.	**0.065**	**0.065**	**0.065**	**0.065**	**0.065**	0.325	Capital		0.325
SO 4: To produce knowledgeable, skilled graduates with strong emphasis on STEM/STEI programs											
4.7 Developing and implementing new and continuously reviewing academic programmes targeting STEM/STEI.	• New STEM/STEI academic programmes developed and implemented	• Develop and disseminate a catalogue of STEM/STEI programmes	0.17	0.17	0.17	0.17	0.17	0.85	**Recurrent**		0.85
		• Provide more scholarships and	**1.824**	**1.965**	**2.113**	**2.27**	**2.436**	10.608	**Recurrent**	**5.513**	5.095

	• Increased enrolment of students on STEM/STEI programmes	bursaries that target STEM/STEI.									
		• Provide the necessary support to increase enrolment of students on STEM/STEI programmes	**0.18**	**0.18**	**0.18**	**0.18**	**0.18**	0.9	**Recurrent**		0.9
4.8 Strengthening post graduate training, research and publications systems and processes	• Post graduate training, research and publications systems and processes implemented • Postgraduate research and publication policy and framework monitored.	• Support initiatives for strengthening Postgraduate Research and publications.	**0.25**	**0.27**	**0.29**	**0.31**	**0.33**	1.45	**Recurrent**		1.45
		• Monitor the implementation of postgraduate research and publication policy and framework.	**0.05**	**0.05**	**0.05**	**0.05**	**0.05**	0.25	**Recurrent**		0.25
4.9 Partnering with the industry in the design and implementation of academic programmes	• Partnerships with the industry in the design and implementation of academic programmes established • Tracer studies conducted.	• Lobby for funding and conduct fundraising initiatives of STEM/STEI programmes.	0.06	0.06	0.06	0.06	0.06	0.3	**Recurrent**		0.3
		• Conduct regular tracer studies	0.38	0.38	0.38	0.38	0.38	1.9	**Recurrent**		1.9
4.10 Improving academic process management systems	• Academic process management controls inspected and monitored.	• Inspect and monitor the inputs, processes and learning outcomes.	**0.05**	**0.05**	**0.05**	**0.05**	**0.05**	0.25	**Recurrent**		0.25

4.11 Embracing the use of technology in academic processes	• Use of technologies in academic processes implemented.	• Use of technologies used in academic processes	0.12	0.12	0.12	0.12	0.12	0.6	**Recurrent**		0.6
4.12 Developing and implementing modern teaching and learning approaches and methodologies	• Open, Distance and e-Learning policy developed • Approaches and methodologies for modern teaching and learning developed and implemented.	• Develop and implement Open, Distance and e-Learning policy.	**0.075**	**0.075**	**0.075**	**0.075**	**0.075**	0.375	**Recurrent**		0.375
		• Mainstream Open, Distance and eLearning (ODeL).	**0.05**	**0.05**	**0.05**	**0.05**	**0.05**	0.25	**Recurrent**		0.25
SO 5: To strengthen research, innovation and publications capacity of the University											
5.9 Developing and implementing research and publication policies and frameworks	• Research and publication policies and frameworks developed and implemented	• Establish and operationalize research ethics committee.	0.2	0.1	0.1	0.1	0.1	0.6	**Recurrent**		0.6
5.10 Developing and implementing University research agenda	• Research agenda developed and implemented	• Support for Directorate of research and publication to develop research agenda	**0.2**	0.2	0.1	0.1	0.1	0.7	**Recurrent**		0.7
5.11 Development and implement knowledge generations and	• Knowledge generations and dissemination systems developed	• Establish work place Research and Innovation Fund	**0**	**0.4**	**0.403**	**0.41**	**0.48**	1.693	**Recurrent**		1.693

dissemination systems											
5.12 Strengthening Grant writing and consultancy management capacities	• Policies, frameworks and regulations for strengthening Grant writing developed.	• Support and strengthen Grant writing and consultancy management capacities.	0.1	0.1	0.2	0.208	0.208	0.816	**Recurrent**		0.816
5.13 Strengthening partnerships and collaborations	• Partnerships and collaborations developed	• Support and develop partnerships and collaborations.	0	**0.1**	**0.1**	**0.11**	**0.103**	0.413	**Recurrent**		0.413
5.14 Organizing and supporting hosting and attendance of local and international conferences	• Hosting and or attending Local and international conferences supported.	• Hosting and or attending Local and international conferences	0.1	0.15	**0.2**	**0.23**	**0.225**	0.905	**Recurrent**		0.905
SO 6: To diversify and improve financial resource mobilization and resource management systems											
6.9 Developing and implementing resource mobilization strategy	• Develop resource mobilization policy	Resource mobilization strategy developed and implemented	0.07	0.03	0.035	0.04	0.042	0.217	**Recurrent**		0.217
6.10 Establish and strengthen the Grants office of the University	• Establish, furnish and operationalize the grants office	Grants office Established	0.02	0.02	0.02	0.027	0.028	0.115	**Recurrent**		0.115
6.11 Developing and implementing an incentive policy for grant writing.	• Develop and implement an incentive policy for grant writing	Incentive policy for grant writing developed and implemented	0.02	0.04	0.04	0.04	0.04	0.18	**Recurrent**		0.18

6.12 Establishing and implementing resource utilization and accountability structures processes and frameworks	• Establish resource utilization and accountability structures processes and frameworks.	Resource utilization and accountability structures processes and frameworks developed and implemented	0.05	0.05	0.057	0.057	0.059	0.273	**Recurrent**		0.273
6.13 Developing and implementing an international student recruitment strategy	• Develop and implement an international student recruitment strategy	International student recruitment strategy developed and implemented	0	0.05	0.05	0.05	0.058	0.208	**Recurrent**		0.208
6.14 Encouraging joint research collaborations	• Provide conducive environment to support Joint research collaborations.	Joint research collaborations established.	0	0.02	0.02	0.02	0.02	0.08	**Recurrent**		0.08
6.15 Establishing special chairs and an endowment fund	• Stablish special chairs and an endowment fund.	Special chairs and an endowment fund established	0.01	**0.023**	**0.023**	**0.023**	**0.023**	0.102	**Recurrent**		0.102
6.16 Establishing income generating enterprises.	• Enable the Finance department to coordinate the establishment of Income generating enterprises.	Income generating enterprises established	0.053	0.001	0.001	0.001	0.001	0.057	**Recurrent**		0.057