



MAKERERE UNIVERSITY

STRATEGIC
PLAN

2025 - 2030

THEME

*Optimising the University's Research Potential
for National and Global Transformation*



CELEBRATING 100 YEARS OF MAKERERE





MAKERERE UNIVERSITY



Vision

To be a thought leader of knowledge generation for societal transformation and development



Mission

To provide transformative and innovative teaching, learning, research, and services responsive to dynamic national and global needs



Core Values

Excellence

Strive for excellence seeking to apply the highest standards to benefit university stakeholders

Professionalism

Demonstrate competence and a culture of customer care to generate new ideas from staff and students

Respect and Inclusivity

Promote diversity in the university community and create an inclusive environment in which ideas flourish to achieve maximum potential without discrimination

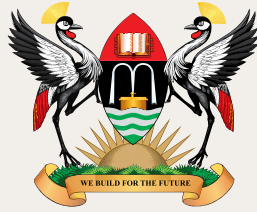
Accountability

Commit university staff to uphold the ethos that meet the expectations of its stakeholders

Integrity

Uphold ethical values that ensure that staff and students do the right thing in all circumstances





MAKERERE UNIVERSITY

STRATEGIC PLAN 2025 -2030

STRATEGIC FOCUS AREAS

01



TEACHING AND LEARNING

02



RESEARCH AND INNOVATIONS

03



INSTITUTIONAL ENGAGEMENT,
PARTNERSHIPS AND COMMUNITY
IMPACT

04



INSTITUTIONAL CAPACITY

WE BUILD FOR THE FUTURE

Foreword

In 2019, the Makerere University Council developed a ten-year strategic blueprint (2020 – 2030) to transform the university into a research-led institution. To realise this ambitious vision and align with the national development planning cycle, the ten-year blueprint was compressed into two strategic plans, beginning with the 2020/21 – 2024/25 Plan. During this period, the University Council registered significant policy milestones to refocus academic delivery and administration, setting the necessary foundation for the realisation of the university’s research-led ambition.

Notable milestones included the adoption of a new academic and administrative structure to align educational delivery and management with evolving sector demands. The University Council also formulated and revised several policies to enhance governance and service delivery across academic and support functions. These policies span key areas such as human resource, management, research and innovation, digitalisation of teaching and administration, the Students’ Work Scheme, safeguarding, and student affairs, among others. The changes resulting from the implementation of these policies established the necessary policy, administrative, teaching, and learning environment to drive the university towards its firm ambition to transform into a research-led institution.

The new Strategic Plan (2025/26–2029/30) presents a pivotal opportunity to build on the gains of the past five years and accelerate the University’s transformation towards its envisioned future. Under Strategic Objective Four, the University Council is tasked with reinforcing governance and strengthening key strategic enablers - particularly management, infrastructure, human resources, and financial sustainability. In this regard, the Council reaffirms its commitment to exercising effective oversight and policy leadership, empowering the administration with the necessary tools and resources to achieve the Plan’s aspirations.

In executing its oversight and policy-making mandate, the Council remains mindful of the challenges that may hinder the attainment of the planned results. Chief among these is the persistent funding gaps that can constrain the realisation of the strategic targets. The Council, therefore, reaffirms its commitment to sustained engagement with the Government for adequate financial support to enable the university to contribute to national socio-economic transformation.

I, therefore, extend my heartfelt congratulations to the University Management, under the leadership of the Vice Chancellor, for developing this Strategic Plan that firmly repositions Makerere University as a key driver of national development through human capital development. I reaffirm the University Council’s unwavering commitment to providing continuous guidance and support to the Vice Chancellor and his team in achieving the aspirations outlined in this Plan.

As We Build for the Future.



Dr Lorna Magara

Chairperson of the University Council

“

This Strategic Plan (2025/26–2029/30) presents a pivotal opportunity to build on the gains of the past five years and accelerate the University’s transformation towards its envisioned future

”

Dr Lorna Magara

Chairperson, University Council



Preface

This Strategic Plan (2025/26–2029/30) marks the second phase in implementing Makerere University’s ten-year Strategic Vision (2020–2030) to consolidate its stature as a research-led African premier university dedicated to academic excellence, innovation, and socio-economic transformation. To ensure alignment with national development priorities, the ten-year vision was divided into two five-year phases. The first phase (2020/21–2024/25) prioritised building the foundational systems and infrastructure to drive a research-centred institution; while this second phase (2025/26–2029/30) focuses on deepening and internationalising Makerere’s influence as a leading research university.

In this new Strategic Plan, we are making a bold commitment to reinforcing our identity as a research-driven, innovative, and globally competitive university. Aligned with the Human Capital Development Programme of the Fourth National Development Plan (NDP IV), the Plan focuses on optimising enrolment capacity, expanding postgraduate and STEM disciplines, and strengthening graduate research training. We have set ambitious targets for program accreditation, doctoral completion, and scholarly publication in peer-reviewed journals; while advancing innovation and intellectual property development. Through this Plan, we seek to consolidate our leadership in knowledge generation, contribute more meaningfully to national development, and nurture a skilled, ethical, and globally competitive workforce.

To translate these aspirations into tangible results, the University will prioritise investment in modern, industry-standard teaching and learning infrastructure and the recruitment of highly skilled human resources. By establishing state-of-the-art laboratories, advanced computing facilities, and cutting-edge technological tools, we will strengthen our capacity for high-quality teaching, research, and innovation. Ultimately, these investments will drive the University’s transformation and reinforce its contribution to national priorities, positioning education as a cornerstone of Uganda’s socio-economic transformation.

I wish to acknowledge the dedication and support of the University Council and colleagues in Top Management throughout the processes that led to the formulation of this Strategic Plan. I also extend my gratitude to the Strategic Plan Task Force and the Directorate of Planning and Strategy for leading and coordinating the development process. Management remains fully committed to establishing a robust institutional framework to ensure the effective implementation of the initiatives outlined in this Strategic Plan.

As We Build for the Future.



Prof Barnabas Nawangwe
Vice Chancellor

A close-up portrait of Prof Barnabas Nawangwe, Vice Chancellor, wearing a blue suit, white shirt, and a striped tie. He has a mustache and is looking slightly to the left. The background is blurred, showing a large, colorful graphic of a bird, possibly a crane or heron, in white, red, and yellow. The text is overlaid on the left side of the image.

“

In this new Strategic Plan, we are making a bold commitment to reinforcing our identity as a research-driven, innovative, and globally competitive university

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Prof Barnabas Nawangwe

Vice Chancellor

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Acronyms

ATMS	Agro-industrialisation, Tourism, Mineral Development, Science, Technology, and Innovation
AU	African Union
CAES	College of Agricultural and Environmental Sciences
CEDAT	College of Engineering Design Art and Technology
CEES	College of Education and External Studies
CHS	College of Health Sciences
CHUSS	College of Humanities and Social Sciences
CMC	Central Management Committee
CoBAMS	College of Computing and Information Sciences
CoCIS	College of Business and Management Sciences
CoNAS	College of Natural Sciences
CoVAB	College of Veterinary Medicine Animal Resources and Bio-Security
DICTS	Directorate of Information Communication Technology Support
EAC	East African Community
EfD	Environment for Development
GAMSU	Grants Administration and Management Support Unit
HCD	Human Capital Development
ICT	Information Communication Technology
IGDS	Institute of Gender and Development Studies
IODEL	Institute of Open Distance and e-Learning
IPO	Intellectual Property Office
LMS	Learning Management System
Mak	Makerere University
MakRIF	Makerere University Research and Innovation Fund
MakPress	Makerere University Press
MDAs	Ministries, Departments, and Agencies

Acronyms continued

M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MUARIK	Makerere University Agricultural Research Institute Kabanyolo
MUBS	Makerere University Business School
MUCCRI	Makerere University Centre for Climate Change Research and Innovation
MUELE	Makerere University e-Learning Environment
NCHE	National Council for Higher Education
NDP	National Development Plan
NDPIV	National Development Plan Four
NFA	National Forestry Authority
NGO	Non-Governmental Organisation
NPA	National Planning Authority
ODeL	Open, Distance and e-Learning
PGD	Postgraduate Diploma
PhD	Doctor of Philosophy
PIAP	Programme Implementation Action Plan
PIM CoE	Public Investment Management Center of Excellence
R&D	Research and Development
SoL	School of Law
SPH	School of Public Health
STEI	Science, Technology, Engineering, and Innovation
STEM	Science, Technology, Engineering, and Mathematics
SWOT	Strengths, Weaknesses, Opportunities, and Threats
UGX	Uganda Shillings
UniPod	University Innovation Pod
UOTIA	Universities and Other Tertiary Institutions Act
USD	United States Dollars
WWW	World Wide Web
WAI	Web Accessibility Initiative



Executive Summary

Over the years, Makerere University (Mak) has implemented strategic plans emphasising institutional transformation. This Strategic Plan (2025/26–2029/30) represents the second phase of the ten-year (2020–2030) development forecast, building on foundational infrastructure to strengthen the University’s ambition to become a research-led, innovative, and globally competitive. The 2025/26 – 2029/30 Plan outlines interventions, actions, and results under four broad objectives.

Strategic Objective One aims to promote quality, innovative, and responsive teaching and learning that transform students’ experiences and meet societal needs. The key strategic interventions and actions earmarked include aligning education delivery with national needs by sustaining undergraduate enrolment while doubling postgraduate enrolment from 3,874 to 7,744 over the five-year period. Other targets within the objective include increasing STEM enrollment from 30% to 55% and improving graduate employability from 33% to 65% within two years of graduation.

Strategic Objective Two aims to strengthen research and innovation capacity to reposition the university to contribute to national, regional, and global development. Key strategic interventions and actions include bolstering research excellence by increasing on-time PhD graduation rates from 10% to 35% and increasing annual peer-reviewed journal publications from 1,365 to 3,000. Innovations will also see significant growth, with patents increasing from 12 to 45 and commercialisation through Unipod and IPO rising from 15 to 65. These measures aim to position Makerere University as a leading research institution contributing to national, regional, and global knowledge creation and technological advancement.

Strategic Objective Three seeks to leverage existing partnerships to foster mutually beneficial engagements at the local, national, and international levels. The University commits to initiating and strengthening in-country collaborations to support the implementation of knowledge-driven and evidence-based interventions, with deliberate efforts to scale these initiatives across regional and global platforms. Participation in mobility and academic exchange programmes is projected to grow significantly, with staff participation increasing from 111 to 185, and student participation from 117 to 617. These efforts will enhance institutional networks, promote knowledge exchange, and expand opportunities for experiential learning.

Strategic Objective Four aims to strengthen the university’s internal governance and management capacity to deliver its mandate and contribute to the implementation of the Human Capital Development (HCD) programmes. The University will continue to review policies and regulations, improve infrastructure, expand connectivity, and implement measures to support domestic financing of practical training, externships, and field placements. The University will focus on mainstreaming cross-cutting issues into university services to improve output and service delivery.

To support the implementation of the interventions and actions outlined in the Strategic Plan, financial estimates have been developed to indicate both available resources and potential funding gaps. Based on the Medium-Term Expenditure Framework projections for FY2025/26–FY2029/30, overall funding is expected to grow substantially over the medium term, with total Government of Uganda allocations increasing from UGX 380.083 billion in FY2025/26 to UGX 639.98 billion by FY2029/30.

Wage expenditure is projected to rise steadily from UGX 221.607 billion to UGX 256.54 billion, reflecting the planned expansion of human resources and adjustments in staff remuneration. Non-wage recurrent expenditure is also expected to increase from UGX 135.084 billion to UGX 240.26 billion to support operational requirements. Development funding will grow significantly from UGX 23.392 billion to UGX 171.82 billion, indicating a strong emphasis on infrastructure development and capital investment. External financing is projected to peak in FY2027/28 at UGX 115.15 billion. As a result, total combined Government of Uganda and external financing will reach a high of UGX 709.544 billion in FY2028/29. Overall, these projections demonstrate a strategic focus on expanding human capital, strengthening operational capacity, and advancing long-term institutional development.



1.1 Overview

The Makerere University Strategic Plan 2025/26-2029/30 outlines the institution's commitment to advancing its 10-year vision of becoming a research-led University. This five-year Plan is developed in response to the dynamic political, economic, social, legal, and policy landscape in which the University operates. The Plan seeks to align Makerere's teaching, research, and knowledge transfer interventions with national, regional, and global development priorities. Building on its expertise, infrastructure, and financial resources, the University aspires, through this Plan, to strengthen industry-relevant research, faculty capacity, strategic partnerships, and resource mobilisation, thereby becoming a key player in the country's socio-economic transformation. Over the next five years, Makerere University will intentionally drive transformative impact by contributing to Uganda's tenfold growth strategy through scientific inquiry, knowledge generation, and innovation in priority sectors, including Agriculture, Tourism, Minerals, and Science (ATMS). For the full realisation of the ATMS, the University is cognisant of the role of the behavioural, creative, humanistic, managerial, and social sciences. To this end, deliberate interventions and actions will be taken to sustain teaching, learning, and research in the humanities.

1.2 Background

Since its establishment in 1922 as a technical school, the University has played a pivotal role in producing graduates in various fields of specialisation at both undergraduate and postgraduate levels. The University became an independent national University of the Republic of Uganda in 1970, following the dissolution of the University of East Africa, and was affiliated with the University of London. Since then, student enrollment has increased from an average of 3,700 in the 1990s to over 35,000 students in the 2020s. The University has implemented four strategic plans since 1996, including the three-year plan from 1996/97 to 1998/99, followed by the 2000/01-2006/07 Strategic Plan. The two plans coincided with the height of transformation and signalled significant institutional change. The third Strategic Plan, from 2008/9 to 2018/19, was designed to shift the University's teaching and learning towards learner-centred pedagogies that impart problem-solving and reflective skills. The third plan further emphasised research and knowledge production, replacing the outreach model with knowledge transfer partnerships that engaged communities, the private sector, and non-governmental organisations (NGOs).

This Strategic Plan (2025/26-2029/30) represents the second phase in the implementation of Makerere University's ten-year Strategic Plan (2020-2030), which was developed to consolidate the University's position as a research-led institution committed to academic excellence, innovation, and socio-economic transformation through knowledge generation and dissemination. To effectively align with national development priorities, the ten-year strategy was structured into two five-year phases. The first phase (2020/21-2024/25) focused on establishing the foundational infrastructure necessary to support a research-led agenda. Building on this foundation, the second phase (2025/26-2029/30) is designed to strengthen and globalise Makerere's reputation as a premier research-led University, advancing its impact on both national and global development goals.

1.3 Mandate of Makerere University

Mak is a public institution established, administered, and governed under the provisions of the Universities and Other Tertiary Institutions Act, Cap. 262 (UOTIA). Sections 22(1-3) of UOTIA provide for its establishment, Section 23(1-4) defines its corporate identity, and Section 24(1-2) outline its objectives and functions. Drawing on these legal foundations, a public University's mandate is to: (i) Provide higher education, foster research, and promote the advancement of learning; (ii) disseminate knowledge and create opportunities for all individuals including people with disabilities, irrespective of race, political opinion, colour, creed, or gender, to access higher education; and (iii) ensure the availability of accessible physical facilities for all users of the University. Rooted in this mandate and strengthened by its long-standing legacy, Makerere University has established itself as a leading institution for higher education and skills development in East Africa and beyond. The above three provisions under UOTIA provide a clear framework through which the University fulfils its three core functions: a) Teaching & learning b) Research & innovation, and c) Knowledge transfer, partnerships, and community engagement

1.4 Governance and Management

Makerere University operates under a dual governance and organisational structure that ensures strategic leadership, academic integrity, and effective management. Sections 30-37 of the UOTIA, Cap. 262, give legal effect to the officers of the University, with the Chancellor as the titular head. The Chancellor's primary responsibility is to preside at all ceremonial assemblies of the University and confer degrees and other academic titles and distinctions (Section 30).

Section 38(1) of the UOTIA, Cap. 262, provides for a University Council as the supreme governing body responsible for the University's overall administration and policy direction. The University Council oversees academic and administrative affairs and executes its mandate through various committees that provide advisory input, make recommendations, and, where appropriate, exercise delegated authority. The Council is chaired by a chairperson and comprises 23 representative members, each serving a four-year term. Section 44(1) of the UOTIA, Cap. 262, provides for a Senate, chaired by the Vice Chancellor, as the highest academic authority responsible for educational policy, programs, and standards.

The Vice Chancellor serves as the University's Chief Executive Officer, overseeing daily operations and providing overall leadership to the institution (Section 31). The Vice Chancellor is supported by two decision-making bodies: The Central Management Committee (CMC), comprising the Vice Chancellor, Deputy Vice Chancellors, the University Secretary, and heads of Administrative Units, and Top Management, comprising CMC members and the Principals of Colleges.

At the College level, each Principal serves as both the academic and administrative head, responsible for day-to-day operations in consultation with the college's educational and administrative boards. Makerere University is organised into nine (9) colleges with six (6) standalone schools and institutes, each contributing to the institution's teaching, research, and innovation mission. The institutional organogram is presented in Annex 1.



Table 1: Mak Campus Colleges, Schools, Institutes, and Administrative Units

College/School/Institute	Category	Speciality
College of Agricultural and Environmental Sciences (CAES)	Academic	STEM
College of Business and Management Sciences (CoBAMS)	Academic	Humanities
College of Veterinary Medicine, Animal Resources and Biosecurity (CoVAB)	Academic	STEM
College of Health Sciences (CHS)	Academic	STEM
College of Education and External Studies (CEES)	Academic	Humanities
College of Computing and Information Sciences (CoCIS)	Academic	STEM
College of Engineering, Design, Art and Technology (CEDAT)	Academic	STEM
College of Humanities and Social Sciences (CHUSS)	Academic	Humanities
College of Natural Sciences (CoNAS)	Academic	STEM
School of Law (SoL)	Academic	Humanities
School of Public Health (SPH)	Academic	STEM
Institute of Gender and Development Studies (IGDS)	Academic	Humanities
Institute of Open, Distance, and e-Learning (IODeL)	Academic	Cross-cutting
Makerere University Jinja Campus	Academic	Cross-cutting
Makerere Institute for Social Research (MISR)	Academic	Humanities
Directorate of Research, Innovation, and Partnerships	Administrative	Cross-cutting
Directorate of Graduate Training	Administrative	Cross-cutting
University Library	Administrative	Cross-cutting
Vice Chancellor	Administrative	
University Secretary	Administrative	
Directorate of Legal Affairs	Administrative	
Directorate of Human Resources	Administrative	
Directorate of Finance	Administrative	
Directorate of Planning and Strategy	Administrative	
Directorate of Quality Assurance	Administrative	
Academic Registrar	Administrative	

Table 1 continued

College/School/Institute	Category	Speciality
Directorate of Gender Mainstreaming	Administrative	
Directorate of Internal Audit	Administrative	
Dean of Students	Administrative	
University Hospital	Administrative	
Guidance and Counselling Unit	Administrative	
Directorate of Estates & Works	Administrative	
Directorate of Information and Communication Technology Support	Administrative	
Procurement and Disposal Unit	Administrative	
University Security Services	Administrative	
Public Relations Office	Administrative	
Advancement Office	Administrative	
International Office	Administrative	
Grants Administration and Management Support Unit	Administrative	
Makerere University Press	Administrative	

Source: Restructuring Report (2024)

1.5 Alignment with Global and National Development Frameworks

The University aspires to be a key player in national, regional, and global efforts to transform society. To realise this, the University has aligned its priorities with current national, regional, and international development frameworks. The following sections highlight the University’s linkage with national, regional, and global development frameworks.

1.5.1 Global and Regional Initiatives

Globally, Makerere University aligns with the United Nations’ Agenda 2030, specifically Sustainable Development Goal 4 (SDG 4), which emphasises inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. Specifically, target 4.3 underscores the need for universities to ensure equal access to affordable, high-quality technical, vocational, and tertiary education for all women and men by 2030.

Regionally, the African Union Agenda 2063 articulates the Africa we want, with projections that at least 70 percent of all high school students will aspire to tertiary education and that 70 percent of them will graduate from science, technology, and innovation programmes. In addition, the East African Community (EAC) Vision 2050 emphasises the criticality of investment in human capital for wealth creation and employment. An educated population is required for effective and efficient production, knowledge transfer, and technological adaptation and innovation.



1.5.2 National Frameworks

Uganda Vision 2040

The Uganda Vision 2040, implemented through the National Development Plans (NDP), identifies Human Capital Development (HCD) as a key pillar for social development and reaffirms the need to fast-track HCD for the country's transformation and harnessing of the demographic dividend. Makerere's existential and privileged position is recognised as critical to advancing Uganda's Vision 2040, enhancing Research and Development (R&D), and leveraging Science, Technology, Engineering, and Mathematics (STEM) for socio-economic transformation. As a national lead institution, Makerere is central to the ongoing national efforts, especially in skilling, research, and innovation.

The university has and will continue to shape the behavioural and social sciences, while adhering to the government's policy of promoting science and technology in the country through research in STEM-related fields. This science-led initiative plays a critical role in shaping a dynamic workforce that can drive innovation and develop practical solutions to address national challenges, not only for socio-economic transformation but also for advancing science, technology, and innovation.

National Development Plan Four (NDP IV)

The University aligns with the government's strategy to improve access, equity, and the quality of education at all levels. The Strategic Plan highlights Makerere University's role in providing higher education, promoting research, and advancing learning. Accordingly, Makerere University strives to produce graduates who are knowledgeable and highly skilled, aligned with the needs of the labour market. To further align with the current national human resource planning agenda outlined in the NDPs, Makerere University will continue to phase out existing programs considered obsolete and develop new ones that align with the identified skill sets required for national transformation. This will enable the university to produce graduates who will utilise their skills to create jobs, thereby reducing graduate unemployment and underemployment.

Attempts have been made to align key interventions, especially in industry-aligned research and innovations, to support the Government of Uganda's medium-term objective of achieving a favourable and consistent economic growth rate. The Plan explicitly highlights how the university's research and innovations will directly contribute to expanding the economy from its current USD 59 billion to USD 500 billion by 2040 (a 10-fold growth strategy). This will be achieved through the specific alignment of the University's research and innovations with prioritised interventions in the ATMS under the tenfold growth strategy, as well as a general focus on the enablers, including behavioural and social sciences.

The Makerere University Strategic Plan is closely aligned with the Human Capital Development Programme (HCD) of the NDP IV, which aims to foster a healthy, knowledgeable, skilled, ethical, and productive population. Within the HCD, the university's strategic interventions align with Objective Two of the Programme Implementation Action Plans (PIAPs), which emphasise the production of a knowledgeable, skilled, and ethical workforce. The University will play a critical role in the achievement of the HCD goal through contributing to the interventions under Objective Two, which highlight the need to equip higher education graduates with 21st-century knowledge and skills, promote industry-driven education, address key skills shortages, promote STEM/STEI collaborations, and ensure the necessary infrastructure

and quality assurance in higher education, among others. The implementation of these interventions will support the achievement of Makerere University's goals and the broader HCD programme and NDP IV objectives.

1.6 Purpose of the Plan

This strategic planning process was necessitated by the need to respond to the changing nature and complexity of the challenges Makerere University seeks to address, as evidenced by shifts in the overall operational and higher education environments. The Plan aims to reposition the university to respond to and harness emerging opportunities in the higher education sector. More specifically, the purpose of the Plan is threefold, viz.

- a) To illustrate the status of affairs, key successes, and areas of improvement in the quest to become a research-led university.
- b) To provide an overarching university-wide framework that guides operational and strategic decision-making.
- c) Provide a university-wide strategic framework to inform the strategic priorities of academic and administrative units.

1.7 Process of Developing the Strategic Plan

The Vice Chancellor appointed a Task Force, chaired by the Deputy Vice Chancellor, Finance and Administration, to spearhead the development of the Plan. The Task Force received technical support from the National Planning Authority and Makerere University's Directorate of Planning and Strategy. The Task Force was tasked with developing a comprehensive 5-year Strategic Plan (2025/26-2029/30) aligned with the National Development Plan (NDP IV). The Task Force was also tasked with developing a framework for inclusive university-wide stakeholder engagement in the review and development process.

The Task Force conducted a comprehensive review of documents to gain insights and collect data on the University's mandate and performance over the years. Reviewed reports included previous strategic plans and performance assessment documents, university annual reports, and other relevant government literature. In addition, the institutional review evaluated the institution's structure, performance, and capacities, which are critical to the execution of the University's mandate. A SWOT and stakeholder analysis was undertaken to assess achievements, identify gaps, capture lessons learned, and generate emerging issues for the Strategic Plan. Internal and external stakeholders were consulted to gather insights, build consensus, and validate the strategic direction. The draft Plan was subsequently submitted to the University Management and Council for consideration. The final draft was submitted to NPA for certification.

1.8 Structure of the Strategic Plan

The rest of the Plan is structured as follows:

Section 2 presents a situational analysis that assesses the University's current state, highlights key achievements, identifies areas for improvement, and sets critical baselines for the next five years.

Section 3 defines the strategic direction by articulating the Vision, Mission, and Core Values. This chapter outlines the overarching goal and specific objectives that guide the Plan. The



section also details how the University's priorities are aligned with the respective NDP IV, HCD and PIAPs.

Section 4 outlines the financing framework and strategy that will reposition the University to mobilising and deploying adequate resources to support the effective implementation of the Plan.

Section 5 focuses on Institutional arrangements for implementation, specifying the roles and responsibilities of key stakeholders involved in achieving the University's targets.

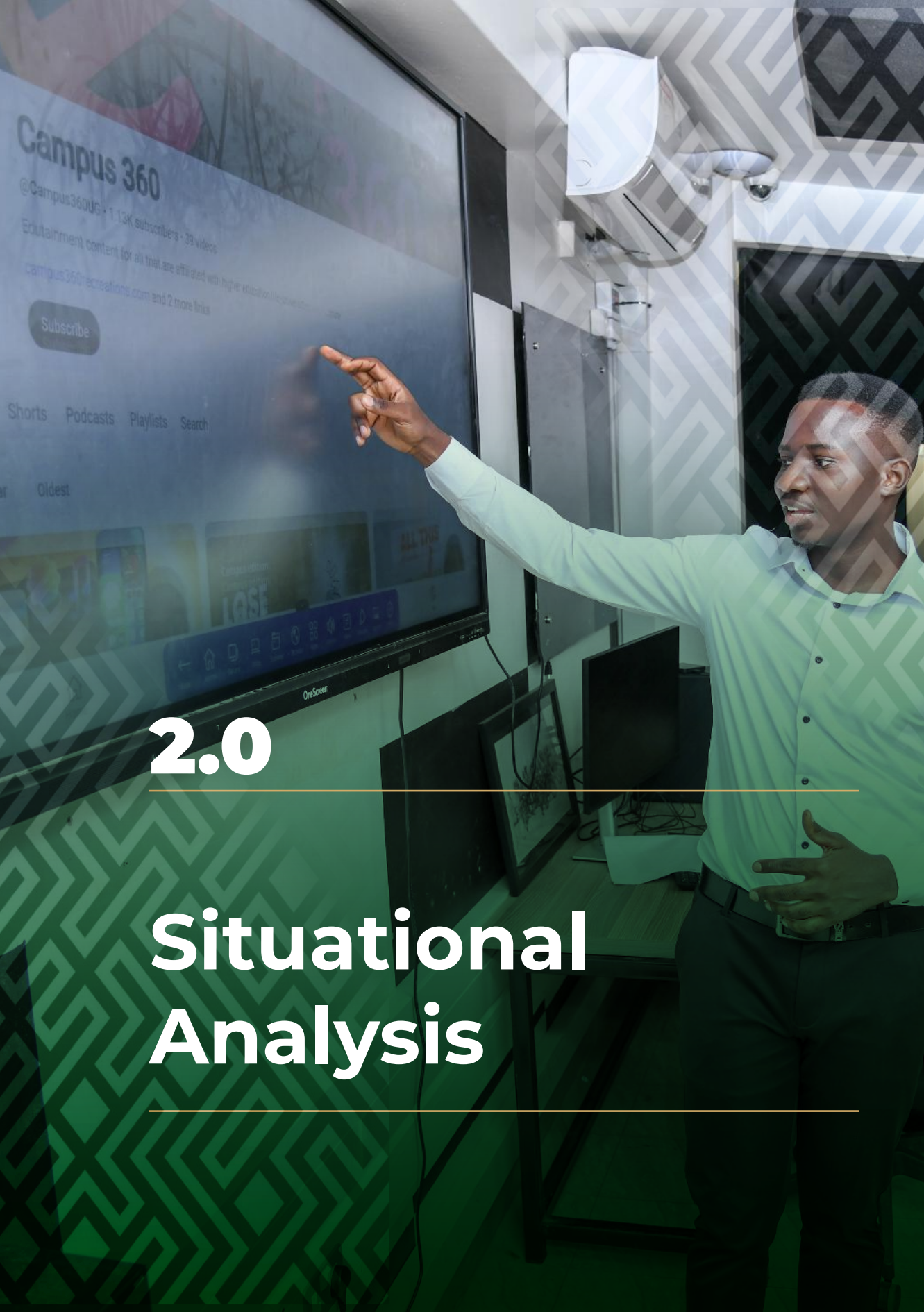
Section 6 establishes a monitoring and evaluation (M&E) framework to track progress and measure the achievement of the Plan's goals and objectives.

Section 7 presents the risk management framework, which identifies potential risks and associated mitigation strategies.

Section 8 introduces the communication and feedback mechanisms that will be adopted to foster effective stakeholder engagement and continuous dialogue throughout the implementation process.

Section 9 highlights three categories of projects: (i) Projects in the public investment management pipeline; (ii) Projects currently in implementation; and (iii) Proposed new projects.

Section 10 focuses on the Annexes.



2.0

Situational Analysis

2.1 Introduction

This chapter provides an overview of the University's current situation and past performance, highlighting notable achievements and areas for improvement. It reflects on the challenges encountered, the good practices adopted, and the lessons learned from implementing the previous Strategic Plan over the past five years. In doing so, the chapter lays the groundwork for the next Strategic Plan by analysing the University's internal and external operating environment through a SWOT framework and identifying emerging issues that will shape its strategic direction in the years to come. Over the past five years, the University anchored its efforts on seven strategic pillars: Teaching and learning, research and innovation, engagement and partnerships, institutional governance, human resources, infrastructure, and financial sustainability. A range of interventions was pursued to deliver on this mandate, resulting in notable progress and tangible achievements. The review of the outgoing Strategic Plan reveals significant improvement, with key accomplishments highlighted in the subsequent section.

2.2 Performance Review of the 2020/21-2024/25 Strategic Plan

2.2.1 Innovative Teaching and Learning

Innovative teaching and learning required the University to consolidate its student-centred approaches by offering flexible study options and multi-disciplinary academic programmes that were responsive to the changing social and economic environment. Academic delivery at the University was designed to equip students with the skills, knowledge, and attributes necessary to navigate a rapidly changing world successfully. Problem-based, community-oriented, and competence-based learning approaches were designed to prepare learners to take on both traditional and emerging societal challenges. Through these approaches, university graduates could become enterprising and independent thinkers with leadership, creativity, problem-solving, and analytical abilities, enabling them to drive positive change across industry, academia, workplaces, and society. A holistic student experience was offered through an enabling environment that supported students in meeting their academic and professional aspirations. Teaching and learning were inclusive, incorporating career guidance, counselling, mentorship, and active student engagement. The specific achievements under the various interventions are presented in the subsequent section.

Intervention 1: Increase access opportunities to meet the increasing demand for higher education

a) Pedagogy and Assessment

The University's teaching and learning policy emphasised a competency-based philosophy grounded in the principle of intentional learning, along with pedagogical approaches that promote student-centeredness and active learning. The University operated a two-semester academic system with an additional 10-week recess term for selected programmes. Each semester spanned 17 weeks, comprising 14-15 weeks of teaching and 2-3 weeks of examinations, thereby supporting a learner-centred approach that offered flexibility, course options, and opportunities for independent study.

Recognising the importance of Open, Distance, and e-Learning (ODEL) in expanding access

to education, the University integrated digital pedagogy across all programmes to enhance quality and innovation. In 2024, through its e-Learning Initiative (eLI@Mak), the University developed over 3,000 e-courses and 32 learner support modules, utilising upgraded infrastructure within the Makerere University e-Learning Environment (MUELE) to support blended learning. At least three academic programmes had fully converted all their courses to electronic versions and were awaiting accreditation by the NCHE. 750 academic staff were trained in e-course development.

b) Academic Programmes Development and Accreditation

The University updated its curriculum to align with international education trends and meet community expectations. A curriculum review was undertaken to redesign and introduce courses that meet the changing needs of the national and global labour markets, resulting in 38 new academic programs (including 4 PhDs, 25 Master’s degrees, 6 Bachelor’s degrees, 2 Postgraduate Diplomas, and 1 Diploma).

A total of 330 academic programmes were delivered, of which 280 were offered at the main campus and 50 at affiliated institutions. To ensure quality and relevance, the University subjects its educational and professional programs to National Council for Higher Education (NCHE) accreditation upon commencement and conducts reviews at regular intervals. All academic programmes were fully accredited, and 189 (57 percent) were under review, with 85 (26 percent) pending re-assessment by NCHE. Fifty-three programmes were undergoing internal processing. Overall, 187 (57 percent) were Science, Technology, Engineering, and Mathematics (STEM) accredited programmes. *Tables 2 below* shows the programme accreditation status in 2025.

Table 2: Accreditation status of academic programmes at the main campus and affiliated institutions (2024/25)

College	College Level	Senate Level	Pending Approval by the Council	Submitted, Pending approval by NCHE	Accredited/ Re-assessed by NCHE	Total	College % Share	STEM % Share
Main Campus								
CAES	0	1	1	9	30	41	15	15
CEDAT	1	0	0	8	20	29	10	10
CEES	1	1	2	11	7	22	8	-
CHS	2	8	3	20	22	55	20	20
CHUSS	10	2	0	6	24	42	15	-
CoBAMS	0	1	2	2	23	28	10	-
CoCIS	0	5	1	3	12	21	8	8
CoNAS	0	3	0	10	12	25	9	9
CoVAB	0	0	0	4	9	13	5	5
SoL	0	0	2	1	1	4	1	-



Table 2 continued

College	College Level	Senate Level	Pending Approval by the Council	Submitted, Pending approval by NCHE	Accredited/ Re-assessed by NCHE	Total	College % Share	STEM % Share
Sub total	14	21	11	74	160	280	100	67
Affiliated Institutions								
MUBS	0	0	3	13	20	36	72	-
Nsamizi Training Institute	2	0	0	0	0	2	4	-
Health Tutors College Mulago	1	0	0	0	2	3	6	6
Hospice Uganda	0	2	0	0	1	3	6	-
Senior Command & Staff College, Kimaka	0	0	0	0	3	3	6	-
National Military Academy -Kabamba	0	0	0	0	1	1	2	-
National Defence College	0	0	0	0	1	1	2	-
Uganda Institute of Bankers	0	0	0	0	1	1	2	-
Sub total	3	2	3	13	29	50	100	6
Total	17	23	14	87	189	330		73

Source: Academic Registrar's Department: Accreditation status as of May 2025

c) Makerere University's Contribution to University Education

Undergraduate Admission Vs Intake Capacity for Academic Year (AY) 2024/25

Makerere University's undergraduate admission in AY 2024/25 was 10,147, against an intake capacity of 10,795 students. The University's admission rate relative to intake capacity was 94 percent, indicating admissions were slightly below the institutional capacity. *Table 3 below* shows the undergraduate admission and intake capacity at college level in AY 2024/25.

Table 3: Undergraduate intake capacity and admissions at the main campus (2024/25)

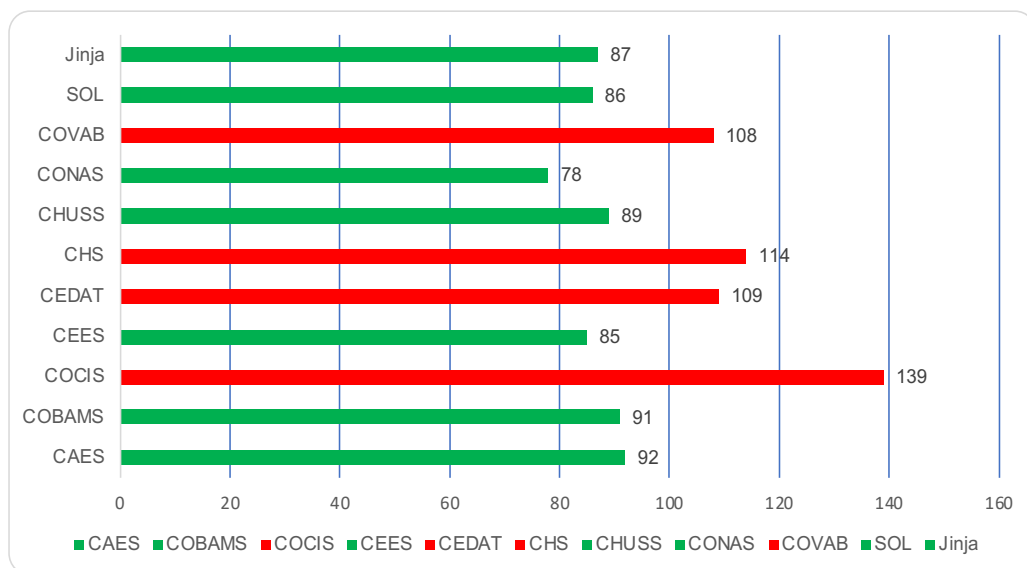
College	Intake Capacity	Admitted
College of Agricultural and Environmental Sciences	963	885
College of Business and Management Sciences	2,014	1,827
College of Computing and Information Science	693	961
College of Education and External Studies	2,102	1,778
College of Engineering, Design, Art, and Technology	862	938
College of Health Sciences	574	654
College of Humanities and Social Sciences	1,369	1,219
College of Natural Sciences	969	752
College of Veterinary Medicine, Animal Resources & Biosecurity	224	242
School of Law	170	146
Mak Jinja Campus	855	745
Total	10,795	10,147

Source: Academic Registrar's Department. Note that the list excludes affiliated institutions

However, there was considerable variation in intake, with four STEM Colleges admitting more students than their capacity allowed. The Colleges of Computing and Information Sciences and Health Sciences registered the highest admissions, with increases of up to 39% and 14% above intake capacity (see figure 1 below). On the other hand, the College of Natural Science (78%) and the College of Education and External Studies (85%) admitted relatively fewer students than their stated intake capacities.



Figure 1: Undergraduate intake capacity and admission percentage share by college (2024/25)



Source: Academic Registrar’s Department

Postgraduate Admission Vs Intake Capacity by College (2024/25)

The University admitted a total of 3,750 Postgraduate students at PGD, Master’s, and PhD levels in AY 2024/25, against an intake capacity of 6,245 (see table 4 below), excluding affiliated Institutions.

Table 4: Postgraduate intake capacity and admissions by college (2024/25)

College	Intake Capacity				Admission			
	PGD	Masters	PhD	Total	PGD	Masters	PhD	Total
CAES	35	665	65	765	15	381	58	454
CEDAT	60	450	25	535	37	433	16	486
CEES	400	575	30	1005	204	88	292	
CHS		763	120	883	530	105	635	
CHUSS	90	960	70	1120	66	511	63	640
COBAMS	40	720	60	820	2	332	34	368
CoCIS	20	270	25	315	8	238	30	276
CoNAS	25	360	30	415	359	22	381	
CoVAB	20	215	20	255	3	78	18	99

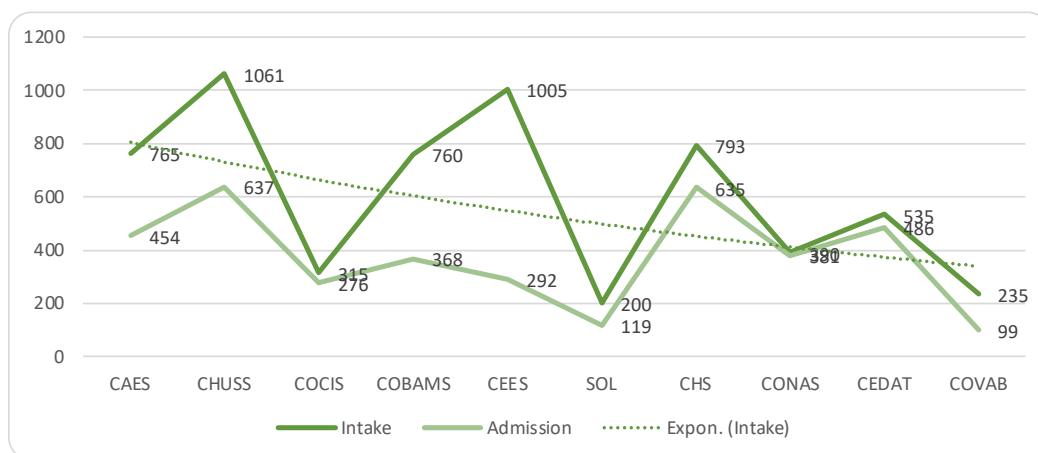
Table 4 continued

	Intake Capacity			Admission			
SoL		120	12	132	109	10	119
Total	690	5098	457	6245	131	3175	444

Source: Directorate of Graduate Training. Note that the list excludes affiliated Institutions

There were notable disparities between admission and intake at some colleges, such as CEES, CoBAMS, and CoVAB, with each attracting less than 50% of their registered intake capacity (see figure 2 below).

Figure 2: Postgraduate intake capacity and admission by College (2024/25)



Source: Directorate of Graduate Training

The overall undergraduate and postgraduate admissions for AY 2024/25 were 13,894, against a registered intake capacity of 16,854. Wide admission-to-intake disparities were noticeable at the postgraduate level.

Enrolled Students for AY 2024/25

In the Academic Year 2024/25, the University enrolled a total of 23,282 students, comprising 19,408 (83%) at the undergraduate level and 3,874 (17%) at the postgraduate level excluding affiliated institutions. Female students accounted for 9,190 (47%) of the undergraduate enrollment and 1,650 (43%) of the postgraduate enrollment. Overall, the student population comprised 12,339 male students (53%) and 10,942 female students (47%). Table 5 below presents the gender-disaggregated enrollment by level.



Table 5: Academic unit share of student enrollment by level (2024/25)

College	UG	%	PG	%	Total
College of Agricultural and Environmental Sciences	1,694	9	308	8	2,002
College of Business and Management Sciences	3,712	19	567	15	4,279
College of Computing and Information Sciences	1,762	9	245	6	2,007
College of Education and External Studies	3,086	16	219	6	3,305
College of Engineering Design Art & Technology	2,192	11	532	14	2,724
College of Health Sciences	1,566	8	540	14	2,106
College of Humanities and Social Sciences	2,823	15	577	15	3,400
College of Natural Sciences	863	4	157	4	1,020
College of Veterinary Medicine, Animal Resources & Biosecurity	596	3	127	3	723
School of Public Health	101	1	442	11	543
School of Law	1,013	5	160	4	1,173
Total	19,408	100	3,874	100	23,282

Source: Academic Registrar’s Department

Registered Students for AY 2024/2025

At the end of AY 2024/2025, 22,956 students (12,167 male and 10,789 female) were registered. This was against an enrollment of 23,282 students. The number of graduate students registered in AY 2024/25 was 3,750, representing 17% of the overall student population. Over the five years, postgraduate admissions grew by an average of 2% annually. Relatedly, the University saw a significant decline in international student enrollment from 6% in AY 2019/20 to 2% in AY 2024/25. Low postgraduate and international student admissions were slowing down the University’s pursuit of accelerating its research-led agenda, for which the quality and quantity of its postgraduate and international students matter.

Student Admission, Enrollment and Registration Statistics by Academic Unit in AY 2024/25

A comparative analysis of admission, enrollment, and registration statistics against the university’s intake capacity is presented in *table 6 below*. The student intake capacity for AY 2024/25 was 16,970, comprising 10,969 undergraduate students and 6,001 postgraduate students. The actual admission was 13,897, representing an 81.9% uptake.

Admissions in AY 2024/25 totalled 13,897 students, comprising 10,147 undergraduates and 3,750 postgraduates. Up to 3,073 places (18.2%) remained unfilled, mainly at the postgraduate level.



Table 6: Student intake capacity, admission, enrollment, and registration by college (2024/25)

College	Intake Capacity			Admission			Enrollment (All levels)	Registration (All levels)
	UG	PG	Total	UG	PG	Total		
CAES	963	765	1,728	885	454	1,339	2,002	1,965
CEDAT	938	535	1,473	938	486	1,424	2,724	2,602
CEES	2,102	1,005	3,107	1,778	292	2,070	3,305	3,513
CHS	654	793	1,447	654	635	1,289	2,649	2,614
CHUSS	1,369	1,061	2,430	1,219	640	1,859	3,400	3,284
CoBAMS	2,014	770	2,784	1,827	368	2,195	4,279	4,172
CoCIS	693	315	1,008	961	276	1,237	2,007	1,962
CoNAS	969	390	1,359	752	381	1,133	1,020	999
CoVAB	242	235	477	242	99	341	723	703
SoL	170	132	302	146	119	265	1,173	1,143
Mak Jinja Campus	855	-	855	745	-	745	-	-
Total	10,969	6,001	16,970	10,147	3,750	13,897	23,282	22,957

Source: Academic Registrar’s Department

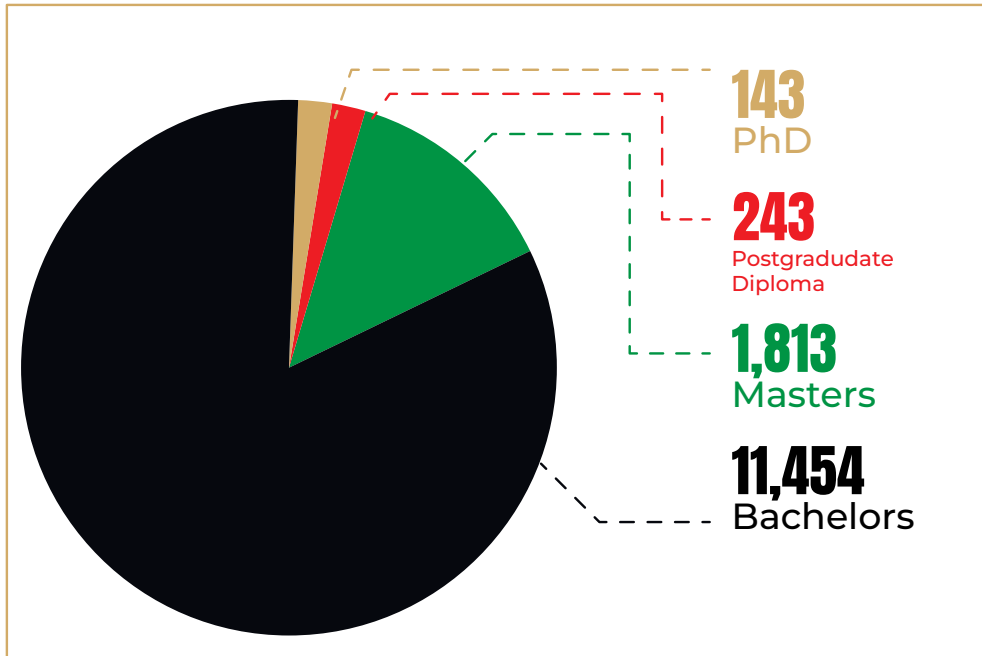
Student enrollment in AY 2024/25 across all levels was 23,282, of which 22,957 (98.6%) registered at the end of the second semester. Registration rates in relation to enrollment across colleges indicated institutional stability. However, capacity-utilisation gaps in science-based colleges (e.g., Natural Sciences, Veterinary Medicine) suggested the need for interventions to bolster enrollment in STEM programs.

Student Graduation (Including Affiliated Institutions)

The University graduated a total of 13,662 learners at its 75th graduation ceremony, at undergraduate and graduate levels, out of which 53 % of the graduates were females as illustrated in figure 3.



Figure 3: Graduation statistics for the 75th Ceremony – January 2025



Source: Academic Registrar’s Department

Over the last five years, Makerere University’s share of admissions in the University public sub-sector has accounted for 30% of total admissions, averaging 20,464 per year, comprising 10,779 males (53%) and 9,685 females (47%). The average yearly share of government-sponsored students was 1,717, representing 43 percent of the total. At the postgraduate level, the University’s annual average admission was 2,901, accounting for 77% of the total in-country enrollment.

d) Teaching and non-Teaching Staff in Post

Academic staff are responsible for delivering teaching and learning at the University, with assistance from administrative and support staff. To provide education, the university had a total of 2,934 staff in post as of FY 2024/25, representing 41 percent of the total establishment, which stood at 7,137.¹

Academic Staff

As of March 2025, the number of academic staff was 1,352, representing 38.2 percent of the total academic establishment. *Table 7 below* provides the details of the academic staff by rank in AY 2024/25.

¹ This is the recently approved new staff establishment for the university, whose implementation commenced in January 2025.

Table 7: Academic staff by rank (2024/25)

Rank	Establishments	Filled	
		Counts	% Share
Professor	419	75	6
Associate Professor	433	144	11
Senior Lecturer	600	295	22
Lecturer	1,081	487	36
Assistant Lecturer	815	351	26
Teaching Assistant	196	0	-
Total	3544	1352	100
Total Percentage of Establishment		38.2	

Source: Directorate of Human Resources

In AY 2024/25, the lecturer-student ratio was 1:15, in alignment with the NCHE’s ideal of 1:15. Seventy-four percent (74%) of the University’s academic staff held PhDs, an ideal standard set by the NCHE.

Administrative and Support Staff

The total number of Administrative and Support staff in post was 1,583, representing 44 percent of the establishment, which stood at 3,589. The detailed staff-in-post by unit is presented in *table 8 below*.

Table 8: Administrative and support staff-in-post against the establishment (2024/25)

Administrative Unit	Establishment	Filled	% Filled	Vacant
Vice Chancellor	58	27	47	31
University Secretary	15	7	47	8
Directorate of Legal Affairs	18	13	72	5
Directorate of Human Resources	77	58	75	19
Directorate of Finance	144	85	59	58
Directorate of Planning and Strategy	22	4	18	18
Directorate of Quality Assurance	30	5	17	25
University Library	206	114	55	92
Academic Registrar	173	93	54	80



Table 8 continued

Administrative Unit	Establishment	Filled	% Filled	Vacant
Directorate of Gender Mainstreaming	12	7	58	5
Directorate of Research and Graduate Training	21	14	67	7
Directorate of Internal Audit	23	17	74	6
Dean of Students	353	209	59	144
University Hospital	100	28	28	72
Guidance and Counselling Unit	18	2	11	16
Directorate of Estates and Works	113	60	53	53
Directorate of Information & Communication Technology Support	89	37	42	52
Procurement and Disposal Unit	29	13	45	16
University Security Services	129	113	88	16
University Printery	26	1	4	25
College of Natural Sciences	148	96	65	52
College of Business and Management Sciences	57	35	61	22
College of Engineering, Design, Art, and Technology	169	66	39	103
College of Humanities and Social Sciences	125	76	61	49
College of Veterinary Medicine, Animal Resources & Biosecurity	195	76	39	119
College of Computing and Information Sciences	62	27	44	35
College of Agricultural and Environmental Sciences	438	95	22	343
College of Education and External Studies	95	54	57	41
College of Health Sciences	600	118	20	482
School of Law	36	26	72	10
Mak Jinja Campus	8	7	88	1
Total	3,589	1,583	44	2,005

Source: Directorate of Human Resources

e) Contribution to the Government STEM Policy

The University contributed to the government’s prioritisation of STEM by improving the STEM-to-Humanities student enrollment ratio from 37:63 in 2021/2022 to 39:61 in 2023/24. This was achieved by introducing a 70:30 admission policy for STEM and humanities.

f) Student Scholarships and Financial Aid

In addition to the government-sponsored scheme, the University ran other financial aid schemes that supported 3,250 qualifying but financially disadvantaged students over the last five years. The Mastercard Foundation Scholars programme annually provided students with tuition, academic materials, and stipends to support their academic studies. Other schemes included the Female Scholarship Initiative, which annually provided tuition and functional fee waivers to 40 girls.

g) The University E-library Resources Subscription

The number of electronic books accessible through MYLOFT increased to 35,520, along with 290,984 journal titles. The intake capacity for seating users was also expanded to 4,000. The library subscribed to 11 databases (including online Springer eBooks, online electronic database e-resources, namely EBSCO International, Semper Tools, John Wiley & Sons, Emerald Publishing Ltd., Hein Online, IEEE – Institute of Electrical Engineers, Springer Journals and eBooks, Jove, Taylor and Francis, Web of Science, and Wiley Journals).

h) Utilisation of E-Resources

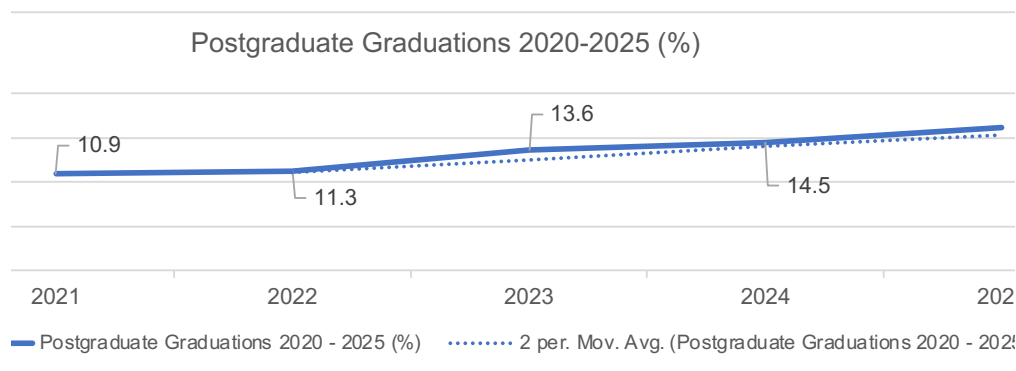
Usage and downloads of subscribed e-resources increased from 1,007,978 downloads in 2022 to 1,969,587 in 2023 and 3,023,958 in 2024. The library brought on board the Web of Science, an analytical database that assesses research citations, impact, and contribution to the global goals. Two thousand five hundred fifty-eight articles were requested and acquired through the electronic document delivery service for items that users cannot access in full text under the existing subscriptions (EDDS service). Over 1,500 students were guided by staff to access the catalogue, where they self-archived their dissertations and submitted requests for submission rights. One hundred seventy-eight users with disabilities were supported in accessing resources and services in the disability lab.

i) Postgraduate Student Completion

There was a consistent growth pattern for postgraduate graduation numbers, rising from 10.9 percent in 2021 to 16.1 percent in 2025 (see figure 4 below). While the graduation numbers increased, the graduation completion rate at the PhD level remained stagnant at 10 percent over the last five years.



Figure 4: Postgraduate graduation trends (2020-2025) in percentages



Source: Academic Registrar's Department

On average, postgraduate graduation numbers grew by 13.3 percent annually (2021-2025). This growth is attributed to enhanced postgraduate support, including the operationalisation of ICT-enabled systems, increased research funding through the Research and Innovations Fund, the amnesty granted to students who had abandoned programmes, and additional support from the Directorate of Graduate Training.

Intervention 2:

Strengthen Online and Digitised Education Delivery

MUELLE e-learning platform

There was an increase in the number of e-courses available on the e-learning platform (MUELE), rising to over 3,000 in AY 2024/25, up from a baseline of 782 in 2019/20. This was largely due to the shift to online teaching necessitated by the COVID-19 pandemic and the University's significant investment in e-learning infrastructure and ICT services.

Intervention 3:

Enrich Teaching and Learning Pedagogies for a Productive and Collaborative Learning Experience.

Alignment with Competence-Based Education

The University revamped its pedagogical methods to align teaching and learning with the needs of the community and industry. In the School of Law, initiatives such as moot court competitions and the Business Law Clinic were launched to develop legal skills while serving underprivileged communities. CAES partnered with government and international bodies to offer internships and agricultural extension services, while its engineering programs provided software training and established industry connections. The Public Investment Management Centre of Excellence (PIM CoE) at CoBAMS was set up to enhance public investment appraisal and management in government agencies and academia.

Intervention 4:

Enhance the Academic, Professional, and Social Development of Students

Establishment of the Disability Support Center

The University established and operationalized the Disability Support Center to enhance the teaching and learning experiences of students with disabilities. The center was equipped with

assistive devices and technological equipment, particularly for learners with hearing and visual impairment. Additionally, University websites have been developed in compliance with the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) guidelines, which promote inclusive learning.

2.2.2 Research and Innovation

Makerere University aspired to position itself as a research-led institution by integrating research, innovation, and enterprise into a dynamic, productive continuum. The University strove to strengthen its research prominence by supporting original, innovative, and impactful scholarship that promoted curiosity, creativity, and social collaboration. Through this strategic pillar, the university defined, nurtured, and invested in attracting and developing outstanding researchers while also increasing graduate enrollment to enhance research performance. In addition, the University leveraged its existing capacities to integrate research-generated knowledge into teaching, learning, community engagement, and the world of work, thereby maximising impact.

Makerere created a research and innovation ecosystem that included think tanks and progressively advanced engagement with industry, business, and other research users. It built on its global reputation in areas of national and international significance, including health, food security, the environment, emerging technologies, and economic and social equity. The University also promoted the generation and utilisation of research results to address both national and global challenges.

The University built a culture of critical inquiry in which teaching and learning were closely aligned with societal needs through community-based pedagogies, research- and innovation-focused coursework, and field attachments. Efforts were made to increase postgraduate student enrollment to fully utilise each academic unit's intake capacity, while ensuring that all research outputs were effectively disseminated and that researchers' intellectual property rights were secured. These initiatives collectively aimed to strengthen the University's research performance, improve its research ranking and reputation, and enhance the quality of its research. The specific achievements alongside the strategic interventions are listed in the subsequent sections.

Intervention 1:

Enhance Knowledge Generation, Access, and Innovations for Basic and Applied Research

a) Research Outputs

The research volume at the University increased by an impressive 37%, rising from 858 publications in 2020 to 1,365 publications in 2023, which significantly contributed to the University's ranking. The University strengthened its research environment and capacity to mobilise external finance for innovative projects in science, technology, and social sciences. The University established the Research and Innovations Fund (RIF) and the Grants Management Support Unit (GAMSU) to support its research-led pursuits. The College of Health Sciences and the College of Agriculture and Environmental Sciences stood out, accounting for 40% and 18% of the University's research publications, respectively.

b) University Ranking

The University was ranked number one nationally across all parameters and peaked at number five in the Times Higher Education Sub-Saharan University rankings in 2023. The



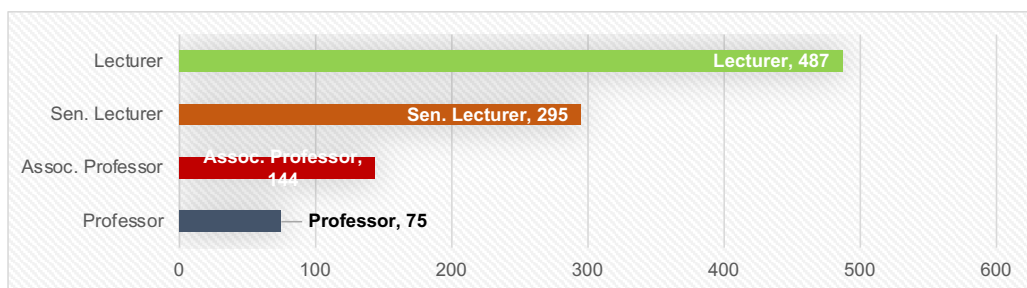
University's improved ranking was attributed to impactful global partnerships and increased research funding, with the government allocating UGX 30 billion for research and innovation. This funding significantly enhanced the research environment through the Research and Innovation Fund, supporting over 1,600 research initiatives and resulting in a surge in research publications. Additionally, the University increased the number of PhD holders from 867 in 2020/21 to 1,001 in 2024/25.

Intervention 2: Enhance Capacity for Graduate Training and Research

a) Research and Innovation Capacity

To realise a research-led agenda, the University increased the number and quality of researchers through doctoral training and mentorship. At the end of the five-year Strategic Plan period, the number of academic staff with PhDs had risen to 1,001, as illustrated in *figure 5 below*.

Figure 5: Staff with PhDs



Source: Directorate of Human Resources

b) Research and Innovation Funding

Research funding in FY 2024/25 was UGX 161.7 billion (approximately USD 43.12 million). This represented 31.2 percent of the entire institutional budget.

c) Research Training Facilities

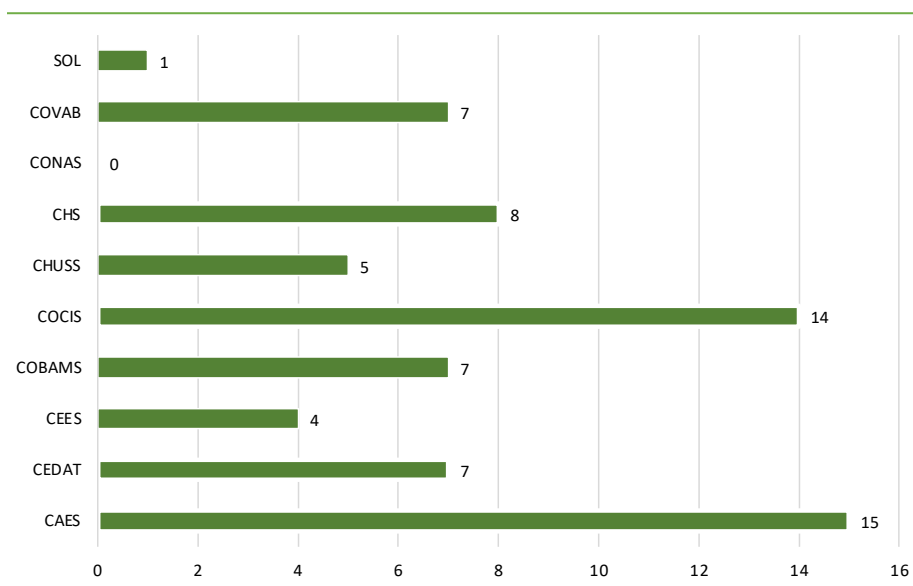
A total of 120 science laboratories were functional, serving 13,627 STEM students (64 in CoNAS, 12 in CHS, 20 in CEDAT, and 24 in CoVAB)

d) Research Centers of Excellence

The University had 68 Centers of Excellence and Research Institutes across various disciplines, as illustrated in *figure 6 below*.



Figure 6: Centers of Excellence and Research Institutes



Source: Directorate of Research, Innovations and Partnerships.

e) Research and Innovations Fund

Through its Research and Innovation Fund, the University awarded 60 competitive grants to researchers, including 25 multi-year grants and 12 needs-response grants. Over the previous five-year horizon, a total of 33 projects in RIF1, 52 in RIF2, and 127 in RIF3 were facilitated. Twenty projects progressed to commercialisation grants, and 50 PhD students received research grants.

f) Delivery of Cross-cutting PhD Courses

In its pursuit of streamlining and enhancing postgraduate training and timely graduation, the University developed and commenced delivering three mandatory cross-cutting courses for doctoral students, including philosophy of methods, advanced research methods, and scholarly writing and communication skills.

g) Improvement in Doctoral Training Delivery

Several initiatives were established to enhance the postgraduate student experience and research management. The graduate manual was revised to provide more explicit guidance and better support for doctoral students. At the same time, a Research Management Information System was developed to streamline research processes and improve efficiency. Additionally, PhD admissions were restructured into cohorts, fostering peer support among students and enabling the efficient delivery of centralized services.

Intervention 3: Improve Mechanisms and Processes for Development, Transfer, and Adoption of Appropriate Technology and Innovations



a) Innovation Pod

Makerere University established the Innovation Pod in 2024 to provide a collaborative space for entrepreneurs and researchers to develop groundbreaking solutions and translate them into usable products and services. The Pod provided state-of-the-art facilities and resources to support startup growth and facilitate knowledge sharing. It also fostered networking opportunities and mentorship programs to help entrepreneurs navigate the challenges of starting and scaling their businesses. By providing access to cutting-edge technology and expertise, the Innovation Hub empowered students, entrepreneurs, and researchers to push the boundaries of innovation in the country. In the 2024/25 Academic Year, users at the Innovation Pod averaged 1,123, comprising both students and external entrepreneurs.

b) Intellectual Property Management Enhanced

The Intellectual Property Management Office (IPMO) was established in 2020 in compliance with Section 3.2 of the Makerere University Intellectual Property Management Policy. The Intellectual Property Management Office's mandate is to manage and coordinate the University's intellectual property. The Intellectual Property Management Office manages various categories of intellectual property rights, including patents, copyrights, trademarks, industrial designs, utility models, geographical indications, traditional knowledge, plant varieties, and animal breeders' rights.

Over the last five years, a total of 29 Intellectual Property (IP) rights were successfully registered, comprising 19 copyrights, 8 trademarks, 1 industrial design, 1 utility model, and 1 plant variety. As of June 30, 2025, an additional 44 applications were pending registration at the Uganda Registration Services Bureau (URSB), including 13 copyrights, 4 trademarks, 25 patents, and 2 utility models, indicating growing interest in protecting intellectual property assets.

2.2.3 Strategic Engagements and Partnerships

This strategic pillar was designed to create, optimise, and scale beneficial engagements with various stakeholders to increase technology transfer, intellectual property commercialisation, and collaboration. The university subsequently leveraged partnerships to establish and operate innovation hubs that facilitated technology transfer and knowledge exchange among academia, government, and other industry stakeholders. The specific achievements are highlighted in the subsequent sections below.

Intervention 1:

Enhance and Maintain Strategic and Quality Collaborations and Partnerships

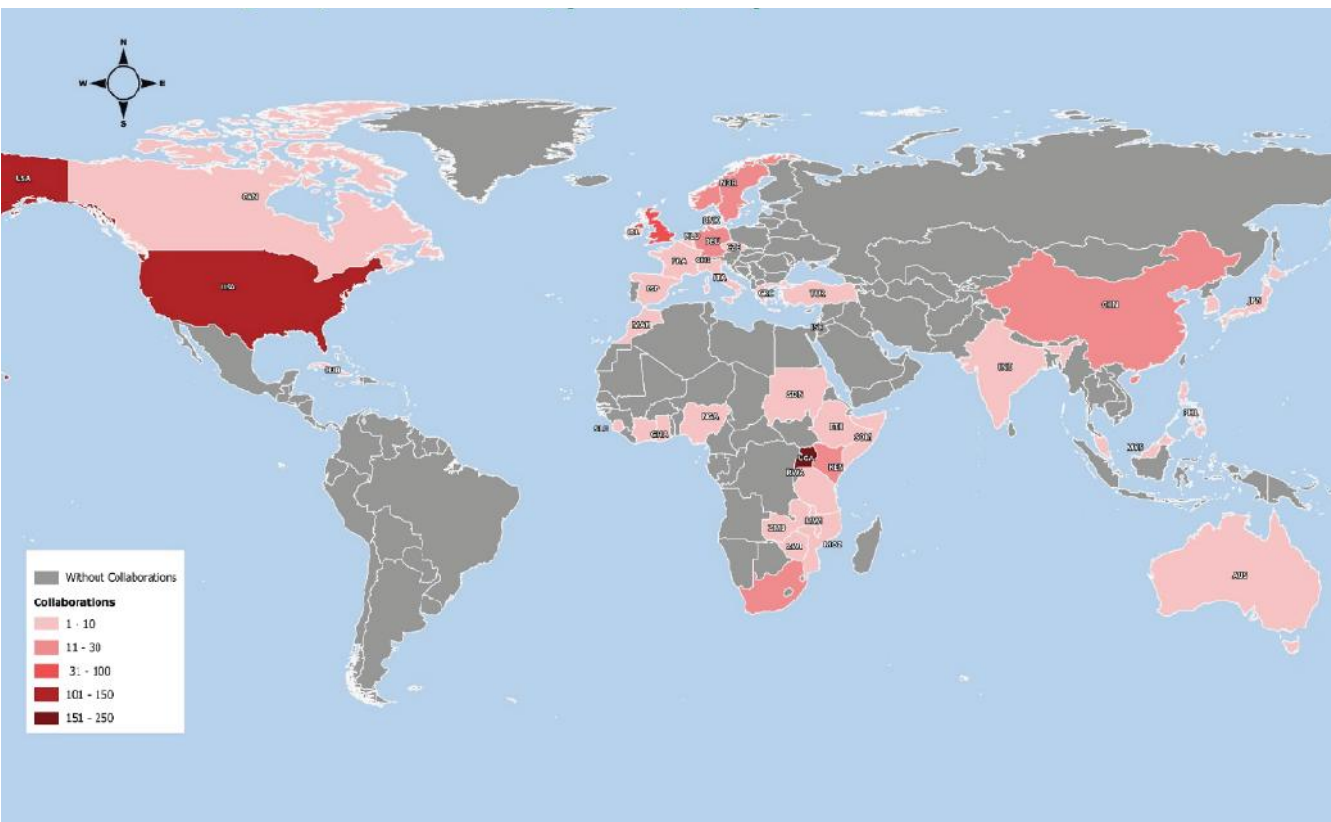
Research Partnerships and Collaborations

The Institution sought to enhance the commercialisation of research and innovation by establishing research and innovation support hubs that connected academia with industry, thereby translating discoveries into practical products, technologies, and services. Strong research-focused partnerships and collaborations with other universities and industries were cultivated to create a meaningful impact, alongside the establishment of Research Centers of Excellence in specific disciplines. These centers brought together like-minded researchers and resources to tackle real-world challenges.

A total of 669 Memoranda of Understanding (MoUs) were signed with universities, governments, and other organisations across various disciplines and at multiple levels. The focus areas of the MoUs signed over the last 5 years further illustrated the University's commitment to

multiple aspects of research, institutional support, and capacity development, including collaborations in PhD programme training, staff and student exchanges, joint research, peace and conflict resolution training, and capacity building in sectors like tourism. The University had 669 research collaborations and partnerships established with entities globally (see figure 7 below).

Figure 7: Geographical illustration of international partnerships and collaborations



Source: Directorate Of Legal Affairs and Direcotrate of Research Innovations and Parnterships

Strategic Enablers

The previous plan highlighted several strategic enablers to guide the development of new institutional arrangements to drive the cherished transformation. These enablers focused on streamlining the organisational structure, developing new policies, and revising existing ones. The overriding objective was to establish an enabling environment that supported the delivery of its core functions. The specific actions and achievements are narrated in the subsequent sections.



2.2.4 The Institution

Intervention 1:

Strengthen the Institutional Processes that Promote Mak as a Good Brand

a) Development and Review of University Policies

Over the past few years, Mak has made significant progress in enhancing its management and service delivery through a comprehensive review and revision of its policies. This process involved enacting new policies designed to address various operational and organisational needs. Key policy developments include the restructuring of academic and administrative units to streamline the University's educational and administrative operations, ensuring greater efficiency and effectiveness in service delivery. A new Students Work Scheme was introduced to create employment opportunities for students, helping them gain practical experience while contributing to the University's operations. Additionally, the Safeguarding Policy was implemented to protect students and all members of the University community from all forms of abuse, ensuring a safer, more supportive environment for everyone. The Biometric Attendance Management System Guidelines and Procedures were also implemented to operationalise the biometric system for staff attendance, thereby strengthening the University's performance management processes.

b) Digitisation of Processes and Service Delivery

Over the last five years, the University digitalised various systems, including student registration, staff biometric attendance, research management, human resources management, and financial payments, among others. This streamlined its administrative procedures and enhanced service delivery efficiency.

c) Gender Equality

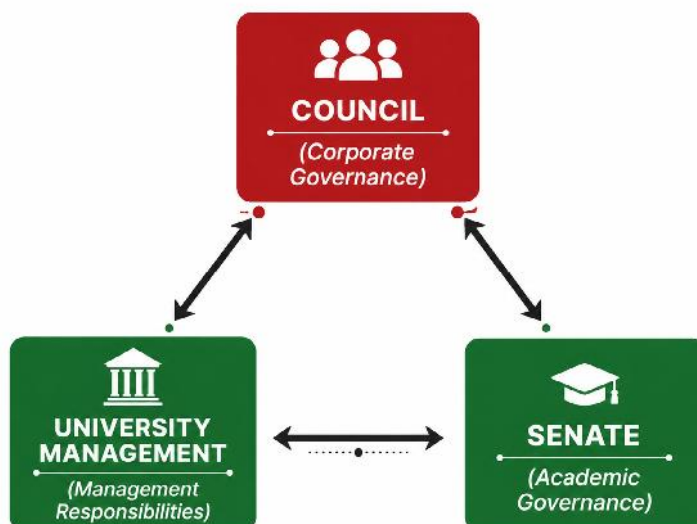
Using the Academic Years 2020/21 to 2023/24 as a benchmark period, the overall female annual enrollment averaged 9,685, representing 47%, indicating a continuous gender balance within the student population. Furthermore, the female-to-male ratio in STEM fields increased slightly from 37:63 in AY 2020/21 to 39:61 in 2023/24. This increase in female enrollment in STEM courses is partly due to the implementation of the STEM policy, which aims to increase the quota of female admissions in government-sponsored undergraduate programs. These statistics underscore the University's dedication to promoting gender inclusivity and providing equitable opportunities for graduate education.

d) Institutional Governance and Management

The Universities and Other Tertiary Institutions Act, Cap. 262, is the central statutory legislation governing Mak. It provides for the establishment, mandate, governance, and administration of the University. The academic and administrative affairs of the University are managed through 67 institutional policies and guidelines.

Makerere University has a tripartite governance model that clearly distinguishes corporate governance, academic governance, and management responsibilities.

Figure 8: Governance structure



The University had a governance Council² comprised of 24 members generally charged with the overall administration of the objects and functions. In executing its governance mandate, the Council operated through seven committees, comprising its members, University Management representatives, and public stakeholders.

Management, headed by the Vice Chancellor, executed the University's policies. The Senate reinforced the Council and Management in organising, controlling, and directing the University's academic matters. The University Senate was constituted of 53 members, mainly Deans of Schools and College Principals.

2.2.5 Human Resources

The university improved and adopted a more impactful long-term focus on talent nurturing, management processes, and organisational development. In realising its mission, the university committed to integrating and innovating people-centred services that fostered the attraction, retention, and development of an engaged, rewarded, motivated, healthy, and effective workforce. The following achievements were made in the last five years across the strategic intervention areas.

Intervention 1: Attract, Recruit, and Retain a High-Quality Workforce

a) Staff Harmonisation and Nomenclature

The University successfully harmonised and standardised staff establishment, grading, and job position nomenclature. This process resulted in the establishment of 7,136 positions and the standardisation of roles and remuneration for 1,200 staff across the University, thereby promoting fairness and equity in the workplace.

2 The University Council is established under Section 38 of the Universities and Other Tertiary Institutions Act, 2001 (as amended).

b) Staff Promotions

A total of 230 staff (216 academic and 14 administrative) were promoted to various ranks in the University establishment.

c) University Staff Recruitment

The University recruited a total of 706 staff members between 2020 and 2024, comprising 239 Academic staff, 158 Administrative staff, and 309 Support staff (see table 9 below).

Table 9: Staff recruitment by category in the period 2020/21-2024/25

Category	2020/21	2021/22	2022/23	2023/24	2024/25	Total
Academic	50	53	48	48	40	239
Administrative	34	36	32	16	40	158
Support	14	32	42	50	171	309
Total	98	121	122	114	251	706

Source: Directorate of Human Resources

Intervention 2: Enabling Environment for Optimal Performance of Staff in Service Delivery

a) Restructuring of the Academic and Administrative Functions

In 2024, the University approved a new Administrative and Academic structure to enable the realisation of its research-led ambitions. The approved structure consequently repealed the Universities and Other Tertiary Institutions (Management of Constituent Colleges of Makerere University) Statute 2012. The constituent colleges were degazetted and reconstituted as campus colleges. The new structure standardised the establishment of departments by their functionality: Service departments, single-programme departments, and multiple-programme departments.

b) Digital service delivery systems such as e-HRMS, ACMIS, and the Academic Digital Management System were developed

Students' and staff service delivery was enhanced through the development and deployment of end-to-end digital systems. Table 10 below highlight some of the systems that were developed and launched.

Table 10: Digital systems developed and operationalised in the period 2021 - 2025

Systems	Functionality	Host
Electronic Human Resource Management System (e-HRMS)	Automated staff recruitment, records management, performance appraisal, and payroll.	Directorate of Human Resources
MakAdvance System	An interactive alumni and stakeholder management portal with a payment gateway for donations to the university.	Endowment Fund

Table 10 continued

Systems	Functionality	Host
Research Information Management System	Central tracking and management system for all stages of graduate research.	Directorate of Graduate Training
Financial Management System	Automated and integrated financial processing system.	Directorate of Finance
Makdata	A centralised system that consolidates real-time data from various university-managed platforms.	Directorate of ICT Support
Biometric Attendance Management System	Digital system to monitor and manage attendance for both staff and students across various university activities.	Directorate of Human Resources.
Hospital Management System	Streamlines hospital operations by managing patient records, appointments, billing, laboratory services, and reporting.	University Hospital
Academic Management Information System	The system manages student academic records, course registrations, timetabling, examination scheduling, and results processing.	Academic Registrar
Academic Records Management System	The system securely stores, tracks, and manages students' academic records.	Academic Registrar

Makerere University’s suite of digital systems, highlighted in *table 10 above*, reflects a deliberate effort to modernise and streamline institutional operations across human resources, finance, research, academics, healthcare, and stakeholder engagement. Collectively, these platforms enhanced efficiency, transparency, data-driven decision-making, and accountability, while reducing reliance on paper-based processes. By integrating core functions and providing centralised, real-time access to critical information, the university strengthens governance, supports strategic planning, and improves service delivery for staff, students, and external stakeholders.

c) The Vice Chancellor’s Excellence Awards

In 2024, the University introduced the Vice Chancellor’s Excellence Awards in teaching and research. A total of 45 teaching and research awards were awarded. The Teachers’ Award recognised outstanding teachers and aimed to inspire all faculty members to enhance their pedagogical skills. Eligible candidates, at any academic rank, must have been the highest-rated faculty members by students over the past two years, based on evaluations conducted by the Directorate of Quality Assurance (DQA) using sixteen assessment parameters.

The Research Award recognised excellence in research and innovation across different career stages. Eligible candidates demonstrated active research engagement, scholarly output, and resource mobilisation. Early-career researchers must have been at the rank of Assistant Lecturer with at least three peer-reviewed publications and participation in a research team.



Mid-Career Researchers must have been at the rank of Lecturer or Senior Lecturer with at least six publications, involvement in a research team, and have raised a minimum of USD 50,000 in research funding. Senior Researcher at the rank of Senior Lecturer, Associate Professor, or Professor must have had at least nine publications, belonged to a research team, and had mobilised at least USD 100,000 for the university.

d) The Makerere University Children’s Center

The Children’s Centre at Makerere University was set up to support nursing mothers among students and staff. The Center symbolised the University’s deliberate interventions to promote gender equality and staff welfare by providing a conducive environment for breastfeeding mothers to care for their infants while pursuing academic or professional commitments. The centre was equipped with amenities to ensure comfort and privacy for lactating mothers.

Intervention 3: Support Staff to Develop, Manage, and Lead

a) Staff Development

Over the past five years, the University demonstrated its commitment to enhancing staff capacity through training and development programs. The intention was to improve professional capacity, skills, and competencies, as well as foster a culture of a learning organisation. A total of 343 staff members were offered tuition and functional fee waivers worth UGX 2 billion to study various academic and professional courses at the University (see *table 11 below*). Additionally, 42 staff members were granted cash funding totalling UGX 1.2 billion.

Table 11: Number of staff and funding spent by the university on staff development

FY	Tuition and Function Fees Waiver		Cash Funding		
	Beneficiaries	Amount	FY	Applicants	Amount
2020/21	25	145,806,250	2020/21	6	261,852,317
2021/22	58	381,123,638	2021/22	14	422,506,633
2022/23	77	590,484,444	2022/23	6	321,618,750
2023/24	73	497,497,086	2023/24	6	143,865,670
2024/25	68	474,020,773	2024/25	10	82,214,140
TOTAL	301	2,088,932,191		42	1,232,057,510

Source: Directorate of Human Resources

Doctoral training accounted for an average of 75% of staff training initiatives. The University’s focus on doctoral training as a key staff development initiative was crucial for cultivating a cadre of scholars capable of driving innovative research initiatives and contributing to academic excellence.



2.2.6 Infrastructure for the 21st Century

Makerere University made significant progress in modernising its physical and digital infrastructure to support its academic, research, and administrative functions. These investments enhanced the learning environment, improved access to digital resources, and strengthened institutional capacity for blended and online learning. The following achievements were made over the last five years.

Intervention 1: Optimise and Advance Technology Infrastructure

a) Expansion of Digital Infrastructure and Connectivity

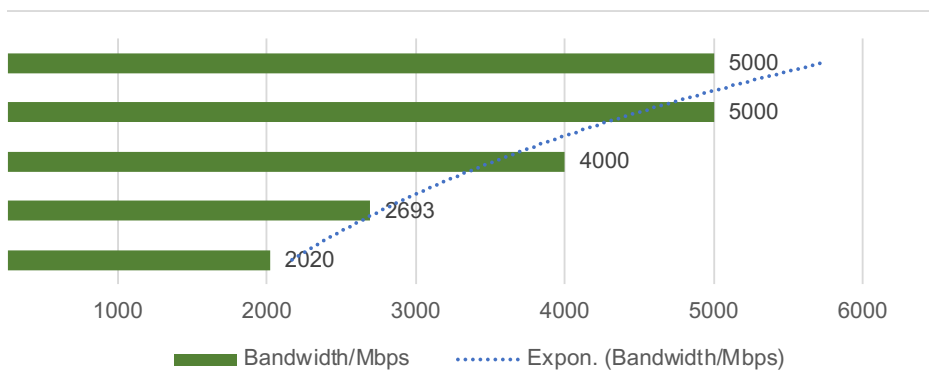
To support teaching, research, and e-governance, the University doubled its internet access bandwidth from 2,500 Mbps in 2020 to 5,000 Mbps in 2024 (see figure 9 below). Wi-Fi coverage reached 60% across the main campus and satellite campuses, with reliable 5 Gbps throughput delivered via 523 Access Points on the MakAir and Eduroam networks. These enhancements enabled seamless access to online academic resources and services.

The University's core fiber infrastructure now spans over 20 kilometres, linking all significant buildings and campuses. Satellite campuses — including Jinja, Makerere University Agricultural Research Institute-Kabanyolo (MUARIK), and the Lira eLearning Centre — were connected to the Main Campus network via high-capacity fiber links, ensuring consistent digital access across locations.

b) Strengthening e-Learning Infrastructure and Systems

To support the growing demand for flexible and remote learning, Makerere University invested heavily in its eLearning platforms. The University operated a Moodle-based, open-source Learning Management System (LMS) known as the Makerere University eLearning Environment (MUELE), accessible at <https://muele.mak.ac.ug>. The platform provided all students and staff with 24/7 access to online learning resources, course materials, assignments, and assessments. MUELE underwent significant upgrades to enhance functionality, improve the user experience, and increase system capacity. By 2024, the platform was supporting up to 10,000 concurrent users, making it a critical pillar of the University's blended and online education strategy.

Figure 9: Internet bandwidth during the period 2020-2025



Source: Directorate of ICT Support



MUELE was upgraded from Moodle Learning Management System (LMS) version 3.10 to 4.1+, offering a seamless, user-friendly interface with AI-enabled assistive technologies for learners with disabilities. The platform was also integrated with digital collaboration solutions, such as BigBlueButton, and had its storage and processing capacity enhanced with four high-performance servers. Other achievements included establishing nine multimedia studios for academic staff to record professional multimedia content for all learner categories. One smart classroom and the Makerere University Innovations Pod (UniPod) were set up and operationalised.

c) Established the Disability Support Center with Assistive Devices and Technologies

The University enrolled 130 students with disabilities and 88 helpers. In AY 2023/24, the University established the Disability Support Center, a centralised service unit that ensures the seamless integration of students with disabilities into the University's teaching and learning environment. The centre was designed to position Makerere University as a centre of excellence in disability inclusion. At the Centre, assistive devices and technologies were procured and installed to enhance students with disabilities' learning and teaching experiences.

Intervention 2:

Maximise Benefits from Current University Infrastructure Facilities and Land Holdings

a) Physical Infrastructure

During the strategic period, the University successfully implemented key infrastructure projects, improving lecture space availability from 1 m² per student in 2020/21 to 2 m² per student in 2024/25. This ratio met the recommended standard set by the National Council for Higher Education (NCHE) and reflected the University's commitment to enhancing learning environments. Major completed projects included the Frank Kalimuzo and Yusuf Lule Teaching Facilities, the Main Administration Building, and the new School of Law complex. Significant renovations were also undertaken to student accommodation, with Lumumba and Mary Stuart Halls fully renovated and commissioned in 2024. Additionally, the School of Graduate Studies and the School of Public Health were commissioned, further expanding the University's capacity for postgraduate training and research.

b) Renovation and upgrading of the University Hospital

Following the College of Health Sciences assumption of management in 2018, Makerere University Hospital has expanded its healthcare services, offering comprehensive outpatient and inpatient care. Outpatient visits rose from 4,962 in 2020 to 32,560 in 2024, with 44.5% male and 55.5% female, 67.2% students, 25.9% staff, and 6.9% public clients, marking a 9.4% increase from 2023. This growth reflects deliberate efforts to strengthen service delivery, expand capacity, and build patient trust. Major infrastructural upgrades include renovation of the main hospital block, establishment of an imaging unit with modern ultrasound and digital X-ray facilities, a fully equipped operating theatre, and a refurbished diagnostic laboratory featuring an Olink Proteomic Analysis platform. The hospital also launched a Hearing Clinic, Temporal Bone Laboratory, and the Makerere University Health Service Scheme (2022) to improve staff access to medical care. Recent initiatives, such as medical camps and the 2025 HIV Prevention Awareness Campaign, further demonstrated its commitment to community health. New research grants and clinical trials underscored its growing role in medical research and innovation.

c) University Asset Holdings

Makerere University held land equivalent to 1,562.1 acres at the Main Campus on Makerere Hill, as well as in various parts of the country. As illustrated in *table 12 below*.

Table 12: Makerere University Land Holdings

Sn	Location of the land	Utilisation Status	Acres
1.	Makerere Main Campus on Makerere Hill Road	Academic and Administrative structures, as well as additional residential facilities for students and staff.	300
2.	Makerere North: All plots north of the main campus on Makerere Hill	There are several detached plots; some are occupied by Makerere University Primary School along Bombo Road, while others are vacant.	25
3.	Bwaise: Near Northern bypass	For Junior staff housing, the other part was vacant.	4.95
4.	Kagugube Hill	University Hospital	2.43
5.	Sir Apollo Kaggwa Road, opposite Full Gospel Church	Junior Staff housing	0.79
6.	Katanga: Along North Kitante road	The lower part was vacant; however, some encroachments were before the Courts of Law	31
7.	Mulago within Mulago Hospital	Occupied by the CHS's academic and administrative structures and a student's hostel.	9.06
8.	Kampala Road, formerly the NIC building	It has a commercial block and parking along Nkrumah.	0.18
9.	Kololo	Senior Staff Housing and CHS Program Offices	17.98
10.	Makindye on Lukuli hill	A portion of land was used for residential structures, while the rest was vacant.	14
11.	Katalemwa along Gayaza road after Mpererwe Trading Centre	Residential housing for Senior staff. The land was earmarked for the University Teaching Hospital	31
12.	Kabanyolo in Gayaza trading centre.	The land was portioned for farmland, administrative buildings, and residential areas for staff and students.	522
13.	Kasangati, along the Gayaza Road, next to the Kasangati Health Center.	Used by the School of Public Health. The land was fenced off with chain-link. A small portion of the main facility is detached and occupied by a water pump.	2.96.02



Table 12 continued

Sn	Location of the land	Utilisation Status	Acres
14.	Lira Municipality along Makerere Road	Teaching facility	1.49
15.	Buyana Farm: Located in Mpigi District	The land was portioned for farmland, staff housing, and a forest reserve, with some areas remaining vacant.	322
16.	Kibaale Biological Station	The station had 3 camps at Kanyawara, Ayanchu River, and Ngogo, all on NFA land. The additional land was used as a forest reserve at Kamwenge (Nkingo) and Kabarole (Kanyawara).	Approx. 10 acres 40.2
17.	Nakyesasa	Farm structures and fences occupied the land.	207
18.	Nyabyeya	There is a hostel block on Nyabyeya Forestry College land. Nyabyeya Forestry College was allocated University land from the NFA for research purposes.	Appr. 10.04
19.	Kyankwanzi	The Ministry of Agriculture, Animal Industry, and Fisheries allocated land to Mak for CoVAB use on ranch 16.	1 sq mile

Source: *Estates and Works Directorate*

Significant chunks of prime university landholdings in Kampala and across the country remained underutilised, with persistent threats of encroachment and grabbing. In several areas, the land was vacant and unfenced.

Intervention 3: Maintain an Environmentally Friendly Campus

a) Climate Change Mitigation and Adaptation

Makerere University is aware of the impacts of climate change and the importance of environmental sustainability. Like any other organisation, the University also faces ecological management challenges, including waste management, water management, and energy use, all of which have climatic impacts that threaten its long-term sustainability and pose operational disruptions from extreme weather events.

Makerere University, through its Centre for Climate Change Research and Innovation (MUCCRI) in the College of Agricultural and Environmental Sciences (CAES), hosted the Sustainable Development Solutions Network (SDSN) Uganda, which disseminated information and knowledge on climate risks and emerging adaptation opportunities. Through MUCCRI, the University produced sustainable development reports and conducted 35 stakeholder engagement sessions, reaching up to 320 participants.

In addition, the University promoted multi-stakeholder engagement. It contributed to policy dialogue through its Centre for Environment and Development (EfD), which facilitated effective governance frameworks for environmental management by convening stakeholders across sectors to address forestry and biodiversity issues. Through the EfD, the University published over 150 publications and organised 25 policy dialogues, reinforcing its role in advancing sustainable development and environmental governance.

b) Air Quality Monitoring

The air quality monitoring initiative (AirQo) at Makerere University was developed to address urban air pollution in Africa by developing and deploying low-cost air quality monitoring sensors. Over the last five years, AirQo has successfully deployed more than 200 sensors across various African cities, including Kampala, Mbale, Masaka, and Bundibugyo, to monitor outdoor air pollution levels. The project also launched the CLEAN-Air Africa Network in April 2023, bringing together communities from over 15 African cities to foster collaborations and knowledge exchange on the use of low-cost sensors for air quality management.

c) Green Energy Initiative

Makerere University, through its Infectious Diseases Institute (IDI), launched a groundbreaking 384 kWp solar-powered electricity grid, a first of its kind on the African continent. The initiative aimed to enhance sustainable research infrastructure and improve energy access at the main campus. The system was designed to power critical operations at IDI, including the high-demand data centre at the African Centre of Excellence in Bioinformatics. By reducing its reliance on conventional energy sources, the system was expected to lower operational costs and mitigate the institute's carbon footprint.

2.2.7 Financial Performance and Sustainability

The University strategised to ensure efficient and effective resource management. It integrated support structures to ensure that quality professional services complemented excellent teaching and research. Strategic initiatives and investments were made to secure adequate resources by increasing income from the University's expanded operations and land holdings. The University continued to commit to increasing research funding from development partners, as well as income from philanthropy, University assets, and innovations, while aligning resources to its priorities.

Intervention 1: Institute Efficient and Effective Management of Resources

a) Government funding to Makerere University

Over the five years, the University received an average of UGX 354.73 billion per year, compared to the approved amount of UGX 362.85 billion (*see table 13 below*). During this period, wages were stable and prioritised in all releases, while non-wage costs showed some volatility, averaging UGX 8 billion.

Table 13: Approved budget vs released to Makerere University for FYs 2020/21-2024/25

FY	2020/21		2021/22		2022/23		2023/24		2024/25	
	App	Rel	App	Rel	App	Rel	App	Rel	App	Rel
Recurrent -Wage	206.6	206.6	206.6	206.4	206.0	205.6	209.0	209.0	221.6	221.6
Recurrent - non-wage	141.0	137.0	141.8	106.1	147.7	144.4	129.6	138.3	121.8	102.4
Development	15.7	15.7	16.7	35.4	21.1	15.9	15.4	15.4	13.8	13.8
Total Budget	363.3	359.4	365.1	347.9	374.7	365.9	354.0	362.6	357.2	337.9

Source: Directorate of Planning and Strategy



a) University Endowment Fund

The University Endowment Fund grew from UGX 8,931,594,680 (as of July 1, 2021) to UGX 11,793,482,650 as of December 31, 2024, registering an investment return of 13.6%. The Fund's corporate target was to grow the fund size to UGX 20 billion by the end of the FY2026/27.

b) Mak Holdings Limited

The University continued to capitalise Mak Holdings and enhance its capacity to contribute to the University's financial sustainability goals by leveraging institutional assets, including land, infrastructure, and commercial ventures, to generate revenue and reduce dependence on government funding.

c) Support from Development Partners

Mak established over 669 partnerships and collaborations with other universities, governments, and agencies over the last five years. These partnerships resulted in an estimated UGX 803 billion funding for various teaching, learning, and research activities. This funding greatly complemented public funding and supported essential university functions.

d) Commercialisation of Research Income

The University commercialised several innovations, including CAES coffee, Mak soya, and Mpafu wine. Additionally, several spin-off companies were established from research and innovation at Makerere University. Following a student research initiative at the Vehicle Design Summit 2.0, a global project led by the Massachusetts Institute of Technology, Mak contributed to the design of the Vision 200, a plug-in hybrid vehicle.

After the summit, Mak established the Center for Research in Transport Technologies in 2008, with the Kiira Electric Vehicle Project as its inaugural endeavour. The success of the Kiira EV Project led to the formation of Kiira Motors Corporation in 2014, a state-owned enterprise in which the Government of Uganda holds 96% ownership and Mak 4%. With the start of commercial vehicle production by Kiira EV in 2022, Makerere's stake in the corporation began to pay off through dividends.

2.3 Stakeholder Analysis

Over the last five years, Mak has demonstrated a strong commitment to its core mandate of teaching, research, and innovation by working collaboratively with a broad spectrum of stakeholders, including government ministries and agencies, development partners, industry, academia, and civil society. These partnerships enabled the University to strengthen academic programmes, expand research output, and accelerate innovations with direct relevance to national and regional development priorities. In addition, Makerere continued to deepen its engagement with communities through outreach initiatives that translated knowledge and research into practical solutions, benefiting farmers, enterprises, public institutions, and local communities. The results achieved affirm Makerere's growing role as a premier centre of knowledge generation and societal transformation.

Table 14: Makerere University’s stakeholders (2020/21-2024/25)

Category	Area of Collaboration	Key Undertakings
Government MDAs	Ministry of Education and Sports	The University worked with the Ministry to establish the Uganda National Institute for Teacher Education (UNITE), which was created to coordinate and improve the quality of teacher education. Key areas of focus included competency-based training, continuous professional development (CPD), and enhancing teaching quality in primary, secondary, and technical education.
	Ministry of Finance, Planning and Economic Development	The University worked with the Ministry to establish and operationalise the Public Investment Management Center of Excellence, which delivered capacity-building courses for public servants responsible for the conceptualisation, management, and evaluation of development projects.
	Ministry of Public Service	Joint research on public service human resources policies, management systems, data management, capacity building, curriculum review, and evaluation of government performance.
	Ministry of Energy and Mineral Development	The ministry supported the University’s Centre for Research in Energy and Energy Conservation (CREEC) in conducting capacity-building for energy sector professionals and in applied energy research.
	National Agricultural Research Organisation (NARO)	Joint research and innovation in the agriculture value chain.
	Ministry of Agriculture, Animal Industries and Fisheries	Establishment of the Agricultural Policy Research Centre to support evidence-based agricultural policymaking.
	Ministry of Health	Makerere University supported Uganda’s health sector through joint initiatives with the Ministry of Health to strengthen health systems, improve disease prevention and surveillance, and build health workers’ capacity. The University conducted research and innovation, including AI-based diagnostics, and worked directly with communities through field programs to ensure services reach those who need them most.
	Ministry of Science and Technology	Collaboration in science policy, research regulation, and innovation systems.



Table 14 continued

International Development Partners	Mastercard Foundation	In FY 2024/25, the Mastercard Foundation renewed the Scholars' Programme, which will award 1000 scholarships to qualifying, financially disadvantaged students enrolled at Makerere University, including refugees and persons with disabilities.
	United Nations Development Programme	UNDP collaborated with Makerere University in various areas, including the establishment of a state-of-the-art innovation Pod, a multimedia production studio, and a children's center.
	Norwegian Agency for Development Cooperation (NORAD)	The University collaborated with NORAD to implement the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED), which strengthened Makerere University through improved education and research programs, enhanced systems and infrastructure, and the development of staff and student capacity. Achievements included establishing new PhD and Master's programs in energy economics and governance, developing cutting-edge research in environmental risk management, and creating an anti-tick vaccine for livestock.
Universities and non-governmental organisations	Karolinska Institute (Sweden)	Joint academic and research in health, especially in public health, doctoral training, and the Centre of Excellence for Sustainable Health

2.4 Cross-cutting Issues

Gender equality and inclusiveness in education for students with special needs remained a priority for Makerere University. Over the Strategic Plan implementation period, the share of female students remained constant at 44% of total student enrolment, indicating a sustained gender balance within the student population. Furthermore, the percentage ratio of female to male students in STEM fields slightly increased from 37:63 to 39:61. This increase in female enrollment in STEM courses was partly due to the implementation of the Science, Technology, Engineering, and Mathematics (STEM) policy aimed at increasing the quota of female admissions on government sponsorship for undergraduate students. These statistics underscored Makerere University's dedication to promoting gender inclusivity and providing equitable opportunities for graduate education.

Regarding special-needs students, although the University maintained its commitment to inclusion, enrollment in the special-needs category remained low. There were only 130 students with special needs in the Academic Year 2024/25. This low enrollment was partly due to the inadequate infrastructure and equipment to support their teaching and learning.

Makerere University was cognizant of the impacts of climate change and the importance of environmental sustainability. Like any other organisation, the university faced ecological management challenges, including waste, water, and energy management, all of which

had climatic impacts that threatened its long-term sustainability and posed operational disruptions from extreme weather events. Makerere University Centre for Climate Change Research and Innovation (MUCCRI) in CAES hosted the Sustainable Development Solutions Network (SDSN) Uganda, which facilitated and disseminated information and knowledge on climate risk and emerging adaptation opportunities. Besides, the University fostered multi-stakeholder engagement and engaged in policy dialogue through the Centre for Environment, Development and Research (EfD). It facilitated the development of efficient governance frameworks to manage the environment by convening stakeholders across various spheres to discuss forestry and biodiversity issues. This fostered environmental sustainability and increased communities' resilience to environmental hazards.

Mak demonstrated a strong commitment to advancing Information and Communication Technology (ICT) and digitalisation across its academic and administrative functions. There were investment in ICT infrastructure to facilitate e-Learning, as well as efforts to enhance the processing and storage capacity of the Makerere University E-Learning Environment (MUELE), thereby increasing the number of courses available on the MUELE platform. The integration of MUELE with the BigBlueButton collaborative solution also improved the online learning experience, with greater student engagement and interaction in virtual classrooms. Moreover, initiatives such as ICT Bootcamps, the implementation of cutting-edge pedagogical methods, including online instruction, and the establishment of efficient online support mechanisms for students who require them were crucial to the creation and integration of ICT into education. However, the physical infrastructure for ICT remained inadequate, and most teaching and learning facilities were outdated, posing serious challenges to teaching, research, and administrative activities.

2.5 Summary of Key Achievements

- a) New academic programs (including 4 PhDs, 25 Master's degrees, 6 Bachelor's degrees, 2 Postgraduate Diplomas, and 1 Diploma) were introduced to align with the emerging trends and national development priorities.
- b) Pedagogical approaches were revised and deployed to strengthen competency-based education delivery, such as law court moots and extension services, among others.
- c) The University accounted for over 30 percent of the total enrollment of students in public Universities.
- d) University financial aid schemes offered opportunities to over 1000 students from less privileged backgrounds to access quality education.
- e) Through its admission policies, the University strengthened STEM education broadly, with a particular focus on increasing access and participation for female students.
- f) There was increased subscription and access to e-library resources, reaching over 3 million annual e-users.
- g) E-learning was strengthened through increased e-courses on an expanded MUELE with the capacity to serve over 10,000 students concurrently.



- h) The University established the Disability Support Center to improve the life experiences of students with disabilities.
- i) The percentage of postgraduate graduates increased from 10.9 percent in 2021 to 16.1 percent in 2025.
- j) Research publications increased by an impressive 37%, rising from 858 publications in 2020 to 1,365 publications in 2023/2024.
- k) The University maintained its number one rank nationally and peaked at 5th on the African continent.
- l) The University established the innovation pod and the intellectual management office.
- m) Up to 68 policies were developed/or revised to respond to education and service delivery standards.
- n) The University entered research partnerships with 669 Universities, governments, and international organisations.
- o) All education delivery and administration services were digitalised to enhance efficiency and effectiveness.
- p) The University harmonised salary scales and nomenclature for 1,200 staff to align with the public University structure.
- q) Staff recruitment and promotions were sustained, resulting in 706 new staff and 230 promotions across both academic and administrative categories.
- r) Staff development initiatives benefited 343 staff, who received tuition and functional fee waivers worth UGX 2 billion, and another 42 staff who received cash funding to the tune of UGX 1.2 billion.
- s) Several new teaching and learning infrastructures were constructed, thereby increasing the lecture space ratio.
- t) The University expanded its internet bandwidth from 2,500 to 5,000 Mbps, with WiFi coverage covering 60 percent of the main campus.
- u) The University's e-learning management system was expanded to enable 10,000 concurrent users.
- v) The University Endowment Fund grew from UGX 8.9 billion to UGX 11.8 billion, registering an investment return of 13.6%.



2.6 Strengths, Weaknesses, Opportunities, and Threat Analysis

The University's strengths, weaknesses, opportunities, and threats are summarised in *table 15 below*.

Table 15: Strengths, Weaknesses, Opportunities, and Threats

Strengths	Weaknesses
A distinguished legacy as the oldest institution of higher learning in Uganda	Heavy reliance on government funding and tuition fees, with limited diversification of income sources.
A top-ranking position both nationally and regionally, with a strong global reputation for excellence in research and innovation.	Outdated infrastructure, with many academic, student, and staff facilities requiring urgent renovation and modernisation.
Committed government support, including regular funding that underpins academic and research programs.	Limited accessibility to training facilities for people with disabilities.
Highly skilled and multi-disciplinary staff who drive academic and research excellence.	Low uptake and limited training in e-learning and ICT-integrated pedagogy among staff and students.
Diverse and relevant academic portfolio (Undergraduate, postgraduate, and professional programmes) aligned with industry and societal needs.	Limited intellectual property protection and content security on the Learning Management System.
Strong research capacity guided by a clear agenda and sustained through consistent funding and institutional commitment.	Lengthy human resource recruitment and replacement.
Robust partnerships with universities, governments, and the private sector, which enhance research collaboration and resource mobilization.	Inadequate student support systems-e.g., mentorship, mental wellness, leadership development.
Modern infrastructure, including ICT systems, laboratories, and digital libraries, which facilitate high-quality learning and research.	Underutilisation and limited commercialisation of the University's asset base.
Robust governance and legal framework that ensures institutional stability and accountability.	Inadequate research infrastructure
Innovative pedagogical approaches, including blended learning models that integrate online and face-to-face instruction.	Unclear MoU and partnership follow-up system.
A valuable land asset holding in the heart of Kampala, offering potential for expansion and strategic development.	Inadequate staff welfare support system,



Table 15 continued

Promotion of disability inclusion through policy provision and infrastructural improvements.	inadequate job aids and equipment for staff.
Strong focus on the safety and well-being of students and staff.	
Opportunities	Threats
Extensive national and international partners to leverage - Universities, National and international organisations, and the private sector.	Budgetary constraints continue to limit the University’s ability to fund core operations and strategic initiatives.
Competence-based secondary education producing innovative learners ready for higher education.	A decline in international student enrolment is reducing both the University’s cultural diversity and its revenue base.
Supportive development frameworks (including Uganda’s Vision 2040, NDP, EAC Vision 2050, SDGs, and AU Agendas 2025, 2030, and 2063) to guide the University’s direction.	Political instability, geopolitical tensions, and the emergence of pandemics
Diversified funding opportunities and revenue streams.	Delays in facilitating the implementation of the newly approved University structure shall hinder the University’s institutional reform agenda.
Availability of new technologies to support teaching, learning, and research.	Economic shocks and disruptions at national and global levels adversely affect institutional funding and planning
	Competition for research funding from other institutions and research centres is intensifying.

2.7 Key Emerging Issues

During the implementation of the Strategic Plan, Makerere University made considerable efforts to adapt to the changing educational, technological, and social landscape. However, several emerging issues surfaced, presenting both challenges and opportunities for the University’s growth, performance, and fulfillment of its mandate and vision.

a) Academic Programme Certification

The NCHE minimum academic delivery standards require Universities to develop and offer fully accredited academic and professional programs. Makerere University steadily moved towards meeting the NCHE’s certification demands. However, at a 57 percent reassessment requirement, the pace was slow, given the large number of programs delivered and the highly consultative internal processes.

b) Postgraduate Student Enrollment and Scholarship

The University experienced a sluggish increase in postgraduate student enrollment over the plan period. At 17 percent in FY2024/25, the University fell short of the planned target of 40 percent.

c) International Student Numbers

There was a marked decline in the proportion of international students, from 6 percent to 2 percent, prompting concerns regarding the pragmatism of recent initiatives to attract and retain a globally diverse student body. Both postgraduate and international student enrollments suffered from the absence of an established institutional scholarship and financial aid scheme. The available institutional scholarship schemes focused solely on undergraduate students, while doctoral students benefited from private and external schemes that were unsustainable.

d) University Rank

Makerere University participated in various ranking processes, including the Centre for World University Rankings (13th) in Africa and 912th globally, EduRank (7th), and among the top five percent worldwide, and Times Higher Education, where it ranked in the 1201-1500 category globally and peaked at fifth in the Sub-Saharan University rankings in 2023. While the University maintained its privileged position as a premier Institution of higher learning in the country and region, it still lagged its well-known continental peers.

e) Research Infrastructure

Makerere's reputation for research continued to grow, despite a less-than-desired improvement in key research infrastructure needed to sustain the research-led agenda. While the University had over 120 research laboratories, many of them were not internationally accredited. Additionally, there were institutional data management challenges, including insufficient data analysis tools and the absence of centralised research management systems. Privately sponsored graduate students, while contributing to enrollment numbers, often lacked the capacity or support to significantly advance the University's research agenda.

f) Research Income

There was a growing expectation that Makerere would drive national policy through research, but weak commercialisation strategies meant innovations were not being adequately monetised or scaled. The University was not fully leveraging opportunities for innovation and partnerships to grow its income, develop human capital, and adequately structure collaborations for long-term impact.

g) Talent Management and Human Resource Planning

Aging Administrative and Academic staff, coupled with limited motivation for PhD supervision and weak mentorship systems, threatened continuity and academic excellence. This was worsened by Inadequate human resource planning and forecasting. Over time, the University's human resource structure became pyramidal, posing a threat to the sustainability of high-impact research and postgraduate studies, as specialised and experienced professors were replaced with lower-level Teaching staff.

h) Adoption of Digital Teaching and Learning

While the University invested in ICT infrastructure and blended learning, limited digital literacy among staff and students, along with resistance to e-Learning, hampered progress. The rapid adoption of artificial intelligence and digital platforms had created opportunities for innovation but also exposed the University to cybersecurity threats and challenges in intellectual property management.



i) Aging Physical Infrastructure

The pace of renovating the University's aging physical facilities did not keep pace with demand for standard teaching and learning spaces. Such aged physical facilities were inaccessible to people with special needs, limiting the effectiveness of teaching, learning, and service delivery.

j) Grants Mobilisation and Management

Despite the establishment of the Grants Management and Support Unit, challenges remained in grant mobilisation, management, and reporting capacity, both at the center and across academic units. Grants' mobilisation efforts were fragmented across individual researchers, departments, and faculties, affecting institutional grants data management and adherence to statutory and regulatory reporting requirements.

k) Implementing New and Revised Policies

There were delays in implementing newly approved policies and structures, slowing organisational reform. Although significant efforts were made to enact policies, resulting in 68 approved policies and manuals, insufficient resources were allocated to implement them due to budgetary constraints and inadequate internal expertise.

l) Monitoring, Evaluation, and Reporting Systems

The University's education and service delivery Monitoring and Evaluation (M&E) systems were weak due to a lean staffing structure at the centre and colleges. The University's planning and reporting function suffered from lean staffing at the planning unit.

m) Financial Diversification

Most of the University's revenue diversification initiatives, such as the Endowment Fund and Mak Holdings, remained in the investment phase, thereby limiting the achievement of their intended financial outcomes. Further efforts to diversify the University's revenue sources through its land assets in prime locations in and around Kampala had not yielded financial returns, despite the significant revenue-generating potential of these assets.



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VISION
To provide an excellent educational environment for students for academic excellence and a workforce of Health professionals in Africa
MISSION
To improve the health of the people of Uganda through academic excellence and research in the field of health sciences in Africa



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3.0

The Strategic Direction of the University

3.0

The Strategic Direction of the University

3.1 Vision, Mission, and Core Values



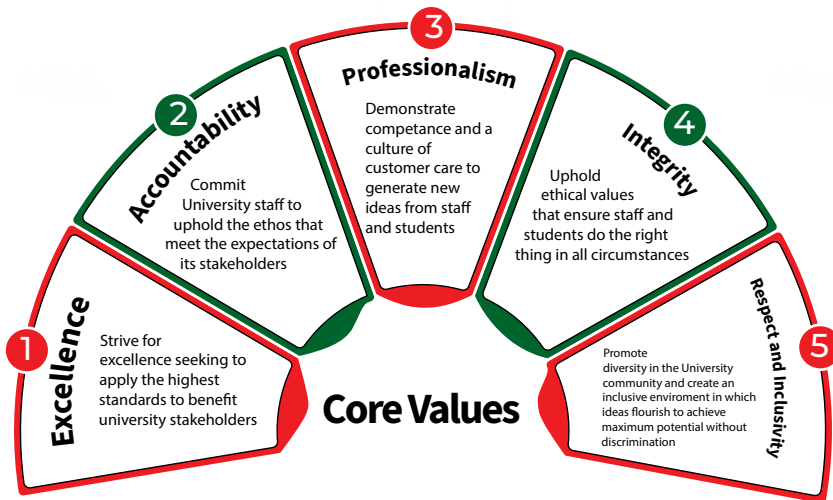
VISION

To be a thought leader of knowledge generation for societal transformation and development



MISSION

To provide transformative and innovative teaching, learning, research, and services responsive to dynamic national and global needs



Theme

Optimising the University’s Research Potential for National and Global Transformation



3.2 Guiding Principles

The University commits to the following guiding principles to inform the development of the Strategic Plan and to guide the strategic priorities of colleges and units.

- a) e-Learner-centered approach: strengthen the physical and ICT infrastructure and faculty capacity for e-learning.
- b) Industry-aligned and inclusive teaching, research, and innovations: Research and innovations, partnerships, faculty development, and resources address real-world problems in a clearly defined industry or sector.
- c) Ranking and community impact: foster the need to continuously improve the regional and global ranking of the University while emphasising its impact on the community.
- d) Knowledge generation for societal transformation: Continuously align the University's core interventions to science, technology, innovations, ICT, and creative art (knowledge economy).

3.3 Strategic Focus Areas

Makerere University's mandate primarily focuses on teaching, research, and knowledge transfer partnerships, positioning the institution within the social development cluster of the NDP IV. Within the social development cluster, the University is anchored in the Human Capital Development (HCD) programme, making a direct contribution to strengthening the foundation of the country's human capital and bridging knowledge and skills gaps. Although the University is anchored in the HCD programme, its mandate extends to other NDP IV programmes, including those with direct relevance to agro-industrialisation, natural resource management, manufacturing, digital transformation, governance, and security. The University will achieve its envisioned strategic vision through four sub-programmes (strategic focus areas): teaching and learning, research and innovations, engagement and partnerships, and institutional development.

a) Teaching and Learning

In alignment with the institution's core mandate of teaching and learning, and in response to NDP IV's focus on human capital development, Makerere University (Mak) will continue to design and deliver innovative teaching and learning approaches to strengthen the country's foundation for human capital development and reduce existing knowledge and skills gaps. During this plan period, the University will emphasise accelerating the acquisition of urgently needed skills in key growth areas, such as the ATMS and those identified in Intervention 9 of the NDP IV. Interventions and activities to design new programmes and revise existing ones to align with this sub-programme will be prioritised.

The University will also continue to consolidate its student-centred and competency-based approach by offering flexible study options and multidisciplinary academic programs that are responsive to the changing social and economic environment. Academic delivery at the University will provide students with the skills, knowledge, and attributes to navigate a rapidly changing world successfully. Problem-based, community-oriented, and competence-based learning approaches will prepare learners to tackle traditional and emerging societal challenges. Mak graduates will be enterprising and independent thinkers, with leadership, creativity, problem-solving skills, and analytical abilities to create positive change across industry, academia, the workplace, and society. A holistic student experience will be a key focus by creating an environment that supports students in meeting their academic and



professional aspirations. Teaching and learning will be inclusive, encompassing attention to students with special needs, as well as career guidance, counselling, and mentorship.

b) Research and Innovations

The University has established a foundation for impact research and innovation, symbolised by strengthened institutional arrangements and enhanced staff capacity for applied research and innovation. The establishment of the Unipod, grants units at the college level, and the University-wide Grants Administration and Support Unit (GAMSU) has augmented structures to accelerate research and innovations. In addition, increased base funding from the government through the Research and Innovation Fund, along with sustained grants from development partners, continues to support the University's research-led undertakings.

During this five-year strategic plan period, Mak will focus on strengthening its partnerships with industry to enable the commercialisation of research and innovations for secondary and tertiary value addition in agriculture, manufacturing, tourism, and extractive sectors. In addition, Mak will further leverage existing capacities to integrate research-generated knowledge into teaching, learning, community engagement, and the world of work, thereby maximising impact.

c) Institutional Engagement, Partnerships and Community Impact

Makerere University's engagements and partnerships have been a distinguishing feature, contributing to its research and socio-economic impact at the national, continental, and global levels. The University is acknowledged as having a broad and dynamic network of formal partnerships, research collaborations, and student exchange programs spanning Africa and the wider international community. These partnerships encompass the University's broad mandate and have been crucial in sustaining competency-based training, academic-industry linkages, and the translation of research into goods, services, and enterprises. The University has leveraged its engagements and partnerships with the government and international organisations to influence public policy.

Over the next five years, this strategic focus area will be maintained and strengthened through closer collaboration with government MDAs across various programs, with a specific focus on policy influencing, skilling, research, and innovation interventions. The University will engage and partner with government MDAs to develop and implement academic and professional training programmes and influence policy for areas identified in NDP IV with scarce skills to drive the ATMS. At the community and industry level, partnerships will be developed and maintained to strengthen competency-based academic delivery and the commercialisation of research and innovations. At the continental and global levels, the University will engage in and partner with governments, international organisations, and Universities to implement strategic interventions in teaching and learning, as well as research and innovation.

d) Institutional Capacity

The University has a rich history and heritage spanning 100 years of significant contributions to the creation, advancement, and dissemination of knowledge and innovation. The University's success has been made possible by an enabling environment, characterised by broad institutional arrangements, effective corporate governance, qualified human resources, and a steady flow of public resources. The University has been a beacon of equality in employment and service delivery.

The new Strategic Plan presents the University with opportunities to develop and sustain a dynamic work environment that fosters a culture of excellence and innovativeness for staff and students. The University will be rebranded as one of the most attractive destinations for students seeking higher education on the continent. To increase international visibility and meet industry standards, initiatives will be undertaken to build and maintain infrastructure that enhances the University's image and reputation as a leading research, teaching, and learning environment.

3.4 Strategic Objectives

- a) To promote innovative, flexible, appropriate, and integrated teaching and learning that transforms students' experiences and meets societal needs.
- b) To strengthen research and innovations for national, regional, and global development.
- c) To establish and enhance mutually beneficial engagements and partnerships at local, national, and international levels.
- d) To strengthen University governance, management processes, infrastructure, human resources, and financial sustainability.

3.5 Strategic Key Results

Makerere's five-year Strategic Plan reflects a deliberate shift towards consolidating its role as a research-led, innovative, and globally competitive institution. Anchored within the Human Capital Development Programme, the Plan emphasises balanced growth in enrolment, decisive expansion in postgraduate and STEM disciplines, and strengthening graduate research training. It sets ambitious targets for program accreditation, doctoral completion rates, and the output of peer-reviewed publications, while simultaneously prioritising innovation and intellectual property development. The framework also positions Makerere to steadily climb the University rankings in Sub-Saharan Africa, signaling its aspiration to lead knowledge production, drive national development priorities, and shape a skilled and ethical workforce for Uganda and beyond. *Table 16 below* summarises the key strategic results at the goal level, along with the corresponding indicators and targets, to assess progress annually.



Table 16: Key strategic results

Result	Outcome /Result	Indicator	Baseline 2024/25	Target 2029/30
Strategic Objective 1: Promote quality, innovative, and responsive teaching and learning that transforms students’ experiences and meets societal needs.	Strengthened workforce planning, management, and development.	Gross enrolment in undergraduate programmes.	19,408	22,999
		Gross enrollment in graduate programmes.	3,874	7,744
		Employability of University Graduates (%) within two years.	33%	65%
		Number of accredited programs aligned with national development priorities.	189	290
	Increased Enrollment in STEM/STEI and TVET Programs.	Percentage of students enrolled in STEM disciplines.	30%	55%
Strategic Objective 2: Strengthen research and innovation capacity for national, regional, and global development	Enhanced research productivity, innovation, and knowledge transfer.	The percentage of enrolled students at the PhD level graduating on time.	10%	35%
		Number of annual research publications in peer-reviewed and indexed journals.	1,365	3,000
		Number of innovations patented.	12	45
		Number of innovations commercialised through Unipod.	15	65
Strategic Objective 3: Establish and enhance mutually beneficial engagements and partnerships at local, national, and international levels	Expanded collaborative networks and partnerships	Amount of funding (billions) or in-kind support mobilized through partnerships (In UGX billion).	2.0	5.1
		Number of staff participating in mobility programmes.	111	185
		Number of students participating in academic exchange programmes.	117	617



Table 16 continued

Result	Outcome /Result	Indicator	Baseline 2024/25	Target 2029/30
Strategic Objective 4: Strengthen University governance and the strategic enablers (management, infrastructure, human resources, and financial sustainability)	Improved Policy, Legal, Institutional, and Coordination for HCD	University ranking in sub-Saharan Africa.	8th	1st
		Annual growth rate in internally generated revenue.	4%	30%
		Percentage of staff establishments filled.	41.5%	60%
		Number of students/users accessing the e-library resources.	3,023,958	4,223,958

3.6 Mapping of Strategic Actions to NDP IV PIAPs

The mapping of Makerere University’s strategic actions and activities to the Human Capital Development (HCD) programme interventions and actions demonstrates alignment with national priorities. *Table 17 below* illustrates how the University’s strategic priorities correspond with national development objectives. It highlights the coherence between the University’s mandate and Uganda’s broader goals for human capital development, research and innovation, and socio-economic transformation.

Table 17: Mak actions and alignment to NDP IV

Interventions	PIAP Actions/ MAK Activities
HCM Programme Objective 2: To produce a knowledgeable, skilled, and ethical labour force (with emphasis on science and technology; STEI/STEM in education and TVET)	
Mak Strategic Plan Objective 1: To promote innovative, flexible, appropriate, and integrated teaching and learning that transforms students’ experiences and meets societal needs.	
PIAP strategic intervention: Accelerate the acquisition of urgently needed skills in key growth areas	PIAP Action: Study, create, and implement the Higher Education Financing Fund to support parental contributions towards financing long-term (future) higher education



Table 17 continued

Interventions	PIAP Actions/ MAK Activities
<p>The Mak strategic intervention: Provide the required physical infrastructure and equipment, instruction materials, human resources, and quality assurance mechanisms, including Special Needs Education (SNE)</p>	Activity 1: Introduce the postgraduate scholarship scheme.
	Activity 2: Increase the threshold of private students for STEM and scarce skills training.
	PIAP Action: Develop and implement new education and training programmes for areas with scarce skills, particularly prioritising skills required for the ATMS (E-Mobility, Pathogen industry, Agriculture, etc.)
	Activity 1: Develop new programmes in scarce-skill areas for which there is no training in the country.
	Activity 2: Enroll students in programmes that respond to the NDPIV scarce skills areas for which there is no training in the country.
	Activity 3: Introduce flexibly delivered postgraduate academic and professional programmes.
	Activity 4: Introduce postgraduate programmes at the Jinja Satellite Campus.
<p>The Mak strategic intervention: Provide the required physical infrastructure and equipment, instructional materials, human resources, and quality assurance mechanisms, including Special Needs Education (SNE)</p>	PIAP Action: Construct, expand, and equip University facilities, taking into account the technological requirements
	Activity 1: Train, mentor, and support all faculty in e-course development.
	Activity 2: Expand the capacity of the Makerere University Electronic Learning Environment to accommodate all students concurrently.
	Activity 3: Promote and implement distance learning programmes.
	Activity 4: Introduce AI and machine learning to enhance cataloguing, identify user patterns, and inform improvements in library usage.
	Activity 5: Expand digital library collections and subscriptions.
	Activity 6: Conduct regular sensitisation sessions on library usage and emerging trends such as AI in academic work.
	PIAP Action: Recruit staff in public universities
	Activity 1: Implement staff continuous professional development.

Table 17 continued

Interventions	PIAP Actions/ MAK Activities
	Activity 2: Implement a rewards and recognition program to celebrate faculty and the best-performing female and male students.
	Activity 3: Review and rationalise staff workloads and deployment to ensure optimal distribution across departments.
	Activity 4: Implement the 60:40 assessment policy for all undergraduate student programmes.
	Activity 5: Train all staff to design, deliver, and assess learners in a competence-based curriculum system.
	PIAP Action: Project 18 - Makerere University Infrastructure Development Project
	Activity 1: Improvement of Makerere University Project (Korea Education V).
	Activity 2: Improvement of Makerere University Teaching and Research Hospital.
	Activity 3: Construction of the Public Investment Management Center of Excellence.
	Activity 4: Infrastructure expansion at the Makerere University College of Business and Management Sciences.
	Activity 5: Construction and provision for the Centres of Education in Mechanical Engineering and Industrial Technology at Makerere University.
	Activity 6: Makerere University Lung Institute Expansion Project.
	Activity 7: Renovate and upgrade residential and non-residential facilities.
	Activity 8: Construction of the Center of Excellence (CoE) for African Studies, Indigenous Knowledge, and Social Sustainability.
	Activity 9: Build an all-in-one ICT Complex.
	Activity 10: Renovate the main laboratory building/facility at CoVAB.
	Activity 11: Review and update the university infrastructure master plan.
	Activity 12: Develop and implement the facilities maintenance plan.



Table 17 continued

Interventions	PIAP Actions/ MAK Activities
<p>The Mak strategic intervention: Provide early exposure to STEM/STEI to children through innovative science projects in schools and higher education institutions</p>	<p>PIAP Action: Initiate pupil/Student-led innovative science-based projects</p> <p>Activity 1: Increase the number of privately sponsored student admissions in STEM.</p> <p>Activity 2: Align curriculum development and revisions, and bridge the qualification and skills shortages identified in NDP IV.</p> <p>Activity 3: Develop new professional programmes to address critical skills gaps for which no training is currently available in the country.</p> <p>Activity 4: Establish and run centers of excellence in critical areas in the NDP IV/ten-fold growth strategy.</p> <p>Activity 5: Conduct innovative science fairs to showcase the application of science in real life.</p>
<p>The Mak strategic intervention: Review curricula to make them competence-based at all levels and implement competence-based curricula at all levels.</p>	<p>PIAP Action: Undertake a review of the curricula to make them competence-based at all levels</p> <p>Activity 1: Review all programmes due for re-accreditation and align with the strategic priorities herein.</p> <p>Activity 2: Establish an office in the Academic Registrar’s department for academic programme development support.</p> <p>Activity 3: Retool academic staff to implement the competency-based curriculum.</p>
<p>Mak Strategic Objective 2: To strengthen research and innovations for national, regional, and global development.</p>	
<p>The Mak strategic intervention: Equip TVET trainees and higher education graduates with 21st-century knowledge and skills.</p>	<p>PIAP Action: Capacitate higher education institutions to deliver relevant, practical, and quality teaching/training and research</p> <p>Activity 1: Utilise the university’s research and innovation capacity to support PDM.</p> <p>Activity 2: Mobilise resources to meet the University’s research and innovation priorities.</p> <p>Activity 3: Institutionalise and mainstream research and innovation support programmes for staff and postgraduate students.</p> <p>Activity 4: Conduct regular training workshops on research methodology, pedagogy, academic writing, and proposal development.</p>

Table 17 continued

Interventions	PIAP Actions/ MAK Activities
	Activity 5: Provide mentorship and research support to postgraduate students.
	Activity 6: Establish peer-reviewed and indexed journals at the college level.
	Activity 7: Establish research awards and other incentives for researchers.
	Activity 8: Conduct regular reviews to monitor the social impact of research outputs.
	Activity 9: Organise knowledge-sharing platforms such as seminars, workshops, and conferences.
	Activity 10: Develop a strategy to commercialise university-generated knowledge and innovations.
	Activity 11: Register all innovations from the university that have commercial potential.
	Activity 12: Protect all intellectual property through patent applications for inventions, copyrights for written works, and trademark applications for brand names.
	Activity 13: Create new PPP spin-off companies to commercialise the University's research.
	Activity 14: Establish an academic-private sector forum to support private sector-funded research.
	Activity 15: Conduct regular IP awareness and capacity-building sessions for staff and students.
	Activity 16: Conduct IP audits.
<p>Mak Strategic Objective 3: To establish and enhance mutually beneficial engagements and partnerships at local, national, and international levels.</p>	



Table 17 continued

Interventions	PIAP Actions/ MAK Activities
<p>The Mak strategic intervention: Promote industry-driven and employer-led TVET and higher education skilling and training.</p>	<p>PIAP Action: Establish knowledge transfer partnerships between HEIs and industries</p>
	<p>Activity 1: Promote continuous outreach through open days, exhibitions, and engagement forums.</p>
	<p>Activity 2: Engage private sector players to support research, innovations, and knowledge transfer partnerships/ collaborations.</p>
	<p>Activity 3: Host university–industry roundtables to identify areas of mutual benefit.</p>
	<p>PIAP Action: Conduct employer-led skills assessment on the competencies acquired by TVET and University trainees during apprenticeship, traineeship, indenture training, and or upgrading</p>
	<p>Activity 1: Develop and implement guidelines for work experience/internship and job placements.</p>
	<p>Activity 2: Produce employer-led assessment reports on competences acquired by university trainees during internships/placements.</p>
	<p>Activity 3: Conduct graduate tracer studies to provide insights into the employment of graduates.</p>
	<p>Activity 4: Develop and implement an alumni engagement strategy.</p>
	<p>Activity 5: Popularise the MakAdvance portal for digital engagement.</p>
<p>Activity 6: Profile and recognise notable alumni/diaspora contributions.</p>	
<p>Programme Objective 9: Strengthen the policy, legal, institutional, and coordination frameworks</p>	

Table 17 continued

Interventions	PIAP Actions/ MAK Activities
<p>Mak Strategic Objective 4: To strengthen University governance, management processes, infrastructure, human resources, and financial sustainability.</p>	
<p>The Mak strategic intervention: Develop and review policies and regulations related to HCD</p>	<p>PIAP Action: Develop and review policies for Education</p> <p>Activity 1: Develop and implement a comprehensive institutional human resource development and retention plan.</p> <p>Activity 2: Review statutes, policies, and operational manuals relating to human resources.</p> <p>Activity 3: Establish an institutional data and statistics management framework to ease data accessibility and application for decision-making.</p> <p>Activity 4: Develop and approve Makerere University partnership coordination and governance framework.</p>
<p>The Mak strategic intervention: Capacitate the university to deliver the Human Capital Development Programme.</p>	<p>PIAP Action: Equip, upgrade and strengthen ICT system for HCD institutions</p> <p>Activity 1: Upgrade the capacity of the WIFI coverage on the main campus and across other campuses.</p> <p>Activity 2: Maintain ICT infrastructure.</p> <p>Activity 3: Provide modern ICT equipment for staff.</p> <p>PIAP Action: Conduct policy research on knowledge and the evidence to answer big policy questions</p> <p>Activity 1: Develop and disseminate research and proposal development toolkits tailored to institutional and donor requirements.</p> <p>Activity 2: Establish and operationalise grants offices across all academic units.</p> <p>Activity 3: Appoint practitioner professors and research chairs.</p> <p>Activity 4: Establish and operationalise fellowship schemes for doctoral and postdoctoral talent.</p> <p>Activity 5: Conduct regular training workshops on research methodology, pedagogy, academic writing, and grant proposal development.</p> <p>Activity 6: Establish and operationalise an institutional public policy think tank.</p>



Table 17 continued

Interventions	PIAP Actions/ MAK Activities
	PIAP Action: Develop and implement the communication strategy for education
	Activity 1: Develop and roll out a comprehensive branding and communication strategy.
	Activity 2: Engage alumni, media, and partners in visibility events.
	Activity 3: Establish a student support center.
	Activity 4: Establish a fully-fledged call center.
	Activity 5: Conduct a student satisfaction survey.
	Activity 6: Establish a university media house for TV, radio, print, and online broadcasting.
	PIAP Action: Undertake planning, budget preparation, and reporting (prepare plans and BFPs)
	Activity 1: Develop/revise college-based strategic plans to align with the University Strategic Plan.
	Activity 2: Train heads of units, finance officers, and planners in planning tools (e.g., budgeting models).
	Activity 3: Conduct mid-term reviews of college strategic plans to inform budgeting.
	Activity 4: Train heads of units, finance officers, and planners in planning tools.
	Activity 5: Conduct midterm and quarterly budget performance reviews.
	Activity 6: Revise and operationalise the Makerere University Communication Policy.
	Activity 7: Hold annual graduate/doctoral symposia at the college level.
	Activity 8: Hold annual education fairs and exhibitions.
	Activity 9: Develop the Makerere University Strategic Plan 2030/31 – 34/35
	PIAP Action: Pay salaries and wages of all education staff
	Activity 1: Provide competitive remuneration to staff at all levels.

Table 17 continued

Interventions	PIAP Actions/ MAK Activities
	Activity 2: Provide health insurance and staff welfare programmes.
	PIAP Action: Conduct human resource capacity building and management, and records management (including RAPEX)
	Activity 1: Conduct annual leadership training for unit heads.
	Activity 2: Implement a performance-based staff evaluation system.
	Activity 3: Create staff wellness activities.
	PIAP Action: Organise and attend national, regional, and international meetings, consultative meetings, and partner coordination
	Activity 1: Organise the annual Makerere Symposium.
	Activity 2: Organise annual stakeholder consultative meetings.
	Activity 3: Increase the investments in Mak Holdings.
	Activity 4: Utilise the PPP model to harness the financial potential of the University’s land holdings.
	Activity 5: Create consulting and short-term professional programmes at the academic unit level.
	PIAP Action: Conduct institutional, performance, human resource, project audits, and risk management
	Activity 1: Conduct targeted training for faculty and administrators on sector Institutional regulations, policies, and standards.
	Activity 2: Conduct routine internal and external audits of University processes.
	Activity 3: Strengthen the QA directorate and compliance tracking systems.
	Activity 4: Align curricula and procedures with NCHE and international standards.
	Activity 5: Conduct annual human resource audits.
<p>The Mak strategic intervention: Undertake monitoring and reporting of progress for the HCD Programme during plan implementation.</p>	PIAP Action: Conduct monitoring and support supervision



Table 17 continued

Interventions	PIAP Actions/ MAK Activities
	Activity 1: Conduct an M&E training for unit heads and programme coordinators.
	Activity 2: Develop an M&E policy and institutional framework.
	PIAP Action: Prepare an annual report on the status of implementation of the HCD sub programme (
	Activity 1: Organise and hold annual joint reviews of the Strategic Plan.
	Activity 2: Prepare an annual report on the status of implementation of the Strategic Plan.
	Activity 3: Conduct midterm and end-of-term evaluations of the Makerere University Strategic Plan.
	PIAP Action: Conduct monitoring and support supervision
	Activity 1: Organise regular stakeholder forums, including with civil society and local governments.
	Activity 2: Develop and approve Makerere University partnership coordination and governance framework.
	Activity 3: Conduct partnership mapping and baseline assessment.
	Activity 4: Establish partnership review and feedback mechanisms.
	Activity 5: Develop interdisciplinary cross-sectoral collaborations to address complex societal challenges.
<p>The Mak strategic intervention: Mainstream cross-cutting issues into University services.</p>	PIAP Action: Conduct gender and equity mainstreaming
	Activity 1: Upgrade infrastructure to meet accessibility standards for PWDs.
	Activity 2: Enhance the safety and wellness (safeguarding and inclusion) of all students and staff.
	Activity 3: Implement gender-affirmative policies.
	Activity 4: Initiate and implement career development activities for female academic staff.

Table 17 continued

Interventions	PIAP Actions/ MAK Activities
	Activity 5: Develop and mount cross-cutting courses that enhance values and ethics grounded in culture and history, and social development.
	Activity 6: Improve the service delivery of the Counselling and Guidance Center.
	Activity 7: Increase students’ access to career guidance and mentorship.
	Activity 8: Support programmes aimed at improving gender balance in the enrollment, retention, and performance of students across all disciplines.
	Activity 9: Promote and support gender equality networks and partnerships to develop strong gender equality advocacy within the university.
	Activity 10: Develop an institutional framework for talent identification, development, and professionalisation.
	Activity 11: Review the 1.5 points of affirmative action for girls.
	PIAP Action: Conduct HIV/AIDS awareness campaigns
	Activity 1: Conduct regular HIV/AIDS sensitisation seminars.
	Activity 2: Provide HIV/AIDS testing, counselling, and contraceptives to students.
	PIAP Action: Carry out environmental protection
	Activity 1: Conduct climate change awareness sessions for students and staff.
	Activity 2: Establish and run a center for environmental and social sustainability.





4.0

Financing Framework and Strategy

4.1 Funding the Strategic Plan

The total funding required to deliver the interventions outlined in this Plan over the next five years is UGX 4,588.41 billion. The Government of Uganda is expected to contribute UGX 2,851.65 billion (approximately 62%), while development partners and income from the University's asset holdings will contribute UGX 915.954 billion (approximately 20%). The overall expected funding is therefore UGX 3,767.604 billion, representing 82% of total funding requirements over the five-year plan period. The University is expected to generate approximately UGX 597.451 billion in non-tax revenue from university service charges, contributing 21% of the total subvention from the Government. The total funding gap over the five year period is UGX 820.806 billion (18%).

4.2 Medium-term Expenditure Framework Forecasts for FY2025/26 – 2029/30

The Medium-term Expenditure Framework (MTEF) projections (proposed Government of Uganda funding) for Makerere University over the five-year Strategic Plan period are UGX 2,851.65 billion (see *table 18 below*). These projections indicate an average annual increase of approximately UGX 64.98 billion, representing an average growth rate of about 14 percent per year.

Table 18: Mak MTEFS for FY 2025/26 – 2029/30

Item	2025/26	2026/27	2027/28	2028/29	2029/30
Wage	221.61	221.61	232.69	244.32	256.54
Non-wage recurrent	135.08	144.3	166.85	200.22	240.26
Development	23.39	91.3	99.43	119.32	143.18
Total excluding external financing	380.08	457.21	498.97	563.86	639.98
External financing		95.5	218.3	261.5	179.6
Total including external financing	380.08	552.71	717.27	825.36	819.58

Source: Budget Call Circular (BCC) II for FY 2026/27

In reference to *table 18* above, the University's MTEF projections indicate that wage expenditure is expected to grow by 15.8% over the five-year period, increasing from UGX 221.6 billion in FY2025/26 to UGX 256.5 billion in FY2029/30. Non-wage recurrent expenditure is projected to rise more substantially by 77.9%, from UGX 135.1 billion to UGX 240.3 billion, reflecting expanding operational requirements. Overall, Makerere University's budget, excluding external financing, is projected to grow by 68.4%, from UGX 380.1 billion to UGX 639.98 billion over the period. When external financing is included, the total budget increases by 115.6%, rising from UGX 380.1 billion in FY2025/26 to UGX 819.58 billion in FY2029/30, with the overall allocation peaking at UGX 825.36 billion in FY2028/29.

4.3 Non-tax Revenue Projections

Makerere’s projected non-tax revenue for the five-year Strategic Plan period is UGX 597.451 Billion expected to be generated from tuition fees paid by privately sponsored students, functional fees, and other charges imposed on selected services (see table 19 below).

Table 19: Mak non-tax revenue projections for FY2025/26 – 2029/30

Item	Non-Tax Revenue Projections				
	2025/26	2026/27	2027/28	2028/29	2029/30
Number of privately sponsored students	17,731	18,984	20,237	21,490	22,743
Number of government-sponsored students	5,551	6,051	6,051	6,051	6,051
Total number of students	23,282	25,035	26,288	27,541	28,794
Functional fees	16.937	18.212	19.124	20.036	20.947
Tuition	70.924	75.936	80.948	85.960	90.972
Revenue from other asset holdings	16.881	18.186	19.491	20.796	22.101
Total Revenue	104.742	112.334	119.563	126.792	134.020

4.4 Off-Budget Resource Forecasts

The projected off-budget revenue for the five-year Strategic Plan is UGX 915.954 billion, primarily from grants, development partners, and University asset holdings. Using the FY2025/26 off-budget estimates, the final figure is based on a 15% year-on-year increment as illustrated in table 20 below.

Table 20: Mak off-budget revenue projections for FY2025/26 – 2029/30

	Off-budget Grant Revenue Estimates				
	2025/26	2026/27	2027/28	2028/29	2029/30
Total	135.851	156.228	179.662	206.611	237.602

4.5 Anticipated Funding for Strategic Infrastructure Projects

4.5.1 Improvement of Makerere University Project

A total of UGX 754,883,675,500 (seven hundred fifty four billion eight hundred eighty-three million six hundred seventy-five thousand five hundred) is earmarked by the Government of Uganda through a financing facility from the South Korea EXIM Bank to finance the improvement of Mak Project. This project will build and equip teaching and learning infrastructure at the Colleges of Engineering, Health, and Computing. Table 21 below shows the annualised distribution of the expected funding.

Table 21: Costed annualised plan for improvement of Mak Project (000,000)

Item	FY2026/27	FY2027/28	FY2028/29	FY2029/30	Total
Output 1: Science and Technology Center with advanced laboratories and incubation hubs constructed	20.000	50.000	60.000	38.989	168.989
Output 2: The College of Health Sciences building constructed	15.000	35.000	45.000	34.740	129.740
Output 3: Educational facilities (buildings) for the Departments of Mechanical Engineering, Civil Engineering, and Electrical Engineering constructed.	25.000	55.000	65.000	51.956	196.956
Output 4: The College of Computing and Information Science equipped with practice equipment.	15.000	35.000	40.000	20.261	110.261
Output 5: A new building for the School of Dentistry constructed.	18.000	40.000	45.000	27.158	130.158
Output 6: Staff trained on how to use the new technology and operate the equipment supplied.	0	776.400	4.000	4.000	8.776
Output 7: Project implementation unit (PIU) established and operationalised	2.500	2.500	2.500	2.500	10.000
Total	95.500	218.276	261.500	179.607	754.83

Source: Improvement of Makerere University Project Profile.

4.5.2 Strategic Plan Funding Gap

The projected funding gap for the 2025/26 – 2029/30 Strategic Plan is UGX 820.806 billion, as illustrated in table 22.

Table 22: Strategic Plan funding gap

Summary of Financing Projection	(UGX billion)	%
Strategic Plan financing requirements	4,588.41	100
Projected government subvention	2,851.65	62
Off-budget projections	915.954	20
Funding gap	820.806	18



4.5.3 Resource Mobilisation Strategies

The University's resource mobilisation strategy is to leverage government subventions while increasing revenue from grant funding and from services delivered to its students and the public. Over the last decade, the University made significant investments in its Endowment Fund and Mak Holdings. The next five years will see the University continue to grow its Endowment Fund, with its valuation expected to double. Investments in Mak Holdings will begin to generate returns and pay dividends to the university. In addition, income from the commercialisation of research and innovations is expected to increase.

The University will continue to forge strategic research and academic partnerships with other universities, governments, community-based groups, and international non-governmental organisations, ensuring that these collaborations align with the priorities outlined in this Plan. Specific emphasis will be placed on aligning with community-based entities and industry to secure private-sector support for teaching, learning, innovation, and the commercialisation of research.



SPEKE RESORT CONVENTION CENTRE
UGANDA

5.0

**Institutional
Arrangements for
Implementing the Plan**

5.1 Implementation of the Plan

The implementation of this Plan will follow the established national and institutional policies, structures, and systems. The annual planning and budgeting cycle will be an essential activity through which the Strategic Plan interventions are prioritised and implemented. Annual planning will establish the priority activities for the year and their corresponding budgetary allocations, in line with the MTEF projections. The priority activities will be selected to achieve the objectives and strategies outlined in this Strategic Plan. The annual planning outputs, aligned to the Strategic Plan, shall include:

- a) Annual budgets
- b) Procurement plan
- c) Annual work plan
- d) Quarterly work plan
- e) Asset register
- f) Project plans

The University will rely on both its internal actors to directly implement the key strategic interventions outlined in this Plan and on external actors through collaboration and partnerships.

5.2 Key Actors in the Implementation of the Plan

Table 23 below highlights the key MDAs with which the University will engage and leverage to implement the Strategic Plan.

Table 23: Key national-level MDAs relevant to Strategic Plan implementation

MDA	Strategic Plan Alignment
Parliament of the Republic of Uganda	Parliament will play a central role in providing legal and policy guidance to the University Management regarding the delivery of its mandate. Additionally, Parliament will play a crucial role in supporting the University's quest for optimal budget allocation.
Ministry of Education and Sports	Provide technical and policy support for the University's policy reform endeavours that are significant to the successful implementation of the Strategic Plan.
Ministry of Finance, Planning and Economic Development	80% of the resources required to implement the Strategic Plan are earmarked as government subsidies. To that end, the Ministry of Finance will not only support the allocation of regular budget resources but also provide technical support for the University's off-budget and external resource mobilisation efforts.

Table 23 continued

MDA	Strategic Plan Alignment
National Council for Higher Education	The University is committed to ensuring that all its academic and professional programs are fully accredited by the NCHE. In implementing the Plan, the University will closely work with the NCHE to expedite the accreditation of all pending and newly developed programs.
National Planning Authority	The University has outlined several strategic initiatives to reposition itself to meet the demands for high-quality education. The University will leverage NPA's technical expertise and its project preparation fund to enhance the quality of projects presented to the government for public investment.

At the institutional level, the University operates a dual governance and organisational structure that will be leveraged to implement the Strategic Plan. *Table 24 below* illustrates the structures and key actors, along with their corresponding obligations, for implementing a successful Strategic Plan.

Table 24: Key institutional-level structures and actors relevant to Strategic Plan implementation

Structure	Strategic Plan Alignment
Chancellor	The Chancellor's primary responsibility is to preside over the University convocation and confer degrees, diplomas, and other academic distinctions on behalf of the institution. Graduation is a strategic activity through which the University accounts to its stakeholders.
University Council	To successfully implement this Strategic Plan, several policies and guidelines will need to be either developed or revised. The Council is the University's policy-making organ. Beyond policy-making, the Council will be responsible for overseeing management to ensure that the set actions are implemented on time, within budget, and to the required quality standards.
Vice Chancellor	The Vice Chancellor is the primary champion of the Strategic Plan. He/she is the vision bearer and thus expected to amplify the University's strategic ambitions to all relevant stakeholders and spaces. Through the central and top management committee structures, the Vice Chancellor holds Principals and Heads of Administrative Units accountable for implementing the Strategic Plan.
College Principal	Each Principal is expected to oversee alignment between the college's strategic and operational plans and the University's Strategic Plan. Additionally, each principal is expected to ensure that budget resources align with the approved Strategic Plan and that results are accurately accounted for.
Directorate of Planning and Strategy	This unit of the University is responsible for statutory and institutional planning, monitoring, evaluating, and reporting. Annually, the Directorate will be responsible for aligning the allocation of budget resources in the University work plan with the Strategic Plan. Additionally, the Directorate will be responsible for monitoring implementation and reporting to stakeholders.



Table 24 continued

Structure	Strategic Plan Alignment
University Secretary	The University Secretary will be responsible for accounting for the financial resources allocated toward the implementation of the Strategic Plan. Besides economic considerations, the US will also be a key factor in the University's physical performance.
University Bursar	The University Bursar will be responsible for budget tracking to ensure that earmarked financial resources are used in accordance with the Strategic Plan -aligned annual work plan frameworks.
Heads of Administrative Units	Each Head of an administrative unit is expected to oversee the alignment of the unit's strategic & operational plans with the University's Strategic Plan. Additionally, each Head is expected to ensure that the unit's budget resources align with the approved Strategic Plan and that results are accurately accounted for.

The Directorate of Planning and Strategy will be strengthened and adequately resourced to operationalise a robust institutional framework for monitoring, evaluation, accountability, and learning (MEAL). This will include developing an institutional data management mechanism to reposition the Directorate as the central source of institutional data. This will enhance evidence-based planning, track progress on strategic priorities, and promote continuous institutional learning and improvement.

5.3 Sustainability Arrangements

The successful implementation of the Mak Strategic Plan 2025/26-2029/30 requires deliberate and well-coordinated sustainability measures to ensure continuity, institutional resilience, and long-term impact. The University's sustainability arrangements will focus on four key domains: institutional sustainability, financial sustainability, partnerships and collaborations, and human resource planning.

5.3.1 Institutional Sustainability Arrangements.

The University is committed to strengthening institutional sustainability by enhancing policy coherence, streamlining operational processes, and investing in systems that facilitate timely decision-making and accountability. The implementation of the newly approved administrative and academic structures will establish more precise lines of responsibility, improve coordination across units, and ensure that institutional functions are fully aligned with the research-led agenda. The University will continue to expand and integrate digital platforms to support academic delivery, research management, human resource processes, and financial operations, while maintaining a secure, resilient, and user-centred ICT infrastructure. Additionally, ongoing institutional reforms will prioritise strengthening quality assurance and monitoring and evaluation systems to promote evidence-based planning, continuous performance improvement, and sustained institutional excellence.

5.3.2 Financial Sustainability Arrangements.

To safeguard the continuity of its programmes and strategic investments, the University will adopt a diversified and robust resource mobilisation strategy. This will involve optimising government subventions, enhancing internally generated revenue, and expanding access to off-budget financing. Key revenue-enhancing actions will include increasing tuition income,

commercialising research outputs, improving the performance of income-generating units, strengthening alumni engagement, and deepening endowment fundraising. Financial sustainability will be further reinforced by stronger financial controls, the adoption of integrated financial management systems, strict adherence to budget discipline, and greater transparency. Efficiency gains will be realised through regular expenditure reviews, cost-saving initiatives, and leveraging economies of scale.

5.3.3 Partnerships and Collaborations

The University will strengthen its partnership ecosystem by deepening existing collaborations and cultivating new, mutually beneficial relationships with government agencies, development partners, international universities, research institutions, private-sector actors, civil society organisations, and alumni networks. These partnerships will be leveraged to expand research funding, support postgraduate training, promote academic mobility, facilitate technology transfer, enhance infrastructure development, and build institutional capacity. Sustaining partnerships that drive innovation, foster knowledge exchange, and elevate the University's global visibility and competitiveness will remain a strategic priority.

5.3.4 Human Resource Plan

Human resource sustainability remains central to achieving the University's strategic objectives. Under the Strategic Plan 2025/26–2029/30, the University will develop and implement a comprehensive human resource plan that focuses on recruitment, retention, continuous development, and performance management. Priority will be placed on filling critical staffing gaps, increasing the proportion of academic staff with PhD qualifications, and strengthening career progression pathways. Capacity-building initiatives—including leadership development, pedagogical enhancement, research skills training, and induction into modern administrative and digital systems will be scaled up. Furthermore, human resource planning will be aligned with workload analysis, future skill requirements, succession planning, and the evolving demands of a research-led institution.





6.0

Communication and Feedback Strategy

To ensure the successful implementation of the Strategic Plan, an effective communication and feedback strategy is essential. This chapter outlines the approaches that Makerere will adopt to engage stakeholders, foster transparency, ensure accountability, and encourage continuous learning and improvement.

The communication and feedback strategy aims to promote broader awareness and understanding of the Strategic Plan among all stakeholders. It seeks to ensure timely and transparent dissemination of progress and results, while fostering active participation and ownership. By establishing robust feedback loops, the strategy will support adaptive planning and evidence-based decision-making. Additionally, it aims to enhance the visibility, credibility, and overall impact of the institution's initiatives.

6.1 Approaches

- a) The communication strategy will be designed to target a diverse set of internal and external stakeholders who are crucial to the successful implementation of the Strategic Plan. These stakeholders have been outlined under the institutional arrangements for implementing the Strategic Plan.
- b) Proactive information sharing will be undertaken through regular updates on milestones, challenges, and opportunities. Stakeholder mapping and targeted messaging will help tailor communication to the specific interests and needs of different audiences. All communications will reflect the institution's brand identity through consistent messaging and visual presentation. Knowledge management practices will be integrated to document key decisions, lessons learned, and best practices, thereby supporting institutional memory and facilitating continuous learning.
- c) Multiple feedback channels will be employed to ensure inclusivity and responsiveness. Online feedback forms will be made available on the institution's website and social media platforms. Periodic surveys will gather insights from students, staff, alumni, and external partners. Annual consultative forums will bring together stakeholders to review progress and provide feedback. Additionally, monitoring and evaluation activities will serve as important sources of feedback to inform strategic adjustments.

Effective implementation of this strategy requires clearly defined roles and coordinated efforts. The University Management will provide overall strategic leadership and engage high-level external stakeholders. The Directorate of Planning and Development will coordinate implementation and ensure communication activities align with strategic objectives. The Public Relations Office will lead branding, media relations, content development, and general coordination of communication efforts. Faculties and departments will be responsible for maintaining two-way communication within their units and contributing content to institutional platforms.

A robust and inclusive communication and feedback framework is vital for fostering transparency, trust, and a culture of accountability. Through this strategy, the university reaffirms its commitment to participatory development and strategic communication as a core enabler of its 2025–2030 aspirations.



7.0

Risk Management

The University views risk management as integral to successfully executing its strategy. The University will take a holistic approach to risk management, combining a top-down strategic view and bottom-up operational processes.

7.1 Risk Management

Incorporating risk management into the University's Strategic Plan (2025/26–2029/30) is vital to ensuring the successful realisation of the University's strategic objectives in an increasingly dynamic and uncertain environment. Understanding and managing risks is essential for the University to remain resilient, competitive, and responsive to internal and external challenges in today's rapidly changing academic, economic, and technological landscape. A proactive risk management approach enables Mak to anticipate vulnerabilities, address potential threats, and seize emerging opportunities, ultimately safeguarding the institution's progress toward becoming a research-led, innovation-driven, and globally engaged University.

The University will therefore take a holistic approach to risk management, comprising a top-down view at the strategic and external level, and the bottom-up processes at the operational level. During this process, the University identifies risks likely to occur during plan implementation and proposes measures to monitor and mitigate them, ensuring the Plan's successful implementation.

7.2 Risk Profile

In risk identification, risks that are primarily outside the University's control are considered external. In such a case, the University cannot easily reduce or avoid this category of risk. They include pandemics and epidemics (e.g., COVID-19, Ebola, and Marburg), geopolitical conflicts, and government policies (rationalisation and recruitment bans). On the other hand, strategic risks are those risks the University assumes in pursuit of achieving superior growth and development objectives and can affect an organisation's overall strategy. Risks in this category include challenges related to resource mobilisation, technological changes, failure to seize the benefits of research and innovation, financial constraints, and others. Finally, risks resulting from failures within the University, particularly in policies and systems related to procurement, ICT, and other internal processes, are categorised as operational risks. *Table 25 below* outlines the risks, levels, proposed mitigation measures, and strategies to manage them effectively.

Table 25: Risk Analysis Matrix

Category	Risk	Assessment		Mitigation Measure
		Likelihood of occurrence	Probable level of impact	
Strategic	Low levels of implementation of the different policies.	High	High	Develop an online system for mandated units to provide an annual report on the status of implementing various policies.
	Encroachment on University land (away from the main campus).	High	Medium	Operationalise the land unit at Estates and Works.
	Low ranking of the University due to aging infrastructure with limited maintenance.	High	Medium	Develop and operationalise a master physical development plan and the facility maintenance plan.
	Low acceptance levels of lab-based research due to the lack of accreditation of research infrastructure and facilities.	Low	Medium	Institute accreditation of research facilities to ensure quality, safety, and ethical practice at the University.
Operational	Inefficiency in delivery due to gaps in staffing of both academic and support staff.	High	High	Develop a comprehensive human resource plan for the Strategic Plan period. Execute talent management and succession planning.
	Delays in implementing the revised structure of the University.	Medium	High	Expediently execute the implementation of the revised structure.
	Slow adoption of changing technologies in teaching.	Medium	Medium	Continuous upskilling in the emerging technologies for both staff and students.

Table 25 continued

Category	Risk	Assessment		Mitigation Measure
		Likelihood of occurrence	Probable level of impact	
Financial	Funding delays from the government and development partners.	High	Medium	Continuous follow-up and accountability of the previous funds. Diversify university funding resources.
Reputation	Brand damage due to negative publicity.	Medium	Medium	Develop and implement the reputation risk mitigation and crisis management plan.

Monitoring and Review of Risks

Effective risk management requires a robust system for continuous risk monitoring and review to promptly detect emerging challenges and evolving conditions. To ensure the University remains strong and resilient throughout the implementation of this Strategic Plan, the following steps shall be taken.

- a) Quarterly risk reviews: Quarterly reviews of the risk assessment framework will be conducted by the Directorate of Planning and Strategy in collaboration with academic and administrative units. These reviews will involve identifying any new risks and assessing the progress on risk mitigation actions/measures.
- b) Integration with performance reporting: Risk monitoring will be integrated into the regular progress reports on the implementation of the strategy. The University’s monitoring and evaluation (M&E) system should ensure that performance indicators are linked to key institutional risks.
- c) Annual risk audit: A comprehensive annual review will be conducted to assess the effectiveness of the risk management process, inform adjustments, and feed into the annual planning and budgeting cycle.
- d) Capacity building: The University will undertake continuous training and sensitisation of staff and management on risk awareness, assessment, and response to foster a risk-conscious institutional culture.





8.0

Monitoring and Evaluation Framework

8.1 Monitoring and Evaluation Approach

The University will be guided by existing national and institutional policies when conducting monitoring and evaluation (M&E) of its Strategic Plan's performance. The overarching objective of the M&E function at the University is to promote the use of objective performance information to inform decision-making that improves service delivery. The specific objectives are to:

- a) Embed M&E in the management practices of the University.
- b) Expand coverage of rigorous evaluation of university programmes, projects, and activities.
- c) Clarify management and evaluation (M&E) roles and responsibilities across the University.
- d) Strengthen the Planning and Strategy Directorate to coordinate M&E supply and demand.

The University M&E function will follow a cyclic pattern as illustrated below.

a) **Develop an Institutional M&E Policy and Framework**

The University will formulate a comprehensive monitoring and evaluation policy and institutional framework to standardise practices and ensure consistency across university units.

b) **Regular Capacity Building on M&E**

The University will organise regular training sessions for key staff to enhance their knowledge and skills in monitoring and evaluation (M&E).

c) **Continuous Monitoring and Support Supervision**

The Directorate of Planning and Strategy will undertake routine field visits and desk reviews to assess progress, provide technical support, and address implementation challenges. This will be provided to all colleges and units across the University.

d) **Hold Annual Strategic Plan Joint Reviews**

The University will convene annual multi-stakeholder review meetings to assess progress, share lessons learned, and recommend adjustments to the Strategic Plan's implementation.

e) **Prepare Annual Strategic Plan Implementation Reports**

The University shall compile and disseminate an annual report detailing progress, achievements, challenges, and recommendations in implementing the University's strategic objectives.

f) **Produce Regular Project Monitoring and Evaluation Reports**

Generate periodic reports (quarterly, biannual, etc.) on ongoing projects to track performance, resource use, and alignment with expected outputs and outcomes.

g) Conduct Midterm and End-of-term Evaluations of the Strategic Plan

Undertake comprehensive evaluations at the midpoint and conclusion of the Strategic Plan period to assess overall impact, relevance, efficiency, effectiveness, and sustainability.

8.2 Monitoring and Evaluation Results Matrix

The M&E results matrix has been developed as a detailed Strategic Plan performance-tracking tool, highlighting the key parameters to be measured and the means of verification. The matrix is annexed to this Plan (Annex 2).



Artistic Impression of
the Proposed Science
and Technology
Center



Artistic Impression
of the School of
Dentistry



Artistic Impression of
the proposed College
of Health Sciences

9.1 Projects in the Public Investment Pipeline

9.1.1 Improvement of Makerere University Project

PROJECT:	
PROJECT SUMMARY	
Project Title	Improvement of Makerere University Project
NDP IV Programme	Human Capital Development
Implementing Agency	Makerere University
Project Status	Project Feasibility
MFPED PIP Code	00012-136-07
Location	Kampala
Estimated Project Cost	UGX: 754,883,675,500
Project Duration	Start Date: FY2025/26, End Date: FY2028/29 (Four years)
Project Financier	Governments of Uganda/South Korea
Officer Responsible (Title)	University Secretary
PROJECT INTRODUCTION	
Project Brief	<p>The Improvement of Makerere University Project is a strategic infrastructure improvement initiative designed to accelerate the University's transition into a research-led institution by 2030. The project aligns with the objectives outlined in Uganda's Fourth National Development Plan (NDP IV). The project will support the country's productivity and competitiveness by enhancing the quality of STEM education, which is crucial to national development. The project will enhance teaching, learning, and research facilities in STEM colleges, benefiting the University's engineering and health sciences disciplines. Enhanced infrastructure and modern equipment will enable the University to produce high-quality, versatile graduates, thereby contributing to stronger research, greater industry-academia collaboration, and the overall well-being of the Ugandan people. The project plans to build facilities and equipment and to strengthen faculty capacity in Makerere University's engineering and health sciences disciplines through investment in rapidly advancing technology.</p>

Table 9.1.1. continued

PROJECT:	
Project Objectives	<p>Upgrade teaching and learning infrastructure in STEM colleges, with 100 percent classrooms, laboratories, and practical workspaces equipped with modern facilities and technology by 2029/30.</p> <p>Upgrade the University’s digital infrastructure to support 50 percent concurrent students’ access to online and hybrid pedagogy by 2029/30.</p> <p>Construct the Science and Technology Center to enhance 100 percent of students’ access to high-quality, industry-specific equipment for practical training by 2029/30.</p> <p>Strengthen the technical capacity of 100 percent of the STEM faculty to train students using the new infrastructure and equipment.</p>
Project Outputs	<p>Science and Technology Centre with advanced laboratories and incubation hubs constructed.</p> <p>The College of Health Sciences building constructed.</p> <p>Educational facilities (buildings) for the Departments of Mechanical Engineering, Civil Engineering, and Electrical Engineering were constructed.</p> <p>The College of Computing and Information Science is equipped with practice equipment.</p> <p>A new building for the School of Dentistry is constructed.</p> <p>Staff trained on how to use the new technology and operate the supplied equipment.</p> <p>Project Management Unit established and operationalised.</p>



Table 9.1.1. continued

PROJECT:	
Alignment to NDP IV	<p>These outputs support the PIAP’s focus on “enhancing human capital development” by upgrading educational infrastructure. Modernised laboratories and lecture rooms, equipped with the latest technologies, will enhance practical training and research capabilities, ensuring that graduates possess the competitive skills and knowledge necessary for success. Investing in human capital is crucial for improving productivity and driving innovation.</p> <p>Construction of Science and Technology Centre. This aligns with the PIAP objective of “enhancing the availability and quality of gainful employment” by providing state-of-the-art facilities that foster innovation, research, and development. The establishment of the Science and Technology Centre is poised to facilitate the commercialisation of innovations, support the creation of spin-off companies, and improve technologies, processes, and products, thereby contributing to sustainable industrialisation and inclusive growth.</p> <p>Science and Technology Centre Equipment and Resources. This aligns with the PIAP’s objective of “promoting science, technology, innovation, and ICT to enhance competitiveness.” The Science and Technology Centre will support excellence and innovation by providing modern tools and infrastructure, thereby contributing to the development of a knowledge-based economy. This initiative aligns with the national goal of strengthening the private sector to create jobs and drive economic growth.</p>

PROJECTED DISBURSEMENTS (UGX BILLION)						
Output	Baseline 2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
TOTAL	0.0	95.500	218.300	261.5	179.607	754.8

9.1.2 Makerere University Teaching and Research Hospital

PROJECT:	
PROJECT SUMMARY	
Project Title	Establishment of Makerere University Teaching Hospital
NDP IV Programme	Human Capital Development
Implementing Agency	Makerere University
Project Status	Project Profile
MoFPED PIP Code	
Location	Kampala

Table 9.1.2. continued

PROJECT:	
Estimated Project Cost	UGX: 148,950,000,000
Project Duration	Start Date: FY2026/27, End Date: FY2030/31. Duration: Five years
Project Financier	Government of Uganda
Officer Responsible (Title)	University Secretary
PROJECT INTRODUCTION	
Project Brief	<p>The project will involve the construction and equipping of a permanent physical structure to house the teaching hospital. The structures will provide a Specialised Teaching Hospital, designed as a training facility. In more specificity, the complex will have four wings. These will include: a teaching wing comprising academic departments, lecture rooms, simulation theatres, laboratories, libraries etc; a hospital wing comprising departments like Medical, Surgery, Paediatrics, Obstetrics and Gynaecology, Ophthalmology, Dental, ENT etc; a residential wing that will host facilitators, doctors, experts and students, and an administration wing that will host offices for facilitators, doctors, experts and visiting scholars/experts. The complex will also have external infrastructure, including parking spaces, graded and tarmacked walkways, firefighting equipment, security cameras, and a waste management facility.</p>
Project Objectives	<p>Construction of a teaching hospital complex and its related infrastructure like parking spaces, walkways, drainage systems, waste management facilities, etc.</p> <p>Furnishing and equipping of the constructed complex.</p> <p>Recruitment of experts to train medical and pharmaceutical students.</p> <p>Monitoring and evaluation of the activities at the teaching hospital.</p>



Table 9.1.2. continued

PROJECT:	
Project Outputs	<p>Construction and equipment of a teaching wing on the complex comprising academic departments, lecture rooms, simulation theatres, laboratories, and libraries.</p> <p>Construction and equipment of a hospital wing on the complex comprising departments like Medical, Surgery, Paediatrics, Obstetrics and Gynaecology, Ophthalmology, Dental, and ENT.</p> <p>Construction and equipment of a residential wing to host facilitators, doctors, experts, and students.</p> <p>Construction and equipment of an administration wing to host offices for facilitators, doctors, experts, and visiting scholars/experts.</p> <p>Construction of parking space, drainage system, and fence.</p> <p>Project management and coordination. Project steering committee meetings held quarterly. Quarterly monitoring visits, mid-term, and end-term evaluations conducted.</p>
Alignment to the NDP IV	<p>This intervention aligns with Programme 11 of the Fourth National Development Plan on Human Capital Development, which views human capital as a fundamental tool for maximising the exploitation of development opportunities. The programme focuses on reducing knowledge and skills gaps, supporting infrastructure development and facilities for health, education, and sports, as well as increasing the adoption of preventive health measures.</p>

PROJECTED DISBURSEMENTS (UGX BILLION)						
Output	Baseline 2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
TOTAL	0.0	15.800	17.350	42.650	45.050	28.100

9.1.3 College of Business and Management Sciences Expansion Project

PROJECT:	
PROJECT SUMMARY	
Project Title	Infrastructure Expansion at the Makerere University College of Business and Management Sciences
NDP IV Programme	Human Capital Development
Implementing Agency	Makerere University

Table 9.1.3. continued

PROJECT:	
Project Status	Project Implementation
MFPED PIP Code	00016-136
Location	Kampala
Estimated Project Cost	UGX: 96,538,866,433
Project Duration	Start Date: FY2025/26, End Date: FY2029/30, Duration years: Five years
Project Financier	Government of Uganda
Officer Responsible (Title)	University Secretary
PROJECT INTRODUCTION	
Project Brief	The CoBAMS expansion project is designed to build a modern teaching, learning, and office complex with state-of-the-art computer laboratories. These new facilities will enhance access to academic and professional business education, enable digitalised pedagogies, and position the University to support NDP IV priorities on capacity building for private and public business development services.
Project Objectives	<p>To construct a multipurpose teaching and learning complex at the College of Business and Management Science.</p> <p>To remodel existing infrastructure at the School of Business into a five-level teaching and learning structure.</p> <p>To equip and furnish the multipurpose block and remodelled annex block.</p>
Project Outputs	<p>A six-level multipurpose block was constructed.</p> <p>Annex block remodel into a five-level lecture building.</p> <p>Equipment and furnishing of multipurpose block and remodelled annex block.</p> <p>Project management, monitoring, and evaluation of the project.</p>



Table 9.1.3. continued

PROJECT:						
Alignment to the NDPIV	This intervention is in line with Programme 16 of the Third National Development Plan (NDP III) on Human Capital Development, which emphasises the need for the country to invest in human capital to secure its future. NDP III provides for well-educated and skilled human resources as being critical in facilitating development. The availability of appropriate and adequate human capital will encourage increased production, productivity, and technological growth in the country. It is also in line with objective two of the programme, which aims at producing an appropriate, knowledgeable, skilled, and ethical labour force. Key among the interventions is to provide the required physical infrastructure, instructional materials, and human resources for higher education institutions, including Special Needs Education.					
PROJECTED DISBURSEMENTS (UGX BILLION)						
Output	Baseline 2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
TOTAL	0.0	17.512	25.678	23.066	20.506	9.833

9.1.4 Construction and Provision for the Centres of Education in Mechanical Engineering and Industrial Technology at Makerere University

PROJECT:	
PROJECT SUMMARY	
Project Title	Construction and Provision for the Centres of Education in Mechanical Engineering and Industrial Technology at Makerere University
NDP IV Programme	Human Capital Development
Implementing Agency	Makerere University
Project Status	Project Implementation
MFPED PIP Code	00018-136
Location	Kampala
Estimated Project Cost	UGX: 121,100,000,000
Project Duration	Start Date: FY2026/27, End Date: FY2030/31, Duration years: Five years
Project Financier	Governments of Uganda
Officer Responsible (Title)	University Secretary

Table 9.1.4. continued

PROJECT:

PROJECT INTRODUCTION

Project Brief	<p>The project is designed to modernise the technical education and training facilities in metal forming and cutting technologies. The scope encompasses the construction of advanced facilities for the Centre of Education in Metal Forming Technology (CEMFT) and the Centre of Education in Metal Cutting Technology (CEMCT), as well as the procurement and installation of state-of-the-art equipment. Additionally, the project includes implementing capacity-building training programs, installing necessary systems, and providing related services to ensure the long-term success of the facilities.</p>
Project Objectives	<p>To build new infrastructure for advanced technical training in Metal Forming (CEMFT) and Metal Cutting Technologies (CEMCT).</p> <p>To improve the quality of technical education and skills development through the installation of modern training equipment and the delivery of industry-aligned professional education programs in metal forming and cutting technologies.</p> <p>To produce a skilled workforce by graduating learners with advanced technical competencies, practical application skills, and digital literacy relevant to the metal forming and cutting industries.</p>
Project Outputs	<p>New buildings for CEMFT and CEMCT constructed.</p> <p>Modern equipment for training installed.</p> <p>Graduates with advanced technical skills in metal forming and cutting technologies produced.</p> <p>Industry-aligned professional education programs that equip learners with practical application skills and digital literacy in metal forming and cutting technologies delivered.</p> <p>Project management enhanced.</p>
Alignment to NDP IV	<p>This initiative is explicitly aligned with Uganda’s National Development Plan IV (NDP IV), which focuses on industrialisation, job creation, and developing a competitive, skilled workforce. NDP IV emphasises the need for improving the quality of education, particularly in technical and vocational training, to address the skills gap in the country’s industrial sector. By enhancing the capabilities of higher education institutions such as Makerere University, the project directly supports these strategic priorities, enabling the University to train graduates well-equipped to meet the evolving needs of the industrial sector.</p>

PROJECTED DISBURSEMENTS (UGX BILLION)						
Output	Baseline 2024/25	2026/27	2027/28	2028/29	2029/30	2030/31
TOTAL	0.0	0.900	12.500	67.500	38.500	1.700



9.1.5 Makerere University Lung Institute Project

PROJECT:	
PROJECT SUMMARY	
Project Title	Makerere University Lung Institute Expansion Project
NDP IV Programme	Human Capital Development
Implementing Agency	Makerere University
Project Status	Project Implementation
MFPED PIP Code	00019-136
Location	Kampala
Estimated Project Cost	UGX: 51,840,000,000
Project Duration	Start Date: FY2026/27, End Date: FY2030/31, Duration years: Five years
Project Financier	Government of Uganda
Officer Responsible (Title)	University Secretary

PROJECT INTRODUCTION

Project Brief	<p>The proposed expansion of the Makerere University Lung Institute (MLI) is a comprehensive development aimed at addressing Uganda’s growing burden of lung diseases through enhanced infrastructure, advanced medical technologies, specialised research, and capacity building. This initiative will transform MLI into a state-of-the-art centre of excellence in lung health, combining clinical care, research, training, and innovation under one roof. The expansion will focus on strengthening the institute’s clinical and technical capabilities to provide specialised care, conduct cutting-edge research, and train healthcare professionals to meet the growing demand for lung disease services in Uganda.</p>
Project Objectives	<p>To strengthen healthcare research and service delivery capacity through the construction and expansion of the Makerere Lung Institute facility and the procurement and installation of advanced medical equipment.</p> <p>To enhance the competencies of healthcare professionals by designing and launching specialised training programs aligned with emerging needs in pulmonary and related medical fields.</p> <p>To ensure effective project implementation, systematic monitoring, supervision, and evaluation of activities are conducted to track progress and achieve intended outcomes.</p>

Table 9.1.5. continued

PROJECT:	
Project Outputs	<p>Construction and expansion of Makerere Lung Institute facility.</p> <p>Procurement and installation of advanced medical equipment.</p> <p>Design and launch specialised training programs for healthcare professionals.</p> <p>Project monitoring and implementation. This will include monitoring project activities and supervision.</p>
Alignment to the NDP IV	<p>Improving the effectiveness and efficiency of health service delivery is a priority under NDP IV. The expansion of MLI, with its modernised infrastructure and specialised equipment, will enhance the Institute’s capacity to provide high-quality, efficient services. This will not only improve patient outcomes but also contribute to the overall improvement of Uganda’s healthcare system, ensuring that health services are delivered in a more sustainable, equitable, and cost-effective manner. The project is directly aligned with NDP IV’s goal of strengthening healthcare delivery across the country.</p>

PROJECTED DISBURSEMENTS (UGX BILLION)						
Output	Baseline 2024/25	2026/27	2027/28	2028/29	2029/30	2030/31
TOTAL	0.0	3.840	7.680	16.640	18.240	5.440

9.1.6 Public Investment Management Center of Excellence

PROJECT:	
PROJECT SUMMARY	
Project Title	Establishment of a Multi-Purpose Complex for the Public Investment Management Center of Excellence, Makerere University
NDP IV Programme	Human Capital Development
Implementing Agency	Makerere University
Project Status	Project Profile
MFPED PIP Code	
Location	Jinja
Estimated Project Cost	UGX: 69,972,500,000
Project Duration	Five Years
Project Financier	Government of Uganda



Table 9.1.6. continued

PROJECT:	
Officer Responsible (Title)	University Secretary
PROJECT INTRODUCTION	
Project Brief	The Project will involve the construction and equipping of physical, permanent structures projected to have an economic life of 40 years. The structures will be constructed in the form of a complex, which will make it operate as a self-sustaining facility. The complex will have: (1) a training/teaching block comprising lecture rooms, computer laboratories, libraries, offices, conference and seminar rooms; (2) an accommodation block comprising residential rooms, a sick bay, restaurants, gym and security offices; (3) a sports complex comprising a mini football playground, tennis and volleyball courts and a swimming pool; and (4) a parking and drive ways, waste collection facility and fence.
Project Objectives	<p>Strengthen the public investment management training capacity and efficiency.</p> <p>Strengthen the development of the Public Investment Management profession.</p> <p>Promote institutional sustainability and regional outreach.</p>
Project Outputs	<p>Construction and equipment of a training/teaching block with lecture rooms, computer laboratories, libraries, offices, conference and seminar rooms.</p> <p>Construction and equipment of an accommodation block comprising residential rooms, sick bay, restaurants, gym, and security offices.</p> <p>Construction and equipment of a recreation facility comprising a mini football playground, tennis and volleyball courts, and a swimming pool.</p> <p>Construction of parking space, driveways, waste collection facility, and fence.</p> <p>Project Management and Coordination. Project Steering Committee meetings held quarterly, and Quarterly monitoring visits, as well as mid-term and end-term evaluations conducted.</p>
Alignment to the NDPIV	

PROJECTED DISBURSEMENTS (UGX BILLION)						
Output	Baseline 2024/25	2026/27	2027/28	2028/29	2029/30	2030/31
TOTAL	0.0	7.861	15.501	20.584	14.851	11.173



9.2 Ongoing Projects

9.2.1 School of Graduate Studies Building

A key strategic intervention for Makerere University in the next five years is to increase access to higher education, with a focus on postgraduate studies. This is central to its pursuit of becoming a research-led University by 2030. The lack of adequate infrastructure for graduate training across all colleges presents significant challenges in meeting key academic delivery outcomes, such as a 40 percent graduate enrolment rate. Graduate training at Makerere University is crucial for designing and implementing academic and professional programs that accelerate the acquisition of urgently needed skills in key growth areas identified in NDP IV. The construction and completion of the School of Graduate Studies will provide additional teaching, learning, research, and create spaces for postgraduate administrators, faculty, and students.

9.2.2 Renovation of Halls of Residences

The renovation of halls of residence at Makerere University is crucial to enhancing students' lives through dignified accommodation. During the previous strategic plan period, the University initiated renovations of the halls of residence, starting with Lumumba and Mary Stuart. Over the next five years, the University will accelerate the renovations and upgrades to complete the remaining residence facilities.

9.2.3 Completion of the School of Public Health Building

The School of Public Health Building is a modern eight-storey, 12,600 m² facility located near the Eastern Gate of the main campus, designed to address overcrowding at Mulago by providing enhanced space for teaching, research, labs, and administration. The building will include lecture and tutorial rooms, innovation and demonstration labs, auditoriums, and offices and workspaces for doctoral students, postdoctoral researchers, and research fellows. The estimated cost is UGX 365 billion, with an estimated duration of five years.

9.2.4 Completion of the Institute of Gender and Development Studies Building

The completion of the Institute of Gender and Development Studies building is an ongoing project that aims to add three floors to the original structure of the former School of Women and Gender Studies. The initial three floors were constructed with support from the Norwegian government, while the remaining levels were left unfinished, awaiting further funding and expansion.

9.2.5 Completion of the Food Science and Technology Business Incubation Building

This is an ongoing project that stalled due to budget cuts. The Ugandan government fully funds it. Upon completion, this project will provide standardised teaching and learning facilities for food science and technology.

9.2.6 Renovation of the Main Laboratory Building at CoVAB

This renovation of the Main Laboratory at CoVAB underscores Makerere University's commitment to transforming into a more research-intensive, research-led institution, aligning with its broader vision for academic and scientific advancement. The renovation of the Main Laboratory Building at CoVAB will significantly enhance its research and diagnostic



capabilities for tropical diseases and vector control, including specialised units in genomics, serology, pharmaceutical research, and development.

9.2.7 All-in-one ICT Complex Project

Makerere University, with support from the Korea International Cooperation Agency (KOICA), is implementing a project to enhance the distance education environment. KOICA committed a grant of USD 12.2 million to be implemented between July 2024 and December 2028. The project is structured around three key components, including:

- a) Development of a master plan for strengthening distance education capabilities at Makerere University.
- b) Implementation of a comprehensive capacity-building programme for staff responsible for distance education and content development.
- c) Upgrading of distance education infrastructure, including the Learning Management System, Content Management System, and related equipment and facilities.

The third component includes the construction of a distance education center, a four-story building with a total floor area of approximately 3,270 m², situated within the main campus.

9.3 New Project Ideas

9.3.1 Proposed Infrastructure Expansion at the Makerere University Agricultural Research Institute, Kabanyolo

The project is conceptualised as a Public–Private Partnership (PPP) with two principal components: academic and support infrastructure, and commercial facilities. While the educational and support infrastructure form the core of the University’s mandate, the commercial structures will be leveraged to generate funds to support the maintenance of the infrastructure.

The academic and support infrastructure will include a Central Administration Block to house the College of Agricultural and Environmental Sciences’ governance and administrative structures, as well as a Graduate Lecture Block equipped with a SMART teaching room. In addition, the project will provide customised space for innovation hubs and specialised laboratories, including facilities for Biotechnology, Seed Quality Analysis, a GenBank, and a small seed processing unit.

The commercial facilities will include two graduate student hostels, each with a capacity of 200 students, and a 100-bed guesthouse designed to accommodate visiting professors, external examiners, and the public. To enhance the University’s conferencing capacity, the project will establish modern conference and seminar facilities capable of hosting both local and international events. Complementary recreational amenities will also be developed, comprising a football pitch, basketball and tennis courts, a swimming pool, and a children’s play area.

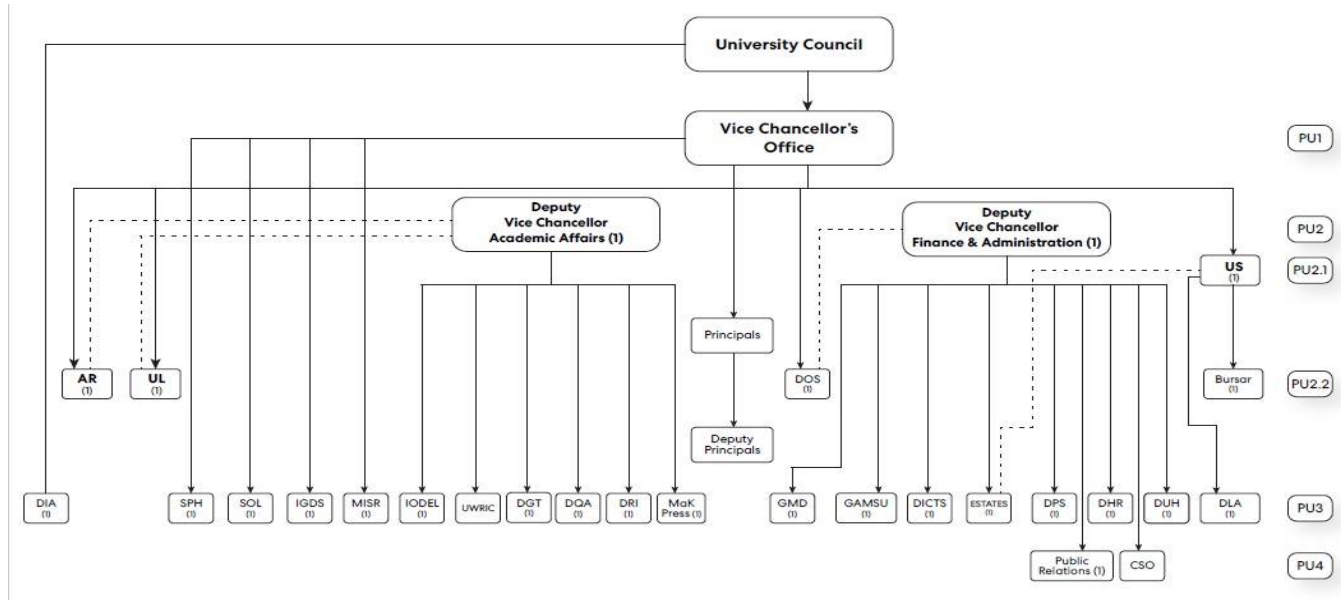
9.3.2 Center of Excellence (CoE) for African Studies, Indigenous Knowledge, and Social Sustainability

This CoE is envisioned as the CHUSS’ key structure to support resource mobilisation initiatives in behavioral, creative, humanistic, and Social Sciences. In the next strategic period of focus, CHUSS will be pivotal for realising the mandate for Human Capital Development (HCD) as a key enabler.

10.0 Annexes

10.1 Annex 1: Makerere University Governance

Figure 10: Makerere University Organogram



AR: Academic Registrar, DOS: Dean of Students, UL: University Library, US: University Secretary, DHR: Directorate of Human Resource, DRI: Directorate of Research and Innovations, DGT: Directorate of Graduate Training, DLA: Directorate of Legal Affairs, DIA: Directorate of Internal Audit, DQA: Directorate of Quality Assurance, GAMSU: Grants Administration and Management Support Unit, DICTS: Directorate of ICT Support, DPS: Directorate of Planning and Strategies, IODeL: Institute for Open and Distance e-Learning, CSO: Chief Security Office, DUH: Director University Hospital, GDS: Institute of Gender and Development Studies: MISR: Makerere Institute of Social Research, SOL: School of Law, SPH: School of Public Health, UWRIC: University Wide Research institutes and Centers, GMD: Gender Mainstreaming Directorate, MaKPress: Makerere University Press



10.2 Annex 2: Mak Implementation Action Plan (Results Framework and Detailed Cost Implementation Matrix)

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible
NDPIV Programme Name: Human Capital Development Programme									
HCD Programme Goal: A healthy, knowledgeable, skilled, ethical, and productive population									
Makerere University Goal: A sustainable, research-led, and responsive university with a highly productive workforce rolling out versatile graduates.									
Strategic Objective 1:	Gross enrolment in undergraduate programmes.	19,408	21,499	21,599	21,699	21,899	22,999	Academic Admission Records	Academic Registrar
Promote quality, innovative, and responsive teaching and learning that transforms students' experiences and meets societal needs.	Gross enrolment in graduate programmes.	3,874	4,648	5,422	6,196	6,970	7,744	Academic Enrolment Records	Academic Registrar
	Number of accredited programmes aligned with national development priorities.	189	199	215	250	280	290	Quality Assurance Records	Director Quality Assurance
	Percentage of students enrolled in STEM disciplines.	30%	32%	35%	45%	50%	55%	Graduation Records	Academic Registrar
	Employability of university graduates (%) within two years	33%	45%	50%	55%	60%	65%	Quality Assurance Records	Director Quality Assurance



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible
Strategic Objective 2: Strengthen research and innovation capacity for national, regional, and global development	The percentage of enrolled students at the PhD level graduating on time.	10%	15%	20%	25%	30%	35%	Academic Records	Director of Graduate Studies
	Number of annual research publications in peer-reviewed and indexed journals.	1,365	1,773	2,181	2,589	2,997	3,000	Publication records	Director Quality Assurance and Director MakPress
	Number of innovations patented.	12	15	20	25	35	45	Research and Innovations	Director of DRIP
	Number of innovations commercialized through Unipod.	15	25	35	45	55	65	Unipod reports	Manager Unipod
Strategic Objective 3: Establish and enhance mutually beneficial engagements and partnerships at local, national, and international levels.	Amount of funding (billions) or in-kind support mobilized through partnerships (In UGX billion).	2.0	2.8	3.4	4.0	4.5	5.1	Advancement Office Reports	Manager Advancement
	Number of staff participating in mobility programmes.	111	145	155	165	175	185	Academic Enrolment Records	Academic Registrar
	Number of students participating in academic exchange programmes.	117	217	317	417	517	617	Academic Enrolment Records	Academic Registrar



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible
Strategic Objective 4:	University ranking in sub-Saharan Africa.	8th	5th	4th	3rd	2nd	1st	Quality Assurance Records	Director Quality Assurance
Strengthen University governance and the strategic enablers (management, infrastructure, human resources, and financial sustainability).	Annual growth in non-tax revenue (NTR), non-exchange.	4%	8%	12%	16%	16%	16%	Finance Reports	University Bursar
	Percentage of staff establishments filled.	41.5%	65%	67%	68%	69%	70%	Human Resources Reports	Chief Human Resource Officer
	Number of students/users accessing the e-library resources.	3,023,958	3,323,958	3,623,958	3,923,958	4,223,958	4,223,958	Library Report	University Librarian

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Programme Name: Human Capital Development Programme									
HCD Programme Goal: A healthy, knowledgeable, skilled, ethical, and productive population									
Makerere University Goal: A research-led and responsive university with versatile graduates and productive human resources									



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Strategic Objective 1: To promote innovative, flexible, appropriate, and integrated teaching and learning that transforms students' experiences and meets societal needs.	Gross enrolment in undergraduate programmes at Makerere University.	19,408	21,499	21,599	21,699	21,899	22,999	Academic Admission Records	Academic Registrar
	Gross enrolment in graduate programmes at Makerere University.	3,874	4,648	5,422	6,196	6,970	7,744	Academic Enrolment Records	Academic Registrar
	Employability of university graduates (%) within two years.	33%	45%	50%	55%	60%	65%	Quality Assurance Records	Director Quality Assurance
	Number of accredited programmes aligned with national development priorities.	189	199	215	250	280	290	Quality Assurance Records	Director Quality Assurance



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Percentage of graduates enrolled in STEM disciplines.	30%	32%	35%	45%	50%	55%	Graduation Records	Academic Registrar
Result	Indicator	Baseline 2023/24	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Programme Objective 2: To produce a knowledgeable, skilled and ethical labour force (with emphasis on science and technology; STEI/STEM in education and TVET)									
Strategic Objective 1: To promote innovative, flexible, appropriate, and integrated teaching and learning that transforms students' experiences and meets societal needs.									
Vote Outcome 1.1 / PIAP Intermediate Outcome 2.1.1: Strengthened workforce planning, management, and development	Proportion of academic staff establishment filled.	38.1%	44.10%	50.10%	56.10%	62.10%	70%	Human Resource Reports	Chief Human Resource Officer
	Proportion of graduate research published in recognised journals.	15%	17%	22%	30%	35%	45%	DRIP research reports/AR Reports	Director of DRIP
	Makerere University's ranking in Sub-Saharan Africa.	8	5	4	3	2	1	Times Higher Education/ Webometrics	Director of QA
	Global ranking of Makerere University.	929	800	700	600	500	401	Times Higher Education/ Webometrics	Director of QA and Director of DRIP



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP strategic intervention 2.1.1.2: Accelerate the acquisition of urgently needed skills in key growth areas									
PIAP output: Strengthened skills acquisition and development framework	% increase in graduate student enrolment.	0	17	14	12	11	10	DGT and University annual report	Director DGT
	Number of postgraduate scholarships awarded annually.	60	60	700	1400	1400	1400	DGT and University annual report	Director DGT
	Number of academic programmes developed and revised to address the scarce-skills areas for which there is no training.	0	2	10	15	20	25	Academic Registrar and University Annual Reports	Academic Registrar
	Number of students trained in the NDPIV scarce-skills areas for which there is no training.	0	20	100	150	200	250	Academic Registrar and University Annual Reports	Academic Registrar



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Number of postgraduate programmes launched at the Jinja Satellite Campus.	0	0	2	4	5	6	DGT and University annual report	Director DGT
	Number of programmes revised to address the scarce skills for which training is available but not meeting the demands.	0	101	112	121	131	143	Academic and University Annual Reports	Academic Registrar
PIAP Action: Study, create and implement the Higher Education Financing Fund to support parental contributions towards financing long-term (future) higher education									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible College/Unit
Introduce the postgraduate scholarship scheme.				7.000	14.000	21.000	30.000		Director DGT



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Increase the threshold for private students in STEM and scarce-skills training.			9.033	9.936	10.930	12.023	13.225		Director DGT
PIAP Action: Develop and implement new education and training programmes for areas with scarce skills, particularly prioritising skills required for the ATMS (E-Mobility, Pathogen industry, Agriculture, etc)									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible College/Unit
Develop new programmes in scarce-skill areas for which there is no training.			1.880	3.560	5.240	6.920	8.600		Academic Registrar
Introduce flexibly delivered postgraduate academic and professional programmes.			3.760	3.360	3.696	4.066	4.472		Director DGT
Introduce postgraduate programmes at the Jinja Satellite Campus.			3.760	3.360	3.696	4.066	4.472		Director DGT



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PAIP Intermediate outcome 2.1.1: Increased enrolment in STEM/STEI and TVET programs	Percentage increase in student enrolment in STEM/ STEI programs annually.	48%	50%	55%	60%	65%	70%		Academic Registrar
	Percentage of female - male students enrolled in STEM/STEI Programs annually.	30:70	32:68	35:65	40:60				Academic Registrar
Strategic Intervention 12: Provide the required physical infrastructure and equipment, instruction materials, human resources, and quality assurance mechanisms for Higher Education and TVET Institutions, including Special Needs Education (SNE)									
PAIP Output 2.2.1.10: Physical infrastructure, human resources and quality assurance improved for higher education and TVET Institutions	Number of e-courses with blended delivery approach (>60% development),	4,489	6,366	8,243	10,120	11,997	12,000	IODeL Reports	Director IODeL



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Number of faculty members trained in ODEL approaches (e-content development and delivery),	1,300	1,551	1,802	2,053	2,304	2,305	IODeL Reports	Director IODeL
	Percentage increase in concurrent access capacity of MUELE,	43%	50%	57%	71%	81%	100%	DICTS and the University's annual report	Director ICT Support
	Number of students accessing the library maker space,	760	1,520	2,100	2,900	3,400	4,400	Library Report and University Annual Report	University Librarian
	Number of e-resources in the library accessed by students.	3,023,958	3,323,958	3,623,958	3,923,958	4,223,958	4,223,958	Library Report and University Annual Report	University Librarian
	Staff-to-student ratio.	1:15	1:14	1:13	1:12	1:11	1:10	Planning and University Annual Reports	Director Planning and Strategy
	Number of staff recognised and rewarded.	45	55	65	75	85	125	Human Resources and University Annual Reports	Chief Human Resource Officer



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Proportion of undergraduate programmes revised to reflect the 60:40 assessment policy.	0%	100%	100%	100%	100%	100%	Academic Registrar and University Annual Report	Academic Registrar
	Number of staff promoted.	80	100	120	140	150	160	Human Resources and University Annual Reports	Chief Human Resource Officer
	Percentage absorption for wages.	92%	94%	95%	96%	100%	100%	Human Resources and University Annual Reports	Chief Human Resource Officer
PIAP Action: Construct, expand, and equip university facilities, taking into account the technological requirements									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Train, mentor, and support all faculty in e-content development.			-	-	-	-	-		Director IDeL



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Expand the capacity of the Makerere University Electronic Learning Environment to accommodate all students concurrently,			-	1.850	1.850	0.185	0.019		Director ICT Support
Promote and implement distance learning programmes,			-	-	-	-	-		Director IODEL
Introduce AI and machine learning to enhance cataloguing, identify user patterns, and inform improvements.			-	-	-	-	-		University Librarian
Expand digital library collections and subscriptions,			0.451	0.474	0.497	0.522	0.548		University Librarian
Conduct regular sensitisation sessions on library usage and emerging trends such as AI in academic work.			-	-	-	-	-		University Librarian



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP Action: Recruit staff in public universities									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Implement staff continuous professional development.			0.900	0.945	0.992	1.042	1.094		Director Planning and Strategy
Develop and implement a rewards and recognition program to celebrate faculty and best performing staff.			0.035	0.037	0.039	0.041	0.043		Chief Human Resource Officer
Review and rationalise staff workloads and deployment to ensure optimal distribution across departments.			-	-	-	-	-		Chief Human Resource Officer
Implement the 60:40 assessment policy for all undergraduate student programmes.			-	-	-	-	-		Academic Registrar
Train all staff to design, deliver, and assess learners in a competence-based curriculum system.			0.350	0.350	0.350	0.350	0.350		Director IODEL



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP Action: Project 18: Makerere University Infrastructure Development Project									
Improvement of Makerere University Project (Korea Education V).			95.500	218.300	261.500	179.607	754.800	Estate and Works report	University Secretary
Establishment of Makerere University Teaching Hospital.			15.800	17.350	42.650	45.050	28.100	Estate and Works report	University Secretary
Construction of the Public Investment Management Centre of Excellence.			7.861	15.501	20.584	14.851	11.173	Estate and Works report	University Secretary
Infrastructure expansion at the Makerere University College of Business and Management Sciences.			17.512	25.678	23.066	20.506	9.833	Estate and Works report	University Secretary
Construction and provision for the Centres of Education in Mechanical Engineering and Industrial Technology at Makerere University.			3.840	7.680	16.640	18.240	5.440	Estate and Works report	University Secretary



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Makerere University Lung Institute Expansion Project.			3.840	7.680	16.640	18.240	5.440	Estate and Works report	University Secretary
Renovate and upgrade residential and non-residential facilities.			12.000	12.600	13.230	13.892	14.586	Estate and Works report	University Secretary
Construction of the Center of Excellence (CoE) for African Studies, Indigenous Knowledge, and Social Sustainability.			10.000	12.000	16.000	14.000	4.000	Estate and Works report	University Secretary
Build an all-in-one ICT Complex.			-	-	-	-	-	Estate and Works report	University Secretary
Build new modern structures to support STEM programmes.			10.350	188.500	185.913	185.913	185.913	Estate and Works report	University Secretary
Renovation of the main laboratory building / facility at CoVAB			-	5.589	5.589	-	-	Estate and Works report	University Secretary
Review and update the university's infrastructure master plan.			-	0.250	0.250			Estate and Works report	University Secretary



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Develop and implement the facilities maintenance plan.			-	0.300			-	Estate and Works report	University Secretary
Strategic Intervention 3: Provide early exposure to STEM/STEI to children through innovative science projects in schools and higher education institutions									
PAIP Output 2.2.1.1: Increase student participation in STEM/STEI activities and projects	Proportion of students enrolled in STEM/STEI programs annually.	30:70	32:68	35:65	40:60	44:56	45:55	Academic Records	Academic Registrar
	Number of research institutes in the scarce skills discipline identified in NDPIV established.	4	5	6	6	6	6	DRIP and University Annual Reports	Director DRIP
	Number of centers of excellence in the scarce skills discipline identified in NDPIV established.	0	0	1	2	3	4	DRIP and University Annual Reports	Director DRIP
	Number of Student-led innovative science- based projects developed/ supported.	14	28	36	44	59	70	DRIP and University Annual Reports	Director DRIP



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP Action: Initiate pupil/ Student-led inovative science based projects									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Increase the number of privately sponsored student admissions in STEM.			1.115	1.171	1.229	1.291	1.355		Academic Registrar
Align curriculum development and revisions to bridge the qualification and skills shortages identified in NDPiV.			0.241	0.253	0.265	0.279	0.293		Academic Registrar
Develop new professional programmes to address critical skills gaps with no training currently available in the country.			1.880	3.560	5.240	6.920	8.600		Academic Registrar
Establish and run centers of excellence in critical areas in NDPiV/10 fold growth strategy.			2.782	1.391	1.460	1.533	1.610		Colleges



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Conduct innovative science fairs to showcase application of science in real life.			0	0	0	0	0		Director DRIP
Strategic Intervention 7: Review curricula to make them competence-based at all levels and implement competence-based curricula at all levels.									
PIAP Output 2.2.1.5: Competence-based curricula developed and implemented	% of academic programmes reviewed, updated and accredited.	57	67	77	87	97	100	Quality Assurance and University Annual Report	Director Quality Assurance
	Percentage of academic staff trained in competence-based curricula.	75	80	85	90	95	100	Human Resources and University Annual Reports	Chief Human Resource Officer
PIAP Action: Undertake review of the curricula to make them competence-based at all levels.									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Review all programmes due for re-accreditation and align with the strategic priorities here-in.			1.204	1.264	1.327	1.394	1.463		Academic Registrar



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Establish an office in the Academic Registrar's Department for academic programme development support.			0.077	0.077	0.077	0.077	0.077		Academic Registrar
Retool academic staff to implement the competency based curriculum.			0.250	0.250	0.250	0.250	0.250		
Strategic Objective 2: To strengthen research and innovations for national, regional, and global development.									
Outcome 2.1: Increased generation, uptake, and impact of research and innovations	% increase in peer-reviewed publications in high-impact or indexed journals.		10%	20%	30%	40%	50%	DRIP Reports	Director DRIP
	Number of innovations incubated at the UniPoD.	96	197	311	367	449	500	IPO and Reports	Manager UniPod
	Number of training programs delivered at the UniPoD.	14	21	29	38	45	60	UniPoD Report	Manager UniPod
	Number of users utilising the UniPoD.	1871	2058	2205	2352	2499	2620	UniPoD Report	Manager UniPod



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Strategic Intervention 2.2.1.2: Equip TVET trainees and higher education graduates with 21st century knowledge and skills									
Output 1: Knowledge generation and transfer enhanced	No. of research dissemination engagements/ dialogues.	112	130	145	155	160	170	DRIP Reports	Director DRIP
	% of the University research publications in peer-reviewed journals and indexed databases.	39%	49%	59%	69%	80%	100%	DRIP Reports	Director DRIP
	Number of science and computer laboratories fully functional.	120	125	130	135	140	145	Academic Registrar Report	Academic Registrar
PIAP Action: Capacitate Higher Education Institutions to deliver relevant, practical and quality teaching/training & research									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Utilise the university's research and innovation capacity to support PDM.			-	-	-	-	-		Director Planning and Strategy



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Mobilise resources to meet the research and innovation university priorities			0.250	0.263	0.276	0.289	0.304		Director DRIP
Institutionalise and mainstream Research and Innovation support programmes for staff and postgraduate students.			30.000	30.000	30.000	30.000	30.000		Director DGT
Conduct regular training workshops on research methodology, pedagogy, academic writing, and proposal development.			0.035	0.037	0.039	0.041	0.043		Director DGT
Provide mentorship and research support to postgraduate students.			-	-	-	-	-		Director DGT
Establish peer-reviewed and indexed journals at the college level.			03	05	07	10	12		Director MakPress



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Establish research awards and other incentives for researchers.			0.080	0.080	0.080	0.080	0.080		Director DRIP
Conduct regular reviews to monitor the social impact of research outputs.									Director DRIP
Organise knowledge-sharing platforms such as seminars, workshops, and conferences.			0.120	0.126	0.132	0.139	0.146		Director DRIP
Output 2: University innovations commercialised.	Number of start-ups supported by UniPOD.	49	60	71	85	99	120	IPO Reports	IPO Manager
	Number of Commercialisation innovations supported by the UniPod.	15	20	30	40	50	60	IPO Reports	IPO Manager
	Amount of income generated from commercial innovations (Billion).	0	0.5	1.5	2.5	3.5	5	Finance Reports	University Bursar



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Number of innovations patented (copyright, trademarks, and industrial designs).	28	40	50	70	80	100	IPO Reports	Manager IPO
	Number of PPP spin-off companies established.	11	15	20	23	25	30	IPO Reports	Manager IPM
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Develop a strategy to commercialise university-generated knowledge and innovations.			-	-	-	-	-		Director DRIP
Register all innovations from the university that have commercial potential.			0.070	0.074	0.077	0.081	0.085		Director DRIP
Protect all intellectual property through patent applications for inventions, copyrights for written works, and trademark applications for brand names.			-	-	-	-	-		Director DRIP



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Create new PPP spin-off companies to commercialise the university's research.			-	-	-	-	-		Director DRIP
Establish an academic-private sector forum to support private-sector funded research.			-	28.000	28.000	5.600	5.600		Advancement Office
Output 3: Intellectual property management strengthened	Number of innovators supported in IP filing and legal processes.	79	99	112	120	140	200	IPO Reports	Manager IPM
	Number of IP audits conducted.	0	3	13	14	17	20	IP Reports	Manager IPM
	Number of staff sensitised on IP processes.	5	13	15	18	20	22	IP Reports	Manager IPM
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Conduct regular IP capacity-building workshops and awareness campaigns for staff and students.			-	-	-	-	-		Director DRIP



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Conduct IP audits			-	-	-	-	-		Director DRIP
Strategic Objective 3: To establish and enhance, mutually beneficial engagements and partnerships nationally and internationally.									
Strategic Intervention 6: Promote industry-driven and Employer led TVET and Higher Education skilling and training									
PIAP Output 2.2.1.4: Employer-led TVET and Higher Education skilling and training enhanced.	Number of universities– industry collaboration agreements or MOUs.	669	700	740	800	890	1100	Legal Reports	Director Legal
	Number of knowledge transfer partnerships established between the university and industries.	12	18	22	34	46	51	IP Reports	Manager IPM
	Amount of funding (billions) or in-kind support mobilised through partnerships.	2.0	2.8	3.4	4.0	4.5	5.1	DRIP Report	Director DRIP



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Number of joint research, training, or innovation projects conducted with industry partners.	17	23	30	39	44	50	DRIP Report	Director DRIP
PIAP Action: Establish knowledge transfer partnerships between HEIs and industries									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Promote continuous outreach through open days, exhibitions, and engagement forums.			0.250	0.263	0.276	0.289	0.304		Colleges
Engage private sector players to support research, innovations and knowledge transfer through partnerships/ collaborations.			-	-	-	-	-		Director DRIP
Host university–industry roundtables to identify areas of mutual benefit.			0.100	0.105	0.110	0.116	0.122		Advancement Office



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP Action: Conduct employer-led skills assessment on the competencies acquired by TVET and university trainees during apprenticeship, traineeship, indenture training and or upgrading.									
Develop and implement guidelines for work-experience/ internships and/or job placements.	Number of graduate student placements.	129	190	280	520	1,020	1,050	Quality Assurance	Director Quality Assurance
Produce employer-led assessment report on competences acquired by university trainees during apprenticeship, traineeship, indenture training, and or upgrading.	Number of employer-led assessment reports.	0	1	1	1	1	1	Quality Assurance	Director Quality Assurance
Conduct graduate tracer studies to provide insights into employment of graduates.	Number of graduate tracer study reports.	0	1	1	1	1	1	Quality Assurance	Director of Quality Assurance



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Output: Alumni and diaspora networks institutionalised and actively engaged.	Number of active Mak Alumni diaspora chapters with structured governance.	0	1	3	5	6	9	Advancement Office Reports	Manager Advancement
	Value of financial and in-kind contributions from alumni and diaspora (Billion).	0.035	0.07	0.30	0.60	1.20	2.00	Advancement Office Reports	Manager Advancement
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Develop and implement an alumni engagement strategy.			-	-	-	-	-		Advancement Office
Popularise the MakAdvance portal for digital engagement.			0.025	0.026	0.028	0.029	0.030		Advancement Office
Profile and recognise notable alumni/diaspora contributions.			0.120	0.126	0.132	0.139	0.146		Advancement Office



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Programme Objective 9: Strengthen the Policy, Legal, Institutional, and Coordination Frameworks									
PIAP Intermediate outcome: 9.1.1: Improved Policy, Legal, Institutional, and Coordination for HCD									
Strategic Objective 4: To strengthen university governance, management processes, infrastructure, human resources, and financial sustainability.									
Outcome 4.1: Improved institutional efficiency, infrastructure, and financial sustainability	Annual growth rate in internally generated revenue,	4%	10%	14%	22%	26%	30%	Finance Reports	University Bursar
	Staff satisfaction index with institutional management systems,	5	6	7	8	9		Quality Assurance Reports	Director Quality Assurance
	Number of infrastructure projects completed on time and within budget,	4	8	12	18	20	22	Estates Reports	Chief Engineer



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Strategic Intervention 9.1.1.1: Develop and review policies and regulations related to HCD									
Output 9.1.1.1.1: Policies for HCD reviewed and developed	A comprehensive human resource development plan developed.	0	1	0	0	0	0	Human Resources Reports	Chief Human Resource Officer
	Number of institutional governance policies developed or revised.	63	65	67	69	72	78	University Secretary Reports	University Secretary
	Makerere University data and statistics management framework developed.	0	1	0	0	0	0	Planning Reports	Director Planning and Strategy
	Approved Makerere University partnership policy or coordination framework in place.	0	1	0	0	0	0	University Reports	University Secretary



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP Action: Develop and review policies for Education									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Develop and implement a comprehensive institutional human resource development and retention plan.			-	-	-	-	-		Chief Human Resource Officer
Review statutes, policies, and operational manuals relating to human resources.			-	-	-	-	-		University Secretary
Establish an institutional data and statistics management framework to ease data accessibility and application for decision-making.			-	-	-	-	-		Director Planning and Strategy
Develop and approve Makerere University partnership coordination and governance framework.			-	-	-	-	-		University Secretary



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Strategic Intervention 9.1.1.2: Capacitate institutions to deliver Human Capital Development Programme									
Output 9.1.1.2.1: Improved institutional capacity for HCD	Percentage increase in internet bandwidth and coverage.	60%	65%	75%	85%	90%	95%	DICTS Reports	Director ICT Support
	Number of students and staff trained in ICT tools and systems.	12,000	14,000	16,000	18,000	20,000	22,000	Human Resources Reports	Chief Human Resource Officer
	Number of university processes digitised or automated.	9	11	13	15	17	20	DICTS Reports	Director ICT Support
	Number of successful grant applications awarded annually.	111	120	145	160	179	190	GAMSU Reports	Head GAMSU
	Number of academic staff and students trained in competitive proposal development.	39	112	220	350	450	550	GAMSU Reports	Head GAMSU
	Number of doctoral and post-doctoral fellowships awarded.	41	60	80	120	140	200	DGT Report	Director DGT



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Number of official communication materials and reports disseminated.	22	30	40	45	55	65	PRO Report	University PRO
	Strategic Plan 2030/31-2034/35 developed.	1	0	0	0	0	1	Planning and University Annual Reports	Director Planning and Strategy
	Number of staff trained in planning and budgeting.	1	3	4	5	7	9	Planning and University Annual Reports	Director Planning and Strategy
	Percentage of academic and administrative units submitting annual work plans and budgets on time.	50%	75%	80%	85%	90%	100%	Planning and University Annual Reports	Director Planning and Strategy
	Proportion of externally funded projects aligned with the university's strategic objectives.	60%	70%	80%	90%	95%	100%	Planning and University Annual Reports	Director Planning and Strategy
	Percentage of staff establishments filled.	40%	43%	48%	50%	55%	60%	Human Resources Reports	Chief Human Resource Officer



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Percentage of absorption of wage.	92%	94%	95%	96%	100%	100%	Human Resources and University Annual Reports	Chief Human Resource Officer
PIAP Action: Equip, Upgrade and strengthen ICT system for HCD institutions									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Upgrade the capacity of the WIFI coverage on the main campus and across other campuses.			-	1.875	0.188	0.019	0.019		Director ICT Support
Maintain ICT infrastructure.			2.100	0.300	0.300	0.300	0.300		Director ICT Support
Provide modern ICT equipment for staff.			0.250	0.250	0.250	0.250	0.250		Director ICT Support
PIAP Action: Conduct policy research on knowledge and the evidence to answer big policy questions.									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Develop and disseminate research and proposal development toolkits tailored to institutional and donor requirements.			0.020	0.021	0.022	0.023	0.024		Head GAMSU
Establish and or operationalise grants offices across all academic units.			-	-	-	-	-		Head GAMSU
Appoint practitioner professors and research chairs.			-	-	-	-	-		Director DRIP
Establish and operationalise fellowship schemes for doctoral and postdoctoral talent.			0.510	0.680	1.020	1.190	1.700		Director DGT
Establish and operationalise an institutional public policy think tank			0.450	0.250	0.150	0.150	0.150		
PIAP Action: Develop and implement the communication strategy for education.									



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Develop and roll out a comprehensive branding and communication strategy.			0.080	0.084	0.088	0.093	0.097		Public Relations
Engage alumni, media, and partners in visibility events.			-	-	-	-	-		Public Relations
Establish a student support center.			-	-	2.000	4.500	-		Dean of Students
Establish a fully-fledged call center.			-	-	-	-	-		Dean of Students
Conduct a student satisfaction survey.			-	0.024	-	0.026	-		Dean of Students
Establish a University TV, radio, print, and online broadcasting).			0.440	0.440	0.440	0.440	0.440		Public Relations
PIAP Action: Undertake planning, budget preparation, and reporting (prepare plans and BFPs).									



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Develop /revise the college-based strategic plans to operationalise the new University Strategic Plan.			-	-	-	-	-		Director Planning and Strategy
Conduct Mid-term review of the college-strategic plans to inform budgeting.				-					Director Planning and Strategy
Train heads of units, finance officers, and planners in planning tools (e.g., log frames, budgeting models).			0.010	0.011	0.011	0.012	0.012		Director Planning and Strategy
Conduct Mid-term and quarterly budget performance reviews.									Director Planning and Strategy
Revise the Makerere University Communication Policy and operationalise it.									Chief Public Relations Office



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Hold an annual graduate/PhD symposium for each college.			0.10	0.10	0.10	0.10	0.10		Director DGT
Hold annual education fairs with exhibitions.			0.05	0.05	0.05	0.05	0.05		Academic Registrar
Develop the Makerere Strategic Plan 2030/31-2034/35.							0.250		Director Planning and Strategy
PIAP Action: Pay salaries and wages of all education staff.									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Provide competitive remuneration to staff at all levels.			221.000	232.050	243.653	256.835	269.630		Chief Human Resource Officer
Provide health insurance and staff welfare programme.			1.800	1.890	1.985	2.084	2.188		Chief Human Resource Officer



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Output 1: Leadership and management capacity enhanced	Number of senior managers/ directors and governing council members trained in leadership/ governance.	79	140	180	220	230	260	University Secretary Reports	University Secretary
	Number of national, regional, or international recognitions/awards received.	4	6	8	10	12	15	Advancement Office Reports	Manager Advancement
	Number of governance performance reports produced annually.	1	1	1	1	1	1	University Secretary Reports	University Secretary
PIAP Action: Conduct human resource capacity building and management & records management (including RAPEX).									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Conduct regular leadership training for Unit heads.			1.000	1.050	1.103	1.158	1.216		University Secretary



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Implement a performance-based staff evaluation system.			-	-	-	-	-		Chief Human Resource Officer
Create staff wellness activities.			0.160	0.168	0.176	0.185	0.194		Chief Human Resource Officer
Output 1: Increased generation and mobilisation of financial and in-kind resources from non-government sources.	% increase in total funds mobilised from non-government sources.	34%	36%	38%	40%	42%	45%	Planning Reports	Director Planning and Strategy
	Establish and run a Research Endowment Fund.	0	0	1	0	0	0	Finance Reports	University Bursar
	Makerere University's resource mobilisation strategy developed and implemented.	0	0	1	0	0	0	Planning Reports	DVC F&A
	Revenue gained from research and other overheads (Billion).	0.00	0.20	0.30	0.40	0.72	0.90	Finance Reports	University Bursar



Page 3 continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP Action: Organise and attend national, regional, and international meetings, consultative meetings, and partner coordination									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Organise the Annual Makerere Symposium.							-		Director Planning and Strategy
Organise an annual stakeholder consultative meeting.			-	-	-	-	-		Director Planning and Strategy
Increase the investment in Mak Holdings Company.			0.250	0.250	0.263	0.276	0.289		Director Planning and Strategy
Utilise the PPP model to harness the financial potential of the University's land holdings.				0.250	0.263	0.276	0.289		Director Planning and Strategy
Create consulting and short-term professional programmes at the academic unit level.			0.120	0.126	0.132	0.139	0.146		Director Planning and Strategy



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Output 1: Quality assurance systems strengthened	% of academic and operational units audited annually.	5%	10%	15%	20%	25%	40%	Internal Audit Reports	Director Internal Audit
	Number of compliance reports submitted.	2	4	8	16	20	25	Quality Assurance Reports	Director Quality Assurance
	Percentage of academic programmes reviewed or accredited in line with standards.	53%	73%	85%	90%	95%	100%	Quality Assurance Reports	Director Quality Assurance
	Number of staff trained in quality assurance and compliance procedures.	210	400	600	750	890	120	Quality Assurance Reports	Director Quality Assurance
	Number of partnership performance reviews or audits conducted annually.	0	2	4	8	16	20	Internal Audit Reports	Director Internal Audit
	Number of internal and external audits completed.	17	20	25	30	35	40	Internal Audit Reports	Director Internal Audit



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
PIAP Action: Conduct institutional, performance, human resource, project audits and risk management.									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Conduct targeted training for faculty and administrators on sector regulations, policies, and standards.			0.030	0.032	0.033	0.035	0.036		Director Quality Assurance
Conduct routine internal and external audits of university processes.			-	-	-	-	-		Director Internal Audit
Strengthen the QA directorate and compliance tracking systems.			0.010	0.011	0.011	0.012	0.012		Director Quality Assurance
Align curricula and procedures with NCHE and international standards			-	-	-	-	-		Director Quality Assurance
Conduct annual human resource audits.			-	-	-	-	-		Director Internal Audit



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Strategic Intervention 4.9: Undertake monitoring and reporting of progress for the HCD Programme during Plan implementation									
Strategic Output 9:1.1.5: Monitoring, evaluation, and reporting strengthened.	Performance-based evaluation system in place.	0	1	0	0	0	0	Planning Reports	Director Planning and Strategy
	Number of M&E training conducted for academic heads, programme coordinators, and administrative staff.	0	2	4	6	8	10	Planning Reports	Director Planning and Strategy
	An M&E policy and institutional framework developed.	0	1	0	0	0	0	Planning Reports	Director Planning and Strategy
	Annual report on the status of implementation of the Strategic Plan in place.	1	1	1	1	1	1	Planning Reports	Director Planning and Strategy
	Number of monitoring visits conducted.	13	26	28	30	32	36	Planning Reports	Director Planning and Strategy



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Joint annual review conducted.	0	1	1	1	1	1	Planning Reports	Director Planning and Strategy
	Number of project monitoring and evaluation reports produced.	14	28	32	40	48	60	Planning Reports	Director Planning and Strategy
	Midterm evaluation report .	1	0	0	1	0	0	Planning Reports	Director Planning and Strategy
	End-term evaluation report.	1	0	0	0	0	1	Planning Reports	Director Planning and Strategy
PIAP Action: Conduct monitoring and support supervision.									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Conduct regular M&E training for unit heads, programme coordinators, and administrative staff.			0.120	0.126	0.132	0.139	0.146		Director Planning and Strategy



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Develop an M&E policy and institutional framework.			-	-	-	-	-		Director Planning and Strategy
PIAP Action: Prepare annual report on status of implementation of the HCD Sub-Programme (Thematic Areas).									
Organise and hold annual joint reviews of the Strategic Plan.			0.065	0.068	0.072	0.075	0.079		Director Planning and Strategy
Prepare an annual report on the status of implementation of the Strategic Plan.			-	-	-	-	-		Director Planning and Strategy
Conduct midterm and end-term evaluations of the Makerere University Strategic Plan.			-	-	0.210	-	-		Director Planning and Strategy



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Output 1: Makerere University partnership framework developed and operationalised.	Approved Makerere University partnership policy or coordination framework in place.	0	1	-	-	-	-	University Secretary Reports	University Secretary
	Number of partnership performance reviews or audits conducted annually.	0	2	4.00	8.00	16.00	20.00	Internal Audit Reports	Director Internal Audit
PIAP Action: Conduct monitoring and support supervision.									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Organise regular stakeholder forums, including with civil society and local governments.			0.120	0.126	0.132	0.139	0.146		Advancement Office
Develop and approve Makerere University partnership coordination and governance framework.			-	-	-	-	-		University Secretary



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Conduct partnership mapping and baseline assessment.			-	-	-	-	-		Director Planning and Strategy
Establish partnership review and feedback mechanisms.			-	-	-	-	-		Director Planning and Strategy
Develop interdisciplinary cross-sectoral collaborations to address complex societal challenges.			0.025	0.026	0.028	0.029	0.030		Director Planning and Strategy
Strategic Intervention 4.12: Mainstream cross-cutting issues into university services.									
Output 1: Cross-cutting issues mainstreamed	Proportion of female students enrolled.	47%	48%	49%	50%	50%	50%	Academic Records	Academic Registrar
	Number of students with disabilities enrolled.	130	100	170	190	210	230	Dean of Students	Academic Registrar
	Proportion of female academic lecturers.	31%	33%	35%	37%	40%	45%	Gender Mainstreaming	Chief Human Resource Officer



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	No. of safeguarding and inclusion awareness sessions conducted for students.	50	70	100	120	130	150	Dean of Students	Dean of Students
	Number of HIV/AIDS counselling sessions conducted.	17	19	21	23	25	27	Dean of Students	Dean of Students
	Number of students attending the counselling sessions.	2134	2184	2234	2284	2334	2384	Dean of Students	Dean of Students
	Number of climate change mitigation sessions conducted.	2	3	4	5	6	7	Directorate of Finance	University Bursar
	Number of cross-cutting courses developed and accredited.	4	4	6	8	10	12	Quality Assurance and Reports and University Annual Report	Director of Quality Assurance
	Number of cross-cutting courses mounted.	4	4	6	8	10	12	Academic Registrar and University Annual Reports	Dean of Students



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
	Number of students and staff accessing counselling services.	1278	1478	2100	2500	2700	3000	Dean of Students and University Annual Reports	Dean of Students
	Number of career guidance sessions conducted.	10	15	20	25	35	40	Dean of Students and University Annual Reports	Dean of Students
PIAP Action: Conduct gender and equity mainstreaming									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Upgrade infrastructure to meet accessibility standards for PWDs			0.160	0.168	0.176	0.185	0.194	Dean of Students	Dean of Students
Enhance the Safety and Wellness (Safeguarding & Inclusion) of all students and Staff.							-	Dean of Students	Dean of Students



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Implement gender affirmative actions.			0.300	0.315	0.331	0.347	0.365	Directorate of Gender Mainstreaming	Gender Mainstreaming
Initiate and implement career development for female academic staff.			0.180	0.189	0.198	0.208	0.219	Directorate of Gender Mainstreaming	Gender Mainstreaming
Develop and mount cross-cutting courses that enhance values and ethics grounded in culture and history, and social development.			2.820	2.520	2.772	3.049	3.354	Academic Records	Academic Registrar
Improve the service delivery of the Counselling and Guidance Center.								Dean of Students	
Increase students' access to career guidance and mentorship.			-	-	-	-	-	Dean of Students	Dean of Students



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Support programmes aimed at improving gender balance in the enrolment, retention and performance of students across all disciplines.								Directorate of Gender Mainstreaming	Gender Mainstreaming
Promote and support gender equality networks and partnerships to develop strong gender.								Directorate of Gender Mainstreaming	Gender Mainstreaming
Promote measures to increase the participation of women in leadership and decision-making.			0.100	0.100	0.100	0.100	0.100	Directorate of human resources	Chief Human Resource Officer
Develop an institutional framework for talent identification, development, and professionalisation.			0.320	0.336	0.353	0.370	0.389	Dean of Students	Dean of Students
Review the 1.5 points affirmative action for girls.					0.150			Directorate of Gender Mainstreaming	Director GMD



Annex 2: continued

Result	Indicator	Baseline 2024/25	Target 2025/26	Target 2026/27	Target 2027/28	Target 2028/29	Target 2029/30	Data Source	Responsible Person
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Conduct regular HIV/AIDS on-campus sensitisation seminars.			0.043	0.045	0.047	0.050	0.052	Dean of Students	Dean of Students
Enhance the provision of HIV/AIDS testing, counselling and contraceptives to students.			0.025	0.026	0.028	0.029	0.030	Dean of Students	University Hospital
PIAP Action: Carryout environment protection.									
Vote activities			Budget 2025/26	Budget 2026/27	Budget 2027/28	Budget 2028/29	Budget 2029/30		Responsible MDA/LG
Conduct climate change awareness seminars for students and staff.			0.043	0.045	0.047	0.050	0.052	Directorate of Finance	University Bursar
Establish and run a center for environmental and social sustainability.			0.256	0.110	-	-	-	University annual reports	Principal CHUSS
Grand Total			468.43	853.48	969.36	881.98	1,415.17	-	4,588.41



Aerial View of the main administration building at Makerere University







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