MUNI UNIVERSITY



ANNUAL REPORT

FY2024-2025

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VISITORS



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LIST OF ABBREVIATIONS AND ACRONYMS

ADB	African Development Bank
AIDS	Acquired Immuno Deficiency Syndrome
ARRH	Arua Regional Referral Hospital
CIPS	Chartered Institute of Procurement & Supply
CPA	Certified Public Accountants
CUUL	Consortium of Ugandan Universities Libraries
DVC-AA	Deputy Vice Chancellor Academic Affairs
DVC-F&A	Deputy Vice Chancellor Finance & Administration
FAES	Faculty Agriculture & Environmental Sciences
FoE	Faculty of Education
FoS	Faculty of Science
FoTS	Faculty of Techno-science
FoHS	Faculty of Health Sciences
FY	Financial Year
GoU	Government of Uganda
IEEE	Institute of Electrical and Electronics Engineers
ICT	Information Communication Technology
IPPFs	International Professional Practising Certificate
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MoU	Memorandum of Understanding
MNCH	Maternal, Newborn & Child Health
MU	Muni University
NCDC	National Curriculum Development Centre
HCDP	Human Capital Development Program
HCM	Human Capital Management
NCHE	National Council for Higher Education
NDP III	National Development Plan II
NTCM	National Teachers' College Muni
HIV	Human Immunodeficiency Virus
HRM	Human Resource Management
SOP's	Standard Operating Procedures
STEM/STEI	Science, Technology, Engineering, and Mathematics/Innovation



MESSAGE FROM CHAIRPERSON OF COUNCIL

The performance of Muni University for the Financial Year (FY) 2024/2025 has been carried out in line with the objectives of the five-year Strategic Plan (2020/2021–2024/2025). The budgetary performance reflects the strategic direction set to strengthen the growth and development of the University.

Muni University has continued to fulfill its statutory mandate by promoting inclusive teaching, learning, training, research, innovation, knowledge preservation, dissemination, and community engagement. The University Council is confident that this Annual Performance Report demonstrates our commitment to rational and systematic management as well as sustainable development.

The Council remains steadfast in its pursuit of the University's Vision and Mission as outlined in this report. We acknowledge that realizing these aspirations requires equitable planning, effective resource allocation, efficient management practices, and active partnerships. Furthermore, innovative research and successful grant acquisition remain central to our progress. We commend the University Management for their dedication in advancing a planning framework that is responsive to change and future uncertainties.

This Annual Performance Report provides a comprehensive account of achievements against planned outputs, budget releases, and expenditures for FY 2024/2025. It emphasizes the University's overarching objective of enhancing visibility in teaching, learning, research, and innovation. The University is committed to strengthening systems, developing transformative academic programs aligned with national priorities, and building a robust knowledge base.

As the Council, we call upon all stakeholders and partners to extend both technical and financial support to accelerate development. Key priorities include strengthening the research agenda, adopting emerging technologies, establishing a research hub, setting up mini high-technology factories and resource centers, and expanding academic capacity development. Such support is critical for transforming the University and achieving its long-term goals.

On behalf of the Council, I extend sincere appreciation to the Visitor and the Chancellor for their unwavering support and constructive guidance.

We remain hopeful that this report will further inspire Government to enhance technical and financial support, which is vital for advancing the University's technological and research ambitions.

Eng. Joel Aita
CHAIRPERSON
MUNI UNIVERSITY COUNCIL



FOREWORD BY VICE-CHANCELLOR

Muni University, established as the sixth Public University under Statutory Instrument No. 31 (2013), was founded to promote equity and expand access to higher education in Uganda. This Annual Performance Report has been prepared in line with the objectives of the Five-Year Strategic Plan (2020/2021–2024/2025). Its development benefited from the active involvement of all Heads of Departments and Faculties through a collaborative and consultative process that ensured both accuracy and comprehensiveness.

The report presents the University's performance by comparing planned annual outputs with actual results achieved in FY 2024/2025. It provides a framework for assessing the effectiveness of our management and development strategies, while placing strong emphasis on gender responsiveness, efficiency, and accountability.

In today's dynamic global context, higher education institutions face rapid transformation, particularly with the growing emphasis on Science, Technology, Engineering, and Mathematics (STEM). At the same time, critical areas such as entrepreneurship, internationalization, partnerships, and community engagement must not be overlooked. Muni University remains committed to aligning its institutional processes with strategic priorities and the Human Capital Development Program under the National Development Plan III (NDPIII).

Our future success depends on the collective ability to design and implement programs that transform communities. This includes developing prototypes, monitoring and reviewing the performance of our strategic outputs, and fostering strong collaboration with the Ministry of Education and Sports. Our ambition is to position Muni University as a leading center of excellence in food security, Maternal and Newborn Child Health (MNCH), information systems applications, and innovative governance models to strengthen management efficiency.

Our statutory mandate further requires us to expand access to higher education at both undergraduate and postgraduate levels, increase the number of scientists and science educators, and build a workforce suited to a decentralized governance system. We are committed to producing engineers, technologists, and medical professionals to improve healthcare and rural industrialization, while conducting research that contributes directly to societal transformation.

I call upon all members of the University community and stakeholders to engage with this Annual Performance Report for FY 2024/2025. Your commitment to reviewing and using this report as a benchmark for progress is vital to strengthening the delivery of higher education and advancing the University's role in national development.

Associate Professor Anguma Simon Katrini
VICE CHANCELLOR
MUNI UNIVERSITY



MESSAGE FROM THE DEPUTY VICE CHANCELLOR FINANCE AND ADMINISTRATION

It is my pleasure to present the Annual Performance Report for the Financial Year 2024/2025, a reflection of the collective efforts of Muni University in promoting prudent financial management, efficient administration, and sustainable development. As a public institution, we remain committed to upholding the principles of accountability, transparency, and value for money in the use of public resources.

During the year under review, the office of the Deputy Vice Chancellor - Finance and Administration prioritised the strengthening of financial systems, the improvement of planning and budget execution, and the efficient allocation of resources to key programmes. These efforts enabled the University to meet its statutory obligations, support teaching and learning, and foster research and innovation, despite the financial and operational challenges that continue to affect the higher education sector.

In line with the University's Strategic Plan (2020/2021–2024/2025) and the broader goals of the National Development Plan III (NDPIII), we advanced institutional efficiency through the digitalisation of financial processes, capacity building of staff, and the enforcement of robust internal controls. These interventions are essential to ensuring the effective use of resources while preparing the University for sustained growth.

Looking ahead, the the office of the Deputy Vice Chancellor - Finance and Administration is committed to further improving service delivery through enhanced resource mobilisation, including government support, strategic partnerships, and grant funding. We also recognise the need for continuous investment in infrastructure, human resource development, and the provision of a supportive environment for students and staff.

On behalf of the Finance and Administration Directorate, I extend my heartfelt appreciation to the University Council, Management, staff, Government, and all stakeholders for their invaluable contributions and support. Together, we shall continue to strengthen Muni University's mission of transforming lives through education, research, and innovation.



Rev. Fr. Professor Odubuker Picho Epiphany, MIDM
DEPUTY VICE CHANCELLOR - FINANCE AND ADMINISTRATION

During the Financial Year 2024/2025, Muni University was allocated

UGX 38.504 Bn

23.575 Billion was allocated for wage expenses

61.227%

10.652 Billion was allocated for non-wage expenditures

27.66%

EXECUTIVE SUMMARY

The Muni University Strategic Annual Performance Report for the Financial Year 2024/2025 provides a comprehensive overview of the institution's accomplishments during the budget implementation period. This financial year marked a significant transition for the University, evolving from a traditional face-to-face teaching and learning model to a dual and subsequently a blended learning system.

The University's funding primarily comes from the Government of Uganda, and Muni University adheres to all statutory obligations and regulatory checks. The Government, through the Budget Monitoring Unit and the Office of the Auditor General, conducts annual evaluations of the institution's operational efficiency, fund utilization, and budget performance. Teaching staff at Muni University are actively engaged in securing grants to enhance the institution's technological and research capacities, particularly in modern agriculture and nursing fields.

The Annual Performance Report highlights the University's contributions across five core functional areas: Inclusive Teaching & Learning, Research & Innovations, Knowledge Preservation & Dissemination, Community Engagement, and Enabling Functions. The Enabling Functions include Human Resources, Physical Infrastructure, Finance, Land Resource Use, Information Technology, Administration and Management, Networking, and Cross-Cutting Issues such as HIV/AIDS, epidemic pandemic conditions, Gender, Disability and Special Needs, Quality Assurance, and Environmental concerns. This report aligns with the National Development Plan III (NDP III) theme of "Sustainable Industrialization for Inclusive Growth, Employment, and Wealth Creation."

The budget implementation was in accordance with the annualized budget outputs and adhered to the Human Capital Development Program (HCM) outlined in the NDP III. This process was guided by the Results-Based Management (RBM) System, with a Monitoring and Evaluation (M&E) plan overseeing the budget and performance evaluation on a quarterly basis. Additionally, the Budget Monitoring Unit (BMU) of the Ministry of Finance, Planning and Economic Development monitored and validated the University's reports.

During the Financial Year 2024/2025, Muni University was allocated Thirty-Eight Billion Five Hundred Four Million Uganda Shillings (38.504 Billion). Of this amount, 61.227% (23.575 Billion) was allocated for wage expenses, 27.66% (10.652 Billion) for non-wage expenditures, and 11.107% (10.652 Billion) for Infrastructure Development. The University is currently undertaking two major construction projects: the Multi-Purpose Health Science Laboratory Block, which is 88.3% complete, and the Administration Annex, which is 62% complete. If the University had received the full development budget over the past five financial years, the Multi-Purpose Health Science Laboratory would now be fully operational, Administration block would be occupied creating more space for teaching and learning. Therefore, I urge the Ministry of Education to support Muni University's appeal to the Ministry of Finance, Planning and Economic Development (MoFEP) for the timely release of appropriated funds to address the critical issue of inadequate laboratory space. Such support

10.652 Billion was allocated for Infrastructure Development

11.107%

2 major construction projects: the Multi-Purpose Health Science Laboratory Block, which is **88.3%** complete, and the Administration Annex, which is **62%** complete.

20 undergraduate programs and **14 postgraduate programs introduced**, attracting a total of

2066 students

will encourage our dedicated research scientists to pursue vigorous research in agriculture, medicine, and technological innovation, leading to discoveries and solutions that enhance societal well-being.

Muni University relies heavily on government funding, which has remained constant despite increasing student enrollment, new program offerings, and rising costs associated with teaching, learning, and research. Although external funding for research and capacity development has been limited, it has helped mitigate some challenges faced by academic staff. It is important to recognize that the Government of Uganda has played a crucial role in ensuring the smooth operation of Muni University's various processes and functions.

In the realm of teaching and learning, the University has expanded its admission opportunities to students from East African countries, particularly focusing on the Democratic Republic of Congo and South Sudan. Muni University has introduced 34 academic programs and two postgraduate programs, attracting a total of 2066 students. Nonetheless, the University has increased its marketing efforts across various media platforms to attract more students. Additionally, 15 short-course certificate and higher education certificate programs have been introduced to bridge the gap between certificate-level and bachelor-level education. Efforts are also underway to develop and introduce new programs that address the needs of prospective students.

The research capacity of Muni University is gradually improving despite challenges due to limited government funding. Research is crucial for addressing community challenges and enhancing knowledge in various fields. In response to funding gaps, University staff have actively sought grants and secured several micro-grants, resulting in the acquisition of five high-quality microscopes to support microbiology and molecular research, as well as the establishment of an electrical simulation laboratory hub, Information Communication and Technological hub and Business Incubation hub.

Partnerships and collaborations have significantly strengthened the University's brand, leading to several productive alliances. Muni University has established partnerships with the World Food Program and serves as the secretariat for the West Nile Development Organization, Arua Business Community, and United Nations High Commissioner for Refugees (UNHCR), and ABI-ZARDI. These partnerships have facilitated student internships and fostered productive research and innovation engagements for academic staff.

Community outreach, a vital component of knowledge transfer, has enhanced the University's image and yielded positive outcomes. Muni University has conducted several health community sensitization programs across West Nile districts, provided training for health and administrative staff at Arua Regional Referral Hospital and Koboko District Municipal Council and produced 105 text books to enhance teaching and learning.

Notably, the University achieved a significant research innovation by developing new research innovations in preserving fresh agricultural produce using Chumbabaridi solar powered cold house, mosquito repellant, Mobile Application to monitor government projects and as well continued research into new bean, banana, and rice variety lines to strengthen food security and reduce on malnutrition levels across the region.

VISION

A model University for transformation and development





MISSION

To provide quality education, generate knowledge, promote innovation and community empowerment for transformation.

UNIVERSITY CORE VALUES

- Quality
- Equity
- Responsiveness
- Professionalism
- Innovativeness
- Accountability
- Honest



CHAPTER ONE

INTRODUCTION

1.0 Background

Muni University was established in 2013 as the sixth Public University in Uganda located on Muni Hill in Arua City in the West Nile region. Muni University was legally established by Statutory Instrument No. 31 of the Parliament of the Republic of Uganda in 2013 with the mandate stipulated under the general functions of the Universities under Sections 22, 23, 24, 25 of the Universities and Other Tertiary Institutions Act, 2001 as amended in 2003 and 2006. It is a body corporate with perpetual succession and may sue or be sued in its corporate name and subject to the establishing Act, may do all such things as bodies corporate may lawfully do. As a public institution, Muni University is funded by the Government of Uganda through public tax revenue. Muni University operates under the general policy direction of the Ministry of Education and Sports. The University is regulated by the National Council for Higher Education (NCHE) standards and regulatory framework/guidelines. The University was started through a taskforce appointed by Ministry of Education and Sports.

1.1 Statutory Mandate, Objects, and functions

The mandate of the University is derived from the following statutory objects and functions:

1.1.0 Objects

The objects for which the University is established are:

(a) To equitably expand higher education at undergraduate and postgraduate levels.
(b) To increase the number of scientists in Uganda that includes basic and applied science and science teachers.
(c) To develop human resources appropriate for a decentralized system of governance.
(d) To produce engineering, technology, and medical personnel appropriate for rural industrialization and development; and
(e) To undertake basic and applied research geared towards rural transformation.

1.1.1 Functions

The functions of the University are:

(a) To provide instructions to all students admitted to the University and to make provision for the advancement, transmission, and preservation of knowledge, and to stimulate intellectual life in Uganda.
(b) To organize and conduct courses with particular emphasis on nursing, information and communications technology, medicine, science, education, Agriculture and skills training.
(c) To conduct teaching, research, outreach activities, examinations, and award degrees, diplomas, and certificates.
(d) To undertake the development and sustenance of research and publication in line with community needs and national development plans of Uganda; and
(e) To disseminate knowledge and give equal opportunity of acquiring higher education to all persons, including persons with disabilities regardless of race, political opinion or gender.

1.2 Governance and Leadership

1.2.0 University Council

In accordance with Section 40 (1) of the Universities and Other Tertiary Institutions Act, 2001, as amended, the University Council is the supreme organ of the University. Is responsible for the overall administration of the objects and functions of the University.

During the reporting year, the Council continued to exercise its oversight functions. The Council is made up of 24 members consisting of Appointees from the Ministry of Educations and Sports, Representatives of the Ministry of Finance, Planning and Economic Development, Ministry of Educations and Sports, Local Government, Student Guild, Staff Associations, National Union of Disabled Person, Professional Bodies, members elected from the Public and some members of Top Management.

(a) **Meetings of Council**

In the financial year 2024/2025, Council had three (3) meetings against the total target of 4 (four) for the financial year. This non achievement of the target was due to insufficient funds.

- The University Council in their meetings approved the University Budget, University Final Accounts, Policies, and Academic Programmes.
- 16 Academic Programs were approved,
- 3 Policies were approved against 6 planned. The minimum number of Policies approved was due to many that have remained in draft form with Council Committees and Top Management. DVC-FA and DVC AA should note that most of the policies have expired and due for review. Some budget has been set aside for this exercise.
- 12 months Council Retainer was paid as planned for the FY.

(i) **Demise of Hon. Baba Diri Margret**

On 9th January 2025, one member of Council Hon. Baba Diri Magret the Representative of People with Disabilities died. Management actively participated in the burial activities and supported the burial arrangements.

(ii) **New members of Council**

The following are the new members of Council

1) Mr. Aligah Yunus Awaa- Rep. of people with disabilities
2) Mungueconi Stephen- Guild President
3) Anika Gladys- Vice Guild President

There is no representative of the alumnae which should be brought in this Financial Year.

1.2.1 Council Committees

The University Council has five Functional Committees that generate business for Council; they include:

(i) Appointments Board
(ii) Finance, Planning, Resource Mobilization, and Investments Committee
(iii) Audit Committee
(iv) Estates and Works Committee
(v) Students Affairs Committee

These Committees help the Council in handling businesses that fall under their dockets before they are submitted to Council for discussion and approval.

In the Financial Year on 11 Committee meetings were held against 18 planned. The variance was due to failure of the Committees to sit as planned. We are grateful to inform you that, this FY, we have sufficient budget for the Committees.

1.2.2 Top Management

Top Management consists of Officers of the University appointed under section 31 to 37 of the Universities and Other Tertiary Institutions Act (UOTIA) 2001as amended. They consist of the Vice Chancellor, Deputy Vice Chancellors, University Secretary, Academic Registrar, University Librarian, University Bursar and Dean of Students. The Top University management is charged with the responsibility of ensuring the smooth running of the University.

Appointment of Deputy Vice Chancellor -Academic Affairs

During the financial year, Prof. Godfrey Jacob Agea was recruited as the Deputy Vice Chancellor in charge of Academic Affairs. The Instrument of Appointment was issued by the Chancellor Bishop Luke Orombi in the month of June 2025. This will beef the number of Top Management.

1.2.3 Administrative Services

a) Resignation of University Secretary

On 12 June 2025, the university staff witnessed the handover ceremony of Mr. Banya Emmanuel Natal who resigned to pursue a political

carrier. Prof. Robert Kajobe has been assigned responsibilities of University Secretary/ Accounting Officer until a substantive University Secretary is recruited.

c) Budget Committee

General Management consists of all Officers of the University, Deans of Faculties and Heads of Departments of administrative Units. It's charged with discussions of Annual Work Plans, Budgets and Quarterly Reports from the Different Departments and Units.

d) Senior Management

Chairperson, we request that Senior Management meetings should be re-initiated. There was no meeting of Senior Management that has implications.

e) Land donations and Land Titles

In the month of March 2025, the University receive a donation of 10 acres of Land from the Leiko Clan of Koboko district to establish a Law School in memory of Late Francis Ayume. No land title was processed in the FY. More challenges were experiences on the Land in Bidibidi, which Management continues to pursue.

f) Subscription to professional bodies and Conferences attended

The four staff in the office of University Secretary (US, DUS, PAS, SAS) to AAPAM and UAPAM and attended the 44 Annual Conference in Munyono- Kampala. The Association shapes the professional conduct of the members.

1.2.4 Partnerships and Collaborations

Table 1: Showing Partnerships held at Muni University

S/N	Institution	Country	Month	Purpose of Partnership & Collaboration
1	Mbarara University of Science and Technology and Muni University	Uganda	February, 2024	Collaboration of joint grant proposals, implementation and dissemination of research; promote mutual development of quality products from nature and other technologies; foster relevant innovation projects for socio-economic transformation of society in the field of natural medicine, and computer science; mutual sharing of laboratory facilities; mutual curriculum and training such as herbal medicine, traditional medicine, and product development; community outreach, students training, staff placement and applied research in the area of traditional medicine.
2	International Centre for Research in Agroforestry (ICRAF) and MUNI University	Uganda	June 2024	Both parties agree to contribute to the Project, agreed to use the subgrant, subgrantees' own resources and any contribution granted by the third party, to reimburse without delay upon request, to pay interest at a rate of 5%, to submit the first recipient annually an interim financial and narrative report
3	Uganda Industrial Research Institute (UIRI) and Muni University	Uganda	August 2024	Both parties aimed at exchanging knowledge; promote innovation, research and entrepreneurship in the following: Water purification, sustainable agriculture, Healthcare Innovations, Renewable Energy, and Student and Faculty exchange.

S/N	Institution	Country	Month	Purpose of Partnership & Collaboration
4	Muni university and Arua National Referral Hospital and Seed Global Health	Uganda	June,2025	Muni University and Arua RRH Agreed upon the following. Participate in the design and planning of the partnership's activities Coordinate the implementation of activities as specified in the annual work plan Ensure timely preparation and submission of periodic reports detailing progress, challenges and learning in alignment with the partnership goals and work plan, Be available for a periodic events and partnership coordinator/partnership Administrator .
5	Rural Initiative for Community Empowerment West Nile (Rice-WestNile)	Uganda	2025	partnered with Muni University on various initiatives, particularly in the areas of community outreach, research, and innovation.
6	Agreement Between KIOO Drinking Water Ltd (Tz) (Kioo) And Muni University	DAR –ES-SALAAM	2025	• KIOO has installed and tested a re-fill kiosk solution at MUNI for a period of more than twelve (8) months; • MUNI has provided positive and constructive feedback regarding the performance of the kiosk; • KIOO has upgraded both the installation and the disinfection system to improve the service; • Both parties desire to enter into a formal agreement governing the terms of operation and use of the re-fill kiosk at Muni. • Maintain and operate the re-fill kiosk at Muni, ensuring high standards of hygiene and functionality. • Regularly service and upgrade the kiosk, including the disinfection system, to maintain water safety and quality. • Provide a continuous supply of clean, natural drinking water at agreed pricing. • Conduct periodic quality checks and submit reports to MUNI administration. • Respond to maintenance and operational issues within a reasonable timeframe

1.3 Compliance and Accountability

In the Financial Year 2024/2025, the Internal Audit Department of Muni University planned to execute its mandate in line with the Public Finance Management Act 2015, Cap 171, Section 46(6). Key activities included preparing and submitting four quarterly statutory reports to all entitled stakeholders, developing and securing approval for an annual risk-based internal audit plan, and auditing at least 90% of the Audit Universe identified in that plan. The department also set out to monitor all ongoing construction works for quality assurance, verify all services rendered to the University, and ascertain all supplies procured during the year. To strengthen staff competence and professional standing, the department planned to attend two continuous professional development (CPD) trainings and ensure timely payment of annual subscriptions to the Institute of Internal Auditors–Uganda (IIA-U) and the Institute of Certified Public Accountants of Uganda (ICPA-U).

During the year, these planned activities were successfully implemented with notable achievements. The department prepared and submitted all four statutory quarterly reports as required by law, developed and secured approval of the annual risk-based audit plan, and audited more than 90% of the Audit Universe—covering key units such as the University Clinic, Library, Finance, Human Resource, Quality Assurance, ICT, and Procurement and Disposal. Follow-up audits were also conducted on Estates and Works, HR, and Council. Major construction projects, including the Health Science Laboratory, Administration Block Annex, Mechanical Workshops, Police Office, and the renovation of the Madi-Okollo site, were closely monitored for quality assurance. Furthermore, services delivered to the University were verified for value for money, while all supplies procured in the financial year were audited for efficiency and effectiveness of internal controls. To enhance staff capacity, two CPD trainings were attended and subscriptions to IIA-U and ICPAU renewed. Additional assignments, such as due diligences under the RETI project and monitoring the implementation of MUNRIF research funds, were also successfully undertaken.

1.4 Planning, Budgeting and Finance

Muni University Conducts Planning, Budgeting and Budget Execution in accordance with the Government of Uganda Public Finance Management Act 2015, as amended, Budget Call Circulars and Guidelines issued by the Ministry of Finance Planning and Economic Development from time to time.

In the Financial Year (FY) 2024/2025 the University was appropriated a budget of Uganda shillings 38.504 billion (**Thirty-Eight Billion, Five Hundred and four Million Shillings Only**) and received 100% of the total budget to support the implementation of the planned activities. The University submitted four (4) quarterly budget and Output performance reports to the Ministry of Finance, Planning and Economic Development. The Annual Budget Performance for FY 2024/2025 is presented in Table 2.

Table 2: Annual Budget Performance for FY 2024/2025

	Approved Budget	Revised Budget	Released by End Q4	Spent by End Q4	% Budget Released	% Budget Spent	% Releases Spent
Wage Recurrent	23.575	23.575	23.575	21.882	100.0 %	93.0 %	92.8 %
Non-Wage	7.972	10.652	10.652	10.209	134.0 %	128.1 %	95.8 %
GoU Devt.	4.277	4.277	4.277	4.254	100.0 %	99.5 %	99.5 %
Ext Fin.	0.000	0.000	0.000	0.000	0.0 %	0.0 %	0.0 %
GoU Total	**35.824**	**38.504**	**38.504**	**36.345**	**107.5 %**	**101.5 %**	**94.4 %**
Total GoU+Ext Fin (MTEF)	**35.824**	**38.504**	**38.504**	**36.345**	**107.5 %**	**101.5 %**	**94.4 %**
Arrears	0.024	0.024	0.024	0.024	100.0 %	100.0 %	100.0 %
Total Budget	**35.848**	**38.528**	**38.528**	**36.369**	**107.5 %**	**101.5 %**	**94.4 %**
A.I.A Total	0.000	0.000	0.000	0.000	0.0 %	0.0 %	0.0 %
Grand Total	**35.848**	**38.528**	**38.528**	**36.369**	**107.5 %**	**101.5 %**	**94.4 %**
Total Vote Budget Excluding Arrears	**35.824**	**38.504**	**38.504**	**36.345**	**107.5 %**	**101.5 %**	**94.4 %**

Notes:

1. Development Budget was released at 100% hence improving construction completion rate for Health Science Laboratory Block which is stands at 88.3%, Administration Block Annex at 62%, Mechanical workshop at 75%, University Police post 100%, Renovation of Madi-Okolo at 100% and Muni University Radio Staion at 100%. The development budget though released at 100% this FY 2024/2025 it has however remained small hence affecting the completion rate of the infrastructure projects and this has affected the ability of the University to roll-out more Academic Programs and Students doing advanced laboratory practice. Equally, the progress of the Administration Annex building was negatively affected. The Administrative Staff have inadequate office space for effectiveness and efficiency.

2. Wage-bill was adequate enough to allow Muni University to recruit more lecturers to meet the growing student load due to cohort movements to higher Academic years.
3. During the period 2024/2025, the University was allocated an approved budget of UGX. 38.528 billion inclusive of a supplementary budget of 2.680 billion for Non-wage recurrent.
4. The total approved budget was released 100%. The total release spent was 94.4% the variance/sweepback to treasury is accounted for as below in Table 3;

Table 3: Budget Sweep-back

S/n	Budget Item	Un-Utilised
1	General staff salary	1,690,983,940
2	Gratuity	80,132,042
3	NSSF	361,645,663
4	Development	23,008,183
Total		**2,155,769,828**

During the financial year, the planned financial management and accountability activities were successfully executed. These included the preparation and submission of final accounts, semi-annual, nine-month, and quarterly financial reports to the Accountant General as required. Additionally, a Board of Survey was conducted to ensure proper verification and accountability of government assets.

Further, audit-related activities were fully implemented, including holding an audit entry and exit meeting to strengthen compliance and transparency in financial management. A review of the financial policy was also carried out, ensuring alignment with existing regulatory frameworks and best practices. Overall, all the annual planned targets were achieved, demonstrating effective financial stewardship and strong adherence to reporting obligations.

1.5 Development Budget Performance

Over the last five years, the Government allocated and released funds for capital development projects as shown in the table 4;

Table 4: Development Budget Performance 2024/2025

ITEM	2020/2021 (Million)	2021/2022 (Million)	2022/2023 (Million)	2023/2024 (Million)	2024/2025 (Million)
Approved Budget	3,985	6,620	3,790	4,662	4.277
Actual Release	1,980	3,198	2,644	3,519	4.277
% Release	50	48	70	75	100
Variance (UGX.)	2,004	3,421	1,145	1,142	NIL

For the last four years, there has been under release as shown in the table above. This has constrained the multi years development projects.

In the year under reporting, the development component allocation, though released 100%, was could not adequately fund the ongoing multi years constructions.

1.6 Non-Tax Revenue (NTR) Performance

Table 5: NTR Trend Analysis 2020/2021-2024/2025

Financial Years	2020/2021 (Million)	2021/2022 (Million)	2022/2023 (Million)	2023/2024 (Million)	2024/2025 (Million)
Approved Budget	1,175	1,175	1,175	2,185	4.800
Actual Collection	0.426	1,096	1,397	2,998	4.405
% Collection	36	93	119	137	91.800
Variance (UGX.)	0.748	0.078	0.222	0.813	0.395

There were sharp increases in the NTR collections due to the rapid increase in the students' numbers and the introduction and roll out of various programs at undergraduate and graduate levels as in table 5 above.

1.7 Non-Tax Revenue from Internally Generated Unit (IGU)

Apart from the educational levies as the University's major component of the NTR, Muni University has a guest house which it lets out to earn revenue in accordance with the PPDA Act and Regulations in force. The University Guest House was contracted to Desert Breeze Hotel to manage at a contract price of UGX. 9 million per month. During the year of reporting, the University earned a total of UGX. 108 million.

1.8 Budget, Student Enrolment and Academic Programs Per Faculty

A comparison of student enrolment, the number of academic programs, and the funding allocated to each faculty highlights the need for an increased budget to better support teaching and learning.

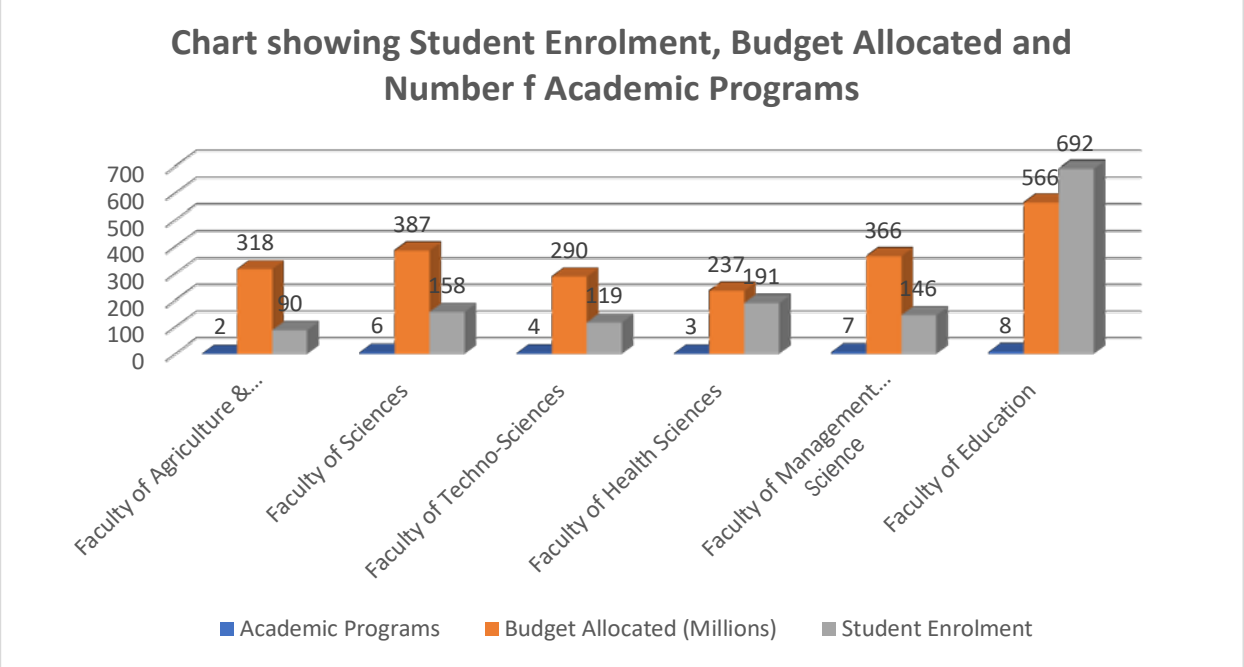


Figure 1: Academic Programs, Student Enrolment and Budget Allocation per faculty

The chart on Muni University's faculties illustrates the relationship between student enrolment, budget allocation, and the number of academic programs. The Faculty of Education stands out with the highest student enrolment (692) and the largest budget allocation of UGX 566 million, spread across 8 programs. The Faculty of Sciences follows with 387 million allocated to 6 programs, supporting 158 students. Meanwhile, the Faculty of Agriculture & Environmental Sciences runs 2 programs with a budget of 318 million for 90 students. The Faculty of Techno-Sciences has 4 programs, a budget of 290 million, and 119 students, while the Faculty of Health Sciences operates 3 programs with 237 million allocated to serve 91 students. Lastly, the Faculty of Management Sciences runs 7 programs with a budget of 366 million for 146 students. This distribution highlights varying enrolment patterns, budgetary support, and program diversity across faculties, with Education and Sciences receiving the highest student demand.

The results imply that Muni University has uneven distribution of students, academic programs, and financial resources across its faculties, which carries several implications for planning and development. The Faculty of Education, with the highest enrolment (692 students) but a comparatively lower per-student budget, indicates very high demand but also the risk of resource strain if funding does not match student numbers. On the other hand, faculties such as Agriculture & Environmental Sciences and Health Sciences receive relatively higher budgets per student, suggesting greater investment in specialized or resource-intensive programs despite lower enrolments.

This disparity implies the need for strategic resource allocation to balance quality education with enrolment pressures. Faculties with high student numbers may require increased funding, infrastructure, and staffing to maintain quality, while faculties with fewer students but high budgets must demonstrate efficiency and relevance of their programs. Overall, the results highlight the importance of aligning funding, program offerings, and enrolment trends with the university's strategic goals to ensure sustainability, equity, and academic excellence.

1.9 Health Centre II

Muni University has an operational health facility at the level of Health Centre II that provides Out-Patient Department (OPD) health services to both University staff, students and surrounding community. The Facility is equipped with five staff that include two nurses, two laboratory technicians and a visiting doctor. New students receive health screening services to ascertain their health condition at the time of reporting for their academic programs.

The University management ensures that the facility is equipped with necessary medicines for administering to ailing students, staff and surrounding community. The University Health Centre laboratory is equipped with a micro-scope, centrifuge and routinely reagents to support in performing clinical tests to assess the cause of their ailnes so as to administer the right medication under right instruction of an assigned medical doctor. The University Health Centre provided health services to a total of 4,192 persons (1932M & 2260F) in Financial Year 2024/2025.

The University Health Centre staff conducted community outreaches around the community in collaboration with Arua Regional Referral Hospital staff so as to strengthen community health surveillance, immunization, integrated community health management and managing 12 Village Health Teams.

CHAPTER TWO

HUMAN RESOURCE MANAGEMENT

2.1 Human Resource Management function

The Human Resource Department of the University is responsible for managing the entire employee lifecycle, including entry, stay, and exit. Specifically, the department oversees staff recruitment, employee training and development, performance appraisal, motivation, welfare, rewards, and disciplinary processes, in line with the provisions of the University's Human Resource Manual. Additionally, the department is tasked with human resource planning and the initiation, interpretation, and review of HR policies. This report, therefore, outlines the key achievements of the department for the Financial Year 2024/2025.

2.2 Recruitment of Staff

During the Financial Year 2024/2025, the University conducted both internal and external recruitment exercises. The details under each recruitment sources of recruitment are provided below:

2.2.1 Externally Recruited University Staff

In the reporting year, Muni University appointed 73 new employees. (F=20, M=53) from the external sources of recruitment. The details of the newly appointed staff are provided in table 6;

Table 6: Details of newly appointed staff from the external sources of recruitment

External Recruitments for Financial Year 2024/2025			
S/No	**Name of the New Staff**	**Position Title**	**Gender**
Administrative and Support Staff			
1.	Prof Jacob Geoffrey Agea	Deputy Vice Chancellor, Academic Affairs	M
2.	Mr. Omaido Abraham	Deputy University Secretary	M
3.	Mr. John Obore	Principal Procurement Officer	M
4.	Mr. James Stephen Areke	Principal Planner	M
5.	Mr. Vicent Musoke	Senior International Relations Officer	M
6.	Rev. Fr. Adroamabe Isaac	Counsellor	M
7.	Mr. Saviour Obulejo	Quality Assurance Officer	M
8.	Mr. Samuel Okotocen	Assistant Academic Registrar	M
10.	Mr. Moses Eteru	Assistant Secretary	M
11.	Ms. Hamida Ariye	Assistant Administrative Secretary	F
12.	Mr Rupiny Ronnie Odero	Senior Assistant Engineering Officer-Electrical	M
13.	Mr. Sulaiman Subiri	Clinical Officer	M
14.	Mr. Daniel Agani Osuta	Plumber	M
15.	Mr. Samuel Andabati	Security Guard	M

External Recruitments for Financial Year 2024/2025			
S/No	**Name of the New Staff**	**Position Title**	**Gender**
16.	Mr. Christopher Acidri	Enrolled Nurse	M
17.	Ms. Betty Agweng	Library Attendant	F
18.	Ms. Ketty Amulen	Library Attendant	F
19.	Mr. Geoffrey Azandu	Library Attendant	M
20.	Ms. Betty Akello Ogunia	Office Attendant	F
21.	Ms. Claudia Sijali	Office Attendant	F
22.	Ms. Doreen Angucia	Office Attendant	F
Directorate of Graduate Training, Research and Innovations			
23.	Dr. Jonathan Izudi	Senior Research Officer	M
24.	Mr. Adyango Catherine	Senior Grants Officer	F
Faculty of Technoscience			
25.	Ms. Sarah Nawoya	Lecturer in Computer Science	F
26.	Mr. Pison Mutabarura	Assistant Lecturer in Electrical Engineering	M
27.	Mr. Aziz Wasike	Assistant Lecturer in Computer Science	M
28.	Mr. Godfrey Musaazi	Assistant Lecturer Computer Studies	M
Faculty of Education			
29.	Associate Prof Atibuni Dennis Zami	Assoc Prof in Educational Psychology	M
30.	Mr. Noah Sumile	Assistant Lecturer in Economics	M
31.	Mr. Karim Osuje	Assistant Lecturer in Education-English Language	M
32.	Mr. Latif Okiria Aisu	Assistant Lecturer in Education (Agriculture)	M
33.	Mr. Blazio Atama Alioma	Assistant Lecturer in Philosophy of Education	M
34.	Mr. John Mugera	Assistant Lecturer in Physical Education	M
35.	Mr. Nicholas Opio	Assistant Lecturer in Physical Education	M
36.	Mr. Pascal Muntukwonka	Assistant Lecturer in Agriculture Education	M
37.	Mr. Jennifer Aparo	Assistant Lecturer in Foundations of Education	M
Faculty of Science			
38.	Dr. Emong Herbert Robert	Lecturer in Statistics or Mathematical Statistics	M
39.	Dr. Dr. Nakiguli Fatumah	Lecturer in Climate Change	F
40.	Dr. Caroline Namanya	Lecturer in Pure Mathematics	F
41.	Dr. Makonzi Brian	Lecturer in Pure Mathematics	M
42.	Mr. Omoding Daniel	Lecturer in Chemistry	M
43.	Mr. Tumwijukye Deogratious	Lecturer in Physics	M
44.	Mr. Philliam Taban	Teaching Assistant Biology & Chemistry	M
45.	Mr. Cosma Agaba	Teaching Assistant Physics& Maths	M
Faculty of Health Science			
46.	Dr. William Anzo Adiga	Lecturer in Obstetrics & Gynaecology	M
47.	Dr. Ssenyonga Ronald	Lecturer in Biostatistics	M
48.	Ms. Pauline Acirucan	Assistant Lecturer in Midwifery	F
49.	Mr. Emmanuel Ssali Dembe	Assistant Lecturer in Physiology	M
50.	Mr. Abarteneko Chelangat	Technician in Parasitology/Entomology	M
51.	Ms. Brenda Bagenzi	Senior Assistant Technician-Nursing	F
52.	Ms. Daizy Orodriyo	Teaching Assistant in Midwifery	F

External Recruitments for Financial Year 2024/2025			
S/No	**Name of the New Staff**	**Position Title**	**Gender**
Faculty of Agriculure and Environment Science			
53.	Dr. Lawrence Owere	Assoc Prof. in Agricultural Sciences	M
54.	Dr. Tainika Brian	Lecturer in Animal Science	M
55.	Ms. Naigaga Hellen	Lecturer in Environmental Management	F
56.	Mr. Opito Emmanuel Abwa	Lecturer in Environmental Science	M
57.	Mr. Erima Samuel	Lecturer in Agriculture (Plant Pathology)	M
58.	Mr. Mukiibi Alex	Lecturer in Soil Science	M
59.	Dr. Alioma Richard	Lecturer in Agribusiness	M
60.	Ms. Aseru Gloria	Assistant Lecturer in Agricultural Engineering	F
61.	Mr. Rwotonen Bob Innocent	Assistant Lecturer in Horticulture	M
62.	Ms. Nabaasa Hillary	Assistant Lecturer in Forestry	M
63.	Mr. Buule David	Assistant Lecturer in Animal Science	M
64.	Ms. Orodriyo Harriet	Technician Forestry	F
65.	Mr. Obina Patrick	Technician in Agricultural Engineering	M
66.	Ms. Oriba Alice	Crop Production Officer	F
67.	Ms. Namubiru Mastula	Livestock Production Officer	F
Faculty of Management Science			
68.	Assoc. Prof Marus Eton	Assoc Prof. in Accounting	M
69.	Assoc Prof Robert Senath Esuruku	Assoc Prof in Social Sciences	M
70.	Dr. Adiburu Felix Andama	Senior Lecturer in General Management	M
71.	Dr. Mbabazi Godfrey	Senior Lecturer in Public Administration & Management	M
72.	Mr. Pule Samuel	Lecturer in Procurement and Logistics Management	M
73.	Ms. Amony Imelda	Lecturer in Tourism and Hospitality Management	F

With the appointment of the additional 73 staff in the FY 2024/2025, the staffing level of the university has increased from 19.64% to 24.37%.

2.2.2 Recruitment of Project staff

During the Financial year 2024/2025, the University appointed a total of three (03) project staff under the Refugee and Host Community Youth Empowerment and Transformation Initiative-RETI-Project that the University rolled out. The list of the project staff appointed is in table 7;

Table 7: Showing list of newly appointed project staff

S/No.	Names	Position Appointed to	Sex
1.	Leku Max Ronald	Project Manager	M
2.	Ejoyi Sam Isaac	Project Officer	M
3.	Bako Agnes	Finance Officer	F

2.3 Internal Promotions

2.3.1: Academic Staff

In line with the University's strategic objective of **talent retention, staff motivation, and excellence in performance**, a total of **twenty-three (23)** academic staff members were promoted to higher academic ranks, comprising **8 females** and **15 males**. The promotions included: **one Senior Lecturer** elevated to the rank of **Associate Professor**, **four Lecturers** promoted to **Senior Lecturer**, **fourteen Assistant Lecturers** advanced to the rank of **Lecturer**, and **four Teaching Assistants/ Technicians** promoted to the level of **Assistant Lecturer**, as summarized in **Table 8**.

Table 8: Showing list of academic staff promoted

S/No.	Names	Previous Position	Promotional Position	Sex
1.	Dr. Paul Edabu	Senior Lecturer	Associate Professor	M
2.	Dr. John Roberts Padde	Lecturer	Senior Lecturer Medical Laboratory Science	M
3.	Dr. Hakim Nsubuga	Lecturer	Senior Lecturer in Chemistry	M
4.	Dr. Dricile Ratib	Lecturer	Senior Lecturer in Public Health	M
5.	Dr. Omony John Bosco	Lecturer	Senior Lecturer in Biochemistry	M
6.	Ms. Suzan Laker	Assistant Lecturer	Lecturer in English Language	F
7.	Mr. Asega Joseph	Assistant Lecturer	Lecturer in Mathematics	M
8.	Mr. Akena Geoffrey Oyoo	Assistant Lecturer	Lecturer in Economics	M
9.	Julius Tibyangye	Assistant Lecturer	Lecturer in Microbiology	M
10.	Afayo Robert	Assistant Lecturer	Lecturer in the field of Public Health	M
11.	Nyakuni Peter	Assistant Lecturer	Lecturer in the field of Health Science	M
12.	Ssimbwa Godfrey	Assistant Lecturer	Lecturer in Physiology	M
13.	Kyakyo Tracy Alexis	Assistant Lecturer	Lecturer in Nursing	F
14.	Assusi Mildred Ednah	Assistant Lecturer	Lecturer in Nursing	F
15.	Drasiku Amos	Assistant Lecturer	Lecturer in the field of Health Sciences	M
16.	Mary Aleni	Assistant Lecturer	Lecturer in Midwifery	F
17.	Akao Mary Grace	Assistant Lecturer	Lecturer in Midwifery	F
18.	Andru Monica	Assistant Lecturer	Lecturer in Midwifery	F
19.	Innocent Opio Miria	Assistant Lecturer	Lecturer in Mechanical Engineering	M
20.	Chelimo Philis	Teaching Assistant	Assistant Lecturer in Nursing	F
21.	Ongom Douglas Otim	Teaching Assistant	Assistant Lecturer in Nursing	M
22.	Odur Solomon	Technician	Assistant Lecturer in Epidemiology and Bio-Statistics	M
23.	Nyangwire Betty	Technician	Assistant Lecturer in Crop Science	F

2.4 Re-designation of Staff

In-line with the harmonisation circular issued by the Ministry of Public Service, the University re-designated **three (3)** staff members during the reporting year. These staff had acquired the requisite qualifications and were accordingly aligned with the updated nomenclature and job grades in the **revised and approved University Establishment structure**. The list of re-designated staff is as in table 9.

Table 9: Showing list of staff re-designated

S/No.	Name of officer	Previous designation	Designation After Harmonisation	Salary Scale	Sex
1.	Mr. Adiru Rashid	Senior Assistant Technician	Technician	PU7	M
2.	Mr. Emazu Kennedy	Senior Assistant Technician	Technician	PU7	M
3.	Ms. Small Vicky	Stenographer Secretary	Assistant Administrative Secretary	PU7	F

2.5 Renewal of Contracts

The University employs staff under three categories: **permanent**, **contract**, and **temporary**. During the reporting period, contracts for staff appointed on **performance-based contract terms** were successfully renewed in accordance with the applicable guidelines. The list of staff whose contracts were renewed is presented in **Table 10 below**.

Table 10: Showing the list of staff whose contracts have been renewed

S/No	Name	Title	Start date	End Date
01	Amandru Stella	Dean of Students	May 2025	April 2030
RETI Project Staff				
01	William Ejoyi	Program Manager	February 2025	January 2026
02	Alemi William Kenyi	Business Development Specialist	February 2025	January 2026
03	Grace Akandru	Communication Officer	February 2025	January 2026
04	Henry Acadribo	Youth Engagement Specialist	February 2025	January 2026
05	Francis Mugooda Keedi	Gender and mainstreaming specialist	February 2025	January 2026
06	Raymond Aguta	Program Assistant	April 2025	March 2026
07	Ocokoa Bob Moses	Program Assistant	April 2025	Contract not renewed
08	Issa Jimmy	Program Assistant	May 2025	April 2026
09	Ronald Oloya	Finance & Admin Assistant	April 2025	March 2026
10	Gloria Onduaru	Office Assistant	April 2025	March 2026
11	Justin Okuwan	Program Driver	May 2025	April 2026
REFOOTURE Project Staff				
12	Dr. Ochago Robert	Project Manager	November, 2024	November, 2025
13	Mr. Experito Muyanja Kabuga	MEAL Officer	November, 2024	November, 2025

2.6 Changes in the Staffing Level, Nature and Category

With the increase in the University's wage bill from **UGX 18.291 billion** to **UGX 23.575 billion**, and the subsequent recruitment of additional staff in the FY 2024/2025, notable changes were observed in the **nature**, **levels**, and **categories** of staffing. The details of these changes are presented below.

2.7 Staffing level

The staffing level at the University increased from **247 staff in FY 2023/2024 to 310** in FY 2024/2025. Out of the approved staff establishment of **1,268 positions**, **984** are designated for academic staff and **284** for administrative and support staff. As a result, the University's overall staffing level rose from **19.64% to 24.45%**.

Despite this growth, the University continues to experience significant staffing gaps. To address this, part-time lecturers are regularly hired to bridge the shortfall, a measure that continues to exert pressure on the non-wage recurrent budget and compromises other critical University operations.

Although 310 staff members were appointed by FY 2024/2025, a **staffing gap of 959 positions** remains when compared to the approved establishment, representing **75.55% of positions still vacant**. This indicates that the University's staffing level remains significantly below the **recommended minimum threshold of 50%**, which is essential for effective institutional operation.

2.8 Staffing level by category

At close of the reporting year, the University had a total of three hundred (310) staff categorised into; Academic, Administrative and support who served the in the implementation of the Vision, Mission, and Objectives of the University. Out of the total staffing, 74% (229) were male and 26% (81) were female. In terms of categorisation, 50% (154) were academic, 28% (88) were Administrative and 22% (68) were Support staff. The summary of the University Staff, in their different categories, is presented in Table 11.

Table 11:Staffing level by Category and Gender for FY 2024/25

S/N	Category of Staff	Male	Female	Totals	Percentage(%)
1	Academic Staff	126	28	154	50%
2	Administrative	61	27	88	28%
3	Support Staff	42	26	68	22%
	Total	**229**	**81**	**310**	100%
	Percentage(%)	**74%**	**26%**	**100%**	

2.9 Profile of Academic Staff

The total number of academic staff increased from **111 to 154**, representing **50% of the overall University staff**. A breakdown of academic staff by rank is presented in **Table 12**.

Table 12: Academic Staff Profiled by Ranks as at June 2025

S/N	Rank	Male	Female	Total	(%)
1.	Professor	3	0	**3**	**2%**
2.	Associate Professor	7	0	**7**	**5%**
3.	Senior Lecturer	17	1	**18**	**12%**
4.	Lecturer	47	13	**60**	**39%**
5.	Assistant Lecturer	40	13	**53**	**34%**
6.	Teaching Assistant	6	1	**7**	**5%**
7.	Library Staff	5	1	**6**	**4%**
Total		**125**	**29**	**154**	**100**
%		**81%**	**19%**		

2.10 Staff training and Capacity Development

In the reporting year only 39.1% (59) of the 151 Academic Staff of the University have PhDs. Yet according to The NCHE Quality Assurance Framework 2014, it is required that 60% of the academic staff to should hold PhD for the staffing level in the institution to be ideal, 50% for the staffing to be good and 15-50% for staffing to be acceptable. The current academic staff with PhD are not enough for the University to efficiently achieve its Vision. As such, the University has been encouraging and supporting some of the staff to pursue PhD studies. The details of the staff pursuing PhD studies in various Universities in the world are presented in the Table 13.

Table 13: Academic & Administrative Staff Pursuing PhD Studies

S/N	Name	Study Category	University
1	Polycarp Omara	PhD (Educational Planning & Management), already defended his thesis.	Kyambogo University
2	Davis Okwong	PhD (Educational Psychology)	Makerere University
4	Philliam Adoma	PhD (Information Science)	Makerere University
5	Amos Drasiku	PhD (Nursing Science)	Makerere University
6	Peter Nyakuni	PhD (Nursing Science)	Makerere University
7	Robert Afayo	PhD (Biostatistics and Epidemiology)	Makerere University
8	Godfrey Muhwezi	PhD (Chemistry)	Mbarara University of Science and Technology
9	Joseph Asega	PhD (Mathematics Education)	Makerere University
10	Fiona Mukimba	PhD (Computer Science)	Makerere University
11	Opio Innocent Miria	PhD (Mechanical & Energy Engineering)	Makerere University
12	Birungi Amina	PhD (Education)	Kyambogo University
13	Aliga Alex	PhD (Economics)	Makerere University
14	Mulabbi Andrew	PhD (Geography)	Mada University, Indonesia
15	Moses Okello	PhD (Crop science)	Makerere University
16	Zech Halasi Gidongo	PhD (Agricultural Economics)	Makerere University
17	Akena Geoffrey Oyo	PhD (Economics)	Makerere University
18	Atiku Saad Mahjub	PhD (Bio-chemistry)	Makerere University
19	Hillary Edema	PhD (Bioinformatics and Biotechnology)	Arctic University of Norway
20	Nasejja Stella Bazibu	PhD (Physics)	Kyambogo University
21	Emong Paul	PhD (Bio-Informatics)	Makerere University
22	Paul Bogere	PhD in Animal Nutrition	University of Queensland, Australia
23	Nabulime Norah Bazibu	Doctor of Philosophy Environmental Science and Technology	University of Maryland, USA
24	Malingumu Richard	PhD in Soil Science	International Centre for Insect Ecology and Physiology, Nairobi
25	Mr. Ismail Draguma Legason	PhD Oncology (Molecular Epidemiology)	University of Oxford
26	Mr. Bosco Apparatus Buruga	PhD (Information Science)	University of South Africa
27	Ms. Suzan Laker	PhD in Linguistics	Makerere University
28	Ms. Nawooya Sarah	PhD in Computer Engineering	Makerere University
29	Ms. Hellen Nakayiza	PhD in Information Technology	Makerere University
30	Mr. Aziz Wasike	PhD in Computer Science	Kampala International University
31	Mr. Nicholas Opio	PhD in Sports Science	Kyambogo University
32	Mr. John Mugera	PhD in Physical Education	Makerere University
33	Mr. Stephen Ssemujju	PhD in Public Health-Reproductive Health	Uganda Christian University
34	Mr. Derick Hope	PhD in Microbial Genetics	University of Leicester, UK
35	Mr. Daniel Omoding	PhD in Chemistry	University of Lucknow, Uttar Pradesh -India

S/N	Name	Study Category	University
36	Mr. Edson Mwebesa	PhD in Biostatistics	Moi University, Eldoret, Kenya
37	Mr. Erima Samuel	PhD in Agriculture-Plant Pathology	Makerere University
38	Mr. Denis Gobo	PhD in Science-Adoption Renewal Energies	Gulu University
39	Bob Innocent Rwotonen	PhD in Agricultural Sciences	Makerere University
40	Mr. Opito Emmanuel Abwa	PhD in Forestry	Makerere University
41	Ms. Naigaga Hellen	PhD in Agri-Ecology and Food Systems	Uganda Martyrs University
42	Mr. Samuel Pule	PhD in Business Administration-Supply Chain Management	Nkumba University
43	Ms. Mary Aleni	PhD in Health Sciences	Makerere University
44	Ssimbwa Godfrey	PhD in Physiology	Kampala International University
	Administrative Staff		
45	Ijosiga Abdul Wahid	PhD (Human Resource Management)	University of Zambia
45	Rev. Acema Patrick	PhD in Christian Ministry	Uganda Christian University
46	Caroline Badaru	PhD in Human Resource Management	University of Malawi

2.11 Staff who acquired higher qualifications in 2024/2025

Six (6) staff who were undertaking PhD studies graduated with PhDs in various fields;

Table 14: Showing staff who graduated with PhD in FY 2024/25

S/N	Name	Study Category	University
1	Dr. Julius Tibyangye	PhD in Chemistry	University of Aberdeen, Scotland, UK
2	Dr. John Roberts Padde	PhD in Clinical Diagnostics	Nanjing Medical University
3	Dr. Balitumuye Micheal	PhD in Literature	Bishop Stewart University
4	Dr. Betty Akwongo	PhD in Biology	Makerere University
5	Dr. Arop Martin Desborns	PhD in Mathematics	Makerere University
6	Dr. Benson Musinguzi	PhD in Medical Laboratory Science	Makerere University

2.12 Tuition Waiver

In line with Muni University Staff Training and Development Policy, Guidelines and the Standard Operating Procedure for Tuition Waiver, during the reporting year, the University granted tuition waiver to five (5) staff to study various programs at Muni University. In addition, Tuition waiver was granted to one (1) biological child of staff in line with the Tuition waiver policy. Under tuition waiver policy, except for payment of functional fees and other costs, the beneficiaries are exempted from paying tuition for programs studied at Muni University. The tables below show the beneficiaries of tuition waiver;

Table 15: List of staff granted tuition waiver to study at Muni University

S/No	Name	Title	Program studied at the University
1.	Mr. Moses Murungi,	Technician	Masters in Computer Science
2.	Deogratious Afimani	Senior Technician	Masters in Computer Science
3.	Ayikoru A. Patience	Assistant Administrative Secretary	Master in business administration
4.	Candiru Grace	Assistant Administrative Secretary	Master in business administration
5.	Driwale Baker Raymond	Technician	Master of Science in Chemistry

2.13. Tuition waiver for biological child of staff

One Biological child of a staff was granted tuition waiver for studying an undergraduate program at Muni University. The details of the child and the staff are in Table 16:

Table 16: List of Biological children of staff offered tuition waver

S/No	Name of Staff	Title of the staff	Name of Child granted Tuition Waiver	Study Program the child is studying
1	Adania Nancy	Accountant	Letasi Hannah Maria	Bachelor of Science (Physical) **Subjects: Mathematics and Physics.**

2.14 Skills enhancement trainings

In the year under review, a number of trainings were undertaken to enhance the capacity of the staff in performing their duties. The list of trainings undertaken are listed in table 17:

Table 17: Showing List of skills enhancement trainings undertaken

S/no	Training Details	Total	Male	Female
01	Hands on training on Performance management	210	142	68
02	Training Rewards and Sanctions Committee	10	8	2

2.15 Guidance and Counselling

Staff who had challenges on career and behaviour were guided through counselling, training and mentorship. Those who had work related and interpersonal challenges were counselled on case-by-case basis. We handled 4 cases in total.

2.16 Health, Safety, and Medical Care

Two hundred ninety-six (296) staff of the University were enrolled on one-year medical insurance scheme procured from M/s Jubilee Health Insurance Company of Uganda Limited. The scheme which ran from 15th November 2024 ends on 14th November 2025. Under this scheme, the staff are entitled to In-Patient, Outpatient, Optical, Dental, Funeral, Maternity, personal accident and pre-existing medical condition insurance covers. During the same period, the University also procured Medical Insurance Services for twenty-two (22) project staff under the RETI and REFOOTURE projects.

2.17 Death and Bereavement

A number of staff lost their immediate family members and all the burials were supported by the University in accordance with the provisions of Muni University Human Resource Manual 2016. The list of staff supported is provided in table 18:

Table 18: List of bereavement cases handled

S/No	Name of the Staff	Relationship with the deceased
1	Nyakuni Peter	Mother
2	Dr. Mungufeni	Mother
3	Candri Francis	Father
4	Alayi Yusuf	Son
5	Deogratias Afimani	Father
6	Moses Okello	Father
7	Okello Emoses	Father
8	Draru Gartrude	Husband
9	Asusi Edina	Father

2.18 Rewards, Sanctions and grievances Management

In the reporting year, the University established a rewards and sanctions committee which was trained to handle their mandate of improving performance through rewards and sanctions. The department facilitated the handling of one disciplinary case to conclusion.

2.19 Exit Management

During the reporting year, ten (10) staff (6 Academic, 3 Administrative and 1 support) exited the service of the University. The Human Resource Department conducted exit interviews to ascertain the reasons for their exit. The list of exited staff is in table 19;

Table 19: Exit cases handled

S/No	Names	Title	Date of exit	Reason of exit
1.	Rehema Batamuriza	Assistant Lecturer Procurement	March, 2025	Transferred service to Lira University
2.	Dr. Ivan Philly Kimuli	Lecturer in Mathematics	Feb, 2025	Transferred service to Kyambogo University
3.	Dr. Jalira Namugaya	Lecturer in Mathematics	Feb, 2025	Transferred service to Kyambogo University
4.	Mr. Gumoshabe Michael	Assistant Lecturer in Mechanical Engineering	Jan, 2025	Resigned
5.	Mr. Musa Nasaaga Bashir	Assistant Lecturer Electrical	April, 2025	Transferred service to Kyambogo University
6.	Ms. Akite Irene	Lecturer in Agribusiness	April, 2025	Transferred service to Gulu University
7.	Mr. Banya Emmanuel Natal	University Secretary	June, 2025	Resigned to participate in Parliamentary elections
8.	Dr. Bona Maandera	Principal Quality Assurance Officer	June, 2025	Mandatory retirement
9.	Mr. Nyeko Francis	Principal Procurement Officer	Sept, 2024	Resigned
10.	Mr. Drale Sam	Security Guard	August, 2024	Mandatory retirement

2.20 Conclusion

The Financial Year 2024/2025 has been a period of significant progress for the Human Resource Department of Muni University. The department made commendable strides in strengthening human capital through targeted recruitment, staff promotions, re-designations, and contract renewals. A total of 73 new staff were appointed through external recruitment, while 3 project staff were brought on board to support strategic initiatives. Furthermore, 23 academic staff were promoted, and 3 staff were re-designated to align with updated job classifications.

The University also demonstrated commitment to capacity development, with 44 staff members pursuing PhD studies and Six (6) successfully graduating, contributing to the growing pool of highly qualified academic personnel. Through skills enhancement trainings, tuition waivers, and medical insurance coverage, the University continued to prioritize staff welfare and professional growth.

Despite these gains, the staffing level remains significantly below the ideal threshold, standing at 24.45% of the approved establishment, highlighting a persistent gap that affects optimal service delivery. Measures such as the use of part-time staff continue to bridge the gap, albeit with pressure on the non-wage budget.

The Department has also maintained its focus on employee wellness through counseling services, support in bereavement, and health and safety initiatives. Reward and sanction mechanisms were implemented to enhance performance and discipline, and exit interviews were conducted to improve retention strategies.

Our Prayer, while notable progress was made, critical staffing gaps and resource constraints remain a concern. Addressing these will require sustained investment in human resource development, increased recruitment, and enhanced staff retention efforts. The Department remains committed to supporting the University's mission through strategic, inclusive, and responsive human resource management.

CHAPTER THREE

INFRASTRUCTURAL PROJECTS

3.1 Construction projects in FY 2024/2025

Muni University undertook three (5) new projects, 4 typical construction projects and 1 water project and also continued with the two (2) major construction projects. These are tabulated in Table 20.

Table 20: Construction Projects in FY 2024/2025

S/N	PROJECT	SET	SCOPE	STATUS
1	Completion of the construction of Health Science Laboratory building	Old	• Health Building • External works	Incomplete – construction on going (88.3%)
2	Construction of Administration block Annex	Old	• Administration block • External works	Incomplete– construction on going (62%)
3	Construction of Mechanical Workshop	New	• Workshop Building	Incomplete construction on-going (75%)
4	Construction of University Police Post	New	• Building Construction	Complete -100%
5	Renovation of Madi-Okolo farm	New	• Renovation works	Complete (100%)
6	Construction radio station first phase under MUNIRIF	New	• 1 block of container building	Completed at 100%

Table 21: Water Project in FY 2024/2025

S/N	PROJECT	SET	SCOPE	STATUS
1	Mechanised bore hole drilling, installation and commissioning	New	• Drilling and installation of submersible pump • Laying of supply lines • Shifting and installation of transformer • Construction of perimeter fence	Incomplete – on going at 95%

3.2 Health Science Laboratory Building

The contract for the completion of Construction of Health Science Laboratory building was signed between Muni University and Kisinga Construction Company Limited on 11/3/2019. The ground-breaking ceremony and site handover to the contractor was done on 25/3/2019 and actual work started on 3/5/2019. Contract elapsed on 25/3/2022 and was extended by 2 years up to 24/3/2024. The contract elapsed yet again on 24/3/2024 and was extended by 6 months up to 30/6/2025, despite this, the work has progressed to 88.3%. **Refer to figure 2.**



Figure 2: Health Science Laboratory Building at finishing level (88.3% complete)

3.3 Administration Block Annex

The University generally has inadequate office space for Faculty and Departmental staff. This resulted into the allocation and use of lecture rooms to accommodate these offices. However, with the increase in enrolment students, the University was in dire need for more lecture space. This justifies the reason for starting the construction of the Administration Block Annex in order to create space for Faculties in the existing administration block, and lecture space for students at Prof. Christine Dranzoa Block. Furthermore, an extension was made where 1 more floor was added on the original design and the fourth floor was expanded to create more office space. Work progress is at 62%. **Refer to figure 3.**



Figure 3: Administration Block Annex at fourth Floor (62% complete)

3.4 Mechanical Workshop

The University procured the Services of Desert Breeze Uganda Ltd to construct the mechanical workshop at a cost of UGX. 1,485,707,025. This facility is earmarked for the skilling of the youths and as a start up structure for the establishment of Faculty of Engineering. The construction has progressed to 75%.





Figure 4: Mechanical workshop 1 & 2 (75% complete)

3.5 Muni University Police Post

Due to the increased enrolment and general increase of the University population, there was eminent need to improve the security at the University. Subsequently, the University procured the services of Ms. Palmart Consults Ltd to construct the Police Post at a cost of UGX. 347,507,561. This facility is at a roofing level.



Figure 5: Construction of University Police Post at 100%

3.6 Renovation of Madi Okollo Farm

The University had planned to renovate Madi Okollo Farm buildings in order to shift the practical for Faculty of Agric and Environment and works has reached its finalising with finishes at the cost of UGX. 444,883,919 to undertake the renovations phase 1. The renovation works was successfully completed and handed over to Management. **Refer to figure 6.**



Figure 6: (a) Renovation of residential block 1



Figure 6: (b) Renovation of residential block 2



Figure 6: (c) Renovation and extension of lecture hall 1



Figure 6: (d) Renovation of lecture hall 27

3.7 Construction of Radio Station under MUNIRIF.



Figure 7: Construction of radio station under MUNIRIF

3.8 Project summary

Table 22: Infrastructure projects summary performance and expenditure

SN	CONTRACT PARTICULARS	HEALTH SCIENCE LABORATORY BUILDING	ADMINISTRATION BLOCK ANNEX	MECHANICAL WORKSHOP	MUNI UNIVERSITY POLICE POST	OKOLLO CAMPUS RENOVATION	MOTORISED BOREHOLE
1	Project Name	Completion of Construction of Health Science Laboratory Building	Construction of 4 storey Administration block Annex	Construction of mechanical workshop	Construction of Muni University Police Office block	Renovation of selected building at Okollo campus	Drilling, installation, motorisation, testing & commissionig
2	Source of funding	GoU	GoU	GoU	GoU	GoU	GoU
3	Contractor	KISINGA CONSTRUCTION COMPANY LIMITED	Khalsa Development (U) Ltd	Desert Breeze Hotel Limited	Palmart Consults Ltd	Palmart Consults Ltd	ICON Projects Ltd
4	Contract sum	9,393,202,823	8,566,745,822	1,485,707,025	347,507,561	443,541,527	239,987,102
5	Contract No	MU127/WRKS/18-19/00002		MU/WRKS/23-24/00006	MU/WRKS/23-24/00005		
6	Contract type	Admeasurement	Admeasurement	Admeasurement	Admeasurement	Admeasurement	Admeasurement
7	Site location	Main campus, Muni Hill	Main campus, Muni Hill	Main campus, Muni Hill	Main campus, Muni Hill	Okollo Campus	Main campus, Muni Hill
8	Site handover date	25/3/2019	11/4/2022	23/6/2024	14/6/2024	10/5/2025	5/2/2025
9	Commencement date	25/3/2019	11/4/2022	27/6/2024	14/6/2024	15/5/2025	14/2/2025
10	Intended completion date	25/3/2022	11/10/2024	20/12/2025	16/10/2024	27/8/2025	5/6/2025
11	Extended completion date	25/3/2024	Nil	Nil	Nil	Nil	29/6/2025
12	2nd Extended Competion date	30/6/2025	Nil	Nil	Nil	Nil	Nil
13	Contract period	36 Months	30 Months	30 Months	4 Months	3 Months	4.5 Months
14	%age payment to date	64.31%	60.6%	65.36%	47.8%	95%	95%
15	%age works executed to date	88.5%	62.0%	75%	100%	99%	99%
16	Expected facilities/ space	Ground floor; 11Offices, 1Server room, 1Lounge, 1Cardava storage room, 1Power control room & 2Laboratories First floor; 4Laboratories & 1Lecture room Second floor; 3Lecture rooms & 2Laboratories	77Offices, 3Board rooms & 5 Kitchenettes	4Workshops, 2Changing rooms, 2Stores, & 4Offices	4Offices, 1Lounge, 1Armoury, 1Male detention Cell, 1Female detention Cell, and 1Juvenile detention cell	3 Lecture rooms, 2 residential buildings and 3 offices	Borehole, submersible pump, electricity supply line, supply pipe line and inspection

SPACE IN THE UNIVERSITY

Table 23: Space in the University

0.1 Current administration space

SN	BUILDINGS	SPACE DESCRIPTION			CURRENT NO OF STAFF	PROJECTED STAFF NO
		OFFICE	BOARD ROOM	KITCHENNETTE		
1	Existing administration block	23	3	1	245	311
2	CBC	14	0	1		
TOTAL		**37**	**3**	**2**	**245**	**311**

0.2 Projected administration space

SN	BUILDINGS	SPACE DESCRIPTION			CURRENT NO OF STAFF	PROJECTED STAFF NO
		OFFICE	BOARD ROOM	KITCHENNETTE		
1	Administration block annex	77	3	5	245	311
2	Administration bk & CBC	37	3	2		
TOTAL		**114**	**6**	**7**	**245**	**311**

0.3 Current academic space

SN	BUILDINGS	SPACE DESCRIPTION				CURRENT NO OF STUDENT	PROJECTED STUDENT NO
		SCIENCE LAB.	LECTURE ROOMS	COMPUTER LAB.	COMPUTER W/SHOP		
1	Prof. Christine D. Lect. Block (PCDLB)	3	19	1	0	1361	3168
2	ICT Laboratory	0		1	0		
3	ICT Workshop			1	1		
4	Health Science Building	6	3	0	0		
5	CBC Campus	0	6	0	0		
6	Okollo Campus	0	0	0	0		
TOTAL		**9**	**28**	**3**	**1**	**1361**	**3168**

0.4 Projected academic space

SN	BUILDINGS	SPACE DESCRIPTION					CURRENT NO OF STUDENTS	PROJECTED STUDENT NUMBER
		SCIENCE LAB.	LECTURE RMS	COMP. LAB.	MECH. W/SHOP	COMP. W/SHOP		
1	Health Science Building	8	4	1	4	0	1361	3168
2	CBC, PCDLB, ICT Lab & W/Shop	9	28	3	0	1		
3	Lecture rooms (Okollo)	0	3	0	0	0		
TOTAL		**17**	**35**	**4**	**4**	**1**	**1361**	**3168**

PROJECT CASH FLOWS

Table 24: Payment details for individual projects

DESCRIPTION OF PAYMENT	HEALTH SCIENCE LABORATORY BUILDING	ADMINISTRATION BLOCK ANNEX	MECHANICAL WORKSHOP	MUNI UNIVERSITY POLICE POST	OKOLLO RENOVATION	MOTORISED BOREHOLE INSTALLATION
	UGX	UGX	UGX	UGX	UGX	UGX
CONTRACT SUM	9,393,202,823	8,566,745,822	1,485,707,025	347,507,561	443,541,527	239,987,102
Advance	1,878,640,565	1,435,977,239	297,141,405	104,252,268	0	0
IPC No. 1	720,709,275.95	760,468,773	64,936,820	61,801,154.8	431,623,150	45,230,186
IPC No. 2	211,874,162.45	857,985,441	423,344,696	172,070,598.8 (P)	0	75,207,890
IPC No. 3	976,652,222	606,487,496	195,119,931.50	8,669,846.72 (R)	0	108,657,671 (P)
Arrears on IPC No.1	2,207,686	0	0	0	0	0
IPC No. 4	82,570,358	411,277,198	0	0	0	0
IPC No. 5	534,075,834.59	744,080,334	0	0	0	0
IPC No. 6	452,727,063.01	373,839,121	0	0	0	0
IPC No. 7	468,262,488.60	0	0	0	0	0
IPC No. 8	360,420,498.00	0	0	0	0	0
IPC No. 9	352,480,136.40	0	0	0	0	0
IPC No. 10	382,894,223	0	0	0	0	0
IPC No. 11	508,171,248.40	0	0	0	0	0
TOTAL PAID	**6,931,685,761.80**	**5,190,115,602**	**971,029,599.5**	**346,793,868.32**	**431,623,150**	**229,089,748**
TOTAL BAL.	**2,461,517,061.20**	**3,376,630,220**	**514,677,425.5**	**0**	**11,918,377**	**10,897,354**

3.9 Summary of payment according to Financial year

Table 25: Payment details for individual projects

SN	PROJECT/BUILDING	FY 2018/19	FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24	FY2024/25
1	Health Science Lab. Building	2,599,349,841	211,874,162.45	1,061,430,266	0	986,802,897.6	1,181,163,123	1,243,545,608.2
2	Administration Block Annex				2,196,446,012	1,875,750,135	1,117,919,455	703,270,104
3	Mechanical Workshop						297,141,405	971,029,599
4	Muni University Police Post						166,053,423	180,740,445.52
5	Okollo Renovation							431,623,150
6	Motorised borehole							229,089,748
TOTAL		**2,599,349,841**	**211,874,162.45**	**1,061,430,266**	**2,196,446,012**	**2,862,553,032.6**	**2,975,576,942**	**3,716,028,550.72**

MOVABLE AND IMMOVABLE ASSETS

CHAPTER FOUR

4.1 Introduction

Muni University owns both movable and immovable assets which facilitate her operations in discharging her responsibilities towards the achievements of her objects.

The University has a vast arable and viable land that is hosting the University premises which include Student Lecture Halls, Administration Offices, Student play area, University Clinic, and a Guest House. The current structures occupy 20% of the University land parcel. Eighty-Six percent (80%) of the land is yet un-developed. Refer to Table 11 for the details of land and their status.

4.2 Immovable Assets

a) **Land Parcels**

Right from the appointment of the taskforce that commenced its work in 2010, the taskforce members aggressively acquired several parcels of land across the districts of West Nile Sub-Region. This was not only to acquire space but also strategically provide the future of the University which by Section 22 (1) of Universities and other Tertiary Institutions Act 2001 as amended, exist in perpetuity. In pursuant of the same, the taskforce members ensured that they processed certificates of freehold for all the parcels of lands save for one that the process to obtain for it the certificate of freehold is ongoing. The details of the land parcels are presented in Table 26.

Table 26: Details of Land and Status

Site/Plot No.	Location	Land sizes (Acres)	Date of Acquisition	Condition	Title Deed No
Muni Hill	Muni University Main Campus	130.054	2010	Partly developed & occupied by University	NPL/3340 Regd:31/7/2014 at 4:45pm, INST.00005827, Vol.HQT210 Folio 9
Okollo	Muni University Okollo site	2,973.13	2010	Vacant	NPL/3961 Regd:05/02/2014 at 4.15pm Inst.00002950 Vol.HQT85 Folio 21
Pakwach	Muni University Paroketo site	147.266	2011	Vacant	NDLB/1337, Regd:17/5/2016 at 3:50 pm, INST.00020852, Vol. HQT793, Folio 14
Yumbe	Muni University Bidibidi site	439.58	2011	Occupied under partnership by Prime Minister's office/UNHCR	Lease process is on:
Arua City	Muni University Arua City site	0.044	2014	Vacant	REGD 08/08/2018 AT 12:14PM, NST: ARU-00000516

Site/Plot No.	Location	Land sizes (Acres)	Date of Acquisition	Condition	Title Deed No
Oluko	Muni University CBC	3.239	06/06/2017	Developed & occupied by the University	NPL/3947, Regd:20/2/2014,2.05pm, INST.00003160, Vol. HQT106, Folio 6
Zombo	Zeu Sub-county	23 Acres	2018	Vacant	Under process
Koboko	Leiko	20 Acres	2024	Vacant	Under process
Moyo	Etepi	82 Acres	2023	Developed & occupied by the University	Under transfer from MoES

b) **Buildings**

The University currently has the following building infrastructure.

(i) **Muni Hill Campus**

Table 27: Building infrastructures at Muni Hill Campus

SN	STRUCTURE/COMPONENT
1	2 Storey Lecture block
2	1 Storey Administration block
3	ICT Laboratory block
4	ICT workshop block
5	Clinic block
6	Library block
7	Guest House
8	Multi-purpose Health Science Laboratory Building
9	Utility Building



Figure 8: Muni University start-up structures



Figure 9: Multi-purpose health science laboratory block with part of it under completion

(ii) **CBC Campus**

Table 28 Building infrastructures at CBC Campus

SN	STRUCTURE/COMPONENT
1	3 Lecture blocks
2	1 Administration block
3	1 Male hall of residence
4	1 Female hall of residence

(iii) **Okollo Campus**

SN	STRUCTURE/COMPONENT
1	2 Lecture blocks
2	2 Residential blocks
3	1 Store

4.3 Movable Assets

To carryout daily operations of the University, in a bid to discharge its mandate, the University acquired movable assets which include; motor vehicles, generators and tractors and their implements as in Table 29.

Table 29: Assets and Movable Properties and their status

S/N	Vehicle/Equipment Type/ Make	Make/Model	Registration/Serial No	Status
1	Station Wagon	Mitsubishi	UG 2250 E	Functional
2	Double Cabin Pick up	Isuzu-Dmax/2012	UG 2247 E	Not Functional
3	Double Cabin Pick up	Isuzu-Dmax/2012	UG 2246 E	Not Functional
4	University Bus	Isuzu	UBD 751 E	Functional
5	Station Wagon	Mitsubishi	UBD 560 M	Functional
6	Station Wagon	Mitsubishi	UAY 080 Z	Functional
7	Station Wagon	Mitsubishi	UAY 087 Z	Functional
8	Pickup	Mitsubishi	UAY 081 Z	Functional

S/N	Vehicle/Equipment Type/ Make	Make/Model	Registration/Serial No	Status
9	Double Cabin Pick up	Isuzu-X Rider/2019	UBF 970 H	Functional
10	Double Cabin Pick up	Isuzu-X Rider/2019	UBF 850 H	Functional
11	Nissan Double Cabin Pick up	Nissan/2021	UBL 756V	Functional
12	Station Wagon	Toyota-Fortune Runner/2020	UBK 377 B	Functional
13	Station Wagon	Nissan-Terra/2022	UBN 376B	Functional
14	Tractor	Taffe	UBH 144 N	Functional
15	Tractor	Taffe	UBH 086 N	Functional
16	Caterpillar Generator		-	Functional
17	Brush cutter (hand mowers) 02	2022	QY160126	Functional
18	Caterpillar Generator (150kVA)	-	-	Functional
19	Welding generator (5KVA)	ISO9001CE	-	Functional
20	Electric jet car washer (50HZ)	-	Em2150w	Functional
21	Car diagnostic tool	-	HS30040302	Functional
22	Tractor trailer (6500Kg)	-	UBL 726P	Functional

ACADEMIC AND STUDENTS' AFFAIRS

CHAPTER FIVE

5.1 Introduction

The office of the Academic Registrar is charged with the responsibility of admitting students, enrolling, registering, and preparing students for graduation. Meanwhile the office of the Dean of Students is charged with responsibility of managing students' welfare.

5.2 Academic Programmes Accredited

The University has six faculties running a total of thirty-four (34) academic programmes from Bachelor's to Master's degrees. The focus of the University is to produce graduates with positive attitude, hands-on skills and experience, resilience, and favorable global competitiveness with emphasis on STEI/STEM Programme [Strategic Plan: 2020/2021 – 2024/2025]. The programmes are listed in the Table 30.

Table 30: Academic Programmes Accredited

SN	Programme Name	Prog. Code	Duration
1.	Master of Science in Computer Science	MCS	2 Years
2.	Master of Science in Artificial Intelligence	MAI	2 Years
3.	Master of Business Administration	MBA	2 Years
4.	Master of Tourism and Hospitality Management	MTH	2 Years
5.	Master of Education (Education Planning and Management)	MED (EPM)	2 Years
6.	Master of Science in Biodiversity Conservation	MBC	2 Years
7.	Master of Science in Chemistry	MSC	2 Years
8.	Master of Science in Mathematics	MSM	2 Years
9.	Master of Science in Physics	MSP	2 Years
10.	Master of Science in Climate Change and Disaster Risk Management	MCD	2 Years
11.	Master of Public Health	MPH	2 Years
12.	Postgraduate Diploma in Financial Management	PGDFM	1 Year
13.	Postgraduate Diploma in Human Resource Management	PGDHRM	1 Year
14.	Postgraduate Diploma in Education	PGDE	1 Year
15.	Bachelor of Information Systems	ISM	3 Years
16.	Bachelor of Information Technology	MIT	3 Years
17.	Bachelor of Science with Education (Biological)	SMB	3 Years
	Bachelor of Science with Education (Biological-Physical Education)	SMBPE	3 Years
	Bachelor of Science with Education (Physical)	SMP	3 Years

SN	Programme Name	Prog. Code	Duration
	Bachelor of Science with Education (Physical Education)	SMPE	3 Years
	Bachelor of Science with Education (Computer Studies)	SMC	3 Years
	Bachelor of Science with Education (Economics)	SME	3 Years
	Bachelor of Science with Education (Agriculture)	SMA	3 Years
18.	Bachelor of Education Secondary	BED-S	3 Years
19.	Bachelor of Education Primary	BED-P	3 Years
20.	Bachelor of Early Childhood Care and Education	ECE	3 Years
21.	Bachelor of Nursing Science	NSM	4 Years
22.	Bachelor of Medical Laboratory Sciences	MLM	4 Years
23.	Bachelor of Business Administration and Management	BBM	3 Years
24.	Bachelor of Economics	ECM	3 Years
25.	Bachelor of Procurement and Supply Chain Management	PCM	3 Years
26.	Bachelor of Science in Agriculture	ASM	4 Years
27.	Bachelor of Science in Environment and Natural Resources	ERM	3 Years
28.	Bachelor of Science (Physical)	BSMP	3 Years
	Bachelor of Science (Biological)	BSMB	3 Years
29.	Bachelor of Science in Statistics	STM	3 Years
30.	Diploma in Educational Leadership and Management	DELM	2 Years
31.	Higher Education Certificate in Humanities	HEH	1 Year
32.	Higher Education Certificate in Biological Sciences	HEB	1 Year
33.	Higher Education Certificate in Physical Science	HEP	1 Year
34	Bachelor of Midwifery	BMW	4 ears

Note: The Bachelor of Science with Education has options of; SMB-Biological, SMP-Physical, SME-Economics, SMC-Computer Studies, SMPE-Physical Education, and SMA-Agriculture.

Muni University had 2066 continuing students and 2,252 admitted students for Academic Year 2025/2026. The total number of students at the University shall be ascertained when the 1st year students have fully reported and registered. However, it should be noted that student's enrollment has tremendously increased from 2014 to date. For 2025/2026 Academic year, 2,252 students were admitted and are still reporting.

The current faculties accommodating these students include:

1. Health Sciences.
2. Techno Sciences.
3. Agriculture and Environmental Sciences.
4. Sciences
5. Education
6. Management Science

Table 31: Summary of Student's Enrollment

Academic Year	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023		2023/2024		[1]2024/2025[2]		2025/2026	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	67	21	154	46	258	79	290	86	276	116	292	111	316	113	447	207	526	254	1,018	383	1,452	614	1,515	737
Total	**88**		**200**		**337**		**376**		**392**		**403**		**429**		**654**		**780**		**1,361**		**2066 [3]**		**2,252**	
Growth (%)	na		127.3		68.5		11.6		4.3		2.8		6.5		52.4		19.3		74.5		51.8		0.9	
Programmes Implemented	2		2		3		4		4		4		9		13		17		28		34		34	

1

2 *Enrolment data for 2024/2025 Academic Year Not determined; students still reporting for the new Academic Year.*

3 *Admitted applicants for 2024/2025 Academic Year.*

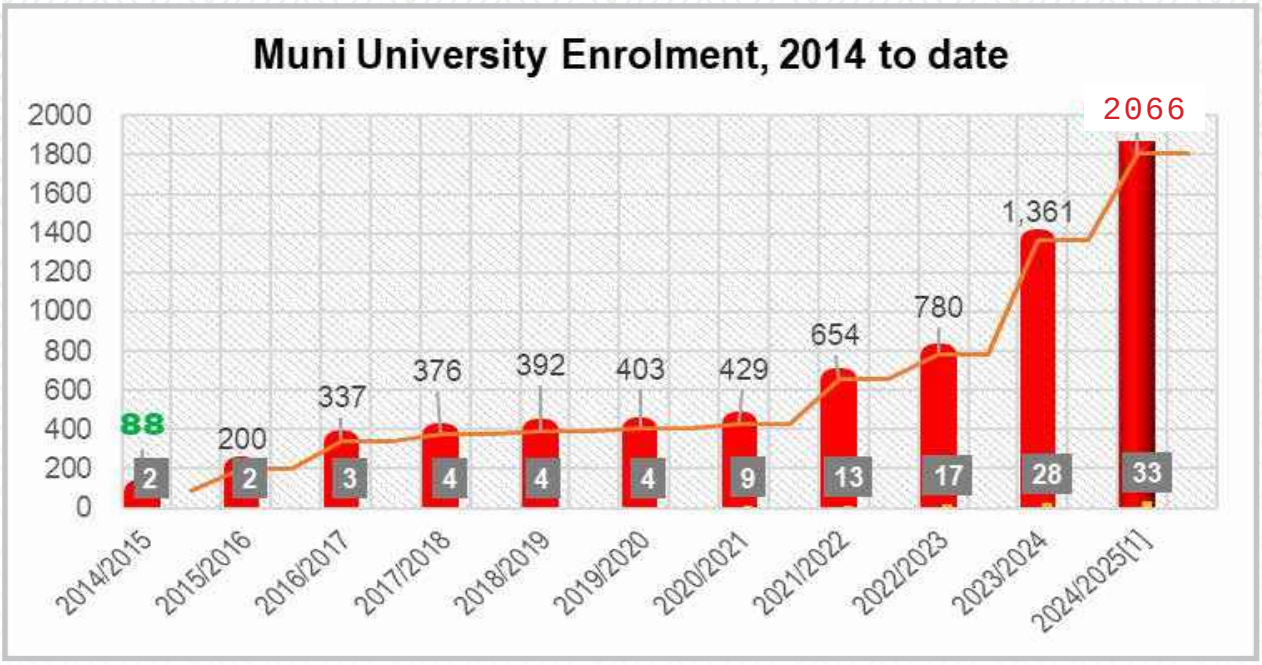


Figure 10: Students Enrolment, 2014 to FY 2024/2025.

5.3 Academic Programmes with NCHE for accreditation

The University has embarked on developing academic programmes as prescribed by the University Strategic Plan 2021-2025. Table 31 shows the status of the programmes under development, and developed programmes awaiting accreditation at National Council for Higher Education (NCHE).

Table 32: Academic Programmes with NCHE for accreditation

S/N	FACULTY	ACADEMIC PROGRAMMES	STATUS
1	Techno Science	Diploma in Welding Engineering	Submitted to NCHE on 29 November 2020
		Bachelor of Science in Welding Engineering	Submitted to NCHE on 29 November 2020
		Bachelor of Science in Electrical Engineering	Submitted to NCHE on 27 January 2021
2	Education	Bachelor of Technical and Vocational Education	Submitted to NCHE on 27 January 2021

5.4 Academic Programmes under Development

The following programmes are under development by the six faculties of the University.

Table 33: Programmes under Development

S/N	FACULTY	ACADEMIC PROGRAMMES	STATUS
1	Techno Science	Master of Science in Geo-Information Science and Remote Sensing	Awaiting University Council Approval
		Bachelor of Computer Science	At Quality Assurance Level
		Master of Science in Information Systems	At Quality Assurance Level
		Bachelor of Science in Mechanical Engineering	At Quality Assurance Level
		Diploma in Mechanical Engineering	At Quality Assurance Level
		Diploma in Automotive & Power Engineering	At Quality Assurance Level
2	Education	Master of Education (Educational Psychology, Curriculum Studies, Educational Foundations)	At Quality Assurance Level
		PhD Educational Planning and Management	At Departmental Level
		Master of Education in Foundations of Education	Under Review
		Master of Education in Educational Psychology	Under Review
4	Management Sciences	Bachelor of Hospitality and Tourism Management	At Quality Assurance Level
		Bachelor of Commerce	At Quality Assurance Level
		Postgraduate Diploma in Monitoring and Evaluation	At Quality Assurance Level
5	Agriculture and Environmental Sciences	Master of Science in Crop Science	At Quality Assurance Level
		Master of Science in Animal Science	At Quality Assurance Level
6	Health Sciences	Bachelor of Medicine and Bachelor of Surgery	At Faculty Level

5.5 Short Courses

Muni University is implementing 15 short courses targeted at skilling the Youths in enterprise-related disciplines and for building the capacity of Local Government Employees in accordance with objects (c) of the Statutory Instrument 31/2013 for the establishment of Muni University. The list of short courses under implementation are listed as follows;

Faculty of Management Science

a) Certificate in Tour Guiding
b) Certificate in Customer Service for Tourism and Hospitality Industry
c) Certificate in Food Safety and Kitchen Management
d) Certificate in Sales and Marketing of Hospitality and Tourism Services

Faculty of Agriculture and Environmental Science

e) Certificate in Commercial Beekeeping Techniques
f) Certificate in Commercial Mushroom Production
g) Certificate in Commercial Poultry Production and Business Management
h) Certificate in Commercial Vegetable Production

Faculty of Science

i) Certificate in Biogas Technologies
j) Certificate in Liquid and Bar Soap Making
k) Certificate in School Chemistry Laboratory Management
l) Certificate in Solar Energy Design and Installation
m) Certificate in Occupational Health and Safety Management Systems
n) Certificate in Scientific Research Writing
o) Certificate in Health Effects of Climate Change Mitigation and Adaptation

5.6 Teaching and Learning

Teaching and examinations are critical in the realization of the University core functions. The Department has consistently coordinated academic units to conduct and deliver lectures and examine students in a timely and effective manner through communicating academic calendars and roadmaps for teaching, assessment/examination, recess term, and industrial training/internship. For the reporting period, teaching and learning was conducted for 44 weeks, using blended learning approach which the University adopted across all programmes.

The Table below shows relationship between student enrolment, academic programs in each faculty and budget allocated to run academic programs in the University.

5.7 Examinations

The University Senate approved examination policies that guide the management of University examination processes. The University examinations were regularly subjected to rigorous quality checks, including internal and external moderation, strict invigilation of examination sessions. No cases of exam malpractice were registered, and results processed and approved timely. For the period under reporting, the students had two sets examination in two (2) weeks (One for Semester I and another for Semester II). In line with the of Semester calendar and almanac for Senate, Senate duly met, received, considered, and approved examination results for Semester I and II for Academic Year 2024/2025. 2066 students (1460 & 6067) Sat for Exams during the financial year.

5.8 Graduation

In the Reporting Year 2024/2025, the University held its sixth Graduation on 6th April 2024. A total of 317 students (200 males and 117 females) graduated under different programmes. This fulfils one of the strategic objectives of producing well trained and qualified graduates for the labour market within the Strategic Plan period [Strategic Plan: 2023/2024 – 2024/2025].

Table 34: Showing the number of students who graduated in FY 2024/2025 by program

Statistics of Graduands, 2023/2024 AY				
S/N	**Programme**	**Male**	**Female**	**Total**
1	Master of Education (Education Planning and Management)	6	2	8
2	Postgraduate Diploma in Education	12	4	16
3	Postgraduate Diploma in Financial Management	10	6	16
4	Postgraduate Diploma in Human Resource Management	4	6	10
5	Bachelor of Information Systems	6	4	10
6	Bachelor of Information Technology	11	2	13
7	Bachelor of Science with Education (Biological)	16	1	17
	Bachelor of Science with Education (Physical)	14	2	16
	Bachelor of Science with Education (Agriculture)	6	2	8
	Bachelor of Science with Education (Computer Studies)	6	1	7
	Bachelor of Science with Education (Physical Education)	2	0	2
8	Bachelor of Science with Education (Arts)	10	26	36
	Bachelor of Science with Education (Sciences)	10	8	18
9	Bachelor of Nursinq Science	23	11	34
10	Bachelor of Business Administration and Management	4	8	12
11	Bachelor of Economics	0	1	1
12	Bachelor of Science in Agriculture	13	2	15
13	Higher Education Certificate in Humanities	9	8	17
14	Higher Education Certificate in Biological Sciences	21	16	37
15	Higher Education Certificate in Physical Sciences	17	7	24
	Total	**200**	**117**	**317**



Figure 11: Academic Staff at the graduation ceremony of FY2024/2025.



Figure 12: The Chancellor, Vice Chancellor and Chairperson Council during the graduation ceremony of FY2024/2025.



Figure 13: Some of the Graduands on their graduation day in FY2024/2025.

CHAPTER SIX

LIBRARY AND INFORMATION SERVICES



6.1 Introduction

The Muni University Library is the central hub for academic resources, learning support, and knowledge dissemination within the University. Established to complement the institution's mission of providing quality education, research, and innovation, the Library serves as a vital resource center for students, staff, and researchers. It provides access to a wide range of print and electronic materials, digital databases, and reference services designed to enhance teaching, learning, and research. With modern facilities, an enabling study environment, and a commitment to user-centered services, the Library continues to play a key role in promoting academic excellence and fostering a culture of information literacy at Muni University.

6.1.1 Library Vision and Mission

Vision

To be a model library in provision of quality and ICT based information for teaching, learning and research of Muni University

Mission

To provide wide range of quality information and facilities that support effective and efficient teaching, learning, research and innovation at the University.



Mr. Philliam Adoma
Ag. University Librarian

Welcome to Muni University Library and Information Services, your gateway to knowledge, research, and academic success. Our library is committed to supporting your learning, teaching, and research needs by providing a wealth of resources and essential services to enhance your academic journey.

6.1.2 Library Resources and Services

Library Resources

The library provides a diverse collection of resources to support academic work, these include:

- **Journal Databases** – of scholarly articles and research papers.
- **Print Textbooks & Electronic Books** – across various disciplines.
- **Newspapers** – to stay informed of local, national, and international news.
- **Laptops & kindle fires** – to support teaching, learning, studies, and research.

Library Services

The library offer a range of services designed to assist users in accessing and utilizing information effectively such as:

- **Reference Services** – personalized assistance provided by library staff to help users find information.
- **Information Literacy** – through training sessions and workshops empower users to find, evaluate, use, and communicate information effectively.
- **Research Support** – assisting with literature searches, identifying relevant resources navigating research systems, citation management, and publishing.
- **Borrowing & Lending and access** - to both print and electronic materials.

However, the library is a small faculty of Techno-science library that indeed serve as the main library, fulfilling the core functions of a larger library despite its size. To decongest the library, that is, to help alleviate physical space constraints, two smaller libraries were created. One at Health Science Block to serve faculties of Science and Health Sciences; and another at Faculty of Management Science These libraries provide tailored resources and services to support teaching, learning, and research within their designated fields.



Figure 14: Library books catalogue.

6.2 Strategies for Decongesting the Library

6.2.1. Promoted Digital Resources:

- Invested in digital collections (e-books, online journals, databases) to reduce reliance on physical materials.
- Collaborated with ICT Department, ensuring reliable internet access and user-friendly interfaces for accessing digital resources.
- Encouraged e-resource use, by providing trainings and support to help users navigate and utilize digital resources without the need to be physically in the library.

6.2.2. Optimized Space Utilization:

- Redesigned the library computer laboratory space, to be flexible and adaptable for more individual computer users.
- Designated areas for quiet study, called research carrels to accommodate more users.

6.2.3. Enhance Library Services:

- Conducted training sessions on information literacy, research skills, and off-campus library resource navigation.

6.2.4. Explore Decentralization:

- Established smaller libraries within academic departments to provide specialized resources and services to specific disciplines.

6.3 Library orientation

Library orientation sessions were conducted one for undergraduate and graduate students

Table 35: Library orientation and trainings

<table>
<tr><th>Planned Activities</th><th>Achievements (Quantifiable with gender aggregated data and any other achievement)</th></tr>
<tr><td>Activities:</td><td></td></tr>
<tr><td>1 Library Orientation 2024-2025 Academic Year</td><td>1 Library Orientation conducted on:
i. Library Services & Procedures
ii. Introduction to Library System (OPAC)
iii. Introduction to eResources (eBooks, eJournals, Institutional Repository, RemoteXs)
iv. Brief on Library Rules & Regulations
Attendance
<table>
<tr><th>Gender</th><th>Female</th><th>Male</th><th>Total</th></tr>
<tr><td></td><td>80</td><td>148</td><td>228</td></tr>
</table>
Aggregation by Study Level
<table>
<tr><th>Graduate students</th><th>Undergraduate</th><th>HEC</th><th>Total</th></tr>
<tr><td>72</td><td>123</td><td>33</td><td>228</td></tr>
</table></td></tr>
<tr><td></td><td></td></tr>
</table>

<table>
<tr><th>Planned Activities</th><th>Achievements (Quantifiable with gender aggregated data and any other achievement)</th></tr>
<tr><td>Trainings</td><td>Conducted trainings on various days and topics namely:
<table>
<tr><th>Date</th><th>Session</th><th>Category</th><th>Number</th></tr>
<tr><td></td><td>Document delivery service</td><td>MBC, MBA students</td><td>3</td></tr>
<tr><td>26th September 2024</td><td>Introduction to eResources</td><td>HEC students</td><td>10</td></tr>
<tr><td>9th September 2024</td><td>eResources access support</td><td>MBA student</td><td>01</td></tr>
<tr><td>24th August 2024</td><td>General Library Orientation</td><td>First Year students 2024/25</td><td>228</td></tr>
<tr><td>20th August 2024</td><td>Introduction to eResources</td><td>MBC, MBA, STM students</td><td>05</td></tr>
<tr><td></td><td>Total</td><td></td><td>243</td></tr>
</table></td></tr>
</table>

Table 36: Other trainings due to demand

<table>
<tr><th>Planned Activities</th><th>Achievements (Quantifiable with gender aggregated data and any other achievement)</th></tr>
<tr><td>Activities:</td><td></td></tr>
<tr><td>Various Trainings</td><td>
<table>
<tr><th>Date</th><th>Activity</th></tr>
<tr><td>28/08/2024</td><td>Trained Master of Public Health students on access and use of eResources, and referencing using Mendeley software
Male= 17 Female=03 Total= 20</td></tr>
<tr><td>05/09/2024</td><td>Trained Master of Education, Educational Planning and Management (MED-EP) and Postgraduate Diploma in Education (PGDE) on how to use eLearning system
Male= 34 Female=09 Total= 42</td></tr>
<tr><td>31/ 01/2025</td><td>Trained NSM year 4 students on Literature search and retrieval
Male= 24 Female=13 Total= 37</td></tr>
<tr><td>06/02/2025</td><td>Trained ERM year 1s and ASM year 1s on Introduction to Sources of Information
Male= 48 Female=22 Total= 70</td></tr>
<tr><td>26/02/2025</td><td>Trained ERM year 1s and ASM year 1s on literature search and retrieval
Male= 55 Female=50 Total= 105</td></tr>
<tr><td>27/2/2025</td><td>ERM year 1s and ASM year 1s on Searching and retrieving eBooks (EBSCO, Taylor & Francis, Research4Life)
Male= 54 Female=29 Total= 83</td></tr>
<tr><td>06/03/2025</td><td>Trained Faculty of Management Science students on Searching for journal articles and references management
Male= 4 Female=5 Total= 9</td></tr>
<tr><td>21/03/2025</td><td>Conducted user education for Faculty of Management Science students
Male= 30 Female=23 Total= 53</td></tr>
<tr><td>21/03/2025</td><td>Trained Faculty of Health Sciences and Faculty of Science students on Searching for journal articles, references management, and use of AI
Male= 52 Female=10 Total= 62</td></tr>
</table></td></tr>
</table>

6.4 Library Staff Training 26th – 28th May 2025

The Library organized a three-day training workshops for its staff which was officially opened by Professor Robert Kajobe who represented the Vice Chancellor

Table 37: Library staff training

Planned Activities	Achievements *(Quantifiable with gender aggregated data and any other achievement*
Activities:	
Lib Staff Trainings	**Date:** 26th -28th March 2024 **Activity:** (i) library systems (OPAC, IR, RemoteX, Website), (ii) electronic library resources for teaching & research (Subscribed eBooks and eJournals, (iii) Research4Life resources, among other resources), (iv) citation indexing databases (Dimensions, SCITE, Digital Commons, and other AI-powered research tools), (v) research support services (Literature search, citation and referencing management, etc.), and (vi) Pedagogical skills for Library & Information Science professionals (Delivering Learner-Centred Training). Male= 6 Female=4 **Total= 10**

6.5 Library Staff Recruitment and Development

Table 38: Recruitment and Capacity development

Planned Activities	Achievements *(Quantifiable with gender aggregated data and any other achievement)*	Reason for Variation in Performance	Remarks
Activities:			
3 Library assistants recruited	Instead 3 Library attendants recruited	Human Resource office decision	
Head Librarians Round Table Meeting	The Head Librarian Mr. Philliam Adoma attended LRT		Meetings may involve discussions on new technologies, user services, collection development, and other topics relevant to the library's mission.
Consortium of Uganda University Libraries (CUUL) Annual General Meeting 2025.	5 library staff attended CUUL AGM at UMI on 14 February 2025. Male= 4 Female=1 **Total= 5**		By then there was only 1 female library staff

Planned Activities	Achievements *(Quantifiable with gender aggregated data and any other achievement)*
Library and records management staff training at UCU from 26-27 June 2025	Mr. Moses Samanya and Head Librarian Mr. Philliam Adoma attended & participated in (i) hands-on-training in library automation (using Koha and DSpace), (ii) Turnitin Anti-Plagiarism Software and (iii) Electronic Records Management at MUBS University organized by Uganda Library and Information Association from 13th – 14th November 2024 (iv) Mr. Moses Osamai Odeke, Mr. Bosco A. Burga and Head Librarian Mr. Philliam Adoma attended CUUL E-RESOURCES Seminar 2025 on: a) Database navigation, b) Research4life databases, c) Taylor & Francis d) EBooks, e) Osmosis, f) EIFL databases, and g) AI in Research Ethics

6.6 Information Conservation and Preservation

Thirty volumes (30v) of newspapers were bound and 60 text books were repaired.

6.7 Library Outreach

2025 Library Community Outreach was conducted from 24th to 28th March 2025

Table 39: Outreaches in the Library Department

Planned Activities	Achievements *(Quantifiable with gender aggregated data and any other achievement)*
Activities:	
Library Community Outreach in Koboko	(i) Visited eight (8) libraries i.e. 6 (six) primary schools and 2 (two) secondary school libraries to find challenges faced and need for improvement (ii) Conducted librarians trainings at Koboko, Yumbe and Pakwach Male=29 Female=31 Total**= 60 participants**. (iii) Trained 1 female internship student of Bachelor of Library and Information Science (BLIS) from Lira University

6.8 Library management

Staff appraisals were conducted for 6 staff (3 Male and 3 Female)

6.9 Library's Big Challenge

The growing number of students and advancements in information and communication technology (ICT) have indeed contributed to the need for new library construction. This is because larger student populations require more space for both physical resources and access to digital information, while ICT necessitates specialized infrastructure for accessing, storing, and managing electronic resources.

Justifications for the Main Library:

- **Increased Demand for Space:** A larger student body directly translates to a greater need for physical space within the library to accommodate more books, journals, study areas, and other resources.
- **Expanding Collections:** More students mean a larger volume of materials to acquire, process, and make accessible, requiring more physical space for these functions.
- **More Study Spaces:** A larger student population also necessitates more dedicated study areas, including individual desks, group study rooms, and potentially even specialized zones for different types of research or study activities
- **Digital Resources and Infrastructure:** The increasing availability of e-books, online databases, and other digital resources requires robust ICT infrastructure, including high-speed internet, powerful servers, and specialized software for managing and accessing these resources.
- **Increased Enrollment, Increased Need:** As student numbers grow, so does the demand for books, journals, research materials, and access to technology. A main library with a comprehensive collection and updated resources is essential to meet this increased need.
- **Overcrowding due to i**ncreasing student enrollment often leads limit study spaces. A main library provides dedicated space for studying, research, and access to resources, alleviating these pressures.
- **Examination Periods** libraries become even more crucial for students needing quiet study areas.
- **Group Study Areas** for collaborative learning and group projects.

In conclusion, the growing student population necessitates the expansion and enhancement of library facilities to meet the increasing demands for learning and research. A main library is crucial for accommodating a growing student population by providing essential resources, study spaces, and a conducive learning environment. While digital resources are important, libraries offer unique benefits like physical resources, quiet study areas, and social learning spaces that are vital for academic success and overall student well-being. The increasing student numbers place a strain on existing facilities, making a main library a necessity, not a luxury.

6.10 Library's other challenges

- **Inadequate library budget** The general library budget falls far (not even 3%) below the Nation Council for Higher Education recommendation of 10% of the total University budget leave alone for textbooks, journals and newspapers
- **Book hoarding** by staff despite reminders remain a challenge. This needs management intervention.
- **Lack of all-time security personnel** at the library despite continuous advocacy is a big cause for worry considering its location and as a social place which can be a target by wrong doers.
- **In adequate staff** coupled with lack of promotion demoralizes and pains. Human Resource Office should also see the staff as deserving promotion like other departments and units as we all make contributions to the success of the University differently.

6.11 Institutional Repository

Muni University institutional repository (IR) plays a crucial role in the collection, preservation, and dissemination of an institution's intellectual and scholarly output. It serves as a digital archive that captures research articles, theses, dissertations, conference papers, reports, data sets, and other academic works produced by faculty, students, and researchers. By providing a central platform for storing and accessing this knowledge, an IR enhances the visibility, accessibility, and impact of the institution's research.

The repository supports open access by making scholarly content freely available online, thereby increasing global reach and promoting academic collaboration. It also ensures the long-term preservation of digital content, safeguarding the institution's research heritage for future generations.

Furthermore, an IR strengthens the institution's reputation by showcasing its contributions to knowledge production and innovation.

Beyond research visibility, institutional repositories facilitate teaching and learning by providing students and lecturers with easy access to locally produced academic resources. They also support accountability and policy compliance, as many funding agencies require open access to publicly funded research.

In summary, Muni University institutional repository is a strategic tool that promotes knowledge sharing, preserves institutional memory, increases research impact, and advances the mission of higher education institutions. The IR added another profile of journals/publications in Table 40.

Table 40: Summary Of Staff Publications in the FY 2024/2025

S/N	Faculty/Department	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Totals
1.	Technoscience	04	04	02	01	**11**
2.	Education	02	00	02	02	**06**
3.	Science	11	05	04	01	**21**
4.	Agriculture & Environmental Sciences	01	00	00	03	**04**
5.	Health Sciences	01	06	03	03	**13**
6.	Management Sciences	01	01	02	02	**06**
7.	Management and Administration Staff	00	00	00	00	**00**
8.	Directorate of Graduate Training, Research and Innovation	00	02	02	03	**07**
	Total Publications	**20**	**18**	**15**	**15**	**68**

6.12 Books Procured

One of the core functions of a University library is the procurement of books and other learning resources to support teaching, learning, and research. The library plays a central role in identifying, selecting, and acquiring relevant textbooks, reference materials, and scholarly works that align with the academic programs and research needs of the institution.

Through consultations with faculty, departments, and students, the library ensures that book procurement is demand-driven and responsive to the curriculum. It also balances the acquisition of both print and electronic resources to provide wider access and meet the diverse preferences of users.

In addition, the library establishes relationships with publishers, vendors, and consortiums to negotiate favorable terms and ensure cost-effective procurement. By maintaining updated and relevant collections, the library guarantees that students and staff have access to authoritative and current information.

Ultimately, book procurement not only strengthens the institution's academic foundation but also contributes to improving the quality of education, research output, and lifelong learning. Books procured and there titles are displayed in Table 41.

Table 41: Books Procured during FY 2024/2025

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
	Geography and SST						
1	David Dorrell, and Joseph P	Introduction to Human Geography - 2nd Edition	2nd ed.	University of North Georgia Press	2019	1292401133	4
2		Comprehensive Primary School Atlas for Social Studies in Uganda		Longhorn			4
3	Frank Ahnert	Introduction to Geomorphology 1st Edition			1998	340692596	4
4	Alistair F. Pitty	Introduction to Geomorphology	1st ed.	Routledge	2020	9780367220792	4
5	Robert Rohli	Climatology	4th ed.	Jones & Bartlett Learning	2017	9780763791018	4
6	Graciela Metternicht	Land use and Spatial Planning, Enabling sustainable management of Land resources		Springer link	2018	9783319718606	4
7	S. G. Grant, John Lee, Kathy Swan	Teaching Social Studies: A Methods Book for Methods Teachers (NA)		Information Age Publishing	2017	9781681238845	4
8	Noel Mwenda	Geography Teaching Methodology: A guide to Teacher Training		LAP LAMBERT Academic Publishing	2012	9783848486694	1
9	Nashir Kamugisha	Practical Geography Teachers' Guide Book: A Competency-Based Approach		LAP LAMBERT Academic Publishing	2017	3330054859	4
10	Victor C. Miller, and Mary E. Westerback	Interpretation of Topographic Maps	Facsimile edition	Merrill Pub Co;	1989	9780675209199	4
11	J.N.D Chege, Paul Kibuuka	Map Reading and Photograph Interpretation	Revised Edition	Oxford Univ Press	-	9780195734744	4
12	A. Jon Kimerling Aileen R. Buckley, Phillip C. Muehrcke	Map Use: Reading, Analysis, And Interpretation	8th ed.	Esri Press	2016	9781589484429	4
13	Richard J. Reid	A History of Modern Uganda		Cambridge University Press	2017	9781107671126	4

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
	Bachelor of Science and Natural Resources						
1	Stephen R. Gliessman	Agroecology: The Ecology of Sustainable Food Systems	2nd ed.	CRC Press	2006	9780849328459	4
2	Tom Tietenberg, Lynne Lewis	Natural Resource Economics: The Essentials	1st ed.	Routledge	2019	9780367280345	4
3	Judd, W. S., Campbell, C. S., Kellogg, E. A., Stevens, P. F. & Donohue, M. J.	Plant Systematics: A Phylogenetic Approach.	4th ed.	Sinauer Associates	2015	9781605353890	4
4	Michael G. Simpson	Plant Systematics	3rd ed.	Academic Press	2019	9780128126288	4
5	Ronald A. H., Jonathan D. R.	Elements of Environmental Chemistry	3rd ed.	John Wiley & Sons, Inc.	2020	9781119434870	4
6	Bram F. Noble	Introduction to Environmental Impact Assessment A Guide to Principles and Practice	3rd ed.	Oxford University Press	2016	9780199006342	4
7	Weil, R.R and Brady, N.C	The Nature and Properties of Soils	15th ed.	Pearson Education	2022	9789356062719	4
8	Sagwal, S.S.	Forest Tree Seeds: Handbook	1st ed.	Scientific Publishers	2021	9789388043663	4
9	Jonathan M. Harris, Brian Roach	Environmental and Natural Resource Economics: A Contemporary Approach	5th ed.	Routledge	2021	9780367531386	4
10	Kelvin S.-H. Peh, Richard T. Corlett, Yves Bergeron (Eds)	Routledge Handbook of Forest Ecology	2nd ed.	Routledge	2024	9781032348384	4

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
11	Evans J., and Turnbull, J. W.	Plantation Forestry in the Tropics: The Role, Silviculture, and Use of Planted Forests for Industrial, Social, Environmental, and Agroforestry Purposes	3rd ed.	Oxford University Press	2004	198509472	4
12	Margaret Robertson	Sustainability: Principles and Practice	3rd ed.	Routledge	2021	367365219	4
13	Kiran, G.S. and Malhi, R. K.M.	Application of Remote Sensing in Natural Resource Assessment.	1st ed.	EPH	2024	9789358999747	4
14	Cox, R & Pezzullo, P.C.	Environmental Communication and the Public Sphere.	6th ed.	SAGE Publications	2021	1544387032	4
15	Singh, A. N and Roy, A. K.	Biodiversity Conservation: Present Scenario and Future Prospects.		Walnut Publication	2023	9789359116525	4
	Mathematics Department						
1	Serge Lang	Algebra (Vol. 211)	3rd ed.	Springer Science & Business Media,	2012	9781461265511	3
2	Mats Andersson	Topics in complex analysis		Springer Science & Business Media.	2012	9780378947549	2
3	Manfredo P. do Carmo	Differential geometry of curves & surfaces	2nd ed.	Courier Dover Publications	2016	9780486806990	3
4	Lawrence Perko	Differential Equations and Dynamical Systems	3rd ed.	Springer Science & Business Media	2013	9781461265269	2
	Ralph P. Grimandi	Discrete and Combinatorial Mathematics	5th ed.	Pearson Education India	2006	9780201199123	3
6	GB Folland	Real analysis: modern techniques and their applications	2nd ed.	Wiley-Interscience	2018	9780471317166	2
7	Saunders Mac Lane	Categories for the Working Mathematician	2nd ed.	Springer · Publication	1978	9781441931238	3
8	Jan Lundgren, Mikael Ronnqvist, Peter Varbrand	Optimization	3rd	Student litteratur	2003	9789144053080	3

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
	Pharmacology Department						
1	Laurence Brunton, Bjorn Knollmann	Goodman and Gilman's The Pharmacological Basis of Therapeutics	14th ed.	McGraw-Hill Medical Publishing Division	2022	9781264258079	4
2	Rebecca Tucker	2024 Lippincott Pocket Drug Guide for Nurses	12th North American ed.	Lippincott Williams & Wilkins	2023	978-1975217068	4
3	S.K. Srivastava, Rohan Srivastava	Manual of Practical Pharmacology for MBBS	2021st	Avichal Publishing Company	2021	9788177396065	4
	Bachelor of Medical Laboratory Technology						
1	KlingStubbins	Sustainable Design of Research Laboratories: Planning, Design, and Operation	1st ed.	Wiley	2010	9780470485644	2
2	Loius J. D., Janet S.B,. Melvin W	Guidelines for Laboratory Design	4th ed.	Wiley	2013	9780470505526	2
3	Reynolds M. Salerno & Jennifer Gaudioso	Laboratory Biorisk Management: Biosafety and Biosecurity	1st ed.	CRC press	2015	9781466593640	3
4	Marcia A.L, Carol D.T, Brenda M.T	Medical law, ethics and bioethics for the health professionals	8th ed.	F.A Davis Co.,	2012	9781719640930	2
5	Michael J. Leboffe, Burton E. Pierce	Microbiology: Laboratory Theory and Application, Essentials	2nd ed.	Morton Publishing Company	2022	9781640434004	3
6	J. Howard Brown, Edwin H. Lennette, A. G. Reichelderfer	Bailey & Scott's Diagnostic Microbiology	16th ed.	Elsevier	2025	9780443118913	2
7	Burton E. Pierce, Michael J. Leboffe	Photographic Atlas for the Microbiology Laboratory	5th	Morton Publishing Company	2021	9781617319037	3
8	James G. Cappuccino, Chad T. Welsh	Microbiology: A Laboratory Manual	12th	Pearson	2019	9780135188996	3
9	Micheal P.D., & Robert L. Buchman	Food Microbiology	4th Rev	ASM Press	2012	9781555816261	2

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
10	Christopher C.Kibbler	Oxford textbook of medical mycology	1st ed.	Oxford University press	2018	9780198755388	2
11	Perry Jacobs	Medical Mycology		American medical publishers	2023	9798887402543	2
12	Christopher J. Burell	Fenner and White's Medical virology	5th ed.	Academic press	2016	9780123751560	2
13	Jane Flint	Principles of Virology, Volume 1: Molecular Biology	5th ed.	ASM Press	2020	9781683670322	2
14	Freida L.C & Christa H	Histotechnology: A self Instructional Text	5th ed.	American Society of Clinical Pathologists	2020	9780891896760	2
15	Kim S.Suvarna	Bancroft's theory and practice of histological techniques	8th ed.	Elsevier	2018	9780702068645	3
16	William K. O & Patrick C.N	Netter's Essential Histology: With correlated histopathology	3rd ed.	Elsevier	2020	9780323694643	3
17	David J. Dabbs	Diagnostic Immunohistochemistry: Theranostic and Genomic Applications	6th ed.	Elsevier	2021	9780323721721	2
18	Derek C. Allen , R. Iain Cameron	Histopathology Specimens: Clinical, Pathological and Laboratory Aspects	3rd ed.	Springer	2017	9783319573595	2
19	Hoffbrand A.V, Pratima C, Graham P.C	Hoffbrand's essential Hematology	9th ed.	Wiley	2024	9781394168156	2
20	Jacqueline H. Carr	Clinical hematology atlas	6th ed.	Elsevier	2021	9780323711920	2
21	Barbara A. Brown	Hematology: Principles and Procedures	7th ed.	Lippincott Williams & Wilkins	2020	9781496375148	2
22	Eric D. Hsi	Hematopathology: Foundations in Diagnostic Pathology	3rd	Elsevier	2017	9780323479134	2
23	David A. S, Ateefa et al.,	Handbook of Hematological malignancies	2nd ed.	Demos medical	2020	9780826149763	2
24	Elaine M. Keohane, Larry Smith, Jeanine Walenga	Rodak's Hematology: Clinical Principles and Applications	7th ed.	Elsevier	2024	9780323936507	2

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
25	Barbara JB., Imelda B., Mike L	Dacie and Lewis Practical Haematology	12th	Elsevier	2016	9780702066962	3
26	Mary Louise Turgeon	Clinical Hematology: Theory and Procedures	6th	Wolters Kluwer	2017	9781496322425	2
27	Harold R. Schumacher	Clinical Hematology and Fundamentals of Hemostasis	5th ed.	F.A. Davis Company	2018	9780803625618	2
28	Indu S., Alison W., & Avinash K	Hematology Case studies with blood cell morphology and pathophysiology		Academic Press	2017	9780128119112	2
29	Gretchen J., Linda M.C., William Z	Clinical laboratory blood banking and transfusion medicine practices	1st ed.	Pearson	2014	9780130833310	2
30	Beth H.S., Christopher D.H & Morayma RG	Transfusion Medicine and Hemostasis: Clinical and laboratory aspects	3rd ed.	Elsevier	2018	9780128137260	3
31	Michael L. Bishop, Edward P. Fody, Larry E. Schoeff	Clinical Chemistry: Principles, Techniques, and Correlations	9th ed.	Jones & Bartlett Learning	2022	9781284238860	3
32	Carl A. Burtis, David E. Bruns	Tietz Fundamentals of Clinical Chemistry and Molecular Diagnostics	8th ed.	Elsevier	2019	9780323530446	2
33	Lawrence A. Kaplan, Amadeo J. Pesce	Clinical Chemistry: Theory, Analysis, Correlation	6th ed.	Elsevier	2017	9780323359214	2
34	Donna Larson	Clinical Chemistry: Quality in Laboratory Diagnosis	1st ed.	Saunders	2016	9781455742141	2
35	Robert Sunheimer, Michael Keeling	Clinical Laboratory Chemistry	2nd ed.	Pearson	2017	9780134413327	2
36	Marge A. Brewster	Introduction to Clinical Chemistry: A Laboratory Perspective	1st ed.	Jones & Bartlett Learning	2018	9781284123044	3
37	Markell, John; Voge, Marietta; John, David	Markell and Voge's Medical Parasitology	10th ed.	Elsevier	2016	9780323315434	2

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
38	Despommier, Dickson; Gwadz, Robert; Hotez, Peter; Knirsch, Christine	Parasitic Diseases	7th ed.	Springer	2018	9783030016323	2
39	Garcia, Lynne Shore	Diagnostic Medical Parasitology	6th ed.	ASM Press	2016	9781555818996	2
40	Schmidt, Gerald D.; Roberts, Larry S.	Foundations of Parasitology	9th ed.	McGraw-Hill Education	2012	9780073524191	2
41	Ash, Lawrence R.; Orihel, Thomas C.	Human Parasitic Diseases: A Diagnostic Atlas		ASCP Press	2020	9780891896777	3
42	Gary R.M & Lance A.D	Medical and Veterinary entomology	3rd ed.	Academic Press	2018	9780128140437	2
43	Micheal M. COx	Molecular biology, principles and practices	2nd ed.	W.H Freeman	2015	9781137563460	2
44	Lela Buckingham	Molecular Diagnostics: Fundamentals, Methods, and Clinical Applications	3rd ed.	F.A Davis Co.,	2019	9780803668294	2
45	Russell, P.J.	iGenetics: A Molecular Approach	3rd ed.	Pearson	2010	9780321569769	2
46	Supratim Choudhuri	Bioinformatics for beginners	1st ed.	Academic press	2014	9780124104716	2
47	Owen Hargie	A handbook of communication skills	4th ed.	Routledge	2018	9781138219137	2
48	Renate Motsching	Person-Centred communication: Theory, Skills and Practice		Open University press	2014	9780335247288	2
49	Mary Loiuse Turgeon	Immunology and serology in laboratory medicine	7th ed.	Mosby	2021	9780323711937	2
50	Kenneth Murphy	Janeway's Immunology	10th ed.	W. W. Norton & Company	2022	9780393884890	2
51	Monica Cheesebrough	District Laboratory practice in tropical countries part 1	2nd ed.	Cambridge University Press	2005	9780521676304	3
52	Jawetz, Melnick, & Adelberg	Medical Microbiology	28th ed.	McGraw-Hill Education	2019	9781260012025	3
53	Denise R. Ferrier	Lippincott Illustrated Reviews: Microbiology	4th	Lippincott Williams & Wilkins	2019	9781496395857	3

S/N	Author(s)	Title	Edition	Publisher	Year of publication	ISBN	No of copies
54	Benjamin A. Pierce	Genetics: A Conceptual Approach	7th	W.H. Freeman & Company	2021	9781319216801	3
55	Hoffbrand A.V, Pratima C, Graham P.C	Hoffbrand's essential Hematology	9th ed.	Wiley	2024		3
56	Monica Cheesebrough	District Laboratory practice in tropical countries part 2	2nd ed.	Cambridge University Press	2006	9780521676311	3
	Nursing and Midwifery Department						
1	Patricia G. Morton	Critical Care Nursing: A Holistic Approach	12th ed.	Wolters Kluwer	2022	9781975174477	3
2	Rossana DeMarco & Judith Healey-Walsh	Community and Public Health Nursing	4th ed.	Wolters Kluwer	2023	9781975196561	3
3	Elizabeth M Perpetua	Cardiac Nursing	7th ed.	Wolters Kluwer	2020	9781975170844	3
4	Carolyn Hart & Pegge Bell	Advanced Nursing Practice	1st ed.	Wolters Kluwer	2021	9781975172800	3
5	Sandra Nettina	Lippincott Manual of Nursing Practice	11th ed.	Wolters Kluwer	2018	9781975106423	3
6	JoAnne Silbert-Flagg	Maternal and Child Health Nursing	9th ed.	Wolters Kluwer	2022	9781975161064	3
7	Carol J. Huston	Leadership Roles and Management Functions in Nursing: Theory and Application	11th ed	Wolters Kluwer	2023	9781975193065	3
8	Gannon Tagher and Lisa Knapp	Pediatric Nursing: A Case-Based Approach	1st ed	Lippincott Williams & Wilkins	2019	9781975209063	3
	Library						
1	Carol Roberts & Laura Hyatt	The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation	4th ed.	Corwin	2023	9781071891285	4
2	American Psychological Association	Publication Manual of the American Psychological Association	7th ed.	American Psychological Association	2019	9781433832154	4

CHAPTER

SEVEN

FACULTY OF TECHNOSCIENCE

7.1 Introduction

The Faculty of Technoscience was the first Faculty established by the University Council in 2014 to train ***Technologists*** and ***Engineers*** in line with the establishment of Muni University. The overarching objective is to spearhead the ***Technoscience*** philosophy of ***Making Things Work*** by situating teaching and learning, research and innovation, and community outreach in the context of solving societal problems. The faculty further pursues the ***Triple Helix*** model to engage Industry (local, national, and international) and Government (local, national, regional and international) to stimulate innovative and sustainable socio-economic development in the society.

Vision:

A Centre of Excellence in Technology and Engineering Education, Research and Innovation, and Societal Transformation.

Mission:

To deliver world-class education in technology and engineering; produce and use scientific knowledge; and innovate entrepreneurial solutions for societal transformation.



Dr. Andogah Geoffrey
Dean - Faculty of Technoscience



Dr. Taban Habibu
HoD - Computer and Information Science

7.2 Administrative Structure of the Faculty

The faculty is headed by the Dean, who is elected by members of the faculty. Currently, Dr. Geoffrey Andogah is the Dean of the faculty. The Dean is assisted by Dr Taban Habibu, Head of Department – Computer and Information Science.

7.3 Programmes Offered

The faculty is currently offering the following programmes to its esteemed students.

1. **Undergraduate programmes**
a. Bachelor of Information Systems
b. Bachelor of Information Technology

2. **Postgraduate programmes**
a. Master of Science in Computer Science
b. Master of Science in Artificial Intelligence

7.4 Research Focus

In 2024/2025, the Faculty of Technoscience maintained a strong focus on applied research across Computer Science, Electrical Engineering, and Mechanical Engineering. Key areas included artificial intelligence (AI), energy systems, and digital transformation. Staff and students were engaged in innovative projects, including the development of cold rooms and zero-energy cooling systems, the transformation of plastic waste into educational resources, and the exploration of AI applications in agriculture, healthcare, and education. The faculty also advanced research in cybersecurity, renewable energy, and Internet of Things (IoT). Incubation labs continued to support student-led solutions, while staff secured competitive grants and produced high-impact publications addressing national development priorities.

7.5 Teaching and Learning

Our teaching and learning activities are structured around a semester system, with each semester comprising fifteen weeks of instruction followed by two weeks of in-person examinations. We adopt a blended learning approach, combining online and virtual lectures with on-campus practical sessions and assessments. To enhance experiential learning, the second semester concludes with a ten-week community engagement program for Year One students, while Year Two and Year Three students undertake a ten-week industrial training placement at various organisations and industry sites across Uganda. This structure ensures a balanced integration of theory, practice, and community-oriented learning.

7.6 Field Attachment/Recess Term

Year One students completed their ten-week community engagement placements, while Year Two and Year Three students concluded their industrial training across various institutions and organisations. Upon completion, all students submitted comprehensive reports detailing their experiences and outcomes, which were reviewed and assessed by the department as part of their academic requirements.

7.7 Trainings Attended

To address performance gaps and enhance staff capacity, the University offers targeted training opportunities across various areas of responsibility. These professional development initiatives are designed to equip staff with the skills and knowledge needed to meet institutional expectations and deliver high-quality outcomes. Key training activities undertaken during the year are presented in Table 42.

Table 42: Trainings Attended in FY 2024/2025 by Staff of the Faculty of Technoscience

S/N	Name of Staff	Title of the Training/ Workshops/ Conferences/ Seminars	Venue	Date	Duration
1	Dr. Andogah Geoffrey and Ms. Mukimba Fiona	EU training in Data Science and AI in the frame of "WP4 – Retrain academic teachers" within the framework of the AHUMAIN Project	University of Vigo, Spain	15th - 19th July 2024	5 Days
2	Ms. Nakayiza Hellen Raudha	EU training in Data Science and AI in the frame of "WP4 – Retrain academic teachers" within the framework of the AHUMAIN Project	Neapolis University, Pafos - Cyprus	23rd - 27th September 2024	5 Days

S/N	Name of Staff	Title of the Training/ Workshops/ Conferences/ Seminars	Venue	Date	Duration
3	Dr. Andogah Geoffrey, Ms. Nafuna Ritah and Ms. Mukimba Fiona	Masterclass in Data Science and Artificial Intelligence (AI)	Ardhi University, Dar-es es Salaam, Tanzania.	4th - 13th September 2024	10 Days
4	Dr. Andogah Geoffrey, Ms. Yokoko Christine and Benard Musinguzi	Blended Intensive Training (BIP) 2025 within the framework of the AHUMAIN Project	AP University, Belgium	19th - 29th May 2025	11 Days

7.8 Conferences/Workshops/Seminars

To broaden the personal and institutional networks, promote deeper understanding, uncover new learnings and reinforce existing best practices in specific disciplines, the staff in the faculty participated in several conferences/workshops/seminars. The major ones are as seen in Table 43.

Table 43: Conferences/Workshops/Seminars Attended by Staff of the Faculty of Technoscience

S/N	Staff Name, Title & Department	Name of Conferences/ Workshops/ Seminars	Organiser	Date Held	Duration
1	Dr. Taban Habibu, Dr. Ali Guma, Ms. Fiona Mukimba, Ms. Nakayiza Hellen Raudha	DSA Uganda 2024	Mountain of the Moon - Fort Portal City	August 26th to 28th, 2024	3 Days
2	Dr. Taban Habibu - HoD CIS, Mr. Calvine Duke - Student	Huawei ICT Competition Award Ceremony	Kampala at State House, Nakasero	19th December, 2024	1 Day
3	Dr. Taban Habibu - HoD CIS & PI, Ms. Milliam Kyomuhendo - Student, Ms. Christine Yokoko - Student, Mr. Odongkene Reagan Ronald - Student, Mr. Asiku Derick - Student, Mr. Ogwal Joshua Robin - Student	Aerospace Innovators Workshop	National ICT Innovation Hub-Nakawa	29th May 2025	1 Day

7.9 Collaborations and Partnerships

Muni University, being a community-centred institution of higher learning, works in collaboration with various stakeholders to jointly transform society. Below in Table 44 are partners the Faculty is engaged with to support teaching and learning.

Table 44: Collaborations and Partnerships

S/N	Partner	Area of collaboration	Lead Partner	Duration
1	AHUMAIN Consortium Partners[4]	Applied Human Machine Intelligence in East Africa (AHUMAIN) -Project ID: 101082883	Artesis Plantijn Hogeschool Antwerpen - Belgium	3 Years
2	Arua Technical Institute - Ragem	Electrical Engineering and Automation, Welding Engineering	Muni University	Open
3	Huawei ICT Academy	Certified Huawei ICT Academy	Huawei ICT Academy	Open
4	Cisco Networking Academy	Cisco Academy	Cisco Networking Academy	Open
5	ICDL, (International Certification of Digital Literacy)	ICDL Test Center	ICDL Africa	Open
6	GIZ	Promotion of Renewable Energy and Energy Efficiency Programme (PREEEP)	GIZ	Open
7	University of Exeter	Keeping it Cool: Innovative Cold Chain Researcher for Sustainable Off-Grid Livelihoods (KCOOL)	University of Exeter	18 Months (July 2024 - December 2025)

7.10 Staff Community Engagements

Between 17th and 19th March 2025, and again on 28th May 2025, the Faculty of Technoscience at Muni University conducted a targeted community outreach program to five secondary and technical schools in West Nile. The initiative provided career guidance, hands-on mentorship, and critical ICT support, including the repair of 91 computers, servicing of 8 printers, and resolution of 4 network issues. With an estimated service value of UGX 6.8 million, the program directly enhanced digital learning environments while fostering technical skills among Year II and III university students. School administrators expressed deep appreciation, and follow-up requests were made for partnerships, technical advice, and ICT equipment. This outreach underscores Muni University's commitment to societal transformation through innovation, education, and community empowerment.

Table 45: Faculty of Techno-Science Community Engagements

S/N	Staff Name, Title & Department	Activity	Venue	Date Held
1	All staff[5]	Community Outreach	West Nile Region	17th - 19th March 2025
2	All staff	Internship Supervision for students of MIT and ISM Year II and Year III	Organisations and Companies	19th May, - 25th July 2025
3	All staff	Community Engagement Supervision for Year 1	Organisations and Companies	19th May, - 25th July 2025

4 AHUMAIN Consortium Partners – Muni University, Makerere University – Uganda, The Research and Education Network for Uganda (RENU) – Uganda, Innovent Financial Consult, Ardhi University – Tanzania, Karume Institute of Science and Technology – Tanzania, Sahara Consult Company Limited – Tanzania, Universidad De Vigo – Cypress, Neapolis University – Spain, Hogeschool West-Vlaanderen Howest – Belgium, Artesis Plantijn Hogeschool Antwerpen – Belgium.

5 Lokopio Technical School, Omugo Technical School, Ombatini Secondary School, Packwach Secondary School, Alwi Secondary School

7.11 Staff of the Faculty

To effectively and efficiently deliver teaching, learning, and research at the University, specifically at the Faculty, the University recruited 29 staff to perform the various Faculty functions. Different categories of staff employed by the University for the Faculty are presented in Table 46.

Table 46: Staff and their Qualifications of the Faculty of Technoscience

S/N	Name	Gender	Highest Qualification	Specialisation	Rank	Teaching Load
1	Dr. Andogah Geoffrey	Male	PhD	Power Systems Automation; Search Engine; NLP; Machine Learning; Software Development	Senior Lecturer	17.1 CU
2	Dr. Nkamwesiga Lawrence	Male	PhD	Information Technology, Information Systems, and Mechanical Engineering	Senior Lecturer	18.1 CU
3	Dr. Edemacu Kennedy	Male	PhD and Postdoc Track	Computer Science	Lecturer	14.6 CU
4	Dr. Taban Habibu	Male	PhD	Computer Science	Lecturer	22.1 CU
5	Dr. Guma Ali	Male	PhD	Information Technology	Lecturer	22.1 CU
6	Dr. Dan Abudu	Male	PhD and Postdoc Track	GIS and Remote Sensing	Lecturer	14.6 CU
7	Mr. Josephat Oling Oroma	Male	PhD Track	Software Engineering, Computer Science	Lecturer	17.2 CU
8	Ms. Mukimba Fiona	Female	PhD Track	Computer Science	Assistant Lecturer	13.9 CU
9	Mr. Nasaaga Musa Bashir	Male	PhD Track	Electrical Power Systems	Assistant Lecturer	0 CU
10	Ms. Nafuna Ritah	Female	PhD Track	Computer Science	Assistant Lecturer	13.4 CU
11	Mr. Kalyankolo Umaru	Male	PhD Track	Electrical Engineering Power Systems	Assistant Lecturer	
12	Ms. Nakayiza Hellen Raudha	Female	PhD Track	Computer Science	Assistant Lecturer	18.4 CU
13	Mr. Noah Ochima	Male	PhD Track	Energy Systems	Assistant Lecturer	7 CU
14	Mr. Opio Innocent Miria	Male	PhD Track	Mechanical & Energy Engineering	Assistant Lecturer	0 CU
15	Ms. Salama Asikuru	Female	Master	Control Systems, Electrical Engineering	Assistant Lecturer	0 CU
16	Ms. Enock Wambi	Male	Master	Computer Science & Technology	Ass Lecturer	16.7 CU
17	Ms. Nansukusa Yudaya	Female	Master	Computer Science	Assistant Lecturer	16.5 CU
18	Mr. Makanga Jackson	Male	Master	Mechanical & Materials Engineering	Assistant Lecturer	0 CU
19	Mr. Michael Gomushabe	Male	Master	Mechanical Engineering	Assistant Lecturer	0 CU
20	Mr. Douglas Ongom	Male	National Diploma	Mechanical Engineering	Senior Assistant Technician	0 CU

S/N	Name	Gender	Highest Qualification	Specialisation	Rank	Teaching Load
21	Mr. Torach Charles	Male	Bachelor's Degree	Electrical Engineering	Lab Technician	0 CU
22	Mr. Saimon Kule	Male	Bachelor's Degree	Mechanical Engineering	Lab Technician	0 CU
23	Mr. Kennedy Emazu	Male	National Diploma	Information Technology	Senior Technician	0 CU
24	Mr. Peter Okumu	Male	National Diploma	Information Technology	Senior Technician	0 CU
25	Mr. Godfrey Toko Wawa	Male	National Diploma	Information Technology	Senior Technician	0 CU
26	Mr. Rashid Adiru	Male	National Diploma	Information Technology	Senior Technician	0 CU
27	Mr. Richard Dramundu	Male	National Diploma	Electrical Engineering	Senior Technician	0 CU
28	Mr. Pison Mutabarura	Male	Master	Electrical Engineering, Computer Engineering	Assistant Lecturer	0 CU
29	Ms. Sarah Nawoya	Female	PhD Track	Computer Engineering	Lecturer	9 CU
30	Mr. Azizi Wasike	Male	Master	Computer Science	Assistant Lecturer	10 CU

Note: The following staff members were recruited to handle programs in the Department of Electrical Engineering and Automation, as well as the Bachelor of Mechanical and Materials Engineering, both of which are currently undergoing accreditation with NCHE: Mr. Nasaaga Musa Bashir, Mr. Kalyankolo Umaru, Mr. Opio Innocent Miria, Mr. Makanga Jackson. New staff recruit toward the end of the academic year: Mr. Pison Mutabarura, Ms. Sarah Nawoya, Mr. Azizi Wasike.

7.12 Grants

7.12.1 Research Grants Award

Table 47: List of grants awarded to staff at the Faculty

S/N	Research Grants Applied for	Research Grant Awarded	Date of Application and Award
1	British Academy	Keeping it cool: Innovative Cold Chain Research for Sustainable Off-Grid Livelihoods (KCOOL), £200,000	July 2024

7.12.2 Proposal under review or unsuccessful

Table 48: Proposals under review or unsuccessful

S/N	Title	Submitted to	Status
1	Microfaith (Micro-credential Programme)	European Commission	Unsuccessful

7.13 Challenges and Suggestions

The Faculty faces a pressing challenge with its current engineering and technology laboratories and workshops, which are in urgent need of upgrades to support effective program delivery. Addressing this issue is crucial for fostering a thriving educational environment. To enhance our infrastructure, several strategic actions can be undertaken:

1. **Facility Upgrades:** Modernise existing labs and workshops by introducing state-of-the-art equipment and machinery.
2. **Expansion:** Increase the physical space allocated for laboratories and workshops to accommodate more students and advanced projects.
3. **Industry Partnerships**: Forge collaborations with local industries to gain access to cutting-edge technology and expertise.
4. **Funding Initiatives:** Pursue funding through grants, sponsorships, and community-driven fundraising efforts.
5. **R&D Centres**: Establish research and development hubs within the Faculty to drive innovation and hands-on learning.
6. **Virtual Resources:** Invest in advanced simulation software and online laboratory tools to complement physical infrastructure.
7. **Professional Development:** Provide ongoing training for faculty and staff to stay updated with the latest industry trends and teaching methodologies.
8. **Alumni Engagement:** Mobilise the alumni network for mentorship opportunities and financial support.

Implementing these measures will transform our laboratories into vibrant centres of learning, equipping students with the practical skills they need to excel in the engineering and technology sectors.

CHAPTER

EIGHT

FACULTY OF EDUCATION



Joyce Bukirwa Rebecca (PhD)
Dean Faculty of Education



Dr. Polycarp Omara
HoD – Foundations of Education

8.1 Introduction

The Faculty of Education (FoE) offers both undergraduate and postgraduate programs. The accredited programmes in the faculty are; Diploma in educational leadership and management, Bachelor of Science with Education, Postgraduate Diploma in Education, Bachelor of Education Primary, Bachelor of Education Secondary, Bachelor of Early Childhood Care and Education, Master of Education in Education Planning and Management, and Higher Education Certificate in Humanities.

The quality of teacher education is a great concern world over and the status of teachers must derive from their professional qualifications, skills, attitudes, and competences. The FoE at Muni University works to produce teachers with high caliber of professional competences that can exercise autonomy and judgment in the world of work. Emphasis on transforming lives through professional teacher education by promoting quality practical teaching approaches.

Vision and Mission Statements

Vision:

A committed, dedicated, competent and exemplary teacher for the 21st century

Mission:

To produce quality, adoptive and adaptive teachers that meet the knowledge, attitudinal and skills demands for the 21st Century

In so doing, FoE aims at producing teachers that possess an in-depth subject knowledge, up-to-date pedagogical skills, reflective practices, and ability to ably teach individuals and groups of learners with various needs. In a bid to achieve the vision, FoE collaborates with sister universities nationally and internationally. The faculty jointly offers a diploma in educational leadership and management, tailored to equip school leaders with the 21st knowledge and skills in managing diversity. DELM is a component of a 5-year "Foundations For Learning (F4L)" Project that is being implemented in West Nile, Uganda. The programme targets head teachers and deputy head teachers.

The Faculty of Education provides a firm foundation to teacher trainees and educational managers, that equips them with knowledge, competences, skills and attitudes, awareness and confidence required to teach, and to manage change as professionals in a rapidly evolving world.

8.2 Administrative Structure of the Faculty

The faculty is headed by the Dean who is elected by members of the faculty. Currently, Joyce Bukirwa Rebecca is the Dean of the faculty. The faculty has three Heads of Department namely; Assoc. Prof. Paul Edabu Head of Department Curriculum and Media Studies; Mr. Polycarp Omara Head of Department – Foundations of Education; Mr. Davis Okwong Head of Department Psychology.

8.3 Programmes offered

1. **466 students** of BSc. Ed (I, II& III) = 466 ***(M=328; F=138)***
   - Yr 1=298 students (M=202; F = 96)
   - Yr 2= 124 students (M = 89; F = 35)
   - Yr 3= 44 students (M =37; F = 7)

2. 52 MEDEPM (I, II & III)
   - 11 students of MEDEPM Cohort one graduated while 3 (M=3, F=00) have disseminated their results and 4 students are still at proposal level.
   - 17 MEDEPM of cohort two. 7 (M=04, F==03) have disseminated their findings while 8 students are in the field collecting and analyzing data while 2 are still working on their proposals.
   - 17 MEDEPM of cohort three (M=09, F=08) have completed their coursework and have embarked on their research work.
   - 20 MEDEPM of cohort four (M=15, F=5)

3. **232 BED-S (M=177; F=53)**
   a) 132 Yr 2 Sem 2 (M= 102; F= 28)
   b) 100 Yr 1 semester 2 (M= 75; F= 25)

4. **244BED-P** (I, II & III) **(M= 148; F=96)** taught
   a) 68 Yr 1 Semester 2 students (M = 42; F = 26)
   b) 50 Yr 2 Semester 2 students (M = 30; F = 20)
   c) 74 Yr 3 Semester 1 students (M = 44; F = 30)
   d) 52 Yr 3 Semester 2 students (M = 32, F = 20)

5. **38 BECCE** (I&II) (M=12, F=26)
   a) 11 Yr 3 sem 1 students (M=4, F=7)
   b) 7 Yr 1 sem 2 students (M=1, F=6)
   c) 20 Yr 1sem 2 students (M= 7; F= 13)

5. **35 DELM** students **(M=21; F= 14)** waiting for graduation
6. **18 students** Higher Education Access Certificate **(M=10 F=08)**
7. **27 PGDE** students (M= 23, F= 4) taught

8.4 Research focus

Building strong leadership, psychological and pedagogical competences for enhanced education system

8.5 Field attachment/recess term

Two sets of school practice conducted in February-May 2023, for Bachelor of science with education and Bachelor of education primary. 44 students offering bachelor of science with educationwere posted in secondary schools in Arua city and the districts of Arua, Koboko, Nebbi and Zombo. Additionally, 61 students offering bachelor of education primary (BED-P) external were posted to primary schools in the districts of West Nile and Acholi sub-region. Moreso, from May to June 2023, thirty-five (35) head teachers offering educational leadership and management under Foundations for

Learning (F4L) projectjointly, implemented by Aga Khan University have been attached for a hands-on experience in their schools on 21st century educational leadership and management practices, gender and inclusive education and computer application in educational leadership and management.

8.6 Trainings Organised

Given the importance of Capacity Building to have empowered manpower who can discharge their responsibilities effectively and efficiently for realization of organizational objectives various departments and units organised different training programmes in tandem with their foci. The major onesare presented in Table 49.

Table 49: Trainings Organised by Faculty of Education Staff

S/N	Name of Staff	Title of the Training Held	Institution	Date	Duration
1	All Faculty Staff	Data analysis using SPSS	Muni University	January 2025	4 Days
2	All Staff of Faculty of Education	School Practice supervision undere Competence Based Curriculum	Muni University	June 2025	All the time

8.7 Trainings Attended

To fill performance gaps of the staff the University provides opportunities for training for her staff in different aspects of their responsibilities so that they can deliver to the expectations. The major onesare presented in Table 50.

Table 50: Trainings Attended by Faculty of Education Staff

S/N	Name of Staff	Title of the Training/ Workshops/ Conferences/ Seminars	Venue	Date	Duration
1	Joyce Bukirwa Rebecca	Organized the 12th International East African Psychology Conference	Muni University	10th - 11th October 2024	2 days
2	Michael Balituumye	Consultancy Proposal Co-Consult Wrote and defended a technical proposal under the title: Endline Survey for the Sexual Reproductive Health and Rights Improvement Project for Girls in Jinja –	Good Neighbours International Uganda	2024	
3	Joyce Bukirwa Rebecca	Gender Responsive Pedagogies Training	FAWE	from 02/12/2024 to 06/12/2024	5days

8.8 Conferences/Workshops/Seminars

To broaden the personal and institutional networks, promote deeper understanding, uncover new learnings and reinforce exiting best practices in specific disciplines, the staff in the faculty participated in several conferences/workshop/seminars. The major ones are as seen in Table 52.

Table 51: Conferences/Workshops/Seminars Attended by Faculty of Education Staff

S/N	Staff Name	Name of conferences/ workshops/ seminars	Organiser	Date Held	Participant/ Presenter
1	Joyce Bukirwa Rebecca	International Conference on Foundations for Learning held at Four Points by Sheraton Hotel	Agha Khan	17th -19th April 2024	Participant
2	Joyce Bukirwa Rebecca	Global Health webners on Community Based Participatory Care held	Sebastian Family Psychology Practice	on 26th July 2024, 30th August 2024, 13th September 2024, 25th October 2024 and 22nd November 2024, 28th February 2025 and 28th March 2025	Presenter
3	Joyce Bukirwa Rebecca	Counselling and Guidance session with Third Year Education students	Department of Psychology	March, 2025	Presenter
4	Joyce Bukirwa Rebecca	Restore A Girl Association workshop	Department of Psychology-Muni University	08/09/2024	Presenter
5	Joyce Bukirwa Rebecca	Orientation of MEDEPM	Faculty of Education, Muni University	3rd October, 2024	Presenter
6	Joyce Bukirwa Rebecca	The 11th International East Africa Psychology Conference in collaboration with Muni University and Kisubi University.	Muni University	10th-11th October, 2024	Organiser
7	Paul Edabu	Orientation of MEDEPM	Faculty of Education, Muni University	3rd October, 2024	Presenter
8	Polycarp Omara	School Practice Internal Supervisor's Evaluation Workshop	Muni University	24th February 2024	Presenter
9	Polycarp Omara	International Conference on Foundations for Learning held at Four Points by Sheraton Hotel	Agha Khan	17th – 18th February, 2024	Presenter
10	Davis Okwong	School Practice Internal Supervisor's Evaluation Workshop	Muni University	24th February 2024	Presenter

S/N	Staff Name	Name of conferences/ workshops/ seminars	Organiser	Date Held	Participant/ Presenter
11	Aliga Alex	Public Investment Management Basic Training	Source of the Nile Hotel, Jinja	September 24-29th 2023	Participant
12	Aliga Alex	Muni University Investment Ltd- Kumasi University of Science and Technology Bench marking exercise	Kumasi University of Science & Technology	October 7-14th 2023:	Participant

8.9 Research Dissemination/Communication

The Staff of the University from time to time organises/attends research dissemination seminars where they disseminate their research findings to stakeholders. The major ones are presented Table 52.

Table 52: Research Dissemination/Communication Conducted by Faculty of Education

S/N	Staff Name	Research paper	Venue	Date Held	Participant
1	Joyce Bukirwa Rebecca	13 MEDEMP students disseminated their research findings	Muni University	June 2025	Chairperson
2	Polycarp Omara	Forms and perpetrators of violence against children in refugee education settings in West Nile, Uganda	Golf Course Hotel Kampala	28 February 2023	Presenter

8.10 Consultancy Services

In the reporting year, the Faculty of Education staff carried out several consultancy services in their different knowledge disciplines. The major ones are presented Table 53.

Table 53: Consultancy Services Carried out by Faculty of Education

S/N	Staff Name, Title & Department	Consultancy Service	Organization	Date Held
1	Joyce Bukirwa Rebecca	External Examination	UCU	July 2024, August 2024
2	Joyce Bukirwa Rebecca	Guidance, Counselling and Mentorship workshop	Restore A Girl Association	September 2024
3	Alex Aliga	Ombaci Massacre Memorial prayers	Ombaci	June 24th, 2024

8.11 Collaborations and Partnerships

Muni University being a community institution of higher learning works in collaboration with various stakeholders to jointly transform society. The major ones are presented Table 54.

Table 54: Faculty of Education Collaborations and Partnerships

S/N	Partner	Area of collaboration	Lead Partner	Duration
1	Aga Khan University, IED, EA	Foundations of Learning project, Curriculum Development and Implementation; Research	Muni University	05 years
2	University college Absalon, Denmark	Staff and Student exchange; Reduction of Violence Against Children	University College Absalon	05 years
3	Africhild Center, Kampala	Inter-University research Methods Training	Afri-child Center, Kampala	04 years
5	NTC Muni	Teaching BED- P	Muni University	Open
6	ATIR	Teaching of vocational and Technical Education	Muni University	Open

8.12 Staff of the Faculty

The Faculty of Education has the following staff to perform the various Faculty functions. Table 56presents the different categories of staff employed by the University for the Faculty of Education.

Table 55: Faculty of Education Staff and their Qualifications

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load
1	Joyce Bukirwa Rebecca	Female	PhD	Educational; Psychology	Senior Lecturer	15
2	Dr. Paul Edabu	Male	PhD	Education Management and Planning	Associate Professor	15
3	Okwong Davis	Male	PhD. Track	Educational; Psychology	Lecturer	18
4	Polycarp Omara	Male	PhD. Track	Educational leadership and Management	Lecturer	09
5	Balitumye Michael	Male	PhD. Track	Literature	Lecturer	18
6	Aliga Alex	Male	PhD. Track	Economics	Lecturer	15
7	Asega Joseph	Male	PhD. Track	Mathematics Education	Asst. Lecturer	09
8	Mulabbi Andrew	Male	PhD. Track	Geography	Asst. Lecturer	Study Leave
9	Aminah Birungi	Female	PhD. Track	Early childhood Education	Asst. Lecturer	12
10	Laker Suzan	Female	Master	English Language Studies	Asst. Lecturer	15
11	Isingoma Bigabwa James	Male	Master	Curriculum and Media Studies	Asst. Lecturer	03
12	Jennifer Aparo	Female	Master	Foundations of Education	Asst. Lecturer	03
13	Pascal Muntukwonka	Male	Master	Animal Science		21

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load
14	Godfrey Musaazi	Male	Master	Computer Science	Asst. Lecturer	13
15	Nicholas Opio	Male	Master	Physical Education	Asst Lecturer	03
16	Blasio Alioma Atama	Male	Master	Philosophy	Asst Lecturer	03
17	Mugera John	Male	Master	Physical Education	Asst. Lecturer	09
18	Bindhe Fred	Male	Master	Geography	Asst Lecturer	15

8.13 External Grants Won

1. **Joyce Bukirwa Rebecca (2023)** under Mak-RIF: *Entrepreneurial Leadership Initiative for Universal Primary Education Schools (ELIUPES)*: **136,000,000/=** for a period of one year from 1st January 2024 to 31st December 2024.

CHAPTER NINE

FACULTY OF AGRICULTURE AND ENVIRONMENTAL SCIENCE

9.1 Introduction

Agriculture is a critical sector in Uganda's economy. It employs the majority of Uganda's workforce, with estimates of up to 70% of the population, particularly in rural areas, working in the sector. In addition, agriculture contributes significantly to Uganda's Gross Domestic Product (GDP), accounting for approximately 24% of the total GDP. Moreover, provides the foundation for food and nutrition security. Despite its importance, agricultural production and productivity remains low due to reliance on rain-fed agricultural production, limited agro-input use, and traditional methods and equipment for cultivation. As a result, over 40% of the population in Uganda suffers from food insecurity annually. Food insecurity can be overcome by doubling the food production to meet the rapidly growing population. However, this additional food will have to be produced on existing agricultural land that is often degraded with poor soil fertility. Moreover, smallholder farming systems that produce food are susceptible to climate change. In addition, limited knowledge on improved production practices, coupled with limited human capital, constrain agricultural production. Thus, enhancing agricultural production and productivity will require human capital investment and support for national development as envisaged under Uganda's National Development Plan (NDP4). Therefore, there is need to build the capacity of technical and professional personnel to enhance the capacity of farmers and other stakeholders along various agricultural value chains for sustainable agricultural production.

There is a strong link between environment and sustainable agriculture. Environmental issues are anchored in the global agenda such as the Sustainable Development Goals (SDGs) and Convention on Biological Diversity (CBD). They are also addressed under Uganda's Constitution, National Environment Policy 1994, National Forest Policy 1995, Vision 2040, National Biodiversity Strategy and Action Plan (NBSAP), and National Development Plan (NDP4). Major environmental and natural resources challenges confronting Uganda and most developing countries include climate change, forest and wetland degradation, poor waste management, water and air pollution, declining soil fertility, and loss of biodiversity. Uganda's rapid population growth (estimated at 2.9%), coupled with increasing impacts of climate change will accelerate environmental and natural resources degradation, if unchecked.

The West Nile region faces several agricultural and environmental challenges. The Faculty of Agriculture and Environmental Science (FAES) at Muni University was established in 2020 to provide human and scientific capacity to address these challenges at the local, national, and regional levels. FAES has two degree programs – Bachelor of Science in Agriculture (BSc. Agric.) and Bachelor of Science in Environment and Natural Resources (BSc. ENR).

Vision, Mission, and Objectives Statements

Vision:
To be a centre of excellence in agricultural and environmental science education, research, and innovation for community empowerment and transformation.

Mission:
To train competitive agricultural and environmental scientists for societal transformation.



Dr. Alfred Alumai
Dean | Faculty of Agriculture & Environmental Science



Dr. Alex Abaca
Head of Department | Crop Science



Dr. Robert B. Onzima
Head of Department | Animal Science



Dr. Philip I. Omwene
Head of Department | Environment and Natural Resources

Objectives:

a) To produce globally competitive graduates in the agricultural and environmental sciences.
b) To conduct fundamental cutting-edge and applied research.
c) To promote short-term and medium-term skills development courses.
d) To contribute to agricultural innovations and environmental conservation for sustainable development.

9.2 Administrative Structure

The administrative structure of the Faculty of Agriculture and Environmental Science consists of the Dean and Heads of Departments, which are elective positions.

The current Dean is Dr. Alfred Alumai. He is assisted by three (3) Heads of Departments as follows:

a) Dr. Alex Abaca | Head of Department for Crop Science.
b) Dr. Robert B. Onzima | Head of Department for Animal Science.
c) Dr. Philip I. Omwene | Head of Department for Environment and Natural Resources.

9.3 Programs Offered

9.3.1 Bachelor of Science in Agriculture

The Bachelor of Science in Agriculture (BSc. Agric.) is a 4-year degree programme. It aims to produce professionals with the ability understand, analyse, synthesize, and integrate key issues in agriculture, and design targeted solutions that contribute towards stimulating and maintaining a vibrant agriculture sector capable of significantly reducing poverty among farming communities and ensuring food and nutrition security.

The programme will produce competent professionals in the agricultural sciences who are be able to:

a) Apply desirable agricultural knowledge, skills, values, and attitudes for efficient service delivery.
b) Be creative and innovative in the process of analysing, interpreting, and identifying solutions to challenges in the agriculture sector.
c) Manage agricultural/farm enterprises profitably.
d) Carry out further research in the field of agriculture and other related fields.

Upon completion of programme the graduates should be able to:

a) Demonstrate technical competence in the science and practice of agriculture.
b) Offer effective leadership to manage agriculture-related enterprises.
c) Demonstrate in-depth knowledge for professional careers as scientists, technical advisors, entrepreneurs, marketers or financial managers.
d) Integrate knowledge acquired through coursework with fieldwork, internship placement, and outreach activities be immediate assets to employers.

The BSc. Agric. programme is practical-oriented. It embraces both the science and practice for food production, as well as offers students valuable "hands-on" skills in farm management, marketing, and community outreach.



Figure 15: Students' horticulture class project on Muni University main campus



Figure 16: Students using a levelling apparatus in the construction of a screen house during recess training



Figure 17: Students recording data during a natural resources field activity

9.3.2 Bachelor of Science in Environment and Natural Resources

The Bachelor of Science in Environment and Natural Resources (BSc. ERM) is a 3-year degree programme. The BSc. ERM programme combines key aspects of environmental science, forestry, wetlands, and wildlife management that are key for professionals in the environment and natural resources sector. It aims to produce professionals with the ability to analyse, understand, and integrate the key causes of the current and emerging environmental and natural resources challenges and develop interventions geared towards creating green economies, thus contributing to sustainable development.

The programme will produce competent professionals in environment and natural resources disciplines who are be able to:

a) Apply basic concepts and principles in environment and natural resources sciences.
b) Develop knowledge and skills in environmental and natural resources assessments, planning and monitoring.
c) Develop problem-solving skills through use of inter-disciplinary approaches integrating environment, natural resources, agriculture, livelihoods and development.
d) Provide skills to effectively disseminate environmental and natural resources information to various audiences including local communities and policy makers.

Upon completion of programme the graduates should be able to:

a) Demonstrate application of environmental and natural resources assessments, planning and monitoring.
b) Apply interdisciplinary approaches in solving environmental and natural resources problems.
c) Design and conduct independent research on environment and natural resources issues.
d) Demonstrate effective oral, visual, and written communication skills.

The BSc. ERM programme is designed to produce environmental and natural resources professionals equipped with specialized knowledge, skills, attitudes, and competences for addressing current and emerging issues in environment and natural resources sectors.



Figure 18: Plant taxonomy and seed science field session activities



Figure 19: Students during fruit tree grafting exercises in a tree nursery.



Figure 20: . Students spot-weeding around pine tree seedlings in the field.

9.4 Research Focus

The Faculty of Agriculture and Environmental Science (FAES) undertakes basic, applied, and action research in the broader areas of agricultural sciences, environmental sciences, natural resources conservation and management. The research focuses on innovation and technologies that lead to enhancing food and nutrition security, enhancing income, adapting to and mitigating effects of climate change, and enhancing environmental sustainability. The research efforts are geared towards improving livelihoods and overall development of communities that Muni University serves. As such, FAES has positioned itself to conduct research using cutting-edge tools, such as biotechnology, bioinformatics, and genomics.

A list of research projects implemented by members of staff in FAES during FY 2024/2025 is presented in Table 56. The research grants contribute to the overall research focus of FAES.

Table 56: Summary of research projects implemented by staff in the Faculty of Agriculture and Environmental Science during FY 2024/2025

SN	Contact Person(s)	Project/Research Area
1	Assoc. Prof. Clement Okia Dr. Philip Omwene Mr. Richard Malingumu	Strengthening the transformative capacity of higher education institutions for equitable and resilient governance of natural resources in refugee-host community settings in West Nile, Uganda
2	Prof. Robert Kajobe Mr. Richard Malingumu Ms. Sandra Langi	REFOOTURE (Regenerative Food and Future) project is a collaboration between Muni University and Wageningen University and Research
3	Dr. Alfred Alumai Dr. Alex Abaca	International Molecular Biology Laboratory Training program
4	Dr. Alfred Alumai	Tolerance and resistance responses of African bats to viral antigens: Immunological trade-offs in zoonotic reservoir hosts
5	Dr. Alex Abaca	Joint evaluation and testing of vitamin A-rich and zinc-rich bean breeding lines for distinctiveness, uniformity, and stability
6	Dr. Alex Abaca Dr. Alfred Alumai	Evaluating and scaling up the multiplication of vitamin A-rich banana lines in West Nile sub-region to address climate change
7	Mr. Moses Okello	Advancing transformative climate-resilient rice research and seed systems
8	Dr. Philip Omwene	Developing ceramic water filters integrated with solar-powered UV disinfection system for point-of-use water purification in community congregate settings
9	Assoc. Prof. Clement Okia Mr. Richard Malingumu	Harnessing the potential of trees-on-farms for meeting national and global biodiversity targets project
10	Dr. Robert Onzima Dr. Alfred Alumai	Developing community-based breeding programs for enhanced commercial goat production under low-input production systems of West Nile

9.5 Field Attachment/Recess Term

The Faculty of Agriculture and Environmental Science conducted 10 weeks of recess training during Academic Year 2024/2025 (AY 2024/2025), for 143 students (48 females, 95 male). In addition, the Faculty placed 40 students (11 females, 29 male) for industrial training with various partners. The details are presented in Table 57.

Table 57: Student training during the recess term

SN	Training Type	ASM		ERM		Total
		Female	Male	Female	Male	
1	Recess	26	61	22	34	**143**
2	Internship/Industrial	5	19	6	10	**40**
Total		**31**	**80**	**28**	**44**	**183**



Figure 21: Students constructing a chain-link fence on a research site on campus



Figure 22. Students participating in tractor driving and ploughing activities.



Figure 23: Students measuring the girth of a tree (left) and a student felling a tree (right).

9.6 Trainings Attended

Training is one element of capacity building that focuses on providing specific skills address specific challenges. Capacity building helps in enhancing skills, knowledge, and abilities to empower staff to manage resources better and increase efficiency and productivity. Two (2) members of staff in the Faculty of Agriculture and Environmental Science attended training during FY 2024/2025 (Table 58).

Table 58: Trainings attended by staff in FAES during FY 2024/2025

SN	Name	Title of Training	Institution	Date	Duration
1	Dr. Alex Abaca	Uganda Science Leadership Program under the African Science Leadership Program	Uganda Virus Research Institute, Entebbe Uganda	22-25 April/ May 2025	4 days
2	Mr. Moses Okello	Plant Genomic Editing. Facilitated by The VIB-International Plant Biotechnology Outreach (VIB-IPBO) and Ghent University	Ghent University, Belgium	5-13 June, 2025	9 days

9.7 Conferences, Workshops, and Meetings Attended

Muni University provides opportunities for staff to attend conferences, workshops, and meetings related to their individual disciplines. Conference, workshops, or meetings attended by staff in the Faculty of Agriculture and Environmental Science during FY 2024/2025 are shown in Table 59.

Table 59: Conferences, workshops, or meetings attended by staff in the Faculty of Agriculture and Environmental Science during FY 2024/2025

SN	Name of Staff	Title of Conference, Workshop, or Meeting	Location	Date	Duration
1	Dr. Alfred Alumai	The 2nd RUFORM Triennial Conference	Windhoek, Namibia	August 2024	5 days
2	Mr. Denis Gobo	Gorilla Conference	Kampala, Uganda	December 2024	6 days
3	Mr. Richard Malingumu	REFOOTURE Project Work Package 3.1 Workshop on Nematodes	Nakuru, Kenya	February 2025	4 days
4	Dr. Robert Onzima	Collaboration Options among Freshnet Network Institutions and Ugandan Universities and Research Organization. World Aquaculture Safari 2025	Boku, Vienna, Austria	May 2025	4 days
5	Ms. Sandra Langi	World Aquaculture Conference 2025	Kampala, Uganda	May 2025	4 days

9.8 Research Dissemination/Communication

Research dissemination and communication activities carried out by staff in FAES during FY 2024/2025 is presented in Table 60. The research was disseminated through either presentation at meetings/conferences or through publications in journals.

Table 60: Research dissemination/communication conducted by staff in the Faculty of Agriculture and Environmental Science during FY 2024/2025

SN	Name of Staff	Title of Presentation / Publication	Venue/Journal	Year	Role
1	Ms. Betty Nyangwire	*Pleurotus ostreatus* is a potential biological control agent of root-knot nematodes in eggplant (*Solanum melongena*).	Frontiers in Agronomy, 6, 1464111. DOI: 10.3389/ fagro.2024.1464111	2024	Author
2	Dr. Alfred Alumai	*Pleurotus ostreatus* is a potential biological control agent of root-knot nematodes in eggplant (*Solanum melongena*).	Frontiers in Agronomy, 6, 1464111. DOI: 10.3389/ fagro.2024.1464111	2024	Co-author
3	Mr. Denis Gobo	Influence of attitudes on adoption of renewable energy interventions among refugees and host communities in Terego District.	Gorilla Conference	2024	Presenter
4	Mr. Samuel Erima	Molecular characterisation of *Fusarium* species causing common bean root rot in Uganda.	Journal of Fungi 2025, 11, 283. Available at https://doi.org/10.3390/ jof11040283	2025	Author
5	Dr. Robert Onzima	Muni University Research and Graduate Progams on Freshwater Ecosystems	World Aquaculture Safari 2025, Boku, Vienna, Austria	2025	Presenter
6	Dr. Paul Bogere	Porcine reproductive and respiratory syndrome virus transmission among smallholder pig farms in western Uganda.	Preventive Veterinary Medicine. Available at: https://doi.org/10.1016/j. prevetmed.2025.106590	2025	Co-author
7	Dr. Brian Tainika	Effects of strain, perch and nesting area inclusion or exclusion on performance, egg quality traits, and welfare in laying hens housed in enriched cage system.	Journal of the Hellenic Veterinary Medical Society, 76(1), 8883-8898. https://dir.muni.ac.ug/ handle/20.500.12260/748	2025	Co-author
8	Ms. Sandra Langi	Exploring governance dynamics in the aquaculture sectors in Uganda and Zambia using the aquaculture governance indicators (AGI) framework.	World Aquaculture Conference 2025, Munyonyo, Kampala, Uganda	2025	Presenter

9.9 Consultancy Services

The Faculty of Agriculture and Environmental Science did not conduct any consultancy services related to their respective disciplines during FY 2024/2025.

9.10 Collaborations and Partnerships

Muni University's mission is to provide quality education, generate knowledge, promote innovations, and empower communities for transformation. In this regard, Muni University works in collaboration with various partners to achieve this mission. During FY 2024/2025, the Faculty of Agriculture and Environmental Science had collaborations and/or partnerships with the list presented in Table 61.

Table 61: Collaborations and partnership engagements by FAES during FY 2024/2025

SN	Partner	Area of collaboration	Lead Partner	Duration
1	Gulu University	Research and grant-seeking	Gulu University	Open
2	Makerere University	Research and grant-seeking	Makerere University	Open
3	Lira University	Research and grant-seeking	Muni University	Open
4	Maasai Mara University (Narok, Kenya)	Research and grant-seeking	Maasai Mara University	Open
5	Boku University (Boku, Vienna, Austria)	Research and training	Boku University	Open
6	Ghent University (Ghent, Belgium)	Research, grant-seeking, and training	Ghent University	Open
7	Wageningen University and Research (Wageningen, The Netherlands)	Research and grant-seeking	Wageningen University and Research	Open
8	Abi Zonal Agricultural Research and Development Institute	Research, grant-seeking, and training	Muni University	Open
9	Adraa Agriculture College	Research and training	Muni University	Open
10	PALM Corps	Research and training	Muni University	Open
11	ForAfrika	Research and training	ForAfrika	Open
12	International Institute for Tropical Agriculture	Training	Muni University	Open
13	National Cereal Crops Resources Institute	Training	Muni University	Open
14	National Genetic Resources Improvement Centre	Training	Muni University	Open
15	Arua Organic Farm	Training	Muni University	Open
16	Wole Mixed Farm	Training	Muni University	Open
17	Omia Agribusiness	Training	Muni University	Open

9.11 Community Engagement

The faculty participated in organising the AMUTI Transdisciplinary Summer School in collaboration with PALM Corps and the University of Natural Resources and Life Sciences, Vienna (BOKU) with support from the Austrian Development Agency. The summer school brought together 10 Masters' students from Muni University and 10 from BOKU who will engage in a variety of learning formats. The summer school was facilitated by PhD students, staff from the Faculty of Agriculture and Environmental Science and BOKU. The Summer school was organised in two parts: the online preparatory lectures took place from 17th April to 2nd June 2025, while the field part took place from 5th to 19th July 2025 at Muni University in Arua and at PALM Corps Innovation Centre in Rhino Camp Refugee Settlement, Terego District. A key component of the program was a field stay in Rhino Camp Refugee Settlement, where students interacted with refugee and host community members to gain practical insights into local experiences with natural resource governance, energy use, farming practices, and soil and water conservation practices.

Also, the Faculty engaged in two (2) other community engagement activities during the reporting period. These activities are presented in Table 62.

Table 62: Community engagement by the Faculty of Agriculture and Environmental Science during FY 2024/2025

SN	Name	Community Engagement	Venue	Date	Participant
1	Dr. Alfred Alumai	Training on Introduction to Nematodes	Zombo District	May 2025	Approx. 30 farmers
2	Dr. Alex Abaca Ms. Harriet Orodriyo Ms. Betty Nyangwire	Sensitization on water preservation and conservation in banana-legume intercropping system for climate change mitigation and adaptation	Koboko and Zombo districts	May 2025	Approx. 40 farmers
3	Assoc. Prof. Clement Okia Dr. Philip I. Omwene Ms. Sandra Langi Mr. Denis Gobo	AMUTI Transdisciplinary Summer School	Muni University and Rhino Camp	April, June, and July 2025	Approx. 25 participants



Figure 24: Muni University staff and partners from Boku University and PALM Corps visiting a farming community in Rhino Camp, Terego District during the AMUTI Transdisciplinary Summer School 2025.



Figure 25: Participants being trained on plant-parasitic nematodes

9.12 Staff of the Faculty of Agriculture and Environmental Science

The Faculty of Agriculture and Environmental Science currently has 36 members of staff. Of these, 9 (25%) female and 27 (75%) are male. The staff contribute to the teaching and learning, research and innovation, and community engagement mandate of Muni University (Table 63).

Table 63: Members of staff in the Faculty of Agriculture and Environmental Science, FY 2024/2025

SN	Name	Gender	Qualification	Discipline	Rank
1	KAJOBE, Robert	M	PhD	Agroforestry and Apiculture	Research Professor
2	OKIA, Clement Akais	M	PhD	Agroforestry	Associate Professor
3	ALUMAI, Alfred	M	PhD	Entomology	Senior Lecturer
4	ABACA, Alex	M	PhD	Plant Breeding	Lecturer
5	ONZIMA, Robert Boyle	M	PhD	Animal Breeding and Genetics	Lecturer
6	OMWENE, Philip Isaac	M	PhD	Water and Environmental Engineering	Lecturer
7	TAINIKA, Brian	M	PhD	Animal Production and Technologies	Lecturer
8	OSINDE, Cyprian	M	PhD	Botany and Plant Physiology	Lecturer
9	MUKIIBI, Alex	M	PhD	Soil Science	Lecturer
10	OCHAGO, Robert	M	PhD	Agricultural Extension and Innovations	Lecturer
11	ALIOMA, Richard	M	PhD	Agricultural Sciences	Lecturer
12	BUULE, David	M	MSc	Animal Nutrition	Lecturer
13	NAIGAGA, Hellen	F	MSc	Agroecology and Food Systems	Lecturer
14	ERIMA, Samuel	M	MSc	Crop Protection	Lecturer
15	OPITO, Emmanuel Abwa	M	MSc	Land Use and Regional Development Planning	Lecturer
16	GIDONGO, Halasi Zech	M	MSc	Agricultural Economics	Assistant Lecturer
17	GOBO, Denis	M	MSc	Agricultural Extension	Assistant Lecturer
18	MALINGUMU, Richard	M	MSc	Soil Fertility and Plant Nutrition	Assistant Lecturer
19	RWOTONEN, Innocent Bob	M	MSc	Horticulture	Assistant Lecturer
20	NABULIME, Maureen Norah	F	MSc	Agricultural Engineering	Assistant Lecturer
22	LANGI, Sandra	F	MSc	Fisheries and Aquaculture	Assistant Lecturer
23	NYANGWIRE, Betty	F	MSc	Nematology	Assistant Lecturer
24	BOGERE, Paul	M	MSc	Animal Nutrition	Assistant Lecturer
25	OKELLO, Moses	M	MSc	Plant Breeding and Biotechnology	Assistant Lecturer
26	OGWANG, Francis	M	MSc	Soil Science	Assistant Lecturer
27	ASERU, Gloria	F	MSc	Irrigation Engineering and Management	Assistant Lecturer

SN	Name	Gender	Qualification	Discipline	Rank
28	NABAASA, Hillary	M	MSc	Environment and Natural Resources	Assistant Lecturer
29	ODUR, Solomon	M	MSc	Clinical Epidemiology and Biostatistics	Assistant Lecturer
30	ORIBA, Alice	F	MSc	Plant Breeding and Seed Systems	Crop Production Officer
31	NAMUBIRU, Mastula	F	MSc	Preventive Veterinary Medicine	Animal Production Officer
32	NASSAZI, Dorcus	F	BSc	Botany	Laboratory Technician
33	ORODRIYO, Harriet	F		Plant Breeding and Seed Systems	Forestry Technician
34	EDEMA, Hilary	M	MSc	Bioinformatics and Biotechnology	Laboratory Technician
35	WADRI, Victor	M	BSc	Soil Science	Laboratory Technician
36	OBINA, Patrick	M	BSc	Agricultural Mechanization and Irrigation Engineering	Laboratory Technician

9.13 Innovation

9.13.1 Iron-rich and Zinc-rich Beans

Uganda is faced with high rates of malnutrition partly brought by hunger as result of climatic change. The bean project will enhance the nutritional composition of the common bean (*Phaseolus vulgaris*, L), through bio-fortification as an option to address the prevalence of mineral nutrient deficiency (MND) and malnutrition. A wide assembly of germplasm, from various genetic backgrounds, including Zambian (landraces and commercial), Brazilian (EMBRAPA), and Colombian (CIAT core collection) varieties, are being evaluated in in five (5) locations (Arua, Hoima, Kabale, Bukomasimbi, Mayuge districts), together with participatory variety selection (PVS) in two (2) locations (Zeu Sub County in Zombo District and Oyam Town Council in Oyam District). These trials sites are aimed at validating yields and yield-related parameters, pests and disease reisistance, and farmers' preference of the new breeding lines.



Figure 26: Season 3 bean evaluation trial at Ikulue Sub-Station in Mayuge District

9.13.2 Vitamin A-rich Banana

Field experiments on eighteen (18) lines of vitamin-rich banana that were established at Adraa Agricultural College, in Madi Okollo District. The 18 lines are undergoing field evaluation for climate-resilience, yield, pests and disease resistance, soil health and soil organic matter content, and carbon sequestration. From these lines, 9 have been selected for location-specific trials in Zeu Sub County in Zombo District for scaling up. In addition, laboratory analysis will be conducted to determine their beta carotene levels, nutritional content, and biochemical content of the banana lines in both locations.



Figure 27: Provitamin A banana cultivars under evaluation in Zeu Sub County, Zombo District

9.13.3 Rice Varieties

Over 1,000 rice accessions comprised of varieties, breeding lines, magic populations, and elite lines have been introduced at Muni University from the Africa Rice Centre, in West Africa. Of these, 8 breeding lines have been selected and are being evaluated in Kabanyolo (Makerere University) and at Muni University for biotic stress (rice blast and bacterial blight), abiotic stress (drought), and qualitative traits (aroma and grain quality). In addition, research is being conducted to produce more breeding populations aimed at releasing new rice varieties.



Figure 28: Advanced rice breeding lines undergoing multiplication for on-farm evaluation

9.13.4 Community-Based Breeding Program (CBBP) for Goats

A community-based goat breeding program has been established in Madi Okollo, comprising breeding stock of Savanna bucks, Galla bucks and does, and indigenous goats (local East African) goats. The goats are being assessed for development of a central nucleus herd for goat local goat herd breed improvement.



Figure 29: Local Small East African doe (left), Savanna buck (centre), and F1 offspring from the cross-breeding (right)

FACULTY OF MANAGEMENT SCIENCE

CHAPTER TEN



Amandu Yassin Is'haq (PhD)
Dean, Faculty of Management Science
HEADS OF DEPARTMENT



Dr Aitaa Sam Kilimvi
Head of Department
Business Administration & Management



Dr Andama Felix Adiburu
Head of Department
Public Administration & Management

10.1 Introduction

The Faculty of Management Science at Muni University was established during the 2020/2021 academic year as part of the University's broader strategy to provide high-quality education, research, and community engagement in fields critical to national and regional development. Initially, the Faculty comprised five departments: Economics, Tourism and Hospitality Management, Marketing and Logistics Management, Business Administration and Management, and Accounting and Finance. These departments were established to meet the increasing demand for managerial skills, economic analysis, and entrepreneurial competencies across various sectors.

In line with Muni University's mandate to support decentralised governance and public sector development, the Faculty expanded in 2023 with the establishment of the Department of Public Administration and Management. This addition, approved by the Ministry of Public Service, reflects the University's commitment to responding to national human resource needs and enhancing the effectiveness of public service delivery.

Currently, the Faculty consists of two departments, each offering academic programmes that are tailored to the dynamic needs of both the private and public sectors. These programmes integrate theoretical knowledge with practical skills, preparing graduates to contribute meaningfully to socio-economic transformation at local, national, and regional levels. The faculty is driven by the following strategic frameworks.

Vision and Mission Statements

10.1.1 Vision:

To be a regional centre of excellence in Management Science.

10.1.2 Mission:

To advance training in Management Science through research and innovation for positive human transformation.

10.1.3 Core Values

The Faculty upholds the following core values as the foundation of its academic and professional practice:

1. **Professionalism** – Maintaining the highest standards of academic and ethical conduct.
2. **Integrity –** Promoting honesty, transparency, and accountability in all endeavours.
3. **Innovation –** Encouraging creative thinking and research-driven solutions to emerging challenges.
4. **Teamwork –** Fostering collaborative efforts among faculty, students, and stakeholders.
5. **Accountability –** Ensuring responsibility in the use of resources and delivery of educational services.

During the 2024/2025 academic year, the Faculty undertook various activities under the core mandates of Teaching and Learning, Research and Innovation, and Community Outreach. All six departments contributed to these efforts, including engaging in partnerships and collaborations with mainly local stakeholders. The annual report provides an analysis of the year's performance and outlines planned improvements for the upcoming year. These activities form part of a broader strategy to enhance academic quality, community impact, and research output, positioning the Faculty as a dynamic contributor to national and regional development.

10.2 Staff composition

The faculty staff consists of various categories and types as shown in Table 64. The staff range from associate professors to assistant lecturers, as well as other categories of support and casual staff.

Table 64:Staff based at the Faculty of Management Science

S#	Name	Rank/Designation	Department
1	Dr Eton Marus	Assoc. Professor	Accounting & Finance
2	Dr Esuruku Robert	Assoc. Professor	Public Admin & Management
3	Dr Amandu Yassin Is'haq	Senior Lecturer	Marketing & Logistics Management
4	Dr Nazarious Rukanyangira	Senior Lecturer	Marketing & Logistics Management
5	Dr Andama Felix Adiburu	Senior Lecturer	Public Admin & Management
6	Dr Mbabazi Godfrey	Senior Lecturer	Public Admin & Management
7	Dr Aitaa Sam Kilimvi	Lecturer	Accounting & Finance
8	Mr Akena Geofrey Oyoo	Lecturer	Economics
9	Mr Pule Samuel	Lecturer	Marketing & Logistics Management
10	Mr Imelda Amony	Lecturer	Marketing & Logistics Management
11	Mr James Basuta	Assistant Lecturer	Economics
12	Mr Bayo Innocent	Assistant Lecturer	Business Admin & Management
13	Mr Acadribo Charles Ofuti	Assistant Lecturer	Tourism and Hospitality Management

S#	Name	Rank/Designation	Department
14	Mrs Ariye Hamidah	Ass. Admin Sec	Central Administration
15	Ms Sijali Claudia	Office Assistant	Central Administration
16	Ms Agweng Betty	Library Assistant	Library
17	Ms Ayikoru Juliet	Cleaner	Estates and Works
18	Ms Lucky Pheona	Cleaner	Estates and Works

Source: Faculty Records (2025)

10.3 Faculty Academic Programmes

The faculty ran a total of seven (7) programmes, where three (3) undergraduate, four (4) and post-graduate programmes at the end of Academic Year 2024/2025. Programmes are as presented in Table 65.

Table 65: Academic Programs at the Faculty

S#	Programme	Department
1	Business Administration and Management	Business Admin & Management
2	Bachelor of Economics	Economics
3	Bachelor of Procurement and Supply Chain Management	Marketing & Logistics Management
4	Postgraduate Diploma in Financial Management	Accounting & Finance
5	Postgraduate Diploma in Human Resource Management	Public Admin & Management
6	Master of Business Administration	Business Admin & Management
7	Master of Tourism and Hospitality Management	Tourism & Hospitality Mgt

Source: Faculty Records (2025)

10.4 Students Enrolment

The total number of students was 255, comprising 104 (40.78%) females and 151 (59.22%) males. The overall target student enrollment for the year was 313. The 58-point difference in enrollment could have arisen due to several factors, including errors in estimation and the perceived stringent entry requirements into the BBAM and BoE, which have been addressed in curriculum reviews. Students' enrollments in various programmes across different years of study are summarised in Table 66.

Table 66: Faculty-student Population

Programme	Year	Female	Male	Total
Bachelor of Business Administration & Management	I	8	20	28
Bachelor of Business Administration & Management	II	8	12	20
Bachelor of Business Administration & Management	III	5	8	13
Bachelor of Economics	I	0	1	1
Bachelor of Procurement & Supply Chain Management	I	13	20	33
Bachelor of Procurement & Supply Chain Management	II	17	13	30
Postgraduate Diploma in Financial Management	I	6	10	16
Postgraduate Diploma in Human Resource Management	I	6	5	11
Master of Business Administration	I	24	39	63
Master of Business Administration	II	12	23	35
Master of Tourism & Hospitality Management	I	3	0	3
Master of Tourism & Hospitality Management	II	2	0	2
TOTAL	**NA**	**104**	**151**	**255**
Per Centage of Categories	**NA**	**40.78**	**59.22**	**100.00**

Source: Primary Data (2025)

The target students' enrollment for the academic year 2024/2025 was three hundred thirteen (313). However, the actual number turned out to be two hundred fifty-five students (255). The difference of fifty-eight (58) students could have arisen due to an error in estimating the students' enrollment, students dropping out due to fees and other factors as well as perceived stringent admission requirements. Now the admission requirements have been revised, and it has now led to a large number of admissions, especially in Bachelor of Business Administration and Management; and Bachelor of Economics, 158 and 30 respectively for the 2025/2026.

10.5 Non-Taxable Revenue from Faculty of Management Science

During the Financial Year 2024/2025, the faculty generated eight hundred sixty-five million, five hundred twenty-one thousand Ugandan shillings (UGX 865, 521,000) non-taxable revenue (NTR). It could have been more than this total if records of surcharges (retakes, late registration and re-examinations) fees were included. The details of the NTR are presented in Table 68.

Table 67: Non-Taxable Revenue Generated

S#	Programme	Tuit Fees Sem 1	Tuit Fees Sem 2	Func Fee Sem 1	Func Fee Sem 2	Comp Fee	# students	Subtotal
1	BBAM 1	910,000	910,000	510,000	355,000		28	**75,180,000**
	BBAM 2	910,000	910,000	510,000	355,000		20	**53,700,000**
	BBAM 3	910,000	910,000	510,000	355,000	103,000	13	**36,244,000**
2	BPSCM 1	910,000	910,000	510,000	355,000		33	**88,605,000**
	BPSCM 2	910,000	910,000	510,000	355,000		30	**80,550,000**
3	BoE 1	910,000	910,000	510,000	355,000		1	**2,685,000**
4	MBA 1	1,500,000	1,500,000	660,000	425,000		63	**257,355,000**
	MBA 2	1,500,000	1,500,000	660,000	425,000	103,000	35	**146,580,000**
5	MTHM 1	1,477,000	1,477,000	510,000	355,000		3	**11,457,000**
	MTHM 2	1,477,000	1,477,000	510,000	355,000	103,000	2	**7,844,000**
6	PGDFM 1	1,500,000	1,500,000	510,000	355,000	103,000	16	**63,488,000**
7	PGHRM 1	1,417,500	1,417,500	510,000	355,000	103,000	11	**41,833,000**
	Grand NTR Total	**14,331,500**	**14,331,500**	**6,420,000**	**4,400,000**	**515000**	**255**	**865,521,000**

Source: Faculty Records (2025)

10.6 Grants Proposals Written

The faculty members, in partnership with others from within Muni University and other institutions, developed three (3) grants proposals. All the proposals are still awaiting feedback. The details of the proposals are presented in Table 68.

Table 68: Grant Proposals

S#	Author/s	Nature of Proposal	Title of Grant Proposal	Grant Value	Status
1	Assoc. Prof. Charles T. Kazooba PI Dr Imelda Kemeza Mr. Amos Baryashaba Dr Robert Buwule Dr Johnes Obungoloch Ms Winfred, Assoc. Prof. Edward Andama Dr. Ali Guma Dr. Amandu Y. Is'haq	Inter-University, interdisciplinary (MUST, BU, MU)	Leveraging E-Learning and Multimedia Technologies to Integrate Environmental, Social, Governance (ESG) Accounting in Higher Education for Enhanced Relevance and Quality	UGX50M	Awaiting feedback
2	Dr Amandu Yassin Is'haq (PI)- MU, Dr Guma Ali (PhD) – MU, Dr Aluma Adam Ali - IUIU	Inter-University, interdisciplinary (MU, IUIU)	Leveraging Digital Platforms for Inclusive Business Growth: A Study on E-Commerce Adoption Among SMEs in Uganda	UGX50M	Awaiting feedback
3	Dr Amandu Yassin Is'haq (PI), Prof. Robert Kajobe, Assoc. Prof. Clement Okia Akais, Ms Ndemaru Patricia, Ms Salama Asikuru, Catherine Adyango	Institutional	Resilient Futures: Skills Development, Entrepreneurship and Decent Work for Young Refugees and Vulnerable Host Communities in West Nile, Uganda	USD600,000	Awaiting feedback

Source: Primary Data (2025)

10.7 Community Engagements

In pursuit of the University's mandate for Community Outreach engagements, the faculty carried out four (4) community outreach activities. The engagements ranged from career talks in secondary schools to internships and field/industry-based studies. Some of the engagements are summarised in Table 69.

Table 69: Community Outreach Activities

S#	Staff Name	Activity	Venue	Date Held	Participant
1.	Faculty Staff: Dr Amandu Yassin Is'haq, Dr Aitaa Sam Kilimvi, Mrs Rehema Batamuriza	Empowering Future Leaders: An Education Outreach Program for Secondary School Students in Arua City	Okufura Secondary School	2.8.2024	Students and staff of Okufura Secondary School
2.	Dr Amandu Yassin Is'haq	Typical Cost of Livelihood in an Ordinary Muslim Family in Arua. This was sensitisation training for Youth and Families on cautious living	Central Division, UMSC Arua Muslim District - Arua Islamic Primary School	9.2.2025	Muslim Division staff, community family heads and members
3	Dr Aitaa Sam Kilimvi	'Financial Literacy' at Riki Primary School, Public Lecture to the School Community	Riki Primary School	17.5. 2025	School staff and parents

S#	Staff Name	Activity	Venue	Date Held	Participant
4	Dr Aitaa Sam Kilimvi, City Education Officer	Financial Literacy and Curriculum Subject Realignment	Riki Primary School	7.6. 2025	School staff, parents/guardians, and community
5	Dr Nickson Nagaaba, Mr Pule Sammuel	Practical Field Studies in areas of procurement, accounting and finance	Yumbe Regional Referral Hospital	12.6.2025	Selected staff and Students of Procurement and Bachelor of Business Administration & Management
6	Selected faculty academic staff	One and a half (1½) months attached to the selected credible institutions across the country	Various institutions/ Organisations across the country	May – June 2025	Year two students of Procurement, Business Administration and Postgraduate Diploma in Financial Management

Source: Primary Data (2025)

Pictures taken during the Community Engagement Exercises as described in Table 69.



Figure 30: Okufura Primary School Community Outreach



Figure 31: Riki Primary School Community Engagement



Figure 32: Practical Field Study Conducted at Yumbe Regional Referral Hospital (2025)

10.8 Internship Records

Sixty-six (66) students were placed for internships. The internship conducted during May-June 2025 is presented in Table 70.

Table 70: Interns Distribution

Programme	Year	Female	Male	Total
Bachelor of Business Administration & Management	BAM II	8	12	20
Bachelor of Procurement & Supply Chain Management	BPSCM II	17	13	30
PGDFM	PGDFM I	10	6	16
TOTAL		**35**	**31**	**66**
Percentage of Categories		**53.03**	**46.97**	**100**

Source: Faculty Records (2025)

10.9 Graduate Research Seminars

The faculty conducted three (3) graduate research seminars. The first one was led and facilitated by senior faculty staff to guide students in developing research proposals. The second seminar involved students presenting their research concepts, with working research topics being reserved. The third was for students to present their research proposals. The fourth seminar was held for students to disseminate their findings. The timings of the various graduate seminars are listed in Table 71.

Table 71: Graduate Research Seminar

S#	Activity	Date Held	Venue	Participant
1.	Research concepts presented	10.6.2024	CBC/FMS	Graduate students and academic staff
2.	Proposal Defence	6.7.2024	CBC/FMS	Graduate students and academic staff
3.	Research Finding Dissemination	8.4.2025	CBC/FMS	Graduate students and academic staff

Source: Primary Data (2025)

10.10 Overall Performance Evaluation

The performance is average when comparing the overall faculty performance with the Year Targets. The reasons are equally varied, both internal and external. Externally, some planned activities did not receive the budget in time. Internally, there was a slow speed of action. Hence, time cut some of the implementations, especially draft publishable articles. It is also observable that there was inadequate initiative in some cases. The details of the performance are in Table 72.

Table 72:Overall Annual Performance Evaluation

S/n	Particulars/Activity	Target	Achievement		Remark
			#	%	
1	**Teaching & Learning**				
a	Students Enrolled	313	255	81.5	Very Good
b	Curriculum Review	4	2	50.0	Good
c	Programmes Reaccreditation	2	2	100.0	Very Good
2	**Research & Innovation**				
a	No. of Publications	8	4	50.0	Good
b	Research and Project Supervision	38	37	97.3	Very Good
c	Internship Supervision	30	66	220.0	Very Good
3	**Community Outreach**				
a	Number of Community Engagements	7	6	85.7	Very Good
4	**Governance**				
a	Human Resource	10	8	80.0	Very Good
b	Collaborations	1	2	200.0	Very Good
c	Proposal & Grants Written	4	3	75.0	Very Good
5	**Others (Retooling)**				
a	Furniture	45	140	311.1	Excellent
b	Computers	8	0	0.0	Poor
Average Overall Performance				**112.6**	**Very Good**

Source: Primary Data (2025)

10.11 Challenges experienced at the faculty of management Science

These are the challenges that we experience, among others, include the ones presented in Table 73.

Table 73: Challenges and the key issues

Challenge Area	Key Issues
Staffing & Academic Capacity	Short on senior faculty, limiting program quality
Funding & Resources	Low development budget, overdependence on the government
ICT / E-learning Infrastructure	Unstable internet/power, no support or adequate hardware
Research Support Systems	Weak project supervision, tracking, and policy clarity
Library	A physical library facility to accommodate critical books and other literature stock is urgently needed

CHAPTER
ELEVEN

FACULTY OF SCIENCE



Assoc. Prof. Morgan Andama
Dean Faculty of Science



Dr. Patrick Mungufeni
Ag. HoD– Physics

11.1 Introduction

The Faculty of Science was established by the Muni University Council in 2018 and comprises four departments: Physics, Chemistry, Biology, and Mathematics. It seeks to provide students with in-depth knowledge of fundamental scientific disciplines through teaching, faculty-supervised research, innovation projects, and community outreach activities.

The Faculty combines science education, research, innovation, and community involvement across all its programs. This holistic approach encourages curiosity among staff and students and fosters creative problem-solving skills. Faculty members are highly qualified academics and technicians in Physics, Chemistry, Biology, and Mathematics. Approximately 80% of the faculty hold PhDs, while many others are pursuing doctoral degrees at reputable institutions worldwide.

Our research and innovations aim to enhance livelihoods and protect the environment amid challenges such as degradation, diseases, climate change, and energy and food shortages. The faculty also strives to bridge critical gaps in scientific knowledge and technological development.



Dr. Hakim Nsubuga
Ag. HoD – Chemistry



Dr. Robert Opoke
Ag. HoD– Biology



Dr. Arop Martin Deosbor
Ag. HoD Mathematics

Vision and Mission Statements

Vision:
Science-driven knowledge and Research for development.

Mission:
To promote Applied Scientific Research and Innovation skills.

11.2. Administrative Structure of the Faculty

The faculty is led by the Dean, who is elected by the faculty members. Currently, Assoc. Prof. Morgan Andama serves as the Dean. The Dean is supported by Heads of Departments, including Dr. Patrick Mungufeni – Physics, Dr. Hakim Nsubuga – Chemistry, and Dr. Robert Opoke – Biology, Dr. Arop Marin Deosborn – Mathematics,

11.3. Overview

This Annual Report summarizes the activities of the Faculty of Science, Muni University, for the Financial Year 2024/2025. The report consolidates activities across Quarters 1, 2, and 3, capturing academic delivery, research output, curriculum development, community engagement, and staff development initiatives.

11.3.1 Academic programs offered and taught by the faculty

Undergraduate Programs:

1. Bachelor of Science in Statistics
2. Bachelor of Science (Biological and Physical)
3. Higher Education Certificate in Science (HEC) Physical and Biological

11.3.2 Postgraduate Programs:

1. MSc in Chemistry
2. MSc in Physics
3. MSc in Mathematics
4. MSc in Climate Change & Disaster Risk Management
5. MSc in Biodiversity Conservation

Table 74: Trainings Attended by the Faculty of Science Staff

S/N	Title of the Training/ Workshops/ Conferences/ Seminars	Attendant Name	Venue/ Facilitators (physical or online)	Date	Duration
1	Advancing Research in Higher Education through AI Technologies	Philliam Taban	Organized by the Centre for Linkages and Internationalization, Olusegun Agagu University of Science and Technology, Okitipupa, Ondo State, Nigeria. Online, Convener: NAPRECA	25th June 25	10:00 am to 12:00 pm EAT
2	Introducing AI Into Education and Training: Potential Challenges and Strategic Solutions.	Philliam Taban	online, Convener: NAPRECA)	13th /05/25	2 hour

S/N	Title of the Training/ Workshops/ Conferences/ Seminars	Attendant Name	Venue/ Facilitators (physical or online)	Date	Duration
3	Visit to the University of Aalborg	Ojok Walter (Lecturer) Draku Stdney Emmanuel (MSc Student)	Visits to research facilities and foster further Future collaboration with Professors from AAU	01/06/2025-08/06/2025	1 week
4.	Selective catalytic Functionalisation and deconstruction Reactions	Ojok Walter	ACS vitrual Webinar Presenter: Prof. John F. Hartwig, University of Carlifornia, Berkeley, USA	09/04/2025	1 hour
6.	Problem-Based Learning at the University of Aalborg, Denmark	Ojok Walter	Assist. Prof. Nikolaj	03/06/2025	1.5 hours
7.	ATR- FTIR principles and practical applications experiment session	Ojok Walter (Lecturer) Draku Stdney Emmanuel (MSc Student)	Assist. Prof. Alvise	04/06/2025	3 hours
8.	Why do papers get rejected	Ojok Walter	SOWWRITE writing skills acquisition moment	16/5/2025	1 hour
9.	From Idea to Funding: Crafting Competitive Grant Proposals	Dr. Hakimu Nsubuga	ACS WEBNAR ONLINE	21ST May 2025	9:00-10:00 AM EAT
10.	From Chaos to Clarity: Understanding Polymers Through X-ray Scattering	Dr. Hakimu Nsubuga	ACS WEBNAR ONLINE	3RD April 2025	I hr
11.	Powering the Future: Next-Gen Solar Energy & Conductive Polymers	Dr. Hakimu Nsubuga	ACS WEBNAR ONLINE	1ST April 2025	I HR
12	Attended the International Meridian Circle Program (IMCP) Workshop 2025, Chengdu City, China,	Dr. Bosco Oryema	International Meridian Circle Program	11 - 16th June 2025.	
13	Paid research visit to the South African National Space Agency (SANSA), Hermanus, Western Cape province, South Africa,	Dr. Bosco Oryema	National Space Agency (SANSA), Hermanus,	25th May - 01st June 2025.	
14	Attended the Star Plan Retreat, which took place at Falkeberg, Sweden, during	Dr. Geoffrey Andama	Falkeberg Sweden	7th – 11th April 2025.	

S/N	Title of the Training/ Workshops/ Conferences/ Seminars	Attendant Name	Venue/ Facilitators (physical or online)	Date	Duration
15	Attended a workshop on **Algebra and Geometry from the Africa workshop** in **Edinburgh, UK**, as detailed in the link below: https://sites.google.com/view/algebra-and-geometry-from-afri/home Attended workshop on: 1) Evidence for Development Conference. **Theme:** Optimising the Role of Data, Evidence, and Innovations in Africa's Efforts to Create Wealth, Empower Citizens, and Foster Responsive Governance. **May 6 - 8, 2** 2) Paper presentation: Impact of Media Exposure on Knowledge of Prevention of Mother-to-Child Transmission of HIV Drugs among Women of Reproductive Age in Kenya: A Propensity Score Matched Analysis	Dr. Brian Makonzi Mr. Mwebesa Edson	Policy Advisory Stakeholders Group Meeting. Hyatt Regency | Nairobi, Kenya: Hyatt Regency Hotel, Nairobi - Kenya Mode of Delivery: Online Portal	**May 6 – 8, 2025** **May 9, 2025.** **23–27 June 2025**	

11.4 Mentorships/ conferences / workshops & seminars attended

To broaden the personal and institutional networks, promote deeper understanding, uncover new learnings, and reinforce existing best practices in specific disciplines, the staff in the faculty participated in several conferences/workshops/seminars.

Table 75: 11.5 Conferences/workshops/seminars attended by staff of the faculty

S/N	Name of Staff	Name of conferences/ workshops/ seminars	Organiser	Date Held	Participant/ Presenter
1	Dr. Hakimu Nsubuga, Dr. Matsiko Julius, and Mr. Amagu Paulino	Training/ Reviews of Performance Plans on Human Capital Management System	Muni University	Nove. 2024	Participant
2	Dr. Geoffrey Wokorach.	"Frontiers in Molecular Emerging Medicine Series: Emerging Strategies for Health Challenges	Multifunctional Research Laboratories		Facilitator
3	Dr. Ojok Walter		FAWE	4th to Tuesday, 5th November 2024	Participant
4	Dr. Hakimu Nsubuga and Mr. Amagu Paulino	Attended the Higher Education Access Certificate Refresher.			Participant
5	Dr. Walter	Attended a Dissemination workshop of the MUNIRIF Safe Water Research Project		05/11/2024	Presenter
6	Dr. Walter and Dr. Julius, venue Muni University Conference Hall, facilitated.	attended a workshop on Future Environmental Engineers for Clean Drinking Water in Uganda (FEEDU)	Aalborg & Muni University Water Research Team.	04/11/2024 to 08/11/2024	Participant
7	Dr. Edward Bwayo & Ms. Stella Nasejje	The 12th International Conference of the African Materials Research Society was held in Kigali, Rwanda, from	(AMRS)	16 to 19 December 2024.	Participant
8	Dr. Patrick Mungufeni	participated in the "TWAS-UNESCO Skill Building Workshop" held. Hotel Royal Baobab, Dakar, Senegal	UNESCO	4-8 November 2024	Presenter
9	Dr. Jalira , Mr. Mwebesa	Attended a stakeholder's consultative workshop on developed minimum standards for gender and equity for HEIs on Census Results Dissemination	NCHE	10th Dec 2024.	Participant
10	Assoc. Prof. Morgan	Attended an induction training for the mentorship program by FAWE Uganda at Colline Hotel, Mukono	FAWE	26th and 27th November 2024	Participant

11.5 Community Engagements

Muni University, being a community institution of higher learning, extends its services through the sharing of knowledge and engaging in offering leadership and governance for community and institutions functioning for the transformation of society.

Table 76: Faculty of Science Community Engagements

S/N	Staff Name, Title & Department	Type of Community Engagement	Venue	Date Held	Participant
1	Staff and students of the Department of Physics	One (1) community outreach for career guidance to secondary schools	Kijomoro secondary school and Micu secondary school	4th October 2023	Participants
2	Staff and Students of the Department of Physics	Third-year physics students were taken for a study tour to the Laboratory of the Ministry of Energy and Mineral Development located at Entebbe. The tour, which took place from 28th to 30th November, was organized for 10 male and 1 female students. The students were accompanied by 7 staff members (2 females, 5 males). The purpose of the tour was to make the students appreciate the application of physics in the field of geophysics. The figure below	The laboratory of the Ministry of Energy and Mineral Development is located at Entebbe	28th to 30th November 2024	Participants
3	Staff and students of the Department of Chemistry	2. Outreach to Wandi Progressive school by the members of the Chemistry Department: Theme: Demystifying Chemistry and ways of attending University Education	Wandi Progressive School	November 7, 2023	Participants
4	Staff and MSc students of the Department of Chemistry	Outreach to Waste Collection, Management, and Processing Facility located in Euata. Coordinated by: Dr. Walter Ojok Date: December 8, 2023	Waste Collection, Management and Processing Facility located in Euata	December 8, 2023	Participants

S/N	Staff Name, Title & Department	Type of Community Engagement	Venue	Date Held	Participant
5	Staff and students of the Department of Chemistry	Outreach to the National Water treatment facility and Dadamu sewage treatment facility	National Water treatment facility and Dadamu sewage treatment facility	December 8, 202	Participants
6	Staff and students of the Department of Biology	Community outreaches to sensitise Muni University's surrounding communities on the conservation of the surrounding wetland ecosystems. Sensitization of local communities of Euwata on the conservation and climate change-related issues.	Muni University's surrounding communities Communities of Euwata	March 2024	Participants
7	Staff and students of the Department of Biology	Community sensitization by staff and students of the Department of Biology on water use, sanitation, and health around Muni cell, Arua city	Muni cell, Arua city	12th April, 2024	Participants
8	Staff and students of the Department of Biology	Popularizing programs in the Biology department at Muni University and Career guidance motivational talks to 'O and 'A' level students at Angal Secondary School, Nebbi District.	Angal Secondary School, Nebbi District	12th April, 2024	Participants
9	Staff of the Faculty of Science	Engaged in School practice for Third Year Students,	Selected secondary schools in West Nile and the Gulu Subregion	03rd June-19th July 2024	Participants

11.6 Staff of the Faculty

To deliver teaching, learning, and research effectively and efficiently at the University, specifically at the Faculty, the University recruited 33 staff to perform the various Faculty functions. The table presents the different categories of staff employed by the University for the faculty.

Table 77: Faculty of Science staff and their qualifications

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load
1.	Morgan Andama	Male	PhD	Biology (Palaeoenvironment & Paleoclimate)	Assoc Prof.	26

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load
2.	Robert Opoke	Male	PhD	Biology (Agricultural & Applied Biosciences (Entomology)	Senior Lecturer	24
3.	John Bosco Omony	Male	PhD	Biology (Biochemistry/ Biotechnology)	Lecturer	28
4.	Imran Ejotre	Male	PhD	Biology (Physiology, Immunology, Disease Ecology, Zoology)	Lecturer	27
5.	Fred Masika	Male	PhD	Biology (Botany, Genetics, and molecular biology	Assistant Lecturer	21
6.	Dr. Wokorack Godfrey	Male	PhD	Molecular Biology Biotechnology	Lecturer	06
7.	Betty Akwongo	Female	PhD	Biology (Ethnobotany, Natural Resources, Ecology, and Conservation)	Lecturer	13
8.	Jalira Namugaya	Female	PhD	Applied Mathematics	Lecturer	Left
9.	Philly Ivan Kimuli	Male	PhD	Pure Mathematics	Lecturer	Left
10.	Bob Senyange	Male	PhD	Pure Mathematics	Lecturer	28
11.	Martin D. Arop	Male	PhD	Applied Mathematics	Lecturer	22
12.	Paul Emong	Male	PhD Track	Applied Mathematics	Lecturer	22
13.	Edson Mwebesa	Male	PhD Track	Disease modelling, maternal and child health issues, predictive modelling, and Data science	Assistant Lecturer	25
14.	Hakim Nsubuga	Male	PhD	Analytical, environmental, electrochemistry, physical, materials and biological chemistry, and nanotechnology	Lecturer	27
15.	Julius Matsiko	Male	PhD	Environmental chemistry	Lecturer	32
16.	Benson Oloya	Male	PhD	Organic Chemistry	Lecturer	30
17.	Godfrey Muhwezi	Male	PhD Track	Environmental chemistry	Assistant Lecturer	20
18.	Walter Ojok	Male	PhD	Environmental chemistry	Lecturer	38
19.	Amagu Paulino	Male	Master	Organic Chemistry	Assistant Lecturer	32
20.	Patrick Mungufeni	Male	PhD	Physics (Space Science)	Senior Lecturer	15
21.	Edward Bwayo	Male	PhD	Physics	Lecturer	21
22.	Oryema Bosco	Male	PhD	Physics (Nuclear and Radiation Physics, Space Physics)	Lecturer	15
23.	Andama Geoffrey	Male	PhD	Physics (Astrophysics)	Lecturer	26

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load
24.	Nasejja Stella Bazibu	Female	PhD Track	Physics (Materials Science for both industrial (energy) and medical applications)	Assistant Lecturer	22
25.	Brian Makonzi	Male	PhD	Pure Mathematics	Lecturer	
26.	Daniel Omoding	Male	PhD Track	Inorganic Chemistry	Lecturer	
27.	Fatumah Nakiguli	Female	PhD	Climate science	Lecturer	
28.	Deogratias Tumwijuky	Male	PhD.	Radiation	Lecturer	
29.	Caroline Namanya	Female	Ph.D.	Pure Mathematics	Lecturer	
30.	Herbert Robert Emong	Male	Masters	Statistics	Assistant Lecturer	
31.	Paul Ecuru	Male	Master	Physics (Astrophysics, Space Science)	Assistant Lecturer	22
32.	Cosma Agaba	Male	Bachelor	Math/ Physics	Teaching Assistant	
33.	Taban Phillam	Male	Bachelor	Chemistry/Biology	Teaching Assistant	
34.	Rehemah Samanya	Female	Masters	Physics Laboratory	Senior Laboratory Technician	N/A
35.	Mugyenyi Athanatius	Male	Bachelor	Physics Laboratory	Laboratory Technician	N/A
36.	Dennis Anguyo	Male	Masters	Biology- Laboratory	Senior Laboratory Technician	N/A
37.	Driwale Raymond Baker	Male	Bachelor	Chemistry Laboratory	Laboratory Technician	N/A
38.	Okello E Moses Agnes	Male	Certificate	Chemistry Laboratory	Assistant Laboratory Technician	N/A
39.	Lubanga Nasifu	Male	Bachelor	Biology Laboratory	Laboratory Technician	N/A
40.	Johnston K Ombwolo	Male	Diploma	Biology Laboratory	Senior Assistant Technician	N/A
41.	Lee Michael	Male	Diploma	Biology Laboratory	Senior Assistant Technician	N/A

Table 78: Research Grants Won

S/N	Principal Investigator and Co-PI	Award Code	Title	Award Date	Amount (UGX)	Duration
1	Dr. Geoffrey Andama	-	2-year Marie Sklodowska-Curie Actions (MSCA) Post-doctoral Fellowship grant	-	Euro 260,000	-
2	Dr. Geoffrey Andama	-	Grant for Training in Post-Doctoral and Graduate Training in Physics	-	Euro 750,000	-
3	PI: Dr. Masika Fred	Supplementary support for IFS C-6140-2	Project: Population genetic structure and molecular characterization of viruses in genera potyvirus, polerovirus, and ilarvirus infecting pumpkin and watermelon in Uganda	02/06/2025	USD 2100	Six months
4	PI: Dr. Kiyingi Isaac Co-PI: Dr. Masika Fred Bwayo		Enhancing Cashew Nut Production and Productivity for Increased Resilience of Uganda's Dryland Communities to Climate Change	02/06/2025	USD 249,960	3 years
5	**Principal investigator (PI)**: Dr. Patrick Mungufeni **Co-PI:** Associate Prof. Otsuka Yuichi	ID：21554	Characterization of Ionospheric threats for the implementation of GBAS at the peak of solar cycle 25	April 1, 2025	13,677,186	April 1, 2025, up to March 31, 2026
6	Dr. DeeAnn Reeder, PI Dr Imran Ejtre, Co-PI	Sub-award GR299583	Tolerance and resistance responses of African bats to viral antigens: Immunological tradeoffs in zoonotic reservoir hosts	National Institutes of Health (NIH	2021/2022 – 2025/2026	183,000 USD

11.7 Research Collaborations

- Research Collaboration between Muni University and Bucknell University (USA) in undertaking a collaborative project on Uganda Bat Research Studies.
- Collaboration between Muni University and Aalborg University to implement the collaboration project "Future Environment Engineers for clean drinking water in Uganda" [FEEDU]
- Collaboration between Muni University and Uganda Industrial Research Institute
- Dr. Benson, one MoU was initiated with the Max Planck Institute for Medical Research at Stuttgart, Germany. It's for Medical Research at Stuttgart, Germany
- Dr. Oryema Bosco Invited for another three-month Research visit in Collaboration Between Muni University and the National Space Science Centre of Chise Academy of Science

11.8 Community outreaches conducted

Organized and attended a mathematics camp from 8th to 11th September 2024 at King's College Budo by the Association of Women Mathematicians. Dr. Jalira and the late Ms. Pamela Ayiorwoth (RIP)

Staff of the Faculty of Science participated in school practice support supervision for the Bachelor of Science with Education Programme, June 2024- July 2024.

Staff of the Faculty of Science Participated in community engagement, Practicum, and Field Attachment support supervision for Year One Master's students, July 2024 –August 2024.

Assoc. Prof. Morgan Andama briefed first-year students of Arua School of Comprehensive Nursing on the Formation and Roles of the Governing Council (9th August 2024).

Assoc. Prof. Morgan Andama and Dr. Patrick Mungufeni made a presentation in Oleba Seed Secondary School's Career Day on the topic, 'Achieving Academic Excellency – the Responsibility of the Stakeholders' on 5th July 2024.

Dr. Edward Bwayo organized community engagement for MSc in Physics students on 21st March 2025. The students participated in improving solar power efficiency at Oli Health Centre IV, Arua City, Uganda.



Figure 33: MSc students and Dr. Edward at Oli Health Centre IV



Figure 34: Students of Muni University during outreach at Muni Girls Secondary

11.9 Field Study Trips

- **Industrial Exposure:**
  Field trips to chemical industries, laboratories, and processing plants, e.g., pharmaceutical companies, water treatment plants, and food processing units, allow students to observe how chemical principles are applied in large-scale production, safety protocols, and quality control.
- **Practical Techniques:**
  Students get familiar with analytical instrumentation, chemical handling procedures, and standard operating protocols used in real research and industrial laboratories, which enhances their technical proficiency.
- **Curriculum Integration:**
  Visits align with courses like Industrial Chemistry, Environmental Chemistry, and Analytical Chemistry, offering context for complex chemical processes and industrial applications.
- **Research Inspiration:**
  Engaging with field professionals and seeing applied chemistry in action often leads to a better understanding and even research ideas for final-year projects or graduate theses.
- **Ecological and Biodiversity Studies:**
  Trips to ecosystems such as wetlands, forests, wildlife reserves, or botanical gardens provide firsthand experience in plant and animal identification, ecological sampling, conservation practices, and biodiversity monitoring.



Figure 35: Dr. Betty Akwongo explaining to students the activity to be done (Left). On the right, the students were presenting their findings of the plant diversity in the area within the game park that was sampled.

The student explored the concept of ecological interactions among various animal species in the game park. Pictured below are students studying the relationship between elephants and invertebrates. They were assigned to examine the diversity of insects present in elephant dung.



Figure 36: Students studying the ecological interaction between the elephant dung and the insect community

Laboratory-to-Field Linkage:

Students apply laboratory knowledge (e.g., microbiology, genetics, taxonomy) in collecting and analysing field samples, thereby enhancing their observational and investigative skills.

The Master of Science in Biodiversity Conservation second-year cohort undertook a Field Course at Ajai Wildlife Reserve between May 25 and May 27. Students were taught on Biodiversity Assessment and Monitoring, Habitat Management, Human Dimensions, Species Conservation, Research Design, and ethics. At the Muni University Biological Field Site, the team planted 70 boundary trees on the field site.



Figure 37: Planting boundary trees along the biological field station

Community Health and Ethnobotany:

Engagements with communities for medicinal plant surveys or disease surveillance provide students with valuable knowledge on indigenous practices and public health concerns.



Figure 38: Dr. Betty Akwongo is explaining to students, demonstrating on medicinal plants

Applied Physics and Instrumentation:

Study Visits to the Materials, Product Development& technology (MAPRONANO), Department of Mechanical Engineering, Makerere University, College of Engineering, all staff of the Chemistry department, and third-year BSc-Edu 111 students.

Visits to institutions such as electricity transmission sites (e.g., UETCL station) help students understand energy generation, transmission systems, and instrumentation used in power and electronics.



Figure 39: Picture showing MSc students at the UETCL station at Muni, Arua City

The MSc in Physics students visited the Uganda Electricity Transmission Company Ltd (UETCL) station at Muni in Arua on 25th September 2024. The students were accompanied by 3 staff members.

Experimental Design and Measurements:

Students see the real-life application of theoretical models and learn to use measuring instruments, sensors, and data acquisition systems relevant to mechanics, thermodynamics, and electromagnetism. For instance, Mr. Paul Ecuru organized a study tour for third-year Physics students from January 21 to 25, 2025. Students visited the Mubuku hydropower station.



Figure 40: Picture showing 3rd year Physics students and Physics department staff at Mubuku hydro-power at Kasese

Alignment with Courses:

Trips support courses like Electronics, Solid State Physics, Astronomy, Classical Mechanics, and Applied Physics by demonstrating how physics principles work outside the classroom.

Technological Exposure:

They are introduced to engineering setups, modern research infrastructure, and applied physics careers, giving them broader perspectives on innovation and problem-solving.



Figure 41: Picture showing a staff member of UIRI explaining the textile manufacturing process to the MSC in Physics students.

CHAPTER TWELVE

FACULTY OF HEALTH SCIENCES

12.0 Introduction

The Faculty of Health Sciences (FHS) became autonomous in 2020. It had been under the leadership and supervision of the Faculty of Technoscience since 2016 when the first program, Bachelor of Nursing Science started. The first Dean of the faculty was Dr. Mangwi Richard Ayiasi who passed the mantle to the current dean, Dr. Dricile Ratib. Faculty of Health Sciences has three departments, which include Nursing and Midwifery, Public health and Medical Laboratory sciences. Currently, three programs are running at the faculty (Master of Public Health, Bachelor of Nursing Science and Bachelor of Medical Laboratory Sciences). Bachelor of Midwifery Science-Completion program was accredited in the FY 2024/2025 and the first cohort of students will be admitted in 2025/2026 academic year.

Vision and Mission Statements

Vision:

To be a model health training entity to transform the health care sector in Uganda and beyond.

Mission:

To provide patient-centred and quality health care training, generate knowledge, promote innovation for community empowerment and transformation.

12.1 Administrative Structure of the Faculty

The faculty is headed by the Ag. Dean Dr. Dricile Ratib. The Dean is assisted by Heads of Departments Ms. Mary Aleni (Nursing and Midwifery), Mr, Ssemujju Stephen (Public Health) and Ms. Akiteng Winnie (Medical Laboratory Sciences).



Dr. Dricile Ratib
Ag. Dean
Faculty of Health Science



Mr. Ssemujju Stephen
Ag. HoD
Public Health



Ms. Mary Aleni
Ag. HoD
Nursing and Midwifery



Ms. Akiteng Winnie
Ag. HoD
Medical Laboratory Sciences

12.2 Programmes Offered

1. Master of Public Health
2. Bachelor of Nursing Science
3. Bachelor of Medical Laboratory Sciences

12.3 Research focuses

On health-related research, community or population health, and teaching-learning processes. Based on the unique geographical positioning of Muni University, a refugee hosting community within its catchment area. The main areas are malaria, cancer, herbal medicine, maternal and child health.

12.4 Teaching and learning

Teaching and learning were conducted for 2 semesters and 1 recess term still running since 19th May and ending on 20th July 2025. The total number of weeks of teaching and learning was conducted for 37 weeks. The students were taught in classroom, clinical areas, and in the community. Two End of semester examinations were conducted with each lasting 2 weeks per semester and end of Recess term examination was conducted which lasted 1 week, making a total of 5 weeks of examination.



Figure 42: Nursing students' clinical teaching and learning at Arua Regional Referral Hospital.



Figure 43: BNS Yr II Microbiology practical.

BMLS Yr 1 practical learning at the regional blood bank, Arua.



Figure 44: Nursing students end of semester one examinations in the skills laboratory.

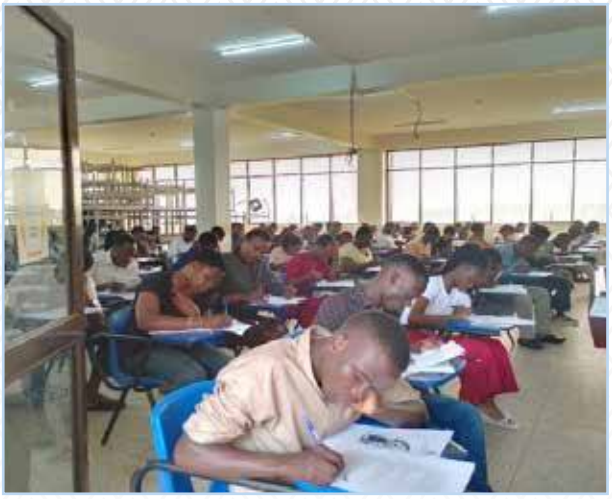



Figure 45: Nursing and Laboratory students end of Semester one written examinations

12.5 Field attachment

During semester one in October 2024, 45 year four Bachelor of nursing students were placed in five health institutions to practice teaching skills (Arua School of Nursing and Midwifery, Maracha School of Nursing and Midwifery, Kuluva School of Nursing and Midwifery, Kajokeji Health Training Institute and Arua Institute of Health Sciences).

During recess term, 33 year three Bachelor of Nursing science students were placed in the community to practice domiciliary care. Each student delivered 5 mothers at Arua Regional Referral Hospital and followed one mother-baby pair at their home for 7 days to provide nursing care.




Figure 46: Year three Nursing student caring for a postnatal mother and baby at the home of the mothers in Arua city (Domiciliary Care).

Forty-two (42) year two Bachelor of Nursing Science students were place to practice community health nursing during the recess term. The Community outreach was conducted in 4 lower level health facilities (Oli HCIV, Adumi HCIV, Bondo HCIV and Vurra HCIV) and the surrounding communities. In the communities, the students provided primary health care at the health facilities, went to community outreaches to designated posts in the communities and schools together with the health facility staff where they provided integrated services such as immunization, antenatal care, family planning, school health among others. The students also gave health education on communicable diseases such as Ebola, mpox among others. The students also assessed pit latrines in some of the communities and gave the appropriate health education according to their findings.




Figure 47: School health program at Ezuku primary school, Arua district




Figure 48: Nursing students providing Immunization and family planning services survives at Bondo HCIIIV and Adumi HCIV (L-R)




Figure 49: Students providing health education at Chekoru B village, Arivu Sub County, Arua district

Reproductive Health outreach was conducted by 42 year two Nursing Science students to Nebbi hospital, Bondo HCIV, and 4 Health facilities in Koboko district. During the community outreaches, the students under the supervision of the faculty implemented maternal health services including health education, cervical cancer screening and provision of family planning services.




Figure 50: Reproductive health outreach in Koboko district

During the community visits, the students were equipped with knowledge, skills and attitude necessary for provision of public health and nursing care in the community. The students were also exposed to the real-life health challenges faced by communities and organizations so that they can be prepared for health care delivery in such environment in the future.

A one-day mentorship to students at Aripea Secondary school in Terego district was conducted on 28th March 2025 by one faculty from the department of Nursing and Midwifery in partnership with 2 external members sponsored by Pan African Mosquito Control Association (PAMCA). This was in conjunction with Uriama Seff Empowerment Foundation (USEF). A bout 200 students were mentored on the value of STEM, overcoming challenges in achieving success and the importance of healthy body healthy mind in achieving success.



Figure 51: Community outreach at Aripea Secondary School

To commemoration of world AIDS day, two activities were conducted by Faculty of Health Sciences teaching staff in conjunction with the Communications Office of Muni University. The first was a radio talk show at radio Pacis on HIV/AIDS. This took place on 29th November 2024. The panelists included a staff from department of Nursing and Midwifery, Senior Communications Officer and a staff from Arua Regional Referral Hospital. Issues discussed included: burden of HIV globally, in Africa, Uganda, West Nile and Arua City, preventive measures. Listeners were given opportunity to call in and interact with the presenters. The second activity was health education on HIV, HIV counselling and testing which was conducted at Awindiri Cell in Arua City. Condoms were also distributed to the clients. A total of 121 people were served (71 male and 50 female). Of these, 4 tested HIV positive (2 male and 2 female). All the four cases identified with HIV were link to care for treatment and positive living support services.



Figure 52: HIV counselling and testing at Awndiri cell, Arua City

Master of Public health students were attached to various practicum sites across the region for their practical learning under the supervision of the heads of health services in the districts of Yumbe, Moyo, Adumani, Maracha, Zombo Nebbi Gulu, Kampala, Madi Okolo Arua and Arua city. This fieldwork activity ran for 10 weeks under the joint supervision of the agency supervisors who were the heads of health services in the different sites and an academic supervisor from the faculty of health science. The students participated and completed the assigned tasks and compiled internship reports which were submitted to the faculty.




Figure 53: Fieldwork supervision for MPH students in Yumbe and Zombo districts.




Figure 54: Master of Public Health students at water treatment plant in Arua City.

12.6 Research seminar




Figure 55: MPH Officers Presenting proposals in the research seminar

12.7 Trainings Organized

Quantitative data analysis using STATA

The department of Nursing and Midwifery conducted a 2-day training for teaching staff in the faculty of Health Sciences on qualitative data analysis using STATA on 23-24 June 2025. This training was funded by Seed Global Health partnership and the faculty. A total of 25 faculty attended the training.



Figure 56: STATA training at Simulation Laboratory in the Faculty of Health Sciences

Table 79: Faculty of Health Science Training Held

S/N	Name of Staff	Title of the Training Held	Institution	Date	Duration
1	Ssenyonga Ronald, Dr. Tracy Kakyo Alexis, Edson Mwebesa, Aleni Mary, Andru Monicah, Chelimo Philis, Akao Mary Grace, Otim Tonny Douglas, Anyase Ronald Amaze, Atiku Saad Mahjub, Edema William, Andruga Cosmas, Drasiku Amos, Dr. Anzo William Adiga, Bagenzi Brenda, Orodriyo Daisy	Quantitate data analysis using STATA	Muni University	23-24 June 2025	2 days

12.8 Collaborations and Partnerships

Muni University being a community-oriented institution of higher learning works in collaboration with various stakeholders to jointly transform society. The major partners are presented in the table 80.

Table 80: Faculty of Health Sciences Collaborations and Partnerships

S/N	Partner	Area of collaboration	Lead Partner	Duration
1	Seed Global Health	Maternal, neonatal and child health and Emergency Care	Muni University	5 years. Has been renewed for another 5 more years from 2025 to 2030
2	Sim For Life	Simulation based education	Muni University/Mbarara University of Science and Technology	Open
3	Muni Labs	Maracha Hospital Data Project	Muni University	open
4	Ministry of Health	Malaria prevention and Indoor Residual Spraying (IRS)	Ministry of Health Division of Malaria Control	3 years
5	Muni University and Antwerp University in Belgium	To promote academic cooperation, staff and student exchange and joint educational projects	Muni University and Antwerp University-Belgium	5 years but renewable since November 2022
6	Muni University and Makerere University Biomedical Research Centre (MakBRC)	To promote research and trainings cooperation	Muni University and MakBRC	open

Seed Global Health/ Muni University/Arua Regional Referral hospital partnership aims that Muni University Nursing faculty, students and Arua Regional Referral clinical staff apply best practices in patient-centered maternal, neonatal, child health and emergency care in the Arua Regional Referral Hospital by 2025. A number of activities were conducted this year including student led patient centred care activities, Training of nursing students on Basic Emergency Care, neonatal resuscitation, Emergency Triage and assessment management and ARRH staff on PCC so that they can become PCC champions. A number of quality improvement projects are being conducted at ARRH and at the department of Nursing and Midwifery. A research project on evaluation of patient centred care delivery and patient satisfaction with PCC approaches in patient care at ARRH was conducted and a manuscript published in November 2024. Under this partnership, a number of training equipment and supplies have been procured to facilitate students learning in the skills laboratories.

Sim for Life is a partnership which aims at establishing and ensuring Excellency in simulation based teaching and learning at the Faculty of Health Sciences. A number of activities were implemented here including peer mentorships, simulation scenario development and routine simulation based teaching and learning.

Muni University and Antwerp University in Belgium partnership, 4 midwifery student from Antwerp University visited Muni University and practised clinical skills at ARRH for 3 months from 3rd February to 24th April 2025.

12.9 Staff of the Faculty

To effectively and efficiently deliver teaching, learning, and research at the University, specifically at the Faculty, the University recruited 34 staff to perform the various Faculty functions. The table below presents the different categories of staff employed by the University for the faculty.

Table 81: Faculty of Health Sciences Staff, Qualifications, and Teaching Load

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load (CU)
1	Dr. Richard Mangwi Ayiasi	Male	Ph.D.	Public Health	Senior Lecturer	20
2	Dr. Dricile Ratib	Male	Ph.D.	Public Health and Emerging and Neglected Infectious Disease	Senior Lecturer	22
3	Dr. John Roberts Padde	Male	PhD.	Pathogen Biology	Senior Lecturer	10
4	Dr. Tracy Alexis Kakyo	Female	PhD.	Clinical Education and Research	Lecturer	14
5	Drasiku Amos	Male	PhD. Student	Health Sciences	Lecturer	14
6	Nyakuni Peter	Male	PhD. Student	Health Sciences	Lecturer	19
7	Afayo Robert	Male	PhD. Student	Health Sciences	Lecturer	8
8	Tibyangye Julius	Male	PhD.	Microbiology	Lecturer	0
9	Benson Musinguzi	Male	PhD.	Biosecurity	Chief Laboratory Technician	18
10	Atiku Saad Mahjub	Male	PhD. Student	Biochemistry	Assistant Lecturer	18
11	Dr. Odaga Jimmy	Male	Master	Surgery	Lecturer	22
12	Aleni Mary	Female	Master	Midwifery and Women's Health	Lecturer	25

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load (CU)
13	Andru Monicah	Female	Master	Midwifery and Women's Health	Lecturer	22
14	Akao Mary Grace	Female	Master	Midwifery and Women's Health	Lecturer	22
15	Assusi Mildred Edna	Female	Master	Critical Care Nursing	Assistant lecturer/ Clinical Instructor	24
16	Ssimbwa Geoffrey	Male	Master	Physiology	Assistant Lecturer	16
17	Ismail Draguma Legason	Male	PhD Track	Public Health	Assistant Lecturer	8
18	Ssemujju Stephen	Male	PhD Track	Public health Health promotion, Community Health/ Environmental Health	Assistant Lecturer	22
19	Akiteng Winnie	Female	Master	Laboratory Medicine	Assistant Lecturer	18
20	Edema William	Male	Master	Clinical and Molecular Microbiology	Chief Laboratory Technician	22
21	Hope Derick	Male	Master	Medical Microbiology	Assistant Lecturer	18
22	Anyase Ronald Amaza	Male	Master	Pharmacology	Assistant Lecturer	18
23	Acirucan Polline	Female	Master	Midwifery and Women's Health	Assistant Lecturer	15
24	Otim Tony Douglas	Male	Master	Mental health	Assistant Lecturer	19
25	Chelimo Philis	Female	Master	General Nursing practice	Assistant Lecturer	20
26	Twesigye Deus	Male	Bachelor	General Nursing practice	Teaching Assistant/ Clinical Instructor	19
27	Jokindu Ronald	Male	Bachelor	Hospital and Health Care Management	Teaching Assistant/ Clinical Instructor	18
28	Guma Nurdin	Male	Bachelor	General Nursing practice	Teaching Assistant/ Clinical Instructor	18
29	Orodriyo Daisy	Female	Bachelor	Midwifery	Teaching Assistant/ Clinical Instructor	10
30	Odongo Ronald	Male	Bachelor	Midwifery	Teaching Assistant/ Clinical Instructor	10

S/N	Name	Gender	Highest Qualification	Specialization	Rank	Teaching Load (CU)
31	Job Tekakwo	Male	Bachelor	Lab Science	Laboratory Technologist	0
32	Amadile Lawrance	Male	Bachelor	Histopathology	Laboratory Technologist	0
33	Cosmas Andruga	Male	Bachelor	Lab Science	Laboratory Technologist	12
34	Bagenzi Brenda	Female	Bachelor	General Nursing Practice	Senior Nurse Technician	
35	Abertneko Chelangat	Male	Bachelor	Lab Science	Technician	

Table 82: Projects at the Faculty of Health Science

S/n	Title	Principle Investigator	Start date	Duration	Budget (UGX)
1	Seed Global Health/Muni University/Arua Regional Referral hospital (Muni University Nursing faculty, students and Arua Regional Referral clinical staff apply best practices in patient-cantered maternal, neonatal, child health and emergency care in the Arua Regional Referral Hospital by 2025)	Aleni Mary (Project Coordinator)	2019	5 years	Not fixed
2	The Insectary project	Dr. Mangwi Richard Ayiasi	2022	5years	Not fixed
3	Developing Artemisia herbal formulations for intermittent preventive treatment of malaria in children (IPTc) in Arua – Phase 2	Dr. Dricile Ratib	10th June 2023	1 year	74,000,000
4	Provision of Solar Pump Clean borehole water for Muni University Community	Dr. Dricile Ratib	May 2023	2 years	70,000,000
5	Understanding malaria vector epidemiology and infectivity following indoor residual spraying in the boarder districts of West Nile region, Uganda	Dr. Mangwi Richard Ayiasi	June 2023	1 year	21,000,000
6	Championing the Development of standard evidence-based guidelines and protocols for Domiciliary Midwifery training for low-risk pregnant women in Uganda- MUNIREF	Akao Mary Grace	February 2024	1 year	29,970,000
7	Assessing Cancer Incidence in Arua District: A Baseline Survey and Feasibility Evaluation of Periodic Cancer Surveillance in Resource-Limited Environment.	Edema William	April 2024	1 year	23,590,000
8	Diversity of human and plant pathogenic fungi and their cross-resistance to antifungal agents at the agricultural fungicide interface in West Nile, Northern Uganda.	Hope Derick	April 2024	1 year	30,000,000

S/n	Title	Principle Investigator	Start date	Duration	Budget (UGX)
9	Genomic Evaluation of Antifungal Resistance and Virulence Factors Among Candida Species Isolated from People Living with HIV in Uganda	Benson Musinguzi	February 2024	1 year	30,000,000
10	Socio-cultural, Economic, Health and Biochemical Impacts of chewing cathe edulis in Arua City	Atiku Saad Mahjub	March 2024	1 year	28,320,000
11	Digital Vein detector	Opio Elly	April 2024	1 year	9,711,740
12	Understanding indigenous climate mitigation techniques for pregnancy and childbirth among refugees and host communities.	Dr. Tracy Alexis Kakyo	September 2024	4 months	USD 15,000

DIRECTORATE OF GRADUATE TRAINING, RESEARCH, AND INNOVATION

CHAPTER THIRTEEN

13.1 Introduction

The Directorate of Graduate Training, Research and Innovation (DGTRI) at Muni University was fully operationalized in 2022. Before then, research related activities at the University were implemented under the Research and Innovation unit. Structurally, DGTRI reports to the University Senate through the Board of Graduate Training, Research and Innovation (BoGTRI). The Directorate has two arms, namely (i) **Graduate Training** which links with faculties and academic departments to support teaching and learning, and (ii) **Research and Innovation** which supports research and innovation activities across the university. The research and innovation arm has three departments, namely: Research and innovation, Grants, and Intellectual Property Protection.

The vision of DGTRI is "to be a leader in graduate training, research and innovation, for transformation and development", and its mission is, "to facilitate top-notch graduate training and transformative research and innovation, at Muni University". The strategic objective of the research arm of DGTRI at Muni University is to promote quality research, innovation and commercialization of outputs for societal transformation. It focuses on achieving the Sustainable Development Goals that provide a framework for identifying national priorities geared towards, poverty reduction and sustainable development.

13.2. TOR of the DGTRI

i. Coordinate and manage graduate training and research.
ii. Develop, review, and promote policies and guidelines that support graduate training, research, innovation and community engagement.
iii. Harmonize the development, review, and implementation of graduate programmes
iv. Mobilize funding to support graduate training, research, innovation, and community engagement.
v. Develop and nurture strategic partnerships to foster graduate training, research, innovation, and community engagement.
vi. Facilitate research communication, networks, and partnerships nationally and internationally.
vii. Undertake innovative research and community engagement.
viii. Support faculties in graduate training processes.
ix. Encourage research, innovation, and community outreach by the members of the University community.
x. Enhance staff and graduate students' capacity in developing grant proposals and scientific writing.
xi. Manage the Muni University Research Fund (MURIF) and any other public research funds received by Muni University.
xii. Promote the dissemination of research findings.

13.3. DGTRI policies and guiding documents

- Guidelines and Terms of Reference for Research Ethics Committee
- MUNIRIF Guidelines
- Muni University Research Management Policy

The other documents that have been developed, and are awaiting Council approval to guide DGTRI operations in the short and medium term include:

- Research and Innovation Policy
- Intellectual Property Policy
- Community Engagement Policy

Through research, innovation, and commercialization of related outputs, Muni University through DGTRI aims to contribute towards the transfer of knowledge and skills for societal transformation. In effect, the Directorate has had a series of activities performed to fulfill its mission, vision and objectives.

13.4 Status on implementation of MUNIRIF

The DGTRI awarded grants to research teams including students of Muni University. The Directorate has also provided support and monitored the execution of the research and innovation projects. A total of 11 projects were awarded including six (6) Staff Research teams (**Table 83**) and five (5) Students Innovation teams to execute innovation projects (**Table 84**).

13.5 MUIRIF grants awarded during the reporting year Amount 485,489,000UGX

Table 83: MUNIRIF staff grants awarded in the FY 2024/2025

REFERENCE	PROPOSAL TITLE	PI & FACULTY/UNIT	CO-PI & FACULTY/ UNIT	APPROVED BUDGET(UGX)
MRIF03/01	Investigating the antimalarial potential of medicinal plants from West Nile Region towards drug development (PHASE II)	**Dr. Benson Oloya** Faculty of Science b.oloya@muni.ac.ug 0782599089.	Assoc. Prof. Morgan Andama Faculty of Science m.andama@muni.ac.ug 0774068462	68,080,000
MRIF03/06	Towards the Release of Munibean Varieties: DUS test and Seed Registration	**Dr. Alex Abaca** FAES a.abaca@muni.ac.ug 0782285955	**Mr. Edson Mwebesa** Faculty of Science e.mwebesa@muni.ac.ug 0782275512	80,000,000
MRIF03/04	Development of MuniRIF Grant Management System Phase II	**Dr. Taban Habibu** Faculty of Technoscience, t.habibu@muni.ac.ug +256 781 891840	Dr. Guma Ali Faculty of Technoscience a.guma@muni.ac.ug +256 779597131	54,140,000
MRIF03/02	Development of a Radio Station at Muni University	**Dr. Nkamwesiga Lawrence** Faculty of Techno-science l.nkamwesiga@muni.ac.ug 0788822367	Dr. Andogah Geoffrey Faculty of Techno-science g.andogah@muni.ac.ug 0772855057	80,000,000
MRIF03/03	Developing Artemisia herbal formulations for intermittent preventive treatment of malaria in children (IPTc) in West Nile Phase 3-Sensitivity Study on Artemisia-Based Therapies Against Plasmodium Resistant Genes	**Dr. Ratib Dricile** Faculty of Health Sciences r.dricile@muni.ac.ug +256787468031	Dr. Alfred Alumai FAES a.alumai@muni.ac.ug +256776780280	68,919,000
MRIF03/05	Enhancing Ecotourism Services: Mapping and Developing Tourism Products by Muni University Biological Field Station in and around Ajai Wildlife Reserve	**Dr. Imran Ejotre** Faculty of Science i.ejotre@muni.ac.ug +256787397170	Assoc. Prof. Dr. Morgan Andama Faculty of Science m.andama@muni.ac.ug +256 774 068 462	68,000,000

Table 84: Students' Innovation Grants

Reference number	Innovation Title	Team Leader (Name & Faculty)	Academic Mentor (Name & Faculty	Amount
MUNIRIF_SIG02/01.	Smart Safety Alert System	Chandiga Wilson	Amandru Stella	10,000,000
MUNIRIF_SIG02/02	Sustainable Cassava Pest Management: A closed-Loop system, using Non-Edible Mushrooms as an organic pesticide	Okwonziga David	Dr. Alex Abaca	9,000,000
MUNIRIF_SIG02/03	Strengthening Climate Change Adaptation and Resilience (SCCAR)	Drateru Gloria	Dr. Imran Ejotre	10,000,000
MUNIRIF_SIG02/04	Solid Honey Production Development	Munguffudribo Job	Samanya Moses	10,000,000
MUNIRIF_SIG02/05	Developing Eco-Friendly Bio Pestcides	Farouk Mandela	Dr. Alfred Alumai	9,275,000

13.6 Grants under DGTRI

During the Financial Year 2024/2025, the staff from the DGTRI collaborated with faculty teams and external partners to develop several grant applications. Several grants were won and are at different stages of implementation (*see table. 85*).

Table 85: Grants under DGTRI during the year - Nine (9)

SN	Project Name	Project duration	Principal Investigator	Source of funding	Muni Budget and Currency	Status	Impact so far created	Expected output by the end of the project period
1	Development of innovative horticulture technologies for improved income and livelihood among small scale women farmers in Uganda	3.5	Prof. Robert Kajobe	USAID Feed the Future, Innovation Lab for Hotculture	USD 419,914	Terminated	1. Successfully Installed one Cool bot 2. Published 1 paper http://dx.doi.org/10.3389/fsufs.2025.1508040 3. Shared Impact stories https://tapipedia.org/content/innovative-gender-inclusive-horticulture-technologies-improved-livelihoods-among-small-scale https://www.iced- eval.org/news/improving-community-nutrition-farm-cook-and-dine-for-health 4. 1038 stakeholders directly Impacted	1.Best agronomic options to reduce vegetable loses determined 2. Best harvesting and postharvest handling pre best marketing and market access strategies for vegetables determined

SN	Project Name	Project duration	Principal Investigator	Source of funding	Muni Budget and Currency	Status	Impact so far created	Expected output by the end of the project period
2	Making food system innovation platform operational to transform regional food systems towards regenerative and inclusivity in Ethiopia, Kenya and Uganda	5	Professsor Kajobe Robert	IKEA Foundation through Wageningen University & Research	EURO 1,023,857	On going	i. Multi-stakeholder platforms established in each country to co-create and test locally relevant food system innovations. ii. Five principles developed to steer food system transformation toward regenerative, inclusive, and context-sensitive outcomes. iii. Communities and actors empowered by enhancing their skills, motivation, and collaboration in food system innovation. iv. Local experimentation and data collection supported to understand what works in transforming food systems and why. v. Strong regional and international collaborations built to share knowledge and scale successful practices.	i. Multi-stakeholder platforms established in each country to co-create and test locally relevant food system innovations. ii. Five principles developed to steer food system transformation toward regenerative, inclusive, and context-sensitive outcomes. iii. Communities and actors empowered by enhancing their skills, motivation, and collaboration in food system innovation. iv. Local experimentation and data collection supported to understand what works in transforming food systems and why. v. Strong regional and international collaborations built to share knowledge and scale successful practices.

SN	Project Name	Project duration	Principal Investigator	Source of funding	Muni Budget and Currency	Status	Impact so far created	Expected output by the end of the project period
3	Harnessing the potential of trees on farms for meeting national and global biodiversity targets	2	Professor Clement A. Okia	German Government through the International Climate Initiative (IKI)	EUR 115,000	Ended	A book published (Agroforestry Primer) with 3 chapters One Journal article	Development of a National Agroforestry Strategy 2 MSc Students trained
4	Strengthening transformative capacity of Higher Education Institutions for equitable and resilient governance of natural resources in refugee-host community settings in West Nile, Uganda.	4	Professor Clement A. Okia	Austrian Development Cooperation	EUR 514,388	On-going	Capacity of 15 staff built on gender and intersectionality 4 PhD student's registers in Uganda and Austria Soil Analysis equipment procured	4 PhDs trained 20 MSc undertake summer school MSc Curriculum developed Community engagement policy developed 4 Journal articles
5	Refugee and Host Community Youth Empowerment and Transformation Initiative (RETI) led by muni University in collaboration 8 partners	4	Professor Clement A. Okia	Mastercard Foundation	USD 27,358,466	On-going	Skilled 40,000 young people 8,500 youth in work	100,000 young people skilled 7,500 young people access innovation grants 70% of youth skilled transition into work. Establishment of Migration and refugee study center

SN	Project Name	Project duration	Principal Investigator	Source of funding	Muni Budget and Currency	Status	Impact so far created	Expected output by the end of the project period
6	Climate Resilient Solutions for West Nile Region of Uganda (CARIS)	5	Dr. Philip Isaac Omwene	DANIDA	2,494750 Danish Kroner	Ongoing	Two PhD students have been recruited	Two PhDs trained Analysis of land use-land cover (LULC) changes. Field measurements of hydrological variables. Water and sediment sampling for chemical analysis. 4 Papers in peer-reviewed international journals.
7	AMUTI Project	4	Assoc. Prof. Clement Okia Akias	Austrian Development Cooperation	514,388.34 EURO	Ongoing	• Two PhD students recruited and supported up to Proposal defense • MSc. Curriculum developed for Food Systems and Natural Resources Governance. • Conducted training of academic staff in trans-disciplinary research project • Conducted community dialogue on gender and intersectionality (with 20 perticipants) • Community practice with 24 BSc. Agr. students	

SN	Project Name	Project duration	Principal Investigator	Source of funding	Muni Budget and Currency	Status	Impact so far created	Expected output by the end of the project period
8	Muni University UBIS Project	5	Dr. Imran Ejotre	United States National Institute of Health (NIH), Bucknell University, USA	198,651 USD	Ongoing		
9	Climate Resilient Solutions for West Nile Region of Uganda (CARIS)	5	Dr. Philip Isaac Omwene	DANIDA	2,494750 Danish Kroner	Ongoing	Two PhD students have been recruited	Two PhDs trained Analysis of land use-land cover (LULC) changes. Field measurements of hydrological variables. Water and sediment sampling for chemical analysis. 4 Papers in peer-reviewed international journals.

13.7. Trainings attended

To fill performance gaps of the staff the University provides opportunities for training for her staff in different aspects of their responsibilities so that they can deliver to the expectations. The major ones are presented in **Table 86.**

Table 86: Trainings attended by DGTRT team

S/N	Name of Staff	Title of Training attended	Institution / Organizer of Training	Date of Training	Duration
1	1. Prof. Robert Kajobe 2. Richard Malingumu 3. Kabuga Experito Muyannja 4. Robert Ochago 5. Opio Innocent Miria 6. Victor Wadir 7. Opinira Phanuel	Social Network analysis training conducted by an expert from USAID Feed the Future Innovation Lab for Horticulture	Feed the Future Horticulture Innovation Lab. UC Davis	19 -20th Nov 2024	2 days
2	Prof. Robert Kajobe	0.1 Dry card postharvest technology	Feed the Future Horticulture Innovation Lab. UC Davis	20th Nov 2024	1 day

13.8 Collaborations and Partnerships

Directorate has maintained research collaborations/partnership agreements highlighted below

Research Collaborations and Partnerships signed (table 87)

Table 87: Collaborations and Partnerships

S/N	Collaborator / Partner	Area of Collaboration / Partnership	Lead Partner	Duration
1	Bahir Dar University in Ethiopia and Muni University	Teaching and learning Research and innovation, exchange programme for staff and students,	Muni University	5 years
2	Muni University and Tet La'ngech Ltd	Joint research, joint programme development and training in Technoscience	Muni University	5 years
3	Boku University, Austria	Teaching, learning and joint research	Boku University	4 years
4	Mastercard foundation	Skilling refugee and host-community youth in the West Nile region	Mastercard foundation	4 Years
5	UNDP	Innovation Needs and Gap Assessment	UNDP	-
6	PUM Netherlands	Capacity building for sustainable project development and management for young entrepreneurs	PUM	3 years

S/N	Collaborator / Partner	Area of Collaboration / Partnership	Lead Partner	Duration
7	Ministry of Gender, Labour and Social Development (MGLSD)	Conducted a partnership meeting with the Ministry of Gender, Labour and Social Development aimed at setting the ground for establishment of a multipurpose facility at Muni University to promote women entrepreneurship programs.	(MGLSD)	2 years
8	Muni University, BSU University, Gulu University, CEFORD	Conducted a Program Review and Planning meeting held in Kampala to review the performance of the consortium.	Muni University	4years

13.9 Partner Meetings/Workshops/ Conferences attended

To support the implementation of the research and innovation projects, various partner meetings, workshops and conferences were organized, in which the Directorate team were involved. The major events attended are presented in Table 88.

Table 88: Partner Meetings/Workshops/ Conferences attended

Name of Staff	Title of Workshop/ Conference attended	Institution / Host of Workshop/ Conference	Date of Workshop/ Conference	Duration
Assoc. Prof Clement Okia, Ms. Sandra Langi	One Education and Skilling Information sharing workshop organized by Mastercard foundation, held at Onomo Hotel	Mastercard Foundation	01/10/2023 40 participants (15 Female and 25 Male)	One Day
Prof. Robert Kajobe	One Benchmarking engagement on Translation and Commercialization of Innovative Research Ideas, held in Ghana, aimed at establishing partnership on Research and Innovation, with Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. 6 members (all male) participated.	Kwame Nkrumah University of Science and Technology, Kumasi, Ghana	October 7th to October 14th, 2023 (6 males)	8 days
Prof. Robert Kajobe	One meeting with Japan Development Assistance in Uganda. 30 participants (11 Female and 19 Male).	Desert Breeze Hotel, Arua.	23/11/2023	One day
Assoc. Prof. Clement Okia	One (1) Inception meeting held with Mastercard Foundation, two other universities and six NGOs. 73 participants (27 Female and 46 Male), attended	Muni University	31st Oct – 1st Nov, 2023.	Two days
Assoc. Prof. Clement Okia	Meeting with Forest Stewardship Council (FSC) International members, held on, at. 55 participants (13 Female and 42 Male)	Speke Resort Hotel, Munyonyo	6th – 7th October 2023	Two days

Name of Staff	Title of Workshop/ Conference attended	Institution / Host of Workshop/ Conference	Date of Workshop/ Conference	Duration
Prof. Robert Kajobe	Contextualization and adaptation of “Collaborate to Regenerate” (C2R) tools and processes for Uganda, Ethiopia and Kenya using West Nile as a case study.	REFOOTURE Project, Yumbe District	November 2023	One week
Prof. Robert Kajobe	Project inception workshop on a horticulture a research project aimed at developing innovative horticulture technologies for improved income and livelihoods among small scale women farmers in Uganda. Attended by Muni University staff, Omia Agribusiness Development Group Limited and Arua District Local Council staff	Muni University	February 2024	One day
Prof. Robert Kajobe	REFOOTURE project annual planning workshop at Apricot Guesthouse in Kampala Attended by the project partners from: Muni University, Uganda; Egerton University, Kenya; and Bahir Dar and Jimma Universities from Ethiopia.	Muni University	19th to 22nd February 2024.	4 days
Prof. Robert Kajobe	Postharvest Solutions for Small and Evolving Operations course	Postharvest Technology Center, UC Davis, USA	25th to 30th June 2023	Five days

13.10 Community Engagements

The Directorate of Graduate Training, Research, and Innovation took part in various community engagement activities as presented in **Table 89.**

Table 89: Community engagement activities carried out by DGTRI

S/N	Name of Staff	Type of Community Engagement	Venue	Date of Engagement	Participants
1	Prof. Robert Kajobe and Sandra Langi	Coordinated Muni University exhibitions at the second West Nile Agribusiness and Renewable Expo 2025 Organised by Omia Agribusiness. The University Showcased Its programs and research products from all faculties	OPM grounds Arua City	6th and 8th of February 2025	University community, Private sector Agro-dealers and Extension Local government, Schools, local and international NGOs and members of the community.

S/N	Name of Staff	Type of Community Engagement	Venue	Date of Engagement	Participants
2	Assoc. Prof. Clement Okia	Participated in the Final Review of the Uganda National Agroforestry Strategy The meetings discussed the final outlook of the Uganda National Agroforestry Strategy and the next steps on its Production, Dissemination, and Institutionalization.	Virtual, organized by Forest Sector Support Department in the Ministry of Water and Environment.	8th May 2025	18 participants other participants; 10 online and 8 physical. Other participants included Harriet Mbabazi Perry Ayakaka Issa Katwesige Biryomumaisho “Acanakwo, Erik Kaija G Joel Buyinza Dezi Irumba Bob Kazungu Adata Margarita Arineitwe Valence Irene Nanyondo Asiimwe Hope William Mawenu Kansiime Charity Igulot Hans Patrick Irene Kambedha Issa Katwesige
3	Assoc. Prof. Clement Okia and RETI Program staff		Kampala	25-26th March 2025	This was attended by 53 participants from the partner organisations.
4	Prof. Robert Kajobe and REFOOTURE Project staff	Conducted stakeholder workshops under the ‘Collaborate to Regenerate’ process of project implementation	Arilo Sub county Yumbe district	Ongoing, through the project cycle	Farmers, Agro-dealers Muni staff under the project Local government
5	Assoc. Prof. Clement Okia and RETI Project staff	Conducted various community engagement workshops under the skilling efforts of RETI project.	Madi Okolo, Arua and Koboko	Ongoing	Youth in refugee settlements and host communities
6	Geofrey Eyotre, Assoc. Prof. Clement Okia.	Conducted the Fundimenta Muni Convention and Pitching for Entrepreneurs to equip youths with career and life skills, branding and marketing, networking opportunities and also explore funding opportunities for startup projects. 11 enterprises pitched, and 287 participated	BIC	5th April 2025	287 Paarticipants including university students, secondary school students, startups, SMEs, host community.

S/N	Name of Staff	Type of Community Engagement	Venue	Date of Engagement	Participants
7	Eyotre Geofrey, Ndemaru Patricia	Conducted a technopreneur skilling and mentorship training in partnership with Ministry of ICT & NG, International Communications Union, (ITU) and Mkaziprenuer to equip aspiring tech entrepreneurs and youths with digital and business development skills. This was attended by 120 participants and 26 enterprises.	BIC	19th Feb-28th March, 2025	120 Participants including university students and host community
8	Eyotre Geofrey	Conducted Bootcamp with Django Girls dedicated to inspiring and training girls in web development using python programming and aimed at bridging the digital gender divide. 43 participants were trained.	BIC	24th June, 2024	60 participants including university students and secondary school students.

13.11 Student Innovation Grant Process

Muni University has a strong focus on nurturing students' innovations and the University's Business Incubation Centre (BIC) has played a key role in this area. The BIC has previously received support from African Development Bank, Ministry of ICT and the Mastercard Foundation through RUFORUM. BIC also runs a Research Laboratory which supports students to develop prototypes to validate their ideas. Bankable ideas from the Research Laboratory feed into the BIC for incubation and commercialization. The Grants Management Committee (GMC) therefore allocates part of the funds under MUNIRIF as Student Innovation Grant. The grant is accessed by students with strong innovation ideas in teams of 5 -10 people under the guidance of an academic supervisor/ mentor.

13.12 MUNIRIF Funding

MUNIRIF funding is geared towards projects that lead to development of products or services that have potential to be commercialized. In the FY 2024/2025, the government of Uganda allocated UGX 1,200,000,000 out of that, UGX 801,844,757 was awarded to projects both new and ongoing. This represented a total of 11 projects were funded during that period inclusive of student's innovations projects. These include 6 projects for staff researchers and 5 projects for student researchers. In the previous FY 2023/2024; the government had given a research fund of UGX 2,500,000,000 out of that Ugx2,036,462,260 was awarded to a total of 45 projects were funded. These include 33 projects for staff researchers and 12 projects for student researchers.

13.13 Selected MUNIRIF Research Projects

13.13.1 Project 1: Developing Artemisia Herbal Formulations for Intermintted Preventive Treatment of Malaria in Children (IPTC) in West Nile)

Project Summary

Malaria is a life-threatening disease caused by parasites (*Plasmodium falciparum*) transmitted to people by infected female Anopheles mosquitoes. An estimated 229 million cases of malaria were reported worldwide in 2019. Artemisinin-based combination therapies, are the recommended first-line treatment in all countries in which malaria is endemic. The emergence of artemisinin- resistance poses a serious threat to malaria control worldwide and Africa in particular. Herbal medicine use is in increase among communities as evidenced during COVID-19 pandemic. For example, it was reported that in DR Congo, less people died, because they had developed resistance from taking herbal medicine (*Artemisia*) against malaria (Meyer et al 2022). Herbal medicine use is in increase among communities as evidenced during COVID-19 pandemic. For example, it was reported that in DR Congo, less people died, because they had developed resistance from taking herbal medicine (Artemisia) against malaria (Meyer et al 2022). The common Artemisia species found in Uganda are Artemisia vulgaris, Artemisia annua, and Artemisia afra similar species are also grown in West Nile, but their distribution and abundance were not known (Angupale et al 2019). The research used both qualitative and quantitative methods to collect data. These included ethnobotanical survey, Oil extraction, phytochemical extraction and analysis, Ant plasmodial invitro studies. The preliminary results show that Artemisia production is available within the West Nile especially in Arua. The available species are Artemisia Annua, A. Vulgaris, A. Absinthium and A. Afra. The Artemisia oils have over 150 active compounds and artemisinin used in the malaria therapy is only one of them. The ant plasmodial studies are still ongoing and will continue in phase two of the Artemisia project.

Impact

The use of Artemisia spp. in intermittent preventive treatment of malaria and mosquito vector control will contribute to reduced prevalence of malaria in the West Nile region. In turn, the reduced prevalence of malaria in the region will contribute to improved school attendance among pupils and students in schools in West Nile.

Products

There are four products so far from Artemisia project. These include:

I. Artemesia oils
II. Artemesia tea bags
III. Artemishea repellant cream
IV. Artemishea mosquito bite spot ointment



Figure 57: Monitoring visit conducted by the Muni University team
Figure 1: A team of Monitors from the Directorate Graduate Training Research and Innovation, Internal Audit department of the University (L-R Ronald Hirya, Maractho Moris, Dr. Dricile Ratib and Catherine Adyango), from Muni University.



Figure 58: Some of the Artemisia products so far include Artemishea repellant cream(top), Artemishea mosquito bite spot ointment and Aetmisia tea bags in addition to Artemisia Oil.



Figure 59: Muni University Chemistry laboratory, Phytochemicals have been extracted from the Artemisia and next stage is chromatography to identify them. Over 150 active compounds have been identified from the Artemisia species.

13.13.2 Project 3: Formulation and efficacy of pumpkin seed powder and oil in the prevention and management of Lower Urinary Tract Syndrome:

Project Summary

The burden of Lower Urinary Tract Syndromes (LUTS) is significant among men over 55 years in rural Uganda, with approximately 60.5% experiencing moderate to severe symptoms. These symptoms, linked to dissatisfaction with sexual function, often lead to severe complications such as urine retention, renal failure, and premature death. The high prevalence of LUTS costs Uganda over $145 million annually in GDP, largely due to lifestyle and nutritional factors.

This research explores the ethnobotanical use of pumpkin seeds to manage LUTS. Pumpkin seeds, traditionally consumed roasted, contain active compounds that inhibit 5-alpha reductase, an enzyme promoting prostate cell growth, which is linked to Benign Prostatic Hyperplasia (BPH). Pumpkin seed oil has shown potential in alleviating symptoms such as nocturia and urinary incontinence, while also providing anti-inflammatory and antioxidant benefits. Rich in essential nutrients like omega-3, omega-6, and dietary fibre, pumpkin seed oil is emerging as a promising therapeutic option for LUTS.

The study focuses on collecting and characterizing pumpkin genotypes in Uganda, analyzing the nutritional content of pumpkin seeds and pulp, and testing the efficacy of pumpkin seed oil in managing testosterone-induced BPH in laboratory mice. Utilizing traditional processing methods, pumpkin seed powder and oil will be evaluated for their therapeutic effects. This innovative approach seeks to develop a sustainable, natural remedy for LUTS, addressing both health and economic challenges while preserving traditional knowledge and practices. The results could transform LUTS management and improve quality of life for affected men.

Picture 4



Figure 60: Muni University Directorate of Graduate Training, research and Innovation and Internal Audit team during the MUNIRIF project monitoring of Pumpkin Plants Garden.
Figure 3: A team of Monitors from the Directorate Graduate Training Research and Innovation, Internal Audit department of the University (L-R Fred Bwayo Masika, Catherine Adyango and Maractho Moris), from Muni University.

13.13.3 Project 3: Innovative Solar Dryer: Enhancing Crop Preservation and Quality through Sustainable Drying Solutions in the West Nile Region of Uganda 0I/MRIF02/09

Project Summary

West Nile region stands out as a significant hub for a number of perishable food and fruit crops such as cassava, mangoes, tomatoes, hibiscus, etc. Despite substantial outputs, a considerable

portion remains underutilized due to a myriad of challenges such as suboptimal drying techniques, pilferage, and pest infestations. The prevalent method of open sun drying, while widely adopted, results in substantial losses and compromises the quality of the produce. To address the above challenges, we proposed an innovative multipurpose solar drying system meticulously tailored to the use of locally available sunflower oil as heat storage and transfer fluid and stone pebbles as thermal storage materials. This system, constructed from readily available materials, incorporates advanced energy storage mechanisms and UV protection, thereby ensuring the preservation of both food quality and essential micronutrients. To this end a solar drier concrete bed has been constructed at the project site. The thermal exchange system, PVT collector, solar air heater, drying chamber, gravel bed heat storage, and blowers and regulators.



Figure 61: Muni University Solar Dryer project.
Figure 3: A team of Monitors from the Directorate Graduate Training Research and Innovation, Internal Audit department of the University (L-R Ronald Hirya, Fred Bwayo Masika, Maractho Moris and Catherine Adyango), from Muni University.

CHAPTER FOURTEEN

EXTERNALLY DONOR FUNDED PROJECTS

14.1 Introduction

The University implemented two core projects of REFOOTURE and RETI project to strengthen its impact on the communities.

14.1.1 Introduction to REFOOTURE activities 2024

The REFOOTURE project was launched in 2020 and aims to contribute to food systems transformation by fostering Regenerative, Inclusive Food Systems (RIFS) in three East African countries: Ethiopia, Kenya, and Uganda. RIFS are expected to contribute to healthy ecosystems, resilient food systems, a fair and inclusive transformation process, access to affordable and nutritious food for all, fostering equity, inspire caring communities, and hence to improve livelihoods. This means that the approach the project develops consists of elaborating pathways to ensure local place-based transformation of food systems that are both inclusive and regenerative. This includes as well that the project seeks to integrate the co-creation of local start-ups and small enterprises in such a way that they will contribute to the local, inclusive, and regenerative development, instead of mining resources. At the same time, we consolidate Food System Innovation Platforms (FSIPs) that maintain the facilitation of the approach in local initiatives in a long-term post-project perspective.

In REFOOTURE I (2020-2023), a long-term commitment was initiated by stakeholders who want to jointly experiment, learn, and contribute to regenerative, inclusive food systems in Muni University. Phase two, which started in April '23 and will finish in December '27, is building on top of this commitment by developing a RIFS approach in every country in a structured way and by advocating this approach to a wider audience. In 2023 and early 2024, developing a common ground and work plan with Kenya, Ethiopia, and Wur for the RIFS approach was the main activity. The final work plan, including deliverables per activity, was finished by the end of May 2024, which was briefly shared in the revised narrative report of July 2024. Below is given a broader insight into the process to advance the project to the next level.

14.1.2 Brief overview of the project progress

In the first quarter of 2024, the focus of REFOOTURE was to refine, harmonize and understand on a deeper level the necessary *phases* in the process of local regenerative development based on the findings in REFOOTURE I and from the conceptual elaborations in 2023.

An important milestone was the project meeting in Kampala (Feb. 2024), where all partner Universities revised and internalized the concept of the Collaborate to Regenerate (C2R) approach. The C2R contains an open, but structured process to ensure firstly the application of the five RIFS principles. Secondly, that nature and disadvantaged stakeholders will have a strong influence in local activities, and finally, the ideation and implementation of actions that will contribute to the four RIFS goals (Food and nutrition security, Resilient livelihoods, Ecosystem health, social equity, and caring community).

During the Kampala meeting, each partner also scheduled different local activities and workshops to allow a common reflection of experiences and findings during the General Meeting, which took place in September 2024. Central to the REFOOTURE project is the

utmost involvement of local communities in the refinement of the C2R approach, leading to an iterative testing and reflection. By this, we can integrate experiences from the participating research institutes, local conditions, and also different interpretations of terms, concepts, and situations, into a robust RIFS Development strategy. Given the relevance of the local implementation, we concentrated the 2024 works on elaborating the facilitation tools, process protocols, and their harmonisation within their use in the three different Local Initiatives in Ethiopia, Kenya, and Uganda.

An important result of the Kampala meeting is also that each country partner committed themselves to launch at least two new start-ups during the project period that contribute in a structural way to the community needs that are emerging from the Local Initiative.

Another milestone in 2024 was the initiation and completion of household interviews in all three countries, which, on the one hand, contributed to the elaboration of the baseline for the project MEL but also revealed further areas of attention in the refinement of the C2R approach.

During the General meeting in Nakuru in September 2024, the country teams updated each other on the baseline study and on the implementation of the C2R activities, such as the biophysical studies, the story of place, and the Joint Agenda for Change (JA4C). This discussion was significant since we figured out that not enough emphasis was put on including disadvantaged stakeholders and nature in the JA4C. Decisions were made on how to incorporate that better in the months that followed. Moreover, we had discussions on the different types of innovations that we define in REFOOTURE and on the process of including start-ups in the local initiatives.

The central result of the Nakuru meeting was the common understanding of how important it is to base future RIFS Development on a true win-win-win situation (Box 1), where nature, disadvantaged stakeholders, and powerholders benefit (ideally) equally from future innovations and activities in the community.

With this finding, Ugandan teams was able to return to the action research in the local initiatives and implement adapted protocols to identify and to agency disadvantaged stakeholders as widows, youth, orphans, people living with disabilities, alcoholics, and remaining marginalized community members.

Regarding the work on the communication of REFOOTURE, we have updated the house style of the project and designed the evidence platform.

Next to the participatory development of the C2R approach, REFOOTURE undertook specific research for inspiration (Workstream 3) with a focus on soil health. 2024 works led to the finalization of a harmonized protocol for cross-country experiments and the necessary preparatory works with the different research stations. This protocol will steer the experiments that take place in all three countries in 2025 and 2026 (see Box 2). The protocol includes the soil sampling procedure, field layout, and data collection procedures. In the same workstream, research will be done later in the project on market availability of compost and organic fertilizer, and on farmers' accessibility & affordability for organic inputs currently, but also towards the future. First drafts for the protocols for these studies were developed in 2024 and will be finalized in 2025.

Box 1 – Cross-country field experiments on soil health

In the context of Research for Inspiration, the cross-country field experiments have been proposed to inspire local communities on how scientific evidence can contribute to advancing RIFS in East Africa. More specifically, we investigated the effect of regenerative practices — in this case, different organic fertilizers with and without mineral fertilizer — on indicators of Soil Health. Declining Soil Health is a cross-cutting issue in East Africa, with negative cascading impacts on all four RIFS goals (Food and Nutrition Security, Livelihood Resilience, Ecosystem Health, Equity and caring communities) impact areas of REFOOTURE II. Therefore, improvements in Soil Health can be seen as an important entry point for positive systemic change towards RIFS in East Africa. Combined, we expect that the field experiments will provide valuable insights regarding the role of regenerative practices on Soil Health improvements in East Africa. Moreover, the setup of the field experiments can offer a blueprint for future research to investigate the effect of other regenerative practices (e.g., agroforestry, crop rotations, cover crops, etc.) on indicators of Soil Health and beyond.



Figure 62: The field where the experiment takes place in Kenya on the campus of Egerton University (left). Inspiration visit of the REFOOTURE team at the Kenyan site during the General Assembly in September 2024 (right).

14.1.3 Project evaluation

The MEL (Monitoring, Evaluation, and Learning) framework was further elaborated in 2024. The interaction with the local communities as part of the C2R process already revealed a wide endorsement of the C2R approach, in particular by the disadvantaged stakeholders who were part of the RIFS development sessions. Progress on the ground was discussed with the current Living Labs, representing the Food System Innovation Platforms (FSIPs). In general, the novelty and the far-reaching character of the project were appreciated by several stakeholders. Section 3.1 describes the MEL framework developments. The key achievements per outcome area and processes behind them are reflected in Section 3.2. The chapter ends with the lessons learned in Section 3.3.

14.1.4 Monitoring Evaluation and Learning Framework (MEL)

Work for monitoring, evaluation, and learning focused in 2024 on two central domains, i) how to monitor the impact of RIFS Development; and ii) how to monitor the process of facilitating the RIFS Development. In addition, the MEL project team elaborated a structure where the Learning and Evaluation part includes both the cross-country reflections, as well as the community-led impact monitoring (Figure 7, in Annex 1). To coordinate workflows for the impact monitoring, we separately cluster activities: those for the project-led impact assessment (together with living labs) and those for the community-led tracking, which are integrated in the various C2R phases. However, the results per cluster are reported and used by both clusters, what is already an incipient ongoing practice. The cross-country learning and reflection component emphasizes the innovative nature of the project, facilitating the exchange of experiences and solutions across different contexts. There is one document in the making, which we call the MEL framework – it introduces and explains the MEL elements. The other document is the MEL operationalization plan, which contains, for example, templates that are in use to monitor the process.

Table 90: Indicators of the Indicator Performance Tracking Table (IPTT) related to the four RIFS goals and current status of completion

RIFS Goal	Food and nutrition security	Resilient livelihoods	Ecosystem health	Social equity and caring community
Indicator	**Food consumption score**	**Buffer capacity**	**Abundance and diversity of flora and fauna**	**Voice of disadvantaged and marginalized groups**
How established	Household interviews completed	Household interviews completed	Household interviews completed. *Landscape mapping – biophysical study, remote sensing analyses planned in 2025*	Household interviews completed. *Update of indicators with results from C2R process planned in 2025*
Indicator	**Individual dietary diversity score**	**Self-organizing capacity**	**Soil organic matter builds up**	**Resource ownership and decision making**
How established	Household interviews completed	Household interviews completed	*Update of indicators with results from long-term experiments planned in 2025*	Household interviews completed *Update of indicators with results from the C2R process (in particular the Story of place) planned in 2025*
Indicator	**Domestic water, energy and health practices**	**Learning capacity**	**Regenerative practices**	
How established	Household interviews completed	Household interviews completed	Household interviews completed *Biophysical analyses, remote sensing analyses planned in 2025*	

Other indicators, generally beyond the households, require more quantitative assessments, such as transect walks, to document elements such as existing biodiversity, soil type, farming systems, land uses, erosion and water resources within the local initiatives and additional remote sensing analyses to document the current state of, for instance, vegetation cover, natural forest cover and plantations. These works are planned for 2025.

14.1.5 Key achievements per outcome area

Outcome area I – *Increased number of RIFS-positive initiatives*

"RIFS positive innovations" in REFOOTURE refer to new activities initiated by community members and external stakeholders that contribute to a collective vision for a regenerative and inclusive food system.

Within the reporting year 2024, intensive collaboration with local community members had started, where in total more than 124 households have been involved. The collaboration focused both on involving community members in the joint unpacking of the framework as well as identifying the potential areas for action, leading to RIFS's positive innovations on the ground.

Outcome area II - RIFS Development Approach & *FSIPs considered as means to increase the transformative capacity & resilience of RIFS*

Central to the REFOOTIURE RIFS Development approach is that in the future, the Food system Innovation platforms (FSIPs) should facilitate the Collaborate to Regenerate approach and its steps in different Local Initiatives. For that, it is necessary to elaborate first not only a robust approach but also to provide practical guidance and facilitation tools. Below, we reflect on the C2R approach itself and the steps in the process, like the Story of Place, Joint Agenda for Change, Protocol, and potentials for CIG-led innovations, Potential areas for CIG led innovations in Uganda, and Incubating RIFS + (positive) Start Ups.

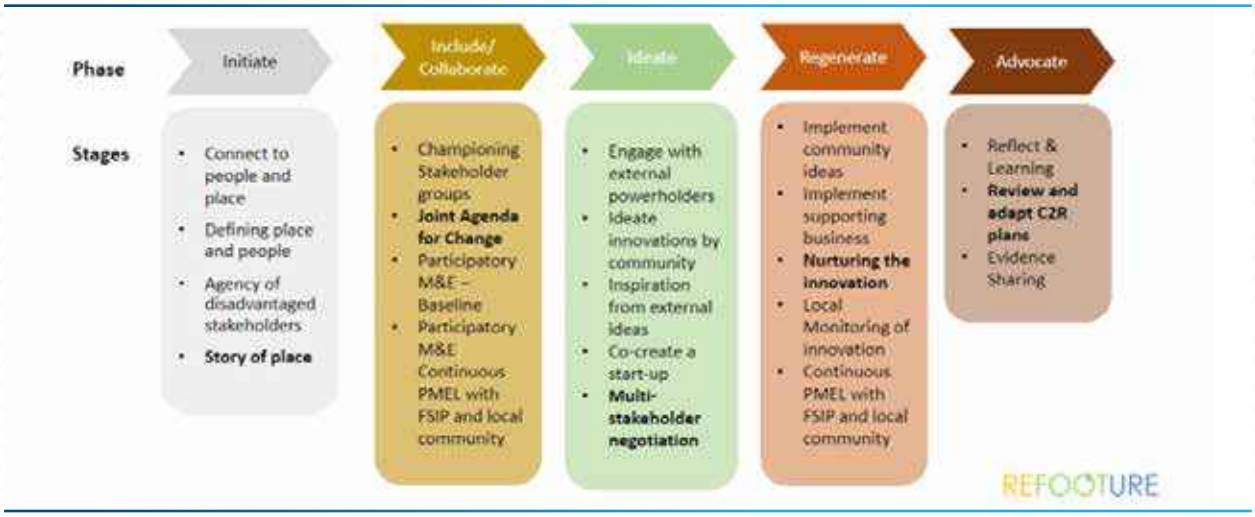


Figure 63: Current status of the C2R phases and stages (Kampala meeting, Feb 2024)

During REFOOTURE II we elaborated the methods and protocols in a close interaction with the local communities in all the three Local Initiatives (Arilo), involving at average more than actively participating 124 community members and stakeholders. In each Local Initiative this participatory development of the approach led at the same time to lay the ground for co-creating local RIFS positive innovations that are truly inclusive.

In each country, C2R was integrated in the activities as an ongoing experiential learning cycle for the **RIFS Development Approach & *FSIPs*** through i) Active experimentation – design C2R activities and trying out; ii) Concrete experiences by implementing; iii) Reflective observation and deepening; iv) Conceptualisation and learning from the experience; and back to the first step by designing the next stages, etc. This posed a challenge to the entire REFOOTURE partnership as many activities felt open-ended and hard to predict, while on the other hand it led to the insights that were needed to develop an approach based on practice. To increase the capacity of each country team in for example the Story of Place (part of the initiate phase), online workshops were organised to learn more about existing frameworks and tools that could be used.

The 2024 works resulted also into a need to differentiate the various innovations that can contribute to a common RIFS development within the communities.
During the General Assembly in Nakuru in 2024, four types of innovations that will contribute to the RIFS goals had been discussed:

- Peer-to-Peer innovations: include any self-initiated, individual change that is inspired by peers (neighbours, external champions)
- CIG led innovation (see Box 5): include innovation of community members that emerge from a facilitated process and that address a common interest.
- RIFS+ Start-ups: start-ups from community members and external entrepreneurs that specifically contribute to the community needs as documented in the JA4C.
- Institutional innovations: related to societal norms and values, policies, market incentives, political systems or organizational processes.

Whereas peer-to-peer innovations will emerge autonomously, efforts in 2024 were made to elaborate protocols to co-create CIG-led innovations and to incubate RIFS+ startups. These protocols form the base to realize them into the 2025 works.

Joint Agenda for Change (J4A)

The JA4C is the basis for the disadvantaged stakeholders and nature itself to be included and represented within wider community-based stakeholder platforms, to jointly define their vision, change pathways, and what they can offer to power holders and what they can ask them to support or change. This establishes an agenda for negotiation. The methodology of the actual negotiations with power holders is further explored during the Ideate Phase (see Figure 1).

The intensive participatory development for the JA4C (see Box 2 for more information) became a milestone for the year 2024 in each country. It brings together all the preparatory work with disadvantaged stakeholders and their connections with nature to level the playing field before engaging with power holders with major decision influence on the future, and namely, the use of resources in the place.

Box 2 – Joint Agenda for Change

Rationale: Establishing Multi-stakeholder platforms is a common strategy to address challenges in a food system. Often, these only target established public and private stakeholders with clear mandates and decision making power. For a regenerative and inclusive approach, it is necessary to include:

- People and groups who highly depend on the place and its natural resources for their survival and basic livelihoods (often not/informally organized).
- The voice of nature.

Purpose: The JA4C aims to level the playing field before engaging with power holders. It is the basis for the disadvantaged stakeholders and the voice of nature to be included and represented within wider community-based stakeholders. They jointly define their vision, change pathway and what they can offer to power holders and what they can ask them to support or change. This establishes an agenda for negotiation in which disadvantaged stakeholders have a pro-active and initiating position. It is thus a way for them to prepare themselves for meaningful engagement with power holders.

Tangible output: an aggregated visual plan (collective vision road journey) representing community stakeholders including those who are disadvantaged and including the stakes of nature; stakeholder map with "offers" and "asks" (on banners/flip charts/rice bags), rehearsed by representatives and ready for discussion with power holders in the next steps towards win-win-win situations. The diagrams are in drawing for communication purposes, accompanied by a write-up in a document.

Protocol and potentials for CIG led innovations

Having a Joint Agenda for Change completed, the C2R process is supposed to shift from the Collaborate phase to the Ideate phase. Here concrete actions are conceived, co-created and designed that will contribute to the 4 RIFS goals.

Food system innovations, especially on the production side, do not appear by single individuals alone. In the majority of cases, there are more innovators with a common interest, often related to a specific sector. To streamline support, capacity building, but also internal learning it is now proposed to identify and to support innovators with a common interest and to form Common Interest Groups (CIG). (box 3)

Experience from testing this first protocol is now under reflection against the situation in the Arilo Local Initiative. It will lead to a commonly agreed protocol that will be applied as soon the Joint Agenda's for Change are finalized here.

Box 3 – CIG (Common Interest Group) led innovations

Definition: CIG is a grouping of practitioners who have a shared interest in an identified livelihood opportunity to which they collectively organize themselves to build resilience as they nurture better ecosystem towards a placed-based regenerative inclusive food system (RIFS). Membership in a CIG can range from 10 to 30 people.

Rationale: Around the identified livelihood opportunity, members collectively define transition pathways to RIFS and for each pathway they prioritize a number of innovations to deploy in nurturing better ecosystem health. Formation of a CIG this way, is a means of increasing the critical mass in building regenerative capabilities through learning, practicing and sharing RIFS innovations.

Purpose: Each CIG works collectively on co-creation of innovations within their sphere of influence, proactively share experience, build up critical mass in sharing e.g. tools or buying power. Training and efforts to improve production quality is given to the entire CIG instead to individuals. Developing mindset changes and reflection on regenerative development will be advanced in the group process.

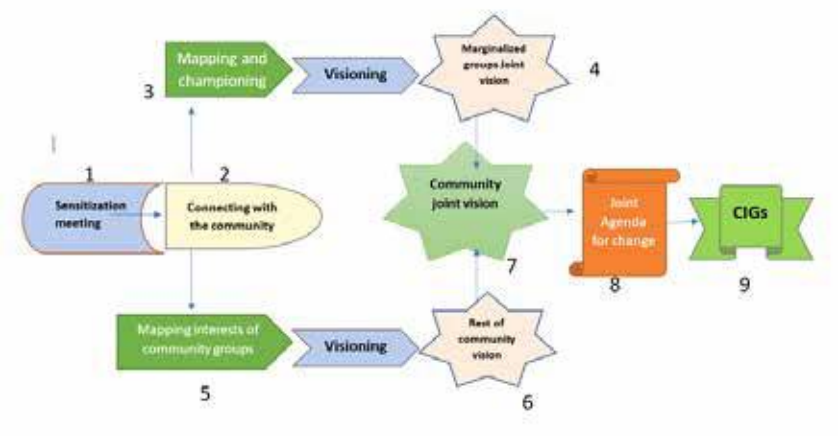




Figure 64. Formation of common interest groups by sorting, grouping and prioritization of individual aspirations (left). Social empowerment map of a CIG member showing emotional, financial and power relationships that need improvement. The tool was used at CIG level to identify existing and missing stakeholders (right)

The CIGs engagements adapt the story of place framework (this has just started and we are learning how to identify the **BEING** and **WILL**), on the **FUNCTION** (What do I do? How can I make it better, **BEING** (Who am I? What do I want to become?) and **WILL** (What gives meaning to my life? What's my purpose?) at individual and community level.

Tangible output: Concrete actions plans per CIG led innovation, documenting scope of the initiative, contributing members, activity plan, capacity building needs, learning and reflection moments.

Potential areas for CIG led innovations in Uganda

The 2024 works in the Arilo Local Initiative (Uganda) revealed already potential areas where future CIG initiatives are likely to focus on. Cooperation with the SNNOC (Shea Nut and Natural Oil Company), that manages the processing and marketing of collected Shea Nuts, provides already market access to farmers that still possess shea nut trees. However, due to the effect of illegal tree cutting and charcoal production, many farmers are now in need to bridge 15 years until replanted shea nut trees will bring relevant income. Interim income generation may be found in vegetable production (with a challenge of cool chain during transport to Arua) and agroforestry solutions that integrate mango and other fruit trees with existing casava productions. Future efforts in 2025 will hence most likely consider the replanting of shea nut trees, which would lead to strong net-positive regeneration of nature in this area.

For the development of a strong RIFS development strategy it is however important that such potentials are detected and explored by the local communities and not imposed by local and international researchers. To stimulate the bottom-up identification of opportunities, learning journeys and inspiration sessions demonstrated a clear added value.

Related workshops to identify concrete CIG-led innovations in Uganda will be organised in 2025 after the completion of the JA4C.

Incubating RIFS + (positive) Start Ups

The REFOOTURE project aspires to create the start-ups through incubation. This is part of the ideate phase of the C2R process. By focussing on start-ups through incubation, the project has the unique opportunity to contribute to the "creation" of responsible businesses and entrepreneurs who go beyond profit-driven mindsets and consider broader ecological, social, and economic impacts. When using the RIFS principles as a lens and embedding a RIFS mindset early on, the project aims to facilitate the development of businesses and entrepreneurs that are equipped for long-term value creation for all stakeholders (including nature and community "in the place"). Activities in 2024 and early 2025 focused on the initial development of the incubation process and to extend the network to potential supporting partners.

The process takes a unique approach to incubation by linking the process to the aspirations that the communities have. One way of doing this is by ensuring that the innovation themes, around which the call for ideas and ideation sessions will be designed, are coming from the JA4C. Then, there will be two rounds to decide on which start-ups can continue. The incubation process will be supported by business incubation centres in each country, and these are linked to other national programs for support such as Rootical regenerative start up studio (Uganda) among others.

Additionally, linkages have been made with experts and beneficiaries from other incubation initiatives for experience sharing and inspiration. Key lessons learned from these exchanges include that there are financial constraints which hinder the startup's success. It is therefore necessary to connect the entrepreneurs with grants, seed funding or investor networks while simultaneously working on the financial management skills. Moreover, after incubation, long-term support from the FSIP and through networks and ongoing mentorship increases the sustainability of the start-up.

In 2025, the proposed process will be initially applied in the three countries, offering opportunities to reflect further on the role of the FSIPs and experiences in the incubation process.

Outcome area III – Endorsement RIFS development approach

While the bulk works of 2024 concentrated on the C2R development and its activities (outcome area I and II), initial dialogues with external stakeholders were initiated to start first reflections on the potential endorsement of the RIFS Development Approach.

Workstream 4 (Sharing & Endorsement) organized an online workshop that aimed to explore what activities are needed at local, regional, and national levels to support innovations that drive long-term *Sustainable*

Food Systems transformation. To gather insights, researchers investigated existing activities, stakeholder involvement, facilitation strategies, and emerging challenges and opportunities. Data was collected in two phases: a pre-workshop survey to map activities, stakeholders, and barriers, followed by in-depth discussions during the workshop to identify strategies for improving collaboration and strengthening the role of *Living Lab* leaders. The findings will help shape the necessary structures and activities for the long-term development and applicability of REFOOTURE's *Food System Innovation Platforms (FSIPs)*.

The West Nile Innovation Hub (WNIH) in Uganda had several endorsing activities:

1. WNIH conducted a training of Local Governments under the West Nile Development Association (WENDA) on Governance. Specifically, the training covered an overview of the Regenerative and Inclusive Food Systems (RIFS) Development and how they can learn from the REFOOTURE model on participatory agenda setting.
2. Moreover, the WNIH participated in the West Nile Agribusiness and Renewable Energy Expo and exhibited in this expo, particularly promoting Regenerative and climate smart products and services.
3. Also, some local governments have picked up the RIFS spirit, for example Yumbe District Production Department considers linking with other partially funded government interventions.

14.1.6 Lessons learned

During the course of 2024, several lessons could be taken:

1. The General Assembly in Nakuru was an important moment in the year which determined the course of the project in a positive way. Working in three countries on the development of a method makes it sometime difficult to align the output, find synergies and learn from each other. The General Assembly, where the whole project team is together for one week, improves all these processes which, in turn, improve the project significantly.
2. The role of the facilitators in is critical in this project during participatory workshops related to the C2R. The facilitators understand the local context and simultaneously understand the aim of the project. In each country we have been working with good facilitators which improve the project.
3. Last year the project focussed on activities that are related to the Collaborate to Regenerate approach. The General Assembly was a good moment to move the project into the same direction, however time to work on reflections from the (scientific) theory with other parties such as universities and thinktanks did not take place yet. This is significant to note and will take place in 2026 and 2027.
4. Expectation management is critical in REFOOTURE. We have been working with local communities by holding workshops and capacity training activities. However, at the same time we work together in different countries and coordination between the countries is necessary to avoid different practices. Moreover, these moments together, to align coordination, are necessary to increase conceptual thinking. This may feel like delay for the people in the communities, such as local farmers, hence, sharing our approach with them is important to avoid mistrust and disappointment.
5. Mobilizing emotions and intrinsic motivations for action is key to increase effort without expecting monetary returns. Both underline the value of elaborating the RIFS principles and to advance in each Local Initiative the Story of Place.
6. From a basis of academic education and scientific research, the REFOOTURE team started a journey in 2024 that was often outside of their comfort zones to work on unpacking the C2R and in particular the JA4C: reaching out to people who are hardly organized and sometimes have hardly gone to school, strengthening their sense of place and purpose by them visualizing their visions individually and collectively, so they feel part of an actual stakeholder group, facilitating that they come together to design vision road journeys towards a happy life, happy families and harmony between communities and nature and talking about nature as a stakeholder in itself with its own goals. In all, it was challenging, but also very much rewarding.

14.1.7 Project coordination and collaboration

General Assembly

After a successful General Assembly in 2023, we decided as a project to do every year. In September 2024, the second General Assembly took place. With a group of over 20 people, we met in Nakuru. The first days we discussed the progress regarding the Joint Agenda for Change per country, while including new ideas on how to better include disadvantaged stakeholders and nature. Moreover, the baseline study was presented by each country, and workstream 3 on soil health presented their plans including a visit to the field where the experiment in Kenya is taking place. Being together in the same room, really supported the project to better understand everyone's ideas on the process and helped us to plan next steps. There was also time especially allocated for team/ trust building including opportunity to bond.



Figure 65: Field visit to the Menengai community including visiting a farmer, making compost from poultry manure (left). Presenting their results on the discussion around trust in the Collaborate to Regenerate process (top right). Internalizing the least degraded.

14.1.8 Project dissemination

In 2024, the first design of the evidence platform was presented to the team. Further finishing of the platform takes place in the beginning of 2025. However, the project has been sharing results and activities via other media, such as social media or newspapers. Moreover, team members have visited various conferences in which they presented the project and its results.

14.1.9 Media

In Uganda, the project has been taken up by several media. The "save sea nut" tournament was broadcasted by West Nile TV and by a YouTuber named Call Me Firdaus. A REFOOTURE team from Muni University participated in this tournament (see Figure 6). Both can be found on YouTube[6]. Another YouTuber, Ismail Hassan, located in Kampala has made a very engaging documentary of 3 minutes about the project[7].

6 https://www.youtube.com/watch?v=tGszXhyb7G8 & https://www.youtube.com/watch?v=FHKdbxt1pUc
7 https://www.youtube.com/watch?v=xD7vd7besXw



Figure 66. REFOOTURE team from Muni participating in the Tournament and increasing self-initiated effort to promote REFOOTURE Behind the Scenes: Documenting the Refooture Project | Community Driven Conservation.

Annex 1 – MEL overview

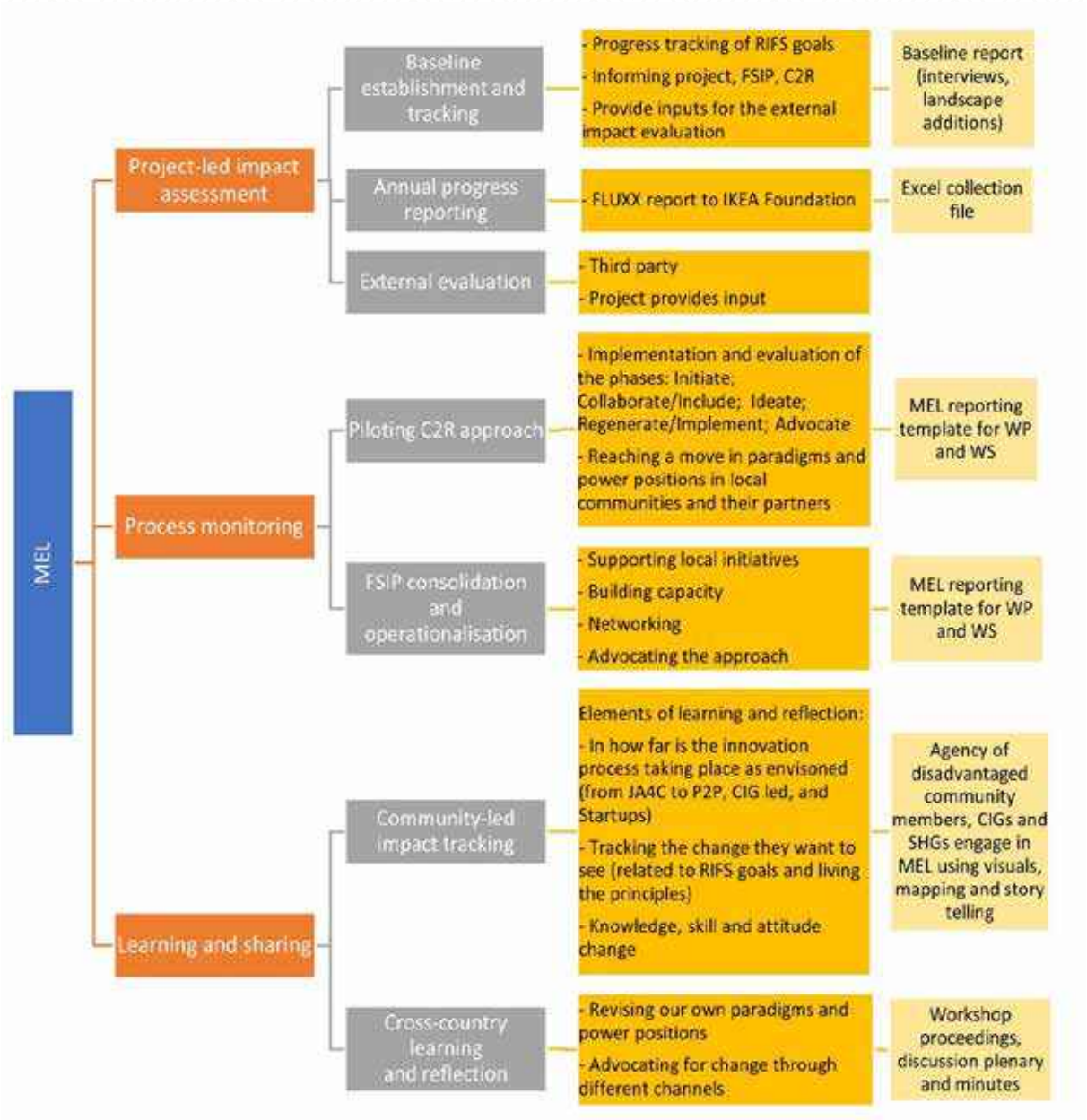


Figure 67: Overview on the currently identified MEL components for the REFOOTURE project referring to the individual project elements and steps.

14.2 Refugee and Host Community project (RETI)

Table 91: Refugee and Host Community Project (RETI) Performance

Program Name	**Refugee and Host Community Youth Empowerment and Transformation Initiative (RETI)**				
Organization Name	**Muni University**	**Proposed Start Date**	2023-10-01		
Program Budget (USD)	USD 27,358,466	**Proposed End Date**	2027-09-31		
Partner Funds Disbursed					
Partner	**Disbursements during Yr2 Q3**	**Total disbursements by the end of Yr2 Q3**	**Utilization by the end of Yr2 Q3**	**Total % Spend by the end of Yr2 Q3**	
BSU	$ 361,546	$ 1,120,181	$ 1,091,049	97%	
CEFORD	$ 136,119	$ 662,986	$ 635,860	96%	
DCA	0	$ 1,084,749	$ 1,492,751	138%	*DCA has submitted a request USD 408,000 for the re-imbursement for the Q3 expenses.*
FCA	0	$ 1,699,909	$ 1,938,569	114%	*FCA delayed the process of requesting for additional funds in Y2Q3 and pre-financed some of the activities to avoid delays in the payments for the trainings.*
GULU	$ 340,759	$ 898,050	$ 782,155	87%	
MPK	$ 45,227	$ 332,429	$ 326,310	98%	
MUNI	$ 491921	$ 2,224,811	$ 2,030,301	91%	
PALMCORPS	$ 157,815	$ 497,641	$ 422,800	85%	
YARID	0	$ 348,492	$ 304,270	87%	
Total	**$1,533,387**	**$ 8,869,248**			

14.2.1 Project Progress

14.2.1.1 Project Progress

This report outlines progress made under the RETI program during the third quarter of Year two, covering the period; April to June 2025. During the quarter, the nine RETI partners made significant strides in skills training, financial inclusion, assessment and certification, and community engagement across the RETI program implementation areas. The report covers progress achieved through the efforts of nine consortium partners.

During the reporting period, a total of **15,686 young people (5,580 males; 10,106 females)** were selected for skills training by multi-stakeholder committees including OPM, UNHCR, and local leaders. This was in addition to 5,742 young people selected in the previous quarter. The criteria used included the age range of 15-35 years, nationality status (70% refugee; 30% national), skills status (youth who were unskilled, semi-skilled, skilled but unemployed, and digitally semi-literate), gender disaggregation (60 % female and 40 % male) and only youth who were out of school for at least 2 years were considered. The selected young people commenced skills training within the quarter.

Therefore, a total of **17,712 young people (6,570 M, 11,142 F; 9,476 refugees, 8236 host; 319 youth with disabilities)** were trained in market-relevant vocational skills, digital literacy, internships/apprenticeship and university short courses. **Cumulatively, 52,508 young people have been skilled since the start of the program.** Of all graduates, 61.8% were female and 55% were refugees, respectively. The training has enhanced the skills and knowledge of the targeted young people to either create or seek employment.

Of those trained, a total of 11,881 skilled young people were assessed and certified by Uganda Vocational and Technical Assessment Board (UVTAB) this quarter, with a cumulative 23,066 trainees certified and average pass rate of 96% of all young people assessed. The assessment and certification by UVTAB started in May 2025 after DIT was dissolved in March 2025. However, the shift from DIT to UVTAB did not affect budget rates for assessment and certification as UVTAB adopted the same rates for assessment.

As a result of the skills acquired and competences certified, a total of **7,738 youth accessed employment within Yr2 Q3**. More females 4,965(64%) compared to males 2,773 (36%) transitioned to work during the quarter. Of these, 4,720 (61%) and 162 (2.1%) were refugees and YwD, respectively. Cumulatively, **13,509 youth (5,077M, 8,432F) have transitioned to work since the start of the RETI program. This achievement is attributed to factors such as certifications of competences of the trainees, job linkages, personal initiatives of the young people and other employment support provided**.

The RETI program baseline report was finalized this quarter, and the results revealed that 54.8% youth unemployment, with refugee females most affected most. Self-employment was highest in Northern and West Nile, but limited access to markets and formal credit remain major constraints across RETI implementation locations.

Within the quarter 935 YSLA groups whose capacities were enhanced through training in entrepreneurship, record keeping, budgeting, etc. have improved in loan/savings management capacity. Cumulative savings by the groups was UGX 213 million; and loan disbursed was UGX 107 million by the end of the quarter. Through the YSLAs, the young people access financial products/services within their groups with minimal challenges and formalities. A total of 158 YSLAs were digitized (152 YSLAs were digitized by DCA using Ensibuuko; and six YSLA digitized by FCA using Savara). YARID commenced the processes of onboarding MobiPay to digitize their groups. The digitization platforms support YSLA groups to transact offline, keep real-time records, and have secure access to finance.

Within the quarter, the RETI program supported 1,260 youth to pitch business ideas to compete for the grants. Of these, 486 youth with successful business plans were selected to receive a grant of UGX 500,000 each. By the end of Yr2 Q3, 40 of those selected (all refugee youth) were funded with innovation grants by YARID. A follow up of the recipients will be conducted in Q4 while the remaining 446 youth will receive their grants in Q4 after completion of due diligence exercise to ascertain their readiness for the grant.

The PMU conducted a strategic policy engagement with the newly established Uganda Vocational and Technical Assessment Board (UVTAB) to address the implications of the dissolution of the DIT on RETI participants previously registered for assessments under DIT. This followed the merger of DIT with UBTEB to form UVTAB. Key outcomes from the policy engagement included the appointment of a UVTAB representative to the RETI Program Advisory Committee (PAC), resumption of competence assessment of participants who were previously registered under DIT. The engagement has since then simplified working relations with UVTAB for all RETI consortium partners. A safeguarding risk assessment was for RETI consortium partners across all 15 RETI districts, jointly implemented by the RETI PMU and DCA. The findings of the rapid assessment will guide the development and implementation of safeguarding strategies. A full report is expected in August 2025. Within Q3, Muni University RETI PMU, Mastercard Foundation and WEKOnnect organized a communication workshop to review and enrich the draft RETI Communication Strategy. WEKOnnect also made partner physical visits to socialize the communication strategy.

During this quarter, the RETI MEL team led a tracer study to evaluate post-training outcomes to inform program improvement and stakeholder decision-making. The consortium targeted 11,299 project participants skilled in cohorts 1 and 2 of the program and 10,796 participants (96%) response rate was achieved. Out of those traced, 64% (n=6,866) were employed (65% female, Male 35%) whereas 36% (n=3,930) were unemployed. Of those employed youth, 52% n-3,577 were in self-employment whereas 48% n=3,289 were in salaried employment. The study findings will be presented in a separate report which will be available in August.

14.2.2 Outreach Actuals

Table 92: Young people Outreach During the Period

Participant category	Quarter target		ACTUAL																		Total achievement	
		MUNI		BSU		GU		FCA		DCA		CEFORD		YARID		PC		MPK				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Outreach (young people 15-35years)	2,990	4,485	446	667	1,314	2,230	573	1,143	411	988	1,848	2,768	817	989	340	861	702	1,134	108	320	6,559	11,100
Refugees - Outreach (70%)	2,093	3,140	312	467	846	1,585	277	533	253	835	968	1,451	163	233	264	536	383	592	79	201	3,545	6,433
Nationals - Outreach (30%)	897	1,346	134	200	468	645	296	610	158	153	880	1,317	654	756	76	325	319	542	29	119	3,014	4,667
YWDs - outreach (3%)	90	135	28	42	23	25	12	25	15	21	33	51	16	19	0	0	8	7	8	24	143	214
Refugees or Displaced Persons	2,093	3,140	312	467	846	1,585	277	533	253	835	968	1,451	163	233	264	536	383	592	79	201	3,545	6,433
Total Urban/Peri urban			255	368	0	0	88	156	0	0	880	1,317	160	225	340	861	702	1,134	17	48	2,442	4,109
Total Rural:			191	299	1,314	2,230	485	987	411	988	968	1,451	657	764	0	0	0	0	91	272	4,117	6,991
Young people in Work	2,093	3,140	205	295	1,314	2,230	351	731	568	1,144	29	36	70	85	20	34	124	201	92	209	2,773	4,965
Refugees - YIW (70%)	1,465	2,198	69	96	846	1,585	168	335	318	931	11	19	25	30	16	23	53	83	23	64	1,529	3,166
Nationals - YIW(30%)	628	942	136	199	468	645	183	396	250	213	18	17	45	55	4	11	71	118	69	145	1,244	1,799
YWDs - YIW(3%)	63	94	7	15	23	25	8	18	47	33	0	3	2	2	0	0	1	2	2	4	90	102

14.2.3 Reporting Progress and Impact

Outcome 1: Increased access to quality training and utilization of skills among young people

The RETI consortium has continued to provide increased access to short-term and market-responsive skills for refugee and host community young people targeting the young people who are nonskilled, semi- skilled", skilled but unemployed, and digitally semi- literate. These skills have been acquired through market-relevant vocational skills, digital literacy training, internships/apprenticeship and university short courses. The assessment and certification results from the DIT/UVTAB showed an average pass rate of 96% of all young people assessed, guaranteeing quality skills provision under the program. The results from the tracer study that reached 10,796 program participants showed that 64% (n=6,866) were employed (65% female, Male 35%) whereas 36% (n=3,930) were unemployed. This indicates that majority of the young people skilled are utilizing their skills.

Output 1.1: Strengthened entrepreneurial, business and employment skills

To enable young people acquire the necessary skills to transition into employment, RETI program partners have continued to provided non-formal vocational and entrepreneurship training using the Linking Learning to Earning (LLE) approach.

Within the quarter, a total of **17,712 young people (6,570 M, 11,142 F; 9,476 refugee, 8236 host; 319 youth with disabilities)** were trained in market-relevant vocational skills, digital literacy, internships/apprenticeship and university short courses. **Cumulatively, 52,508 young people have been skilled since the start of the program.** Of all graduates, 61.8% were female and 55% were refugees, respectively. The training has enhanced the skills and knowledge of the targeted young people to either create or seek employment. Of all graduates, 61.8% were female and 55% were refugees, respectively. The training has enhanced the skills and knowledge of the targeted young people to either create or seek employment.

The selection process included public display of interest forms, face-to-face interviews, and physical verification for eligibility, followed by final approval by the respective committees. The selected young people commenced skills training within the quarter.

Output 1.2: Strengthened community-based participation in education and skilling interventions

To achieve this output, partners conducted a number of activities, including; community awareness sessions, joint monitoring visits, participating in commemoration of relevant international days, community dialogues and meetings, and facilitating community-based mentors to support the participants. These activities were meant to increase the participation of the community in the program and to promote ownership and sustainability of the interventions. These activities also provided the community an opportunity to provide feedback on the program in addition to involving them in decision-making about the program. Community leaders were also heavily involved in the recruitment of participants through recommendations as a requirement for enrolment. These therefore strengthened the community engagement and participation in all the skilling interventions.

Outcome 2: Increased enterprise growth and access to work among young people

Output 2.1: Youth friendly financial & non-financial products and services promoted

Activity 2.1.1: Provide financial literacy training to 2,700 YSLAs.

During the current reporting period, a total of 417 YSLAs with 4,666 participants (3,253F, 1,413M) received financial literacy training. Out of these, 47 (33F, 14M) were ToTs composed of CBFs and selected artisans. The training focused on soft skills modules which included life skills, group dynamics, entrepreneurship, VSLA methodology and business plan development, establishing a strong and effective business management system, record keeping, budgeting and savings management skills. To date the training has enhanced the capacity of 935 YSLAs to save and manage their loans. By the end of the quarter, cumulative savings by the YSLAs was UGX 213Million and loans of Ugx 107M were disbursed among the participants by end of the period.

2.2. Output 2.2: Market (local, regional and international) strengthened

2.2.5. Organize 2 product exhibitions, career and job fairs in partnership with the private sector

BSU facilitated exhibitions in Isingiro and Kikuube, engaging refugee and host communities alongside OPM and UNHCR. Leaders emphasized coexistence and called for continued support through psychosocial aid and startup kits. PALM Corps participated in World Refugee Day, Day of the African Child, and World Environment Day across Adjumani and Obongi, enabling 15 female refugees to attend. Though exhibitions weren't held due to limited product availability, program recognition was high, with over 1,000 stakeholders in attendance. MPK contributed refreshments and water to World Refugee Day celebrations in Lamwo district. These events demonstrated RETI's commitment to visibility, empowerment, and market engagement, while strengthening solidarity between refugee and host communities.

2.3.2 Output 3.2: Sustainable Coordination Mechanisms among the Consortium Partners Established

The output measures the count of existing platforms in which the consortium actively participates to align their programming. Active participation encompasses attending meetings, sharing minutes, learnings, experiences, and good practices. Significant progress has been made regarding this indicator. With support from the RETI PMU, consortium partners have actively participated in various meetings. Weekly meetings were conducted between the PMU and the Mastercard Foundation to check progress. Additionally, the consortium established a WhatsApp group and engages in email communication to ensure effective coordination. Partners have individually participated in sector working group meetings held at refugee settlements in their respective areas of program implementation.

Outcome 3: Enhanced quality in delivery of young people friendly services, market relevant courses, and innovations

Output 3.1. Strengthened institutional capacity (systems, policies and practices for consortium partners and other implementing actors) to support refugees and host community young people transformation.

14.2.4 Political Environment and Socioeconomic Developments

During the reporting period, several political and socio-economic factors influenced program implementation and the broader environment:

- **Refugee influx**: Nakivale, Adjumani, and Kiryandongo refugee settlements experienced a surge in arrivals due to ongoing conflicts in Eastern DRC and South Sudan. Many new arrivals, including individuals over 35 years of age, expressed interest in enrolling in the RETI program, exceeding the current target demographic and service scope.

- **Political party activities**: Political parties primaries disrupted training, particularly work-based learning. Activities were frequently interrupted by loud political rallies, and some trainees were drawn into political gatherings while still in training attire. However, awareness sessions were conducted to discourage youth from engaging in risky behaviour during the political season.

- **Private sector limitations**: Limited growth in the private sector continues to constrain employment opportunities. The rate at which skilled youth are produced surpasses the rate of private sector absorption, creating a skills-employment mismatch.

- **Support from NuGrid and the Foundation**: NuGrid, a member of Community of Practice within the Mastercard Foundation committed to facilitating the linkage of Youth Savings and Loans Associations (YSLAs) across Muni, Gulu, and Bishop Stuart Universities. Once established, the youth will gain access to digital loans through Airtel. Two planning meetings have been held with PMU, and field visits to the three universities are scheduled for Quarter 4 to co-develop onboarding strategies.

- **Strategic private sector engagements**: In partnership with FCA, Nytil offered work placements to 99 skilled youth (64 F, 35 M; 97 refugee, 2 national), enhancing their job readiness and alignment with market demands. This initiative also promoted gender inclusion, with females comprising 64% of the placements. In June 2025,

earnings ranged from UGX 180,000 to UGX 500,000, with most placed youth earning between UGX 150,000 and UGX 250,000 monthly. This contributed to the economic empowerment and resilience of participating youth.

14.2.4 Challenges faced in implementation of RETI project

a) There were delays in assessment of learners due to the merger of DIT and UBTEB to form UVTAB and all this affected our process towards registration of participants for assessment and certification. However, this was resolved and assessment preparations are ongoing.

b) Contracting of the Fintech company has challenged the partners since the most credible company (Ensibuko) requested amounts that the partners do not have. The PMU is leading discussions for more than one partner to engage in Fintech.

c) Recycling and duplication of participants for vocational skill training is still common especially for the refugee. This comes because most of the participants do not disclose whether they have already benefited from this course from other organizations. MPK intentionally recruited participants with attestation card numbers in order to reduce duplication in MPK database and UNHCR portfolio.

d) The number of available formal employment opportunities especially for many of the young people targeted under RETI trades remained limited. The partners are now profiling the trained project participants, to be uploaded on the employment platforms. More focus will be put on Enterprise development initiatives to stimulate own employment for the young people skilled under RETI.

e) The increasing cost of training materials e.g., fabrics, metal and bakery ingredients among others constrained the purchasing power of artisans and increased the cost of delivery of quality vocational training programs. Partners plan to vary the cost across trades in subsequent years.

14.2.5 Learnings from RETI project

- **Accurate and updated participant data enhances tracer studies:** Maintaining up-to-date contact and profiling information of program participants is critical for effective follow-up. In cases where contact details were incomplete or outdated, tracer activities became challenging. Enumerators had to rely on snowball sampling to trace participants through peers or family members to complete the exercise.

- **Positive trainer-trainee relationships foster continued support:** Skilled youth who maintain good relationships with their trainers and demonstrate competence often receive ongoing support. In Kyaka II and Rwamwanja, artisans allowed former trainees in tailoring and hairdressing to use their workspaces for part-time jobs or client service at no cost an example observed with the Tuinuka Tailoring Group in Rwamwanja.

- **Artisan engagement is key for youth follow-up:** Artisans remain valuable stakeholders in post-training follow-up. Many young people maintain strong connections with their former trainers, who can help locate them for tracer studies or further engagement.

- **Digital tools require foundational digital literacy:** The introduction of platforms such as MyYSLA-RETI demonstrates the potential of digital tools for financial inclusion and record-keeping. However, many youth and community leaders lack the basic digital skills needed to fully utilize these systems. Investing in digital literacy is essential to ensure meaningful adoption and impact.

14.2.6 Case Studies and Impact Stories

Impact/success story telling and documentation

Impact stories from young people transitioning into work or starting businesses were collected from the different project areas and documented for publication and reporting. FCA for example published an article in the New Vision on World Refugee Day while other stories highlighting the program's impact have been published on partner social media and other digital platforms. Some of the stories and photos documented by the RETI partners are attached below;

Selected stories are accessible through the following links:

- FCA Website: https://www.kirkonulkomaanapu.fi/en/ajankohtaista/artikkelit/i-asked-fca-to-let-me-train-other-girls-like-i-had-been-trained-vocational-training-by-local-artisans-enables-refugee-youth/
- FCA Twitter: https://x.com/fca_uganda/status/1922614426127028535
- FCA Instagram: https://www.instagram.com/p/DJWFF8Kt07C/

Annex II: Success Stories

The Girl Mechanic: Defying the Norms to Achieve Her Dreams

In the small rural town of Offaka, in Madi Okollo district where tradition reigned supreme, Ajidiru Brenda, 24 has challenged the norms to be different. She was trained last year in motorcycle mechanics under the Refugee and Host Community Youth Empowerment and Transformation Initiative (RETI), a sphere of work traditionally reserved for men in her community.

Born into a family of modest means, Ajidiru dropped out of school in primary five. Her mother owned a saloon from where Ajidiru naturally learnt how to plait hair. After her marriage failed, she returned home with a child to support and rejoined the saloon work. Unfortunately, money from plaiting hair came seasonally, yet more than before, she needed a stable source of income.





One day, Ajidiru visited her aunt in Gulu, where she saw a lady mechanic working in a garage and was mesmerized. “I admired that lady,” she said beaming with a smile. “Every time I passed near the garage, I saw her lift machines and car parts with ease, just like the men. That proved to me that women are not that weak after all,” she explained. When the RETI program implemented by Muni University, with support from Mastercard Foundation advertised for the skills training opportunities, Ajidiru chose motorcycle mechanics to the surprise of many, who expected her to follow her mother’s footsteps. Out of 84 young people trained in various trades in that cohort in ADRA Agricultural Institute, she was the only female who dared the traditionally male dominated area.

At the beginning, Ajidiru faced resistance from the boys. “They said I did not belong here and that I would not manage the work”, she explained. Her slender body and frail appearance was mistaken for weakness, yet her face exuded fearless attitude and determination, which eventually earned her acceptance and even support from the boys.

Ajidiru now works in a motorcycle garage in Offaka trading center. In the first two months, her sight at the garage drew whispers and giggles from onlookers. Later, many young men flocked the garage, at first to test her skills. “At first, they did not believe she was capable of fixing a motorcycle,” Nyoni Michael, the owner of the garage said. But her passion and attention to detail drew more clients to the

garage. Nyoni is all praise to Ajidiru, not just for her meticulous work, but also other pecks that come with having a lady in his garage.

Currently, Ajidiru earns on average 10,000= a day. She saves 5,000 weekly in their savings group and some with her mother depending on the days income, making a total savings of about 125,000= in her three months of work as a mechanic. She wants to become a motor vehicle mechanic, so her savings are mainly to further her skills. She hopes her defiance is enough to shatter the stereotypes in her community and inspire more young girls to pursue careers in the male dominated fields. As for her, she has already forged her own path, riding off to her dreams with courage.

The RETI program, aims equip 100,000 youth (70% refugees, 30% host community, 60% female and 3% people with different abilities) from the 15 refugee-hosting districts of Uganda with market relevant skills and transition 70,000 (of same categories) to dignifying and fulfilling work by 2027.

It is implemented by a consortium of 9 partners with support from Mastercard Foundation under the leadership of Muni University.

Rising above Adversity- Barikis Journey from a Sugar Cane seller to a Saloon Owner



Standing in her saloon with pride, Bariki Claudine, 23, is a true embodiment of resilience and determination. A refugee from democratic Republic of Congo (DRC), now living in Kahirimbi B, Isingiro Town Council, Nakivale settlement, Bariki rose above adversity unexpectedly.

“This is like I’m still in a dream, because I didn’t imagine my life would turn around within such a short time, given my background,”, she said

Bariki’s turn of events started when she enrolled for a skills training in salon and hair dressing at St. Bruno Vocational Training Centre, offered by Bishop Stuart University in partnership with Muni University and Mastercard Foundation, under the Refugee and Host Community Youth Empowerment and Transformation Initiative (RETI).

At St. Bruno vocational training centre, Bariki learnt different styles and designs in salon and hair dressing like; pencil, knotless, dreadlocks, hot combing, crochets, and doing re-touch using different hair chemical brands like miad, radiant, movit, mega growth among others. “They also taught us basic skills in hair cutting designs like small and big brush, as well as shaving bald heads, although am not currently doing this because of inadequate capital,” she explained. She learnt everything, dedicating herself to mastering every step of the craft, as the only gateway out her predicament then.

In the past, Bariki could be seen on the dusty roads, selling sugarcane to passing travelers. In the scorching sun or pouring rain, she was always there, struggling to earn a profit of about 2,000=.a day. To raise the profit margin, Bariki was forced to trek kilometers, carrying heavy sugarcane from the farms to the roadsides on her head. “And sometimes when the market is low, the sugarcane dries up, meaning a total loss for that stock,” she laments. But she persisted, driven by the desire for a better life.

According to Bariki, although she ventured into sugarcane business, her passion was in salon and hair dressing. “I grew up seeing hair dressers looking smart with long hair, getting money without struggling and doing work from their homes without necessarily going to the markets like I was doing while selling sugarcanes,” she explained. She could even plait free-hand for her friends and family members, but the quality was poor.

So when she got the opportunity for training, she seized it. Immediately completing training, she sold her grown-up chicken and raised 450,000= including savings from her sugarcane business. She used this money to set up her saloon. Today, Bariki owns a thriving saloon, earning on average 25,000 a day. She said she can now support her family and aging parents with their daily needs. She slo saves 10,000= weekly in a local VSLA group, which she plans to use for expanding her saloon at the end of the year. "I want to buy equipment like driers, sink and even the machines for barbering," Bariki explained with enthusiasm.

Bariki is also training another young girl, Provia Kobushingye, who was inspired by Bariki's progress. "I was idle at home, only helping my mother with household chores. I needed a source of income because my mother cannot provide me everything I want," Provia explained. "I was happy when this saloon was opened and many women around appreciate it to because they don't walk up to the trading center now."

Bariki Claudine advised young people not underestimate any kind of work. She said her sugar cane business, difficult as it may look, was actually her launchpad to where she is today. "Nothing about your live will change, if you do nothing about it. No matter the circumstances, always work hard to improve yourself, and luck will find you along the way," she counselled.

From Survival to Self-Reliance: Lubo Rose's Journey to Empowerment Through Tailoring

Lubo Rose is a south Sudanese refugee in Palorinya Settlement Keguru Village in Zone One. She is Married with four children. She was a farmer and survived on digging for others to get some little money for survival. ***"I used to Sell Firewood and dig in peoples' farms to get money for food and soap"***, Said Lubo. She later enrolled for the skilling training by PALM Corps RETI project in tailoring. Which became a game changer in her life. She was one of the committed participants, said their Trainer. After finishing the training, she started volunteering as assistant trainer at Judith's tailoring Enterprise. She also started her own business where she makes about 30,000UGX on a good day and 10,000UGX on a bad day.

She has saved over 300,000UGX in ama ecora saving group. She has gained social capital around Keguru Centre. **"I can now afford school fees and all my basic needs from the money I earn; my husband is also very happy because of the contribution I have in our home; I also make beautiful clothes for my children and matching "BITENJI" for me and my husband**, said Lubo.



CHAPTER FIFTEEN

CROSS CUTTING ISSUES

15.1 Introduction

This section presents a range of other areas that were supported during implementation of the University activities, as well it highlights the challenges encountered, presents recommendations that can address the weaknesses and opportunities that are explorable to move the institution to higher heights.

15.2 Gender Equity

Gender Equity reflects a balance of involvement for both female and male persons during execution of University operations in line with the gender main streaming policy as well through application of gender responsive pedagogy in teaching, learning and research.

a) In the 2024/2025 intake/admissions, the University rolled-out admission of students under "STEM" (Science, Technology, Engineering and Mathematics) for selected academic programmes to encourage more females to apply and study at Muni University.

b) One (1) community awareness activity was conducted on gender-based violence by Muni University. Gender equity was achieved through enabling work environment where every gender participates equally in all departmental activities as per their respective qualifications and partake equally from office amenities and refreshments hence no gender related cases were reported in the unit by the end of FY.

c) Internal Assurance through Auditing of the Faculties in regard to Students intake as per gender mainstreaming policy every academic year to ensure there is proper gender allocation for the intake slots**.** Deliberate effort to co-publish research articles with both male and female academic staff members (19 articles by male, 1 article by female).

d) Domiciliary midwifery training with a focus on promoting MNCH and preventing mortality associated with MNCH as a way of addressing gender disparity among women. Sensitization of young men in the clinical setting to embrace Voluntary Medical Male Circumcision (VMMC) to address health disparity in men.

15.3 Environment

The University through its operations applies climate smart approaches to protect the environment as pointed-out below.

a) The University has continuously reduced on paper-based work for office routines as well as meetings in order to save the environment through embracing technology by using emails, using google meet, zoom platforms to reduce both on paper wastage and costs incurred in printing.

b) The University participated in tree planting activities in Muni Parish, Madi-Okollo, in refugee settlements of West-Nile

c) Sensitization of students on Wildlife conservation through study trips to Murchison Falls National Park.

d) Sensitised the communities of Ayibiri, Ocolini, Muni, Ofude, Nyio, and Awulaka villages on safe waste management as a strategy to promote community health and prevent disease occurrences within the surrounding Muni University communities. Nursing students have been oriented on how wastes can be transformed into economic value like fecal cakes from liquid waste for manures, making airbricks from plastics, and polythene bags. Regulation of water consumption in Arua City from Enyau River to the final household use, and how to regulate the generated waste from it.

e) The faculty recognises the emerging issues that affect education and social wellbeing of the staff and students offering programmes under the faculty. Key cross-cutting issues include incorporating gender issues in curriculum and programme development, implementation and evaluation. In addition, the faculty recognises the importance of Information community technology in all spheres of life. In this regard, the faculty encourages the integration of ICT in teaching and learning process. The students have embraced ICT and have developed positive attitudes in the acquisition of computers.

15.4 HIV/AIDS and Hepatitis-B

The University encouraged the staff to participate in HIV/AID's and Hepatitis sensitization and vaccinations programs. Screening of clients in the clinical settings as part of promoting students learning and sustaining professional development practices by faculty members. Providing basic and advanced care to clients diagnosed with HIV/AIDS and hepatitis infections. It also included complications like Liver diseases, hepatocellular carcinoma, and Kaposi's sarcoma among others. Application of Ministry of Education and Sports HIV AID's workplace policy. Emphasis on avoidance of stigma and discrimination of the infected and affected.

CHAPTER SIXTEEN

CHALLENGES DURING THE FINANCIAL YEAR 2024/2025

16.1 Major Challenges

The following challenges hampered the achievement of the University annual planned activities:

(i) Inadequate Funding

The level of funding provided from Government of Uganda is inadequate to support both operational and development interventions. In the reporting year, Development was insufficiently released at 47% hence affecting completion time of the Health Science Laboratory Block and this affected the ability to roll-out other Programs and Students doing advanced laboratory practice. Wage-bill was inadequate to allow us to recruit more lecturers to meet the growing Student load due to Students moving to higher Academic years. For learning efficiency, the University needs to recruit additional Academic staff to match the learning requirements of the learners.

(ii) Internet Connectivity

The Online Teaching and Learning Method adopted at Muni University requires strong internet connectivity and optimal bandwidth. The challenge of inadequate funding for the ICT Unit limited the acquisition of bandwidth that would adequately support the online teaching, learning and research at the University.

(iii) Delayed Programme Accreditations

Delayed accreditation of new academic programs by National Council for Higher Education affected the number of student enrolments and Non-Tax Revenue (NTR).

Despite strides in programme development and students enrolment, the faculty faces challenges of inadequate space, inadequate furniture, inadequate teaching staff and inadequate finance to run the various academic, research and community engagement programmes.

16.2 Opportunities

(i) There is local demand for agricultural and environmental research and development which the University can tap into.

(ii) The University is located in West Nile which is bordering DR Congo and South Sudan. We have opportunity to attract foreign students from these countries.

(iii) The presence of close to 1 million refugees in West Nile has brought opportunities for collaboration with the many NGO's operating in the region.

(iv) Consultancies and capacity-building training in private and public sectors, (local governments and NGOs).

(v) Collaboration with other Universities offering similar programs for learning and research improvement.

Collaboration with health and its related partners in the west Nile region such as DHO offices, Arua City health authority, NWSC Arua branch, etc. To consider working with UNHCR, OPM, and other refugee agencies in promoting the health of refuge populations.

16.3 Recommendations

(i) The University should explore additional funding sources to design, develop and equip a full-fledged Engineering and Technology Workshops and Laboratories.

(ii) The government needs to increase funding to at least 50 billion Uganda shillings annually to the University to enable her to perform it's mandate better.

(iii) Ministry of Public Service should approve the University's request to recruit academic staff, especially scientists of higher rank ranging from Lecturers to Professor, to promote impactful scientific research.

APPENDICES

APPENDIX A

EXTERNALLY DONOR FUNDED PROJECTS

DETAILS OF STAFF PUBLICATIONS FOR FY 2024/2025 BY FACULTY/DEPARTMENT

Technoscience

1. **Kalyankolo, U.,** Munguleni, M**., Nansukusa, Y., Asikuru, S., Nafuna, R., &** Kalyankolo, Z**.** (2025). PLC based speed control in a color sorting system: A design and simulation perspective. Journal of Engineering, Technology, and Applied Science (JETAS), 7(1): 37-51. https://doi.org/10.36079/lamintang.jetas-0701.828

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5. **Wamusi, R. & Habibu, T.** (2024). Practical Application and Management of Information Communication Technology (ICT) to Enhance the Performance of Ugandan Secondary Schools in West Nile. *East African Journal of Information Technology*, 7(1), 427-447. https://doi.org/10.37284/eajit.7.1.2477

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4. **Bukirwa, J.R.** (2025). Covid-19 induced psycho-social challenges: implication for Christian families in Uganda. *Psychology*, 16(1). https://doi.org/10.4236/psych.2025.161001

5. **Omara, P.,** Naluwemba, F. & Ssetumba, J. B. (2024). Application of developmental supervision model in secondary schools in greater Arua, Uganda. *International Journal of Education and Social Science Research*, 7(4):12-37. https://doi.org/10.37500/IJESSR.2024.7402

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APPENDIX B: LIST OF MUNI UNIVERSITY COUNCIL MEMBERS

S/N	NAME	POSITION ON COUNCIL
1.	Eng. Joel Aita	Chairperson, Ministerial Appointee
2.	Mr. Moses Kibrai	Vice Chairperson, Ministerial Appointee
3.	Hon. Margret Baba Diri	Member, Rep. PWD's
4.	Mr. Mustapha Achidri	Member, Rep. MoFPED
5.	Mr. Lubanga Nasifu	Member, Rep. Support Staff Association
6.	Assoc. Prof. Clement Okia Akais	Member, Rep. Academic Staff Association
7.	Prof. Peter Lating Okidi	Member, Rep. Professional Body
8.	Assoc. Prof. Joyce Ayikoru Asiimwe	Member, Rep. Senate
9.	Mr. Habert Amajuru	Member, Rep. Students Guild
10.	Mrs. Winfred Adukule –Meuter	Member, Ministerial Appointee
11.	Mr. Bosco Apparatus Buruga	Member, Rep. Administrative Staff Assoc.
12.	Assoc. Prof Simon Anguma Katrini	Member, Ag. VC
13.	Dr. Jalira Namugaya	Member, Rep. Academic Staff
14.	Dr. Sadik Kassim	Member, Rep. Public
15.	Ms. Babra Carolyn Acuga	Member, Rep. Students Guild
16.	Dr. Amandu Yassin Is'haq	Member, Rep. Senate
17.	Dr. Jacinto Amandua	Member, Rep. Public
18.	Mrs. Jolly Uzamukunda Karabaaya	Member, Rep. MOES
19.	Rev. Fr. Professor Odubuker Picho Epiphany	Member, DVC FA
20.	Assoc. Prof. Mary Basaasa Muhenda	Member, Rep. Public
21.	Ms. Inzikuru Millicent Milly	Member, Rep. Arua City Council
22.	Mr. Emmanuel Banya Natal	University Secretary, Secretary to Council

APPENDIX C: HISTORY OF MUNI UNIVERSITY

1970s

The quest for a public university in the West Nile region was tabled to the then government of Uganda but its progress was subsequently hindered by turbulent wars.

11/01/ 2007

A delegation of elders and political leaders from West Nile region led by their respective LC Vs met H. E. Yoweri Kaguta Museveni at his Rwakitura country home and presented a memorandum expressing the need for a public university to be established in the region.

09/05/ 2009

H. E. Yoweri Kaguta Museveni decreed the establishment of a public university in West Nile region and instructed the then Minister. of Education & Sports to ensure that a public university was established.

18/12/ 2013

First Governing Council was constituted and held its first meeting.

09/05/ 2013

The 9th Parliament of the Republic of Uganda, following a motion by Minister of Education & Sports, Rtd. Maj. Jesica Alupo Epel in accordance with section 22 of the University and other tertiary institutions Act resolved the establishment of Muni University. This gave rise to instrument No.31 of 2013.

29/02/ 2012

Actual construction work commenced after mobilization.

MUNI UNIVERSITY

30/12/2009

H. E. Yoweri Kaguta Museveni decreed the establishment of a public university in West Nile region and instructed the then Minister. of Education & Sports to ensure that a public university was established.

06/01/2010

Task-Force Committee commenced the planning work to establish Muni University.

13/11/2011

Hon Minister, Rtd. Maj. Jesica Alupo Epel presided over the ground-breaking ceremony for the construction of start-up structures of the University.

25/04/2014

First Senate was constituted and held its first meeting.

4/11/2014

Muni University opened her gate to 90 students of Bachelor of Information System and Bachelor of Information Technology.

12/09/2016

H. E. Yoweri Kaguta Museveni officially Commissioned Muni University and installed Eng. Eric Tiyo Sekebuga Adriko (PhD) as the first Chancellor of Muni University

APPENDIX D: LIST OF PIONEER STAFF

TECHNICAL COMMITTEE MEMBERS FOR THE CONSTRUCTION OF MUNI UNIVERSITY START-UP STRUCTURES

SN	NAME	DESIGNATION	ORGANISATION	POSITION IN THE COMMITTEE
1	Eng. Justus Akankwasa	Asst Commissioner, CMU	Ministry of Education & Sports	Chairperson (Pioneer)
2	Doreen Matovu - Lwanga	Ag Asst Commissioner, CMU	Ministry of Education & Sports	Chairperson
3	Robert Odok Oceng	Commissioner, Higher Education	Ministry of Education & Sports	Member
4	Eng. Michael Sentongo	AC/Structural Engineer	Ministry of Works & Transport	Member
5	Rev. Fr. Dr. Odubuker Picho Epiphany	University Secretary	Muni University	Member (CM)
6	Kiiza Semu Smith	Quantity Surveyor	Ministry of Education & Sports	Member
7	Ocen Willy	Resident Engineer	Ministry of Education & Sports	Secretary
8	Odongo Brian	Electrical Engineer	Ministry of Education & Sports	Member
9	Lubinga Frederick	Assistant Architect	Ministry of Education & Sports	Member
10	Bongomin Alfred	Senior Asst Engineering Officer/ Electrical	Ministry of Works & Transport	Member
11	Moli Tom Atikoro	Architect	Ministry of Works & Transport	Co-opted member
12	Odoch Jackson	Clerk of Works	Muni University	Co-opted member
13	Mademaga Joseph	Senior Assistant Engineering Officer/ DE	Arua District Local Gov't	Co-opted member

STEERING COMMITTEE MEMBERS FOR THE CONSTRUCTION OF MUNI UNIVERSITY START-UP STRUCTURES

SN	NAME	DESIGNATION	ORGANISATION	POSITION IN THE COMMITTEE
1	Prof. Christine Dranzoa	Vice Chancellor	Muni University	Chairperson
2	Rev. Fr. Dr. Odubuker Picho Epiphany	University Secretary	Muni University	Secretary
3	Robert Odok Oceng	Commissioner Higher Education	Ministry of Education & Sports	Member
4	Eng. Justus Akankwasa	Asst Commissioner , CMU	Ministry of Education & Sports	Member
5	Doreen Matovu - Lwanga	Ag Asst Commissioner, CMU	Ministry of Education & Sports	Member
6	Eng. Michael Sentongo	AC/Structural Engineer	Ministry of Works & Transport	Member
7	Lapai Nicholas Odong	Assistant Bursar/ Accountant	Muni University	Member
8	Ocen Willy	Resident Engineer	Ministry of Education & Sports	Member
9	Nyeko Francis	Procurement Officer	Muni University	Member
10	Avayo Godfrey	Administrative Assistant	Muni University	Co-opted Member

FIRST GOVERNING COUNCIL MEMBERS OF MUNI UNIVERSITY

SN	NAME	CONSTITUENCY/CATEGORY	POSITION IN THE COUNCIL
1	Dr. Nkuuhe Johnson	Ministerial Appointee	Chairperson
2	Prof. Eng. Sandy Stevens Tickodri -Togboa	Ministerial Appointee	Member
3	Dr. Elizabeth Madraa	Ministerial Appointee	Vice Chairperson
4	Mr. Sabo Kamilo Amade	Arua District Council	Member
5	Prof. Eng. Peter Lating Okidi	Uganda Institution of Professional Engineers	Member
6	Mr. Lambert Olidio	Min. of Finance, Planning and Economic Development	Member
7	Mr. Anyama Saul	National Union of Disabled Persons of Uganda	Member
8	Ms. Uzamukunda Jolly Karabaaya	Rep. of the Permanent Secretary Min. of Education and Sports	Member
9	Mr. Habib Tibrichu	Appointee from the Public	Member
10	His Worship Gabriel Odokorwot Nyipir	Appointee from the Public	Member
11	Mr. Moses Opio Ogal	Appointee from the Public	Member
12	Prof. Christine Dranzoa	Vice Chancellor	Member
13	Prof. Callistus Baliddawa	Rep. of Senate	Member
14	Dr. Mary Basaasa Muhenda	Rep. of Senate	Member

FIRST UNIVERSITY SECRETARY/ACCOUNTING OFFICER

SN	NAME	CONSTITUENCY/CATEGORY	POSITION IN THE COUNCIL
1.	Rev. Fr. Dr. Odubuker Picho Epiphany (MIDM)	Secretariat	Secretary to Council

FIRST GUILD PRESIDENT

SN	NAME	CONSTITUENCY	PERIOD
1.	Hon. Apangubo Patrick	Formed the first Muni University students Guild Government	2015 - 2016

FIRST SENATE MEMBERS OF MUNI UNIVERSITY

SN	NAME	CONSTITUENCY/CATEGORY	POSITION IN THE SENATE
1	Prof. Christine Dranzoa	Vice Chancellor	Chairperson
2	Dr. James Lam-Lagoro	Academic Registrar	Secretary
3	Rev. Fr. Dr. Odubuker Picho Epiphany (MIDM)	University Secretary	Member
4	Dr. Mary Basasa Muhenda	Ministerial Appointee	Member
5	Dr. Joseph Oonyu	Ministerial Appointee	Member
6	Prof. Callistus W. Baliddawa	Ministerial Appointee	Member
7	Dr. Andoga Geoffrey	Ag Dean Faculty of Techno-science	Member
8	Dr. Alfred Alumai	Ag. Director, Research	Member

OTHER PERSONALITIES THAT CONTRIBUTED SIGNIFICANTLY TOWARDS THE ESTABLISHMENT OF MUNI UNIVERSITY

SN	NAME	PROFESSION	CONTRIBUTION
1	Local Government Council Members of Arua under the leadership of Hon. Andama Richard Ferua	Community leaders	Donated land parcels for establishment and expansion of the University in Arua District.
2	Mrs Ayiseni Margaret Tiyo	Educationalist	Chaired the Muni NTC governing council that gave Muni University land where the main campus is located.
3	Mr. Ernest Oluo	Educationalist	Donated Muni Hill for establishing education institutions.
4	Elders of Yumbe under the leadership of Hon. Rashid Govule Iyiga	Community leaders	Donated land parcels for establishment and expansion of the University in Bidibidi, Yumbe District.
5	Rwot Omach IV Openjuru Edgar of Paroketo Pa - Kolokolo	Chief of Paroketo	He donated the land parcel along River Nile for the expansion of the University in Paroketo, Nebbi District.
6	Hon. Simon Ejua	Politician	Constituted a Technical Team led by Prof. Dranzoa that wrote the position paper for establishing a University in WN region, 2007.
7	Eng. Gideon Munduga	Registered Engineer	Development of ToR for Master planning.
8	Prof. Hung Kook Park	Academician	Developed first master plan.
9	Hon. Fred Jachan Omach	Politician	Mobilization of funding for Muni University.
10	All Parliamentarians	Politicians	Promoted establishment of Muni University.
11	AMBITIOUS CONSTRUCTION COMPANY LTD	Contractor	The company that constructed the start-up structures of Muni University

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