

**REVISED PROPOSAL**

**AFRICAN CENTRE OF AGRO-ECOLOGY AND  
LIVELIHOOD SYSTEMS (ACALISE):ESC 25**

Version – 12<sup>th</sup> August 2016

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**Acronyms**

ACALISE	African Centre for Agronomy and Livelihoods (formerly ACACEALS)
ASARECA	Association for Strengthening Agricultural Research in Eastern and Central Africa
CAADP	Comprehensive African Agriculture Development Program
COVAB	College of Veterinary Medicine Animal Resources and Biosecurity (Makerere)
CIP	International Potato Centre
CSO	Civil Society organisation
CRCoE	Cassava Regional Centre of Excellence
DSIP	Development Strategy & Investment Plan
EAAPP	Eastern African Agriculture Productivity Program
EOAI	Ecological Organic Agriculture initiative
EASIR	East African Institute of Social Research (Makerere)
FY	Financial Year

GDP	Gross domestic Product
ICT	Information Communication Technologies
IDS	Institute of Development Studies
IFOAM	International Forum for Organic agriculture Movements
ILRI	International Livestock Research Institute
JSSD	Journal of Science and Sustainable Development
JHS	Journal of Health Sciences
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
NARO	National Agricultural Research Organisation
NCHE	National Council for Higher Education
NAGRC&DB	National Animal genetic Resources centre and DataBank
NDP	National Development program
NGO	Non-Government Organisation
NOGAMU	National Organic Agricultural Movement of Uganda
PAD	Project Appraisal Document
PDO	Project Development Objectives
PDP	Professional Development Plans
PPP	Public Private Partnership
RUCID	Rural Community in Development
RUFORUM	Regional Universities Forum for Capacity Building in Agriculture
SDGs	Sustainable Development Goals
SLU	<a href="#">Saint Louis University</a> (Swedish University of Agriculture)
SWOT	Strengths Weaknesses Opportunities And Threats
UMU	Uganda Martyrs University

## **Section 1: Basic Institutional and Proposal information**

*Originating Institution (s):* [Uganda Martyrs University](#)

*Centre of Excellence Name (and acronym):* African Centre for Agro-ecology and Livelihood Systems(ACALISE)

*Total Amount Requested (US\$):* 5,805,777

*Co-Financing from other sources both cash and in-kind contributions (including core funding) (US\$):* All relevant UMU staff will be available for part-time project implementation, and; Office space, existing farm land and farm implements;

*Main Departments/Units involved in the Centre:* Agriculture, Science, Microfinance, Business administration and Management

### Contact Details

<i>Position</i>	<i>Name</i>	<i>Address</i>	<i>Office Phone</i>	<i>Mobile</i>	<i>Email</i>
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**Basic Institutional Information (this institutional data should include data from the last 5 years):**

**Main Departments participating in the proposed ACE: Academic Staff and Students**

Name of Department/ Units	No. of Academic Staff ( Full time equivalent)	Non- National	Academic Staff Qualifications				Total	No. of Students	
			PhD (% of total)	Master (% of total)	Bachelor (% of total)	Others (Specify)		Female ((% of total) Segregated at BSc, MSc and PhD level	Non-national (% of total)
Agro-ecology	20	1	45	55	-	-	40	MSc - 25	5
Crop Science	8	-	30	70	-	-	450	BSc - 37	12
Animal Science	6	-	35	65	-	-	150	BSc - 20	5
Rural Economy	8	-	40	60	-	-	65	MCS - 30	-
ICT	5	0	20	80			183	Bsc-40 MSc-35	10
Development Economics	6	1	50	50			40	Msc-52	15
Environmental Science	4	1	50	50			98	Bsc-30	15
Business Management	30	1	40	60			832	Bsc-55 MBA-44	15
Institute of Ethics	8	0	90	10	New Programme		New Progr amme	New Prog. in M.Sc. Bio & Environmental Ethics	
Microfinance	5	1	60	40			101	Bsc-20	30
Post graduate school	5	0	100	0			671	60	20

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**Academic Programs offered for 2014/5 relevant to the proposed ACE:**

S/N.	Title of Program	Level (Bachelor, Master or PhD)	Duration (Years)	Enrolment 2014/15 (all classes)	No. of Graduates 2013/14	Program Accreditation (Yes/No)	Last Year of Accreditation
1.	PhD by Research	PhD	4	6	2	Yes	2010
2.	Agro-ecology	M.Sc./PhD	3/2	45	16	Yes	2008
3	Business Administration and Management	B.Sc./MBA	4/2	650	163	Yes	2015
4.	Masters Monitoring and Evaluation	M.Sc.	2	68	-	Yes	2014
	M.Sc. in Development Economics	M.Sc.	2	40	27	Yes	2011
5.	B.Sc. in Organic Agriculture	B.Sc.	4	103	25	Yes	2015

	6.	B.Sc. in General Agriculture	B.SC	4	793	105	Yes	2015
	7.	Bachelors of Agriculture	B.Agr.	3	61	-	Yes	2013
	Note: add rows as required.							
<b>FY 2013/14</b>	<i>Total budget</i>	<i>Government subvention</i>	<i>Tuition and other student fees</i>	<i>Revenue from consultancies*</i>	<i>Other revenue (if large include source; include international funding for both education and research projects/programs with from international partners)</i>			
<b>National</b>	14,270,859,320	58,058,000	11,106,589,650		3,164,269,670			
<b>International</b>	1,314,167,500							
<b>FY 2014/15</b>	<i>Total budget</i>	<i>Government subvention</i>	<i>Tuition and other student fees</i>	<i>Revenue from consultancies*</i>	<i>Other revenue (if large include source; include international funding for both education and research projects/programs with from international partners)</i>			
<b>National</b>	15,938,404,950	56,270,000	12,629,905,950		3,308,499,000			
<b>International</b>	1,186,639,000		681,639,000		505,000,000			
				Note: * Only consultancy revenue that is available for the institution (audited)				

### Summary of the ACE Proposal (should not exceed 350 words):

In her tenure of 22 years and amidst meagre income of a private institution, Uganda Martyrs University (UMU) is already a market leader in directing the trend of application of Agro-ecological approaches in solving mega problems related to climate change and livelihood systems. UMU has trained top notch Agroecologists that span the African continent and beyond through its unique, top rated programmes in Organic Agriculture and Agro-ecology. In order to ensure the training of the whole person in body, mind, and character and thereby enhancing moral integrity, social accountability, and responsible handling of the environment for sustainability, UMU mainstreamed the teaching of ethics in all academic programmes. UMU's main objective of creating ACALISE is to better streamline the production of a high level, well-motivated, and ethically conscious critical mass of Agro-ecology and livelihood systems experts to impact on prevailing agricultural, nutritional, environmental, and livelihood challenges in the region. This is achievable through:

1. Training of a new breed of M.Sc. and PhDs envisioned to carry out relevant research in Agro-ecology and livelihood systems for innovation in the region and beyond
2. Integration of ecological approaches in Agriculture and related disciplines in the region to stimulate sustainable development and better livelihoods
3. Initiation of critical regional collaborations for strengthening multidisciplinary and multi-sectoral research for development
4. Promotion of Public Private Partnerships (PPP) for innovation dissemination and impact enhancement in Agro-ecology for better livelihood strategies. ACALISE will promote student centred research and learning techniques including problem solving, experiential research but also experimental methods to foster innovations in the field.
5. Enhancing moral-ethical consciousness and accountability by the trainees to ensure sustainable development at local, national, and regional levels

6. Establishment of state of the art demonstration farms accessible to the local farmers to provide the relevant skills, technologies, agricultural services, and ethical consciousness, to the communities to enhance sustainable development of all.

ACALISE's actions will be complementary to other local and international initiatives like Sustainable Development Goals, Agenda 21, Comprehensive Africa Agriculture Development Programme (CAADP), Ecological Organic Agriculture initiative (EOAI) of the African Union, Skilling Uganda and Vision 2040 to promote sustainable Agricultural production, Smart environmental initiatives leading to better livelihoods. It is estimated that by the end of the first 5-year phase, 36 PhDs, 300 M.Sc. (in 5 programmes) and 500 other critical experts (short courses) will have been trained, in addition to members of the community, including rural women and the youth, who will have acquired hands-on skills and innovations, including value addition, to improve their livelihoods and standards of living. These will translate to 30% increase in research output and 50% uptake of Agro-ecological practices. ACALISE's strong outreach programme, will enforce translation of these outcomes into improved livelihoods and hence, into socio-economic development. Sustainability efforts will *inter alia* include agri-business enhancement at the University farm, partnerships with industry/private sector, to initiate, promote and commercialize marketable innovations, and fundraising for the ACE given the visibility and impact ACALISE will make in the region.

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	<i>Strengths</i>	<i>Weaknesses</i>
<i>Opportunities</i>	<p><i>Strategic question: which opportunities can be explored through the strengths of the institute?</i></p> <ul style="list-style-type: none"> <li>• Good ranking in region (best University in 2005[EAISR]) and second best Private University by NCHE (2015) attracts more students and Faculty to the institution;</li> <li>• Good regional reputation attracts qualified postgraduate students and faculty;</li> <li>• The University’s best practice of streamlining the teaching of ethics, and education for sustainable development, in all academic programmes thereby producing all-round graduates that are not just academically excellent but also ethical, socially accountable, and environmentally-conscious.</li> <li>• Strong collaborations with institutions like SLU, Makelle University, RUFORUM, IFOAM and NARO strengthens research and training outputs;</li> <li>• Good percentage of international studentship attracts better qualified foreign students;</li> <li>• Favourable government policy supportive of private Higher Education and Agriculture (Vision 2040) attracts more funding to University E.g. Government loan scheme to students;</li> <li>• The existing Agro-ecology programmes (PhD and M.Sc.) stimulates research funds from PPPs;</li> <li>• Positive view on Agro-ecological practices promotes funding for research in the University;</li> <li>• E learning and online facilities ease access to regional and international students and faculty;</li> <li>• Strong outreach directorate boosts networking for collaboration especially with industry;</li> <li>• University rural location is an opportunity for showcasing Agro-ecological innovations in rural areas which improves university relevance and visibility in the region.</li> </ul>	<p><i>Strategic question: which opportunities may help overcome weaknesses?</i></p> <ul style="list-style-type: none"> <li>• Strong regional collaboration opportunities to bridge faculty gaps in deficient subject areas e.g. teaching applied research (CRCoE);</li> <li>• ACE innovations (in partnership with advance knowledge institutions) will improve the research profile of the University;</li> <li>• Strong partnerships with industry (e.g. Rucid) will improve on low uptake and commercialization of Agro-ecological technologies;</li> <li>• Government policy on funding to private education will help to overcome research funding deficits in the University;</li> <li>• Partner research facilities e.g. Tissue culture lab at NARO Namulonge will help to facilitate biotechnology research in the ACE;</li> <li>• Strong Institutional regional reputation will improve foreign student’s enrolment from 10% to 30% (regional university partners)</li> <li>• Regionally reputable M.Sc. and PhD programmes will overcome low student enrolment in some agro-ecology disciplines;</li> </ul>
<i>Threats</i>	<p><i>Strategic question: how can the institute/centre use its strengths to reduce its vulnerabilities?</i></p> <ul style="list-style-type: none"> <li>• Unique and relevant Curricula will help to overcome low Postgraduate enrolment;</li> <li>• Existing e- learning and online facilities will reduce low regional student enrolment;</li> <li>• Strong collaborations with advanced knowledge institutions will overcome low research and publication capacity;</li> <li>• The new visibility programme will improve the University ranking and attraction of students and faculty;</li> <li>• Staff retention programme helps to reduce low staff retention and attract regional faculty;</li> <li>• New ICT teaching facilities will reduce on high cost of some programmes through long distance and online course delivery;</li> <li>• Funding attracted through ACEII will reduce on low research funding of the centre;</li> <li>• Strong gender policy of the centre will reduce on low female student ratios</li> </ul>	<p><i>Strategic question: to which threats is the institute/centre particularly vulnerable and how can the centre overcome these?</i></p> <ul style="list-style-type: none"> <li>• Low research outputs could be overcome by provision of funds by the centre and attracting quality personnel from partners;</li> <li>• Low Postgraduate graduation rates could be improved by good facilitation of Faculty at the centre;</li> <li>• Low female enrolment will be overcome by provision of family student facilities</li> <li>• Sustainability problems at the centre will be overcome by promotion of PPPs for co-financing of programmes.</li> </ul>

**Section 3: Development Challenge and Objectives of the Proposed ACE**

1. *Briefly state the development challenge that the proposal is designed to address*

Africa in general and East African region in particular is marred with problems of underdevelopment. The African community is locked up in a vicious poverty cycle characterised by poor nutrition, high disease prevalence, environmental inequity as well as moral decadence.

This could be seen through the light of low production and unsustainable food systems and value chains all of which have generally led to poor livelihoods.

This problem has of late been further compounded by effects of climate change that has further affected production and productivity in the region. The implication is the deepening of the poverty gap, vulnerability of the population to climate change and further livelihood deterioration. Scarce resources, deepening poverty, unfair competition and state of helplessness has brought about corruption and moral decadence which further has worsen the situation.

The overarching problem facing Eastern Africa is therefore that of poor livelihoods consequent to the combination of the factors above that need mitigation. There is therefore need to make a scientific livelihood analysis in order to develop and design mitigation technologies to contribute to its improvement. This improvement will be seen in the lenses of developed food systems and value chains, improved nutrition and environmental health but also improved ethics and integrity among stakeholders...

2. *Describe how this proposal if funded would contribute to addressing the development challenge*

- The establishment of ACALISE will contribute to Agricultural research and technology development, which will help to formulate mitigation measures/technologies against discordant value chains as well as poor livelihoods. ACALISE will apply a system thinking approach to train world class system thinking Faculty and practitioners in Agro-ecology and food systems so as to work with other stakeholders along the value chains to bring about better livelihoods. All technologies developed will be toned with training in ethics and integrity in order to form an all-round person that is preferred by the community. ACALISE will come up with well-planned innovation systems that will generate, disseminate and facilitate adoption of appropriate technologies that will impact on the beneficiaries to solve the poor livelihood challenge.

This proposal if funded will facilitate the following interventions:

- Training of the all-round scientist who is not only academically excellent but also ethically sound and morally mindful of both his/her needs and the needs of others and of the environment, thereby enhancing sustainable development for all.
- Popularization of sustainable and climate smart agricultural systems like Agro-ecology and food value chains
- Broker and manage collaborations with research institutions, academic institutions, Government agencies, industry, and the Private sector, for development
- Foster PPPs for research, internship, and value addition
- Establishment of demonstration farms to provide hands on skills to the communities on the relevant better technologies, techniques, and practices to improve production and productivity, and foster sustainable livelihood systems for the poor people in the surrounding communities.
- Reviewing and upgrading Curricula for relevant training and research outputs in line with National and Regional strategic plans for development.
- Up-grading of research and training infrastructure like laboratories, Video-Conferencing facilities, demonstration farm and value addition enterprise
- Capacity building for Faculty and partners
- Improve visibility and ranking of the University in order to attract more partnerships, more funding, more experts, and more students for the sustainability of the ACE beyond the five-year timeframe.
- Enhance the adoption of research outcomes through outreach programmes in the host and partner institutions

3. *Describe the role of partner institutions in successfully addressing the development challenge, jointly with and under the guidance of your own institution. It might be useful in assessing partnerships to use below sorting matrix:*

Partners who will include Universities, research institutions, laboratories, industries and line ministries are targeted to exploit their outstanding capability in specific areas that will contribute to

successful implementation of the project. The partners have been carefully chosen in view of their mission and vision to address societal needs of the development challenge. They will help to address the following:

- Internship for students which will be provided by industry as well as research institutions
- Teaching and co-supervision to be provided by peer and international knowledge centres
- Curriculum design for strengthening departments that lack strategic programmes will be jointly done with universities, industry for their needs input as well as line Ministries
- Joint sourcing of funds will be done together with line ministries and industry and support institutions like RUFORUM
- Most partners have been chosen for their multi-purpose outlook to reduce the number of collaborations to manageable levels

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Category/type of partnership	Partner	Roles
Advanced knowledge institutions	Swedish University of Agriculture (Key Partner)	<ul style="list-style-type: none"> <li>• Co-teaching and co-supervision of M.Sc. and PhDs in Agroecology and livelihood systems/ systems thinking</li> <li>• Exchange of faculty and students</li> <li>• Mentorship</li> <li>• Laboratory equipment</li> </ul> Contact Dr. Christina Kolstrup : E mail
	Ghent University (Key Partner)	<ul style="list-style-type: none"> <li>• Co-teaching and supervision in Food Value chain management</li> <li>• Joint sourcing of funds</li> <li>• Mentorship</li> <li>• Research and Laboratories facilities</li> </ul> Contact: Prof. Patrick Vandamme E mail: <a href="mailto:patrick.vandamme@ugent.be">patrick.vandamme@ugent.be</a> CV attached
Private sector national	National Organic Agricultural Movement of Uganda (NOGAMU) (Partner)	<ul style="list-style-type: none"> <li>• Outreach (access to farmers practicing organic farming (over 60 farmer groups throughout Uganda)</li> <li>• Internship placements</li> <li>• Joint sourcing of funds</li> </ul> Contact: Mr. Moses Muwanga E mail: <a href="mailto:mkmuwanga@nogamu.org.ug">mkmuwanga@nogamu.org.ug</a>
	Bio fresh (Uganda ltd) <i>Export of Horticultural products</i> (Partner)	<ul style="list-style-type: none"> <li>• Value chain training</li> <li>• Value addition for organic foodstuffs</li> <li>• Marketing in organic farming</li> <li>• Internship</li> <li>• Contact: <a href="mailto:soniam@biofreshltd.com">soniam@biofreshltd.com</a></li> </ul>
	Rural Community in Development (RUCID) ( Partner)	<ul style="list-style-type: none"> <li>• Rural community extension and farmer group mobilization;</li> <li>• Training in value addition</li> <li>• Internship placements</li> </ul> Contact: Samuel Nyanzi E mail: <a href="mailto:samuel2005nyanzi@yahoo.com">samuel2005nyanzi@yahoo.com</a>
	Centre for Indigenous Development Efforts (Partner)	<ul style="list-style-type: none"> <li>• Rural Development</li> <li>• Indigenous ecological agricultural practices</li> <li>• Outreach and extension</li> <li>• Internships</li> </ul> Contact: Dr. Athanasius Mubiru email: <a href="mailto:asmubiru@gmail.com">asmubiru@gmail.com</a>
	Communications Research and Innovations (Partner)	<ul style="list-style-type: none"> <li>• Baseline studies</li> <li>• Technological dissemination and communications</li> </ul> Contact: Patrick Ssewalu Email <a href="mailto:bamuyaaga@gmail.com">bamuyaaga@gmail.com</a>
	KULIKA (Uganda) <i>Community mobilization and livelihood systems</i> (Partner)	<ul style="list-style-type: none"> <li>• Internship placements</li> <li>• joint sourcing of funds</li> <li>• Community mobilization and extension</li> </ul> Contact: Ms. Christina Sempebwa E mail; <a href="mailto:christina@kulika.org">christina@kulika.org</a>
	Advocacy Coalition for Sustainable Agriculture (ACSA)	<ul style="list-style-type: none"> <li>• Sustainable Agriculture</li> <li>• Organic Policy</li> <li>• Exchange of Staff and Students</li> </ul> Contact: Harriet Nakasi Email: <a href="mailto:acsa.ug@gmail.com">acsa.ug@gmail.com</a>
	Built Envirotec Limited	<ul style="list-style-type: none"> <li>• Environment and Social Management</li> <li>• Environment Impact Assessment</li> <li>• M&amp;E video documentation</li> </ul> Contact: Gilbert Amanyanya Email: <a href="mailto:gilbertamanyanya@gmail.com">gilbertamanyanya@gmail.com</a>
	Broadcast Access	<ul style="list-style-type: none"> <li>• Farmers' communication platforms for development</li> <li>• Fundraising</li> <li>• Mass-communication services for development</li> </ul> Contact person: Eng. Lusse Kigozi Email: <a href="mailto:broadcastaccess@gmail.com">broadcastaccess@gmail.com</a> ; <a href="mailto:lussekigozi@hotmail.com">lussekigozi@hotmail.com</a>
	LAPO Institute, Nigeria	<ul style="list-style-type: none"> <li>• Student and Staff Echange</li> <li>• Microfinance development and learning</li> <li>• Training and research</li> </ul>

		Dr. Kenneth Okakwu Email: <a href="mailto:kennethokakwu@gmail.com">kennethokakwu@gmail.com</a>
Sector Research Institutions	Regional Cassava Centre (Partner)	<ul style="list-style-type: none"> <li>• Research on food systems</li> <li>• Internship placements</li> <li>• Joint fund mobilization Contact: Sarah Mayanja E mail: <a href="mailto:s.mayanja@cgiar.org">s.mayanja@cgiar.org</a></li> </ul>
	IRLI (Biotech) (Key Partner)	<ul style="list-style-type: none"> <li>• Use of laboratory equipment</li> <li>• Consultation in biotechnology issues</li> <li>• Equipping and servicing Biotechnology lab of UMU</li> <li>• Internship placements</li> </ul> Contact: Dr. Wellington Akaya E mail: <a href="mailto:W.Ekaya@cgiar.org">W.Ekaya@cgiar.org</a>
Peer Universities Regional	Nelson Mandela University (Key Partner)	Co-teaching in irrigation systems Co-teaching in agro-ecology Student exchange Faculty exchange Contact:Dr. Hans C. Komakech email: <a href="mailto:Hans.Komakech@nm-aist.ac.tz">Hans.Komakech@nm-aist.ac.tz</a>
	University of Nairobi - Wangari Mathai Institute for Peace and Environmental studies (Key Partner)	Training in Environmental/climate-smart agriculture Training in livelihood systems Internship <ul style="list-style-type: none"> <li>• Teaching, Research, and Mentorship</li> <li>• Mentorship: Contact:</li> </ul>
	Makerere University (Key Partner)	<ul style="list-style-type: none"> <li>• Co-supervision</li> <li>• Applied research</li> <li>• Student and Faculty exchange</li> </ul> Contact: Prof.Majaliwa , E mail: <a href="mailto:majaliwam@hotmail.com">majaliwam@hotmail.com</a>
Research institutions - national	National Agricultural Research Laboratories Kawanda (Associate Partner)	<ul style="list-style-type: none"> <li>• Provision of soil analysis facility</li> <li>• Research mentorship</li> <li>• Internship</li> <li>• Job placements and exchange of staff and students</li> </ul> Contact Dr.Kefas Nowakunda Email: <a href="mailto:nowakunda@gmail.com">nowakunda@gmail.com</a>
	International Potato Centre (Associate Partner)	<ul style="list-style-type: none"> <li>• Research on food systems</li> <li>• Internship placements</li> <li>• Joint fund mobilization</li> </ul> Contact: Sarah Mayanja E mail: <a href="mailto:s.mayanja@cgiar.org">s.mayanja@cgiar.org</a>
	NAGRIC ( Partner)	<ul style="list-style-type: none"> <li>• Research on Poultry related subject</li> <li>• Procurement of Animals for ACALISE</li> <li>• Internship placement</li> </ul> Contact: Dr.Mubiru Jackson E mail: <a href="mailto:mubiru_franco@yahoo.com">mubiru_franco@yahoo.com</a>
Line Ministries and departments	Ministry of Agriculture (Associate Partner)	<ul style="list-style-type: none"> <li>• Policy guidance</li> <li>• Job placements</li> <li>• Co-financing</li> </ul> Contact:Dr.OkaasaiOpolot E mail: <a href="mailto:dcr@agriculture.go.ug">dcr@agriculture.go.ug</a>
	Office of Prime Minister Government of Ug- Directorate of Information and National Guidance (Partner)	<ul style="list-style-type: none"> <li>• Disseminating and diffusion of information to communities</li> <li>• Publicity and visibility</li> <li>• Farmers' communication platform</li> <li>• Mass media communication, marketing, and visibility</li> <li>• ICT services for training and Government projects Fundraising</li> </ul> Contact: Dr.Fridah Ssengooba E mail: <a href="mailto:fsengooba@gmail.com">fsengooba@gmail.com</a> , <a href="mailto:fsengooba@yahoo.com">fsengooba@yahoo.com</a>

4. Describe existing similar centres of excellence in your country or in neighbouring countries with the same objective (if any)

The Cassava Regional Centre of Excellence (CRCoE) is one of the four Regional Centres of Excellency (RCoEs) formed under the EAAPP project in Eastern African. The CRCoE is based in Uganda, taking advantage of Uganda's proven track record of success in providing leadership in cassava research, training and dissemination of technologies and information. Activities of the CRCoE ensure better use of scarce expertise and resources that are scattered across the sub-region to solve problems affecting cassava productivity and peoples' livelihoods. The CRCoE shares a

mandate with the other three RCoEs in focusing to address constraints along the value chain of Cassava to serve for the national and regional social and economic growth.

This regional initiative is coordinated by the Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA) while project activities are coordinated by specific commodity Centres of Excellence. A multi-institutional approach is employed through designated RCoEs, focusing on investing in agricultural research and development of technologies for improvement of peoples' way of living.

Through the establishment of CRCoE, Uganda has developed and now leading joint programs geared towards improving the productivity and profitability of cassava production and processing, while participating in programs in rice, wheat, and dairy led by RCoEs Tanzania, Ethiopia, and Kenya respectively. The Cassava RCoE located at National Crops Resources Research Institute (NaCRRI) will obtain from the project's improved physical research facilities and a critical mass of human resources needed for sustainability. ACALISE has identified this centre as one of its collaborators and believes that this collaboration will bring out the following:

- Enhanced regional specialization in Agro-ecological and livelihood systems research;
- Increased regional collaboration in agro-cultural training and dissemination;
- Increased sharing of agricultural information, knowledge and technology across national boundaries to change peoples' livelihoods.
- Share experiences of livelihood strategies in the CRCoE project areas.

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### **UMU's strategic Plan 2010-2020**

The proposal for the Centre of Excellence in Agro-ecology and livelihood Systems fits very well into the UMU's current 10-year strategic plan. The Mission of the University is to provide quality higher education, training and research for the betterment of society guided by ethical values. The strategic plan envisages as one way to achieve this, the forging of strategic partnerships between the University and other institutions, government, NGOs, and the private sector, already a necessary requirement for the creation of the Centre. Secondly the strategic plan of UMU underlines the need to diversify income to reduce the dependency on students' tuition from 90% to 50% (Strategic goal no.4). The creation of the Centre would definitely bring positive effects in this regard. In addition, the Centre would go a long way in enabling the University achieve a number of other strategic goals as per the Strategic plan; namely, promotion of research and publication (Goal no. 2), significantly improve ICT resources and facilities to match the increasing demands (goal no. 3), and creating an education environment that will deliver specific programmes to meet local and international standards (goal no.5). Moreover, by providing the necessary education and training to Faculty and potential Faculty, the Centre would enable the University raise the PhD ratio among academic staff from the current 25% to better ratios as envisaged by the Strategic plan.

Under the overall framework of the NDP, the fundamental importance of agriculture to the Ugandan economy and the central role it will play in economic growth and poverty reduction is now being defined within the agricultural sector Development Strategy and Investment Plan (DSIP). This is a comprehensive sector wide program being prepared in line with the objectives and aspirations of the Comprehensive Africa Agriculture Development Program (CAADP) endorsed by the African governments.

The DSIP is being designed to focus on four main intervention and investment areas: (i) enhancing agricultural production and productivity, (ii) improving access to and sustainability of markets, (iii) creating an enabling environment for the agricultural sector, and (iv) agricultural sector institutional reforms and development. Thus within the DSIP, agricultural research and technology development are included amongst the key drivers of sustained growth and livelihood strategy improvement.

### **Strategic Plan of Uganda- Vision 2040**

Vision 2040 is a 30-year strategic plan of Uganda, ending in 2040. The vision is “*a transformed Ugandan society from a peasant to a modern and prosperous country by 2040.*” The creation of the Centre of Agro-ecology and livelihood Systems at UMU is in line with the goals of Vision 2040.

This strategic plan identifies Agriculture as one of the key opportunities in Uganda that needs to be harnessed to bring about the desired change. In addition, Vision 2040 stresses what is referred to as key fundamentals for Uganda's development, including, infrastructure development to Science, Technology and Innovation, land development, human resource development, among others. The Centre will particularly harness land development, human resource development, and new technologies and innovation especially regarding responsible use of nature for sustainable development and mitigation of the effects of climate change. Besides, the Ugandan government is committed to bring to fruition her programme of "Skilling Uganda." The establishment of Centre for Agro-ecology and livelihood Systems at UMU would go a long way to assisting government fight poverty of the masses in the surrounding rural setting, particularly the women, the youth, and the marginalized, by providing necessary skills, research, and demonstrations to the people. The Centre would indeed enable the University work with government through PPP to achieve the goals aimed at transforming the country and the region through enabling the people to enjoy better livelihoods.

**Section 4: Expected Results of the Proposed ACE:** *Guidance: Please fill in the below table. See the Project Appraisal Document (PAD) and its Project Development Objectives (PDOs), PDO Indicators and Results Framework for more clarity. Insert annual targets and milestones*

Objective	Indicator	Baseline (2014)	Baseline (2015)	Annual Targets (2016)	Annual Targets (2017)	Annual Targets (2018)	Annual Targets (2019)
1. Strengthen Education Capacity excellence – quality and productivity	Number of new students in ACE courses (30% must be regional students*):			8 New (national, 1 Ethiopia, 1 Southern Sudan, 1 Rwanda)	8 new (5 National, 1 Kenya, 1 Tanzania, 1 Southern Sudan)	8 new ( 4 National, 1 Kenya, 1 Southern Sudan, 1 Ethiopia, 1 Rwanda)	8 new , 7 graduate ( national, 1 Southern Sudan, 1 Ethiopia,1, 1 Tanzania)
	New PhD (in Agro-ecology and food systems)	6	6	8	8	8	8
	Students (% female)	33%	33%	20%	30%	30%	30%
	Students (% regional)	16%	16%	20%	20%	20%	20%
	New Masters (20 Agro-ecology, 40 M&E, 20 in Dev. Economics and 20 in Dev studies & 45 MBA)	145	203	60 new (30 National, 5 Ethiopia, 5 Rwanda, 5 Kenya, 5 Zaire, 5 Tanzania, 5 Southern Sudan)	60 graduate, 60 New (30 National, 5 Ethiopia, 5 Zaire, 5 Southern Sudan,10 Kenya, 5 Sudan, 3 Rwanda, 2 Burundi)	60 Graduate, 60 new (30 National, 5 Southern Sudan, 5 Ethiopia, 3 Rwanda, 2 Burundi, 5 Tanzania, 5 Sudan, 5 Zaire)	60 graduate, 60 new ( 30 national, 5 Zaire, 5 Kenya, 5 Tanzania, 5 Zaire, 3 Rwanda, 2 Burundi, 5 South Sudan)
	Students (% female)	17%	32%	15%	15%	20%	20%
	Students (% regional)	3%	7%	50	50	50	50
	New short term (min. 40 hours)	30	35	50 (30 National, 5 Kenya, 5 Ethiopia,5 S/Sudan,5 Zaire)	50 (30 National, 5 Ethiopia, 5Tanzania, 5 Rwanda, 5, S/Sudan)	50 (30 National, 5 Ethiopia, 5 Tanzania, 5 Rwanda, 5, S/Sudan)	50 (30 National, 5 Ethiopia, 5 Tanzania, 5 Rwanda, 5 S/Sudan)
	Students (% female)	10%	7%	20%	15%	15%	15%
	Students (% regional)	2%	5%	40%	40%	40%	40%
<b>Courses:</b> Agro-ecology; Organic Agriculture; Monitoring & Evaluation; Project Management; Communication for Development; Rural Innovation Systems; Value Addition and Value Chain Management; Livelihood Analysis; Climate Smart Agriculture, and; Marker assisted breeding							
2. Strengthen Education Capacity &Development Impact	No. of academic staff with at least 1 month internship in a private sector company or a local institution relevant to their field/ sector	2	1	5 (2 NAGRIC, 2 NARO, 1 IRLI)	5	10	10
	Students (% female)	50%	100 %	20%	20	30	30

	No. of Students with at least 1 month internship in a private sector company or a local institution relevant to their field/ sector	15	30	120	120	125	125
	Students (% female)	27%	15	20	20	25	25
	No. of internationally accredited education programs including sub-regional accreditation	2 (M.Sc in Agro-ecology; PhD in Governance and Peace studies)	3 (M.Sc. in Agro-ecology, M.Sc., M&E, PhD ( Governance and Peace studies)	4 (M.Sc. in Agro-ecology, M.Sc. M&E, PhD in Governance and Peace Studies)	5(M.Sc.(Agroecol.), M.Sc. M&E, PhD (Agroecol.), PhD (Governance and Peace Studies, M.Sc. (Dev. Econ)	6 (M.Sc. (Agroecol.), M.Sc. M&E, PhD (Agroecol.), M.Sc. (Dev. Econ), PhD (Governance and Peace studies, PhD (Dev. Econ)	6 (M.Sc. (Agroecol.), M.Sc., M&E, PhD (Agroecol.), M.Sc. (Dev. Econ), PhD (Governance and Peace studies), PhD (Dev. Econ)
<i>3.Strengthen Research Capacity excellence – quality and productivity</i>	Number of internationally peer reviewed research publications by the ACE Program	3 (JSSD, JDS, JHS)	3	4	10	20	30
	No. of new research collaboration in region	3 (EOAI, Flying Food, CIP)	16 (9 Universities, 3 Research Institutes, 4 Industry)	3 (1 Universities, 1 Research Institutes, 1 Industry)	5 (1 Universities, 1 research Inst, 3 Industry)	8 (2 Research Inst, 6 Industry)	12 (2 Research Inst, 10 Industry)
<i>4.Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners</i>	Amount of externally generated revenue by the ACEs	-	-	\$50,000 Workshops and conferences, short courses, Private students	\$100,000 Private students Conference and short courses, improved University farm	\$150,000 Private students Conference and short courses, farm and value chain enterprises, fundraising	\$200,000 Private students Conference and short courses, improved farm and enterprises, fundraising, research

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## Innovation Clusters in Partnership with Uganda Martyrs University

Cluster name	Location/ operational area	Current activities	Relationship with UMU	Nature of Institution	Cluster roles in ACE	Funding avenues
National Organic Movement of Uganda (NOGAMU) and Advocacy Coalition for Sustainable Agriculture(ACSA)	Kampala with country wide farmer distribution Kampala with Country wide outreach	Training, advocacy, value addition Advocacy, training, fundraising	Member/ MoU MoU	Membership organisation Civil Society organization	Training in value chain mgmt., on farm demos for organics Sustainable Agriculture	Membership funds Membership funds, projects, donors
Rural Community In Development (RUCID)	Mubende	Production, value addition, marketing	MoU	Private initiative	Training, value addition	Private funds, grants
Bio fresh ltd	Kampala but farmers country wide	Farmer training, value addition, marketing	MoU	Private initiative	Training in value chain management	Private funds, grants
Participatory Land Use Management PELUM (Uganda)	Kampala with CSOs nation wide	Training, Advocacy	MoU	Regional private initiative	Training, advocacy	Grants
Broadcast Access	Kampala with regional outreach	Radio, masts, and satellite extperts	MoU	Private organization	Technical guidance, fundraising, farmers' communication platform	Grants, sponsorship, Consultancy
Presidential Banana Initiative	Bushenyi/Kampala	Production and Value addition	MoU in offing	Presidential initiative	Training and demonstrations	Government Funding
Mukwano Industries group	Kampala	Value addition, marketing	MoU in offing	Private initiative	Internship, training in value chain management	Private funding
Uganda poultry breeders/ Croiler project	Entebbe	Production	MoU	Government initiative	Internship	Government funding
Kulika Uganda	Kampala	Training, scholarships, extension	MoU	Private NGO	Internship, joint resource mobilization, outreach	Private funding, grants
Kalitas (Kampala)	Kampala with national networks	Production, value addition, training	MoU	Church initiative	Internship, value addition, training, joint resource mobilization	Private funds, grants
Built Envirotec	Kampala with national networks and registered under NEMA	Environment and Social Management	MoU	NEMA-affiliated organization	Environmental technical group	Private funds, grants



**Section 5: ACE Action Plans (Limited to 22 pages in total – 2 pages maximum per action plan)** (Guidance: Develop, for each action plan, key activities that will be undertaken during the project, their purposes, and the ways in which they will interact (based on your institution's results framework for this proposal).

The ACE is initially a five-year project during which one objective is to increase its contribution to innovation in the national and regional research outputs as well as economy. Hence, the ACE will seek to build research relationships with academic partner institutions and with industry. The ACE will capitalize on highly qualified staff and world-class researchers at Uganda Martyrs University as well as from partner institutions. Further opportunities for broader segments of skills will include small- and medium-sized businesses as avenues of implementing the R&D. It is expected that the actions below will stimulate new partnerships and collaborations, and enable companies to take advantage of ACE cost-sharing support through collaborative research. For each action, the ACE has planned short-term and long-term impact metrics to evaluate the success of the actions. The actions are scalable, such that outputs will be measurable and developmental.

**5.1 ACE Action Plan to achieve Learning Excellence** (Guidance: Describe key activities that are needed for achieving learning excellence).

Activities	To Which Objective it contributes (Refer to key below)	Results	Result Indicators	Assumptions
[1] Skills and resources gap assessment	1 & 2, 3 and 4	Skills and resources gap assessed	Assessment reports	Assessment resources available, needs of the Ace appreciated
[2] Review of curriculum	1 and 3	Reviewed curricula	Reports on reviewed Curricula	Curriculum review resources in place
[3] Design new courses geared towards problem-based learning	1	Up-scaled courses focusing on Agro-ecology through inter-faculty and joint partner programs	3 New course designed	Course designers available, funds available
[4] Retooling lecturers	1, 2 and 3	Skilled lectures able to facilitate problem-based learning	80% lecturers suitably skilled and knowledgeable within the second quarter of year1	Lecturers willing to acquire new skills Skilled facilitators available
[5] Plan collaborations	1, 2, 3 and 4	MoUs	Signed MoUs	Conducive environment for partners
[6] Arrange internships in relevant industries	1	Planned internships	50% of Interns in industry	Industry ready to take interns
[7] Strengthen publication	2 and 3	Publications	Number of research papers published in high ranking/ impact academic journals	Research environment conducive, availability of recourses
[8] Upgrade learning and teaching facilities, including ICT	1, 2, 3 and 4	Modern teaching and learning facilities in place, electronic platforms for communication with partners upgraded.	Modern teaching and learning facilities	Resources gaps established in [1] above

**Key to Objectives referred to in section4**

1. Strengthen Education Capacity excellence – quality and productivity
2. Strengthen Education Capacity & Development Impact



3. <i>Strengthen Research Capacity excellence – quality and productivity</i>
4. <i>Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners</i>

**What this action plan entails**

The ACE will arrange professional development courses for lecturers and other professionals from other sectors. These will participate in:

- Designing newmaster programs relevant to Agro-ecology and livelihood systems
- Assessing skill gaps and designing short term courses tofit industry needs
- Upgrading existing facilities
- Upscaling PhD programs (focusing on breeding, agronomy, postharvest, and agribusiness) through inter-faculty and national joint research programs
- Promotion of equitable regional and international collaboration with the enhancement of agricultural system productivity, processing,entrepreneurship and livelihood strategies
- Strengthen publications of agricultural research outputs in high impact journals.
- Learning visits to innovative platforms will be made.

This action plan entails reviews of all postgraduate and short courses. The ACE will increase collaborative participation at national and regional academic and research institutions. One of the major objectives of the ACE is to develop innovative research outputs ready for commercialization. This venture will be enhanced by increased publications in high ranked journals in the world.

**5.2 ACE Action Plan for Research Excellence** (*Guidance: Describe key activities that are needed for achieving research excellence*).

Activities	To Which Objective it contributes (Refer to key below)	Results	Result Indicators	Assumptions
[1] Establish a research agenda	1, 2, 3 and 4	New demand-driven and market-oriented researches based on industry needs assessment	A research agenda published	Resources for the process in place
[2] Re-tool researchers/ build research capacity	3 and 4	Research capacity enhanced	Number of capable researchers	Willingness of researchers to be retooled, availability of resources
[3] Upgrade research equipment	1 and 2	Modern research facilities in place, electronic platforms for communication with partners upgraded.	Modern research facilities	Research agenda established in [1] above
[4] Attract researchers	1 and 2	High calibre researchers attracted	No of collaborations for research	Favourable conditions, resources available

[5] Write research proposals	3 and 4	Fundable research proposals	Number of research grants achieved	Researchers and resources available
[6] Strengthen publications	3 and 4	Publications	Number of research papers published in high ranking/ impact academic journals	Research environment conducive, availability of recourses
[7] Disseminate research findings	2, 3 and 4	Disseminated technologies	Reports/publications	Channels of dissemination in place and accessible
[8] Popularisation and commercialization of innovations	2, 3 and 4	Research outputs ready for up scaling	No of innovations ready for the market	Approvals from policy organs, market ready for innovations

<b>Key to Objectives</b>
<i>1. Strengthen Education Capacity excellence – quality and productivity</i>
<i>2. Strengthen Education Capacity &amp; Development Impact</i>
<i>3. Strengthen Research Capacity excellence – quality and productivity</i>
<i>4. Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners</i>

### **What this action plan entails**

The ACE will consult charters that assure research quality such as the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers to ensure that the ACE creates an attractive research and lecturing environment for international researchers. The ultimate ACE goal is to increase the quality and impact of its research and scholarship. The ACE will additionally strengthen a holistic interdisciplinary approach to enhance innovation. With regard to evaluation and appraisal, efforts will be directed at improving annual result and development, and PhD candidates will be directed towards progressive core tasks in terms of research, teaching and career preparation. Research will be demand-driven and market-oriented based on Agro ecological industry needs through engaging with stakeholders through all-inclusive conferences. The communities will be brought on board through outreach programmes using willing and surveyed field farms. Participatory research methodologies like rural rapid appraisals will be applied.

*Inter alia*, these actions include strengthening existing research and academic development as well as research facilities. The ACE will bring together relevant faculties of Uganda Martyrs University, specifically firstly by identifying outstanding researchers and publishers across the university and involving each one of them into research projects, and secondly by allocating them duties in areas of their specialisations. This arrangement will extend to national, regional, international researchers and industry partners. Research will be linked to development and industry to meet the needs of industry and other end users. The ACE will focus on emerging areas of the world's most insistent and important themes in Agro-ecology and livelihood choices, drawing from academic and sector partners as an impetus for societal transformation. Thus the ACE's research excellence will be realised through its contribution towards social economic development. The ACE aims to obtain benefit from integrated activities of partners some of who would co-fund further research. Other activities aiming at research excellence include:

- Supporting and enhancing the researchers’ grant funding competition and success;
- Enhancing infrastructure to support leading edge research;
- Fostering ACE’s globally influential areas of research excellence;
- Expanding recruitment and retention of top ranked graduate students and postdoctoral fellows;
- Facilitating engagement of external communities in research and graduate training at the ACE;
- Developing a system for making the ACE research accessible in digital repositories, especially open access repositories;
- Concentrating the training package for academic staff and updating it or setting it up for each target group, and;
- Reinforcing the measures relating to gender balance.

**5.3 ACE Action Plan for Quality Assurance (QA)** (*Guidance: Describe key Quality Assurance instruments and processes to ensure maintenance of teaching and research excellence*).

Activities	To Which Objective it contributes (Refer to key below)	Results	Output Indicators	Assumptions
[1] Adopt UMU QA policies	1, 2 and 3	QA framework for ACE operational	Necessary changes are made in the ACE framework	Content deficiencies identified, benchmarks available
[2] Benchmark with other partner QA systems	1 and 3	Hybrid QA framework	Number of acceptable benchmarks in QA framework of ACE	Compatibility of QA frameworks between partners
[3] Sensitise stakeholders on QA policies and mechanisms	1, 2 and 4	Stakeholders that are knowledgeable of the QA	70% of stakeholders can implement QA	Access to stakeholders
[4] Assess students	1, 3 and 4	Assessed students	Student assessment criteria and results	Assessors available
[5] Assess lecturers	1, 3 and 4	Assessed Lecturer	Lecturers assessment criteria and report	Expert assessors available
[6] Peer review of research and teaching	1, 2, 3 and 4	Peer review reports	Number of initiatives reviewed	Conditions conducive for peer reviewers
[7] Periodic review of curricula	1,2,3 and 4	Reviewed curricula	Number of Improved curricula tuned to needs of industry	Curricula for review in place

Key to Objectives
1. Strengthen Education Capacity excellence – quality and productivity
2. Strengthen Education Capacity & Development Impact
3. Strengthen Research Capacity excellence – quality and productivity
4. Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners

**What this action plan entails**

QA actions aim at assuring the accuracy and consistency of the ACE undertakings, which it is hoped QA will validate to the satisfaction of academic communities. While QA protocols of the ACE will be harmonised with protocols of the Uganda Martyrs University, the ACE will document key QA policies in manuals and on its website to ensure a consistent and comprehensive approach to the ACE management.

QA at the ACE will predominantly be developmental to ensure continuous improvement of activities. For example, curricula will incorporate standard research methodologies into all studies. Thus, in regard to research and education, it is essential that staff and students follow and adhere to approved standards. Accepted research and lecturing methods will address relevant topics in Agro-ecology needed by communities including industry. QA will also include the management of the ACE by use of continuous monitoring and evaluation of all departments, including finance.

QA will cover recruitment and retention of qualified staff. Starting with an accurate identification of skills and qualifications required, a comprehensive recruitment plan will ensure that the ACE targets appropriate staff in number and in terms of qualifications in a timely manner. The ACE will define the characteristics and needs of the target staff and students, who would be instrumental in validating the courses offered by the ACE. Operations will require clear channels of communication. Other procedures to ensure that quality is maintained will include:

- Collaboration in networks of excellence and with recognised experts;
- Peer reviewing all publications and lessons;
- Adopting the Universal Ethical Code for Scientists;
- The ACE being regularly reviewed by expert Visiting Groups, and;
- Auditing all the ACE activities.

The quality assurance team will ensure that appropriate and effective teaching, by supporting lecturers, making sure that assessment and learning resources are provided for students; that the learning opportunities provided are monitored; and that there is continuous improvement.

**5.4 ACE Action Plan for Equity Dimensions** (*Guidance: Describe key activities that are needed to ensure an equitable distribution of excellent and high-quality teaching & learning and research efforts among qualified national and sub-regional academic partner institutions*).

Activities	To Which Objective it contributes (Refer to key below)	Results	Result Indicators	Assumptions
[1] Set admission criteria (consider country of origin and gender)	1,2, 3 and 4	Equitable admission criteria in place Gender sensitive and regionally equitable students recruited	Admission criteria reports, Admission lists	Candidates available in both gender and across the region.
[2] Ratify partnership protocols	2 and 4	Operational protocols	Number of partners in consortium	Willing partners, availability of resources
[3] Map skills gaps of partners	1, 2, 3 and 4	Skill gaps mapped	A report on number of skill gaps among partners	Mapping resources available, partners will to collaborate
[4] Rotate ACE meetings between partners.	1, 2, 3 and 4	ACE meetings hosted at different partners	Schedule of meetings distributed between partners	Partners' will to host meetings

[5] Consider and effect requirements of special needs	1, 2, 3 and 4	ACE policy that recognises special needs	Structure and course design that takes care of special needs.	University policy including special needs requirements
[6] Cross visits between partners	1, 2, 3 and 4	Cross visits executed	Schedule of visits distributed between partners	Partners willingness to travel and host visits

<b>Key to Objectives</b>
1. <i>Strengthen Education Capacity excellence – quality and productivity</i>
2. <i>Strengthen Education Capacity &amp; Development Impact</i>
3. <i>Strengthen Research Capacity excellence – quality and productivity</i>
4. <i>Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners</i>

### What this action plan entails

The ACE aims to sensitize sound agricultural and ecological practices in the East and Central African region targeting disadvantaged communities. The ACE will access and retain minority students with a balance to gender and between partner institutions. Using new research to improve discourse and practice within the higher education community, the ACE will build long-term capacity in the form of research consortia that support improvements in college preparation, along with opportunities for college application, enrolment, and success for students across the region. The promotion of equitable practices at the ACE will be critical to fostering an environment where excellence and continuous improvement are achieved. This will be accomplished through ensuring policies that value racial, ethnic and cultural diversity of the ACE’s staff, students, and marginalised rural communities which are in many cases threatened by poor Agro-ecological practices and livelihoods. The placements of interns in community-based outreach projects will increase the symbiotic exchange of values between the ACE and the communities. Additionally:

#### 1. Human resource activities

##### A. *Integrating equity into recruiting and hiring actions:*

- i. Encourage the diversity of the community, partners, diversity of perspective, and who possess the skills and attitudes required to be successful, and;
- ii. Ensure equity-sensitive interviews.

##### B. *Integrating equity into new employee orientations actions:*

- i. The ACE new employee and partner orientations will include discussion of equity issues, and;
- ii. Meet with new employees during their probationary period to stress open and honest communications and respect in the workplace

##### C. *Ensuring equity in the assignment of duties actions:*

- i. Assign and distribute work among all employees with impartiality, fairness, and equality of opportunities for professional cross-training and developmental experience;
- ii. Provide equitable opportunities, and;
- iii. Make sure that staff from participant institutions are part of leadership teams and committees and in meetings that provide opportunities for professional development

*D. Integrating equity into staff development actions:*

- i. Train, coach, counsel, and mentor all staff on the importance of self-assessment, professional development, and the pursuit of career objectives that may serve as a path to competitive advancement;
- ii. Encourage all staff to seek training and development that help them to achieve their full potential and career objectives;
- iii. Ensure that all staff prepare professional development plans (PDPs), and that supervisors review PDPs with employees at least annually, and;
- iv. Provide opportunities for staff to contribute to the success of the ACE through cross partner training and developmental assignments.

*E. Applying equity in setting job expectations actions:*

- i. Impartially in setting and enforcing expectations and standards of conduct for all employees;
- ii. Ensure that performance standards and criteria used to evaluate staff are clear, consistent, and communicated to all employees well in advance of evaluation;
- iii. Encourage all employees to speak openly and honestly when they feel that job expectations are in conflict with their cultural heritage or beliefs.

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*F. Ensuring equity in feedback and recognition actions:*

- i. Provide regular performance feedback to all staff to encourage them to continue to improve and grow professionally;
- ii. Encourage staff to provide feedback to their supervisors regarding problems or challenges related to workplace equity, and;
- iii. Be fair and impartial in recognizing employees for good performance or for specific accomplishments.

**2. Professional Development and Growth activities**

*A. Ensuring equity in professional development actions:*

- i. Ensure that all employees understand their duties, responsibilities, required competencies, and job expectations;
- ii. Annually provide initial and/or refresher training for staff in workplace equity, and cultural competencies;
- iii. Ensure that organizational training events recognize and respect the language, background, and culture of the participants;
- iv. Encourage all employees to carefully assess, plan and pursue their career objectives according to their interests and abilities, and;
- v. Teach and/or help employees to assess their developmental needs and support their efforts to pursue developmental opportunities.

*B. Supporting equity for English language learners' actions:*

- i. Encourage staff and students to pursue opportunities to improve their English language skills, including in-service training, and;
- ii. Request or arrange for translation and interpreting services when necessary.

*C. Improving equity through cultural awareness:*

- i. Integrate cultural awareness into scheduled organizational training, activities and events as appropriate;
- ii. Use staff meetings as a forum to discuss diversity and culture;
- iii. Consistently respect the cultural differences of all staff;
- iv. Promote and encourage activities that celebrate diversity; e.g., international day for a particular nationality, and;
- v. Be alert to identify and promptly correct violations of culturally insensitive behaviours and attitudes.

**3. Communications – Integrating equity into communications actions:**

- i. Communicate openly and honestly with all staff without regard to racial, ethnic or cultural differences;
- ii. Fairly consider all employees' ideas and opinions;
- iii. Develop and employ effective listening skills to improve understanding of the communications of culturally diverse employees;
- iv. Recognize and respect that communication styles can vary with differences in employees' cultural backgrounds, and;
- v. Model a culture of respect in all oral and written communications.

**4. Teambuilding – Enhancing equity by effective teambuilding actions:**

- i. Create diverse membership on teams and committees;
  - ii. Enforce a culture of respect in team development and operations;
  - iii. Include team building principles in organizational training activities, and;
  - iv. Use interest-based bargaining strategies to ensure that the interests of all groups are fairly represented in operations and decision-making
5. Organizational Leadership – *Making equitable practices flow top to bottom actions*: Embrace and display a consistent philosophy of equity in the workplace

**5.5 ACE Action Plan for Attracting Academic Staff and Students from the Region** (*Guidance: Describe key activities that are planned to attract academic staff and students from the region.*)

Activities	To Which Objective it contributes (Refer to key below)	Results	Output Indicators	Assumptions
[1] Popularise the ACE in the region advertisements	1, 2, 3 and 4	ACE programmes popularized	Number of advertisements	Partners and beneficiaries will to participate
[2] Identify programmes to advertise	1, 2, 3 and 4	Programmes advertised	Number of advertisements	Popular and needed courses in place, advertisement channels
[3] Foster partnerships	1, 2 and 3	MoUs	Partner uptake of the ACE	Partner acceptance.
[4] Cross visit partner campuses	1, 2 and 3	Schedule of visits	Inclusion of partner skills into the ACE project process for capacity building.	Partner acceptance.
[5] Attract staff and students from region	1, 2 and 3	Invitation to apply to students and staff.	Number of regional staff and students at the ACE	Qualified staff and qualifying students across the region.
[6] Organise regional recruitment workshops	1, 2 and 3	Workshop activities and schedule.	Workshops taking place in different regions.	Workshop activities clearly identified.

**Key to Objectives**

1. *Strengthen Education Capacity excellence – quality and productivity*
2. *Strengthen Education Capacity & Development Impact*
3. *Strengthen Research Capacity excellence – quality and productivity*
4. *Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners*

**What this action plan entails**

The ACE will advertise extensively, including through a dedicated website. This requires a cloud server specifically for the ACE so that its activities are never interrupted by university activities and internet demands. Advertising will be enhanced by bilateral relations Uganda enjoys throughout the immediate neighbours and through its missions abroad. The ACE will write proposals for funding the courses it offers. Then scholarships would be advertised abroad and awarded equitably on a competitive basis. Attracting regional staff and students is largely driven by quality. The ACE will foster an intellectually stimulating environment that can attract academic staff and students of high quality and in which ideas contend vigorously. Thus, extra popularity of the ACE will be achieved through employing internationally renowned academics who would then supervise research and lecture at the ACE. Furthermore, the Uganda Martyrs University alumni spread across the globe and in multiple disciplines, will be requested for support through its research interests, publications and contacts.



Experiences will be enhanced by small classes that provide opportunities to engage in smaller-group experiences. Additionally, there will be regular monitoring and evaluation of teaching and research. Nonetheless, the ACE will promote integrated curricular, co-curricular, and learning experiences that achieve learning goals and prepare students for lifelong learning, globally engaged citizenship, including enrolment targets based on capacity to deliver quality programs, student and societal demands, academic preparation of incoming students, and tuition revenue needs.

**5.6 ACE Action Plan for National and Regional Academic Partners** (*Guidance: Describe key activities that would engage with and contribute to enhanced learning and teaching performance and research performance in national academic partner institutions*)

Activities	To Which Objective it contributes (Refer to key below)	Results/ Output/ Outcomes	Output Indicators	Assumptions
[1] Identify discipline gaps for partners to fill	1, 2 and 3	List of discipline gaps.	Report on Identified gaps and required skills/ qualifications.	Partners willing to fill the gap
[2] Identify relevant partners to fill gaps	1, 2 and 3	List of gaps identified.	Report on list of gaps	Partners willing to collaborate
[3] Engage and recruit partners	1, 2 and 3	Partners recruited	Employed academic staff from outside Uganda Martyrs University	Qualified staff among partners and gaps
[4] Sign MoUs	1, 2 and 3	Signed MoU	Signed MoU received by every partner.	Willingness to partner
[5] Allocate lecturing duties	1, 2 and 3	Lecturing duties allocated	Time table & Duty rosters released	Partners willing to collaborate
[6] Develop the curricula jointly with partners	1, 2 and 3	Joint curricula.	Number of designed curricula	Need of new curricula Availability of resources
[7] Exchange of staff	1, 2 and 3	Staff teaching schedule in other partner campuses.	Number of taught courses by partners	Identified skill gap
[8] Exchange students	1, 2 and 3.	Exchanged students	Students' exchange schedule	Willingness of the students to join the mobility scheme
[9] Bench marking good teaching practices among partners	1, 2 and 3.	Good practices adopted	Number of benchmarked good practices	Availability of good bench makeable practices
[10] Execute peer review processes with national and regional partners	1, 2 ,3,4	Peer review reports	Outline of the peer review process	Cooperation of peers

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**Key to Objectives**



1. Strengthen Education Capacity excellence – quality and productivity
2. Strengthen Education Capacity & Development Impact
3. Strengthen Research Capacity excellence – quality and productivity
4. Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners

### What this action plan entails

The ACE is initially a five-year project whose objectives include increasing innovations in the national and regional research outputs. The ACE will build research relationships with academic partner institutions and with industry continuously, capitalising on highly qualified staff and world-class research at Uganda Martyrs University, whilst selecting outstanding researchers in specific fields from partner institutions. However, the ACE will seek opportunities for broader collaboration by a symbiotic exchange of skills with national and regional small and medium-sized businesses who will benefit from its R&D capabilities. For each action, the ACE has planned short- and longer-term impact metrics that can be the success of the actions. The actions are scalable, such that outputs will be measurable. All approaches and actions will be driven by the goal of connecting and applying the strength of the academic research system to addressing the opportunities and challenges of building prosperity for the region.

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### 5.7 ACE Action Plan for National and Regional Sector Partners (Guidance: Describe key activities that would engage with and contribute to enhanced learning and teaching performance, and research performance, in national sector partner institutions).

Activities	To Which Objective it contributes (refer to key below)	Results	Result Indicators	Assumptions
[1] Identify staff in industry who offer skills needed in communities.	2	Skilled staff and their expertise identified.	A list of staff to fill gaps.	Availability of staff in industry and community offering relevant skills in industry. Staff engaged by end year 2
[2] Engage sector partner staff.	1,2 and 3	Skilled Staff engaged from sector partners	List of skilled staff	Willingness to collaborate
[3] Sign MoUs.	1, 2 and 3	Ratified and signed MoU	A working MoU acceptable to all partners	MoU.
[4] Allocate training duties according to the MoU and specialisations.	1	All duties allocated.	All courses allocated.	Clearly defined duties and a draft curriculum.
[5] Develop training timetable jointly with sector partners.	1	Acceptable timetable across sectors.	<ul style="list-style-type: none"> <li>Innovative agricultural research outputs ready for commercialization</li> <li>Infusion into courses of industrial experiential learning</li> </ul>	Students and staff already recruited.

[6] Send students to sectorial partner.	1	Students trained at sector partners.	Number of interns.	Sectoral partners ready with lessons.
[7] Establish outreach projects with inbuilt feedback mechanisms.	4	Outreach projects with clear feedback mechanisms.	Feedback reports from outreach projects.	Outreach projects and pilot farms identified.
[8] Survey pilot farms.	4	A survey report	Pilot farms properly surveyed.	Survey schedule and methods set.
[9] Create an office within the ACE to link industry with new technologies in conjunction with outreach units as well as other partnering institutions.	2	Office for collaborations.	Efficiently and appropriately implemented innovations	Outreach projects.
[10] Assess national and regional sectoral staff performances.	1 and 3	Performance reports.	Assessed staff.	Sectoral staff that have taught in the ACE.
[11] Start peer review processes.	1 and 3	Ongoing processes of peer review.	Peer review reports.	Peer reviewers.
[12] Hold industry-ACE researchers' conferences.	3	An ACE-researchers' conference.	Conference reports	Research has been done.

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<b>Key to Objectives</b>
1. <i>Strengthen Education Capacity excellence – quality and productivity</i>
2. <i>Strengthen Education Capacity &amp; Development Impact</i>
3. <i>Strengthen Research Capacity excellence – quality and productivity</i>
4. <i>Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners</i>

### What this action plan entails

The ACE will attempt to narrow the cultural gap between academia and industry often emanating from a difference in objectives. For example, the ACE will disseminate to businesses innovations for development. Thus, the ACE-industrial collaborations would moderate the economic pressures industry experiences by appropriately efficiently carrying out relevant research timeously. Industry is expected to offer ACE students experiential learning and internship placements. That is, the ACE's actions will seek partnerships and innovation that leverage R&D for sustainable national and regional prosperity. The ACE plans to realize more value investment in research by increasing the impact, scale and scope of ACE's activities that target development and support to industry-academic partnerships. The actions outlined in the strategy are specifically designed to address existing regional challenges to effective industry-academic collaboration, and to increase the number and range of companies that are able to benefit from the ACE's research capacity. As part of the action plans, the ACE will nurture research discoveries and make them central to capacity building that will enable prosperity. The approach forms the basis to:

- Building sustainable ACE-industry relationships: this requires bridging the ACE and industry by increasing knowledge of, and appreciation for, each other's contributions.

- Streamlining access to Agro-ecology innovations in the ACE and in industry
- Connecting professionals in the ACE and in industry: this implies building relationships that enhance opportunities for ACE-industry research partnerships.
- Focusing on regional and national priorities

The ACE will therefore enforce mechanisms that bring researchers and industry together to solve problems by dedicating human and financial resources to facilitate relationship building across sectors. Based on evaluations, the ACE would consider whether modifications to its programs can effectively address SME needs.

### 5.8 ACE Action Plan for Collaboration with International Academic Partners (*Guidance: Describe key activities envisaged to ensure close collaboration with high-quality international partners*).

Activities	To Which Objective it contributes (Refer to key below)	Results	Result Indicators	Assumptions
[1] Identify discipline gaps for partners to fill	1, 2 and 3.	Identified gaps suitable for partners to fill.	All gaps identified.	Needed essential knowledge and lack of staff to teach those skills
[2] Identify relevant partner staff to fill gaps	1, 2 and 3.	Identified relevant partner staff.	Gaps filled by qualified partner staff	Availability of staff offering relevant specialisations.
[3] Engage and recruit partner staff	1, 2 and 4	Recruiting exercise of partner staff	Partner staff recruitment	Initial agreement to partner and MoU
[4] Sign MoUs	1, 2 and 4	Signing MoUs	Signed MoUs	MoU
[5] Allocate lecturing duties to international staff	1 and 3	International staff have duties	Increased international collaborations between the ACE and the partners	Clearly defined duties and a draft curriculum
[6] Develop curricula jointly with international partners.	1, 2 and 3	Joint curriculum	Infusion into curricula of international standards	Students and staff already recruited
[7] Exchange staff.	1 and 2	Exchanged staff	Exchanged staff lecturing in other institutions	The University shall avail all teaching facilities, ICT facilities as well as accommodation to ACE.
[8] Exchange students.	1 and 2	Exchanged students	Exchanged students receiving tuition in other institutions	Students and staff already recruited.
[9] Assess international staff performances.	1 and 2	International staff assessed	Assessment reports	Staff that have taught in the ACE.
[10] Start peer review processes.	1 and 2	Adoption of international best practices in lecturing and learning activities	Ongoing lecturing and research	Peer reviewers available.

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[11] Access international research laboratories.	3 and 4	International laboratories accessed and a plan is drawn	International laboratories are used by the ACE staff and students	<ul style="list-style-type: none"> <li>• MoU includes access to international laboratories.</li> <li>• International laboratories with essential resources and researchers are identified.</li> </ul>
[12] Plan international conferences	3 and 4	Conference plan	Conference attended and research papers presented	Research reports

<b>Key to Objectives</b>
1. <i>Strengthen Education Capacity excellence – quality and productivity</i>
2. <i>Strengthen Education Capacity &amp; Development Impact</i>
3. <i>Strengthen Research Capacity excellence – quality and productivity</i>
4. <i>Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners</i>

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### What this action plan entails

The ACE will acquire an international appeal by creating a community of students and staff in which cross-cultural and international knowledge, attitudes, experiences and actions are part of the ACE heritage. The ACE graduates will thus hold a world view that enables them to analyse Agro-ecological and livelihood issues from an international perspective. The view will enable them to understand varied human experiences and international diversity and the need for an education that is integrated into the fabric of their approaches to research. It is important that the ACE therefore strengthens the collaborations Uganda Martyrs University has with international institutions, and creates excellent academic teams to lecture and research. The intention is to allocate to each student a local and international supervisor, and simultaneously arrange inter-institutional visits. The ACE will plan to access international facilities as well as experts, who will contribute towards the ACE curriculum development and to writing funding proposals so as to infuse into the ACE some essential international content and standards. The international collaborations will be publicised to attract even more partners and funding. Other activities include:

- Organising biannual seminars abroad as a way to broaden the international perspective;
- Promote recognition of international research related to Agro-ecology and livelihood;
- Support foreign non-English-speaking staff and students to improve English;
- Integrate international staff into ACE campus activities to increase socialisation and integration;
- Develop bi-lateral agreements with top-tier institutions in countries and regions that are under-represented in the current set of partners;
- Evaluate existing exchange partners and consider adjusting those that are less effective in generating staff, and;
- Develop articulation agreements with institutions abroad, to serve as feeder institutions for postgraduate students.

**5.9 ACE Action Plan for Management and Governance** (*Guidance: Describe key measures, structures and **activities** (to be) undertaken to ensure that academic governance remains free from political or ‘special interest’ influence).*)

Activities	To Which Objective it contributes (Refer to key below)	Results	Results Indicators	Assumptions
[1] Operationise management structure	1, 2, 3 and 4	Managerial procedures of the Uganda Martyrs University adopted	A well-functioning ACE management	Director of the ACE
[2] Harmonise ACE with UMU management structure	1, 2, 3 and 4	ACE full integrated with the management of Uganda Martyrs University	Regular briefing to the University Management and Senate by the ACE Director	Existing ACE management
[3] Audit the qualifications and experience required for each position of the ACE	1, 2, 3 and 4	Qualifications and experience audit for each position	New staff fit in a clear job category	Experienced managers
[4] Identify and invite qualified personnel	1, 2, 3 and 4	List of qualified personnel for interviews	Interviewed personnel	Availability of <a href="#">qualified personnel</a>
[5] Recruit personnel, including external auditor	1, 2, 3 and 4	List of recruited personnel	New recruited personnel	Position of external auditor created
[6] Update the Employee Code of Conduct	1, 2, 3 and 4	Updated employee code of conduct	A Functioning employee code	Employee code of the Uganda Martyrs University
[7] Establish management controls, including financial controls and general meetings for the ACE	1, 2, 3 and 4	Management controls for the ACE	Efficient management processes	Management controls of the Uganda Martyrs University
[8] Review the financial management policy to cater for the ACE	1, 2, 3 and 4	Reviewed financial management policy for the ACE	A financial management policy is functional in the ACE	Financial management policy of the Uganda Martyrs University
[9] Review work and procurement contracts in consideration of the ACE	1, 2, 3 and 4	New procurement and work contract structure for the ACE	Operational contracts	Procurement policy of the Uganda Martyrs University
[10] Determine risk management and train the officers responsible	1, 2, 3 and 4	Trained risk managers	Risks clearly documented	Risk management of the Uganda Martyrs University
[11] Determine delivery targets	1, 2, 3 and 4	Delivery targets	Deliveries are in time	List of equipment required
[12] Plan peer reviews	1, 2, 3 and 4	A peer review plan	Peer review reports	Reviewers
[13] Plan appraisal timetable and schedule	1, 2, 3 and 4	Appraise staff	Appraisal reports for each staff	Lecturing
[14] Plan monitoring and evaluation	1, 2, 3 and 4	A monitoring and evaluation schedule	Monitoring and evaluation reports	Monitors and evaluators
[15] Plan training of different categories of staff	1, 2, 3 and 4	Training schedule for every staff	Trained staff	Trainers

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[16] Plan sustainability and continuity (e.g., fundraising and advertising)	1, 2, 3 and 4	Sustainability plan	The ACE is sustainable	Experts on fundraising
[17] Carry out impact assessments	1, 2, 3 and 4	Impact assessment report	Publication of the impact assessment	Assessors

<b>Key to Objectives</b>
1. <i>Strengthen Education Capacity excellence – quality and productivity</i>
2. <i>Strengthen Education Capacity &amp; Development Impact</i>
3. <i>Strengthen Research Capacity excellence – quality and productivity</i>
4. <i>Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners</i>

### What this action plan entails

The ACE will translate existing good-practice approaches to collaboration into standard practices. It will also plan institutional support for implementation and enhanced monitoring, with its recommendations designed to require as little bureaucracy as possible and with the cost of proposals clearly identified. Additional detail of the action plans include:

- Re-visit the values and terms of reference of the ACE
- Re-visit the policies and regulation of the University to take care of the regionality of the ACE
- Check the equity framework of Uganda Martyrs University and revise where necessary especially to take care of partners
- Revise the roles of local officials, including lecturers, and of the three categories of partners
- Implementation of the governance and management organ
- Carry out a training needs survey
- Produce and implement a training plan for staff
- Review controls in place to ensure the accuracy of information used in decision making

### 5.10 ACE Action Plan for Sustainable Financing (*Guidance: Describe key activities that are needed to ensure sustainable financing*).

Activities	To Which Objective it contributes (Refer to key below)	Results	Results Indicators	Assumptions
[1] Identify resource people in finance	4	Finance managers	Well-managed finance	Qualified finance personnel available at UMU

[2] Set financial controls	4	Adoption of financial controls in the ACE	Adoption of effective financial controls	Review of UMU's financial controls
[3] Fund raise		Fund raising activities	Acquired funds	Call for proposals for funding
[4] Organise short courses	4	Short courses	Short courses in academic programs of the ACE	Need for short courses
[5] Mobilise funds from industry	4	Mobilisation	Funds from industry	Supportive and motivated industry
[6] Find co-funding by partners	4	Partners willing to co-fund	Co-funded ACE projects	
[7] Write funding proposals with partners	1 and 4	Funding proposals	Written fund applications sent	Call for funding
[8] Organise ACE day activities	2 and 4	ACE day set	ACE day	Funds
[9] Set appropriate fees for students, short course participants and for laboratory services	4	Fee structure	Fees paid	Fees beaks even the cost of tuition
[10] Write annual audits	4	Audit report	Expenditures and incomes accounted for	Qualified auditor

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#### Key to Objectives

1. *Strengthen Education Capacity excellence – quality and productivity*
2. *Strengthen Education Capacity & Development Impact*
3. *Strengthen Research Capacity excellence – quality and productivity*
4. *Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners*

#### What this action plan entails

The ACE intends to implement frugal administrative and financial management and control. For example, there would be professional record keeping of activities and of the financial flow. While monthly financial reports will be demanded from the financial officer, the ACE plans to create a Finance Subcommittee whose membership shall include a Treasurer, Finance Officer and other top management officials. Rigorous systems will be designed for handling and administering funding, with due diligence and transparency by the management. These activities will be continuously monitored and evaluated. The ACE must become self-sustaining, that is, become financially independent as soon as possible. Inter alia, the ACE will have to determine financial projections that highlight the essential activities for sustainable development. Additionally, the ACE assets must be safeguarded against damage and be well-maintained. The ACE will diversify types and sources of income and include rentals from the immediate community of amenities such as tractors and get fees for services such as laboratory services (e.g., soil sampling). The ACE could also share overheads such as offices, laboratories and personnel. Fundraising will include soliciting money from grant sources that cover core project activities and staff costs. However, the ACE has to adapt to situations of limited financial resources. This requires regular reviews of the funding landscape and planning financial flow. The ACE will make sure that it is profiled and rated highly as a centre of excellence where the public can solicit for services and must advertise the importance of Agro-ecology and livelihoods to attract funding. Furthermore, the ACE must demonstrate efficiency and trustworthy to attract funding partners, as well as partners who can complement its work. It must be recognised as an innovative ground-breaking



organisation, which delivers results, with plausible targets and a huge potential for further growth. Nonetheless, the ACE has to acquire a critical mass of students which, besides establishing reasonable income from tuition, will yield marketable innovations. The ACE thus requires an entrepreneurial mind-set takes calculated risks so as to respond to new business and grant opportunities.

**5.11 ACE Action Plan for Monitoring and Evaluation** (*Guidance: Describe mechanisms for setting up a reliable and functioning monitoring and evaluating activities and results of action plans of the ACE*).

<b>Objective</b>	<b>Disbursement Linked Indicator</b>	<b>Target or ACE</b>	<b>Mechanism or Monitoring &amp; Evaluation</b>	<b>Deliverable</b>
Strengthen Education Capacity excellence – quality and productivity	Number of new students in ACE courses	36 students (PhD) for ACE	The ACE will create an independent unit with experts to help verify the DLI Year 2 and 3 and give implications of lessons learnt for year 4 and 5  ACE will conduct field verification in at least 2 industries verify the DLI practical attachments of students in Year 2 and 3  Third party/External midterm evaluation will be conducted in Year 3	Monitoring and Evaluation reports
	New PhD (in Agro-ecology and food systems) students	Year 1=8 Year2=10 Year3=10 Year4=8		
	<ul style="list-style-type: none"> <li>New Masters (20Agro-ecology, 20 M\$E, 20 in Dev. Economics and 20 in Dev studies) students (% female) (% regional)</li> <li>New short term (min. 40 hours) (% female) (% regional)</li> </ul>	240 students (MSc) 60 /year		
	<b>Short Courses’ clusters</b> <ul style="list-style-type: none"> <li>Agro-ecology and Organic Farming</li> <li>Enterprise Development, Agri-business/value addition</li> <li>M&amp;E</li> <li>Ethics and Integrity</li> </ul>	500 students for ACE 100/YEAR		
Strengthen Education Capacity & Development Impact	No. of academic staff with at least 1 month internship in a private sector company or a local institution relevant to their field/ sector (% female)	30 for ACE	A joint partner/A CE mission will be fielded in Mityana (RUCID) and other ACE partner zones (NARO, NAGRC&DB) to verify compliance with the DLI Year 2 and 4, also to verify gender compliance	Monitoring and Evaluation reports
	No. of Students with at least 1 month internship in a private sector company or a local institution relevant to their field/ sector (% female)	490 for ACE	A joint partner/A CE mission will be fielded in Mityana (KULIKA) and other ACE partner zones (NOGAMU) to verify compliance with the DLI Year 2 and 4, also to verify gender compliance	Monitoring and Evaluation reports
	No. of internationally accredited education programs including regional accreditation	21 for ACE	ACE will field an independent education expert to verify accreditation by Year 2	Monitoring and Evaluation reports
Strengthen Research Capacity excellence –	Number of internationally peer reviewed research publications in disciplines supported by the ACE Program	60 for ACE	Peer review mechanism standards will be set, and a basic minimum will be	Monitoring and



quality and productivity	No. of new research collaboration in region		established for every ACE year. This will be the guideline for review	Evaluation reports
Strengthen education and research capacity (through increased financial sustainability) and demonstration of value to students and partners	Amount of externally generated revenue by the ACEs	500,000 US\$ Averagely USD 100,000 per year	Audit Mechanism will be in place	Audit report

### Action Plan to set up an evaluation Mechanism of ACE

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Date Completed
Establish a Committee	PI	As per Gantt Chart	Time, meeting space	Committee roster with representation across ACE divisions, departments, programs	As per Gantt Chart
Set inter and institutional monitoring timetable	Evaluation Team, Evaluation Committee	As per Gantt Chart	Time, meeting space	Bank of questions	As per Gantt Chart
Identify common evaluation questions	Evaluation Team, Evaluation Committee	As per Gantt Chart	Time, meeting space	Bank of questions	As per Gantt Chart
Develop a bank of specialized evaluation questions	Evaluation Team, Evaluation Committee	As per Gantt Chart	Time, meeting space	Bank of questions	As per Gantt Chart
Present draft of specialized questions to Leadership Council members for review and input	PI & M&E Expert	As per Gantt Chart	Time, meeting space,	Feedback notes and comments for Committee	As per Gantt Chart
Develop an electronic form and directions for use	Evaluation Team	As per Gantt Chart	Time, meeting space, technology	Evaluation form and directions	As per Gantt Chart
Develop a management plan including communications, marketing, procedures, and sustainability	Evaluation Committee	As per Gantt Chart	Time, meeting space	The plan	As per Gantt Chart
Train program representatives	Evaluation Team, Evaluation Committee	As per Gantt Chart	Time, meeting space	Documentation of training	As per Gantt Chart
Conduct annual review of the tool including use, functionality, and value	Evaluation Team	Annually	Time, meeting space	Documentation of meetings, updated tool	As per Gantt Chart
Evaluate <ul style="list-style-type: none"> <li>Educational policy, strategies and performance</li> </ul>	Evaluation Team	As per Gantt Chart			

<ul style="list-style-type: none"> <li>• The relevance to expected outcomes</li> <li>• Effectiveness in dealing with identified problems of achieving expected results</li> <li>• Efficiency of the use resources in the process as well as efficiency of the program, project or policy in addressing the identified problems</li> <li>• The strategy and direction of research projects: - e.g., Management - The systems and processes in place in order to ensure that the research can succeed</li> <li>• Outputs: The tangible services produced – is the research work appropriate and of high quality?</li> </ul>					
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## Section 6: Use of Existing Physical Resources

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Resource	Currently used for and by	Proposed Project Use
<b>Key Personnel/Body</b>		
University Governing Council	Overall overseer of University governance	Buy in and acceptance in utilization of University structures and personnel
UMU Management committee	Run day to day management of University programmes	Give direction to the ACE in terms of policy, management of funds and use of University facilities
UMU Senate	Assist management in day to day running of University academic programmes	Give direction to ACE in Curriculum development, approval of short courses, secondment of personnel from different units, approval of ACE academic results.
Prof. Fr. John Crisostom Maviiri	Vice Chancellor and CEO	Head of the Institution and Patron of the ACE
Dr. Jude Ssebuwufu	Director of University Advancement	Director of ACE
Prof. Julius Mwine	Dean, Faculty of Agriculture	Deputy Head and Principle Investigator of ACE
Dr Moses Kibrai	Dean Business Administration and Management	Head of Academics and Training Coordinator
Prof. John Muwanga-Zake	Head of ICT	Head of ICT
Dr. Joseph Ssekandi	Head of Faculty Post graduate Programmes	ACE Research Coordinator
Dr. Joseph Ssemakula	Head M&E (Consultant)	ACE Coordinator, Monitoring and Evaluation (Consultant)
Sr. Florence Amoding	Chief Finance Officer	ACE Head of finance and budget
To be recruited	Farm Manager	ACE Farm coordinator
To be recruited	Partnerships, Marketing & Fundraising Officer	Partnerships, Marketing & Fundraising Officer
Ms Rose Nalugo	Faculty Administrator	ACE Administrative assistant (Finance and reports)

<b>Key facilities and equipment</b>		
ICT resource centre - 100 computers, Video Conferencing Facility, Community Tele-centre	Teaching and learning	ACE ICT hub of computer applications
School of Postgraduate studies Offices, Graduate rooms, Graduate ICT labs	Coordinates postgraduate programmes	Coordination of ACE academic recruitment and curricular
Research Directorate	Research Coordination& Dissemination,	ACE HUB for graduate placement &Output Dissemination
Ben Kiwanuka Library	Research and studies	ACE research and reference centre
Faculty Libraries	Staff and student reference facilities	ACE academic resource centres
University Eco-site	Teaching and research	ACE Ecological centre for research
University Equator valley farm: Cattle: 100; Piggery: 220; Poultry: 10,000 220 acres	Teaching and research	ACE centre for experimental research
Kalagala Organic resource centre: Arable farms; Horticulture; Demonstrations; 75 Acres	Organic experiments and demonstrations	ACE organic/ Agro-ecology resource centre
Old laboratory	Teaching and research	ACE experimental hub
New laboratory: Building completed to handle soil laboratory; Mini Biotech lab , tissue culture lab	New, not yet in use Needs equipment for Soil and mini – biotech lab	ACE Laboratory for research and experiment work
Rubaga UMU Centre	Kampala postgraduate hub	ACE centre for part-time studies
Rubaga Computer lab: 50 computers	Teaching and research	ACE Kampala computer hub
Rubaga Library: 2000 books; 3000 e resources	Postgraduate reference centre	ECA External resource centre

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## Section 7: a. Academic StaffResources

<b>Type of Academic Staff/Experts (existing, visiting, new, etc.)</b>	<b>Area of expertise</b>	<b>Comment (benefits)</b>
Prof.Mwine Julius	Plant protection/food security	Teaching, supervision and research
Prof.Johnnie Wycliffe Muwanga-Zake	Entomology, Education, and ICT	Teaching, supervision and research
Dr.Richard Awichi	Research Methods/statistics	Teaching, supervision and research
Prof.Ngabirano Max	Ethics,/Development	Teaching, supervision and research
Dr.Olweny Mark	Environmental planning and design	Teaching, supervision and research
Dr. Jude Ssebuwufu	Management/Sustainable Development/EnvironmentalEthics	Teaching, supervision and research
Dr. Harriet Mutonyi	Pedagogy and communication skills	Teaching, supervision and research

Dr.Balyebuka	Soil Science and Biochemistry	Teaching, supervision and research
Dr.Kasharu Apollo	Agricultural economics and social economics/marketing	Teaching, supervision and research
Dr.Kamweri John Mary	Bio and Environmental ethics	Teaching, supervision and research
Dr.Emmanuel Mutyaba	Philosophy and Ethics	Teaching, supervision and research
Dr. Spire Ssentongo	Research and Development Studies	Teaching, supervision and research
Dr. Modest Odama	Research and Education	Teaching, supervision and research
Dr. Maurice Mukokoma	Accounting and Business Management	Teaching, supervision and research
Dr. John CrysostomKatongole	Ethics/Value Addition and Livelihoods Development	Teaching, supervision and research

## Section 7: b. Contingency Plan for Academic Staff

### Introduction

The Agro-ecology and food systems programme is a multidisciplinary programme whose delivery requires a mixture of expertise ranging from Ecology, Biology, climatology, soil, sociology, geophysics, hydrology, food science and nutrition, food security, Ethics and diplomacy, critical thinking and psychology to Agriculture and others. Therefore, as ACALISE seeks to train a complete person that can survive in a changing and challenging world with its associated discrepancies, she requires integrated staffing that can yield the desired complete person. The staff required, therefore, need special training and, in most cases, must be re-tooled to deliver on the programme.

### The Contingency plan for Staff (Mixed approach)

In the proposal we first submitted it was observed that the centre does not have adequate staff to run programmes as a centre of excellence. This therefore called for a contingency plan in order to solve the staffing problem.

The contingency plan to boost Faculty at ACALISE will be a mixed approach which inter alia include: a) new staff recruitment, 2) internal capacity building, 3) partnering with sister Universities as well as industry to obtain experts that can deliver on programmes, and 4) Staff who have been recruited recently/completed their PhDs. However, it must be noted that Agro-ecology per se is a relatively new area that may not have a big number of experts in the region. Re-tooling of the existing staff is, therefore, one of the inevitable alternatives.

#### i) Staff recruitment at onset of project

A skills gap analysis has been carried out. Recruitment of a few additional staff to fill the gap will be made in the first quarter of the project.

#### ii) Internal capacity building

The Faculty has a number of young staff that will be trained in the first 3 years to get PhDs and M. SCs in order to cover up most of the deficient areas.

These include:

#### PhDs

- |    |                 |                   |
|----|-----------------|-------------------|
| 1. | Masereka Joseph | Value addition    |
| 2. | Murongo Marius  | Agronomy          |
| 3. | Kiiza Daniel    | Animal production |
| 4. | Aceros Miria    | Biotechnology     |
| 5. | Bwogi Godfrey   | Research methods  |
| 6. | Kabango Freddie | Soil Science      |
| 7. | Namazzi Miria   | Seed systems      |
| 8. | Lubega Gerald   | Organic farming   |
| 9. | Lugemwa Peter   | Microfinance      |

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10. Teddy Nakaketo Agro-ecology/Rural development
11. Kimera Jude Microfinance

### M.Sc.

12. Sister Andiru Carol Microfinance/ Risk management
13. Kiiza Pastor Procurement
14. Namuli Josephine Microfinance
15. Sister Amoding Florence Monitoring and Evaluation

### iii) Co-option of visiting Professors and part time academics and industry

Agreements have been entered into with local, regional, and international scholars to teach on the Programme in order to supplement the existing capacity. The list of staff who have agreed to provide relevant academic services is shown below:

(NB: Curriculum vitae and letters of commitment can be availed on request)

Name and Title	Institution of Origin	Area of expertise	Highest Qualification
Prof.MajaliwaManjololo	Makerere University(Uganda)	Environmental sciences	PhD in Environmental Sciences
Prof. Bosco Bua	Kyambogo University(Uganda)	Entomology	PhD in Agriculture
Prof. Van Damme	University of Ghent(Belgium)	Value chain management	PhD in Agronomy
Prof. Lennart Salomonsson	Swedish University of Agriculture (Sweden)	Agro-ecology/environmental management	PhD in Environmental chemistry
Prof. Frances Charles	University of Nebresca	Philosophy	PhD in
Prof.AssogbadjoAchille	Abomey- Calavi(Benin)	Agro-forestry	PhD in Bioscience Engineering
Dr. Michael Masanza	Uganda Christian University	Crop health	PhD in Agriculture
Dr. Christina LunnerKolstrup	Swedish University of Agriculture (Sweden)	Animal nutrition	PhD in Animal resources
Prof. Fred Kabi	Makerere University(Uganda)	Animal Ecology	PhD in Animal Production
Dr.Nampala Paul	RUFORUM	Plant Pathology	PhD in Agriculture
Prof. Robinson KinuthiaNgugi	Nairobi University (Kenya)	Rangeland sciences	PhD in Rangeland management
Prof.Koech Oscar Kipchirchir	Nairobi University(Kenya)	Pasture management	PhD in Livestock production
Dr. Fredrick O. Ayuke	Nairobi University(Kenya)	Integrated Soil fertility management	PhD in Agriculture
Dr.OgengDancun	Ggulu University(Uganda)	Food Science	PhD in Bioscience Engineering
Prof.Munene John	MUBS (Uganda)	Organization psychology	PhD in Management
Prof.GoergCarlsson	Swedish University of Agriculture(Sweden)	Agro-ecologies of production	PhD in Biology
Prof.KamanziAlbertous	Dodoma University(Tanzania)	Livelihood's theory	PhD in Development ethics
Prof. Anna Christina Treydte	Nelson Mandela University(Tanzania)	Biodiversity	PhD in Ecology

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**iv) Recruitment of staff**

A number of staff has been recruited and two completed their PhD studies early this year and are now part of the ACALISE Faculty. These include:

- |                       |                              |
|-----------------------|------------------------------|
| 1. Dr. Baryebuka John | Soil science                 |
| 2. Dr. Gerard Mugerwa | Animal health and nutrition  |
| 3. Dr. Richard Awichi | Modelling and remote sensing |
| 4. Dr.Sembatya        | Bioinformatics               |

**Conclusion**

The above Faculty are adequately qualified and experienced, enthusiastic, and committed to the activities of this Project.

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**Section 8: Implementation Capacity, Arrangements and Plans: 1. Describe the overall implementation capacity and arrangements set up to implement this proposal- Specialisations distributed among the partner institution**

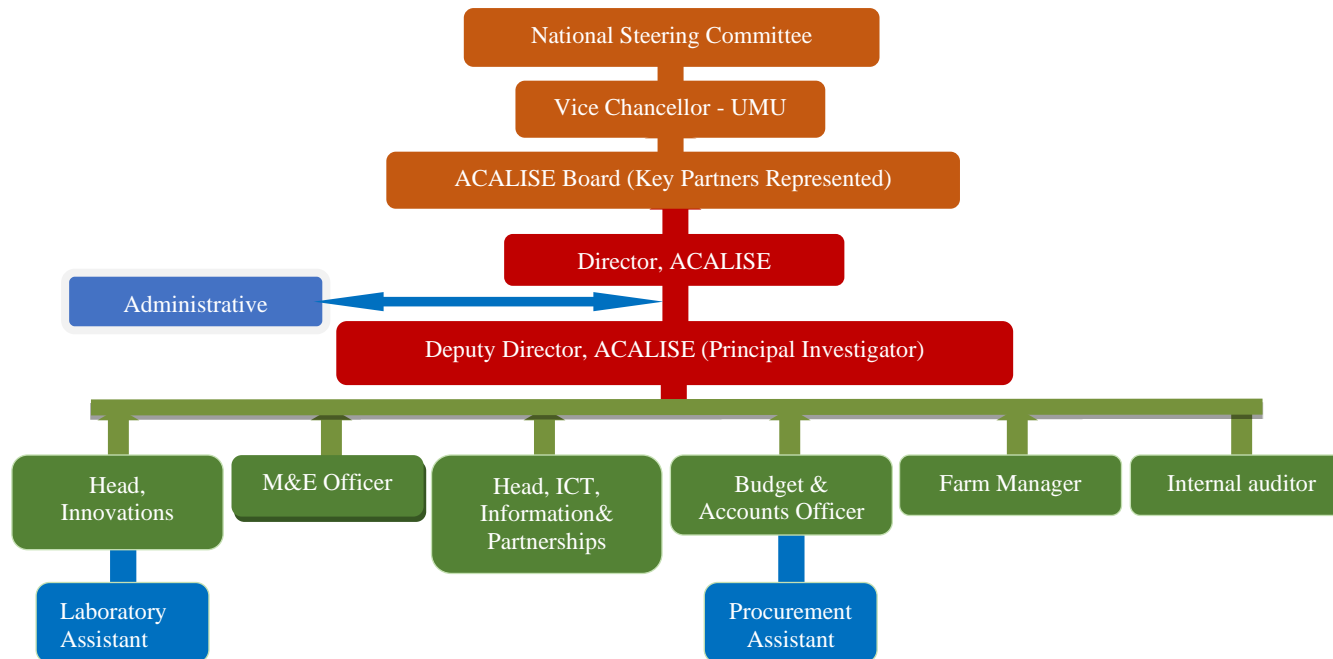
	Regional Cassava Centre	Centre for Indigenous Development Efforts	Bio Fresh Ltd	Nelson Mandela University	Wangari Mathai Institute of P & Environment	NAGRIC & DB	Makerere University (Uganda)	IRLI	Communications Research and Innovations	RUFORUM	RUCID	NOGAMU	KULIKA	Ghent University	Swedish University of Agriculture (SLU)	Office of the Prime Minister
Specialisations/ Roles																
Water Resources				x												
Soil Resources and Land use							x							x	x	
Environmental Impacts		x			x											
Ecosystems and Biodiversity																
Climate Change	x	x			x		x									
Environment Management					x		x									
Laboratory equipment and use	x							x						x	x	
Community mobilization and extension		x							x		x	x	x			
Systems thinking philosophy														x	x	
Value chains	x		x								x	x		x	x	
Technology dissemination /popularization & outreach						x			x		x	x				x
Resource mobilization						x				x		x	x			x
Livelihood analysis		x														
Curriculum development			x	x	x	x	x	x		x	x	x		x	x	
M&E										x						x
Communication/visibility									x	x			x			x
Agro-ecology			x	x											x	

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## Organizational Structure for ACALISE

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## Financial Management and Procurement

### Specific questions on Financial Management

#### a. Qualifications and experience in accounting staff for ACALISE

All the key officers in the Finance Department (refer to table above) possess the relevant qualifications of a first and second degree, and do hold the professional certificates (Chartered Certified Accountant - ACCA) to practice as accountants or credit officers. These officers will work hand in hand with the leaders of the Centre to ensure financial efficiency and effectiveness of the Centre

#### b. Audited accounts: Provided as attachments

#### c. Specific questions on Procurement include:

##### i. Qualifications and experience of the procurement staff for ACALISE

ii. The Procurement Officer is a graduate in Procurement and Logistics Management. She also obtained the Professional practising certificate of Chartered Institute of Procurement and Supply. She has an experience of five years in this area.

##### iii. An example of recent challenges in procurement

Sometimes money is not readily available, particularly during the long vacation when most students are for holidays. This impedes the timely purchase of items. When

## Section 9: Implementation Plan of each ACE Action plan

### DETAILED TIMING OF PLANNED ACTIVITIES FOR YEAR 1 (*Gantt chart*)

Activity Sheet	Results	DAS	Year 1 Quarter 1	Year 1 Quarter 2	Year 1 Quarter 3	Year 1 Quarter 4
5.9.2	ACALISE officially inaugurated and marketed	DAS 1				
5.9.9	ACALISE Administration offices furnished and equipped	DAS 2				
5.9.4	ACALISE staff appointed/ recruited for effectiveness	DAS 3				
5.9.11	Consumables and utilities acquired	DAS 4				
5.11.1	M&E planned and implemented	DAS 5				
5.9.6	Risk management strategy at ACALISE mainstreamed and executed	DAS 6				
5.9.5	Management Controls & financial control executed	DAS 7				
5.2.1	Agro-ecological and livelihood skills gap in Uganda analysed	DAS 8				
5.1.3a	Faculty retooled in student-centered learning, and teaching	DAS 9				
5.1.4d	Non-academic staff retooled in soft skills	DAS 10				
5.1.4a	Staff retooled in thematic areas of agro ecology and livelihood systems	DAS 11				
5.1.2	Existing curricula reviewed and improved	DAS 12				
5.1.8	Teaching and learning facilities upgraded	DAS 13				
5.10.2	Financial sustainability activities executed	DAS 14				
5.2.3	Research facilities upgraded	DAS 15				
5.1.4c	ACALISE students recruited and supported	DAS 16				
5.9.7	Management meetings conducted	DAS 17				
5.9.8	ACALISE visibility increased in the region	DAS 18				
5.1.4b	Staff trained in agro-ecology and livelihood systems programmes (MSc. & PhD)	DAS 19				
5.1.3b	Courses for community skilling reviewed	DAS 20				
5.2.6a	Research output at ACALISE strengthened	DAS 21				
5.2.6b	Publications in peer reviewed journals facilitated	DAS 22				

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**Section 10: Main Cost Items of the Proposal:**

		Year 1			Year 2			Year 3			Year 4			Year 5			TOTAL for 5 Years		
		Leader	Partner	Total	Leader	Partner	Total	Leader	Partner	Total	Leader	Partner	Total	Leader	Partner	Total	Leader	Partner	Total for ACALISE
	<b>5.1 Learning Excellence</b>																		
5.1.2	Existing curricula reviewed and improved	3,125	12,000	15,125													3,125	12,000	15,125
5.1.3a	Faculty retooled in student-centred learning, and teaching		13,750	13,750														13,750	13,750
5.1.3b	Courses for community skilling reviewed	7,250		7,250													7,250		7,250
5.1.4a	Staff retooled in thematic areas of agro ecology and livelihoods	3,500	30,000	33,500	106,000	2,433	108,433	106,000	2,333	108,333	106,000	2,333	108,333				321,500	37,099	358,599
5.1.4b	Staff trained in agro-ecology and livelihood system programmes (MSc. & PhD)		38,800	38,800	225,775	23,975	249,750	225,775	23,975	249,750	225,775	23,975	249,750	225,775	23,975	249,750	903,100	134,700	1,037,800
5.1.4c	ACALISE students recruited and supported	97,480		97,480													97,480		97,480

5.1.4d	Non-academic staff retooled in soft skills		9,920	9,920													9,920	9,920		
5.1.8	Teaching and learning facilities upgraded	223,000		223,000	444,000	147,000	591,000	300,000	138,000	438,000	100,000	130,000	230,000				1,067,000	415,000	1,482,000	
	<b>5.2 Research Excellence</b>																			
5.2.1	Agro-ecological and livelihood skills gap in Uganda analysed	30,250	11,000	41,250													30,250	11,000	41,250	
5.2.3	Research, teaching and learning equipment upgraded	11,000		11,000	269,370	40,000	309,370	179,580		179,580	89,790		89,790				549,740	40,000	589,740	
5.2.6a	Research output at ACALISE strengthened	15,750	69,500	85,250	4,000	46,900	50,900		45,000	45,000		41,000	41,000				19,750	202,400	222,150	
5.2.6b	Publications in peer reviewed journals facilitated	9,000		9,000	10,000	2,000	12,000	10,000	2,000	12,000	10,000	2,000	12,000				39,000	6,000	45,000	
	<b>5.9 Operational Costs - Management &amp; Governance</b>																			
5.9.2	ACALISE officially inaugurated and marketed	15,620	11,750	27,370													15,620	11,750	27,370	
5.9.4	ACALISE staff appointed/ recruited for effectiveness	97,200		97,200	97,200		97,200	97,200		97,200	97,200		97,200	97,200			97,200	486,000	486,000	
5.9.5	Management Controls & financial control executed	4,900		4,900													4,900		4,900	
5.9.6	Risk management strategy at ACALISE main streamed	17,650		17,650	7,000		7,000	7,000		7,000	7,000		7,000	7,000			7,000	45,650	45,650	
5.9.7	Management meetings conducted	9,199		9,199	26,198	16,600	42,798	26,198	16,600	42,798	26,198	13,540	39,738	26,198			26,198	113,991	46,740	160,731
5.9.8	ACALISE visibility increased in the region	40,750		40,750	59,500	10,000	69,500	59,500	10,000	69,500	59,500	10,000	69,500	59,500			59,500	278,750	30,000	308,750
5.9.9	ACALISE Administration offices furnished and equipped	92,645		92,645	260,830		260,830	63,670		63,670	63,670		63,670	63,670			63,670	544,485		544,485
5.9.11	Consumables and utilities acquired	32,500		32,500	32,500		32,500	32,500		32,500	32,500		32,500	32,500			32,500	162,500		162,500
	<b>5.10 Sustainable Financing</b>																			

<b>5.10.2</b>	Sustainability activities executed	19,000		19,000	24,750	10,000	34,750	24,750		24,750	24,750		24,750	24,750		24,750	118,000	10,000	<b>128,000</b>
	<b>5.11 Monitoring &amp; Evaluation</b>																		
<b>5.11.1</b>	M&E planned and implemented	36,550		36,550	43,750		43,750	43,750		43,750	43,750		43,750	43,750		43,750	211,550		<b>211,550</b>
	<b>TOTAL</b>	<b>766,369</b>	<b>196,720</b>	<b>963,089</b>	<b>1,610,873</b>	<b>298,908</b>	<b>1,909,781</b>	<b>1,175,923</b>	<b>237,908</b>	<b>1,413,831</b>	<b>886,133</b>	<b>222,848</b>	<b>1,108,981</b>	<b>580,343</b>	<b>23,975</b>	<b>604,318</b>	<b>5,019,641</b>	<b>980,359</b>	<b>6,000,000</b>

*Note: The total dollar value of the proposal should be inserted in the appropriate space at the top of page 1. Approved expenditures in national currency will be disbursed to ACE account in the hosting institution.*

**Section 11: Implementation Risks (Maximum ½ page):** *Guidance: Describe risks to the successful implementation of the Centre of Excellence and steps that will be taken to mitigate these risks*

**Critical risks and Mitigation Measures**

<i>Risk factors</i>	<i>Description of risk</i>	<i>Risk rating</i>	<i>Mitigation measures</i>	<i>Residual risk rating k</i>
<b>Sector-Level Risks</b>				
Limited regional coordination capacity.	Institutional capacity for regional coordination at the national and regional level may limit effective regional collaboration.	S	Project design has built in a coordination mechanism, with a regional coordinator assuming a role in facilitating regional coordination.	<b>M</b>
Limited commitment by partners to work within a framework of collaboration.	Participating partners may not fully engage in or commit sufficient resources for collaborative activities.	S	All activities for research and teaching will be implemented by at least three international partners; work programs and budgets to be discussed and part of regional plans.	<b>M</b>
Limited regional spill overs from ACALISE investments.	ACALISE outputs may remain national, rather than generating regional benefits.	M	ACE design includes a strong focus on regional dissemination activities. All research must correspond to regional priorities.	<b>L</b>
Inadequate private sector response to academic initiatives.	Private companies' ability to scale up commercial production may be delayed because of the perceived disconnect with the academia	S	Project proposes a number of technical and business supports. Geographic dispersion will be encouraged.	<b>M</b>
Absence of or inadequate policy environment for facilitating regional technology transfer.	Policy environment within countries in the region adequate to allow quick dissemination of technologies and planting material across borders.	M	Partners will agree in advance to implement measures already agreed with specific focus on protocols dealing with agriculture and production technologies.	<b>L</b>
Developed technology fails or is delayed in production.	Delay in production of technologies or technologies may not correspond to the needs of farmers.	H	Rigorous technical vetting of research proposals, including external scientific panel to increase likelihood of success in projects chosen.	<b>S</b>
Operation-specific Risks: Limited Faculty to run ACALISE programmes	Inadequate faculty to teach and supervise programme students	M	Partners from deficient areas have been co-opted to teach and supervise students in deficient areas	<b>M</b>
Failure of power in critical time	Power failure during critical activities like Biotechnology experiments	M	A stand by generator and solar power has been provided for as alternative power in case of need	<b>M</b>
Internet failures	Poor internet communication in critical times	M	Increase in band width is planned to mitigate low internet connectivity	<b>M</b>

Limited sustainability of RCoE investments at national and regional levels.	Long- term sustainability of CoEs may be limited due to lack of national and regional level commitment.	M	Research will focus on technologies that can be adopted; regular public education on benefits.	L
Limited national implementation and coordination capacity.	Institutional capacity for national level coordination and implementation.	L	Implementation industry partners already function in some fields;University commitment to keep competent staff in position.	L
Absorption and Implementation capacity	Risk of failing to absorb the money in a timely manner and thus adversely affect implementation	L	Partners have been assigned considerable activities to reduce on the workload at the Centre; Some activities will be managed by Consultants ACE leadership has considerable authority to take decisions to ensure timely implementation of activities	M

**H—High; S—Substantial; M—Moderate; L—Low**

**Section 12: Additional Information Relevant to the Evaluation of this Proposal (Maximum one page)** *(Provide any additional information that has not been covered in sections 1 to 11 above, which in your opinion is important for the evaluation of this proposal).*

Uganda Martyrs University (UMU), a private not-for-profit University, is known for unique programmes geared towards forming the whole person in body, mind, and character. UMU is the first institution to mainstream the teaching of ethics in all academic programmes in Uganda and the region. In fact, unlike in other Universities, UMU’s students and staff have never involved themselves in strikes and insurrections while UMU alumni are credited for moral integrity, problem-solving, and reliability. Consequently, UMU Alumni are favoured throughout the region for causing a difference wherever they are, thereby making the University slogan ‘*making a difference*’ come true. Similarly, as a way to foster impact in the region when corruption and managerial virtues had gone so low in the region, UMU came up with t Faculty of Business Administration and Management to run business-related courses.

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The management and entrepreneurial aspects which were glaringly lacking in the normal Business Administration programmes has been a 'stitch in time' for businesses in Uganda and the region as our alumni stand out in all aspects of managerial and entrepreneurial disciplines.

On the Agricultural scene, UMU was the first and still is the only University that runs Organic and Agro-ecological programmes at graduate level. This was as a result of a quick realization of UMU management of the human oriented environmental destruction that has resulted into climate change and its effects. Agro-ecology is one major climate smart intervention that is slowly but surely creating impact and could help to solve a multitude of challenges in the realm of productivity, sustainable production but also livelihood strategies.

In the wake of social anarchy and rampant corruption in the region, UMU has recently launched (and is the only University in the region) a Master's Programme in Monitoring and Evaluation which we believe will churn out sobered up managers that will create order out of the present chaos and bring about social accountability in the region. All these mentioned programmes will be part of the ACE and will help to attract national, regional but also international students for the centre. The outcomes of the centre will be all round, holistically trained citizens that will cause impact and foster a difference in the region. Africa should not miss this opportunity to get its experts trained at ACALISE.

**Section 13: Agreement of Key Members of the Proposal Implementation Team**

Chairperson of the Governing Body

Head of Institution

Leader of the Proposed Centre of Excellence

Head of the main unit(s)/department(s)/college(s) involved

We the undersigned have agreed to collaborate in the implementation of this Project;

Section 13: Agreement of Key Members of the Proposal Implementation Team

Chairperson of the Governing Body,  
Head of Institution  
Leader of the Proposed Center of Excellence  
Head of the main unit(s)/department(s)/college(s) involved

We the undersigned have agreed to collaborate in the implementation of this Project;

**Chairman Governing Council – Chairman Finance Committee of Council**

**Mr. Gervase Ndyababo**

25/9/2015

Name

Signature

Date

Role: Provides governance and strategic oversight to the University Management through relevant policies and policy frameworks, including oversight on appropriate use of resources.

**Head of Institution – Vice Chancellor**

**Prof. John C. Maviiri**

25/9/2015

Name

Signature

Date

Role: He is the CEO of the University who will provide overall leadership for management of the Center

**Leader of the Proposed Centre**

**Dr. Jude Ssebuwufu**



Date

Name

Signature

Role: Will provide strategic leadership to the Center to ensure timely achievement of the intended objectives.

**Head of the leading academic unit – Dean Faculty of Agriculture**

**Prof Julius Mwine**

25/09/2015

Name

Signature

Date

Role: Will deputize the Centre's leader and act as the principal investigator for the Center.