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BSU Phase III Partnership Proposal 2017-2021



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Summary Fact Sheet

Building Stronger Universities (BSU) Phase III is a DANIDA funded project under the platform of Stability, Democracy and Rights (SDR) and a continuation of BSU I & II. The partners in the collaborative programme are:

a) Gulu University (GU): Responsible Institution

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b) Consortium of Danish Universities (CDU): Lead University – Aalborg University, Faculty of Humanities.

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Department of Anthropology, University of Copenhagen.

Partners at Gulu University are drawn from the Faculty of Education and Humanities, Institute of Peace and Strategic Studies, Faculty of Business and Development Studies, and Institute of Research and Graduate Studies. The Danish partners include researchers from four Danish Universities: University of Copenhagen; University of Southern Denmark; Roskilde University and Aalborg University.

1. Rationale and main lessons learnt during BSU II

Gulu University is an upcoming public university that started operating in 2002. The University was legally established in 2003 at the height of the Lord's Resistance Army (LRA) war in northern Uganda. The war in northern Uganda ended, but its consequences are still felt in the region and at Gulu University because it cannot attract highly qualified academic staff. At the inception of BSU II in 2013, less than a quarter of the 240 academic staff members held PhD degrees. The staff development situation was wanting and an organised PhD programme was in its infancy. The method of content delivery was based on traditional teacher centered pedagogy. The overall research infrastructure, especially the IT system, was weak. Therefore, the ambition level of BSUII was set at broad basics, appropriate to the situation of Gulu University.

The *thematic focus areas* included a continuation from BSU I which was on ‘Stability, Democracy and Rights’ and BSU II concerned education, ‘Quality, Equity and Innovation in Education’ and ‘Culture, Education and Society’. All the three have proved relevant. ‘Quality, Equity and Innovation in Education’ has become a major theme for revision of curricula and teaching methodology at Gulu University itself, through the introduction of Problem-based Learning (PBL) and e-learning. In BSU III a further focus and consolidation will be introduced with only two thematic areas, building on the achievements in BSU II.

MAIN ACHIEVEMENTS AND POSITIVE LESSONS LEARNED

- The development of a PhD structure has made progress with the revision of the Graduate Students Handbook, which sets out procedures for Master’s and PhD programmes. The Handbook has been approved by the Gulu University Senate and Council.
- As part of strengthening Gulu University’s capacity within research training, the University has developed a regular set of mandatory cross-cutting courses as well as a series of elective ones. Pilot-testing has shown what has worked well and where adjustments are needed.
- On the 12 completion grants, 3 study stays, 2 Masters and 1 PhD stipend are assisting Gulu academic staff to strengthen their research capacity and research collaboration. There were fewer study stays in Denmark than planned, but their length was extended, allowing greater benefit from another academic milieu.
- The acquisition of four portable units for office space has provided fair workspace and improved communication and access to research materials for academic staff.
- The strengthening of library staff’s capacity and skills to support research has been initiated with a study stay for two library staff at Aalborg University. This has laid the ground for implementation of more ICT related services and for Gulu University to develop a staff and student strategy for digital scholarship.
- The parallel up-grading of ICT infrastructure (hardware, software bandwidth), training of ICT technical staff, and developing a policy and strategy for ICT in teaching, research and outreach was highly beneficial to the University in developing its own Learning Management System (LMS).
- The south-south collaboration with Maseno University in western Kenya was particularly valuable in supporting ICT development at Gulu University through needs assessment, policy formulation and training, as well as in the MAGAART project. Synergies with other support projects have thus proven to be highly beneficial.
- Blended, networked learning (Problem Based Learning [PBL] + online learning + Learning Management System [LMS]) has shown promise in programme development and delivery. This has enhanced outreach activities and interaction/engagement with local communities. The LMS platform is being used to support BSU workshops, graduate programme development and other faculty academic programmes.
- The Master in Education Management curriculum has been revised based on these pedagogical methods and accredited by the National Council for Higher Education.

DIFFICULTIES, CHALLENGES, LESSONS LEARNED

- As a growing University, it has a dearth of senior experienced academics. The few academic staff takes on many obligations and their time is insufficient for teaching, research and outreach activities. The limited number of PhD academic staff at Gulu University makes supervision and teaching of PhD courses highly dependent on academics from other universities especially within Faculty of Education and Humanities; and Business and Development Studies.
- Project management was not effective because of the gap between the Steering Committee and Coordination Team. The Steering Committee and the Coordination Team have been expanded with new structures to address the administrative issues. In BSU III administrative structure, the Steering Committee comprises Deans and Directors of Faculties and Institutes. The Coordination Team has been expanded to include the Coordinator and two deputies (Technical and Administrative).
- BSU II did not have opportunities for collaborative North-South research projects, with the hands-on experience that such projects might have provided.
- The University still has inadequate electronic library resources and bandwidth, incapacitating e-learning training and content development.
- Tracking progress of PhD students through the formalities of University requirements using the paper-based trail is challenging.
- PhD completion grants and study stays have supported research on a wide variety of topics, which was necessary in this phase to increase the number of academic staff with PhDs.

JUSTIFICATION FOR CONTINUED SUPPORT FROM DANIDA

BSU II was deliberately planned to consolidate and broaden achievements of BSU I. There is thus a need to consolidate the gains BSU II has made in curriculum development, teaching and learning methods, ICT infrastructure and policies, research training, PhD courses and outreach activities.

BSU II has demonstrated that Gulu University is able to productively benefit from financial, academic and technical support in its efforts to strengthen research capacity at PhD level and research-based education, with a special emphasis on research 'for community transformation' and sustainable development. Building on the achievements in BSU I small research grants and BSU II completion grants, BSU III will pilot collaborative research projects based on Action Research.

2. Strategic direction and Theory of Change of a continued partnership

The aim of BSU III is to strengthen Gulu University's post-graduate training so that at the end of the four years, the University will be undertaking well-recognized research that engages local communities for transformation and provides capacity for research-based teaching and learning. Over the four years, the contribution to research and teaching from the Danish side will gradually decline as Gulu University academics take on more and more responsibility. This approach will gradually shift responsibility for students, supervision, teaching and collaboration projects to the

Gulu University academics. The joint teaching of cross-cutting courses will progressively be led by Gulu University staff.

THEORY OF CHANGE: The changes will be effected through collaboration between academic staff at Gulu University and the four Danish Universities. Part of this collaboration enhances upgrade and use of research infrastructure and administrative systems to benefit Gulu University. The strengthening of Information and Communication Technology (ICT), PBL and e-learning at Gulu University will provide the springboard for these changes. The practice of jointly teaching PhD courses and undertaking collaborative research and knowledge exchange with local communities will contribute to improved capacity for action research. The strengthening of research capacity and orienting toward community engagement enhances teaching and postgraduate programmes. Collaborative research addresses community challenges through action, knowledge exchange and Problem Based Learning. By linking a few selected collaborative action research projects to courses using PBL and to individual research projects, outreach will be more firmly integrated in teaching and research. This will enhance capacity for outreach at both system and individual level. Examples could be a livelihood initiative for single mothers or the introduction of e-learning at a local high school.

The capacity of PhD academics is enhanced at a Post Doc level to achieve good research products and services to improve teaching, research and learning at Gulu University.

The Theory of Change provides outcomes that are consistent with the three outcome areas indicated in Danida's BSU III concept note, namely: administrative capacity; research and outreach capacity at system level; and research and outreach capacity at individual level. Importantly, the outputs and outcomes will be driven through activities structured and managed partly according to specific themes, partly in areas cutting across these themes and extending to the entire University.

The outcome of this collaboration integrates into the Gulu University institutional framework through mandatory PhD cross-cutting courses, taught across all Faculties and Institutes, while the elective courses are taught in discipline specific areas. The e-learning resources are shared by all academic units and other campuses and constituent colleges of Gulu University. The collaborative research activities with north partners support masters and PhDs in addressing community needs based on the PBL approach.

Gender equity is enshrined in Gulu University Gender Policy to ensure equal opportunity to both staff and graduate students in collaborative research, PhD grants and training. The female participation in all levels of implementation shall be at least 40% to meet the basic principles of Gulu University Gender Policy.

DEVELOPMENT AND CONSOLIDATION FROM BSU II

BSU III will consolidate and focus the work of BSU II. The previous three thematic areas in BSU II have been reduced to two thematic areas.

Greater coherence across all activities will be achieved by tighter integration of PhD courses, PhD stipends/completion grants, collaborative research, outreach and

ensuring sustainable structures. Collaborative research, which should have an Action Research element, entails cooperation between Danish and Gulu University researchers, and the communities through outreach and PBL. All these activities are embedded within the two thematic areas to ensure synergies in PhD education. Mandatory cross-cutting PhD courses have been identified by Gulu University and we have piloted elective courses for the two thematic areas. The input to these courses by Danish partners has been substantial in BSUII, but will diminish over the course of BSUIII as Gulu University assumes the primary responsibility. Also the Master courses integrating PBL and e-learning that have been piloted in BSUII, will be further consolidated and implemented in BSUIII.

The Institute of Research and Graduate Studies will be strengthened through the introduction of practical ICT management tools for monitoring the progress of Masters and PhD students. The Graduate Handbook, which underwent major revision in BSUII, will be disseminated and implemented in BSUIII. The strengthening of the electronic data infrastructure will support teaching and learning (bandwidth, hardware, software, data-management, training and support).

THEMATIC AREAS

Transforming education: Education is intended to be transformative of individuals and society. The government of Uganda through its National Development Plan II (2015/2016-2019/2020) and Vision 2040 emphasises sustainable development through research, science and technology. This supports our intention to undertake humanistic and social science research on transforming education in BSU III.

In post-war northern Uganda, as in the rest of the country, families, government and donors invest enormous resources and great expectations in education as a basis for development. From nursery schools, to primary and secondary schools, to tertiary institutions like vocational schools and universities, to shorter and longer training courses, there are continuing efforts to provide transformative teaching and learning. Early school leaving and lack of correspondence between school curricula and after-school occupations continue to have significant problems. Training, seminars, and workshops have become major activities for instruction and learning after primary level, yet they are seldom studied as forms of education.

New education policies are being rolled in, but they are not correctly implemented due to some unforeseen consequences.

Education itself is in need of, and is undergoing, transformation. The introduction of new pedagogical approaches and technologies is reckoned to have significant potential. At Gulu University, and elsewhere, e-learning and Problem-Based Learning (PBL) are being introduced. Research is needed on the modalities, benefits, consequences and challenges of these approaches, individually and in combination. We therefore seek to examine questions such as: how do new pedagogical approaches relate to conventional pedagogical methods and how they contribute to community engagement and innovation.

Rights, resources and gender in post-war development: Northern Uganda suffered serious abuses of human and civil rights during the 20-year civil war, and conflicts continue over procedures for settling the many 'post wars conflicts' that have ensued after the end of encampment. The statutory fora for justice and dispute resolution do

not function well, and other instances are called into play, such as traditional and clan leaders, Acholi Religious Leaders Peace Initiative (ALPI), the police, Justice Law and Order Sector (JLOS), Refugee Law Project (RLP) and various NGOs. The University through the Institute of Peace and Strategic Studies has established collaboration with Cultural Leaders in the Greater North and Acholi Religious Leaders' Peace Initiative (a local NGO in Gulu) to research and educate the community in areas of justice, peace building, dispute and conflict resolution. Collaborative research is needed on the principles of rights, mediation, and restitution that underpin the legal fora and on their implementation and consequences for equity, equality and conflict prevention. Such research is relevant in northern Uganda and in the wider region, where violence is still ongoing.

Related to these questions of rights are questions about access to resources such as land, money, and other means of livelihood. As in most patrilineal societies, access has long been skewed in favour of senior males. Relations between men and women, and between youth and elders, have been deeply affected by war and encampment, and to some extent also by policies and interventions to empower women and youth. Expectations have changed faster than reality and gender relations especially are often characterized by tension. In popular and development discourse, youth are often identified as a problem to which interventions should offer solutions. Many aspects of life—livelihood, education, marriage, sexual and reproductive health—are affected by changes, and desires for change, in gender and generational relations. Focus will be on gender and generation in relation to resource access.

Within these thematic areas, the aim is to establish Research Group to increase activities and support them beyond the BSU project.

EMPHASIS ON OUTREACH AND INNOVATION

The refined thematic areas open possibilities for more outreach and for working with non-academic, economic, social and civil society actors. Outreach components and interaction with local organisations and communities, such as specific schools and small-scale enterprises, will be incorporated in all the research and researcher training efforts described above. The innovative pedagogical and study methods (PBL and e-learning) piloted with Master of Education Planning Management and Master of Business Administration (MBA) students in BSU II will be rolled out to other masters courses like Master of Arts in Public Administration, Master in Information and Communication Technology for Development (ICT4D), PhD cross-cutting courses and the collaborative research projects in BSU III. A Danish civil society organisation, Access2innovation, building on principles of triple helix collaboration (a network between University, private sector and Community) will partner with Gulu University/Danish Universities to strengthen innovation and community outreach and support in developing and pilot testing new business models. Gulu University in collaboration with Civil Society Organizations and Communities work to alleviate problems within the specific thematic areas. Further to community outreach, PBL involving communities directly will be initiated. These could be in relation to actual challenges in the North as the refugee situation and other community pressing issues emerge.

SYNERGIES

BSU III continues collaboration with the FFU funded project Governing Transition in Northern Uganda: Trust and Land (aka TrustLand). There is also synergy with another FFU project: Post-conflict Mobility: Challenges and Potentials for Primary Health Care in Northern Uganda. The Dept. of Anthropology, University of Copenhagen, has worked with several research capacity enhancement projects supporting Makerere University and Roskilde University has similar experiences from collaboration with the Centre for Basic Research and Makerere University researchers in the late 1990s and early 2000s. Gender research at Gulu University has constructive interaction, including researcher training collaboration, with the Makerere University School of Gender in Kampala, ALPI, JLOS and Police.

Gulu University has development projects with other collaborating partners. The collaboration with University of New South Wales aims at improving the quality of teaching and e-learning at Gulu University at undergraduate level. The African Development Bank (AfDB) project focuses on infrastructure development, science and technology. Makerere University-SIDA project focuses capacity at Masters and PhD levels in partner public universities in Uganda. Gulu University is a beneficiary with 13 PhD positions to be registered at Makerere. These projects have different foci to this application; however they also share some common interests. They are well coordinated to ensure synergies. As an example, the BSU-supported LMS platform is being used by all projects and faculties in the University.

UPSCALING BEYOND THOSE DIRECTLY INVOLVED

To institutionalize BSU, the Director of the Institute for Research and Graduate Studies (IRGS) and the Director for Planning and Development have been included in the Steering Committee. Regularizing PhD education will be possible through use of the revised Handbook. Cross-cutting courses and electronic monitoring systems will be introduced by IRGS to support research, learning and outreach activities. In addition, IRGS will oversee the implementation of PBL and e-learning in the masters program.

3. Objectives, Outcomes and Outputs

Development objective: Significant social problems in northern Uganda are addressed through uptake of collaborative research that generates knowledge relevant for community transformation, as well as research-based teaching (PBL) that prepares graduates for working with such problems by 2021.

Immediate objective: Academic staff undertake selected collaborative/action research projects with local economic and social actors and engage students in problem-based learning together with those actors by 2019

Work package 1: Research and Teaching Infrastructure, Services and Facilities

Outcome 1. Administrative frameworks, facilities and services for research strengthened by 2021.

Output 1.1 IRGS functions with accessible electronic monitoring of Masters and PhD progress and Faculties, Institutes and Supervisors use the system by 2020.

Output 1.2 Plagiarism software is acquired and taken into use. Research outputs quality assured by 2020.

Output 1.3 By 2019 IRGS and the Library create repository of Masters and PhD thesis accessible to researchers and students.

Output 1.4 By 2021 the e-campus strategy for GULU has been established. A campus-wide learning platform (Moodle) is implemented and taken into use by management, staff and students. Staff and students have access to and are using relevant e-resources and regularly collaborating with external partners through ICT. A technical and IT-didactic support desk has been established.

Output 1.5 Gulu University Research Agenda for the BSU III thematic areas reviewed and disseminated to the stakeholders by 2018.

Output 1.6. A Grant Desk to support development of grant proposals and applications is functioning by 2020.

Output 1.7 Gulu University staff administers and manage BSU and other external grants efficiently by 2018.

Work Package 2: Collaborative research organization and post graduate teaching

Outcome area 2. By 2021 collaborative research and outreach capacity are improved by strengthening organisation and systems for postgraduate teaching and learning, building on and reinforcing on-going research. Courses and PhD projects will preferably be tied to a limited number of collaborative action research projects.

Output 2.1 Mandatory cross-cutting PhD courses and elective thematic PhD courses within the thematic areas (i. *Transforming education and ii. Rights, resources and gender in post-war development*) developed and taught by Gulu University staff and partners by 2020.

Output 2.2 PBL principles and e-learning practices integrated into at least three graduate course units in different programmes by 2019. Blended learning will be encouraged so that a pilot of selected course units from Humanities and Social Sciences are delivered on the LMS as well as using PBL principles. Rolled out to at least five programmes in 2021.

Output 2.3 Two thematic research networks (i. *Transforming education and ii. Rights, resources and gender in post-war development*) established with external and other tertiary education institutions by 2020. Collaborative research, seminars, and conferences provide platform for establishing active networks. Regular public lectures/debates organized at the University and talk shows hosted on local radio stations.

Work Package 3: Collaborative research and outreach at the levels of individuals

Outcome area 3. By 2021 collaborative research and outreach capacity within the thematic areas (i. *Transforming education* and ii. *Rights, resources and gender in post-war development*) are improved by strengthening research, postgraduate teaching and learning and networks at the level of individuals. This will be achieved through the triple helix (a network between University, private sector and Community) approach and action research on community needs identified through PBL. A limited number of collaborative and action research projects to be coordinated with existing PhD and masters projects.

Output 3.1 Communities, private sector and/or social actors are actively engaged in innovative projects and collaborative research on Rights, Resources and Gender. Practitioners (government, NGO, civil society) participate in Gulu University courses and dialogues by 2019; joint articles submitted for publication by 2020, active networks established with stakeholders by 2021.

Output 3.2 Communities, private sector and/or social actors are actively engaged in innovative projects and collaborative research on Transforming Education. This research will examine the implementation of e-learning and PBL at Gulu University, and will also address transformation of education, teaching and learning in selected schools by 2021. Practitioners (government, NGO, civil society) participate in Gulu University courses and dialogues by 2019; joint articles submitted for publication by 2020, active networks established with stakeholders by 2021

Output 3.3 Each PhD student is affiliated with one of the thematic networks. Joint brown bag lunches are organized on a regular basis. PhDs are afforded opportunity to make at least two presentations of their research to peers within their disciplines and one conference by 2019. All scholars are called for to do presentations of draft research papers.

Output 3.4 At least two competitive research grant proposals developed in response to calls and submitted within the thematic areas by 2019.

Output 3.5 PhD projects on *Rights, Resources, and Gender* completed by 2021.

Output 3.6 PhD projects on *Transforming Education* completed by 2021.

4. Risks and Mitigation Measures

The most significant risk factor remains the major justification for the BSU III project: Gulu University is a young university with severe resource constraints. There are relatively few PhD staff and very heavy workloads for those on the thematic areas. An activity work plan and time plan will be developed to ensure effective use of the limited human resources.

Another risk factor involves coordinating activities between North and South. Many of the collaborative activities – courses, workshops, and training sessions – are necessarily structured by the academic calendars in Gulu and in Denmark. To reach our target groups at Gulu, most activities must be squeezed into about 8 months – basically August-November, January-February and perhaps March-April. These are also busy academic months in Denmark and there is a risk that some Danish partners will not be able to coordinate travel with other partners in specific months. However this risk will be mitigated by careful planning through identification of alternative researchers from Gulu University and the Danish partners. In some cases, Gulu University staff will deliver while the north partners participate online. Where expertise is lacking, the south-south collaboration could be possible. In the four-year implementation period, continuous realignment of plans will be undertaken to mitigate the identified risks.

There is a risk of insufficient logistical support for fieldwork since the project does not have transport. Gulu University shall be requested for faculty and institute vehicles for fieldwork and the project will fuel these vehicles.

Staff turnover is a challenge due to brain drain. The University management is aware of the challenge of staff turnover. It has a promotional and retention policy. In addition, Gulu University bonding policy of five years after PhD completion is applied to the academic staff. It also has a refund policy should a member leave the University service before prior to the bonding period.

There are risks that lie outside of the University control. Key components of the project depend on the Internet connectivity. In spite of Gulu University being connected to the national fibre backbone with a stable internet connection, there are often fibre breakdowns on the national backbone. The project uses mobile routers to maintain connectivity.

Periodic power outages (load shedding) are experienced. Mitigation involves making use of Gulu University and BSU back-up generators. Power back-up batteries (inverters) have been procured for the Server room to ensure constant electricity supply and Internet connectivity.

Institutional risks: programmes and collaborative activities in Gulu University have been disrupted by staff and students' strikes during BSU II. This may re-occur but, based on past experience, these can be handled administratively.

5. Sustainability and Continuation

BSU project activities at Gulu University are institutionalised and receive budgetary considerations. IT-infrastructure for learning has been established and the operational cost is budgeted at Gulu University

Gulu University Graduate Handbook is a BSU output providing guidelines for graduate studies at the Institute of Research and Graduate Studies. It has been approved and implementation will be supported so that Faculties and Institutes use it as a guide in research and graduate training.

Human resource development in the proposed areas of capacity development at Gulu through graduate training and research are improving. The project has boosted PhD completion rates thus improving staff capacity for research and teaching.

GU staff is gradually assuming more responsibility in teaching the cross-cutting and elective thematic courses. Staff capacity in PhD supervision is gradually improving as staff in the Humanities and Social Sciences are upgrading their academic credentials and benefitting from workshops on supervision.

Grant applications are on the rise at Gulu University especially in Humanities and Social Sciences. This will complement the activities under the BSU project.

Support to teaching practice in the Faculty of Education and Humanities has enabled the integration of innovative pedagogy in the training of teachers in the undergraduate and graduate programmes. This is further rolled out into the community.

Innovative pedagogies have been integrated into the Graduate curriculum. Implementation of Master of Education Planning, Management and Administration (EPMA) approved by National Council for Higher Education (NCHE) begins in 2017/2018 academic year.

Synergies with other collaborations as University of New South Wales supporting undergraduate teaching and learning; and SIDA building staff capacity in Masters and PhD research complement each other enhancing sustainability.

Gulu University staff are being trained in grants application writing to build their capacity to apply for competitive grants.

Through BSU support and other collaborations, local expertise is being realized. Qualified staff for research, teaching and outreach in the University are gradually increasing.

The University support to IRGS through research funds is provided for in the budget in spite of it being minimal.

6. Coordination, Learning, Partnership and Management of BSU III-support

The consortium for BSU III builds on longstanding relationships established during BSU I, BSU II, MAGAART project and through research cooperation in FFU projects in Uganda. The consortium comprises Gulu University and academic departments at Aalborg University (AAU), University of Copenhagen (UCPH), University of Southern Denmark (SDU) and Roskilde University (RUC) and is a continuation of the consortium in BSU II. Partners in BSU II have been maintained based on thematic areas, expertise and good working relations. Further selection criteria were based on expertise in research and teaching. UCPH and SDU as experts in legal pluralism and transitional justice, which are relevant to Northern Uganda post war situation; UCPH contributing through resource persons and research in the field of Anthropology; RUC contributing through resource and expertise in Gender and International Development, and Aalborg contributing in the areas of Pedagogy and IT (PBL and E-Learning). The

north partner institutions have provided support to PhD supervision, teaching, research and mentorship. They continue to provide support in strengthening capacity at Gulu University in research and teaching through implementation of innovative pedagogical and study methods such as PBL, e-Learning and Action research at graduate level. Taken together, they have the expertise to contribute to both mandatory cross-cutting courses and elective thematic courses and the further consolidating of the master programme. Several of the north partners have experience doing research in post-war northern Uganda. Having departments as partners ensures commitment and support for the individual Danish researchers. The consortium will also ensure to engage and involve students from the Danish departments in the project through internships, projects and thesis writing. Aalborg University will coordinate the Danish partners.

It is the joint responsibility of Gulu University and Danish partners, under the leadership of the South University, to ensure a proper and goal-oriented management of the programme activities, including reporting procedures, financial management and accounting.

On the Gulu side, responsibility lies with the Steering Committee. It will be composed of the Deans of the Faculty of Education and Humanities, Business and Development Studies, the Directors of the Institute of Research and Graduate Studies, Institute of Peace and Strategic Studies and Planning and Development. From time to time the committee can co-opt members with specialized knowledge and skills. For continuity, Assoc. Prof. Charles Okumu will be the chairperson of the steering committee on appointment by the Vice Chancellor (Principal Investigator). The steering Committee shall meet quarterly or when need arises. It is responsible for supervision and monitoring of the coordination team, ensuring that the objectives are being met in a timely manner, and reporting to the Vice Chancellor on a quarterly basis.

6.1 GULU UNIVERSITY BSU III COORDINATION

The day-to-day management of the project shall be undertaken by the Coordination Team. A new management structure is setup with a Coordinator assisted by two deputies. For continuity, the BSU II Deputy Coordinator will coordinate; assisted by former Work Package leaders.

Coordinator: Ms. Agatha Alidri,

Deputy Coordinator, Administration: Ms. Judith Awacorach

Deputy Coordinator, Technical: Mr. Geoffrey Tabo Olok

Project Accountant: Mr. Ojwiya Vincent Olango

The Coordination Team is responsible for communication, activities implementation, accounting, and reporting.

The Coordination Team, the Steering Committee, the project accountant and senior management will be trained to manage BSU III and other external grants. The purpose of the training is to ensure that all external projects are appropriately managed for the benefit of the university as a whole.

The Coordination Team, assisted by the Steering Committee, will organize a workshop to disseminate lessons learnt from BSU II and introduce the thematic areas in BSU III. This will ensure university understanding of the role of BSU in

institutional and community development in line with the University motto: ‘For Community Transformation’.

To manage the joint responsibility of the partners, an executive committee will be formalized comprising five members: two members from GU, including the project coordinator, and two members from DK, including the Danish coordinator; the committee will be chaired by the Chairperson Steering committee Gulu University. The executive committee will hold meetings every 3 months, either electronically or in person. The executive committee will appoint Teams of Work Package Leaders from both South and North to ensure coherence, content coverage and thematic depth.

6.2 DANISH BSU III COORDINATION

On the Danish side, the consortium will be hosted at Aalborg University (AAU). The lead Department will be Department of Communication and Psychology. The coordination of the Danish team will be handed over to Lone Dirckinck-Holmfeld, AAU. For continuity, Michael Whyte and Susan Whyte, the previous coordinators, will remain on the team. Lone Dirckinck-Holmfeld, as a former dean and research coordinator of previous DFC and EU-projects, has the capacity to coordinate this kind of complex partnership. The Danish group has organised itself in a steering committee with representatives from each partner university.

6.3 PARTNERSHIP

Gulu University will continue to collaborate with Maseno University e-campus in the area of ICT with specific emphasis on e-learning and management of Gulu Learning Management System (LMS), which was developed in collaboration with Maseno University. Maseno University e-campus will also continue to support the training of the academic and technical staff in content development, design for teaching and learning materials.

Other donors supporting GU will be consulted on an individual basis in order to learn from one another, avoid overlaps and explore synergies. Coordination happens in practice through the IRGS and the Office of Planning and Development. Where assistance is targeted toward the same area at GU (eg ICT or PhD stipends), coordination is ensured through the GU staff who are the most knowledgeable about needs, existing and planned support, and activities.

Budget for BSU III Activities, Gulu University - 2017-2021

Outcome Area	Immediate Objective	Main Output	Indicative Budget		
			Gulu DKK	DK DKK	Total DKK
1	Research and Teaching Infrastructure, Services and Facilities	Administrative frameworks, facilities and services for research strengthened by 2021.			
		1.1 IRGS functions with accessible electronic monitoring of Masters and PhD progress and Faculties, Institutes and Supervisors use the system by 2020.	72,000		72,000
		1.2 Plagiarism software is acquired and taken into use. Research outputs quality assured by 2020.	100,000	20,000	120,000
		1.3 By 2019 IRGS and the Library create repository of Masters and PhD thesis accessible to researchers and students.	70,000	50,000	120,000
		1.4 By 2021 a campus-wide learning platform (Moodle) is implemented and taken into use by management, staff and students. Staff and students have access to and are using relevant e-resources and regularly collaborating with external partners through ICT. A technical and IT- idactic support desk has been established.	600,000	75,000	675,000
		1.5 Gulu University Research Agenda for the BSU III thematic areas reviewed and disseminated to the stakeholders by 2018.	51,000	40,000	91,000
		1.6. A Grant Desk to support development of grant proposals and applications is functioning by 2020.	50,000	40,000	90,000

		1.7 Gulu University staff administers and manage BSU and other external grants efficiently by 2018.	70,000		295,000
Sub Total outcome area 1			1,013,000	225,000	1,238,000
2	Collaborative research organization and post graduate teaching				
		By 2021 collaborative research and outreach capacity are improved by strengthening organisation and systems for postgraduate teaching and learning, building on and reinforcing on-going research. Courses and PhD projects will preferably be tied to a limited number of collaborative action research projects.			
		2.1 Mandatory cross-cutting and elective thematic PhD courses within the thematic areas (i. Transforming education and ii. Rights, resources and gender in post-war development) developed and taught by Gulu University staff and partners by 2020.	290,000	600,000	890,000
		2.2 PBL principles and e-learning practices integrated into at least three graduate course units in different programmes by 2019. Blended learning will be encouraged so that a pilot of selected course units from Humanities and Social Sciences are delivered on the LMS as well as using PBL principles. Rolled out to at least five programmes by 2021.	580,000	600,000	1,180,000
		2.3 Two thematic research networks (i. Transforming education and ii. Rights, resources and gender in post-war development) established with external and other tertiary education institutions by 2020. Collaborative research, seminars, and conferences provide platform for establishing active networks. Regular public lectures/debates organized at the University and talk shows hosted on local radio stations.	580,000	600,000	1,180,000
Sub Total outcome area 2			1,450,000	1,800,000	3,250,000

3

Collaborative research and outreach at the levels of individuals

<p>By 2021 collaborative research and outreach capacity within the thematic areas (i. Transforming education and ii. Rights, resources and gender in post-war development) are improved by strengthening research, postgraduate teaching and learning and networks at the level of individuals. This will be achieved through the triple helix (a network between University, private sector and Community) approach and action research on community needs identified through PBL. A limited number of collaborative and action research projects to be coordinated with existing PhD and masters projects.</p>			
<p>3.1 Communities, private sector and/or social actors are actively engaged in innovative projects and collaborative research on Rights, Resources and Gender. Practitioners (government, NGO, civil society) participate in Gulu University courses and dialogues by 2019; joint articles submitted for publication by 2020, active networks established with stakeholders by 2021.</p>	530,000	650,000	1,180,000
<p>3.2 Communities, private sector and/or social actors are actively engaged in innovative projects and collaborative research on Transforming Education. This research will examine the implementation of e-learning and PBL at Gulu University, and will also address transformation of education, teaching and learning in selected schools by 2021. Practitioners (government, NGO, civil society) participate in Gulu University courses and dialogues by 2019; joint articles submitted for publication by 2020, active networks established with stakeholders by 2021</p>	550,000	650,000	1,200,000

	3.3 Each PhD student is affiliated with one of the thematic networks. Joint brown bag lunches are organized on a regular basis. PhDs are afforded opportunity to make at least two presentations of their research to peers within their disciplines and one conference by 2019. All scholars are called for to do presentations of draft research papers.	300,000	300,000	
	3.4 At least two competitive research grant proposals developed in response to calls and submitted within the thematic areas by 2019.	23,000	40,000	
	3.5 PhD projects on Rights, Resources and Gender completed by 2021	150,000	250,000	400,000
	3.6 PhD projects on Transforming Education completed by 2021.	150,000	250,000	400,000
Sub Total outcome area 3		1,703,000	2,140,000	3,843,000
Sub Total outcome areas 1, 2 and 3		4,166,000	4,165,000	8,331,000
	Coordination (GU) at 8% of total GU budget	333,280		333,280
	Overhead cost (DK) (max 20 % of total DK expenditure)		833,000	833,000
	Overhead cost and Bank charges (max 12 % of total GU expenditure)	499,920		499,920
Grand Total		4,999,200	4,998,000	9,997,200
	External Audit (Gulu)	80,000		

Annex 1.

Background Information on Gulu University

Gulu University is one of the eight public universities in Uganda located in Laroo Division, Gulu Municipality in northern Uganda. It is about four kilometers from Gulu City Centre. The university was opened in 2002. The Government of the Republic of Uganda established Gulu University as a public university in northern Uganda by statutory instrument No. 31 of 2003 which was made on the 14th day of May 2003 to the Uganda Gazette No. 29 Vol. XCVI dated 25th June 2003. Gulu University, through its programmes, is set to make significant contributions to peace, stability, reconstruction and sustainable development.

Initially the University was named Gulu University of Agriculture and Environmental Science and was to specialize mainly in agricultural mechanization; however it was proposed that it should focus beyond agricultural mechanization with a mission to produce high-level human resources that can effectively participate in solving the social and economic problems of the country. It was then renamed Gulu University. The university started with one faculty and one institute namely Faculty of Science Education and Institute of Human Resource Development. Currently it has six faculties and two institutes namely: Faculty of Medicine, Faculty of Agriculture and Environment, Faculty of Science, Faculty of Education and Humanities, Faculty of Business and Development Studies, Faculty of Law, Institute of Peace and Strategic Studies and Institute of Research and Graduate Studies.

The University through its Mission, Vision and Goal is set to serve as a launch-pad for equitable development with emphasis on rural transformation and sustainable development.

1. The Vision of Gulu University is to be a leading institution for promotion of community transformation and industrialization for sustainable development.
2. Its Mission is to expand access to higher education, conduct applied research and provide quality professional training for the delivery of appropriate services directed towards social transformation and conservation of biodiversity.
3. The key Goals of the university are: human resources and development, research publication and consultancies, community outreach services, information and communication technology, library and information services, and prudent financial management.

Gulu University recognizes the importance of partnerships and networks at national and international levels to achieve greater impact in its contribution towards sustainable development and social transformation.

Annex 2. Gulu University list of Academic Staff with PhDs

SN	Faculties/Institutes	No. of PhDs
1	Faculty of Business and Development Studies	03
2	Faculty of Medicine	12
3	Faculty of Education and Humanities	04
4	Faculty of Law	01
5	Faculty of Science	10
6	Faculty of Agriculture and Environment	11
7	Institute of Peace and Strategic Studies	04
	Grand total	45

Annex 3. Gulu University Approved Budget 2016/2017

FACULTY	YR I	YR II	YR III	YR IV	YR V	TOTAL
Faculty of Business & Development Studies	60	56	55	-	-	171
Faculty of Science	20	11	12	-	-	43
Faculty of Agriculture and Environment	40	37	33	36	-	146
Faculty of Medicine	50	53	52	52	53	260
Faculty of Education and Humanities	70	73	66	-	-	209
Total	240	230	218	88	53	829
PRIVATELY SPONSORED STUDENTS						
FACULTY						
Faculty of Business & Development Studies	800	607	673	-	-	2080
Faculty of Science	118	69	82	0	0	269
Faculty of Agriculture and Environment	145	94	49	26	-	314
Faculty of Medicine	110	142	116	23	22	413
Faculty of Education and Humanities	323	346	272	-	-	941
Institute of Peace and Strategic Studies	20	8	-	-	-	28
Faculty of Law	60	-	15	15	-	90
Sub-Total	1576	1266	1207	64	22	4135
Grand Total for Gulu University Main Campus	1816	1496	1425	152	75	4964

**Gulu University Approved Budget
2016/2017-Kitgum Campus**

PROGRAMME	YR 1	YR11	YR 111	YRIV	YR V	TOTAL
Faculty of Business & Development Studies						
Bachelor of Business Administration	50	22	21	-	-	93
Bachelor of Public Administration	50	10	26	-	-	86
Sub-Total	100	32	47	-	-	179
Faculty of Education and Humanities						
Bachelor of Arts Education	50	20	24	-	-	94
Bachelor of Arts Education-Holiday Programme (Modular)	50	-	14	-	-	64
Sub-Total	100	20	38	-	-	158
Total	200	52	85	-	-	337
	2,01					
Overall Total	6	1,548	1510	152	75	5301

Annex 4. SUMMARY OF APPROVED INCOME FOR FY 2016/17

Item	Approved Total Budget 2015/16	Actual July-Dec 2015	Approved Income FY 2016/17			Total for GOU, NTR and Donor
			GOU	NTR	Donor	
Gulu University	Total for GOU, NTR and Donor	GOU, NTR and Donor				
Wage	15,595,952,700	3,949,272,927	17,619,582,143	1,200,000,000	571,593,140	19,391,175,283
Non-Wage	10,037,461,054	4,691,684,372	4,145,715,223	5,697,032,400	2,210,271,392	12,053,019,015
Functional fees	2,594,847,000	434,814,300	0	2,503,922,000	-	2,503,922,000
Development	4,684,514,600	519,457,345	2,500,053,381	1,376,051,200	25,000,000	3,901,104,581
Employee's cost arrears	0	0	1,036,000,000	0	0	1,036,000,000
Total	32,912,775,354	9,595,228,944	25,301,350,747	10,777,005,600	2,806,864,532	38,885,220,879
Lira University College						
Wage	1,143,557,346	151,886,650	0	0	0	0
Non-Wage	1,373,516,330	353,598,708	0	0	0	0
Development	8,548,664,865	453,529,142	0	0	0	0
Functional fees	426,278,500	0	0	0	0	0
NTR Arrears 2014/15	150,000,000	0	0	0	0	0
Debtor	300,000,000	0	0	0	0	0
Total	11,942,017,041	959,014,500	0	0	0	0
Kitgum Campus						
Wage	112,056,000	0	152,319,605	50,078,000	0	202,397,605
Non-Wage	528,364,000	0	0	350,546,000	0	350,546,000
Functional fees	300,000,000	0	0	186,024,000	0	186,024,000
Development	180,140,000	0	0	100,156,000	0	100,156,000
	1,120,560,000	0	152,319,605	686,804,000	0	839,123,605
Grand total	45,975,352,395	10,554,243,444	25,453,670,352	11,463,809,600	2,806,864,532	39,724,344,484

Annex 5. Collaborations

Gulu University

Gulu University plays a leading role in the provision of skilled human resources for national development in the areas of education, health, agriculture, technology, research and other services. The University is currently sponsoring staff for postgraduate studies, twelve (12) PhDs and twenty-five (25) Masters'. For this reason Gulu University has established collaboration with national and international partners to strengthen its capacity in research and institutional development.

Collaborations

Danish International Development Agency (DANIDA)

Under DANIDA support the University has benefitted over the years in a number of ways through supporting Research and PhD training of University staff and graduate students.

a. Building Stronger Universities (BSU)

BSU aims at strengthening research capacity at Gulu University through research based training at PhD and Master degree levels, research based education and research dissemination and communication.

b. Governing Transition in Northern Uganda: Trust and Land Project

The project goal is to enhance research capacity and inform policy through creation of knowledge about management of land disputes, trust and governance during post war transition. This project explores issues of trust and mistrust in governance patterns based in clanship, kinship and marriage. It examines the governance role of civil society actors and the ways they evoke trust and mistrust. It investigates the roles of government institutions and legislation in intensification and mediation of conflicts over common resources and land.

c. Post- Conflict Mobility: Challenges and Potentials for Primary Health Care (PHC) in Northern Uganda

Based on the experience of the Enhanced Research Capacity Project (ENRECA), PHC aimed to assist the rehabilitation of northern Uganda through community-based longitudinal health research and health capacity strengthening. The project objectives are to upgrade university staff capacity through post graduate education, training community and health workers on diagnosis of chronic patients and database availability of priority health problems in northern Uganda, publications and peer reviewed articles, workshops with the district local governments , university and policymakers, and reports targeted at relief organizations and public management bodies.

Swedish International Development Agency (SIDA) Programme

SIDA is funding a four-year project for staff development in public universities in Uganda. SIDA has offered Gulu University twenty (20) slots for PhD training and five (05) Masters' scholarships. Beneficiaries are from all disciplines.

Enhancing Capacity for Agricultural Research in Gulu University (ECART)

This research capacity building project is meant for improving research in agriculture in Northern Uganda. The aim is to enable Gulu University to effectively contribute to food security improvement in northern Uganda through agricultural skills development and applied science. Gulu University responds to labour-market demands of Uganda.

Dissemination of New Agricultural Technologies in Africa (DONATA)

The goal is to improve livelihood and increase economic growth of resource poor farmers in northern Uganda. The project is currently limited to Gulu and Amuru districts. It focuses on orange fleshed sweet potatoes.

Strengthening University Capacity to Enhance Agribusiness Competitiveness in East and West Africa

This project has the goal of contributing to poverty reduction through Agri-entrepreneurship training with the aim to improve relevance of agricultural science teaching and outreach to the needs of agribusiness.

University Community engagement

Acholi Religious Leaders Peace Initiative (ALPI)

There have been engagements with ALPI through IPSS in the area of Transitional Justice and legal pluralism with support from BSU II project. The purpose is to discuss legal pluralism and traditional justice systems as a means of achieving transitional justice, reconciliation and peace in northern Uganda.

Cultural Institutional Leaders

IPSS has been having a series of workshops with this group from the greater north to discuss traditional mechanisms for conflict transformation, reconciliation and peace building in the community.

Justice, Law and Order Sector (JLOS)

IPSS has been engaging the Uganda police in community policing through workshops and seminars. It aimed at improving human rights and access to justice.

Annex 6. Matrix of Achievements of BSU from 2011 to 2017

Time	Activity	Output	Outcome	Comment
2011	2 PhDs	1.Dissertation Submitted for examination 1. final stages	2 Publications	Nuwategeka Expedito
2012	PhD courses in Research concept and proposal development and Scholarly writing.	Writing of PhD concept and Proposal development by the grants beneficiaries		Increased number of PhD students

2013	Small research grants	Research reports completed	1 publication 2 Paper presentations at International Conference	
2016	Completion grants	8 awardees	1 publications and staff capacity to publish boosted.	PhD beneficiaries on track
	Study stays	3 awardees	2 publications in process	Staff capacity to publish boosted.
2016/2017	Short courses in Research related areas	13 courses(Philosophy of Science -02, Legal Pluralism & Transitional justice 04, Culture, Gender and Development-02, Anthropology of Education-02, Qualitative Research Methods-02	Enhanced capacity in research and PhD report writing. Strengthened PhD Education	Five Graduate cross-cutting have been developed out of the short courses and implementation starts academic year 2017/2018
2016	Development of Graduate cross-cutting courses	05 cross cutting courses developed by the Graduate school with support from north partner	Graduate cross cutting course developed	Implementation starts academic 2017/2018
2016	Procurement of bandwidth	Bandwidth increased to 7.5Mbps	Graduate research enhanced	Has been institutionalized.
2016/2017	Establishment of the Learning Management System (Moodle)	Gulu University LMS established and upgraded (www.elearning.gu.ac.ug)	Academic staff training workshops and Graduate courses hosted on Gulu University LMS. Academic staff and graduate students use ICT infrastructure for research.	Effective use of LMS starts in the academic year 2017/2018. The LMS is being used by university faculties for teaching, training & meeting
2016-2018	Training of 01 PhD student in PBL	One PhD student enrolled in PBL at Aalborg University	Staff capacity developed in PBL pedagogy	Tabo Geoffrey is on progress

	Training academic staff in eLearning methodology	15 academic staff in eLearning methodology	Use of e-resources and LMS for graduate research and teaching	Staff capacity developed in PBL pedagogy. Staff are able to carry out new pedagogic approaches in PhD education and postgraduate research training
2016	Piloting PBL and e-learning approaches	Problem-based research and learning methodology and e-learning approaches was piloted with forty Seven (47) MBA students supervised by GU staff.	Problem-based research and learning methodology and e-learning approaches integrated in the Graduate courses	Implementation begins with EPMA in 2017/2018
2016	Training technical staff in handling e-learning resources	Three (03) technical staff have been trained in handling e-learning resources (data, hardware, software and procedure and now run the workshops on the Learning Management systems).	Library staff capacity built in handling e-resources	Training in information literacy skills, literature search and reference management for graduate students and staff has begun.
2016/2017	Development of Graduate Handbook	Gulu University Handbook	Improved supervision and enhanced PhD completion	Graduate handbook hard copies printed in 2017
2016/2017	Development of PBL based curriculum	Revised Master EPMA	Introduction of PBL and e-Learning	Implementation begins in the academic year 2017/2018

Annex 7. BSU III Danish Partner Institutions

Aalborg University
 Department of Communication and Psychology
 Professor, Lone Dirckinck-Holmfeld

Roskilde University
 Department of Social Sciences and Business, Global Political Sociology
 Professor, Preben Kaarsholm

University of Copenhagen
 Department of Anthropology
 Professor, Susan Reynolds Whyte; Associate professor emeritus, Michael A. Whyte

University of Southern Denmark
 Department of Law
 Associate professor and Head of Research Unit, Martin Mennecke

Annex 8 Table Showing the Role of Danish Partner

Institution	Role	Impact
Aalborg University	Mentorship, Graduate supervision, Pedagogy (PBL and e-Learning), teaching and Action research and development of cross-cutting course and Selection of grants beneficiaries.	Enriched supervision practices, PBL based curriculum for EPMA approved.
University of Copenhagen & University of Southern Denmark	Mentorship, Graduate Supervision, Graduate handbook development, Graduate cross cutting courses development, teaching and research and outreach in Legal Pluralism and Transitional Justice, Teaching Anthropology of Education and Selection of grants beneficiaries.	Graduate handbook developed, PhD completion rates enhanced, Cross -cutting course developed. Teaching Legal Pluralism and Transitional Justice in post war situations. Course development in Anthropology. Grants award
Roskilde University	Mentorship, Gender and Rights course development, teaching on PhD Research Report writing.	Teaching gender based courses. Writing quality research report enhanced.

Annex 9. Illustration of Relationship between Concept Note Output and Partnership Proposal

Concept Note	Partnership Proposal
Outcome area 1: University capacity is improved by strengthening administrative frameworks for University research.	Outcome area 1: Administrative frameworks, facilities and services for research strengthened by 2021.
Outcome area 2: University capacity is improved by strengthening organisation and systems for researcher education and research processes	Outcome area 1: Administrative frameworks, facilities and services for research strengthened by 2021.
Outcome area 3: University capacity is improved by strengthening research and outreach practices and networks	<p>Outcome area 2. By 2021 collaborative research and outreach capacity are improved by strengthening organisation and systems for postgraduate teaching and learning, building on and reinforcing on-going research. Courses and PhD projects will preferably be tied to a limited number of collaborative action research projects.</p> <p>Outcome area 3. By 2021 collaborative research and outreach capacity within the thematic areas (i. <i>Transforming education</i> and ii. <i>Rights, resources and gender in post-war development</i>) are improved by strengthening research, postgraduate teaching and learning and networks at the level of individuals. This will be achieved through the triple helix (a network between University, private sector and Community) approach and action research on community needs identified through PBL. A limited number of collaborative and action research projects to be coordinated with existing PhD and masters projects.</p>

Annex 10. Priorities for BSU III

Activity	Activity Timeline
Improving administrative frameworks for University research to strengthen University capacity.	2021
Establishing Administrative frameworks, facilities and services for research	2019
Establishment of research and teaching infrastructure, services and facilities	2020
Strengthening collaborative research through PBL and Action research in thematic areas	2020