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OFFICE OF THE VICE-CHANCELLOR PUBLIC RELATIONS OFFICE

June 06, 2011

To: Members of Staff

THE 18TH VICE-CHANCELLOR'S MONTHLY PRESS BRIEFING, HELD ON MONDAY 6TH JUNE 2011

Introduction

The Acting Vice-Chancellor, Professor Venansius Baryamureeba welcomed the members of staff and the media to the 18th monthly press briefing. Professor Baryamureeba then introduced the participating units namely; The College of Agricultural and Environmental Sciences (CAES), the College of Education and External Studies (CEES) and AIESEC.

In attendance were:

- (i) Prof. Venansius Baryamureeba – Ag. Vice Chancellor
- (ii) Prof. J.C.S. Musaaazi – Ag. Principal, College Education and External Studies
- (iii) Prof. Samuel Kyamanywa – Ag. Principal, College of Agricultural and Environmental Sciences
- (iv) Prof. Frank Kansime – Ag. Deputy Principal, College of Agricultural and Environmental Sciences
- (v) Dr. Neema Abooki – Dean, East African School of Higher Education, Studies and Development
- (vi) Dr. George Openjuru – Dean, School of Distance and Lifelong Learning, CEES
- (vii) Dr. Christopher Mugimu – Head of Dept. Foundation and Curriculum studies, CEES
- (viii) Ms. Manuela Muller – President, AIESEC Uganda
- (ix) Dr. Alice Nankya Ndidde – Lecturer, CEES
- (x) Dr. Jenipher Bisikwa – Lecturer, CAES
- (xi) Ms. Fatuma Nankya – Head of Internal Programs, AIESEC
- (xii) Ms. Eunice Kariuki – Communications Manager, AIESEC

- (xiii) Ms. Ritah Namisango- Ag. Senior Public Relations Officer, Public Relations Unit, Vice Chancellor's Office.
- (xiv) Ms. Jane Anyango – Communication Officer, College of Agricultural and Environmental Sciences
- (xv) Ms. Sheila Mwebaze – Communication Officer- College of Education and External Studies
- (xvi) Ms. Harriet Musinguzi – Communication Officer, School of Law
- (xvii) Mr. Elias Tuhereze – Web Administrator, Public Relations Unit, Vice Chancellor's Office
- (xviii) Mr. Agaba Issa Mugabo – Brand and Marketing Manager, Public Relations Unit, Vice Chancellor's Office
- (xix) Mr. Mark Wamai – Web Manager, Public Relations Unit, Vice Chancellor's Office
- (xx) Ms. Maureen Mayanja – Administrative Assistant, Public Relations Unit, Vice Chancellor's Office
- (xxi) Mr. Paul Toko – Intern, Public Relations Unit, Vice Chancellor's Office
- (xxii) Ms. Grace Magare – Intern, Public Relations Unit, Vice Chancellor's Office
- (xxiii) Ms. Peninah Nakandi – Intern, Public Relations Unit, Vice Chancellor's Office

PRESENTATIONS

1.0 Presentation from the Vice Chancellor

Congratulations to;

His Excellency Dr. Gen Yoweri K Museveni, President of the Republic of Uganda

We would like to congratulate H.E. Dr. Gen YK Museveni on having been re-elected for another term of five (5) years as President of the Republic of Uganda and for having constituted the cabinet that shall kick-start the implementation of the NRM manifesto for the next five (5) years.

The Cabinet

We would like to congratulate H.E. Edward Kiwanuka Ssekandi on being appointed Vice-President of the Republic of Uganda, Rt. Hon. Amama Mbabazi on being appointed the Prime Minister of the Republic of Uganda and all the other Cabinet Ministers and Ministers of State on being appointed to serve in their respective capacities.

The Ninth Parliament of the Republic of Uganda

We would like to congratulate Rt. Hon. Alitwala Rebecca Kadaga on being elected Speaker of the 9th Parliament of Uganda, Rt. Hon. Oulanyah Jacob L'Okori on being elected Deputy Speaker of the Parliament of Uganda, Hon Nandala Mafabi on being appointed the Leader of Opposition in Parliament and all the members of 9th Parliament on being sworn in to represent their respective constituencies.

At least 71 ministers will today be sworn in at State House Entebbe and tomorrow 7th June 2011 will mark the occasion of the state opening of the 9th Parliament of the Republic of Uganda and delivery to Parliament of an address on the State of the Nation by H.E. Yoweri K Museveni, the President of the Republic of Uganda. May the Almighty God bless the President, Cabinet, Parliament, Judiciary and the People of the Republic of Uganda as we navigate through the next 5 years under the NRM leadership.

Makerere University's role in the next five (5) years

As per Section 24(2) of the Universities and Other Tertiary Institutions Act 2001 (as amended), the law governing public Universities, the functions of the public University shall include (a) the provision of higher education, promotion of research and advancement of learning; and (b) dissemination of knowledge and giving opportunity of acquiring higher education to all persons including persons with disabilities wishing to do so regardless of race, political opinion, colour, creed or sex.

We are happy to note that the Government of Uganda has prioritized job creation and provision of services in the next five (5) years.

Makerere University's vision is to be the leading institution for academic excellence and innovations in Africa while its mission is to provide innovative teaching, learning, research and services responsive to national and global needs. Makerere University is guided by the following core values: Allegiance to the institution, Integrity, Customer responsiveness, Professionalism and Openness to diversity.

In view of the above, our role as a public University in the next five (5) shall mainly be in the following areas:

(a) Provision of quality higher education;

People are still the most important asset any country can have. In this regard, the development of the human resources is critical to the development of any country. Human resources is a term used to describe the individuals who make up the workforce of an organization, although it is also applied in labor economics to, for example, business sectors or even whole nations. Human resources is also the name of the function within an organization charged with the overall responsibility for implementing strategies and policies relating to the management of individuals (i.e. the human resource).

As a University we shall continue to work hand in hand with both the private and public sectors to produce the human resources that meet their skills set requirements. In regard to quality, we shall ensure that by any ranking mechanism used, Makerere University shall remain among the top five (5) Universities in Africa and among the top 1,000 Universities in the world for the next five (5) years running. This will not only build confidence in both the current and future employers of our graduates but will also restore Makerere University's past glory as the Harvard of Africa.

High quality higher education at Makerere University will serve as catalyst for private sector growth and as a result of the skilled high quality graduates that can either create jobs or provide quality services. Makerere University graduates are expected to provide the workforce for companies not only in Uganda and the region but also to contribute to the global workforce.

(b) Promotion of research and innovations;

With the formation of colleges, Makerere University shall in the next five (5) years increase both its number of PhD holders and research output by five (5) times. The number of innovations coming out of Makerere University is expected to double each year. In partnership with the private sector, we expect to generate a minimum of 5,000 new jobs out of the spinoff companies annually.

(c) Job creation;

The biggest challenge facing our country today is the many unemployed youth that have acquired higher education. It is worth noting that their parents have had to sell property including land so as to enable their children to access higher education and currently, besides gainful employment, there is nothing else left to sell to sustain the unemployed graduates.

It is only skilled graduates that can startup their own businesses, create jobs and employ other graduates among others. Makerere University will in the next five (5) years work with both local and multinational companies and government to create skilled graduates who will gain access to venture capital to start their own businesses and create jobs. Makerere University in partnership with the Government plans to set up regional incubation facilities that will be used for business incubation. It is important to note that food technology incubation and the software incubation facilities at Makerere University have already been a success story. Several former students (incubatees) of Makerere University out of the incubation projects have registered so many successful spinoff private companies.

(d) Imparting of vocational skills to jobless graduates;

We believe that graduates can engage in vocational jobs better than non-graduates. As a University we shall endeavor to provide vocational training to our former graduates to enable them start

businesses or engage in providing services in sectors such as; tourism, leisure and hospitality, engineering services including machine repair and maintenance, microfinance, manufacturing, road maintenance, food processing.

(e) Advancement of Higher Education and lifelong learning through Tele-education;

Makerere University has successfully run tele-education programmes with Amity University in India and is about to begin running online degree programmes with University of Hertfordshire UK through Makerere University College of Computing and Information Sciences. In addition every School is currently working on having at least two (2) of its current degree programmes also available as online degree programmes before the end of this year. This will increase access to higher education for the working class who don't have time to come to the classrooms at Makerere University and to the poor who otherwise would not afford the higher tuition and accommodation fees for on campus degree programmes. The online degree programmes are expected to cost less than 1/3 of the current tuition fees yet there won't be transport and accommodation fees. All the student shall need is a computer connected to the Internet.

Makerere University also plans to offer courses not necessarily for award of degrees, diplomas or certificates to the majority of the Ugandans in order to better their skills as part of its lifelong learning programme.

(f) Dissemination and Sharing of Knowledge;

Makerere University as a leading University in Africa plans to undertake a lot of research relevant to both national and global needs. Dissemination and sharing of knowledge through workshops, seminars, policy briefs, newspaper articles, books and journals among others will be one of its priority activities. As a University we plan to influence policy especially in the education sector in regard to programmes such as; the student loan scheme, Universal Primary Education (UPE), Universal Secondary Education (USE) etc. Each College/ School will engage with the relevant Ministry/ committee of parliament to influence policies in that ministry for the good of our country.

(g) Supporting affirmative action for the girl child and persons with disabilities

Last year Makerere University awarded 20 scholarships to 1st year female students from disadvantaged backgrounds. This academic year 2011/2012 Makerere University will award another 20 scholarships, and the same shall hold in the following years.

Beginning this year, each of the 20 annual scholarships shall be named in honour of prominent persons who have contributed or have the potential to contribute to higher education at Makerere

University. We expect the well wishers to provide additional funds to each category of the scholarship.

As a result of this scholarship initiative by Makerere University several donors including Carnegie Corporation of New York are planning to provide matching grants.

Makerere University continues to implement affirmative action for female students through the additional 1.5 points. Also Makerere University is still implementing affirmative action for disabled students and talented sports men and ladies among others to access higher education at Makerere University.

Makerere University continues to implement the government programme of providing government scholarships to students from each district in this country through the district quota programme.

2.0 Presentation from the College of Agricultural and Environmental Sciences

Brief background

The College of Agricultural and Environmental Sciences (CAES) is one of the eight colleges of Makerere University. It comprises three schools and eight departments. It also has two research institutes and ten centres. The vision of the College is: “To be a leading college in Agriculture and Environmental Sciences”. CAES was formed after merging of the former faculties of Agriculture, Forestry and Nature Conservation, Geography and the Makerere University Institute of Environment and Natural Resources (MUIENR).

Currently the three schools at CAES are; School of Agricultural Sciences, School of Food technology, nutrition and bio-engineering and the School of Forestry, Environmental and Geographical sciences

CAES has embraced the collegiate system as a way of increasing efficiency, which can be manifested in the following ways;

The units that make up CAES offer a number of programmes in different disciplines; Agriculture, Food Science, Forestry, Environment, Natural Resources, Geography and emerging themes like Climate Change and Biodiversity Management. Students now have an increased number of electives to select from.

The College system has helped to consolidate the teaching and research that has been on going in the different units. For example the Bachelor of Environmental Science and Environmental Management have been merged and a new curriculum is being developed. This approach will reduce course-duplication, and increase the sharing of expertise within the different units.

The system has also build research capacity to address all issues that affect agricultural production and environmental management in a holistic manner. Having the units responsible for agricultural production, forestry, environment, climate science and agricultural processing under one roof makes it much easier to handle issues of sustainable agricultural development at the same time managing our environment and resources therein.

There has been an increase in the pool of infrastructural resources available to students and staff. For example all college students are now utilizing the computer laboratories of the four units. Each unit had different high technology equipment, which could not be accessed by scientists from other units i.e. the -80ocentigrade refrigerators; high-speed centrifuges are now available to all biotechnologists in the college.

The most limiting bureaucracy has been the centralized procurement system. The creation of college systems is empowering Units to carry out their own procurement which is reducing the time spent. Similarly academic transcripts will be processed at college to stop unnecessary delays. In the area of training, the College is the Regional centre of leadership for M.Sc and Ph.D training in Plant Breeding and Biotech, Seed systems, Agricultural and Applied Economics, Extension and Education. The college has also participated in Design of Strengthening Capacity in Agricultural Research and Development for (SCARDA).

The college has also provided training to over 100 students from DR Congo, Rwanda, Burundi, Sudan and Liberia.

About 300 participants have been trained and awarded certificates in various disciplines such as; Food Safety and Quality Assurance, Fruit and vegetable processing, Dairy Processing, Baking and Cereals Technology, Quality Management for Grains and Entrepreneurship.

The college is currently involved in over 100 major research projects supported by different donors. For example; enhancing Food Security through Improved Seed Systems and Varieties and the Assessment and monitoring of water and wetlands resources with focus on ecosystem services.

Two of such projects that have been successful are; the development of improved high yielding cowpea varieties and the project on reconstructed wetlands. (To be discussed in detail)

In terms of community outreach, the college reaches out to over 3000 small scale farmers every year through student internship, research and extension. It is strengthening value chains for smallholder farmers via the Link farmer to market project. Through the School of Food Technology, Nutrition and Bioengineering, new processed food products have been put on the market.

Being newly established, the College's strategic plan (2011 – 2021) has six strategic goals:

1. Develop and implement undergraduate, post-graduate and short courses responding to stakeholder needs from national to continental levels.
2. Design and deliver research products that are responsive to dynamic society needs and to build basic scientific foundation.
3. Strengthen the College structure to harness resources, assure quality, efficiency and effectiveness in the training, research and development processes
4. Develop highly professional staff in adequate numbers for innovative and adaptive training, research and practice.
5. Engage with public and private institutions in advocacy and policy formulation on the national, regional and continental scale.
6. Mobilize resources for sustainable implementation of innovative and impact oriented training, research and development.

The goals are expected to contribute to the reflection of the College's central role in human resource development, generation of innovations and policy support needed to advance agricultural and economic development of Uganda while sustaining the environment.

2.1 Seeta High School reaps big from Makerere University Wastewater management Initiative

Wastewater management and sewage disposal in general, remains one of the challenges that urban authorities and dwellers are grappling with in Uganda. In many towns, the sewage systems have broken down spilling over dwelling places. In residential areas, the practice of releasing waste in nearby swamps has become the norm. This poses serious environmental and health risks. Schools accommodating big numbers of students have also been victims.

It is against this background that Makerere University in collaboration with University of Dar es Salaam through the BIO-EARN (East African Regional Network for Biotechnology and Bio-Policy) with funding from Sida-Sarec, constructed a wetland to treat wastewater generated by SEETA High School Mukono.

Constructed wetlands are artificial wastewater treatment systems consisting of shallow (usually less than 1 m deep) ponds or channels which are planted with wetland plants.

This treatment system relies upon plants, bacteria, biological, physical and chemical processes to treat wastewater. The system has impervious clay or synthetic liners and is engineered to control water direction and retention in the system.

This treatment system is appropriate for institutions in areas which are not connected to central sewerage system. However, adequate land should be available for the construction of the system. The advantage of this system is that it can be designed as an integrated system whereby the effluent from the wetland can be used in agriculture, aquaculture and agro forestry.

Before the construction of the wetland, wastewater from SEETA High School Mukono, was discharged into a malfunctioning septic tank and a partially treated effluent was discharged into the surrounding environment. The place was smelly and filthy and one could easily see that the effluent was negatively impacting on the surrounding environment.

The school had already been given warnings by NEMA to treat its wastewater before discharging it into the surrounding environment. To alleviate the problem scientists from Mak (Prof. Frank Kansiime; PI, Dr Charles Niwagaba; Engineer, and Omara, John; Research Assistant) and UDSM constructed a wetland, planted it with papyrus, monitored it and it is now fully functional.

The School contributed to the retrofitting of the plumbing system and construction of a new septic tank.

Currently the wastewater from the school flows into a septic tank and the effluent from the septic tank is discharged into the Constructed Wetland. In addition to water being of good quality, the treated wetland has attracted a lot of attention from students (they call it one of the wonders at this school) and others schools want this system installed at their schools.

“The management of SEETA high is not only happy with the wastewater treatment system but are also planning to spread this technology to sister campuses” said Prof. Frank Kansiime, the Deputy Principal College of Agricultural and Environmental Sciences (CAES)

The project commenced in 2008. It cost 25, 000 US Dollars. The school contributed 10,000 US Dollars to this.

2.2 Cowpea growth improvement elevates livelihood

In its mission to advance agricultural development through training, knowledge generation and service delivery in Uganda and the region, the Makerere University College of Agricultural and Environmental Sciences embarked on a five year project to develop improved high yielding and pest resistant Cowpea varieties for Ugandan conditions.

The cowpea improvement project commenced in 2009 and is funded by the McKnight Foundation titled, *“Improving Food security through participatory Development of high yielding and pests resistant cowpea varieties in Uganda”*.

Dr. Jenipher Bisikwa of the Department of Agricultural Production is spearheading the project as Principal Investigator.

The goal of the project is to increase cowpea production, income and nutrition of poor farmers in Uganda through participatory development of improved high yielding, pest and disease resistant varieties.

This project will also strengthen the capacity for research and training in Uganda through training three graduate students at Masters and PhD levels. So far, three graduates, one at PhD and two at Masters Level have been recruited to the school of Agricultural Sciences and are currently being sponsored by this project.

Following the initial country-wide cowpea germplasm (land races and elite varieties) collection carried out in Uganda during 2010 and on-station cowpea variety evaluation done at Serere Research

station, the project has identified five promising cow pea varieties that are preferred by farming communities in Eastern and Northern Uganda.

The promising varieties that have been assembled and tested for Ugandan conditions are ACCWC28, ACCWC35B, ACCWC35C, ACCWC39 and ACCNE44 but more work is being done to establish their resistance to major pests and diseases before they can be disseminated back to the farmers for adoption.

Brief Background

Cowpea is one of the most important grain legumes in arid and semi arid regions of sub-Saharan Africa used as a nutritional source of protein for poor rural farmers and an essential component of the cropping systems.

In drier regions of East Africa especially in Eastern and Northern Uganda, where diets heavily rely on starchy foods such as sorghum, millet, maize and cassava, cowpea is consumed both as a grain and a vegetable and acts as a source of income for subsistence farmers

Compared to other grain legumes and vegetable crops, cowpea possesses multiple advantages for farmers including high yields on poor sandy soils unsuitable for other crops, high rate of nitrogen fixation, lower fertilizer requirement, and tolerance to drought and high temperatures.

Although cowpea yields potential in Uganda (1500 to 3000 kg per hectare), farmers' yields are constantly below 500kg per hectare due to pests and diseases, poor varieties, farming methods and market access.

Whereas preliminary research on cowpea in Uganda was initiated in 1990's, currently, there is no active national programme dedicated to this valuable crop due to lack of funding. Thus, low national research priority in cowpea makes it one of the orphan crops.

3.0 Presentation from the College of Education and External Studies

3.1 Makerere University develops employability and entrepreneurship skills curriculum

Makerere University students could be among the first graduates to earn a degree under an Outcomes Based Education (OBE) curriculum.

School of Distance and Lifelong Learning (SoDLL) Makerere University in partnership with Leeds Metropolitan University in the UK has developed an employability and entrepreneurship skills development program for school leavers as part of the Education Partnerships in Africa Project (EPA).

The GBP4500 project, funded by the British Council and aims to build the capacity of African Institutions of Higher Education in delivering employability and entrepreneurship skills in collaboration with local employers.

“The current Higher Education system based on simple knowledge-transfer and limited skills development in Uganda can further be improved with employability and entrepreneurship skills”, said Dr. G. L. Openjuru, the Dean School of Distance and Lifelong Learning. A Higher Education reform to an OBE system would therefore place special emphasis on learning outcomes and skills development to best meet student’s needs for employment.

Pilot trainings of out of school leavers have been conducted in three regional centres of Makerere University including Arua, Entebbe and Fort Portal. The feedback from the monitoring visits has led to the development of a curriculum and course materials for Employability and Entrepreneurship.

The project has been extended to assist Makerere develop a modern OBE based curriculum as a foundation for becoming a student-centred institution in the region. The project will liaise with all stakeholders to embed this reform as a national curriculum model for Uganda’s Higher Education.

In its final stages, the project will enable selected staff of Makerere receive training in OBE focused curriculum and programme design, form a team to design a Postgraduate Certificate in Higher Education (PGCHE) and train other members of the academic staff in the use of OBE oriented methods to deliver programmes at the University.

The OBE focused reform will promote skills development in all faculties of Uganda Higher Education Institutions and orient Uganda’s Higher Education standards to international standards.

3.2 Addressing Gender Imbalance in early ICT Use boosts Girl Child Education

Makerere University researchers in a joint study have found that female students are less likely to use Information Communication Technologies (ICT) compared to their male counterparts due to limited exposure at an earlier stage.

A study undertaken under the Pan-African Research Agenda on the Pedagogical Integration of ICT in Africa funded by the International Development Research Centre (IDRC), and conducted in five primary schools, four secondary schools and two institutions of higher education i.e. Kyambogo University and Makerere University, showed that a gender disparity existed within the use and integration of ICT in schools and institutions of higher education.

Dr. Alice Ndidde a Senior Lecturer in the College of Education and External Studies noted, “The school system is the first point contact for the majority of computer technology users in Uganda yet schools largely exhibit deep seated negative stereotypes against girls’ and female teachers’ use of technology.” She further observed that in one of the secondary schools studied, 99.3% of computer users were boys with girls being only 0.7%.

Additionally, most efforts were centered around teaching ICT and less on integrating it into the teaching and learning. In schools that had integrated ICT use, students reported being motivated and willing to study science subjects that have been traditionally believed to be difficult.

Students registered improved levels of participation, self directed learning and increased confidence levels and self esteem. Interestingly, private schools had more ICT infrastructure than the prestigious public schools,” she said.

Despite the positive impact of ICT integration, challenges with access, utilization and gender disparities still exist in the integration of ICT into learning and teaching. Most institutions have inadequate computer infrastructure and internet connectivity to match student numbers. There are more male than female teachers trained in ICT and the urban- rural divide is evident in the access to ICTs.

Recommendations have been suggested that include encouraging females and males to participate in ICT equally. Parents and guardians are urged to ensure that girls and boys both use computers and ICT facilities equally without discrimination so that girls can equally pick up interest in the technology right from home. The study also recommends that teacher training should equip teachers with knowledge and skills around gender issues in the use of ICT and how to plan activities which encourage girls and boys to develop ICT skills equally.

The five year project involves collaborations with University of Montreal Educational Research Network for West and Central Africa (ERNWACA) and University Institutions from ten African countries including Uganda. Partner institutions in Uganda include; Department of Adult and Community Education, School of Computing and Informatics Technology both of Makerere University, National Curriculum and Development Centre, Ministry of ICT and Ministry of Education and Sports.

Financial releases by ERNWACA have tagged an institutional fee of 12% of the released funds, approximately USD8,500 per year to run this project.

The study was carried out to understand how the pedagogical integration of ICT can enhance the quality of teaching and learning in Africa. The study due to end in August and has been extended to December 2011 to allow for the publication and dissemination of findings.

Makerere University is committed to its role of providing answers to emerging development challenges, by conducting such studies aimed at informing policy formation, and influencing decisions and the national and regional levels.

For more information please view; <http://observatoiretic.org/> , <http://www.panaf-edu.org/>

4.0 Presentation from AIESEC

Makerere University and AIESEC in Uganda to facilitate 35 software development Internships in India with Tata Consultancy Services(TCS)

TATA Consultancy Services, part of the TATA group, Asian IT services business solutions and outsourcing organization that delivers real results to Global Businesses, ensuring a level of certainty no other firm can match. It has over 160,000 of the world's best trained IT consultants in 42 countries.

TCS being an AIESEC global partner is partnering with the School of Computing and IT through AIESEC Uganda to provide one year paid internship to 35 young Ugandan students who have an IT background. The interns will work in various departments as **software developer** and **software testers**. The partnership aims to provide internship opportunity through the **ACE –Career Development Program**.

Both AIESEC Uganda and the School of Computing and IT know that the students that will participate in this exchange program will have a competitive edge. Not only will their skills improve they will also have had the opportunity to live and work abroad therefore challenging their world view.

Until now **5 students** from the Computer Science class of 2009/2010 Makerere University, have participated in this program , they are currently working for TCS India. All students who are interested in this internship opportunity are welcome to apply for it. Applications for second round recruitment are set to open soon.

AIESEC, the world’s largest student-run organization, is the international platform for young people to discover and develop their potential to have a positive impact on society. By partnering with Corporate, Non Corporate and higher education institution, **AIESEC** has over 62 years of experience in developing students into globally-minded leaders.

In Uganda, AIESEC Uganda is present in 7 private and public universities; Makerere University, Uganda Christian University Mukono, Kampala International University, Kyambogo University, Ndejje University, Mbarara University of Science and Technology, and Uganda Martyrs University Nkozi. AIESEC Uganda has so far sent out over 80 students abroad for international internships. It has also been recently awarded with the **UBS (United Bank of Scotland) Award for Regional Excellence** and **ING Global award** for the **highest Relative growth** in the AIESEC network.

For more information about AIESEC, please send e-mail to: eunice.kariuki@aiesec.net

.....We Build For the Future.....

Sincerely: Ms. Ritah Namisango, Ag. Senior Public Relations Officer, Makerere University