

MAKERERE

P.O. Box 7062 Kampala Uganda
Cables: "MAKUNIKA"
Website: www.mak.ac.ug



UNIVERSITY

Tel: +256-414-531202
Fax: +256-414-541068
E-mail: pro@admin.mak.ac.ug

OFFICE OF THE VICE-CHANCELLOR PUBLIC RELATIONS OFFICE

6th April 2010

To: Members of Staff

THE FOURTH VICE-CHANCELLOR'S MONTHLY PRESS BRIEFING, HELD ON TUESDAY 6TH APRIL 2010

Introduction

The Acting Vice-Chancellor, Professor Venansius Baryamureeba welcomed the University Management, Members of staff and the media to the fourth monthly press briefing. Professor Baryamureeba then introduced the participating units as the Faculty of Arts and the School of Education.

In attendance were:

- (i) Prof .Venansius Baryamureeba – Ag. Vice Chancellor
- (ii) Mr. Alfred Masikye Namoah – Academic Registrar
- (iii) Prof. Maria G.N. Musoke – University Librarian
- (iv) Mr. John Ekudu-Adoku – Dean of Students
- (v) Dr. Fred Masagazi Masaazi – School of Education
- (vi) Dr. Mercy Ntangaare – Faculty of Arts
- (vii) Dr. George Lugalambi – Faculty of Arts
- (viii) Mr. Joseph Magongo – Faculty of Arts
- (ix) Mr. C.P.K. Basalirwa – Faculty of Arts
- (x) Dr. Paul Musali – Faculty of Arts
- (xi) Dr. Patrick Mangeni – Faculty of Arts
- (xii) Mr. Matsiko Eliab – Faculty of Arts
- (xiii) Mr. Davies Rwabu – Faculty of Arts
- (xiv) Mrs. Jane Frances Alowo – Faculty of Arts
- (xv) Mr. Michael Niyitegeka – CIT
- (xvi) Dr. Neema Abooki – School of Education
- (xvii) Dr. Mugagga M – School of Education
- (xviii) Dr. Christopher B. Mugimu – School of Education
- (xix) Ms. Rosemary Nakalanzi – School of Education
- (xx) Mr. Masakala Wangotta M – Faculty of Arts

- (xxi) Ms. Ritah Namisango – Public Relations Office
- (xxii) Mr. Mark Wamai – Public Relations Office
- (xxiii) Mr. Issa Agaba Mugabo – Public Relations Office
- (xxiv) Mrs. Maureen Mayanja – Public Relations Office
- (xxv) Mr. Joseph Tezita – Public Relations Office

1.0 Acting Vice-Chancellor's briefing

1.1 MAKAIR

Prof. Baryamureeba informed the media that MAKAIR – a wireless network was launched last week. This project is funded by Sida in its recognition of the importance of ICT as an integral facilitator for research, learning and instruction in higher institutions of learning. Now students and staff that have a university email can now access wireless network on the campus with their laptops and notebooks. This will help students to optimize online learning material, and make work at the university quicker and more efficient. For example, students will be able to register, access coursework and lecture notes online.

Additionally, Prof. Baryamureeba highlighted that this initiative will kick start the opportunity to avail laptops and notebooks to students and university staff at highly subsidized prices so that everyone is given an opportunity to use the hotspot services. Laptops will go for USD500 while notebooks will go for USD350. However, these will only be available to students and university staff.

1.2 Update on upcountry campuses

The upcountry campus in Fort Portal will open in May and the Jinja campus will have its second intake in the same month. The Jinja campus is initially offering one course, The Bachelor of Information Technology (BIT). The Fort Portal campus will offer courses from the Faculty of Technology: B.Sc. Land Economics; B.Sc. Quantity Surveying, Faculty of Economics and Management: B.COM; BBA and from the Institute of Statistics and Applied Economics: B. Business Statistics; B.Sc. QE.

These efforts indicate the commitment of the University Management to take education nearer to the people and offer to all, what Makerere University provides. Students are encouraged to enroll at the upcountry campuses because they offer them affordable education and employment opportunities especially in secondary schools

1.3 The Makerere Investment Policy

In 2006, Makerere University endorsed an investment policy in a bid to make the university financially self-sustaining through various investments. In place is an Investment Advisory Committee which includes the University Bursar, Dean, Faculty of Law, Dean, Faculty of Economics and Management, A representative from the Uganda Security Exchange and a

representative from Housing Finance Bank. An Investment Department has been put in place and an Ag. Investment Director will be appointed by next week.

Currently, investment has mainly been realized in infrastructure at various faculties such as Economics, Technology, and CIT. however, there will be more investment ventures such as setting up apartments and a hotel among others.

2.0 Dean, Faculty of Arts, Makerere University

A. DEPARTMENT OF GEOGRAPHY

1. Evolving into Makerere Institute of Geographical Science (MIGS)

The Department of Geography is in advanced stages of evolving into a Makerere University Institute of Geographical Science (MIGS) that will house four major units including: Human and Regional Geography, Earth and Atmospheric Science, Tourism and Urban and Regional Development Planning. With this expansion, the proposed institute will be able to accommodate all its programmes in its proposed units to improve service delivery to the stakeholders.

2. Organizing and hosting the AFRICA Geo-Spatial Information Conference 2009

The Geography Department organized and hosted a successful international conference, the AfricaGIS2009, in October 2009 bringing together a wide range of stakeholders and participants from all over the world. The conference was organized under four broad themes: (1) Geo-spatial information for climate change, vulnerability and disaster risk reduction, (2) Spatial data infrastructure in Africa, (3) Geospatial information science for business solutions, intelligence, communication and education, and (4) Earth observation and Geospatial technologies for integrated environment and natural resources management for Africa's development. It also addressed a number of cross-cutting issues such as climate, poverty, rural development, urbanization, gender, health, water and energy among others. Ten computers were also donated to the Department by AfricaGIS2009 committee to enhance teaching and students' learning. This opportunity has created and will continue strengthening the inter linkages of the Department and the University to other stakeholders and the rest of the world.

This conference facilitated the installation of a satellite data receiver; the GEONETCAST. The GEONETCAST was successfully installed to receive near real-time data on weather and environmental factors. This data is now available for use to improve weather forecasting and for other environment application such as land use changes.

3. Research on the impacts of climate change and adaptations

The Geography Department is involved in a number of research activities relating to climate change impacts and adaptations with in the vulnerable regions and communities of Uganda. This has been mainly in the highland and lake basin areas of the country. The uniqueness in some of

these studies comes with application of climate modeling techniques in assessing climate change impacts and quantifying vulnerability of communities to climate change impacts. Adaptation mechanisms among communities can then be evaluated based on resilience, vulnerability and extent of the impacts from climate and weather.

4. Designing of tourism curriculum for East African universities

The Geography Department has also under the EU funding led the designing of an undergraduate curriculum in tourism for all East African universities. The EU is also funding the development of a Diploma in Tourism programme for all tertiary institutions in East Africa. When adopted these will not only produce Tourism professionals but enhance their cooperation and cohesion in the development of the tourism industry in EA.

The Geography Department with the support of Developing Partnerships in Higher Education is enhancing capacity with the training of 3 PhDs.

B. MAKERERE INSTITUTE OF LANGUAGES

1. Introduction

The Institute of Languages is one of the youngest Institutes in Makerere University. But its performance and contribution has grown tremendously. The institute is involved in human capacity building, research and language development and in most cases spearheads language related activities in the country.

The Institute has 14 academic units, since its inception, the Institute of Languages has produced many graduates and over 70 postgraduates, besides mounting a number of voluntary language courses. The Institute is passionate about encouraging the teaching of indigenous and international languages, for practical purposes for the development of our country.

2. Research and publications

- **Dictionary writing (bilingual and monolingual)**

The Institute of Languages has spearheaded the writing of dictionaries in several languages the most recent ones include: Runyoro- Rutoro – English, Eiwaniika Ly’Olusoga, Kashoborozi Runyakore- Rukiga, Enkuluze y’Oluganda and Dhopadhola. These dictionaries are written to promote language development, when we promote language we improve the reading culture among the society and also preserve our culture from one generation to another.

- **Monitoring local language usage in print media: Luganda and Runyakitara papers**

As the institute of languages we are the custodians of language and have all the expertise to write and document all languages in Uganda. In our research we have identified several language errors in all the local languages print media papers. For example Bukedde and Orumiri papers (Extracts attached). The Institute of Languages intends to offer language training to all local print media journalists in proper language usage and also go into partnership with all local print media

to offer expert editing for the preservation of our language and effective delivery of news and information.

- **Firefox project : Language and Information technology:**

The Firefox translation project was a localisation project that involved the translation of the Firefox web browser into Luganda, one of the local languages in Uganda. It's coming to pass involved lots of activity but most important were the two day localization workshops famously known as [translate@thon](#). This involved marathon translation by a fairly large group of people consisting of a team of two-hundred and fifty linguists and one hundred people with tech backgrounds working together to achieve a much bigger task within a limited amount of time. The Institute of Languages provided language expertise working hand in hand with the Faculty of Computing and IT and other participants.

- **Children story books to promote language development and the reading culture**

The institute through its project of Minds across Africa Schools' Club worked with over 100 primary school teachers to write and publish over 50 children's books. These books were written and published for the purpose of improving language speaking and the reading culture in our children from primary four to seven. These were piloted in Buganda region.

3. Collaborations

- **The University of Ngozi, Burundi**

The institute of languages has collaborations with a The University of Ngozi in Burundi for the past 5 years. Through this relationship the two institutions have had lecturer exchanges and every year over 10 students come to the Institute to study English, translation and interpretation.

- **Government of Southern Sudan**

The Institute of Languages is in talks with the government of southern Sudan to establish an English teaching Center in Southern Sudan (Sudan English Language project). This was as a result of the high registration of Sudanese students in the English language skills training.

- **Governments of Italy, Spain, China, Libya**

The Institute has collaborations with the governments of Italy, Spain, China and Libya. The respective governments provide among other things the teachers, and facilitate their stay at Makerere University. Through these collaborations the Institute hopes to raise funds for a multi-billion shilling building with modern language laboratories and a museum to preserve our languages and culture for generations to come. Other academic collaborations we have include: University of Turin in Italy: Department of Anthropological Archaeological, Historical Territorial; School of Oriental and African Studies (London); University of Roven (France); Maseno University Kenya: Department of African Languages; University of Cologne: Germany; Norwegian University of science and Technology (NTNU)

- **National Curriculum Development Centre (NCDC)**

The Institute of Languages works hand in hand with NCDC in developing Languages curriculum for the teaching of local languages in schools. The institute developed structures to follow and has also trained the teachers to implement the teaching of local languages.

- **The Society for the Advancement of Ugandan Languages (SAUL)**

SAUL is an association formed by Makerere Institute of Languages for the preservation, promotion and development of Ugandan languages. A constitution was launched last year (2009) by The Nnabagereka of Buganda.

4. Teaching

In line with the MIL mandate, the subjects taught at the Institute of Languages include Communication Skills and Secretarial Studies in addition to:

African Languages: Luganda, Luo, Runyakitara (Runyakore – Rukiga and Runyoro- Rutoro)

Foreign Languages: English, German, French, Kiswahili and Arabic

Other languages: Linguistics, Social Anthropology, English Language Studies

5. Professional services offered in the Institute

- **Translation and interpretation**

Since its inception the institute of Languages has professionally translated a lot of material nationally, regionally and international. Some of the notable clients include The Parliament of Uganda to translate where we translated (The Constitution of Uganda), Uganda Revenue Authority (URA), The International Criminal Court (ICC) and all Government Ministries. The members of the institute have been hired to interpret on many conferences at both national and international levels. Over the time the institute has built capability to teach, interpret and translate a reasonable number of languages in the world.

- **University-wide communication skills programme**

Through senates decision it was passed that all new academic programs as a must should have communication skills taught on the program. With that mandate the institute of languages through the academic unit of Communication Skills started teaching communication skills, which will spread to the entire university soon. By next academic year we hope all programs at the university will have incorporated communication skills in their semester one course units.

- **Language skills (Lan-Skills)**

The Institute of languages pride in the ability to teach most languages in Uganda and the world over. At the moment classes for the following languages are in session: English, French, German, Greek, Spanish, Chinese, Italian, Arabic, Kiswahili and Japanese. We invite the public to come and study any language of their choice.

- **Short courses**

At the institute of languages we offer short courses that enhance ones communication competences in varied communication situations. The most notable ones are when the institute organized to train Members of Parliament in Public Speaking skills and Kiswahili. The institute teaches over 500 people a year in the different short courses, especially foreigners who would like to learn how to speak English and the Ugandan languages. The lecturers in the institute are encouraged to undergo E- Learning training so we can modernize our teaching in the institute of languages.

C. DEPARTMENT OF MASS COMMUNICATION

1. UNESCO Potential Centre of Excellence in Journalism Training in Africa

The Department of Mass Communication is a designated UNESCO centre of excellence. To help the department realize its potential, UNESCO is supporting the department with grants worth USD 66,000 for upgrading the training facilities of the university's radio station (Campus FM), training equipment, and books to facilitate the adoption of UNESCO's model journalism curriculum for developing countries and emerging economies.

2. Deepening Democracy through investigative journalism training

The department is the beneficiary of a UGX 588,000,000 grant from the Deepening Democracy Programme supported by the governments of Britain, Denmark, Ireland, Norway, Sweden, and The Netherlands. The grant, which initially covers two years, will be used to establish a specialised Post-Graduate Diploma in Investigative Journalism, the first of its kind in Africa. The programme is being designed and is expected to start in August 2010.

Twenty practicing journalists will be admitted each year and will be offered bursaries to cover 50% of their tuition. One-fifth of the places will be reserved for female applicants. The principal objectives of the programme are to support the development of a free media with improved capacity to promote public accountability and to enhance the quality, volume, reach, and impact of news and information provided by the media on issues of public interest.

3. Contribution to public policy

With the support of the Swedish Agency for International Development (SIDA), the department completed a study on communication strategies for adaptation to and mitigation of the impact of climate change. The findings from this study, which was led by Senior Lecturer, Dr. Goretti Nassanga, were disseminated publicly and shared with policy makers in agencies like the National Environmental Management Authority and Kampala City Council. The research will

also be the basis for a regional Post-Copenhagen climate change communication conference that the department is planning in May 2010 with support from the SIDA Lake Victoria Programme.

3.0 Dean, School of Education, Makerere University

INTRODUCTION

School of Education started in **1953** with a goal of producing competent teachers, teacher trainers, lecturers, education managers and administrators enable them carry out various activities which support education and national development.

The School of Education currently has 83 fulltime Lecturers and approximately 5000 students being trained both in the Sciences, Humanities and Social Sciences across undergraduate and postgraduate programmes.

Among our outstanding achievements is the establishment of The East African School of Higher Education Studies and Development which is a centre of excellence not only in Uganda, but in the East African region as well. This centre has been instrumental in introducing a high profiled taught PhD programme as well as creating partnerships with other international universities and organisations such as the University of Georgia, University of California as well as NORAD.

1. ELATE JOB-MARK INITIATIVE

As a teacher trainer and research centre, we are leading by example through an innovation like ELATE E-Learning & Teacher Education to create partnerships with other institutions within and outside Uganda. ELATE provides pedagogical support and expertise thereby improving the learning and teaching experience by building the capacity of teachers hence transforming the Education sector in Uganda and worldwide.

ELATE started as a joint venture between the School of Education, Makerere University, and The Open University, UK in 2007 with funding from The England-Africa Partnerships in Higher Education (EAP) scheme administered by the British Council for the period 2007-2008.

The ELATE Job Mark Initiative was conceived there after with an aim of incorporating job-related life skills into the materials. Phase One having been one of the best projects funded through the British council, the ELATE Job mark Initiative received further funding from Education Partnerships in Africa (EPA) for the period 2009-2010. The project is still ongoing and it should be completed by end of June 2010.

Content

Phase One

Phase One comprised developing open resource materials to cover content of eight (8) of the subjects taught at Ordinary level; Physics, Biology, Chemistry, Mathematics, English, Geography, History, and Entrepreneurship.

Phase Two

This phase covers Job-related Life skills in the same subjects. The job related skills include;

- **Personal attributes** – self-confidence, time management, creativity/imaginativeness, enthusiasm, and self-awareness.
- **Communication** – Speaking & listening skills, reporting in writing.
- **Team work** – task – oriented, leadership skills, ability to work in a group.
- **Problem solving** - information seeking, research.
- **Information skills** - ability to identify needs, observe and collect evidence and present findings appropriately, recording skills.
- **Application of number** – numeracy, ability to work with and present numerical data and use appropriate intermediate calculations.

The Products

Since the inception of UPE and USE respectively, teachers have suffered increasing large numbers of students yet with minimal and in most cases insufficient teaching and learning materials. In addition, many teachers have been ill prepared to teach hence showing pedagogical incompetence. ELATE came up to give teachers pedagogically sound support through these materials which constitute the following.

Four content units for each subject have been developed to assist the teachers in their teaching. Each unit has a Teacher's Guide, Lesson Plan, Scheme of Work, and Internet links to other useful materials or information. These materials which are free can be accessed on our website; www.elateafrica.org or on CD-ROMS especially where there is no Internet access. The user can then click on the subject and download the required content all of which is in user friendly word files.

We continue to let the public aware of the materials through dissemination fora like the National Professional development workshop for Teachers of Higher Institutions of Learning, regional workshops for in-service teachers, exhibitions, local seminars and workshops for teacher trainees, publications (*Entrepreneurship Education: Best Practices, 2009*) and distribution of brochures and free CD-ROMS

Target Users

The ELATE products are aimed at secondary school users including teachers (both novice and in service), teacher trainers and trainees, students, parents, policy makers.

Benefits to the Users

The users have benefited in the following ways;

- i) Teachers in the respective subjects no longer have to lament about lack of materials because electronic materials have been developed and they are freely available in ready-to-use formats. With this material, the time required to prepare a lesson has been cut by half.

- ii) Teaching materials have been produced and disseminated through various media i.e. web, CD-ROM, flash drives, searchable intranet files, and paper by using teachers as agents. Even in schools where there is no power or computers, the material is still accessible.
- iii) These materials are professionally developed to build the capacity of teachers thus enabling them to produce **holistically trained learners** who can actively transfer the knowledge beyond the classroom setting for example to solve daily challenges.
- iv) They inculcate a business sense to the users hence creating job makers rather than seekers in the long run, because they enlighten the user about the opportunities within his/her environment which can be exploited for financial gain.

Besides creating holistically trained learners who are confident and employable, ELATE has also built lasting partnerships within and outside Uganda. For example, School of Education together with The British Council and The Open University, UK, interuniversity and interschool collaborations.

2. CAPACITY BUILDING PROGRAM FOR TEACHERS IN POST CONFLICT AREAS (C-TCA): A pilot project for teachers in Northern Uganda

Brief Background

Given the 23 year armed conflict in Northern Uganda, the affected Ugandans have been traumatized. The education sector has been affected particularly the enrolment of students, continuity and availability of teachers. Yet schools could be looked at as post-war rehabilitative centres to help the system return to normal. Unfortunately schools have no mechanisms or formal training in peace building and psychosocial skills required to manage both the traumatized teachers, children and their parents. The School of Education, with funding from the British Council/DFID and in partnership with Kyambogo University, Kigali National Institute of Education, Fourah Bay College of University of Sierra Leone and Stranmillis University College of Queen's University Belfast came in to build this capacity.

Out Comes so far achieved

- Teachers in northern Uganda are able to manage traumatized learners and fellow teachers thus reducing the impact of trauma while increasing productivity.
- The much needed counselling is freely and readily available to students, teachers and the community at large.
- Peace education has been incorporated in the Makerere University and Kyambogo University's teacher training curriculum to equip the teacher trainees with the much needed support to handle students in similar settings.
- A peace education training modules and materials have been developed for in-service teachers to bring them on board.

3. STRENGTHENING SCHOOL LEVEL MANAGEMENT IN UGANDA

In partnership with the University of Minnesota and funding from USAID, the School of Education is addressing the problem of lack of up to date and hands on management skills through research and training.

To date eight (8) modules have been developed and used to train 578 head teachers and deputy head teachers. The modules include:

Staff Development	Budgeting
Curriculum Leadership	Mobilisation
Problem Solving	Communication and Public Relations
Assessment	Basic Knowledge on Health Seeking Behaviour

1. The results of in-course and post-training evaluation indicate that the beneficiaries are now more aware of the importance of their multi-faceted role of curriculum leadership.
2. They are also able to appreciate their critical position as school vision and mission interpreters and implementers through the following;
 - leading the staff performance management function and identifying the professional training and personal development needs of staff
 - insist on personal presence and accountability in overseeing the financial operations of the school and enabling these to support curriculum and all instruction
 - supervise the curriculum delivery and support teachers and other resource persons to meet the desired standards while remaining creative
 - facilitate linkages among the school staff and students and between them and parents and community, MOES, and other relevant parties
 - communicate the health and other personal needs of staff and students to all concerned.

.....We build for the future.....

Sincerely

Ritah Namisango
Acting Public Relations Officer