

MAKERERE



UNIVERSITY

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

Annual Report

2021

Submitted: By the Office of the Principal

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1. MESSAGE FROM THE PRINCIPAL



The year 2020 has been challenging owing to the Covid-19 pandemic which resulted in the closure of the education sector. The university suspended physical teaching and learning and adopted on-line modes of teaching. For the first time the entire university conducted online examinations through the Makerere University e-Learning Environment (MUELE).

Despite the challenges brought about by COVID, there has been some accomplished work;

- ❖ Students' involvement in the affairs of the College-meetings with student leadership
- ❖ Capacity building of staff and students in online teaching and learning
- ❖ Management of the staggered reporting and learning
- ❖ Innovations in assessment, research /dissemination of RIF projects
- ❖ Staff in the college continued to win grant as detailed in the report.
- ❖ Online seminar series were launched in the Department of Humanities and Language education, which has resulted in an increase in publications.
- ❖ Outreach and knowledge transfer efforts continued amidst the covid-19 period, under strict observance of SoPs.
- ❖ Graduate program supervision and examinations resumed after the partial lifting of lockdown.

On the whole, the College through IoDEL played a pivotal role in building capacity of staff and students in Open Distance and e-learning. The institute carried out several training of both student and staff on how to use the Makerere University e-learning Environment (MUELE). This has allowed teaching and learning to virtually continue in the entire university.

Owing to the closure of schools, students were unable to undertake school practice in 2020.

Great thanks to the University Management for enabling the College to execute its mandate. Arrangements are being made to enable students teacher to conduct school practice as soon as schools open at the beginning of 2022.

Lots of thanks to the College staff for executing their roles amidst all challenges and students for their continued cooperation.

Prof. Fred Masagazi Masaazi
“As We Build for the Future”

1.1 Mission

To excel in the preparation of teachers, other education practitioners, adult education providers, community workers and providers of open, distance and e learning; to excel in the provision of quality ODeL programmes; research and knowledge transfer and partnerships, relevant to CEES and responsive to national and global needs.

1.2. Mandate

The mandate of the College of Education and External Studies is to prepare educators, community workers, administrators, inspectors of schools, curriculum designers and community outreach implementers to work at all levels and forms of the education system. It also focuses on the provision of adult, continuing, community, open, distance and e-learning. The College is a centre of excellence in the development, research and application of professional educational approaches in response to national and global needs.

1.3. CEES Goals

- To improve the quality of educational services to international standards
- To improve the quality of educational research and community training
- To promote graduate training and research focusing on education, community adult education, and outreach
- To promote alternative delivery modes

2. ORGANIZATION AND MANAGEMENT

1.1 College Structure

The College is managed by an administrative team led by the College Principal, Professor Fred Masagazi Masaazi, assisted by the Deputy Principal, Assoc. Professor Paul Birevu Muyinda, Deans, Heads of Academic Departments and Heads of Administrative units.

The College of Education and External Studies is under the overall supervision of the University Council, and is governed in accordance with the provisions of Makerere University Statute plus the Universities and Other Tertiary Institutions Act, 2001.

The College has three schools, five departments, two centres and two Institutes as mentioned below:

2.1 College Headship

No.	NAME	Gender	Position	School/Department/Unit
1	Prof. Fred Masagazi Masaazi	M	Principal	
2	Prof. Paul Birevu Muyinda	M	Deputy Principal	
3	Dr. Mathias Mulumba Bwanika	M	Dean	School of Education
4	Dr. Alex Okot	M	Dean	School of Distance and Lifelong Learning (SoDLL)
	Assoc. Prof. Ronald Bisaso.	M		East African School of Higher Education Studies and Development (EASEHSD)
5	Dr. Rebecca Nambi	M	Head of Department (HoD)	Department of Humanities and Language Education
6	Dr. Nicholas Itaaga	F	HoD	Department of Foundations and Curriculum Studies (DFCS) headed by
7	Dr. John Sentongo.	M	HoD	Department of Science Technical and Vocational Education (DSTVE)
8	Dr. Willy Ngaka	M	HoD	Department of Adult and Community Education
9	Dr Godfrey Mayende	M	HoD	Institute of Open Distance and eLearning (IODeL)

10	Prof. Anthony Muwagga Mugagga	M	HoD	Institute of Education Research (IER)
11	Dr. David Kabugo	M	HoD	Centre for Teaching and Learning Support (CTLS)
12	Ms. Rose Atugonza Sajjabbi	M	HoD	Centre for Lifelong Learning (CLL) has upcountry study centres in Mbale and Bushenyi
13	Namubiru Josephine	F	Principal Registrar	College Registrar
14	Kayima Stephen	M	College Bursar	Accounts Office
15	Godfrey Makubuya	F	Principal Human Resource Officer	Human Resources Office
16	Shivon Atwine	M	Procurement Officer	College Procurement
17	Akello Grace	F	College Librarian	College Library
18	Kyakuwa Betty	F	Principal Communication Officer	Communication office

Pictures of HoDs



Dr. John Ssentongo (HoD)



Dr. Mulumba Mathias, Dean School of Education

2.2 Academic Centres/ Institutes

The College has three schools, five departments, two centres and two Institutes as mentioned below:

School and Departments/Institutes/Centers

2.3 School of Education

Our vision and mission build upon the vision and mission of the College of Education and External Studies. The School of Education's vision is to be a leading Centre for teacher education in Uganda and beyond. The mission is to nurture teachers and participate in research in order to strengthen engagement in schools and in society. The school has the following department; Department of Foundations and Curriculum Studies, Department of Humanities and Language Education, Department of Sciences, Technical and Vocational Education.

2.3 School of Distance and Lifelong Learning

The school's mandate is to provide adult, lifelong, continuing, community and distance education and e-learning and champion the development, research and application of professional approaches to adult and continuing education in response to national and global challenges. The School has the Department of Adult and Community Education.

2.4 East African School of Higher Education Studies and Development

The School's mandate is to provide a learning environment imbued with the spirit of innovation and teamwork conducive to planning, managing and developing higher education, to enhance human resource, research and institutional capacity building, and support development programmes for higher education in the East African Region and internationally.

2.5 Institute of Distance Open and eLearning

The institute focuses on providing a framework for mainstreaming ODeL into different academic programmes in Makerere University, providing a framework for assuring quality of ODeL-delivery programmes and to leverage the effectiveness of online/eLearning as enabler of 4th and 5th generation ODeL-delivering programmes and also increasing access to higher education in Uganda through multiple modes of delivery

Mandate

To provide Open Distance and eLearning (ODeL) oversight and backstopping functions in the entire university.

Objectives

- (a) To provide backstopping support for mainstreaming ODeL into different academic programmes at Makerere University.
- (b) To enable other units at Makerere University adopt transformative pedagogies using ODeL delivery approaches.
- (c) To assure quality of ODeL delivered academic programmes at Makerere University.

Roles of IODeL

- (a) Initiate continuous staff training for effective delivery and management of ODeL programmes in all academic units in the University.
- (b) Carry out continuing capacity-building for ODeL managers, administrators, practitioners,

- tutors and study materials developers.
- (c) Provide oversight to academic units while developing/reviewing proposals and curricula for programmes to be offered through ODeL.
 - (d) Accredite new or revised curricula for programmes to be delivered through ODeL mode before approval.
 - (e) Oversee the development and production of technology mediated study materials for ODeL programmes.
 - (f) Accredite technology mediated study materials before use in ODeL-delivered programmes and before approval of any new ODeL-delivered programme.
 - (g) Provide oversight in the implementation of curricula and student support services for ODeL-delivered programmes.
 - (h) Initiate innovations in ODeL programme delivery across the University.
 - (i) Undertake research and publication in ODeL.
 - (j) Facilitate on ODeL disciplinary subjects and courses across the university.
 - (k) Ensure that ODeL is appropriately represented on key planning organs of the University.
 - (l) Represent the University on ODeL organs and activities outside Makerere University.
 - (m) Forge links and partnerships with organizations involved in ODeL
 - (n) Advocacy for ODeL at institutional and national level.
 - (o) Market Makerere University ODeL expertise to various stakeholders.
 - (p) Manage ODeL staff, infrastructure and resources.

IODeL Activities for 2021

- Training Makerere University Academic staff from all colleges in online module development.
- Supporting academic staff to develop and upload their courses on MUELE
- Training all academic staff in setting online examinations and alternative assessment
- Training all university students to access, download and upload exams on the MUELE and attempting online quizzes

2.6 Centre for Teaching and Lifelong Learning

The centre's mandate is to ensure the University leverages its resources to enhance teaching and learning, support teaching and learning innovations, promote educational technology and knowledge transfer partnerships, and provide educational technology Support Services to the University community and to any other higher education institutions in the country. It is envisaged that in so doing, CEES will be playing a leading role in supporting the University achieve its goal of promoting learner-centred problem-based learning. The two Centers are the arms of

the College that enable her to engage in knowledge and technology partnerships related to the CEES mandate.

2.7 Centre for Lifelong Learning (CLL)

The mandate of CLL is to identify community learning needs, develop, and deliver a wide range of high quality non-credit, lifelong learning/education and community capacity building programmes.

Centre for Lifelong Learning (CLL) in partnership with Uganda Business and Technical Examinations Board offer National Diploma and Certificate courses in Business and Technical courses under Centre Number UBT 193 for Technical and UBB067 for Business Education. These programmes have been in existence since 1986 under Uganda National Examinations Board (UNEB). In 2011 Uganda Business and Technical Examinations Board (UBTEB) was formed to oversee Business and Technical programmes.

Overview- This program was affected by COVID 19 pandemic when the whole country went under lockdown. Last year 2021 opened with the continuing Diploma and Certificate students who reported in March 2021 to be able to complete their studies that were earlier terminated as a result of the pandemic. At this point the Center liaised with UBTEB and teaching took place.

Teaching: The new students of year one semester one picked their admission letters on 9th March 2021 and 15th March 2021 these students were oriented, On 20th March 2021 lectures were on going following the SoPs.

Registration: Students were registered from 03rd April to 13th May 2021, thereafter sat for end of semester examinations as indicated below:

	Year	Programme	Dates	Venue
	Year I semester II	Technical	7 th -16 th April 2021	Makerere College School
	Year I semester II	Business	7 th -23 rd April 2021	Makerere College School
	Year I semester I	Business	17 th – 21 st May 2021	School of Education

Short Certificate Courses

These certificate courses were put on halt because of COVID 19.

Owing to the COVID 19 pandemic, most centres went into recess except for Lira which runs UBTEB courses that continued to teach Diploma and Certificate programmes.

2.8 Institute of Educational Research

Mission

To excel in equipping educational researchers with the requisite skills for conducting research in the fields of Education so as to inform policy and practice at national and international level.

Strategic objectives/goals of CEES IERPS

To reposition CEES to be the centre of excellence in the development, research and application of professional educational approaches in response to national and global needs the following objectives will be kept in mind:

1. To be the leading centre educational research and policy studies in Uganda
2. Empower staff and students to become research desks for educational policy intervention
3. Enhance graduate research training, supervision and educational analysis
4. Utilise research findings in Mak/CEES to enhance community engagement/educational reforms
5. Utilise the institute as a research locus to provide plausible solutions to Uganda's education challenges
6. To provide hands on training for staff students, educational researchers, educators and scholars in different education sub systems on both experimental and metaphysical educational research
7. Be the centre in which dissemination of educational study findings are made.

Major Activities of the institute.

The activities at the institute will be geared towards Consolidating and Enhancing the educational Research and Profile of Makerere University College of education and External studies through quality research, dialogue and policy interventions in Education and education systems.

Specifically, the activities and mile stones achieved

1. Establishing A Research Ethics Committee at the College of Education and External Studies Makerere University. This is in the final stages and now awaits approval of National Council of Science and Technology
2. Resumption of the **Uganda Journal of Education** though funding hampered its final publication
3. **A number of projects** were done under the IER and these included:
 - i) Post Covid-19 Back to School Education Manuals Sponsored by MoES, NCDC, Agakhan 2020
This project involved drafting
 - a) Back to School Learner's Handbook
 - b) Back to School Teacher's Handbook
 - c) Back to School Parents' Handbook
 - d) Back to School, School Leaders' Handbook
 - ii) LMG TTIs Project: Guidelines for Leadership, Management and Governance of Teacher Training Institutions in Uganda MoES & UNESCO 2021. This is a project aimed at establishing the state of leadership and management in all Teacher training institutions in Uganda CEES inclusive. It is a 50,000 US Dollar Project
 - iii) The ADAPT Consortium comprised of 3 organizations; Global e-Schools and Communities Initiative (GESCI), Makerere University's College of Education and External Studies (CEES) and The University of Notre Dame's Global Center

for the Development of the Whole Child (GC-DWC) The project is Sponsored by the International Development Research Center (IDRC) under the Knowledge and Innovations Exchange (KIX) program to conduct research on the topic, The Adapting assessment into policy and learning (ADAPT): Adolescent 21st Century skills in Kenya, Uganda, and Tanzania. It is 2 years' project starting June 2021.

- iv) IDEP project: Investing Data and Evidence to Inform Education Policy in Response to The New Normal Caused by Covid 19 Pandemic (IDEP –Project 2020) Mak RIF –Ug Govt

Challenges:

1. IER has no budget and this constrains its proposed activities
2. It is not yet fully functional with no staff save the director

Recommendations

1. IER funding is a must
2. Need for full operationalisation
3. Need for staff and establishment

3.TEACHING AND LEARNING

The College offers five undergraduate programmes and 16 postgraduate courses as well as various short courses/ training. Due to the disruptions in the education system as a result of COVID-19, teaching and learning during the academic year 2020 adopted a blended approach following the Open Distance e-Learning (ODEL) model. Blended teaching and learning was largely successfully and was conducted either using the Makerere University Electronic Learning (MUELE) system and other electronic media such as zoom, google meet, among other platforms.

Following the easing of covid-19 lock down restrictions and re-opening of institutions of learning, the Department of Adult and Community Education (DACE) in the School of Distance and Lifelong Learning is looking forward to continue teaching and learning activities over the forthcoming Semester I of AY 2021/2022 in February 2022. We are also looking forward to receiving first year students of Bachelor of Adult and Community Education (BACE) and Bachelor of Youth Development Work (BYDW) on January 29th, 2022. Preparations are underway to take our freshmen through the orientation process and then immediately start conducting learning activities.

DACE also successfully concluded Semester I AY 2020/2021 examinations for BACE, BYDW, Master of Adult and Community Education (MACE), and Master of Instructional Design and Technology (MIDT) programs using alternative assessment modes in August / September 2021. The Department employed different kinds of alternative assessment modalities including, take home exam, journal reflection, and quiz, all administered online through the Makerere University E-Learning Environment (MUELE) platforms. The Department in conjunction with the School of

Distance and Lifelong Learning (SoDLL) implemented a comprehensive program to prepare both the academic staff and the students for these first-of-the-kind examinations at Makerere University. The preparations included, creating MUELE accounts for all students/staff and training them to operate their accounts and to comfortably use MUELE. DACE and SoDLL set up an e-learning technical committee with a mandate to oversee these online exams. The Committee comprised of academic staff with deep knowledge of and practical experience in e-learning, Information and Communication Technology (ICT), Information Security, pedagogy, and andragogy. The Committee was responsible for, training of staff and students, moderating the examination papers, monitoring examination submissions on MUELE, and providing technical support to examiners and candidates on a 24/7 basis.

In the area of innovation, the Department is currently working on establishing a learning unit for teaching members of the community within and around Makerere University who never had the opportunity to attend formal education. The goal is to use this learning facility as a laboratory for students pursuing BACE and MACE to apply theories, techniques, and methodologies they have learnt to practically teach adult learners with no or limited literacy skills using an Accelerated Learning Program (ALP).

3.1 Online / blended learning

Classes for Semester I and Semester II AY 2020 / 2021 were conducted using a blended mode involving the use of physical (face to face) classes and online classes using MUELE and Zoom.

3.2 Examinations

The college successfully concluded the teaching and learning online while examinations were done in the traditional manner of face –to-face. The exams however were staggered. Because of the need to observe Covid-19 SOPs only one year at a time was allowed to sit exams. This was done until all the 3 years sat and completed their examinations.

3.3 New programs

One new program (Master of Project Planning and Management) is being developed.

3.4 Curriculum Review and Development

The Bachelors of Adult and Community Education (BACE), Master of Adult and Community Education (MACE), and Masters of Instructional Design and Technology (MIDT) curricula are currently being reviewed. In the School of Education, the Bachelor of Arts in Education and Masters of Science in Education are also under review.

3.5 School Practice

SCHOOL PRACTICE REPORT 2020/2021

Due to the Covid-19 pandemic and the subsequent closure of schools where our students normally carry out school practice, the School of Education took a position to have our year three students do a micro teaching project, in December 2021, which would represent their year two school practice and to later carry out a year three school practice, when the schools open in January 2022.

Micro Teaching Program

The program for micro teaching started on Monday 30th November 2020 and run for 3 weeks. During this time the students planed lessons and taught their fellow students under the supervision of our academic members of staff. The students were divided into 25 large classes of 45-48 and each class was under the leadership of one class leader/supervisor. Each of these classes was supervised by 2-3 other supervisors.

Results:

All students were able to prepare and teach lessons in each of their respective subjects. They were duly supervised by the staff of school of education on lesson preparation, delivery, and evaluation

NB: Due to the staggered opening of the institutions, the second year students were not involved in the Micro teaching because they were undertaking their semester lectures.

School Practice Program

The School Practice program was planned to begin in January 2022, when the schools open. Currently the students have already joined the school and the supervisors are planned to start the supervision. Students were this time allocated to schools across the country, divided into the following 25 zones:

1. Apac/Lira/Gulu
2. Arua/Nebbi
3. Bombo/Luwero
4. Bugiri/Busia/Tororo

5. Bweyogerere
6. Entebbe
7. Gayaza
8. Hoima/Masindi
9. Jinja/Iganga/Kamuli
10. Kabale/Kisoro
11. Kabarole/Kasese
12. Kasubi
13. Kawempe
14. Kayunga
15. Lubaga
16. Makerere
17. Masaka
18. Mbale/Sironko
19. Mbarara
20. Mityana/Mubende
21. Mpigi
22. Mukono
23. Nateete
24. Nsambya
25. Soroti/Kumi

NB: Like in the case for Micro Teaching, the second year students shall not be involved in this School Practice because they shall be having their semester lectures.

School Practice Program 2020/2021

Below is the program for the current school practice for the third year and PGDE students:

NR.	Activity	Date
1.	SP Committee meeting	04 th January 2022
2.	Beginning of SP	17 th January 2022
3.	Zone leaders' meeting	01 st February 2022
4.	Supervisors' meeting	04 th February 2022

5.	Beginning of supervision	07 th February 2022
6.	Beginning of 2 nd leg of supervision	21 st February 2022
7.	End of SP (for Year 3)	12 th March 2022
8.	Zone leaders' meeting (handing in of results and reports)	18 th March 2022
9.	School practice committee meeting to review SP supervision	25 th March 2022
10.	End of SP (for PGDE)	At the end of school term

3.7 Graduation January 2021

A total of 1292 were passed out at the 71st graduation ceremony which took place from 17th to 21st May 2021. Amongst these, 706 were female while 588 were male. The college had 32 graduate students and 23 PhDs.

TABLE 1: Graduation statistics For 2021, Per Respective School

S/N	PRORAMME NAME	NUMBER OF GRADUATES	
		<i>FEMALE</i>	<i>MALE</i>
	Doctor Of Philosophy	6	17
	Bachelor Of Adult And Community Education	61	45
	Master Of Adult And Community Education	2	1
	Bachelor Of Arts With Education	494	238
	Bachelor Of Education (External)	63	88
	Bachelor Of Science With Education	63	181
	Postgraduate Diploma In Education	2	3
	Master Of Education (Curriculum Studies)	-	3
	Master Of Education	9	8

	Master Of Arts In Educational Management	2	3
	Master Of Science In Human Resource Management In Education	1	-
	Master Of Arts In Educational Policy And Planning	3	1
	GRAND TOTAL	706	588

PS. The figures captured above are as extracted from the Makerere University graduation booklet 2021 (17th – 21st may 2021).

3.7 Student Enrollment

**TABLE 2: Student Enrollment Numbers For Academic Year 2021,
Per Respective School**

ENROLLMENT FIGURES IN THE COLLEGE 2020/2021.				
S/N	PRORAMME NAME	ENROLLMENT per year 1, 2, & 3.		
	SCHOOLS & RESPECTIVE PROGRAMMES.	1	2	3
	SCHOOL OF DISTANCE AND LIFE-LONG LEARNING (INSITITUE OF DISTANCE OPEN AND E-LEARNING - IODEL)			
	Bachelor Of Adult And Community Education	65	110	87
	Bachelor Of Youth Development Work	5	14	2
	Master Of Adult And Community Education	6		
	Master Of Instructional Design And Technology	30	26	12
	Doctor Of Philosophy (School Of Distance And Life-Long Learning)	1	2	-
	TOTAL	107	152	101
	SCHOOL OF EDUCATION			
	Bachelor Of Arts With Education	560	573	622
	Bachelor Of Education (External)	72	124	199
	Bachelor Of Science With Education	205	357	345
	Postgraduate Diploma In Education	19	-	-
	Master Of Education (Curriculum Studies)	14	19	-
	Master Of Education (Early Childhood Education & Development)	6	7	-
	Master Of Education (Educational Management)	-	-	-
	Master Of Education (Foundations Of Education)	4	4	-
	Master Of Education (Science Education)	16	12	-
	Master Of Education ((Social Science And Humanities Education)	3	7	-
	Master Of Education (Language And Literature Education)	8	21	-
	Doctor Of Philosophy (School Of Education)	2	20	-
	TOTAL	909	1144	1166

	EAST AFRICAN SCHOOL OF HIGHER EDUCATION STUDIES AND DEVELOPMENT			
	Master Of Education (Educational Policy And Planning)			
	Master Of Higher Education (Leadership And Management)	10	10	-
	Master Of Higher Education (Research And Innovation)	3	8	-
	Master Of Higher Education (Teaching And Learning)	-	2	-
	Doctor Of Philosophy (East African School Of Higher Education Studies And Development)	1	1	-
	Doctor Of Philosophy In Educational Management	1	1	-
	TOTAL	15	22	-
	GRAND TOTAL	1031	1318	1267

PS. The figures captured above are as extracted from ACMIS hence not conclusive and are subject to changes.

4 HUMAN RESOURCES

- i. The College lacks staff in some units as some positions have never been filled. Also, some staff were transferred and no replacements were made hence creating more vacuum. The Institute of Educational Research is not yet fully functional with no staff save the director

Staff on Training 2021

No.	Name	Rank/Title	Department	Training Undertaken
1.	Karemba Ahimbisibwe	Assistant Lecturer	DACE	PhD Studies
2.	Dr. Hannington Twine Bananuka	Lecturer	DACE	Post-doctoral Studies
3.	Okwong Reymick Oketch	Assistant Lecturer	DSTVE	PhD Studies
4.	Bunyangha Jackson	Assistant Lecturer	DSTVE	PhD Studies

Staff with New Academic qualifications 2021

No.	Name	Rank/Title	Department	Qualification	Year Graduated
1.	Atugonza Rose	Assistant Lecturer	DACE	PhD	2021
2.	Mugula Oscar	Assistant Lecturer	DACE	PhD	2021
3.	Aganyira Kellen	Assistant Lecturer	DACE	PhD	2021
4.	Lugolole Robert	Assistant Lecturer	DSTVE	PhD	2021
5.	Buluma Alfred	Assistant Lecturer	FCS	PhD	2021
6.	Masembe Edward	Assistant Lecturer	FCS	PhD	2021
7.	Kyasanku Charles	Assistant Lecturer	FCS	PhD	2021

8.	Mbulankende Shoppi Julius	Assistant Lecturer	FCS	PhD	2021
9.	Kategaya Rogers	Assistant Lecturer	FCS	PhD	2021
10.	Nabiryo Nancy Rosemary	Assistant Lecturer	DHLE	PhD	2021
11	Oscar Mugula	Assistant Lecturer		PhD	2021
	Dianah Nampijja	Assistant Lecturer		PhD	2021

Promotions 2021

No.	Name	Rank/Title	Department	Rank/Title Promoted to
1.	Dr. Nambi Rebecca	Lecturer	DHLE	Senior Lecturer
2.	Dr. Nakkazi Damalie	Lecturer	DHLE	Senior Lecturer
3.	Dr. Bweyale Josephine	Lecturer	DHLE	Senior Lecturer
4.	Dr. Victoria B. Tamale	Lecturer	DHLE	Senior Lecturer
5.	Dr. Badru Musisi	Assistant Lecturer	DFCS	Lecturer
6.	Dr. Kaahwa Yuda Taddeo	Assistant Lecturer	DFCS	Lecturer
7.	Dr. Harriet Najjemba	Assistant Lecturer	IODeL	Lecturer
8.	Dr. Godfrey Mayende	Assistant Lecturer	IODeL	Lecturer

Retired Staff 2021

No.	Name	Rank/Title	Department
1.	Lwanga Steven	Records Clerk	IODeL
2.	Namakula Allen	Receptionist	IODeL
3.	Nakanwagi Rose Mary	Cleaner/Messenger	CEES
4.	Nziita Florence	Cleaner/Messenger	CEES
5.	Dr. Mary Babirye Kakeeto	Lecturer	DHLE
6.	Ms. Alice Ndidde	Lecturer	DACE

Staff on study programs

	Name	Programme	Institution
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1.	Dr. Hannington Twine Bananuka	Postdoctoral Research Fellowship	University of Oulu, Finland
	Stella Achen	PhD program	Makerere University (Sida)
	Watuleke Joseph	PhD program	Makerere University
	Abert Tumwebaze	PhD program	Makerere University
	Jimmy Tibbs Tumwesigye	PhD program	Makerere University
	Philemon Mukisa Kirunda	PhD program	Makerere University REDD+ program
	Priscilla Asiimire	PhD program	Makerere University
	Zula Namubiru	PhD program	Makerere University
	Karembe Ahimbisibwe Fabian	PhD program	Finnish University
	Jordan Byekwaso	PhD program	Makerere University
	Josephine Namitala	PhD program	University of Oslo and Makerere University
	Stephen Tuuti	Masters program	Makerere University

New appointments

No.	Name	Appointment
1.	Stephen Tuuti	appointed Graduate Fellow in the Department of Adult and Community Education (DACE), School of Distance and Lifelong Learning
2.	Paulo Mugoya	contract renewed as part-time Assistant Lecturer
3.	Jordan Byekwaso	contract renewed as part-time Assistant Lecturer
4.	Andrew Wamala	contract renewed as IT Technician
5.	Esther Kisakye	Confirmed in Universality service

5. RESEARCH AND INNOVATIONS

5.1 Research Grants

Makerere University, through the Research and Innovations Fund received funding from the government of Uganda earmarked to support high impact research and innovations aimed at strengthening research and innovations to positively impact communities. Staff were required to write and submit relevant winning proposals in order to be considered for funding. Out of the 45 proposals submitted by staff of the College of Education and External Studies, 16 (sixteen) proposals won funding under different categories. The successful projects are now underway. Below are the details of the research grants.

No.	Project Title	Name of the PI and Team	Objectives	Finding
1	Critical Reflections on Implementation of the English Language Curriculum in Uganda	Dr. Dorothy Atuhura(PI) Dr. Rebecca Nambi (Co-PI)	<ul style="list-style-type: none"> To establish strategies and challenges involved in implementing a new English Language curriculum To examine how teachers who were trained to implement the new curriculum do the actual implementation To establish the critical role of the teacher in implementing the new competence-based English curriculum 	On-going Preliminary <ul style="list-style-type: none"> Carrying out a literature review
2	Adolescents' literacy practices in and out of school in Uganda	Dr. Rebecca Nambi (PI) Team Dr. Rovincer Najjuma	<ul style="list-style-type: none"> To establish teachers' understanding of literacy in the context of their students' experiences. To determine motivations for young people's reading practices in and out of school. To examine if teachers' views of literacy are similar or different from policy documents for the purpose To examine how adolescents in Uganda perceive how reading influences their lived experiences in the community To find out the challenges that affect young people's reading practices in Uganda 	On-going Preliminary <ul style="list-style-type: none"> Done the Literature review Prepared the research instruments Done initial contacts with participants
3	Supporting refugee access and participation in higher education in Uganda	Dr. Rebecca Nambi (PI) Team Dr. Rovincer Najjuma	<ul style="list-style-type: none"> To establish the challenges refugee learners at Makerere University face in relation to access and participation To establish how Universities in Uganda supports refugee students To assess the various support systems that Makerere University have in place to support refugees and how the refugees respond to them To carry out a detailed literature review relating to the challenges refugees in higher education face in other contexts and their intervention approaches 	On-going Preliminary findings <ul style="list-style-type: none"> Universities do not have clear cut policies to support refugee students International organizations act as brokers between refugee students and universities There are some social spaces within the universities that refugee students can exploit to their advantage

			<ul style="list-style-type: none"> • To establish ways of matching refugee needs and institutional support • To provide an intervention approach to support refugee learners' access to and participation in University activities 	<ul style="list-style-type: none"> • Self –efficacy plays a major role in refugee students' success at the university
4	Imparting Entrepreneurship Skills in Universal Secondary Education Learners through Student Training for Entrepreneurial Promotion (USE-STEP)	PI Dr. Rebecca Nambi Co-PI Dr. Badru Musisi Team Dr. Josephine Najjemba Lutaaya Dr. Muhamadi Kaweesi Dr. Victoria Kaggwa Tamale	<ul style="list-style-type: none"> • To impart entrepreneurship skills in USE learners through STEP by: • Establishing entrepreneurship skills gaps among teachers and students; • Profiling entrepreneurship skills needs in USE schools; • Organize STEP training for selected USE schools; • Implement STEP training in selected USE schools. 	On-going Preliminary work <ul style="list-style-type: none"> • Stakeholders meetings were held in the two selected districts • Training of teachers in selected schools as already taken place • Identified gaps in the training of entrepreneurship
	Designing A Comprehensive Visual Arts Curriculum For Preparing Senior Secondary School Art-Teachers In Uganda	Dr. Julius Ssegantebuka (PI), Dr. Timothy Tebenkana, Dr. Sserunjogi Patrick, Dr. Ritah Nabuyungo, Mr. Kanuge John Bosco	<ol style="list-style-type: none"> 1. To review the current visual arts curriculum content used in the preparation of pre-service senior secondary teachers in NTCs in Uganda to identify the prevailing gaps. 2. To examine the perceptions of the selected visual arts teacher educators in the teacher training colleges about the visual arts preparation program. 3. To establish the instructional practices employed by the selected visual arts teacher educators in the preparation of pre-service senior secondary teachers in NTCs in Uganda. 4. To identify the policy and governance dimensions affecting the current Visual Arts Curriculum design, implementation, and 	<ul style="list-style-type: none"> • There is selective teaching/some art disciplines are frequently taught than others • Content gaps are observed in painting, pottery, ICT, sculpture, history of art, weaving, printmaking, graphic design, and drawing-human figure • Ambiguity is observed in the definition of the term creativity and creative process • There was limited use of other people's artworks in the

			<p>quality teacher preparation in NTCs in Uganda.</p> <p>5. To develop a comprehensive visual arts curriculum for use in the NTCs during the preparation of pre-service secondary school art teachers.</p>	<p>teaching and learning of visual arts</p> <ul style="list-style-type: none"> • Research is mentioned in each art discipline but not taught during the teaching and learning of visual arts • ICT is not integrated in the VAC • VAC lacks a standard rubric for assessment, as well as a reporting policy
5	Enhancing Learning Achievements Among Students In Seed Secondary Schools In Uganda	Dr. Muhammad Musoke Kiggundu (PI), Dr. Kyasanku Charles, Dr. Buluma Alfred, Mr. Kalule John, Dr. Shopi Julius Mbulankende & Dr. Ssebbowa Dorothy Kyagaba	<ul style="list-style-type: none"> • To established how the official curriculum is actualized in SEED secondary schools • To establish how SEED secondary schools facilitated the development of twenty-first century skills among learners • To analyze the extent to which learners in SEED secondary schools are prepared for further studies and for the world of work 	<ul style="list-style-type: none"> • There is need for more investment in SEED schools in the areas of teachers accommodation, teacher numbers (especially female teachers), ICT facilities, games and sports facilities and library facilities as this will ensure improved actualization of the official curriculum • There is need to invest in is high quality professional development in order to help teachers to develop their facility with the kinds of pedagogies needed to blend the twenty first century skills into the disciplines they teach through the typical

				<p>transmission model. Such professional development, should focus at preparing teachers in developing student driven projects supporting students as they navigate a new and more student driven environment.</p> <ul style="list-style-type: none"> • There is a need to refocus attention targeting teaching and learning that targets memorization of content to teaching and learning that shapes learners for further studies and for the world of work in the twenty first century teaching skills and buttress learning especially where there are large classes and for learners to revise.
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No.	Project Title	Name of the PI and Team	Amount:	Funding agency	Duration
6	Transforming Teaching and Learning Using Emerging Technologies: A Case of Pre Service Mathematics Teachers at Makerere University in Uganda	Marjorie Sarah Kabuye Batiibwe	\$18,025	Fulbright	5 years
7	Integrating Women in Mathematical Sciences in Uganda: A Case Study of Female Lecturers in Public Universities	Marjorie Sarah Kabuye Batiibwe	\$9,355	The World Academy of Sciences (TWAS)	2 years
8	Unlocking Potential for Enhanced Teaching and Learning for Students with Visual Impairment in Public Universities in Uganda: the role of Assistive Technologies	Leah Namarome Sikoyo (PhD)		Makerere University Research and Innovation Fund	1 year
9	Using Blended Learning to Fast Track Capacity Development for Teachers Implementing the Lower Secondary School Curriculum,	Leah Namarome Sikoyo (PhD) Co- Investigator		Makerere University Research and Innovation Fund	1 year
10	COVID-19 and Learning from home: Parental involvement in the learning of their primary school going age children	Leah Namarome Sikoyo (PhD) Co- Investigator			1 year
11	Kampala Ghetto Youth Training for Entrepreneurial Promotion	Dr. Allen Nalugwa (PI) Dr. Badru Musis (Co-PI)	Shs166,320,000	Makerere University Research and Innovation Fund	1 year
12	Inter-disciplinary enhancement of Science education in the Uganda Primary thematic curriculum	Dr. Busulwa Henry (PI), Dr. Allen Nalugwa, Dr. Nabushawo		Makerere University Research and Innovation Fund	1 year
13	Use of ICT to promote Quality Science Education in Resource Constrained Secondary Schools in Central Uganda	Dr, John Sentongo PI Dr. Allen Nalugwa Co-PI		Makerere University Research and Innovation Fund	1 year

14	Promoting youth employment by integrating employability skills in teacher & BTVET education in Uganda	Prof. Fred Musagazi Masaazi PI Dr. Badru Musisi (Co-PI) Dr. Allen Nalugwa		Makerere University Research and Innovation Fund	1 year
15	Assessment of female uptake of science, technology, engineering and mathematics (STEM) courses in Business, Technical, Vocational Education and Training (BTVET) institutions in Uganda.	Henry Ampeire Kariisa	Shs108,441,600	Makerere University Research and Innovation Fund	1 Year
16	Combating malnutrition among school-age children through integration of Nutrition concepts in ECD teacher education curricula in Uganda	PI: Dr. Josephine Esaete		Makerere University Research and Innovation Fund	1 Year
17	Inclusive Education (TVET) for girls and young women in Uganda Under FEMNET support (Action Research)	Zula Namubiru			

5.2 Detailed research reports

Combating malnutrition among school-age children through integration of Nutrition concepts in ECD teacher education curricula in Uganda PI: Dr. Josephine Esaete



Both undernourished and overweight children compromise the benefits of the investments into education. These children have significantly poor academic performance as compared to normal children due to absenteeism, delays in enrollment in school, fearfulness, temperament, being less sociable, negative emotions, poor cognitive development, continuous poor health, and limited learning ability. Malnourished children who drop out of school end up with reduced potential for getting income from non-manual labour while those engaged in manual labour have reduced physical activity due to low lean muscle and hence are less productive in manual intensive activities (WFP et al., 2013). All these lead to economic losses to economies where adults who were formerly malnourished children learn, live and work (WFP et al., 2013). Teachers and Caregivers can play a central role in overcoming the challenges of poor feeding habits that result in undernutrition and overweight/obesity. The purpose of this study is to intervene through designing a cross-cutting curriculum in ECD teacher education to equip ECD teacher trainees with up to date nutritional knowledge and competencies that they can integrate into their practices both in and out of the classroom once appointed school administrators or teachers in charge of welfare. Hence, to achieve the purpose of this study, researchers propose to review the existing ECD teacher education curriculum, draft a nutritional knowledge and skills cross cutting ECD teacher education curriculum, pilot test the curriculum in four selected Primary Teachers' Colleges, fine-tune the curriculum and hand it over to School of Education, Makerere University and the Uganda National Institute for Teacher Education for full implementation in other teacher training colleges in Uganda as well as a Continuous Professional Development Course for in-service ECD teachers and child caregivers in Uganda.

Use of ICT to promote Quality Science Education in Resource Constrained Secondary Schools in Central Uganda. PI: Dr. John Sentongo – Head of dept

Uganda government through the Ministry of Education and Sports (MoES) introduced Universal Secondary Education in 2005 and shortly after the ministry pronounced the compulsory science policy which requires all students at Ordinary Level to offer science. Those developments brought about a number changes including but not limited to large science classes and shortage of instructional resources (Liang, 2002 and MoES, 2015). Simulations have been used in other countries to facilitate learners' understanding of science concepts by engaging in virtual experiments and it has been found to be as effective as real laboratory experiments in terms of student achievement as well as in the ability to recognize laboratory equipment (Tatli & Ayas, 2013). Thus, this project is intended to provide empirical evidence of how simulations can be used to promote quality science teaching and learning in resource constrained rural secondary schools in central Uganda.

The purpose of this project is to use simulations to teach practical work in science and demonstrate its effectiveness in enhancing science concept understanding. It is therefore envisaged that in this project, teachers will be trained how to use simulations to teach science practical work in schools with limited science instructional resources. Since most teachers in those schools are likely not have the skills to integrate simulations in science lessons, workshops will be organized to initiate them in integrating simulations in the teaching process.

Eight schools will be purposively selected to participate in the study and will be categorized into four groups: students who will be taught using simulations; those who will be taught using both simulations and conventional methods; those to be taught exclusively using conventional methods; and those who will not be taught at all. Before and after the intervention, students' understanding of specific concepts will be assessed to determine the contribution of simulations to students' understanding of scientific concepts. Besides, teachers' Technological Pedagogical and Content Knowledge (TPACK) will also be assessed before and the intervention. According to Koehler & Mishra (2005) TPACK is a knowledge base needed by teachers to able to incorporate technology into their teaching.

Project Title: Comprehensive Evaluation of Blended Learning uptake at Makerere (CEBL)

Principal Investigator: Mr. Arthur Mugisha

CO - Principal Investigator: Dr. Harriet Najjemba

Team Members:

Prof. Paul Muyinda Birevu, Prof. Jessica N. Aguti, Dr. Robert Ayine, Mr. Joshua Bateeze

Project Summary

The Mak strategic plan articulates 4 over-arching goals including goal 3 - ‘Innovation in teaching and learning that responds to the changing environment’. One of the strategies for the achievement of this goal is adoption of ODeL and/or blended learning strategies to further act as the foundation for the development of 21st Century skills demanded by the marketplace. The ODeL Policy provides the strategic direction for Mak to mainstream ODeL into academic programmes of the University. COVID 19 and the closure of educational institutions brought in other realities that demanded more robust exploitation of blended learning. Given that Mak has an Institute of Open Distance & eLearning with a mandate to ensure all colleges deliver blended programs, CEBL project seeks to: establish the current learner’s BL status at Mak, establish the readiness of learners for BL pedagogy, establish learner satisfaction levels with BL pedagogy, document challenges from a learner’s perspective about BL at Mak, establish potential solutions to the challenges from a learner’s perspective and finally document proposed ideal BL delivery approach which takes care of learners needs and expectations.

The second year shall base on the findings of the first year to evaluate ODeL using the lenses of other key stakeholders and ensure a balance in the final offer. Makerere should be enabled to offer a world class blended mode of instruction that produces employable graduates across the globe.

Project Title: Using Blended Learning to Fast Track Capacity Development for Teachers Implementing the Lower Secondary School Curriculum (BL4CD)

Principal Investigator: Dr. Godfrey Mayende

Team Members:

Prof. Jessica N. Aguti, Prof. Paul Muyinda Birevu, Dr. Leah Sikoyo, Mr. Gilbert Siima

Aim:

To support transformative learning in Uganda’s secondary education system by retooling teachers for the quick adoption and implementation of a student-centered lower secondary school curriculum

Project Objectives:

- i. To determine the teachers’ baseline capacity to implement the new curriculum
- ii. To establish the existing infrastructural capacity for the implementation of the e-learning based CPD programme
- iii. Adapt the MoES/NCDC training programme into an e-learning school-based CPD
- iv. Train and mentor – teachers to implement the new school curriculum

- v. Monitor and evaluate the training programme

Methodology:

- Study Site: 18 Schools (180 teachers) in Namayingo District & Soroti City/District
- Innovation Design: A blended learning school-based Continuous Professional Development (CPD) programme
- Augmenting the cascade training currently implemented by the Ministry of Education and Sports (MoES) – NCDC
- Use a blend of strategies/methods:
 - face to face meetings
 - mobile learning
 - LMS
 - eConferencing using Zoom
 - Teacher meetings
 - Mentor-mentee meetings

Expected Outcomes:

- Easily accessible CPD for teachers implementing the revised curriculum
- Increased use of ICTs in teaching and learning
- Increased use of learner centred methods of teaching in lower secondary school
- Better CPD practices in Teso and Busoga sub regions and teachers that are better prepared and able to implement the revised lower secondary



Transformative Education And Lifelong Learning For Sustainable Growth (TELLS) Project

TELLS is a joint effort by Makerere University (Uganda), University of Rwanda, Jimma University (Ethiopia), and the University of Agder (Norway). Based on our successful NORHED I projects,

TELLS Project is continuation of the successful NORHED I cooperation. It builds on the experience of an earlier NORAD/NORHED project, DELP, (QZA-0483 UGA-13-0024) and EQIP (NORPART-2018/10121).

Main objectives of the project is Preparedness for the future and Employability (Fast-track access to future work markets). The “International Society for Technology in Education (ISTE) has proposed seven key areas: empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator and global collaborator. TELLs outcomes will contribute to: higher-quality graduates, more and higher-quality research, and more inclusive higher education.

Important topics on the TELLs education and research agenda are life-long learning, new certificate structures, digital inclusion, embracing diversity, gender equality, 21st-century “soft-skills”, enhanced capacity by using artificial intelligence, new pedagogical models, virtual student and staff exchange, and policies for the digital age.

TELLs intends to benefit society as a whole, given that traditional and non-traditional learners will be involved through project activities. *Firstly*, TELLs targets learners at the bachelor, master, and Ph.D. levels. *Secondly*, TELLs supports life-long learners who already enjoy a professional career. Examples are school teachers, university teachers, and administrative university employees. *Thirdly*, TELLs targets university structure and policies.

TELLs Project is running for six (6) years, estimated to start on 01.01.2021 and is estimated to end on 31.12.2026. Makerere University will participate in all project activities, participate in the project steering board, work package leadership i.e. WP1 Infrastructure and New Technology and WP4 Graduate Education for Teaching Professionals, and task leadership for 10 tasks in WP0-WP5.



CABUTE Proejct

Effectively Supporting Online Learning Groups in eLearning Systems

Join us for this **FREE** Workshop
Tuesday 15 June 2021
2:00 - 3:00 pm SAST

Presented by
Dr. Godfrey Mayende
 Ag. Director, Institute of Open, Distance and eLearning, College of Education and External Studies, Makerere University

Registration: <https://www.eventbrite.com/e/effectively-supporting-online-learning-groups-in-elearning-systems-tickets-15444444444>

e/merge africa
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Makerere University

EQIP PEDAGOGY WORKSHOP

Navigating online Examinations

Speakers: **DR. JOSEPH K. KAGAME** (Director, KCCA, KRA) and **DR. JOSEPH K. KAGAME** (Director, KCCA, KRA)

Thu 16th Dec 2021
 09:30am - 12:50pm

ID: 913 6929 3118
 Code: EQIP2021

Logos: Diku, Uia University of Agder, University of Pretoria

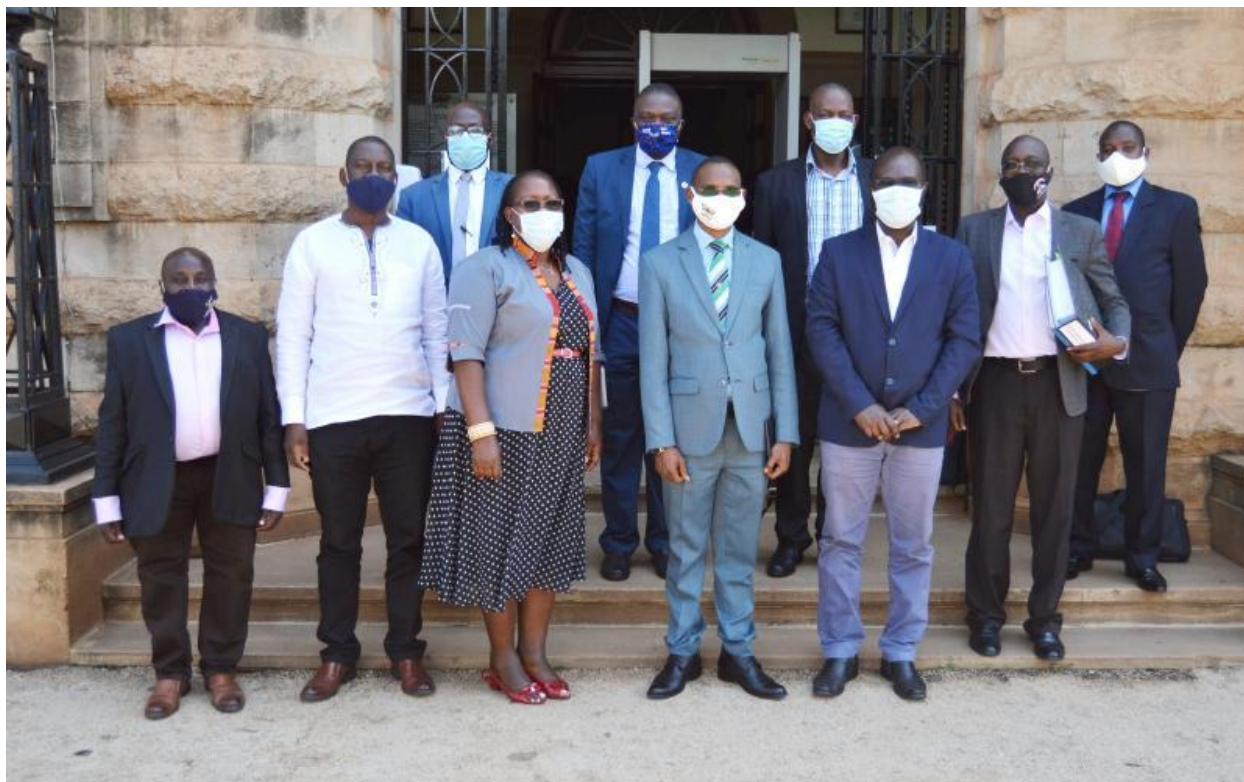
International presentation made to e/merge Africa and EQIP Project



BODA BODA Project / EBoML Project



NITA-Uganda and Huawei Technologies donated e-learning equipment to Makerere University worth UGX300M. NITA-U Executive Director, Dr. Hatwib Mugasa handed over the equipment to the Vice Chancellor



A team from the National Council for Higher Education (NCHE) on Wednesday 2nd September 2020 visited Makerere University to ascertain the institution's readiness to undertake emergency Open, Distance and e-Learning (ODEL). The inspection followed guidelines for adoption of emergency ODeL during the COVID-19 lockdown issued by NCHE to Higher Education Institutions (HEI) on 3rd July 2020.

Pictures of research activities



USE-STEP Project 4days of training of teachers at Nakanyonyi Secondary School, Mukono District August 2021



USE-STEP Project 4days of training of teachers at Mityana Secondary School, Mityana District August 2021



SECA Project – Visiting and interviewing refugee students at Nkumba University February 2021



SECA Project – Interacting with refugee students at Kampala International University, May 2021



SECA Project – Initial meeting with administrators at Uganda Martyrs University, December 2020

6.PUBLICATIONS

A. Book Chapters

1. Ezati, B.A and **Sikoyo, L.** (In Press) *Strengthening homes as learning sites during emergency: Lessons from COVID-19 lockdown in Uganda*, A Chapter Manuscript in an Edited Book with Routledge Publishers).
2. Pallitt, N., Grossman, H., Barlow-Zambodla, A., Liu, J. C., **Sikoyo, L.**, Kramm, N., Tshuma, N. (forthcoming). Emerging principles for online cross-cultural, collaborative research. In *Co-teaching/researching in an Unequal World: Using Virtual Classrooms to Connect Africa, and Africa and the World*. Eds. Zifikile Phindile Shangase, Daniela Gachago and Eunice Ivala. Delaware, United States: Vernon Press. Pre-print of chapter: <https://bit.ly/ch8principles>
3. **Nampijja, D.**, Oyhus, A. O., Webersik, C., **Muyinda, P. B.** (2021). Access to Learning through Mobiles. A Socio-technical tale of Mobile Learning Actor-Network among Smallholder farmers. In *Perspectives on ICT4D and Socio-Economic Growth Opportunities in Developing Countries* (pp. 252-277). IGI Global.
4. **Michael, W.**, Julius, S. M., & **Dianah, N.** (2021). Leadership in Pedagogical Integration of Emerging Technologies: A Case of Makerere University in Uganda. In *Investigating the Roles of School Management Teams in Curriculum Delivery* (pp. 201-214). IGI Global.
5. **Zula Namubiru** & Janita van Dorland (2020). *What is it like to be a teacher in Gulu?* Reflections on small scale Participatory Action Research in the area of education :p. 121 in *Youth, education and work in (post-)conflict areas: Youth Education and work* Edited by: Josje van der Linden, Ana Rodrigues-Vasse, Mara Kopp, Bleen Abraham & Francesca Dier: ISBN: 978-94-034-2877-2 (book); 978-94-034-2878-9 (e-book) Globalisation Studies Groningen, University of Groningen.
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B. Journal Papers

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- sexual and reproductive health of pastoral adolescent girls in Karamoja sub-region in Uganda. *Pastoralism*, 11(1). <https://doi.org/10.1186/s13570-020-00188-9>
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 3. **Onen, D.** (2021). Challenges and Prospects of Strategic Planning in a Public University College in Uganda. *Journal of Educational Review*, Vol.13, No.1, 35-43.
 4. Aciro, R., **Onen, D.**, Malinga, G. M., Ezati, B. A. & Openjuru, G. L. (2021). Entry Grades and the Academic Performance of University Students: A Review of Literature. *Education Quarterly Reviews*, 4(1), 141-150. DOI: 10.31014/aior.1993.04.01.181.
 5. Ayebare, J. & **Onen, D.** (2021). The Effect of Internationalising the Student Community on Graduate Students' Global Citizenship: A Case from Uganda. *International Journal of African Higher Education*, 8(1), 1 – 24.
 6. Bakkabulindi, F. E. K. & **Onen, D.** (2021). Lessening anxiety towards using mathematically-based methods of Analyzing research data: The basic statistical techniques to befriend. In Ssebbunga-Masembe, C. and S. N. Siminyu, S. N. (Eds.), *Contemporary issues in education research, policies, and practice in the Global South*. Kampala: Makerere University Press.
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 9. Batiibwe, M. S. K., Taliba, C., Nannyonga, B., & Puglia, C. (2021). Exploring factors affecting students' attitude towards mathematics: a case of Mayuge District in Uganda. *Journal for Science, Technology, Engineering and Mathematics Education in Africa*, 3, 168-179.
 10. Nawangwe Barnabas, **Muwagga Mugagga Anthony**, Buyinza, Mukadasi i Masagazi Masaazi Fred (2021) **Reflections on University Education in Uganda and the COVID-19 Pandemic Shock: Responses and Lessons Learned** The Alliance for African Partnership (AAP) Volume 1, 2021: African Universities and the COVID-19 Pandemic pp. 17-25 <https://muse.jhu.edu/issue/46803>
 11. Ssegantebuka, J., Tebenkana, T., Edopu, R., Sserunjogi, P., & Kanuge, J. B. (2021). Challenges Facing Tutors in the Teaching of Visual Arts Education in National Teacher Colleges in Uganda. *Journal of Education and Learning*, 10(4)

12. Ssegantebuka, J., Sserunjogi, P., Edopu, R., Tebenkana, T., & Kanuge, J. B. (2021). In-Service Teachers' Perceptions of the Effectiveness of Their Pre-Service Art Education Program in Uganda. *Problems of Education in the 21st Century*, 79(1), 118.
13. **Nalugwa A**, Tukahebwa EM, Olsen A, Nuwaha F (2021) Regression of Schistosoma mansoni associated morbidity among Ugandan preschool children following praziquantel treatment: A randomised trial. *PLoS ONE* 16(11): e0259338. <https://doi.org/10.1371/journal.pone.0259338>
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32. **Najjemba, H.** (2021). Indigenous education for crop production in Buganda: Tracing late Nineteenth Century agricultural practices into the Twenty-First Century. Moving Back into the Future, *Critical Recovery of Africa's Cultural Heritage*, 53-70, Makerere University Press, Kampala.
33. **Muyinda, B. P., Mayende, G.**, Hodgkinson-Williams, C.A. and Brown, C. (i2021) WhatsApp as Tool for Mobile Continuous Professional Development for Tutors of Distance Learning Programmes. In Ssebbunga-Masembe, C. Ed. *Contemporary issues in Educational Research, Policies and Practice in the Global South*. Makerere University Press, Kampala, Uganda
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35. Oruru, B., **Najjemba, H.**, Atim, C. J., Nteziyaremye, R. & Nayibinga, M. (2021). Cultural astronomy in Uganda from the perspectives of the Acholi, Banyankole, Iteso and Lugbara. *African Journal of History and Culture*, 13(2), 88-101.
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38. Etomaru, I., **Bisaso, R.** & Nakayiwa-Mayega, F. (2021). Fostering Knowledge Translation in Africa's Flagship Universities: a case of Makerere University. *Higher Education Research & Development*, DOI: [10.1080/07294360.2021.1887093](https://doi.org/10.1080/07294360.2021.1887093)
- 39.

C. Conferences papers and presentation

1. **Sikoyo, L. N** (2021) *Access and Participation of Special Needs Learners in Education During the Covid-19 Pandemic*. A presentation at the National Stakeholders Symposium on COVID-19 and Education in Uganda, Imperial Royale Hotel, Kampala, Uganda, 24- 25 November , **2021**

2. Barlow-Zambodla, A., Grossman, H., **Sikoyo, L.**, Liu, J. C., Pallitt, N., Tshuma, N. (2021). *Conceptual Lenses in collaborative Experiential Research: An Evolving Process with Multiple Perspectives*, Panel Presentation at the Association for Educational Communication and Technology (AECT) International Convention, November 2-6, **2021**, Chicago, USA and Virtual.
3. Barlow-Zambodla, A., Grossman, H., Kramm, N., Liu, J. C., Pallitt, N., **Sikoyo, L.**, Tshuma, N. (2021). *Educational Technology Usage in African Higher Education Contexts: Preliminary Results and Cross-cultural Collaborative Research Process*. A Presentation at the Association for Educational Communication and Technology (AECT) 2021 International Convention, November 2-6, **2021** Chicago, USA and Virtual.
4. **Batiibwe, M. S. K.** (2021). The Quality of Mathematics Teacher Education at Tertiary Level
5. in Uganda: Is it Relevant for 21st Century Teachers? *In Proceedings of the 14th International Conference on Mathematical Education (ICME14)*, July 19-22. Shanghai, China
6. The 14th International Conference on Mathematical Education (ICME14). “*Mathematics Education at Tertiary Level*”. July 11-18, 2021. Shanghai, China.
7. The 44th Conference of the International Group for the Psychology of Mathematics Education (PME44). “*Mathematics Education in the 4th Industrial revolution: Thinking Skills for the Future*”. July 19-22, 2021. Khon Kaen University, Thailand.
8. The 6th Africa Regional Congress of ICMI on Mathematical Education (AFRICME 6). “*Teaching and Learning Mathematics in the Fourth Industrial Revolution (4IR)*”. October 25-29, 2021. University of Rwanda, Rwanda.
9. The 18th Conference on Mathematics, Science and Technology Education in Africa (COMSTEDA18). “*Teacher Professional Development in Africa: Knowledge, Skills and Values in STEM Learning Environments*”. November 23-25, 2021. Nairobi, Kenya.
10. Kule, A. M., Wilson, M., Ampeire, K. H., & Turiabe, V. (2021). Teacher characteristics and the Use of ICT in Rural Secondary Schools of Bwera Sub County, Kasese District, Uganda. *Interdisciplinary Journal of Rural and Community Studies*, 3(2), 30-40.
11. **Esaete J**, 3rd –5th November 2021. Teacher Trainees’ experiences in use of technologies in blended learning: the case of University of Embu and Makerere University. 6th International Conference for Women in Science without Borders, Embu University, Kenya.
12. Zula Namubiru; Meaningful Education for fishers: Ups and downs of young fishers on Lake Victoria in Uganda: A case of Bugunga fishing ground. Presented on 23-26th April Conference 2021
13. Dr. Kellen Aganyira; Presented poster on *Determinants of Participation in State and Private PES Projects in Uganda* at the Virtual Botany 2020 Conference (July 27th - 31st).

14. **Dr Ngaka** was a recipient of Indigenous Language Scholar Support Fund from the American Association of Applied Linguistics (AAAL) which helped him to be one of the presenters of a colloquium on “Ecologies Revisited: Contextual, Material, Semiotic and Human Complexities in Transmodal Communications” in which presented a paper entitled “Transmodal Learning Ecologies: Perspectives from Uganda” in 2021 AAAL annual conference from March 20 - 23, 2021. He also gave a talk on paths to address challenges to language reclamation efforts in his local community in Uganda and how they connect with decolonization on a larger scale during the Indigenous language revitalization and decolonization panel on March 22, 2021.

D. Technical Reports

1. Sikoyo, L., Ezati, B., Nampijja, D., Walimbwa, M., Okot, D., Ayikoru, J.A., and Onyait, G. (2021). *Preparedness of Uganda's Public Universities to Provide Education to Students with Visual Impairment*; Unpublished Situation Analysis Report. Makerere University

1. Nampijja, D. (2021). Learning with Mobiles. A Developing Country Perspective on Mobile Technologies use in Learning for Livelihood Support. *Doctoral dissertations at University of Agder*.
2. Dr. Kyasanku Charles was a member of the organizing committee (National Coordinator, Technical Working Groups) for the National Stakeholders Symposium on COVID - 19 and Education held 24-25 November 2021.
3. Bisaso, R., **Najjuma, R.**, Achang, P., Namubiru, P., Mugendawala, H., Nakamanya, F. (2021). **A Technical Report** on Pedagogical Leadership for Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to Work,
4. Masagazi, F., Musisi, B., Najjuma, R., Ssentongo, J., Nambi, R. (2021). **A Technical Report** on Promoting Youth Employment by Integrating employability Skills in Teacher and BTNET Education in Uganda. A Makerere Research and Innovations Project implemented 2020-2021.

E. Policy Briefs

1. Bisaso, R., Najjuma, R., Achang, P., Namubiru, P., Mugendawala, H., Nakamanya, F. (2021) **A policy brief** on Pedagogical Leadership for Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to Work.
2. Masagazi, F., Musisi, B., Najjuma, R., Ssentongo, J., Nambi, R. (2021). **A policy brief** on Promoting Youth Employment by Integrating Employability Skills in Teacher and BTNET Education in Uganda.

7. KNOWLEDGE TRANSFER AND PARTNERSHIPS

7.1 Conferences, Seminars, Workshops and Lecture Series

A number of conferences were either organized by the college and others were attended by staff from the college. Such workshops include;

- I. The 14th International Conference on Mathematical Education (ICME14). *“Mathematics Education at Tertiary Level”*. July 11-18, 2021. Shanghai, China.
- II. The 44th Conference of the International Group for the Psychology of Mathematics Education (PME44). *“Mathematics Education in the 4th Industrial revolution: Thinking Skills for the Future”*. July 19-22, 2021. Khon Kaen University, Thailand
- III. Zula Namubiru Participated in the Adult Education academy from Nov,2021-February 2022.
- IV. Zula Namubiru Participated in the UNESCO Char conference title: Meaningful Education for Youth for Eastern and Southern Africa in April 23rd-27th 2021.
- V. Zula Namubiru Participated in the FEMNET inception meeting held at Homabay Kenya on inclusive Education/TVET for the girls/young women 6th -9th December 2021
- VI. Zula Namubiru Participated in several online and physical workshops for Ministry of Health with WHO on maternal and child health issues. Capacity building, curriculum development and materials development workshops.
- VII. Rahman Sanya; Attended Data Science Africa 2021 Workshop October 4th – 8th, 2021, Kimberly, Northern Cape, South Africa.
- VIII. Rahman Sanya; Attended Data Science Africa 2020 Workshop July 24th – 31st, 2020, Kampala, Uganda.

7.2 Capacity building

- Dr. Godfrey Mayende received Training by IIEP- UNESCO in Internal Quality Assurance in Higher Educational Institutions. He also received Training by Arizona State University in Instructional Design and Technology



7.3 Community Engagements & Outreach

- i. In an effort to take the University to the people with the aim of equipping individuals with sustainable and tangible skills, Makerere University, through the School of Distance and Lifelong Learning, department of Adult and Community Education in conjunction with Love Binti, designed a Training Program in Tailoring, Entrepreneurship and Health Education Skills. Members from the community convene for free skills development in these areas and are awarded certificates at the end of the training programme. This is aimed at improving standards of living of community members by equipping them with survival as well as health skills. Through this programme, the college passed out a total of 180 (one hundred eighty) learners in 2019.
- ii. Provision of 8 Masters Scholarships under the **‘Capacity Building for Research–Based Teacher Education (CABUTE)’** Project. The project is funded by NORHED II. Scholars will conduct their studies and research at Makerere University in one or a combination of the following subject areas:

1)Music			Education
2)	English	Language	Education.
3)	Mathematics		Education.
4)	General Education/Foundations of Education.		
- iii. Provision of 6 PhDs ; The College in collaboration with the University of Agder, Norway, University of Rwanda, Rwanda and Jimma University, Ethiopia, is implementing a Six (6)

years NORHED II supported Project titled ‘Transformative Education and Lifelong Learning for Sustainable Development (TELLS)’.

- iv. Dr. Willy Ngaka organized the commemoration of International Literacy Day in Arua City Uganda in October 2021 in a week-long event. As part of the commemoration, Dr. Ngaka led a technical team on a tour of selected community libraries and learning centers in the West Nile region of Uganda.
- v. Zula Namubiru is a committee member for Uganda under the project Inclusive Education/TVET for the girls/young women in East Africa under FEMNET an African women Development and Communication Network
- vi. Zula Namubiru is the Chair Board Paradigm for Social Justice and Development, working on enhancing women’s participation in peace building and providing legal services for women.
- vii. Zula Namubiru is Coordinator for training for Uganda Private midwives Association
- viii. Zula Namubiru also Participates in the development of curriculum for health workers, training, Policies under World Health Organisation and Ministry of Health Uganda for Reproductive Health and Child Health (RMNCAH)
- ix. Rahman Sanya Participated in organizing the event to commemorate the International Literacy Day 2021 in Arua City in October 2021. In particular, she helped the Chair DACE (chief organizer) to stream the event live online using Zoom and YouTube. She published two (2) print media articles to create public awareness on benefits and impact of Information and Communication Technologies on society. The article titles and their Web links are provided below,

Mass Vehicle Tracking: Personal, Security and Privacy Implications for Citizens
<https://chimpreports.com/mass-vehicle-tracking-personal-security-and-privacy-implications-for-citizens/>

COVID-19: Here’s how Uganda Could use AI Technologies for Public Health
<https://chimpreports.com/covid-19-heres-how-uganda-could-use-ai-technologies-for-public-health/>

7.4 Collaboration and partnerships

- i. The College through the School of Distance and Lifelong Learning, department of Adult and Community Education signed a collaboration agreement with Love Binti International

aimed at training communities in Tailoring, Entrepreneurship and Health Education Skills. This community project is ongoing.

- ii. Through the School of Distance and Lifelong Learning, Department of Adult and Community Education, the College continues to strengthen collaborations/partnerships with University of Agder. There has been a long time collaborative relationship for more than 10 years between the two universities, which co-operation has helped staff to benchmark best practices from Norway.
- iii. Dr. Willy Ngaka was part of the Uganda team that took part in a 3-week long capacity building training on strengthening education from a lifelong learning perspective. The final output document the Ugandan team produced was a lifelong long learning strategy for Uganda. Dept of Adult and Community Education is going to be instrumental in engaging various stakeholders in sharing the strategy and contribute to the development of a unified Lifelong Learning policy for Uganda
- iv. In 2020, the Dept of Adult and Community Education joined a UNESCO/UNITWIN Cooperation Program/Research Network on Literacies, Green skilling, and Capacity Building for Sustainable Communities in Africa which involves four Universities across Africa namely: Uganda Technology and Management University, Makerere University (both in Uganda), Ambo University in Ethiopia and Imo State University in Nigeria. DACE is going to house the Network and together with the network members, efforts are under way to officially launch network. The network brings DACE to work closely with UNESCO Headquarters and the National Commission for UNESCO in Uganda
- v. Zula Namubiru is the UNESCO Chair Lifelong learning Youth and work, Gulu University and Groningen University, Coordinating research and projects activities on behalf of the Department of Adult and Community Education
- vi. Zula Namubiru is also a Council Member African Rural University Kagadi, a Member sister Institution

8. SUPPORT ENVIRONMENT

8.1 Library Services

- 210 Copies of 76 titles of books were received this year in March 2021 from the book bank.
- 150 dissertations have so far been uploaded, edited and approved into the Institutional Repository.
- 1240 Students have already cleared from the library upon graduation this year.
- 106 books were repaired.
- 240 books were classified, catalogued and entered into Virtua. They were also spine labeled and shelved.
- Approximately, over 3000 students have borrowed books from both the library and book bank since January to-December. The online functions of the library are not yet functional because the team is still entering the books onto the virtual space.
- One Laptop was procured for the IT department to help in carrying out its tasks.
- Total of 500 students attended fresher's orientation. They went through the OPAC and e-resource search.
- The Librarian and one library assistant attended refresher training.
- The plan to repair the CEES Library ceiling is still at planning stage awaiting approval from DVC (F&A) and estates. The college is to finance this activity.
- New books were publicized through Notice board, sharing typed list with principal and sending out e-mail to the college mailing list.
- The Library receives on average 50 users on daily basis. This number however goes up during exams. This trend indicates need for more reading space.
- The college trained 3 intern students and as such we participated in mentorship

Comprehension of report sections;

- a) S/N of output - the number assigned to the deliverable being reported
- b) Strategic Objective – what the library wants to achieve in 5 years
- c) Strategic activity - what library does in 5 years to achieve the objective in (b)
- d) Strategic output – annual achievements that contribute to (b) or the annual expectations from library sections/colleges/units
- e) Strategic indicator – the form in which expectations appear or standard unit of measurement for achievements
- f) Input (Job description)/Work load allocation – What is done by library sections/colleges/units to achieve expectations
- g) Reporting item – deliverables from library sections/colleges/units
- h) Appendices (filled data tools/forms) – evidence for the deliverables from library sections/colleges/units
- i) Timeframe – reporting period or period in which deliverables were achieved
- j) Acknowledgement – sources of physical or financial support when achieving the deliverables

- k) Comments – medium of communication between library sections/colleges/units and all stakeholders including library management and college administration

A. INFORMATION SECTION

S/N of output	Strategic Objective	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation	Reporting item	Appendices (filled data tools/forms)	Timeframe	Acknowledgement	Comments
1.	Objective 1: To increase and sustain library information resources by the end of 2021	Processing of orders and procurement	Delivered books to the Book Banks	Number of titles and copies of books delivered to Book Banks	1. Solicit for titles from staff, PHD students 2. Initiate and follow up book procurement process 3. Receive delivered books through the procurement process	Some departments gave in their requests. 210 copies of 76 titles received.		2020/2021 academic year.		Some departments have not put in their orders.
2.		Identifying and selecting other information materials	Acquired Library materials other than book bank including online databases , electronic books and journals, print materials, maps, music, multimedia	Number of titles and copies of materials acquired	1. Identify new books/information resources by authors or potential donors within and outside departments 2. Approach authors for possibility of donation of copies to the library 3. Initiate and follow up on publications 4. Identify and receive new dissertations by students within departments	127 both post graduate and undergraduate thesis have successfully		January-November 2021	Sarah Mirembe Musiimenta Lawrence Ssenyonjo Grace Akello	

S/N of output	Strategic Objective	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation	Reporting item	Appendices (filled data tools/forms)	Timeframe	Acknowledgement	Comments
						been uploaded to MAKIR				
3.		Microfilming and digitizing of library materials	Microfilm ed and digitized library materials	Number of titles of microfilmed and digitized material	<ol style="list-style-type: none"> 1. Developing a sorting and selection criteria 2. Identifying items for digitizing 3. Sorting and selecting materials for digitization 4. Scanning selected materials 5. Storage of scanned materials as digitized ready for uploading in MakIR 					All postgraduate dissertations in Library need to be digitized.
4.		Binding and repairing of worn out materials	Library materials bound and repaired	Number of titles and copies of materials bound and repaired	<ol style="list-style-type: none"> 1. Developing a sorting and selection criteria 2. Identifying items for repair 3. Sorting and selecting materials for repair 4. Transferring materials to bindery 	106 books repaired		January-December 2021	SSenyonjo, Musiimenta Akello Grace	.
5.		Prevent loss and damage of library resource	Available Library resources in open and closed access	Number of available materials in open and closed access (Total No. of materials acquired,	<ol style="list-style-type: none"> 1. Mobilize and prepare resources (human & financial) for stocktaking 2. Develop & update work schedule & work flow for stocktaking 3. Develop and update data collection tools 					Stock taking exercise is incomplete

S/N of output	Strategic Objective	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation	Reporting item	Appendices (filled data tools/forms)	Timeframe	Acknowledgement	Comments
				borrowed, overdue books, lost, lost and paid for, students/staff list of defaulters)	4. Analyze stocktaking data					
6.	Strategic Objective 2: To ensure optimal utilization of library resources by the end of 2020/2021	Process library materials & Populate databases eg Card Master, AIM, MakIR, Virtua, MaKUD, etc	Populated library databases	Number of titles and copies of library information materials entered into the library databases	1. Accessioning, stamping and registering 2. Processing (Cataloguing and classification, scanning) 3. Spine Labeling & Shelving, other storage 4. Data entry & Uploading 5. Editing & Approval	40 books entered into Virtua 127 Dissertations edited and uploaded into Institutional repository since November.		Year 2021		Students who turn up for clearance are the only ones who upload their thesis.
7.		Procure and maintain library ICT infrastructure (PCs, LAN, routers, wireless points and other related library	Library ICT infrastructure maintained/procured for automated library functions	Numbers of ICT items procured, installed and maintained	1. Identify and agitate for a vote on departmental budget for procurement of ICT items 2. Initiate and follow up ICT procurement process 3. Receive delivered ICT items through the procurement process 4. Initiate and follow up engraving of ICT items	1 Laptop and bag received from main Library		2021	Thank Library Management and ICT unit for providing laptop Grace Akello	Thankful to UL for initiative.

S/N of output	Strategic Objective	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation	Reporting item	Appendices (filled data tools/forms)	Timeframe	Acknowledgement	Comments
		technologies)			5. Install and maintain ICT items					
8.		Acquire more library space buildings, elevators, furniture, equipment, etc	Increased space buildings, elevators, furniture, equipment, etc	Number square metres of space buildings, elevators, furniture, equipment, etc added	1. Identify, initiate and request for space from College 2. Reorganizing existing space and identify multiple, older and less frequently used copies for disposal 3. Identify and agitate for a vote on departmental budget for procurement of physical items 4. Initiate and follow up procurement process 5. Receive delivered physical items through the procurement process 6. Initiate and follow up engraving of physical items 7. Identify items for disposal	100 book bank chairs to be repaired			Thanks to college administration in particular the principal. Grace Akello	CEES needs much bigger library space The papers are still going through procurement.
9.		Information literacy Training of library users (including LUWDs)	Knowledgeable and skilled library users optimally using	Number of Library users trained in using library resources	1. Generate a list of staff and students to be trained 2. Set up a training timetable	300 first years oriented in e-resources search.	1.		1. Ssenyonjo Lawrence. 2. Musitmentata Francesca	This continues work. A lot needs to be done.

S/N of output	Strategic Objective	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation	Reporting item	Appendices (filled data tools/forms)	Timeframe	Acknowledgement	Comments
			library resource		3. Send out invitations for trainings (e-lists, social media, Notice boards) 4. Prepare and update training materials 5. Prepare training venue 6. Conduct trainings				Akello Grace	
		Publicizing Library and Information services, eg exhibitions, Electronic lists, CAS, Notice boards		No of mediums utilized	1. Make lists of new items acquired 2. Identify appropriate mediums of reaching out to potential users	Used Notice board.			Ssenyonjo Mirembe Sarah Grace Akello	
10.	Objective 3: To Mobilize and manage resources to support library services	Create and sustain income generating activities e.g	Income generated from IGA (Internally Generated Activities)	Amount of funds generated	3. Lobby for funds allocation 4. Setting up a bag storage facility 5. Creating awareness of the role of bag storage in the library					The clock room is now organized with enough bag tags

S/N of output	Strategic Objective	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation	Reporting item	Appendices (filled data tools/forms)	Timeframe	Acknowledgement	Comments
		binding, bag storage, photocopying, user fees, fundraising events, etc			6. Charge for Bag keeping 7. Store library users' bags	160,000= collected from bags.			Asingwire Amunyo	Money taken to accounts section in main Library and receipt was issued.

Challenges of The Library

- There are limited staff on ground. I want to thank UL for giving CEES Library assistant/ security who mans the entrance at book bank. The place is now taken care off and students do not enter with bags as it were the case.
- There is need for Library extension. This year a total of 3,026 students visited the library despite the sudden lock down. The book bank had a record of 10,731 borrowers.
- The book bank equally has one staff on each book bank and when that person is not a round for one reason or the other, the place remains un- attended to.
- The Dean at DOSATE has not accepted to release their book bank books despite the problems of termites in the current place.
- .
- The roof of book bank leaks when it rains a lot. There is need to work on it.

8.2.Financial Report

This is to provide you with some highlights for the financial performance of the College of Education and External studies for the FY 2020-2021.

The College approved budget was Shs. 3,558,068,865 (Three billion, five hundred fifty-eight million, sixty-eight thousand, and eight hundred sixty-five only).

Our performance was Shs. 3,549,560,737 (Three billion, five hundred forty-nine million, five hundred sixty thousand, and seven hundred thirty-seven only).

This left us with a balance of Unspent funds amounting to Shs. 8,508,128 which was due to some activities not carried out due to Covid 19 pandemic.

ACHIEVEMENTS:

We managed to carry out our activities 99% as budgeted for despite some challenges due to the Covid 19 pandemic.

We also managed to teach our students online, carried out administrative activities for all stakeholders, carried out research activities, as well as knowledge transfer partnerships.

CHALLENGES:

The Covid 19 pandemic affected most programs especially School practice, since schools were closed, education students could not visit schools. This therefore brought about an innovation of micro teaching, carried out by students amongst themselves.

Since there was no physical interaction, online classes were conducted and a lot of data was used for teaching, examining students, etc yet the budget was insufficient for this.

There was skeletal staff on ground and some activities could not be carried on well.

NOTE:

The schedule for the financial performance is below.

Charge Account	Funds Released	Actual Spent	Funds Available
01-002-136090000-00-00-0000-0000-070401-228004	0	0	0
01-002-136090000-00-00-0000-0000-071401-211103	452,304,379	452,302,635	1,744
01-002-136090000-00-00-0000-0000-071401-212101	0	0	0
01-002-136090000-00-00-0000-0000-071401-213002	0	0	0
01-002-136090000-00-00-0000-0000-071401-221001	14,400,000	14,375,000	25,000
01-002-136090000-00-00-0000-0000-071401-221002	50,000,000	49,927,500	72,500
01-002-136090000-00-00-0000-0000-071401-221003	45,000,000	44,993,200	6,800
01-002-136090000-00-00-0000-0000-071401-221005	36,000,000	35,200,000	800,000
01-002-136090000-00-00-0000-0000-071401-221007	0	0	0
01-002-136090000-00-00-0000-0000-071401-221008	50,400,000	50,385,500	14,500
01-002-136090000-00-00-0000-0000-071401-221009	38,000,000	37,999,500	500
01-002-136090000-00-00-0000-0000-071401-221011	51,000,000	50,999,870	130
01-002-136090000-00-00-0000-0000-071401-221012	2,000,000	1,995,000	5,000
01-002-136090000-00-00-0000-0000-071401-221017	0	0	0
01-002-136090000-00-00-0000-0000-071401-222001	24,000,000	24,000,000	0
01-002-136090000-00-00-0000-0000-071401-222002	3,000,000	2,992,598	7,402
01-002-136090000-00-00-0000-0000-071401-222003	0	0	0
01-002-136090000-00-00-0000-0000-071401-224004	45,000,000	44,920,200	79,800
01-002-136090000-00-00-0000-0000-071401-226001	0	0	0
01-002-136090000-00-00-0000-0000-071401-226002	0	0	0
01-002-136090000-00-00-0000-0000-071401-227001	36,000,000	36,000,000	0
01-002-136090000-00-00-0000-0000-071401-227002	0	0	0

01-002-136090000-00-00-0000-0000-071401-227004	0	0	0
01-002-136090000-00-00-0000-0000-071401-228001	20,000,000	19,999,997	3
01-002-136090000-00-00-0000-0000-071401-228002	10,800,000	10,749,800	50,200
01-002-136090000-00-00-0000-0000-071401-228003	15,050,000	15,034,190	15,810
01-002-136090000-00-00-0000-0000-071401-228004	22,500,000	21,993,320	506,680
01-002-136090000-00-00-0000-0000-071401-282103	2,112,218,486	2,110,896,908	1,321,578
01-002-136090000-00-00-0000-0000-071402-221003	75,000,000	75,000,000	0
01-002-136090000-00-00-0000-0000-071406-211103	27,696,000	27,695,054	946
01-002-136090000-00-00-0000-0000-071406-213002	5,500,000	5,500,000	0
01-002-136090000-00-00-0000-0000-071406-221001	14,400,000	14,310,000	90,000
01-002-136090000-00-00-0000-0000-071406-221002	15,000,000	14,245,600	754,400
01-002-136090000-00-00-0000-0000-071406-221003	25,000,000	25,000,000	0
01-002-136090000-00-00-0000-0000-071406-221007	0	0	0
01-002-136090000-00-00-0000-0000-071406-221008	23,400,000	23,398,992	1,008
01-002-136090000-00-00-0000-0000-071406-221009	75,000,000	75,000,000	0
01-002-136090000-00-00-0000-0000-071406-221011	39,000,000	38,999,600	400
01-002-136090000-00-00-0000-0000-071406-221012	2,000,000	1,995,000	5,000
01-002-136090000-00-00-0000-0000-071406-221017	4,000,000	0	4,000,000
01-002-136090000-00-00-0000-0000-071406-222001	11,400,000	11,400,000	0
01-002-136090000-00-00-0000-0000-071406-222002	2,000,000	1,997,504	2,496
01-002-136090000-00-00-0000-0000-071406-224004	24,000,000	23,943,130	56,870
01-002-136090000-00-00-0000-0000-071406-227001	16,200,000	16,200,000	0
01-002-136090000-00-00-0000-0000-071406-227002	0	0	0
01-002-136090000-00-00-0000-0000-071406-227004	78,000,000	78,000,000	0

01-002-136090000-00-00-0000-0000-071406-228001	16,000,000	15,992,119	7,881
01-002-136090000-00-00-0000-0000-071406-228002	20,700,000	20,696,020	3,980
01-002-136090000-00-00-0000-0000-071406-228003	17,100,000	17,100,000	0
01-002-136090000-00-00-0000-0000-071406-228004	9,000,000	8,785,500	214,500
01-002-136090000-00-00-0000-0000-071406-282103	30,000,000	29,537,000	463,000
Total	3,558,068,865	3,549,560,737	8,508,128

9.DISSEMINATIONS, SYMPOSIUMS, EVENTS

Mak-RIF/CEES Open Day – Showcasing Research and Innovations

In line with Objective two of the Mak-RIF Fund – “Supporting dissemination of high-quality research and innovations in a way that impacts on development policies and programmes”, Mak-RIF in collaboration with the College of Education and External Studies (CEES) held an Open Day on 07th October, 2021 with an aim of showcasing outputs of the different research and innovation projects at the College. The event was held both physically in Council Room at the Central Teaching Facility (CTF1) and steamed virtually via zoom and all Makerere University social media handles. It showcased research in fields of **Patriotism, Community Mobilization and Mindset Change, Pedagogy and Education Practice, Science Education and Sustainable Development, Response to the Shocks in Education and Special Needs/Inclusive Education** among others.

The event was organized under the theme: **“Education Research for Sustainable Development”** and was presided over by the First Lady and Minister of Education and Sports, Hon. Janet Kataha Museveni, It was graced by among others, the Chairperson of Makerere University Council, Mrs. Lorna Magara, Makerere University Vice Chancellor, Prof. Barnabas Nawangwe, the Chairperson Mak-RIF Grants Management Committee (GMC), Prof. William Bazeyo, University Secretary Mr. Yusuf Kiranda, Principal CEES Prof. Fred Masagazi Masaazi, Mak-RIF staff, Makerere University Staff Community, Students and other Stakeholders.



Some of the participants at the pen Day

The Open Day started with an exhibition of projects under the College. The Vice Chancellor, Chairperson of Grants Management Committee, University Secretary and the Principal

represented the virtual audience and toured all projects under exhibition. The following projects were exhibited;

1. Enhancing Behavioral Change of Boda-Boda Riders in Uganda Using Mobile Learning (EBoML). This project aims at using mobile learning (eLearning) to extend flexible education and training to Boda-boda riders in Uganda for positive behavioral change. Initiated by Dr. Paul Birevu Muyinda
2. Increasing Access to Inclusive and Quality Business Technical, Vocational Education and Training Through Open, Distance and eLearning by Dr. Jamiah Mayanja
3. Covid-19 And Learning from Home: Parental Involvement in The Learning of Primary School Going Age Children by Dr. Betty Ezati
4. Unlocking the Potential for Enhanced Teaching and Learning of the Visually Impaired in Uganda's Public Universities: The role of Assistive Technologies (ATEVIL) by Dr. Leah Namarome Sikoyo
5. Building Inclusive Learning Environments for Marginalized Societies in Uganda (BILE) by Dr. Genza Musoke Gyaviira
6. Enhancing Capacities for Integration of Patriotism in the Training of Early Childhood Teachers in Uganda: Dr. Ssebowa Dorothy
7. Use of ICT to Promote Quality Science Education in Resource Constrained Secondary Schools in Central Uganda by Dr. John Sentongo
8. Enhancing Learning Achievements Among Students in Seed Secondary Schools in Uganda (ELASSU) by Dr. Mathias Mulumba Bwanika



Prof. Fred Masagazi Masaazi giving his remarks

After the exhibition, the moderator, Dr. Muhamad Musoke Kiggundu then invited the Principal, Prof. Masagazi Masaazi to give his opening remarks. In his opening remarks, Prof. Masagazi

extended sincere gratitude to the first lady, Hon. Janet Kataha Museveni, for accepting to grace the MakRIF CEES Open Day, which was proof of the College's capacity to contribute to national development through posing questions and solutions to educational issues and to provide practical answers. He also thanked the researchers and all guests for accepting to be part of the CEES Open Day. He noted that, from the research, the education system was not likely to go back to the pre-covid19 school setting but rather will innovatively reimagine with new ways of action in the areas of curriculum, delivery (pedagogy), instructional materials (technologies), assessment, teacher preparation, retooling of teachers, leadership and leadership development for the post-covid19 education system.

He further explained that, in line with the Vision and Mission of Makerere University to become a Research-Led University in the period 2020-2030, the College of Education and External Studies had repositioned as a research-led College that will continually contribute solutions to the current and emergent challenges facing all levels of education. CEES purposes to be a one-stop centre for education research, policy and practice interventions. Through the Honorable Minister, he thanked the Government of Uganda for the support through Mak-RIF that has enabled the College to think out of the box and become more relevant to the education sector through research.

He echoed the College's pledge to continue providing innovative education solutions through the establishment of Makerere University Institute of Teacher Education Research (MITER) which will mainstream and further institutionalize cutting-edge research on teacher education in Uganda and beyond. Honorable Minister, allow us to meet with you physically to share our proposal and other issues concerning your College. He then invited the Chairperson of the Grants Management Committee- Prof. William Bazeyo, to give his remarks.



Prof. William Bazeyo addressing participants

In his remarks, Prof. William Bazeyo thanked the Government of the Republic of Uganda for funding research and innovations at Makerere University. He noted that this funding had not only benefited Makerere University but also other higher institutions of learning through collaborations and partnerships. He intimated that the College of Education and External Studies has so far won grants for 36 innovations, and thanked staff for participating. He noted that Makerere University is a hub of brilliant and creative brains and called upon everyone to tap into the Mak-RIF funding by coming up with innovative ideas that address emerging issues.

He equally appreciated Hon. Janet Museveni for having inspired Makerere University to become a research-led University during her reign as Minister of Education and Sports. “We responded to your call and here we are to show the fruits of what you inspired us to do and we sincerely thank you.”

He was pleased to inform the Honourable Minister that findings from one of the projects on exhibition, ***“Enhancing Continued Learning to Rural Contexts during the COVID-19 Lockdown: Case of Kyotera District Rural Contexts”*** revealed that the greatest impact on teaching and learning during the COVID-19 lockdown had been as a result of the teaching materials whose distribution she strongly advocated for.

He encouraged members with multi-year projects to apply for extension of funding for their projects.



Prof. Anthony Muwagga Mugagga giving the key note address

The moderator then invited the Key Note Speaker, Prof. Anthony Muwagga Mugagga to address the audience. In his Keynote Speech, Prof. Anthony M. Mugagga analyzed how ***“Investing in Data and Research Informs Education Policy”*** explaining that quality education is a backbone of sustainable development, which is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. He emphasized SDG4 (Achieving inclusive and quality education for all) as it aligns with the College mandate. He also mentioned some threats to sustainable development emanating from the Political, social and economic terrain (mainly political, social and economic Instability)

He summarized the major emerging issues from Mak-RIF CEES Projects as;

- Increasing disparity between the urban, rural and peri-urban communities’ access to quality education
- Covid-19 lock down showed that parents and the communities have run away from their role in getting involved in the education of their children.
- Emergence of child mothers’ morbidity, HIV/AIDs etc.

He also came up with policy implications namely:

- Subsidization of rural scholastic materials
- Establishing rural eLearning centers and online libraries for rural children
- Putting in place policies on how to protect the girl child in and out of school (Psychosocial support to education stakeholders most especially the girl child)

- Use of text books and e-resources tailored for rural schools/children
- Health Education in Teacher Training Institutions and schools
- Need for innovations, entrepreneurship, critical thinking and training in emotional intelligence

After the keynote speech, it was time for researchers to share their findings with the participants and, the following projects presented;

1. Resilient Communities for Quality Primary Education in Uganda (RECOPE) by Ms. Alice Nankya Ndidde and Mr. Philemon Mukisa
2. Enhancing Continued Learning to Rural Contexts during Covid-19 lockdown: Case of Kyotera District Rural Contexts by Dr. Tom D. Balojja
3. Mapping Makerere University's Capacity to Mainstream electronic learning in University Education by Dr. M. Walimbwa
4. Pedagogical Leadership for Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to Work (PLASHE-WIL) by Dr. Ronald Bisaso
5. Using Blended learning to Fast Track Capacity Development for Teachers Implementing the Lower Secondary School Curriculum by Dr. Paul Birevu P & Prof. Jesca Aguti
6. Inter-disciplinary Enhancement of Science Education in the Uganda Primary Thematic Curriculum by Prof. Henry Busulwa



Prof. Barnabas Nawangwe giving his speech

After the presentations, the Vice Chancellor, Prof. Barnabas Nawangwe was then invited to address the gathering. In his remarks, Prof. Nawangwe welcomed the First Lady and Honourable

Minister “home” and sincerely thanked her for the support in obtaining Cabinet approval for funds to reconstruct the University’s iconic Main Building.

He noted that Makerere University was already taking giant steps one year into implementing her ten year strategic plan aimed at making her a research-led University, and attributed this to the generous support from the Government of Uganda through Mak-RIF and the Presidential Scientific Initiative on Epidemics (PRESIDE). The two interventions by Government have enabled the University to improve research infrastructure and avail funds to researchers. He mentioned that every College, School and Department is now practically engaged in research and development activities.

He acknowledged the central role played by CEES in enabling the University to continue conducting teaching and assessment despite the challenges posed by COVID-19 and informed the Minister that, Makerere is ready and happy to share the expertise with sister universities in Uganda. He added that the seven research projects presented at the Open Day were proof of Makerere university’s enormous capacity to find solutions to the challenges that face Uganda’s Education system right from Pre-Primary to Universities, especially in the wake of COVID-19. He renewed the University’s call to Government to fund graduate student education, noting that this would help the country to develop faster.

The Vice Chancellor informed the Minister that Makerere University was ready to support her in her enormous task of enabling recovery of the Education sector from the effects of COVID-19, believing that the presentations that were presented were a testimony to that readiness. He then invited the University Council Chairperson, Mrs. Lorna Magara to address the participants.



The Council Chairperson, Mrs. Lorna Magara giving her remarks

The Chairperson of Council, Mrs. Lorna Magara in her remarks welcomed the First Lady to her college, CEES where she is a treasured alumna, and thanked her for the charismatic leadership of Uganda's Education sector during the COVID-19 pandemic.

She noted that the Open Day had been made possible with generous support from Government to Research and Innovations at Makerere University to the tune of UGX 30 Billion annually and sincerely appreciated the gesture on behalf of the University leadership.

She informed the Minister that the College of Education and External Studies has been a centre of excellence in pedagogy since the founding of the School of Education and presently, the college has been challenged to deliver research and innovations that prepare responsive professionals for the emerging realities in teaching and learning, including globalization, technology and the COVID-19 situation to which the college has responded well.

The Chairperson of Council added that Makerere has relied on CEES for leadership through the Institute of Open, Distance and e-Learning (IODeL), to deliver the blended learning model, which enabled teaching and student assessment to continue during the COVID-19 lockdown. She then invited the First Lady and Minister of Education and Sports, Hon. Janet Kataha Museveni to address the participants.



The First Lady and Minister of Education and Sports, Hon. Janet Kataha Museveni addressing

The First Lady and Minister of Education and Sports, Hon. Janet Kataha Museveni expressed the government's and the Ministry of Education's preparedness to learn from the scientific evidence generated by research and innovations to guide the sector's recovery from the effects of COVID-19. She informed participants that the government is committed to supporting research and innovations in Universities, to provide high quality data to inform policy decisions. She encouraged Mak-RIF to prioritise projects that are crucial to social and economic transformation.

The Minister picked particular interest in the findings of the ***"Inter-disciplinary Enhancement of Science Education in the Uganda Primary Thematic Curriculum"*** project as timely. The project as presented by Prof. Henry Busulwa among other objectives sought to appraise the importance of folklore and use of local languages in the teaching and learning of science in lower primary education. In her words she noted that, "I think it is time that we find a way to bring out those issues in science that make sense to each child at a primary level in their mother tongue. That is when science will make sense to us and we will become transformational"

She appreciated the individual and institutional efforts to support the Education sector's development and review of curricula at various levels, development of a National Teacher Policy as well as the Early Childhood Development Framework. She equally acknowledged Makerere University's support to the establishment of the Uganda National Institute of Teacher Education as well as to the ongoing development of the Digital Agenda of the Education sector. She called upon stakeholders to continue supporting the Ministry in all possible ways.

The Minister commended the Mak-RIF GMC for identifying projects with the capacity to influence national development, noting that “the showcased projects were testimony that the funds were being properly utilised and she prayed that universities continue to do more and indeed live the purpose for which they exist as knowledge hubs for development. She then declared the Open Day Closed.

CEES to Equip Ghetto Youth with Entrepreneurial Skills



The Minister for Kampala Capital City and Metropolitan Affairs, Hon. Minsa Kabanda (R) with the Principal CEES-Prof. Fred Masagazi Masaazi (2nd L) KGYTEP PI- Dr. Badru Musisi (2nd R) and Ms. Juliet Nabirye-MakRIF during the Stakeholder Engagement on 16th December 2021, Kampala Uganda.

A team of researchers from the College of Education and External Studies (CEES) is set to train ghetto youth and equip them with entrepreneurial skills as well as give them seed capital for their businesses.

The team, led by Dr. Badru Musisi, has embarked on a stakeholder engagement with the ghetto youth, youth organizations, the Police, the Ministry of Kampala Capital City and Metropolitan

Affairs among others to carry out a needs assessment before undertaking the study. The project, titled ***Kampala Ghetto Youth Training for Entrepreneurial Promotion (KGYTEP)*** seeks to offer an opportunity of self-employment to the youths.



The KGYTEP Project Principal Investigator (PI), Dr. Badru Musisi

Speaking during the stakeholder engagement, the Minister for Kampala Capital City and Metropolitan Affairs, Hon. Minsa Kabanda said the ghettos have three categories of youth, the educated but unemployed, the school dropouts and the criminals, who each require different interventions. Some need orientation and training while others require rehabilitation.

She said many youths in the ghetto had never got an opportunity to be employed and therefore was pleased to learn that Makerere University had embarked on a project to help them.



The Minister for Kampala Capital City and Metropolitan Affairs, Hon. Minsa Kabanda makes her remarks.

The youth in Uganda make up 70% of the population but more than half of these are unemployed, which has forced them to move into slums. The Minister said she had worked with the youth in Kampala and was confident that the ghetto youth want to improve their livelihoods and was therefore positive that this project would be supported.

She requested KCCA to undertake a census and registration of the youth in the slum areas of Kampala. She also called for the establishment of industrial parks and training centres, which should offer mindset change to the youth. She pledged support of the ministry during the execution of the project.



The Principal CEES, Prof. Fred Masagazi Masaazi addresses stakeholders.

The Principal of CEES, Prof. Fred Masagazi Masaazi thanked the government for the financial support to [Makerere University](#) through the [Research and Innovations Fund \(Mak-RIF\)](#) and he also pledged the college's willingness to work with the different stakeholders to uplift the lives of the ghetto youth. The Principal congratulated Dr. Musisi and the research team upon winning the grant.

It is estimated that more than half of the youth population is unemployed. This high rate of unemployment has driven the youth into crime and slum areas. It is this unemployment that the project seeks to address. The problem of unemployment creates a social, economic, political and security danger to the county.



Participants hold a group discussion during the KGYTEP Project Stakeholder Engagement.

The project seeks to offer scalable and sustainable training of the ghetto youth in the five divisions of Kampala using a model called STEP – Student Training for Entrepreneurial Promotion because it is evidence based and scientifically evaluated.

STEP is a strategic and Innovative skilling program designed to combat youth unemployment in developing countries. The goal of the training is to develop youths' skills to pursue an entrepreneurial career as a viable employment option by changing their mindset to consider self-employment as an alternative career option, increase business start-up rate to boost the number of ghetto youth venture and produce more job creators.



Some of the youth that participated in the KGYTEP Project Stakeholder Engagement on 16th December 2021.

The youth will be grouped in five people and given startup capital. The project is a 3-year project that is hoped will impact the lives of the youth.

The ghetto youth called on the public to show them love if they are to bring change into their communities. They said the biggest challenge that the ghetto youth face is stigma. The youth shared the challenges that hinder self-employment. They included, lack of finances, financial illiteracy, drug abuse, communication skills, marketing skills among others. They called on Dr. Musisi's team to equip them with financial management skills, communication skills, marketing, saving, critical thinking among others.



The Commissioner of Community Policing, UPF, ACP Anatoli Muleterwa (R) and UPDF's Muwanguzi (L) listen to proceedings during the KGYTEP Project Stakeholder Engagement.

The training was also attended by the Commissioner of Community Policing in the Uganda Police Force, ACP Anatoli Muleterwa who also called on the youth to be law abiding citizens and avoid violence and crime. He reechoed the youth in saying the slums had many talented youths who needed a boost. He thanked the university for the project which he hoped will impact the lives of the youth, their homes and their communities.

CEES Launches Research to Evaluate Blended Learning



The Guest of Honour-Prof. Mary J N Okwakol (C) and the Deputy Vice Chancellor (Academic Affairs)-Dr. Umar Kakumba (3rd R) are joined by R-L: Deputy Principal CEES-Dr. Paul Birevu Muyinda, the Principal Investigator Dr. Arthur Mugisha, UCU Chair ODeL-Dr. Stephen Kyakulumbye, Dr. Alex Okot and Ms. Juliet Nabirye during the launch of the Comprehensive Evaluation of Blended Learning Uptake at Makerere University on December 14, 2021, CTF2 Auditorium, Makerere University.

The College of Education and External Studies (CEES) has launched research to evaluate the processes and outcomes of blended learning at Makerere University. Blended learning is a teaching approach that combines physical classes with online learning.

Blended learning uptake at Makerere University has since become a necessity following the outbreak of the Covid-19 pandemic which saw the closer of all learning institutions.

Speaking during the launch, Dr. Arthur Mugisha, the Principal Investigator of the project said his team will evaluate the learners' satisfaction and the different modes of delivery.



The Principal Investigator, Dr. Arthur Mugisha.

“We shall document the learners’ challenges, establish solutions to the challenges and document proposed ideal blended learning approaches which take care of the learners needs and expectations,” Dr. Mugisha said.

It was noted however, that although blended learning became popular during the pandemic, the pedagogy had started in 1991 with student of Bachelors of Education External of B. Commerce External, the Deputy Vice Chancellor in charge of Academics Affairs, Prof. Kakumba Umar revealed.

Professor Kakumba noted that the Open Distance e-learning system (MUELE) is something that should have been embraced and taken seriously when it was first introduced in the University in 1991.



The Chief Guest Prof. Mary J.N. Okwakol (L) and DVCAA Dr. Umar Kakumba (R).

Prof. Kakumba said after the senate approval of the e-learning module in 2014, the office of academic affairs saw it fit to institutionalize e-learning hence the creation of the Institute of Online and Distance E-learning (IODEL) which was approved in 2015. The DVC noted that before the pandemic, 30% of the University colleges were enrolled on the [Makerere University](#) E-Learning Environment, but this has changed, seeing 100 % enrollment by colleges.

With the growth of blended learning update, the university has engaged in various activities to ease the uptake of e-learning at Makerere. Some of the things the university is doing, according to Prof. Kakumba include;

- IODeL benchmarking on online course design.
- Staff capacity building in online utilisation of emergency ODeL courses development.
- Student capacity building for emergency ODeL awareness and practicability.
- Needs assessment for staff and students in the use of ODeL for teaching and learning.
- NCHE Approval of emergency ODeL



The Deputy Principal CEES, Dr. Paul Birevu Muyinda addresses participants.

As revealed by Dr. Mugisha, the onset of the Covid-19 pandemic forced the university to implement blended learning across all programmes in the university. “For sustainability and to ensure the full potential of blended learning is achieved, the project proposes to comprehensively evaluate the adoption and utilization of blended learning with focus on students’ participation, expectations and benefits accruing from the mode of teaching,” Dr. Mugisha said.

In order to ensure proper findings and evaluation for the blended learning pedagogy, Dr Mugisha said the project intends to use primary data collected from 380 respondents in 10 colleges of the University and this will be from a cross-sectional survey design employing a mixed research approach. Focus group discussions shall be held with system administrators while face-to-face discussions will be held with key informants.



Prof. Mary J. N. Okwakol addresses the participants.

This kind of survey will enable them develop long lasting strategies to ease the use of blended learning at the University as it is the new normal in the academic sphere.

The occasion was graced by the Executive Director of National Council for Higher Education, Prof. Mary J. N. Okwakol, who said it is high time the country started an open and e-learning university.

“At some point I thought we were almost there; I don’t know what happened. Countries like Tanzania, Malaysia and the University of Nigeria that have open learning, have a student enrollment of over 70,000 students,” she noted.



Dr. Stephen Kyakulumbye, Chair Centre for Open Distance Learning and CPD, Office of the DVCAA, UCU.

Most of the things to be put into consideration for a successful blended learning as pointed out by the Deputy Vice Chancellor (Academic Affairs) of Uganda Christian University (UCU), Rev. Dr. J. Kitayimbwa, included the attitude both from students and lecturers, skilled personnel, internet accessibility, possession of tools or gadgets to use, efficiency among others.

[Makerere University](#) Guild President-elect Shamim Nambassa speaking on behalf of the student community called upon the stakeholders to lobby the Ministry of ICT to scrap off the 3% tax on internet bundles to enable students easily access their classes because “the bundles are already expensive.”



87th Guild President, H.E. Shamim Nambassa.

The project team include Dr. Arthur Mugisha as the principal investigator, Dr. Harriet Najjemba co-Principal Investigator, Dr. Paul Birevu Muyinda, Dr. Jessica N, Aguti, Mr. Joshua Bateeze, Dr. Aine Robert.

Web-based correspondence or distance education was pioneered in South Africa by the University of South Africa in 1946 a thing that shows that blended learning has been in existence for many years but its uptake has been slow until the outbreak of the Covid-19 pandemic.

CEES to offer Soft skills Training to Police Officers



The Principal Investigator, Dr. Badru Musisi (Front Row Centre) with members of the research team and participants during the training, 30th November 2021.

The College of Education and External Studies (CEES) is to start equipping Uganda Police Force (UPF) officers with soft skills. The training will be conducted by a team of researchers led by Dr. Badru Musisi and Dr. Joyce Bukirwa Rebecca. The project; Promoting Community Policing by Integrating Soft-skills in Uganda Police Training Programs, is funded by the Makerere University Research and Innovations Fund (RIF).

The project seeks to augment Community Policing by integrating Soft Skills in Uganda Police Force training programs.

While UPF is rated among the best forces in the region, the same cannot be said about its image. The discrepancy between the force's performance and the way it is perceived by the public is due to the widening social-distance between UPF and the community it needs to collaborate with.

The Principal Investigator of the project, Dr. Badru Musisi, attributed this to the officers' limited display of soft-skill policing.

"Yet, a professional blend of hard and soft skill policing is the cornerstone for effective Community Policing," he emphasized.



Participants take part in a group exercise.

Dr. Musisi was speaking during the launch of the project on November 30th at Nican Hotel in Lweza. The stakeholder engagement was attended by various commissioners of police, directors, prisons officers, military officers, private security firms, legal officers, religious leaders, civil society, boda boda and Taxi operators among others.

It is hoped that the blend of soft and hard skills will enable UPF to collaboratively work with communities to keep Uganda safe and secure.

The research team intends to design a transformative, scalable and context specific framework to guide the police in its training and conduct.

Speaking during the opening of the meeting, the Director of Training, AIGP Golooba Godfrey Kiwanuka, thanked Makerere University for partnering with the Uganda Police Force to contribute to its professionalization, saying learning is a process that never ends.



AIGP Golooba Godfrey Kiwanuka (standing) addresses participants.

He thanked the university for its continued support to the force especially through the various short trainings offered as well as the masters training the university offers to UPF.

The project hopes to achieve some milestones in getting the police officers to use intra and inter-personal attributes such as:

- Cope with stress and manage stressful situations
- Relate with people, think critically and creatively;
- Use emotional intelligence to solve problems;
- Demonstrate good judgement, keep an open mind;
- Control one's impulse, display empathy/compassion
- Resolve conflict; de-escalate tense situations;
- Use effective verbal and non-verbal communication

Dr. Musisi said the project team intends to integrate Soft-skills in UPF training programs because owing to concerns for officer safety, police training curricula emphasize hard skills such as physical control tactics and weapons more than soft skills such as de-escalation skills and behavioral science.



Participants engage in a group discussion during the project launch on 30th November 2021 at Nican Hotel, Lweza.

He also noted that the power dynamics in police training schools in a way is a challenge to the Community Policing culture because in training schools, the tradition is that the powerless (police cadets), have to submit without question to the authority of the powerful (training staff). Failure to comply is punished by verbal abuse or physical punishment and yet the same cadets are expected to treat the powerless wanainchi in the community with dignity and respect.

“So, integrating empathy, compassion, impulse control etc., in police training programs can help to pacify the young Police officers,” Dr. Musisi emphasized.

PROJECT OBJECTIVES

- Determine the Soft Skills gaps in UPF training programs;
- Develop a catalog of the needed Soft Skills by benchmarking domestic and foreign police soft-skilling programs;
- Design a transformative, scalable and context-specific framework for embedding Soft Skills in UPF training programs;
- Train UPF trainers to integrate Soft Skills in police training programs using the framework designed.

PROJECT TEAM

1. Dr. Badru Musisi (PI)
2. Prof. F.M. Masagazi (CO-PI)
3. Dr. Joyce Bukirwa
4. Dr. Kasozi Ferdinand
5. Dr. Allen Nalugwa
6. Hajat. Nuliyati Nabiwande

Education and Covid-19 Symposium: Govt. Pledges Support to Schools



The Chairperson of Council, Mrs Lorna Magara (6th R) who represented the First Lady and Minister of Education and Sports, Hon. Janet Museveni, H.E. Kevin Colgan, Ireland's Ambassador-designate to Uganda and Rwanda (5th L), Vice Chancellor, Prof. Barnabas Nawangwe (4th L), Mr. Timothy Ssejjoba-MoES (3rd R) and other officials at the symposium on 24th November 2021.

The Ministry of Education and Sports is to offer some interventions to schools ahead of their re-opening in 2022. The Minister, in her speech delivered by the Chairperson of the Makerere University Council, Mrs. Lorna Magara, said the ministry would repair schools, review the school curriculum for recovery of lost time, orientation of teachers and students, promotion of safe and healthy learning environments through psychosocial support. The government also pledged to provide additional infrastructure to cater for the increased enrolment at primary one.

The Minister, Hon. Janet Museveni, was speaking during the opening of the symposium on Education and Covid-19. The symposium was organized by the College of Education and External Studies (CEES) in partnership the Ministry of Education and other development partners.

The symposium is the first of its kind to bring together major stakeholders in the education sector to deliberate on the impact of Covid-19 on education and come up with strategies that would take us through the pandemic and beyond. The outcomes of the discussions will result in the formation of a National Participatory Consolidated Plan of Action on Covid-19 and Education.

The First Lady in her speech noted that while people were anxious about the prolonged closure of schools, the risk associated with the hurried reopening especially of pre-primary, primary and secondary schools outweigh the benefits. Mr. Timothy Ssejjoba from the Ministry of Education said the Ministry was training school head teachers to prepare them for opening and ensuring they have enough information on Covid-19 and how to help the students. Mr. Ssejjoba said the Ministry may not completely do away with Distance and e-learning among schools until we have completely done away with the pandemic. This he said is to ensure safety of students.

Makerere University on its part has heavily invested in e-learning infrastructure. Ms. Magara said “the university council has strongly supported initiatives for building the adaptability of university systems and processes to the challenges presented by Covid-19.”

The university recently successfully held its first online examinations. It is envisioned that this mode of examination will continue amidst the pandemic. The Vice Chancellor, Prof. Barnabas Nawangwe, thanked the government for its continued support towards e-learning infrastructure especially through funding to the Research and Innovations fund of the university.

Participants called on the government to invest in teacher education because the quality of education depends on the quality of its teachers. “No country can develop when its education system is limping,” Dr. Mathias Mulumba, the Dean of the School of Education said. “The quality of a country’s education system determines the pace at which other sectors such as health, technology and others develop.”

The occasion was also graced by the Ambassador of Ireland, H.E Kevin Colgan. He thanked Makerere University and the Ministry of Education for organizing the symposium which gives people an opportunity to brainstorm on how to better the education system, address psychosocial impacts of the pandemic and school dropouts. He noted that there was an increase in teenage pregnancies and cautioned that we all must do more to realise the universal right to education.

The Principal of CEES, represented by Dr. Okot Alex, called on staff of Makerere University to play a pivotal role in training the human resource of the country. “Covid-19 has forced us to prepare for the unknown. We want to prepare our educators to be ready to manage the unknown,” Dr. Okot said. The principal called for collaboration, saying we don’t need to reinvent the wheel, sometimes we just have to collaborate and find solutions to community challenges.

The principal informed participants that CEES had established a good distance and e-learning platform to spearhead alternative modes of teaching. The Institute of Distance and e-learning has developed MUELE, an online teaching and learning platform that the university fully embraced during the pandemic.

He appreciated the management of the university for the support given to the college and the Ministry of Education and Sports for the support given during the planning and execution of the symposium.

The symposium was supported by the Embassy of Ireland, UNICEF, Uwezo, Action, CRANE and Link Partners among others.

CEES Launches Teacher Education Project to Offer Masters & PhD Scholarships



The Principal Investigator and Deputy Principal of CEES, Assoc. Prof. Paul Birevu Muyinda addresses stakeholders at the CABUTE Project Launch on 10th November 2021 in the Multimedia/E-Learning Room, CTF1, Makerere University.

The College of Education and External Studies (CEES) today 10th November 2021 launched the teacher education project, a project intended to support the implementation of the National Teacher Policy. The project, is a collaboration between Makerere University, Kyambogo University, Uganda National Institute of Teacher Education and University of Bergen.

The project, Capacity Building for Research-Based Teacher Education (CABUTE), will offer 16 masters scholarships, 8 PhD scholarships, 4 post-doctoral fellowships for researchers in the field of teacher education. The project will also put in place infrastructure for training of music education teachers, mathematics education, English Language Education and the foundations of education. The Principal Investigator and Deputy Principal of CEES, Assoc. Prof. Paul Birevu Muyinda, said each of the partner institutions will also benefit from infrastructure development.

The college Principal, Prof. Fred Masagazi Masaazi, expressed the university's willingness to support the implementation of the National Teacher policy and ensure that the country gets quality teacher and teacher educators. He thanked the Vice Chancellor and the university management for the continued support towards research.

Speaking at the launch of the project, the Minister of State for Higher Education, Hon. J.C Musingo, challenged the researchers to find solutions to the issues affecting the education sector.

He said a comprehensive study supported by UNESCO on teacher issues in Uganda in 2014 had identified a number of teacher issues affecting the quality of education in Uganda, saying, a conference of this kind can go a long way in creating an opportunity for presenting and ably discussing evidence-based solutions to some of the challenges the education sector in the region is facing.



Some of the stakeholders that attended the CABUTE Project Launch.

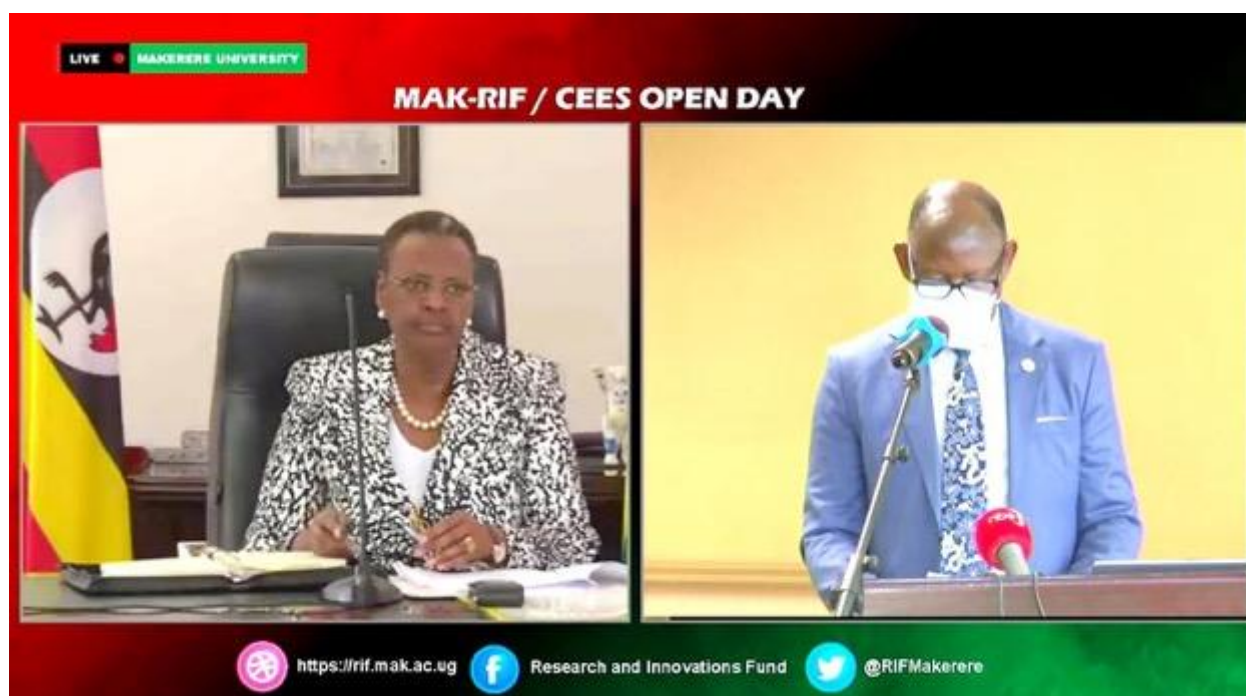
The National Teacher Policy has proposed several key policy shifts as listed:

1. The minimum entry qualification to teacher training is Senior Six or its equivalent. The implication is that there will be no more admission of S.4 leavers to Teacher Training Courses. Implementation starts in 2021.
2. Pre-entry assessment of prospective teachers will be undertaken by Teacher Training Institutions to assess their attitudes and commitment to teacher training and to the profession.
3. Minimum qualification for teaching at all levels of education (pre-primary, primary, secondary, tertiary) is a Bachelor's Degree in Education. This means that all current teachers and teacher educators need to upgrade within a period of 10 years of transition provided for in the policy, and also all curricular have to be upgraded.
4. All teachers will be adequately equipped with 21st century skills such as effective communication, problem-solving skills, critical thinking, collaboration and digital literacy skills, among others.
5. The Bachelor's Degree shall last four years. Three years at the teacher training colleges, and the 4th year shall be dedicated to internship.
6. All teachers who meet the requirements of the profession will be enrolled on the Roll of Teachers to practice by the National Teacher Council.
7. Continuous professional development is to become compulsory.
8. All heads of education institutions shall undertake compulsory training in educational leadership and management.
9. The policy provides for specialization in three career pathways, namely: Teaching, management, and specialist (curriculum, inspection, etc.) after the basic training as a graduate teacher.
10. Teacher remuneration and incentives will be progressively addressed to ensure teachers are motivated, their professional image boosted, their working environment improved, and they have clear career prospects.

To this end, the CABUTE project will facilitate the implementation of the National Teacher Policy by strengthen the quality of post graduate training at Masters and PhD levels, increase the competence and capacity of higher education faculty and teacher educators, improve institutional small-scale infrastructure and equipment and improve gender equality and inclusion of marginalized groups in teacher education and research, among others.

The Principal Investigator of CABUTE in Norway, Prof. Steiner Saetre, said the project will focus on four subjects; English language, Mathematics, Music and General Education. "We will invest in infrastructure development, inform of digital tools for distance learning," he said. He said CABUTE will support staff from Norway and Uganda to collaborate on research projects and co-write with each other. He is hopeful that the research to be undertaken will address the challenges that the education sector is facing.

Education Minister Expresses Readiness to use Scientific Findings to Revive Sector



A screenshot of the First Lady and Minister of Education and Sports, Hon. Janet Museveni (L) and Vice Chancellor, Prof. Barnabas Nawangwe (R) addressing the Mak-RIF CEES Open Day on 7th October 2021, CTF1, Makerere University.

The First Lady and Minister of Education and Sports, Hon. Janet Kataaha Museveni while presiding over the Makerere University Research and Innovations Fund (Mak-RIF) College of Education and External Studies (CEES) Open Day has expressed Government's and her Ministry's preparedness to learn from the scientific evidence generated by research and innovations to guide the sector's recovery from the effects of COVID-19.

The Open Day held physically in the Central Teaching Facility 1 (CTF1) and streamed online to a virtual audience on 7th October 2021 was based on the theme ***"Education Research for Sustainable Development"***. It was graced by the Chairperson of Council Mrs. Lorna Magara, Vice Chancellor Prof. Barnabas Nawangwe, Chairperson Mak-RIF Grants Management Committee (GMC) Prof. William Bazeyo, University Secretary Mr. Yusuf Kiranda, Principal CEES Prof. Fred Masagazi Masaazi, Deputy Principal CEES Assoc. Prof. Paul Birevu Muyinda, Staff as well as Students.

"The Government is committed to supporting research and innovations in Universities, as you really now know, to provide high quality data to inform policy decisions. I want to encourage you to prioritise projects that are crucial to social and economic transformation" remarked the Honourable Minister.

She particularly took note of the ***“Inter-disciplinary Enhancement of Science Education in the Uganda Primary Thematic Curriculum”*** project as timely. The project among other objectives sought to appraise the importance of folklore in the teaching and learning of science in lower primary education.

“I think it is time that we find a way to bring out those issues in science that make sense to each child at a primary level in their mother tongue. That is when science will make sense to us and we will become transformational” urged the First Lady.

She lauded the researchers and University for the individual and institutional efforts to support the Education sector’s development and review of curricula at various levels, development of a National Teacher Policy as well as the Early Childhood Development Framework. She equally acknowledged Makerere’s support to the establishment of the Uganda National Institute of Teacher Education as well as to the ongoing development of the Digital Agenda of the Education and Sports sector.

“The Ministry appreciates all these contributions and I call upon you to continue supporting the Ministry in all possible ways – you must understand that a strong Ministry of Education is a strong sector of National Education throughout the country” she said.

The Minister commended the Mak-RIF GMC for identifying projects with the capacity to influence national development, noting that “the showcase projects are testimony that the funds are being properly utilised and it is my prayer that universities continue to do more and indeed live the purpose for which they exist as knowledge hubs for development.”



Some of the Principal Investigators, Researchers from CEES and the audience that attended the Mak-RIF CEES Open Day listen to proceedings.

She applauded the University Council and Management for the efforts to support continuity of learning for students, and urged all in attendance to join hands and mobilize staff and students to get vaccinated in preparation for the reopening of tertiary institutions on 1st November using a staggered approach.

The seven presentations by CEES at the dissemination included;

1. Investing in Data and Research to Inform Education Policy by Prof. Anthony M. Mugagga,
2. Resilient Communities for Quality Primary Education in Uganda (ReCoPE) by Mr. Philemon Mukisa & Mrs. Alice Nankya Ndidde,
3. Enhancing Continued Learning to Rural Contexts during the COVID-19 Lockdown: Case of Kyotera District Rural Contexts by Dr. Tom D. Balojja,
4. Mapping Makerere University's Capacity to Mainstream e-Learning in University Education by Dr. Michael Walimbwa,
5. Pedagogical Leadership for Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to work (PLASHE-WILL) by Dr. Ronald Bisaso,
6. Using Blended Learning to Fast Track Capacity Development for Teachers Implementing the Lower Secondary School Curriculum (BL4CD) by Dr. Paul Birevu Muyinda and
7. Inter-disciplinary Enhancement of Science Education in the Uganda Primary Thematic Curriculum by Dr. Henry Busulwa.

The Chairperson of Council Mrs. Lorna Magara in her remarks welcomed the First Lady to CEES her college where she is a treasured alumna, and thanked her for the charismatic leadership of Uganda's Education sector during the COVID-19 pandemic.

She noted that the Open Day had been made possible with generous support from Government to Research and Innovations at Makerere University to the tune of UGX 30 Billion annually and on behalf of the University leadership sincerely appreciated the gesture.

"The College of Education and External Studies has been a centre of excellence in pedagogy since the founding of the School of Education. Presently we have challenged the college to deliver research and innovations that prepare responsive professionals for the emerging realities in teaching and learning including globalization and technology and the COVID-19 situation and I can say that they have responded well" remarked Mrs. Magara.

The Chairperson of Council added that Makerere has relied on CEES for leadership through the Institute of Open, Distance and e-Learning (IODeL) to deliver the blended learning model, which enabled teaching and student assessment to continue during the COVID-19 lockdown.



The Vice Chancellor, Prof. Barnabas Nawangwe delivers his remarks.

The Vice Chancellor Prof. Barnabas Nawangwe in his remarks prior to the Chairperson's welcomed the First Lady and Honourable Minister "home" and sincerely thanked her for the

support in obtaining Cabinet approval for funds to reconstruct the University's iconic Main Building.

He noted that Makerere was already taking giant steps one year into implementing her ten year strategic plan aimed at making her a research-led University, thanks to the generous support from the Government of Uganda through Mak-RIF and the Presidential Scientific Initiative on Epidemics (PRESIDE).

"The two interventions by Government have enabled us to improve our research infrastructure and avail funds to our researchers. Practically every College, School and Department is now engaged in research and development activities" appreciated Prof. Nawangwe.

The Vice Chancellor acknowledged the central role played by CEES in enabling the University to continue conducting teaching and assessment despite the challenges posed by COVID-19. "We are happy to share the expertise developed at Makerere with our sister universities in Uganda."

He added that the seven research projects presented at the Open Day were proof of Makerere's enormous capacity to find solutions to the challenges that face Uganda's Education system right from Pre-Primary to Universities, especially in the wake of COVID-19. The Vice Chancellor renewed the University's call to Government to fund graduate student education, noting that this would help the country to develop faster.

"Honourable Minister, Makerere is ready to support you in your enormous task of enabling recovery of the Education sector from the effects of COVID-19, and I would like to believe that the presentations that you have listened to and seen are testimony to that readiness" affirmed the Vice Chancellor.



A screenshot of the First Lady and Minister of Education and Sports, Hon. Janet Museveni (Top R), Chairperson of Council, Mrs. Lorna Magara (Bottom) and Prof. William Bazeyo (Top L) as the latter made his remarks during the Mak-RIF CEES Open Day.

Speaking on behalf of the Mak-RIF GMC, the Chairperson Prof. William Bazeyo paid tribute to Hon. Janet Museveni for being that Minister of Education and Sports that inspired Makerere to become a research-led University. “We responded to your call and here we are to show the fruits of what you inspired us to do and we sincerely thank you.”

He thanked the Chairperson of Council for embracing the Minister’s vision for Makerere University to become research-led and the Vice Chancellor for taking up the mantle. “Getting Makerere to have this research and come up with findings that help Government and respond to national development goals is not easy and I want to thank you Professor Nawangwe.”

Prof. Bazeyo equally paid tribute to the College Principals and researchers for coming up with projects that will impact the Ugandan society saying, “I want to thank my colleagues and congratulate the Principal and your team for the great job done.”

On this note, he was pleased to inform the Honourable Minister that findings from one of the projects ***“Enhancing Continued Learning to Rural Contexts during the COVID-19 Lockdown: Case of Kyotera District Rural Contexts”*** revealed that the greatest impact on teaching and learning during the COVID-19 lockdown had been as a result of the teaching materials whose distribution she strongly advocated for.

“And now we have evidence to show that what the Ministry (of Education and Sports) did was the right thing” added Prof. Bazeyo.



A screenshot of the First Lady and Minister of Education and Sports, Hon. Janet Museveni (Top R), Chairperson of Council, Mrs. Lorna Magara (Bottom) and Prof. Fred Masagazi Masaazi (Top L) as the latter made his remarks during the Mak-RIF CEES Open Day.

The Principal Prof. Fred Masagazi Masaazi in his address thanked the First Lady and Minister for accepting the invitation to grace the Open Day. “This is an important day in many ways; first, we are proving our capacity as a College in contributing to National Development through posing questions on Education issues and providing answers to some.”

He added that as Makerere University marks 100 years of service and contribution to the world, CEES had commenced her celebrations with the Open Day, and preparations were underway to host a reunion day for the College’s alumni adding, “We are hopeful that our Chief Guest will join us.”

Prof. Masagazi Masaazi shared that their research findings had indicated that the education sector was not likely to go back to the pre-COVID-19 school setting, but was well primed for change through innovative re-imagination. He cited curriculum, instructional materials, assessment, teacher preparation, retooling of teachers, leadership, and leadership development as some of the areas that would need to be innovatively re-imagined.

The Principal pledged his college’s commitment to continue providing innovative education solutions through the establishment of the Makerere University Institute of Teacher Education Research, “which will mainstream and further institutionalize cutting-edge research on teacher education in Uganda and beyond.”

EBoML Project Proves Boda-Boda Riders Can Learn on the go



Part of the audience that attended the Mak-RIF EBoML Project Research Dissemination workshop in the AVU Conference Room, College of Education and External Studies on 28th May 2021.

Enhancing Behavioural Change of Boda-Boda Riders in Uganda Using Mobile Learning (EBoML) is a three-year project initially funded for one year by the Government of Uganda through the Makerere University Research and Innovations Fund (Mak-RIF). The goal of EBoML is to professionalise the Boda-Boda industry in Uganda using Mobile Learning (mLearning) for positive behavioural change of Boda-Boda riders. The project is being implemented in partnership with the Ministry of Works and Transport (MoWT), Ministry of Gender, Labour and Social Development (MoGLSD) and Boda-Boda riders from the two pilot districts of Wakiso and Namayingo.

Speaking at the EBoML Research Dissemination Workshop held on Friday 28th May 2021, the Deputy Principal, College of Education and External Studies (CEES) and EBoML Principal Investigator (PI) Dr. Paul Birevu Muyinda noted that although the Boda-Boda industry employs more than 50% of youth, it lacks order, the riders have limited or no savings and they face a myriad of health risks.

Furthermore, riders by the “nomadic” nature of their work cannot be gathered into the organised classroom settings and given one-off training on behavioural change. The solution; take learning to the beneficiaries wherever they are, provided they have a smartphone and an internet connection.

“We therefore developed a multimedia-based Positive Behavioural Change virtual mLearning Environment (PBC-mLE) for self-paced and/or assisted lifelong learning in; safe-driving principles, health-living and entrepreneurship” remarked Dr. Birevu.

The PBC-mLE was then rolled-out in the pilot districts, evaluated and the purpose of the dissemination workshop was to present findings from that exercise.

Presenting findings from the Entrepreneurship Module, Mr. Turyakira Nazarius shared that the majority of Boda-boda riders (83%) knew the importance of saving and 69% were in the habit of saving regularly, with only 5% admitting to never having saved. The majority (40%) preferred to save with the Boda-Boda scheme, while a third (33%) opted to keep their savings in a secret location at home. 14% saved with a bank, 8% saved with a trusted person and 5% used other undeclared methods.

Further analysis revealed that solving daily household demands and paying school fees at 22% each accounted for the largest expenditure of savings. These were followed by buying household assets and caring for parents at 16% each, servicing loans (7%) and other expenditures (17%).

The Boda-Boda riders were also asked to share the most important skills they would wish to acquire. At 26%, the need for skills on how to secure more capital topped the riders aspirations. This was followed by basic knowledge about the Boda-Boda business at 22%, Marketing at 19% and Customer care at 16%. Record keeping accounted for 13% of the responses while 4% aspired to learn other skills in areas such treating cattle diseases.



The Deputy Principal CEES and EBoML Project PI, Dr. Paul Birevu Muyinda addresses the workshop.

At the end of the entrepreneurship module, riders were expected to know; the different ways of saving, the different types of businesses, good customer care practices and how to use savings from Boda-Boda riding to start up another business.

“Being a service industry, good or bad hygiene impacts directly on the riders’ lives and those of their customers thereby having an impact on the business” remarked team member, Ms. Lillian Mbabazi from the Department of Performing Arts and Film (PAF) as she presented findings from the Health and Safe-Living Module.

Findings revealed that 66% of Boda-Boda riders acquire health information from their fellow riders or friends, 51% from healthcare providers and 50% from family or the mass media. Other riders reported that they secure information from; health outreaches, social media, school or classes, herbalists, the internet and other sources.

A number of health issues were reported to impact the lives of Boda-Boda riders. Accidental injury, hygiene and substance abuse had the highest recorded impact at 80%, 44% and 42%

respectively. Additionally, intentional injury and violence accounted for 38%, unwanted pregnancy and parenting-28.7%, Sexual health-27% and obesity-11%.

Boda-Boda riders reported a number of barriers they faced in accessing healthcare. These, in order of priority included; high costs, long waiting lists, embarrassment, lack of knowledge, long distances to facilities, time constraints and language barrier among others.

Furthermore, healthy eating, emergency services and dental services at 53%, 52% and 45% respectively were reported by the riders as aspects of healthcare that lacked sufficient information. Others reported were; mental health, prolonged disease or condition management, education about physical activity, primary health care, substance abuse and treatment, and reproductive health.

Boda-Boda riders when not on the move are usually stationed at designated stages. Under personal and workplace hygiene, only 30% of riders reported that they had access to running water for handwashing. Additionally, while 83% of riders admitted to bathing three or more times a week, 6% said they bathed only once a week. On the bright side, 39% of the riders admitted to bathing twice a day.



Ms. Lillian Mbabazi (R) assisted by the day's Emcee, Dr. Godfrey Mayende (L) prepares to make her presentation on the Health and Safe-Living Module.

In terms of risky sexual behaviour, whereas 65.7% of the riders reported that they had sex with one to two sexual partners in the past 12 months, 23% had engaged in sex with three or more women in the same period. On an alarming note, 57% of the riders reported that they did not use a condom in the past six months prior to the survey.

Engaging with multiple sexual partners is a high-risk sexual behavior especially in the absence of condom use. The researchers therefore sought to find out the number of women impregnated by the riders in the last twelve months. Whereas the majority (53%) reported that they hadn't impregnated any women in the period, 36% had impregnated one, 6% two, 4% three and 1% four or more.

Further examination of the relationship between riders and the women revealed that whereas 35% had impregnated their wives and 5% their girlfriends, disturbingly, 1% had impregnated a student and another 1% a stranger. 4% admitted to impregnating a girl/woman who was neither a wife, nor a girlfriend, nor a student, nor a stranger. The majority (54%) opted not to state their relationship with the woman they impregnated.

Transactional sex between Boda-Boda riders and clients who fail to pay cash for their trips has often been talked about but with no figures of its extent. Findings from the EBoML team revealed that whereas 88% of Boda-Boda riders reported that they do not engage in transactional sex, 12% admitted to engaging in the practice.

Away from the health and safe-living, the third and final module on Safe-Driving revealed that 63% of Boda-Boda riders sampled had less than five years of riding experience. Nevertheless, 12% admitted to having more than ten years of riding experience and the rest (25%) had six to ten years of experience.

Adulthood is a regulatory requirement for operation of motor vehicles because maturity is considered a critical factor for decision making. The project therefore sought to ascertain at what age the riders first operated a motorcycle. Whereas the majority of riders (84.6%) said that they were 18 years and above at the point of first riding, 6.8% admitted to have started riding while still below 18 years of age. 8.6% of respondents said they were more than 30 years of age at their first riding attempt.



Ms. Nazziwa Sharifah represented the Permanent Secretary, Ministry of Gender, Labour and Social Development (MoGLSD) at the workshop.

A driving permit is a legal requirement for every Boda-Boda rider. That notwithstanding, only 13% of respondents were in possession of a driving permit, with the majority (87%) having never acquired one. A further analysis of the reasons as to why riders didn't possess permits revealed the expense involved as the biggest deterrent at 75%. Other reasons cited were; ability to freely ride without a permit (34%), ignorance of permit acquisition procedures (43%) and no time to process the permit (10%). Despite not possessing driving permits, 90% of Boda-Boda riders claimed to know the rules governing the road usage.

The pilot also sought to determine the leading causes of Boda-Boda accidents. Crossing animals at 43.5% were cited as the leading cause, followed by over speeding and other motorists/Boda-Boda riders at 41.5% and 30.5% respectively. Other causes cited included; poor mechanical condition of motorcycles, struggling for passengers with peers, overloading, excitement during celebrations, drink driving and other causes at 21.5%, 16%, 15.5%, 11%, 8.5% and 6.5% respectively.

In terms of training needs under this module, the majority (66%) of riders required training in basic mechanics to help reduce their expenses at the garage. Additionally, 65% required training in road safety while 4% preferred training in both defensive driving and understanding road signs.

The dissemination workshop would have been incomplete without feedback from the project beneficiaries. Speaking on behalf of the Boda-Boda riders, Mr. Ayebazibwe Rogers and Mr. Alibe Jonathan both based in Wakiso District thanked the EBoML team for according them the opportunity to access lifelong learning without interrupting their work schedules. The riders highlighted some of the valuable lessons learnt in each module as;

Under the Entrepreneurship Module:

- How best to start up a small scale business alongside the Boda-Boda job
- Importance of saving money even the least earnings and why one should save
- Customer care
- How to deal with losses
- Book keeping
- Good work ethics and appreciating the value of work

Under the Safe-Driving Module:

- Importance of the wearing helmets and protective gear
- Defensive driving
- Simple mechanics
- Importance of road signs and colour codes
- Smartness and presentability
- Road use in consideration of other road users

Under the Health and Safe-Living Module:

- How to avoid use of drugs and narcotics

- How to avoid pregnancy and sexually transmitted diseases (STDs)
- Healthy dieting
- Good personal hygiene
- A health body is the primary tool of work
- A healthy rider attracts more customers

The riders' representatives nevertheless asked that the learning materials be adapted into simpler English and make use videos/illustrations that are relevant to the Ugandan setting.

In her remarks, Ms. Nazziwa Sharifah who represented the Permanent Secretary (PS), MoGLSD expressed her Ministry's gratefulness at being part of the project. She said the Ministry under its Department of Occupational Safety and Health inspects workplaces for safety standards and investigates accidents, occupational diseases and dangerous occurrences. She noted that though informal, the Boda-Boda industry, was an asset to the National workforce.

"I therefore encourage Boda-Boda riders as assets in our workforce to always ensure that they wear their helmets and maintain good personal hygiene and health practices" she said.

Ms. Nazziwa reassured participants of her Ministry's readiness to protect the rights and safety of all workers, the majority of whom are youth. She equally recommended that since the majority of the Boda-Boda riders were either illiterate or semi-literate, the EBoML project should translate learning materials into local languages so as to reach more beneficiaries.

The MoGLSD representative also shared that the Green Jobs and Fair Labour Market Programme under her Ministry is tasked with, among other objectives, providing support to youth and women in form of affordable credit and grants at both individual and group levels. She therefore urged the Boda-Boda riders to always value their group schemes.



Mr. Katunguka James represented the Permanent Secretary, Ministry of Works and Transport (MoWT) at the workshop.

Representing the PS, MoWT, Mr. Bageya Waiswa, the Senior Road Safety Officer in the same ministry, Mr. Katunguka James commended CEES for the EBoML innovation that is going to tremendously address behavioural change among Boda-Boda riders and improve road safety. Pointing to the over 3,500 lives lost per year due to road traffic accidents, the PS said there was need for a multi-sectoral approach to influence the behaviour of road users in order for Uganda to achieve the 50% reduction in road traffic fatalities target by 2030.

“Riding competence and discipline is a key foundation for road safety that demonstrates the rider’s abilities to use the road without endangering his/her life or other road users” he explained.

He added that findings by the EBoML project findings would go a long way in helping Government to develop scientifically proven evidence-based interventions aimed at improving behavioural change of Boda-Boda riders in Uganda.

Mr. Bageya in his speech read verbatim by Mr. Katunguka equally pledged his Ministry's support and continued partnership with CEES and promised that MoWT would spearhead the implementation of project findings.

He challenged every participant to play to play their part in sustainable road safety enhancement, concluding that "Road safety begins with you, with me and road safety is a shared responsibility."

CEPIDE Lays Ground for Innovative Doctoral Education in Ugandan HEIs



The Vice Chancellor-Prof. Barnabas Nawangwe (R) addresses participants as L-R Dr. Nora Mulira-NCHE, Dr. Sabrina Kitaka - Mak-RIF GMC and Mr. Timothy Sejjoba-MoES listen at the CEPIDE Research Dissemination, 28th January 2021, CTF2, Makerere University, Kampala Uganda.

CEPIDE is an acronym for the Capability Enhancement Project for Innovative Doctoral Education at Ugandan Universities (CEPIDE). Funded by the Government of Uganda under the [Makerere University](#) Research and Innovations Fund (Mak-RIF), this two-phase project aims to build institutional capacity and individual capabilities of doctoral supervisors at Ugandan universities by giving rise to a shift from traditional modalities to innovative approaches of doctoral education.

On 28th January 2021, stakeholders gathered in the Central Teaching Facility 2 (CTF2) Auditorium, Makerere University, to receive findings from Phase one of the project. This phase entailed conducting a baseline study of the state of doctoral education in Uganda. Phase one will also

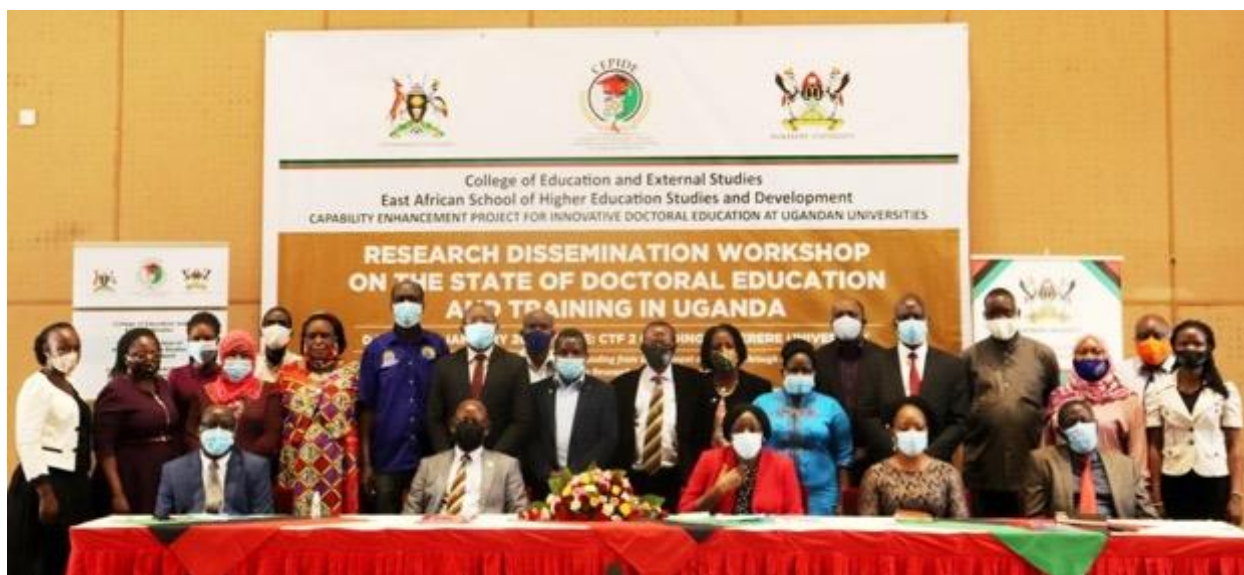
involve writing a course module for a specialized blended capacity building training for supervisors of doctoral candidates at Ugandan universities. Phase two on the other hand will involve implementing the course module developed in phase one as well as creating a database and an online platform for e-networking, knowledge sharing and professional support among doctoral supervisors in Ugandan universities.

The East African School of Higher Education Studies and Development (EASHESD) under which CEPIDE falls has aligned its activities along four thematic areas namely; Policy and advocacy, Research and Innovations, Leadership and Management, and Training and Learning. These thematic areas position EASHESD to contribute to research in the understanding of the field of higher education, with the CEPIDE study intricately feeding into this.

EASHESD is predominantly a graduate School offering Masters and PhD programmes and as such, the CEPIDE study on improving the quality of Doctoral Education and Training in Universities in Uganda is a fulfillment of its mandate. Addressing the dissemination workshop, the EASHESD Dean Dr. Ronald Bisaso elaborated that CEPIDE study is aligned to the School's own practice and grounded in research undertaken therein.

"As Dean, I am happy to note that the members of staff from the East African School of Higher Education Studies and Development wrote proposals and received funding to support three projects under the Makerere University Research and Innovations Fund (MakRIF). These projects include: i. Capability Enhancement project for Innovative Doctoral Education at Ugandan Universities (CEPIDE), ii. Enhancing Women to Leadership positions in Universities in Uganda (WOLEP) and iii. Pedagogical Leadership of Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to Work (PLASHE-WIL).

"Through the aforementioned research projects, the School has ensured that key stakeholders namely female Vice Chancellors, the National Council for Higher Education (NCHE), National Planning Authority (NPA) and the Ministry of Education and Sports (MoES) participate in the research projects as well as actively engage with researchers during the dissemination of findings on higher education" remarked Dr. Bisaso.



Seated L-R: Dr. Paul Birevu Muyinda, the Vice Chancellor Prof. Barnabas Nawangwe, Dr. Nora Mulira-NCHE, Dr. Sabrina Kitaka – Mak-RIF GMC and Mr. Timothy Sejjoba-MoES with CEPIDE PI-Dr. Irene Etomaru (In Blue 2nd Row) and other participants at the Research Dissemination, 28th January 2021, CTF2, Makerere University.

He concluded by saying that the involvement of key stakeholders in research and dissemination has enabled EASHESD to build a network that connects research in higher education with Government agencies that focus on higher education and development as well as universities in Uganda.

Presenting an overview of the project, the Principal Investigator (PI) Dr. Irene Etomaru said the study was driven by the acute shortage of a critical mass of doctorates with requisite knowledge and skill sets to undertake translatable research and train innovative researchers in Uganda. “There are only about 26 researchers per million inhabitants in Uganda, which is well below the world average of 1,083, about 1,000 PhD holders in various disciplines are unevenly distributed across the academia, government ministries, agencies and research institutes and 80% of these are at Makerere University.”

The PI shared that through CEPIDE, it is envisaged that an Enhanced Postgraduate Environment (EPE) will be created in Ugandan universities. The EPE, she said, would lead to the nurturing of a new cadre of doctorates able to undertake translatable research, train innovative researchers as well as develop innovative models to address local societal needs and improve Uganda’s innovative capacity.

In terms of data collection, the CEPIDE team reviewed laws, plans, policies and reports, and held Focus Group Discussions (FDGs) with NCHE. Furthermore, they collected data from fourteen institutions offering doctoral education and training in Uganda and held in-depth interviews with a total of 49 participants.

Prof. Fred E. K. Bakkabulindi another member of the research team tasked with the role of mentorship then delved into the context and history of doctoral training in Uganda. Statistics for the period 1970-2020 revealed that Makerere University at 90% had the highest number of PhDs among the five doctorate awarding Public HEIs in Uganda. Mbarara University of Science and Technology (MUST) followed with 7.2%, Gulu University (GU) with 1.5%, Uganda Management Institute (UMI) with 1.1% and finally Kyambogo University (KyU) with 0.2%. The glaring difference in percentages could be attributed to the fact that whereas Makerere's statistics stretch back to 1970, the other four HEIs only started awarding PhDs in the 2010s with GU coming closest in 2013.

The statistics shared by Prof. Bakkabulindi further proved the unfortunate fact that doctoral education and training in Uganda is biased in favour of males. Only 23.4% of the total numbers of PhD graduates in the aforementioned 50-year period were female. UMI led the percentages with 45.5%, followed by Makerere at 23.6%, MUST at 20.5%, GU at 14.2% while KyU is yet to graduate any female PhDs.

Prof. Bakkabulindi also examined the Science Technology Engineering Mathematics (STEM) versus non-STEM dichotomy with telling results. KyU proved that it is a predominantly STEM HEI by producing 100% STEM PhDs. KyU was followed by MUST at 79.5%, Makerere at 67.6%, GU at 40%, while UMI produced none.



The Dissemination Moderators Dr. Tom Balojja (R) and Ms. Ritah Namisango (L) confer during the event

With the contexts established, it was time for the participants to hear the team's findings from their baseline study. Dr. Tom Balojja who also doubled as the day's emcee in delivering a summary of the findings shared that doctoral education and training in Uganda had low

throughput rates. Furthermore, doctoral education and training is biased in favour of males and STEM disciplines, and has its capacity concentrated in Makerere University.

He then went on to present the findings in detail, as espoused by the European Commission's Seven Principles of Innovative Doctoral Training. These seven are; Research excellence, Attractive institutional environment, Interdisciplinary research options (cross-disciplinarity), Exposure to industry and other relevant employment sectors, International networking, Transferable skills training and Quality assurance.

The CEPIDE study recommended that;

- Government of Uganda should integrate doctoral education and training in national development planning within the context of the policy objective of increasing the percentage of the GDP spending on Research and Development (R&D).
- National targets should be set and resources should be committed to achieve the set targets in order to address concerns about the inadequacy of the critical mass of researchers in the country.
- Government of Uganda should introduce a sufficient and well-structured legal framework necessary to regulate doctoral education and training. The legal framework should regulate the structure of doctoral programs and curriculum issues, support systems and staffing to improve the quality of the postgraduate training environment in HEIs in Uganda.
- Government of Uganda and institutions offering doctoral education and training should work out mechanisms which will enable them to work with the industry and other research institutions in promoting research and innovations.
- Institutions should transit from offering PhD by research to the taught PhD
- The scope of doctoral education and training should be broadened to incorporate other models of the doctorate such as PhD by coursework (taught PhD), Professional doctorates, Work-based doctorates.
- The role and funding of Doctoral Schools in Universities should be underscored to create enhanced postgraduate environment (EPE)
- More research and interventions into doctoral education and training in Uganda.

Reacting to the presentation, the Director Directorate of Research and Graduate Training (DRGT), Prof. Buyinza Mukadasi requested the NPA to come up with a PhD training strategy for Uganda that clearly outlines the demand for PhDs particularly in the industry as well as resources to train them. He emphasized the need to preserve the quality of PhDs trained as the drive for more PhDs is impressed upon HEIs. In the same breath, the Deputy Director DRGT, Dr. Robert Wamala advocated for a mechanism to ensure productivity of PhDs as a third factor to consider in addition to quantity and quality.



ED National Planning Authority-Dr. Joseph Muvawala (R) addresses participants as Dr. Sabrina Kitaka (L) and Mr. Timothy Sejjoba (C) listen at the CEPIDE Research Dissemination.

Dr. Paul Birevu Muyinda, the Deputy Principal College of Education and External Studies (CEES) in his remarks commended Mak-RIF for changing the terrain of research and innovations at Makerere University. “CEES was one of the Colleges that wasn’t attracting much funding but with the coming of Mak-RIF, we have seen a very significant increase from only two research Projects to twenty.”

He thanked NPA for accepting to conduct both virtual and physical training for staff at Makerere University who are interested in writing impactful policy briefs.

Dr. Sabrina Kitaka who represented the Mak-RIF Grants Management Committee (GMC) Chairperson, Prof. William Bazeyo commended the CEPIDE research team for recognizing that Makerere as a leader ought to strive to bridge the gap in doctoral training and education between itself and younger institutions. She thanked the Government of Uganda for providing funding to more than 500 Research Projects all aimed at informing national development priorities.

“The Volatility, Uncertainty Complexity and Ambiguity (VUCA) phenomenon created by the COVID-19 is teaching us how to be innovative by disseminating our findings both physically and online. Any innovation that results in training of scholars is not only exciting but brings closer the possibility of an education that is boundless” said Dr. Kitaka.



The Vice Chancellor, Prof. Barnabas Nawangwe (R) and Deputy Principal CEES, Dr. Paul Birevu Muyinda confer during the CEPIDE dissemination

Mr. Timothy Sejjoba who represented Dr. Jane Egau, Director for Higher Technical and Vocational Education and Training – HTVET, Ministry of Education and Sports (MoES) in his address congratulated Makerere University upon not only securing funding under Mak-RIF but also putting it to good use. “We believe that you are going to inspire other institutions to reach the heights that they should.”

He noted that the CEPIDE study had brought very interesting findings and conclusions to the fore and that his Ministry would be very glad to continue discussing these with HEIs. On the issue of quality assurance for PhDs Mr. Sejjoba advised that HEIs ought to be self-regulating so as to guarantee the brand of their programmes and graduates in the job market.

In his remarks, the Vice Chancellor, Prof. Barnabas Nawangwe congratulated the CEPIDE team upon delivering possibly the most important Mak-RIF seminar to-date, owing to its addressing of the University’s core strategic direction head-on. He equally thanked the Government of Uganda for providing; i. Funding for over 500 research and innovations through Mak-RIF, ii. Increasing the monthly salary of a Professor to UGX 15million, and iii. Funding infrastructure development for research. “We now have some of the best labs anywhere in the world and there is no reason why as a University we cannot drastically contribute to transformation of our society.”

He reiterated Makerere’s commitment to support other HEIs to build their capacity in doctoral training and teaching and commended the decision by the Higher Education Student Financing Board (HESFB) to start offering loans for postgraduate study at Higher Education Institutions (HEIs) in Uganda.



The Vice Chancellor, Prof. Barnabas Nawangwe makes his remarks at the CEPIDE study dissemination event

The Executive Director National Planning Authority (NPA), Dr. Joseph Muvawala in his address commended the ongoing policy work between the School of Economics, College of Business and Management Sciences (CoBAMS) and his authority, noting that this ought to be duplicated between other Schools and Government Ministries, Departments and Agencies. He shared that increasing number of graduate students seems to be sufficient condition for Uganda to take off in terms of economic development and emphasized the importance of Makerere University implementing its new 10 year strategic plan, which he described as “good”.

He advised the CEPIDE team and all researchers to improve their capacity to write policy briefs, noting that policy makers lack the time to read research papers in their entirety. “I am here to say that you have our full support as NPA and my colleague Dr. Mugendawala will draft a concept on how to connect graduates to industry.”

Concluding the day’s remarks, the Chief Guest Dr. Nora Mulira who represented the Executive Director NCHE, Prof. Mary Okwakol acknowledged that the Council as a participant in the CEPIDE study had gleaned a number of lessons to incorporate in the UNESCO instrument that feeds the state of Uganda’s Higher Education. She added that the study provided a number of options on how to advance the National PhD programme and thanked the Vice Chancellor for effectively using the funds received from Government of Uganda.

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