



# EXPLORATION OF INCLUSIVE TEACHING AND RESEARCH

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# Presentation Outline



- a) Understanding social exclusion
- b) Examine who are the excluded in teaching & learning
  - Profiles of learners - how much do we know of our learners?
  - Profiles of teachers - how much do we know of our teachers
- c) Exclusion in research
  - Profiles of researchers –who are the researchers?
  - Profiles of fields of research- Research paradigms
- d) Strategies for inclusive teaching and research



# Understanding social exclusion



Social Exclusion is *'The process in which individuals or entire communities are deliberately and systematically denied access to rights, opportunities and resources'* (Uganda National Social Protection Policy, 2015, MGLSD).

## NOTE:

- a) Society is stratified. Therefore not everybody enjoys rights, opportunities and resources in the same way or equally.
  
- a) Many of us do not regularly acknowledge or exercise personal responsibility in promoting equality and inclusive personal or social development.



# Who are the excluded learners in Makerere & other HEIs?



- a) Women, especially in
  - STEM disciplines
  - Other levels of Higher education apart from Universities
- b) Those from a disadvantaged socio-economic background – young single mothers
- c) Those who are struggling academically eg
  - Those involved in exam malpractices
- d) Victims of violence – eg gender based violence
  - sexual harassment
  - Incest
  - Domestic violence
  - Intimate partner violence



## Excluded learners...



- e) Those deemed socially deviant – gamblers, drug abusers, sex workers,
- f) Victim of disasters-eg human (wars-refugees) natural (floods,
- g) Students with disabilities- Who budgets for their welfare and academic requirements?



# Who are the excluded teachers and researchers?



## a) Women, especially

- In STEM disciplines
- In some Humanities disciplines eg Philosophy
- Other levels of Higher education apart from Universities
- Those who are married – work/life balance is tough
- Victims of gender based violence ie sexual harassment & domestic violence

## b) Those from a disadvantaged socio-economic backgrounds

## c) Persons with disabilities

## d) Ethnic minorities



# How does exclusion manifest in research ?



a) There are very few

- Women researchers
- People from poor socio-economic backgrounds
- Ethnic Minorities
- People with disabilities

b) Research in HE is predominantly STEM and a few areas of social sciences

- The links between disciplines and how they affect development is not adequately explored

c) Quantitative methodologies are privileged.

d) Research is still gender-blind, though there are some initiatives at incorporation of gender analysis/perspectives



The so called '*paradigm wars*' are still raging even when it is clear that in research

- a) The research questions should dictate the methodology adopted
- b) Mixed methods is a more realistic approach depending on the depth and the breadth of the research being undertaken.

**Some Statistics from Makerere University to illustrate**



# Gender Representation in Top Governance

	Category	Sex		Total	Percentage	
		F	M		%F	%M
<b>1</b>	University Council	6	18	24	25%	74%
<b>2</b>	University Senate	13	63	76	17%	83%
<b>3</b>	Central Management (VC, DVCs, AR, US, BURSAR & Directors)	5	12	17	29%	71%
	Deputies	9	16	25	36%	64%
	Total	32	109	142	23%	77%

# Gender Representation in College Leadership

	Position	F	M	T	%F	%M
1	Principals	3	7	10	30%	70%
2	Deputy Principals	1	9	10	10%	90%
3	Deans	7	22	29	24%	76%
4	Heads of Academic Departments	24	71	95	25%	75%
	<b>Total</b>	<b>35</b>	<b>109</b>	<b>144</b>	<b>24%</b>	<b>76%</b>

# Gender Representation in Academic Leadership Positions (2022)

	Position	F	M	T	%F	%M
1	Professors	16	82	98	16%	84%
2	Associate professors	42	154	196	21%	79%
3	Senior Lecturers	87	167	254	34%	66%
4	Lecturers	151	390	541	28%	72%
5	Assistant Lecturers	140	303	443	31%	69%
	<b>Total</b>	<b>436</b>	<b>1096</b>	<b>1532</b>	<b>28%</b>	<b>72%</b>



# Strategies for realizing D&I



- a) Enacting, implementing, monitoring & evaluating policies from an inclusive perspective. This through
- Implementing already existing institutional and national laws and policies eg
    - i. Reading and understanding the Policies!!!!!! Our
    - ii. The Mak University Gender Equality Policy
    - iii. The Mak Disability Policy
    - iv. The Equal Opportunities Policy
    - v. Uganda National Social Protection Policy etc
  - Critically interrogating the concept of merit and how it applies in real life
    - Hiring of academic staff
  - Exercising discretion ie implementing policies humanely, not mechanically
- b) Exercising a duty of care. *How much do we know about the lives of our students and staff? How much do we care? How does this affect their learning, teaching and research portfolio*



# Conclusion



- The world is unjust /unequal not **ONLY** because of those who do wrong, but **ALSO** because of the good ones who look on and do nothing
- **Together we can build an inclusive society where no one is left behind as much as possible!**

**Thank you very much**