MAKERERE UNIVERSITY

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

CEES

ANNUAL
REPORT
2023

Submitted on December 8, 2023
Office of the Principal

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01.

Foreword from
Principal

The Year 2023, has been a memorable one in the life of the College of Education and External Studies. The college has made a number of salient achievements, notwithstanding the challenges which when solved made us stand high as a prime graduate teacher training facility in the region and Uganda in particular.

This year's annual report 2023 presents the key activities, achievements, networks and challenges registered the college as it embarked back on the journey towards the second epoch of Makerere's centenary cerebrations in 2022 and existence.

With its tripartite mission of: Teaching, Research and Community outreach, the following have been registered:

The year begun with council approving the Makerere University Institute for Teacher Education and Research (MITER). MITER was incepted with a goal of contributing to the University Research Agenda cognizant of the current strategic direction of Makerere university which is skewed towards research led university. MITER was also meant to contribute to the National Teacher Policy (NTP, 2019) – which aims at professionalizing teacher education in Uganda through research.

To achieve its prime goal of professionalizing teacher education in Uganda, CEES, through MITER and in collaboration with the National Curriculum Development Centre (NCDC) has initiated a Memorandum of Understanding (MoU) to incept the desired critical pedagogy which is not only of importance to secondary education, but is key to revitalizing university and tertiary education in Uganda. The college is ever grateful to the Vice Chancellor

Prof. Nawangwe Barnabas, the Deputy Vice Chancellor- Academic Affairs Prof Kakumba Umar and the Director NCDC Dr Baguma K. Grace. who have linked up Makerere University with The National Curriculum Development Centre (NCDC) which is a body responsible for the development of educational curricula for Pre-primary, Primary, Secondary and Tertiary institutions in Uganda. Cognizant of the fact that CEES –School of Education mainly serves the constituents of Pre-primary, Primary, Secondary and Tertiary institutions in Uganda.

To realize and fulfill its networking mandate, the college has signed a number of MoUs for example: IODeL signed an MOU with MS Seed Global Health to provide e-Learning and e-Content Development Training for Lira University academic staff members. Forty (40) staff trained and developed e-content for their respective courses. The college also signed an MoU with Uganda police to train Uganda Police officers and men in soft skills. The college through CLL has continued to train and reach out to the most disadvantaged mostly girls through its collaboration with Love Binti International https://us.lovebinti.org " Love Binti pushing Women empower Project and eyes" on helping their basic needs for sanitary pads and clothing by teaching them tailoring and other sift skills not requiring credited academic programmes.

This year, a number of memorial lectures, conferences, workshops and educational webinars have been arranged in the course of the year for example: Nsumba Lyazi Memorial Lecture of "the unforgettable education Legacy, the Prof. Senteza Kajubi memorial lecture where Senteza was eulogized for enormous contribution towards the education sector. The college also on July 24, 2023, hosted the Distance Education and Teacher Training in Africa (DETA) Conference. In the conference: Researchers discuss transformation of

e-learning with a call to embrace distance and e-learnings and address the challenges associated with emerging Information and Communication Technologies. The Centre for Teaching and Learning Support, CEES in collaboration with the University College London, UK organized an Educational webinar entitled: Omissions in Sloane's Jamaican collections: African slave trade and modern slavery building shared futures. The college also organized a dissemination workshop on 'Increasing Access to Inclusive and Quality Business, Technical, Vocational Education and Training through Open, Distance and e-Learning.

The project was funded by the Government of Uganda under the Makerere University Research Innovations Fund. The college is ever grateful to the government of Uganda and the Ministry of Education and Sports. Staff in the College of Education and External Studies have embarked on a number of micro and macro educational research projects either sponsored by Makerere's development partners or the government of Uganda through –Mak-RIF.

The college received a number of foreign students and vising scholars for example:

CEES hosts 21 students from University of Agder, Norway. It also hosted professors from the university of Hiroshima, Japan. At the same time a number of faculty went for post-doctoral studies in USA, Finland and Norway. The Malmo-Makerere Univesity staff and student mobility program has been renewed. It is hoped CEES –ECD/ECCE staff and students will benefit from the mobility to Malmo –Sweden.

The college will this year present close to 939 students for graduation, 370 of them male while 569 are female. This number excludes the graduate students who are still defending their study projects.

The college is very proud of its undergraduate students who incepted a project called "Teachers on the drive to keep Makerere university clean and off liters ". ⏭

> *The college is very proud of its undergraduate students who incepted a project called "Teachers on the drive to keep Makerere university clean and off liters ".*

As we enter the new year, 2024, the college of education is embarking of transforming its face and to refine its facilities to meet the national and international standards for Increased Access to Inclusive education, given its ever increasing numbers of special needs students. This year in the academic year 2023/24 the college received a pumper harvest of close to 1200 undergraduate BA. ED and BSc. ED student intake. It also saw an approximately 60% increase in the number of its graduate student and PGDE numbers.

The college also hopes to enhance its national and international visibility in e-pedagogical practice and research through IoDEL. The college given its strategic direction drawn from the Makerere University-research –led mantle, which pivots on enhanced staff and student's capacity in educational research. CEES hopes to expand and grow the EASHESD by setting up a modern graduate training Centre with facilities such as smart and educational PhD conference study rooms at CEES-book bank.

The college hopes to increase its visibility in Uganda's primary and secondary school education space since the DSTVE staff who are key in Ugandan STEM terrain have been oriented on the New Lower Secondary School Curriculum by NCDC staff curtesy of the CARNEGIE (CECAP) departmental grant. The college in the year 2024 also hopes to realize its dream of having the Early Child Study and Child support Centre built

I do thank the entire College team for work well done in the year 2023. Specifically I thank Associate Professor Ronald Bisaso, the Deputy Principal for steering the academic mantle of the College, the Deans, Assoc. Prof. Mathias Mulumba, Dr. David Onen the out-going Dean East African School of Higher Education Studies and Development (EASHESD), Dr. Twine Bananuka , the outgoing Dean School of Distance and Lifelong Learning (SoDLL), Dr.

Harriet Nabushawo , the incoming Dean SoDLL, Prof. Julius Kikooma who pacified the EASHESD, the various Heads of Departments (Dr. Nicholas Itaaga, Dr. Muhammad M. Kiggundu , Dr. John Ssentongo, the Directors of Institutes: Assoc. Prof Paul M. Birevu, Prof. Fred Masagazi Masaazi and not forgetting the CEES-Centre Coordinators: Dr. Oscar Mugula, Dr. Kabugo David, Dr. Dorothy Ssebowa and Dr. Miiro Farooq in AG. I would also wish to thank the staff who have carried out the teaching mission of CEES.

The College Leadership, staff and students do thank the University Council for providing the pedagogical and non-pedagogical facilitation requisite for their work. Specifically, they thank the Chair Council Mrs. Rhona Magara and her team who took time to visit and talk to the staff of CEES in this particular year ending. Such visits are not taken for granted, they boost staff and cause meaningful accountability on part of staff and the College Leadership.

We, in a very special way thank the Vice Chancellor, Prof. Barnabas Nawangwe and his team for always providing an understanding ear to our challenges and providing prompt solutions as well as providing the necessary mentorship to us all. Thank you very much.

I do thank the government of Uganda and the various national and international agencies which have funded our teaching, research and enabled us to network as our mandate dictates. We do thank you all and always will count on your support.

As We Build for the Future.

Prof. Anthony Muwagga Mugagga
PRINCIPAL

02.

Background

The College of Education and External Studies was formed following the merger of the School of Education and Institute of Adult and Continuing Education. The College has three schools; School of Education, School of Distance and Lifelong Learning and the East African School of Higher Education Studies and Development (EASHED); two Centres and 1 institute – Centre for Teaching and Learning Support (CTL) and Centre for Lifelong Learning (CLL); and the Institute for Education Research and the Institute of Open Distance & e-learning (IoDEL).

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.

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.

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

Academics

The College of Education and External Studies offers 15 academic programmes, has a student body of over 6000 students and over 100 academic staff.

CEES aspires to excel in the provision of professional educational approaches relevant to national and global needs. In the next decade, CEES plans to grow into an effective and efficient modern College with improved and relevant education, lifelong learning and external programmes; better access to higher education opportunities; increased research and innovations, an enabling environment for private and public sector interface; increased partnerships with communities; a sufficient well trained and motivated staff and an improved academic and social environment of staff and students.

2.1 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;

i. Department of Foundations and Curriculum Studies
ii. Department of Humanities and Language Education
iii. Department of Sciences, Technical and Vocational Education.

2.2 School of Distane 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

i. Department of Adult and Community Education.

2.3 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.

03. College Management

Prof. Anthony Muwagga Mugagga
PRINCIPAL

Prof. Ronald Bisaso
DEPUTY PRINCIPAL

Dr. Mathias Mulumba Bwanika
DEAN, SCHOOL OF EDUCATION

Dr. Nicholas Itaaga
HEAD OF DEPARTMENT OF FOUNDATIONS AND CURRICULUM STUDIES

Dr. Muhammed Kiggundu
HEAD OF DEPARTMENT OF HUMANITIES AND LANGUAGE EDUCATION

Dr. John Sentongo
HEAD OF DEPARTMENT OF SCIENCE, TECHNOLOGY AND VOCATIONAL EDUCATION

Dr. Twine Bananuka
DEAN OF SCHOOL OF DISTANCE AND LIFELONG LEARNING (SODLL)

Prof. Paul Muyinda Birevu
INSTITUTE OF OPEN DISTANCE AND E-LEARNING

Dr. Stella Achen
HEAD OF DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

Prof. Julius Kikooma
DEAN, EAST AFRICAN SCHOOL OF HIGHER EDUCATION STUDIES AND DEVELOPMENT (EASHESD)

Ms. Joanna Kayaga
COLLEGE REGISTRAR

Mr. Stephen Kayima
COLLEGE BURSER

Betty Kyakuwa
PRINCIPAL COMMUNICATION OFFICER

Nabukeera Janet
PRINCIPAL HUMAN RESOURCES OFFICER

Sarah Nakibuuka
PROCUREMENT OFFICER

Ms. Akello Grace
LIBRARY

Dr. Oscar Mugula
CENTRE FOR LIFELONG LEARNING (CLL)

Dr. Dorothy Kyagaba Ssebowa
CENTRE FOR TEACHING AND LEARNING SUPPORT (CTLS)

Dr. David Kabugo
DEPUTY DIRECTOR MAKERERE INSTITUTE OF TEACHER EDUCATION AND RESEARCH

04.

Teaching and Learning

Teaching and learning was conducted throughout the year for all undergraduate and graduate course units in the college.

End of year examinations were successfully completed in December 2023.

Students of the college received training from the library staff e-reources. The trainees included 83 PhD students.

The Diploma in Early Childhood Development was advertised and an initial intake and teaching commenced with close to 80 students. The coordinator of the ECD –Centre Dr Kabugo David has developed a lot of online materials which is being utilized by even the Ministry of Education and Sports. This work is an outcome of the RIF funded project "Inclusive Care and Support for Early Childhood Development Framework. (Iced Framework)"

Teaching in Semesters Two/One was successfully completed. Semester Two 2022/2023 started on Saturday 18th February 2023 Sunday 8th May 2023.

Semester One of 2023/2024 academic year started on 19th August 2023 with the reporting of Freshers.

Below is the chronology teaching in Semester 1 of 2023/2024

a. Continuing Students reported Saturday 26th August 2023 and began lectures on Monday 28th August 2023.

b. First-years (Freshers) reported on 19th August 202

c. Third years begun lectures on Monday 28th August 2023.

d. There was a mini-orientation of Freshers at each College. The Bachelor of Education External (BED) students had a physical orientation from 27th to 30th August 2023. These adopted the blended mode of teaching and learning. BED students had online lectures from Monday 18th September 2023 till Friday 8th December 2023 and resumed face-to-face lectures from 30th August 2023 till Dec 10th, 2023 when they will be reporting to write their end-of-semester one examination (13th December 2023 to 20th December 2023).

e. The admissions for the Bachelor of Commerce External for academic year 2022/2023 had been suspended as of the 2022/2023 Academic year. The Central Management Committee reconsidered this decision noting that the program was important and viable given its continued demand in terms of number of applicants. The Program was advertised for academic year 2023/2024 after all the stakeholders convened a meeting in which stop gap measures were reached where the Deputy Vice Chancellor (Academic Affairs) budget 2023/2024 to IODeL, a budget of 63,840,000/= was drawn to fund the in-coming cohort of 2023/2024.

f. The same meeting agreed that going forward post 2023/2024 Academic Year the Dean School of Business is requested

to ensure the School of Business Budget includes administrative costs for Teaching and Learning Activities of the program.

g. The Bachelor of Commerce External students had a successful full face-to-face session which ran from 30th August 2023 to 15th September 2023 and returned on 3rd December 2023 for one week to do tests and course work. The BSCX teaching and learning went on well only that the classes were merged with those of Internal students. This matter formed one of the subject of discussion at a CONAS and IODeL have to discuss the organization and management of BSCX teaching and Learning. According to the meeting, the merging of BSCX and BSC was occasioned by issues related to lack of a budget at CONAS for running the BSCX programme. A meeting of stakeholders is to be convened by the DVC AA to resolve the budget issues on transiting External programmes.

h. As was done with Bachelor of Commerce External, the Bachelor of Science External would in the same vain request re-consideration by all stakeholders post 2023/2024 Academic Year hence the Course has only settled partially at the mother unit.

The college will this year present 939 students for graduation, 370 of them male while 569 are female.

DSTVE staff were also oriented on the New Lower Secondary School Curriculum by NCDC staff curtesy of the CARNEGIE (CECAP) departmental grant.

Following the Abrupt staff promotions, a number of staff have also applied and soon we shall forward their names and application to Appointments Board.

We have initiated a request for additional staff for MITER because there is business being carried out:

4.1. Program Review;

Masters and PhD programs in the college have been reviewed and submitted to senate.

4.2. Teaching infrastructure:

- The college Secured two high powered mobile Public Address systems to be used for big classes that take place at CTF1. These include B.A and BSC Education who are close to 1100

and PGDE who are close to 163 students.

- The college was able to repair the College Pick-Up hard body which had been grounded for some years.

- The UBTEB –technical education students were able to paint and renovate the old CEES building housing DSTVE. We are yet to engage them to renovate and paint the SoE as part of their practical examinations.

- With funding support from the MCFSP eLI @ Mak procurement of online facilitation tools including Zoom, Mentimeter, Jam board and others commenced in the year under review were done under IODEL.

- With funding support from MCFSP eLI @ Mak, IODeL commenced the procurement of 5 Multimedia Studios, 2 MUELE servers, 1 video streaming server, 10 all-in-one digital scanners, e-portfolio systems, and a development of Mobile MUELE

- With funding support from the TELLS project the IODeL commenced setting up a state of the art Multimedia smart classroom at Nsubuga Block.

- With funding support from CABUTE project, IODeL commenced the procurement of ICT labs for general education, mathematics education, English language education and music education.

- With Funding from the Government of Uganda (DVC, AA BUDGET) we received 12 laptops for the IODeL Laptop Bank.

- The lighting system at CEES were improved by the Estates Department.

- The college procured new and fast wireless points which DICTS staff ably installed.

4.3. New Developments:

i) DACE got new Head of Department – Dr. Stella Achen

ii) We Have advertised for a new Dean for SoLL.

iii) The college under the School of Education E has developed/proposed a Department/ Institute/ Centre For (Special Needs Education and School Child Pyscho-Social Support -SEPS).

iv) CEES has the biggest number of special needs education students at Makerere. The MoES

'current priority is to promote inclusivity for people with physical impairment, Cater for students with learning challenges right from pre-school to university. This is also a priority in Makerere University's current Strategic Plan.

v) This proposal steams from research sponsored by RIF and KIX

vi) Spearheaded by Dr Kaahwa Y, Dr Walibwa C, Dr Buluma , Dr Kyasanku. The research resulted in the purchase of equipment for students with special needs.

vii) The EASHED has forwarded to Senate the proposed departmentalization of the school. Prof Kikooma is leading this proposal.

viii) The college is in the process of reviving two education journals ie Uganda Journal of Education and Makerere university Journal of Higher Education. This is spearheaded by Assoc. Prof Jude Ssempebwa.

ix) The EASHESD –got a new Senate Rep Assoc. Prof. Jude Ssempebwa.

x) We have three staff, two in USA and one in Finland, who are on post doc studies. (Drs Caesar Jjingo, Florence Nakamanya and Karembe)

xi) SIDA and EU have renewed the Makerere University _Malmo University Sweden staff and Student Mobility project. This project is spearheaded by Prof Ezati B, Prof Mugagga Anthony and Peter Ssenkusu. It is aimed at promoting Early Childhood Care Education in Uganda. The project has since 2015 been taking staff and students to Sweden to train in child education and care.

xii) The Centre for Lifelong Learning (CLL) is trying to expand its reach introducing mobile Centres. This project is spearhead by Dr Oscar Mugula.

xiii) Executive Continuous Professional Development programs for School Administrators have been developed and shared with MoES. The first Cohort is expected in January 2024.

xiv) MITER has suggested a CPD program for Makerere university staff "Integrating Life Skills and Values in University curricular (This has been shared with the DVCAA)

4.4. Graduation Statistics

SCHOOL	SCHOOL OF EDUCATION		
PROGRAMME	**Doctor of Philosophy - PhD**		
TOTAL NUMBER OF GRADUANDS	**0**		
SN	**NUMBER OF GRADUANDS PER CLASS**	**MALE**	**FEMALE**	**TOTAL**

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	0	0	**0**
	TOTAL	**0**	**0**	**0**

PROGRAMME	**Master of Education** **- Educational Management ()** **- Curriculum Studies (02)** **- Early Childhood Education ()** **- Foundations of Education (02)** **- Science Education ()** **- Language and Literature Education (01)** **- Social Science and Humanities Education**

TOTAL NUMBER OF GRADUANDS	**5**			
SN	**NUMBER OF GRADUANDS PER CLASS**	**MALE**	**FEMALE**	**TOTAL**
1	Unclassified	2	3	**5**

PROGRAMME	**Postgraduate Diploma in Medical Education**		
TOTAL NUMBER OF GRADUANDS	**78**		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	5	6	**11**
2	SECOND CLASS UPPER	33	33	**66**
3	SECOND CLASS LOWER	0	1	**1**
4	PASS	0	0	**0**
	TOTAL	**38**	**40**	**78**

PROGRAMME	**Postgraduate Diploma in Education**		
TOTAL NUMBER OF GRADUANDS	**1**		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	0	0	**0**
2	SECOND CLASS UPPER	0	0	**0**
3	SECOND CLASS LOWER	0	1	**1**
4	PASS	0	0	**0**
	TOTAL	**0**	**1**	**1**

PROGRAMME	Bachelor of Arts with Education		
TOTAL NUMBER OF GRADUANDS	**454**		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	1	3	**4**
2	SECOND CLASS UPPER	76	186	**262**
3	SECOND CLASS LOWER	42	141	**183**
4	PASS	1	4	**5**
	TOTAL	**120**	**334**	**454**

PROGRAMME	Bachelor of Science with Education		
TOTAL NUMBER OF GRADUANDS	**186**		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	3	1	**4**
2	SECOND CLASS UPPER	63	50	**113**
3	SECOND CLASS LOWER	46	20	**66**
4	PASS	3	0	**3**
	TOTAL	**115**	**71**	**186**

PROGRAMME	Bachelor of Medical Education		
TOTAL NUMBER OF GRADUANDS	**40**		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	3	2	**5**
2	SECOND CLASS UPPER	15	15	**30**
3	SECOND CLASS LOWER	1	4	**5**
4	PASS	0	0	**0**
	TOTAL	**19**	**21**	**40**

PROGRAMME	Bachelor of Education		
TOTAL NUMBER OF GRADUANDS	**76**		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	4	1	**5**
2	SECOND CLASS UPPER	26	23	**49**
3	SECOND CLASS LOWER	13	8	**21**
4	PASS	0	1	**1**
	TOTAL	**43**	**33**	**76**

PROGRAMME	Higher Diploma in Clinical Instruction		
TOTAL NUMBER OF GRADUANDS	**12**		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	2	1	**3**
2	SECOND CLASS UPPER	1	6	**7**
3	SECOND CLASS LOWER	1	0	**1**

4	PASS	0	1	**1**
	TOTAL	**4**	**8**	**12**

SCHOOL	EAST AFRICAN SCHOOL FOR HIGHER EDUCATION STUDIES & DEVELOPMENT.		

PROGRAMME	Doctor of Philosophy - PEMA		

TOTAL NUMBER OF GRADUANDS	3		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	2	1	**3**

PROGRAMME	Master of Education - Educational Policy& Planning		

TOTAL NUMBER OF GRADUANDS	1		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
4	Unclassified	1	0	**1**

PROGRAMME	Master of Higher Education - Leadership & Management (00), Research and Innovation (02) & Teaching and Learning (00)		

TOTAL NUMBER OF GRADUANDS	2		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	2	0	**2**

SCHOOL	SCHOOL OF DISTANCE & LIFELONG LEARNING		

PROGRAMME	Doctor of Philosophy - PhD		

TOTAL NUMBER OF GRADUANDS	0		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	0	0	**0**

PROGRAMME	Master of Adult & Community Education		

TOTAL NUMBER OF GRADUANDS	3		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	0	3	**3**

PROGRAMME	Master of Instructional Design & Technology		

TOTAL NUMBER OF GRADUANDS	5		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	2	3	**5**

PROGRAMME	Bachelor of Adult and Community Education		

TOTAL NUMBER OF GRADUANDS	56		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	1	2	**3**
2	SECOND CLASS UPPER	9	16	**25**
3	SECOND CLASS LOWER	5	20	**25**

4	PASS	2	1	**3**
	TOTAL	**17**	**39**	**56**

PROGRAMME	Bachelor of Youth in Development Work

TOTAL NUMBER OF GRADUANDS	17

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	0	0	**0**
2	SECOND CLASS UPPER	2	6	**8**
3	SECOND CLASS LOWER	3	6	**9**
4	PASS	0	0	**0**
	TOTAL	**5**	**12**	**17**
		MALE	**FEMALE**	**TOTAL**
	Unclassified	**9**	**10**	**19**
	First class	**19**	**16**	**35**
	Second class Upper	**225**	**335**	**560**
	Second Class Lower	**111**	**201**	**312**
	Pass	**6**	**7**	**13**
	GRAND TOTAL	**370**	**569**	**939**

05. Human Resources

5.1. Staff establishment

APPROVED POSITION	APPROVED EST	FILLED	VACANT
UNIVERSITY COLLEGE PRINCIPAL	1	0	1
DEPUTY PRINCIPAL	1	0	1
ADMINISTRATIVE SECRETARY	2	1	1
ASSISTANT ADMINISTRATIVE OFFICER	1	1	0
ASSISTANT ADMINISTRATIVE SECRETARY	3	0	3
ASSISTANT INVENTORY MANAGEMENT OFFICER	1	0	1
LECTURER ROOM ATTENDANT	28	0	28
OFFICE ATTENDANT	8	0	8
CHIEF CUSTODIAN	1	0	1
CUSTODIAN	3	3	0
NURSERY TEACHER	4	2	2
DRIVER	2	1	1
RECORDS ASSISTANT	5	0	5
COLLEGE ACCOUNTANT	0	1	-1
CLEANER	0	13	-13
CLEANER \ MESSENGER	0	5	-5
ADMINISTRATIVE SECRETARY III	0	1	-1
STORE KEEPER	0	1	-1
SUB TOTAL	**60**	**29**	**31**
DEPARTMENT OF SCIENCE TECHNICAL AND VOCATIONAL EDUCATION			
PROFESSOR	4	0	4
ASSOCIATE PROFESSOR	4	1	3
SENIOR LECTURER	5	3	2
LECTURER	8	4	4
ASSISTANT LECTURER	2	6	-4
TEACHING ASSISTANT	2	0	2

RESEARCH FELLOW	2	0	2
CHIEF TECHNICIAN	1	1	0
PRINCIPAL TECHNICIAN	1	1	0
SENIOR TECHNICIAN	1	0	1
TECHNICIAN	4	1	3
ASSISTANT TECHNICIAN	12	2	10
LABORATORY ATTENDANT	4	2	2
STENO SECRETARY	1	0	1
OFFICE ATTENDANT	1	0	1
CLEANER	0	1	-1
SENIOR COPY TYPIST	0	1	-1
SUB TOTAL	**52**	**23**	**29**
DEPARTMENT OF HUMANITIES AND LANGUAGE EDUCATION			**-**
PROFESSOR	4	1	3
ASSOCIATE PROFESSOR	4	1	3
SENIOR LECTURER	30	6	24
LECTURER	35	11	24
ASSISTANT LECTURER	32	4	28
STENOGRAPHER	1	0	1
OFFICE ATTENDANT	1	0	1
TEACHING ASSISTANT	2	0	2
RESEARCH FELLOW	2	0	2
COPYTYPIST	0	1	-1
CLEANER \ MESSENGER	0	2	-2
SUB TOTAL	**111**	**26**	**85**
DEPARTMENT OF FOUNDATION & CURRICULUM STUDIES			**-**
PROFESSOR	4	2	2
ASSOCIATE PROFESSOR	4	1	3
SENIOR LECTURER	4	6	-2
LECTURER	7	6	1
ASSISTANT LECTURER	6	6	0
TEACHING ASSISTANT	2	0	2
RESEARCH FELLOW	2	0	2
STENOGRAPHER	1	0	1
OFFICE ATTENDANT	1	0	1
SENIOR TECHNICIAN	0	1	-1
COPYTYPIST	0	1	-1
CLEANER	0	1	-1
SUB TOTAL	**31**	**24**	**7**

SCHOOL OF DISTANCE AND LIFE LONG LEARNING			**-**
DEPARTMENT OF OPEN AND DISTANCE LEARNING			**-**
PROFESSOR	4	0	4
ASSOCIATE PROFESSOR	4	1	3
SENIOR LECTURER	4	2	2
LECTURER	8	3	5
ASSISTANT LECTURER	8	5	3
TEACHING ASSISTANT	2	0	2
RESEARCH FELLOW	2	0	2
STENOGRAPHER	1	0	1
OFFICE ATTENDANT	1	0	1
SYSTEMS ADMINISTRATOR	0	1	-1
E-LEARNING ADMINISTRATOR	0	1	-1
SENIOR CLERICAL OFFICER RECORDS	0	1	-1
GENERAL CLERICAL OFFICER RECORDS	0	1	-1
ICT LAB ATTENDANT	0	1	-1
CLEANER \ MESSENGER	0	2	-2
CLEANER	0	2	-2
SUB TOTAL	**34**	**20**	**14**
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION			**-**
PROFESSOR	4	0	4
ASSOCIATE PROFESSOR	4	0	4
SENIOR LECTURER	8	1	7
LECTURER	12	6	6
ASSISTANT LECTURER	8	14	-6
STENOGRAPHER	1	0	1
OFFICE ATTENDANT	1	0	1
TEACHING ASSISTANT	2	0	2
RESEARCH FELLOW	2	0	2
CLEANER \ MESSENGER	0	1	-1
COLLATOR	0	2	-2
SUB TOTAL	**42**	**24**	**18**
EAST AFRICAN SCHOOL OF HIGHER EDUCATION AND DEVELOPMENT			
PROFESSOR	4	1	3
ASSOCIATE PROFESSOR	4	3	1
SENIOR LECTURER	5	0	5
LECTURER	10	7	3
ASSISTANT LECTURER	2	0	2
STENOGRAPHER	1	0	1
OFFICE ATTENDANT	1	0	1
TEACHING ASSISTANT	2	0	2
RESEARCH FELLOW	2	0	2
ADMINISTRATIVE SECRETARTY II	0	2	-2
SUB TOTAL	**31**	**13**	**18**
COLLEGE TOTAL	**361**	**159**	**202**

06.

Centers and Institutes

6.1. Centre for Teaching and Learning Support (CTLS)

Mission:

- To encourage and support effective innovative Learner-Centered and Scholarly teaching practices. CTLS seeks to promote faculty, staff and students in cultivating a Collegiate climate that encourages and rewards innovations in teaching and learning.

  CTLS achieves its mandate, leverages external funding and collaborations to ensure and afford sustainability of its operation following the achievements below among others:

Achievements:

- CTLS organized a successful training workshop in Public Speaking level one for the Uganda Parliament, Budget Office. The workshop held from 16th – 20th November, 2023 was attended by over 20 participants who were awarded certificates by the DVC Academics, Prof. Umar Kakumba. The Director, Parliament Budget Office was very impressed and promised to participate in Public Speaking level two as well as secure funding to renovate the CEES, AVU room and the CTLS office.

- CTLS in collaboration with the North Eastern University, USA organized a two days' Digital Humanities virtual seminar entitled: Introduction to Digital Pedagogy and Artificial Intelligence in the Classroom. The workshops were successfully held on 16th October, 2023 and 20th October, 2023 were attended by staff and students from Makerere University and the general public.

- CTLS in collaboration with the University College London, UK organized an Educational Webinar entitled: 'Omissions in Sloane' Jamaican Collections: African Slave Trade and Modern Slavery building shared Futures' The webinar held on 28th July, 2023 was attended by over 40 participants including lecturers and students who engaged in debates of addressing contemporary challenges such as modern slavery.

- CTLS spearheaded the organization of the Graduate Supervisors' Training Workshop held on 10th and 11th August, 2023. Over 20 lecturers from the College of Education and External Studies obtained skills, strategies and best practices for ensuring robust Graduate Supervision.

- CTLS collaborated with the Uganda National Teachers' Union (UNATU) and carried out a needs assessment survey on short certificate courses to link with the teacher training need. This is in close alignment with the key priorities of the National Teacher Policy (2018) focusing on Continuous Professional Development through teacher training. The preliminary findings indicate gaps and a need for teachers to engage in continuous professional development through short certificate courses to be undertaken during holidays.

- CTLS is currently offering short certificate courses for teachers and the general public. The short certificate courses include: Public speaking, Guidance and Counselling, ICTs in Education, Mindset change for Stakeholders in Education, Innovative Leadership and Emotional Intelligence, Qualitative & Quantitative research design courses, among others.

Challenges

- CTLS has a challenge of funds to support the key areas of innovation and support at different educational levels include: staff development, capacity building, trainings, mentorship, curriculum and instructional design, development, implementation and evaluation, as well as innovative utilization of digital tools.

CTLS Work Plan

- **Hold seminars** aimed at encouraging academic staff and students in the use of innovative and interactive teaching methodologies including engagement with Artificial Intelligence in the classroom. CTLS hopes to build International collaborations in Digital Humanities, as well as train staff and students in Digital Humanities, an evolving field in Uganda and Africa in general.

- To coordinate the Continuous Professional Development Course on Staff Professionalization and Higher Education Pedagogy hosted by the School of Education.

- Support Community engagements through facilitating teaching- learning communities, group mentorship and multi-disciplinary collaborations

- Support and encourage collaborative projects on pedagogy that enhance innovative Learner-Centered and Scholarly teaching practices.

6.2. Institute of Open Distance and E-Learning (IODeL)

Makerere University established the Institute of Open, Distance and e-Learning (IODeL) in 2015 to spur the development, growth and implementation of technology mediated teaching and learning in the entire University. The IODeL has two mandates – to teach ODeL disciplinary programmes and provide backstopping support services to the entire University community in ODeL related activities. As such the IODeL academic staff multi-disciplinary in nature and in addition have ODeL pedagogy qualification. In 2023, the IODeL excellently executed its two mandates. I

IODeL registered the following key achievements in 2023:

(a) With support from IODeL, the University continued running using a blended teaching and learning mode. The IODeL remained instrumental in supporting different units to have the blended teaching and learning mode sustained.

(b) The IODeL staff were able to contain the workload at their disposal involving executing their duties as academic staff (teaching, research and community engagement) and executing the ODeL activities as enshrined in the mandate of the Institute of Open, Distance and e-Learning.

(c) The IODeL continued with the implementation of the MasterCard Foundation Scholars Programme e-Learning Initiative at Makerere University (MCFSP e-LI @ Mak), an initiative of USD 2m. The Initiative is supporting Makerere University to establish infrastructure and systems for developing, growing and nurturing e-learning at Makerere University. Work on transforming 2,560 courses into blended learning courses commenced with onboarding of Central and Top management of the University, College leadership and entire faculty on the Initiative. The Initiative also commenced the procurement of 5 multimedia studio, 2 MUELE servers, 1 video streaming server, 10 all in one digital scanner, 1 e-portfolio system and a MUELE Mobile App.

(d) The IODeL was actively engaged in the development and implementation of research grants which saw a number of staff get involved in writing publications, awarding scholarships to students and acquisition of infrastructure.

(e) Makerere University through IODel was able to organize a half day Virtual Webinar: ChatGPT and its Implication to Learning and Teaching in Higher Education Institutions in Uganda and Beyond on 31st July 2023 which attracted over 500 participants. Hence creating awareness about Artificial Intelligence for Makerere University, Uganda and beyond.

(f) Participated in curriculum reviews of academic programmes where blended learning was to be a mode of delivery, e.g., MIDT, PGD and Ph.D. courses.

(g) IODeL has supported NWSC, COL and other agencies in ODeL integration.

(h) Through IODeL Makerere University became a member of the International Council for Distance Education (ICDE)

Achievements aside, IODeL faced some challenges in 2023

(a) Transitioning of ODeL delivered programmes – Bachelor of Commerce External and Bachelor of Science External have temporarily transited to mother units. The DVC AA organized a meeting at the beginning of August 2023 to resolve the impasse of funding. Funds (67m) were allocated from the IODeL Budget to support BCOX at COBAMS.

(b) The University community has adopted blended teaching and learning. However, over 80% of faculty and students mainly use Zoom for synchronous teaching and learning. It is strenuous healthy wise and costly for one to be on Zoom daily from 8am to 5pm. The IODeL continued to sensitize staff and students on the need to blend with asynchronous teaching and learning with courses developed on MUELE.

(c) Funding of ODeL activities was limited. IODeL budget at CEES needs to be streamlined.

(d) Workload of academic staff in the IODeL remained high. The majority of staff continued to take on 10 or more hours of teaching on academic programmes in addition to the full load of ODeL activities in the respective colleges they have been attached. The implementation guideline for the ODeL policy indicate that a staff should take on about 40% of the teaching load and then 60% is spent on ODeL activities.

(e) The University community remained lukewarm to ODeL. Most of the systems in the University including staff appraisals, promotion, time tabling, etc. are skewed towards internal students and programmes. This necessitated concerted training and sensitization by the IODeL staff.

The position of IODEL in the university

The IODeL is housed within the College of Education and External Studies (CEES). The Institute Director reports to: (a) the Principal, CEES for matters related to developing and teaching ODeL disciplinary courses and programmes; and (b) The Deputy Vice Chancellor in Charge of Academic Affairs in matters related to providing backstopping support services to all university academic units for the professional and smooth integration of e-learning, blended learning, distance education and online education within their academic offerings and research. Therefore, this report will feature these two reporting channels.

IODEL as a teaching unit

The FIRST Mandate of the IODeL is to develop and teaching ODeL disciplinary courses and programmes at Makerere University. This mandate places the IODeL directory under the College of Education and External Studies.

Teaching ODEL Disciplinary Courses and Programmes

The Policy on ODeL upgraded the former Department of Open and Distance Learning into the Institute of Open, Distance and e-Learning. With this new status the Policy required mother units of existing distance education programmes that were being hosted, coordinated and managed by the former Department of Open and Distance Learning to revert to mother units. This would give faculty in the IODeL ample time to concentrate on teaching ODeL Disciplinary courses and programmes and provide university wide support for technology mediated teaching and learning integration. However, by the end of the year under review (2023), relegation of distance learning programmes to mother units was partially resolved. Bachelor of Agricultural and Rural Innovations External and Bachelor of Education External had been successfully transited to their mother units – CAES and CEES respectively. The Bachelor of Science External and Bachelor of Commerce External had transited partially due to budget related issues. In the year under review the Office of the DVC AA organized several meetings of stakeholders to resolve the matter. The matter was partly resolved in 2023.

The unresolved matters made IODeL continue to host, manage and coordinate the Bachelor of Science External and Bachelor of Commerce External in the year under review. Meanwhile the IODeL held a meeting with the College of National Sciences on ------- in effort to find solutions to challenges facing Bachelor of Science External students.

Faculty at IODeL continued to teach on Bachelor of Commerce External, Bachelor of Education External, Bachelor of Commerce External, Bachelor of Youth Development Work External and Master of Instructional Design and Technology.

In particular, the Master of Instructional Design and Technology was hosted, coordinated and managed by IODeL.

Admission On The External Programme

Table 1. Admission on Distance Learning Programmes in 2023/2024

No	Programme	Number
1.	• Bachelor of Education External	232
2.	• Bachelor of Science External	53
3.	• Bachelor of Commerce External	170
4.	• Online Bachelor in Youth Development Work	48
5.	• Bachelor of Agricultural and Rural Innovations External	
6.	• Master of Instructional Design and Technology	17
7.	• Master of Public Health Distance	

Human Resources Capacity Building in IoDEL In 2023

In addition to building the capacity of other faculty in the University on ODeL, the IODeL staff were also involved in their own capacity building. In the year under review, they continued attending school at Arizona State University and qualified with a Graduate Certificate in Online Instruction Design and Performance Improvement. This qualification effectively made them (10 No) MasterCard Foundation Scholars Program e-Learning Champions at Makerere University.

PhD Completions

IODeL does not run any PhD Programme. However, some staff in IODeL were on PhD training elsewhere. Mr. Richard Kajumbula, Mr. John Bukenya, Mr. Arthur Mugisha and Ms. Eva Mirembe continued with their PhD journeys in 2023.

Dr. Nazarius Turyakira completed his Ph.D. from University of Nairobi. He defended his Thesis on May 05th 2023.He will be graduating on 15th December 2023.

IODEL as central academic unit for ODEL development in the entire Makerere University

The SECOND Mandate of the IODeL is to provide backstopping support services to all University academic units for the professional and smooth integration of e-learning, blended learning, distance education, online education within their academic offerings and research. This Mandate places the IODeL directly under the Office of the Deputy Vice Chancellor Academic Affairs.

Under this mandate, in 2023, the IODeL continued to support faculty to implement ODeL and blended teaching and learning across the entire University. Support came through organized training sessions and individual mentorship. The faculty at IODeL were allocated to different colleges as IODeL Coordinators. Table 7 below gives the academic staff and the college (s) they are responsible for:

The IODEL team supported all units in 2023 to develop remote learning courses on MUELE and organize alternative assessment modalities. The status of courses development by March 2023 is as shown in Figure 1 below.
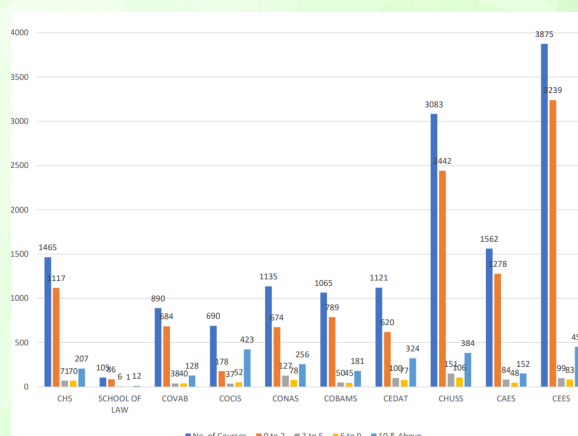
Figure 1: MUELE Courses With e-Tivities and Resources (MUELE, May 2023

Makerere University has resolved that all the 15,938 course units in all her academic programmes must be well instructionally transformed into online courses and hosted on MUELE for online or blended learning delivery. The present situation with over 50% of the courses onlinised is enabling faculty members to deliver their courses in a blended modality.

We are happy to report that the continuum of professors through to assistant lecturers have embraced the present initiative of transforming the conventional face-to-face courses they teach into online courses. Likewise, students are studying and taking formative assessments in a blended way. Faculty members have attested to the fact that the instruction design skills they have acquired for transforming their courses into online courses is not only assuring quality for online teaching but also for face-to-face teaching. The Director Quality Assurance should develop interest in this feedback.

In Figure 2, below we show the status of course development as at June 2022
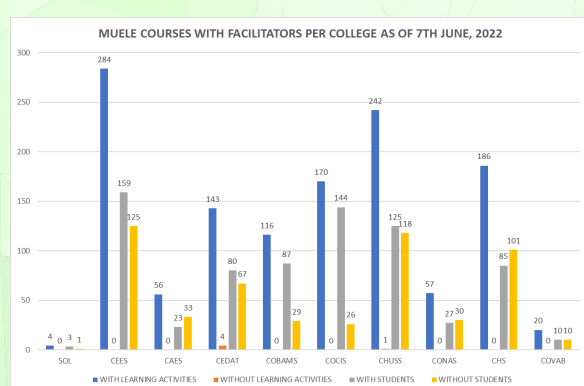
Figure 2. MUELE Courses as at June 30, 2022

There Looking at Figures 1 and 2 above there has been phenomenal improvements in the journey of blended teaching and learning at Makerere University. IODeL has been at the forefront of this journey.

IODeL Key Achievements in 2023

(a) The Institute was able to Review curricula for all the programmes (Master of Instruction Design and Technology and Post Graduate Diploma in Instructional Design and Technology).

(b) The Institute closely supported units in review of curricula with blended pedagogy.

(c) The University has continued running using a blended teaching and learning mode. The IODeL has remained instrumental in supporting different units to have this mode of working

(d) The IODeL staff were able to contain the workload at their disposal involving executing their duties as academic staff (teaching, research and community engagement) and executing the ODeL activities as enshrined in the mandate of the Institute of Open,

Distance and e-Learning.

(e) In the year under review Makerere University received a grant of about USD 2m to implement the MasterCard Foundation Scholars Programme e-Learning Initiative (MCFSP e-LI @ Mak). The Initiative whose implementation is coordinated by the IODeL has seen Makerere University establish infrastructure and systems for developing, growing and nurturing e-learning at Makerere University. Work on transforming 2,560 courses into blended learning courses commenced with onboarding the central and top management of the University, College leadership and entire faculty on the Initiative. The Initiative also commenced the procurement of 5 multimedia studio, 2 MUELE servers, 1 video streaming server, 10 all in one digital scanner, 1 e-portfolio system and a MUELE Mobile App.

(f) The IODeL was actively engaged in the development and implementation of research grants which saw a number of staff get involved in writing publications, awarding scholarships to students and acquisition of infrastructure.

(g) IODeL has supported NWSC, COL and other agencies in ODeL integration.

(h) Through IODeL Makerere University became a member of the International Council for Distance Education (ICDE)

IODeL Key Challenges in 2023

(i) Declining numbers of students admitted on traditional distance education programmes due to transitioning challenges. Colleges where ODeL delivered programmes were to be transited after the promulgation of the policy on ODeL have continued demanding for special budgets and personnel to run the ODeL delivered programme. The budgets have not been forth coming. Without the budget, sloppy or no support services have been given to existing distance learning students hence discouraging potential applicants from applying.

(j) Funding of ODeL activities was limited. IODeL budget in CEES needs to be streamlined.

(k) The University community has adopted blended teaching and learning. However, over 80% of faculty and students use Zoom for Synchronous teaching and learning. It is strenuous healthy wise and costly for one to be on Zoom daily from 8am to 5pm. The IODeL continues to sensitize staff and students on the need to blend with asynchronous teaching and learning on MUELE.

(l) Transitioning of ODeL delivered programmes

– Bachelor of Commerce External and Bachelor of Science External have not yet fully transited to mother units. The DVC AA organized some meetings at which they agreed to fund the 2023/2023 Cohort as they the beginning of 2022 to resolve the impasse.

(m) Workload of academic staff in the IODeL remained high. The majority of staff continued to take on 10 or more hours of teaching on academic programmes in addition to the full load of ODeL activities in the respective colleges they have been attached. The implementation guideline for the ODeL policy indicate that a staff should take on about 40% of the teaching load and then 60% is spent on ODeL activities.

(n) The University community remained lukewarm to ODeL. Most of the systems in the University including staff appraisals, promotion, time tabling, etc. are skewed towards internal students and programmes. This necessitated concerted training and sensitization by the IODeL staff.

Conclusion

The IODeL remain a strong force to reckon with when it comes to blended teaching and learning at Makerere University. With her technical expertise and support IODeL has enabled Makerere University to make commendable inroads in e-learning. With continued support to the Institute, Makerere University is poised to have all her over 15,000 courses onlinised for blended teaching and learning. The IODeL continued enjoying the University support and was able to excellently execute her two mandates. A review of the Policy on ODeL is recommended to address gaps and challenges that have arisen as a result of increased adoption of blended teaching and learning at Makerere University.

Recommendation

- The Policy on ODeL is due for review because it was promulgated in 2015 and several changes have happened in technology mediated teaching and learning.
- There is need to develop quality assurance guidelines for ODeL at Makerere University
- Since over 50% of the courses have been onlinised, the IODeL should embark on training faculty members in online facilitation.
- There is need to undertake a Research on Ethical use of Chat GPT in Pedagogical Processes in Higher Education Institutions in Uganda.

6.3. Makerere Institute of Teacher Education and Research (MITER)

MITER Director: Prof Fred Masagazi Masaazi

List of participating Academics

1. Prof Fred Masagazi Masaazi, Department of humanities and Language Education, School of Education
2. Dr. David Kabugo, Department of humanities and Language Education, School of Education
3. Dr. Badru Musisi, Department of Foundations and Curriculum Studies
4. Dr. John Sentongo, Department of Science, Vocational and Technical Education, School of Education

Research and Publications

We are conducting evidence-based research to inform the development of our capacity building programs as well as inform national policy and practices in ECD, CC and CEC. We are currently conducting the following research and developing related manuscripts.These include;

1. Foundations of Mind Psychological Approaches to Early Childhood Care, Education and Development
2. Integrated Perspectives: Sociological Dimensions of Early Childhood Care, Education and Development
3. Digitizing Littles: An Analytical Study as the Integration of Information and Communication Technologies in Early Childhood Care, Education and Development
4. Developmental Dialogues: Advancing Communication Skills in Early Childhood Care and Education
5. Foundations of Growth: Unravelling Language and Literacy Development in Early Childhood Care, Education, and Advancement
6. Unlocking Numbers: Innovative Approaches to Numeracy Development in Early Childhood Care and Education
7. Foundations and Frontiers: A Philosophical and Logical Analysis of Early Childhood Care, Education, and Development
8. Advancing Early Childhood Care and Education: Administrative and Management Strategies for Optimal Development
9. Quantitative and Qualitative Explorations: An Introduction to Research Methods in Early Childhood Care, Education, and Development
10. Foundations and Frontiers: A Philosophical and Logical Analysis of Early Childhood Care,

Education, and Development

11. Advancing Early Childhood Care and Education: Administrative and Management Strategies for Optimal Development
12. Empirical Inquiries in Early Childhood Care, Education, and Development: A Comprehensive Guide to Research Methods in ECCE
13. Guidance and Counselling in Early Childhood Care, Education, and Development: Innovative Approaches and Empirical Perspectives
14. Advancing Foundations: A Comprehensive Exploration of Early Childhood Care, Education and Development Curricular Strategies
15. Intersecting School Practice: An Examination of Early Childhood Care, Education, and Development Strategies for the 21st Century
16. Evolution of Innocence: A Historical Examination of Early Childhood Care, Education, and Development
17. Comparative Perspectives in Early Childhood Care, Education, and Development: An International Examination of Pedagogies and Practices
18. Advancing Inclusivity in Early Childhood Education: New Perspectives on Special Needs Care and Development

19. Mastering the Nexus: Design, Development, and Display of Instructional Materials in Early Childhood Care, Education, and Development
20. Exploring the Realm of Early Childhood Care, Education and Development: An In-depth Study on Family Practicum and Research Perspectives
21. Promoting Growth and Innovation: Developmentally Appropriate Pedagogies in Early Childhood Care, Education, and Development
22. Economic Perspectives in the Landscape of Early Childhood Care, Education, and Development: Policies, Costs, and Implications for Future Generations
23. Professional Ethics in Early Childhood Care, Education, and Development: Guiding Principles and Practical Applications
24. Entrepreneurship and Development in Early Childhood Care and Education: An Interdisciplinary Examination
25. Mother Tongue Instruction in Early Childhood Care, Education, and Development: A Comprehensive Analysis and Practical Guide
26. Foundations of Literacy: Advancing Early Grade Reading Instruction in Early Childhood Care, Education, and Development

Administrative Structure (Provided under section 4.4, research institute hosted by the college, an institute with multiple research centers
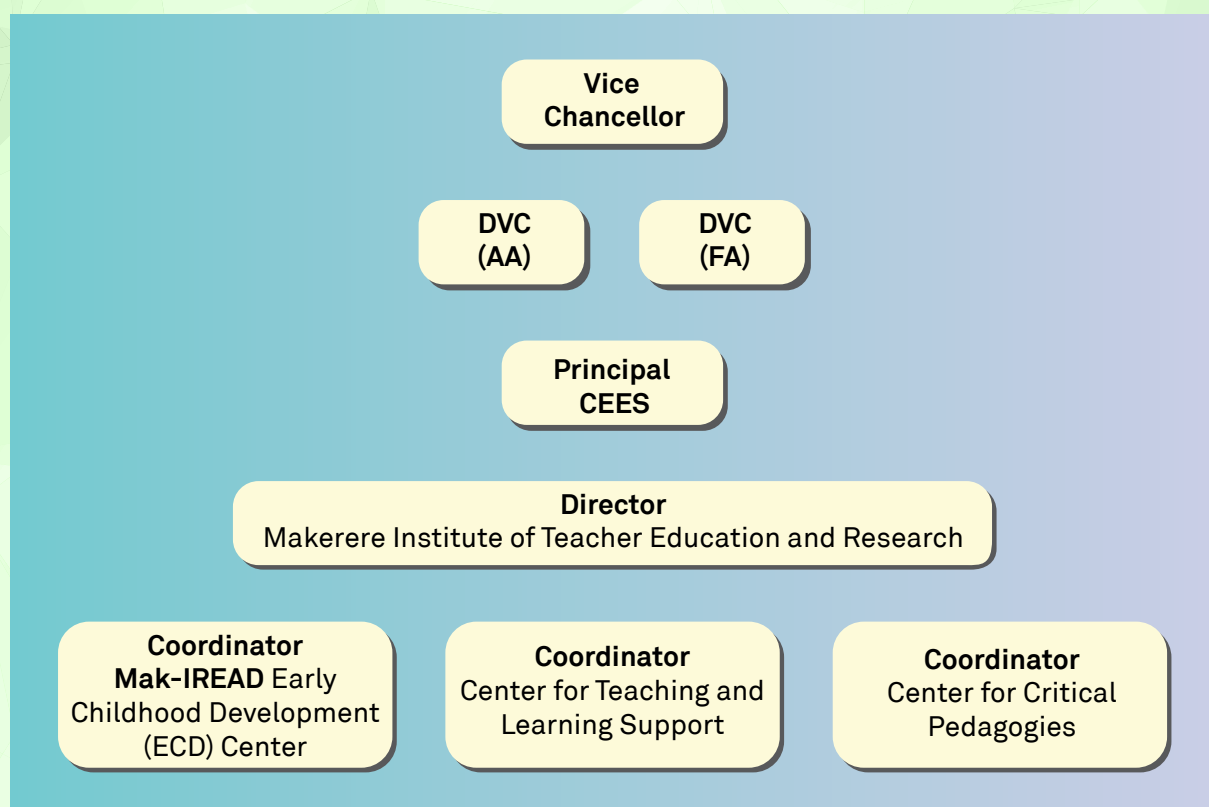
MITER has centers as shown in the above administrative structure.

1. Early Childhood Development (ECD) Center, coordinated by Dr. David Kabugo.

Objectives of ECD

i. To engage in cooperative research, design innovative teaching and learning interventions, as well as advance scholarship and strategic partnerships in the emerging field of ECD /ECCE.
ii. To undertake transdisciplinary research in the filed of ECD which are of national, regional and global importance
iii. To conduct targeted capacity building in form of professional and executive training courses in the field of ECD, pre--primary, and as well as primary education
iv. To provide technical and pedagogical support in IREAD's ECD centers, and to the different pre-primary, primary and other ECD education institutions in Uganda and beyond
v. To advocate for inclusive, accessible, and equitable provision of ECD services in Uganda
vi. To contribute to policy on Early Childhood Care and Education in Uganda
vii. To contribute to policy reforms on Early Childhood Care and Education in Uganda

2. Center for Critical Pedagogy (CCP) coordinated by Dr. Miiro Farooq

Objectives of CCP

- This center is based on a philosophy of education which maintains that issues of social justice and democracy are not distinct from acts of teaching and learning. The aim of this center is to strengthen the pedagogical skills and curriculum development processes of university faculty through cultivating their knowledge of and practice with critical pedagogies.

Projects Undertaken

1. The Early Childhood Development (ECD) Research Center is conducting targeted capacity building and development programs in the areas of Early Childhood Development. Our current offerings range from Executive and Professional to Technical training programs at both certificate and diploma levels. Participants on these programs are mainly ECD practitioners and in-service pre and primary school teachers of Grade II and Grade III teachers' Certificates. The first cohort of the center's Diploma in Early Childhood Education and Development program has more than fifty (50) participants.

3. Project proposal for empowering teachers with thinking skills

- A project proposal on empowering teachers with 21st thinking skills through wisdom pedagogy to address education reforms for human transformation was written, and submitted 7th September 2023 to different stakeholders for support and funding. The project proposal is intended to bridge the knowledge gap in thinking skills among teacher education both the pre and in-service at all levels of education in Uganda. The proposal is estimated to cost 39,151,267,221 shillings ($510,726,374) for a period of five years. The proposal is in the phase of receiving approval from the different authorities in the university to secure the seed funding of ten (10bn) billion Ugandan Shillings.

4. Collaboration with National Development Centre

- Empowering teachers with 21st thinking skills project was presented to National Curriculum Development Center for collaboration and enhancement of its implementation on 13th September, 2023. A new strategy for collaboration between the Center for wisdom pedagogy and National Curriculum Development Center (NCDC) was opened up after a courtesy visit by the Director of MITER Prof. Fred Masagazi Masaazi and Coordinator Centre for Wisdom Pedagogy Dr. Miiro Farooq to the Director National Curriculum Development Centre Dr. Baguma K. Grace. Curriculum for securing a draft Memorandum of Understanding between the two institutions. This is yet to be materialized.

5. Project proposal for Institutionalization of wisdom pedagogy in higher institutions

- A proposal titled "**Institutionalization of wisdom pedagogy in higher education institutions**" and it was submitted to Makerere University Research and Innovations Fund (Mak-RIF) for funding on 19th October, 2023 by Mr. Vicent Muwonge as Principal Investigator and Dr. Miiro Farooq as Co-Principal Investigator. The purpose of this proposal is to scale up wisdom pedagogy

practices and build capacities of staff among different higher education institutions so as to prepare with thinking skills to address the 21st century challenges.

6. National Survey on the Teacher Preparedness and Capacity to Implement of the New Lower Secondary School Curriculum

- Summary of what has been done The purpose of this project was to assess secondary teachers' preparedness and capacity to implement the Revised Lower Secondary School Curriculum that was rolled out in 2020. The

- study covered the five regions of Uganda that is Central, Southern, Western, Northern, and Eastern. Stratified sampling used to sample schools in urban and rural areas including Government Aided, private schools and USE schools.

- The survey addressed the following objectives:

  i). Establish the nature of the training teachers obtained on the implementation of the curriculum

  ii). Examine the teaching resources available in schools for the implementation of the curriculum.

  iii). Find out the challenges face during the implementation of the curriculum.

  iv). Device different ways of improving the implementation of the Lower Secondary School Curriculum.

- A self-administered questionnaire for teachers was used to collect data. The data which was collected is being captured into SSP program version 2016. What remains to be done include:

  (i) Data analysis

  (ii) Report writing

  (iii) Dissemination of research findings.

7. Public University Initiative for Youth Entrepreneurship Promotion(PUIYEP)

- Uganda has the second largest young population in the world (Population Reference Bureau,2020; Myers, 2016) and is among countries with the highest youth unemployment in Africa(UBOS, 2018; Action Aid, 2012). Uganda Vision 2040 attributes the high unemployment rateto the economy's slow labour absorptive capacity and failure to match skills with labour-market needs (UNPF,2018). Since poverty is a product of lack of skills and limited job

- opportunities (NFSD 2018); PUIYEP attempts to give youths the entrepreneurial capabilities to create their own employment. Makerere University College of Education & External Studies (CEES) in partnership with other public universities in Uganda are planning to skill the youth in action knowledge, and mindset change needed to take self-employment as a viable labor market option. PUIYEP is consistent with government priority of increasing the numbers of youth with entrepreneurship skills and decent jobs; novel approaches for skilling of youth to increase gainful employment, attitude building to drive agency for change among the youth, and scaling up the skills needed for the 21 st Century job environment.

8. Proposal for Certificate, Diploma and Masters programs

- The following courses are under review at Institute level.

  i).Digitizing school records and communication (School Leaders)

  ii).Certificate and Diploma in wisdom pedagogy

  iii).Certificate in Educational Administration and Management

  iv).Certificate in competency-based curriculum

  v).Certificate in applied statistical and qualitative data analysis in Education

  vi).Certificate in postgraduate research supervision

  vii) Certificate Scholarly writing and publication

Diploma in ECD Programs

The above diploma was advertised in July and September 2023.It attracted 70 students.The teaching started and hope to get more students in the second cohort.

Executive CPD Certificate Program for School Administrator(ECSA)

ECSA certificate to improve school administrators skills in school management. Discussion with the Ministry of Education and Sports is ongoing.

Call for Chapter for the proposed MITER book.

A book proposal titled Research and Innovations in Teacher Education (RITE) has been developed and the first issue is expected to come out in 2024.

Challenges

i. Office Space. MITER require administrative space to host staff to implement various activities which have commenced. Our prayer is that, the University expedites the payment settlement of the former staff who is occupying the former Okalany Flat which is earmarked for MITER.

ii. Administrative/Reporting Structure. The challenge of reporting is causing unnecessary conflict between th office of the Director and the Principal. Our prayer is that, since the structure is already approved, it should be respecte stakeholders. In case this prayer is not tenable, urgent review of the structure is necessary.

07.

Research & Innovation

7.1. Publications

Book Chapters

1. Jjingo, Caesar. (2023). NCDC's mandate for Kiswahili pedagogy and instructional materials development. In I. Nakayenga & J. Musinguzi (Eds.), NCDC Celebrates 50 Years (pp. 222–225). Kampala: National Curriculum Development Centre.

Journal Papers

1. Charles, M., Shizhou, L., **Muwagga, A. M.**, Cuiying, W., Ssali, F. K., Robert, T., ... & Namagero, S. T. (2022). Correlates in Granting Students Loans in Uganda: Thematic Selection Criterion and Guidelines. Educational Research and Reviews, 17(10), 254-263.

2. Davis Katumba, Bruce Kirenga, **Anthony Muwagga Mugagg**a, Joan N Kalyango, Rebecca Nantanda, Charles Karamagi. MICROS: Asthma Control App for School Adolescents in a Low Resource Setting - A Cluster Randomized Controlled Trial Protocol 30 November 2023 Volume 2023:17 Pages 3125—3133 DOI https://doi.org/10.2147/PPA.S438549

3. Martha, N., Taddeo, K. Y., Charles, M., Jessica, K., Muhamadi, K., Namagero, T. S., ... & **Mugagga, M. A.** (2023). Contribution of the Skills-Based Approach to Teaching Students in Lower Secondary Schools and on Poverty Reduction After COVID-19 Disruptions in Communities in Jinja North Division, Uganda. Research and Advances in Education, 2(11), 37-48.

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5. **Batiibwe, M.S.K.**, Nannyonga, B.K., Nalule, R.M. *et al.* (2023). Factors related to teenage pregnancy during the COVID-19 pandemic: a case of selected villages in Mayuge District, Eastern Uganda. *SN Social Sciences, 3*(7), 103. https://doi.org/10.1007/s43545-023-00694-8

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7. Mutabazi S., **Esaete J.,** and Kansiime E. (2023). Education level, students' knowledge and attitude towards STIs in selected secondary schools in Kisoro municipality, Western Uganda. Social Science and Humanities Open.

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8. Nyamukuru A., Whitney C., Tabuti J.R.S., **Esaete J**. and Low M. (2023). Allometric models for aboveground biomass estimation for small trees and shrubs in Africana savanna ecosystems. Trees, Forests and People 11: https://doi.org/10.1016/j.tfp.2023.100377

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10. M Gallagher, **R Najjuma, R Nambi** - Social Inclusion, 2023. Bidi Bidi Creativity: The Liminality of Digital Inclusion for Refugees in Ugandan Higher Education. cogitatiopress.com. Vol 11, No 3 (2023): Expanding the

Boundaries of Digital Inclusion: Perspectives From Network Peripheries and Non-Adopters. https://doi.org/10.17645/si.v11i3.6686

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13. **Muyinda B. P., Bananuka H.T., Mayende, G., Jessica Norah Aguti, N.J., & Kajumbula, R**. (In Press). Looking Back, Looking Forward: Taking Stock of Makerere University's Digitalisation Journey. In ABK, Kasozi, J. Ahikire, D. Dipio Eds. *Leveraging 100 years of Excellence in Building a Transformed Society*. Makerere University Press, Kampala.

14. **Muyinda B. P., Mayende. G**., Tibaingana A., Lugemwa, P., Asiimire, P., Mbabazi, L., **Mirembe, E., Atukunda, S**., Tuhirirwe, I., **Kajumbula, R., Turyakira, N**., Nzala, W.J., Matovu, J.,Amanyire, R. (2023). Requirements for Building a Safe Driving Mobile Learning Environment for Positive Behavioral Change of Boda-Boda Riders in Uganda. *International Education and Culture Studies*. Vol. Vol. 3, No. 4, 2023. Available at http://www.stslpress.org/journal/journalArticle?id=119

15. **Eva Mirembe, Richard Kajumbula, Godfrey Mayende, Paul. Muyinda Birev**u. Conference: eLearning Conference, University of Embu, Kenya: Data Driven Visualization to enhance Strategic e-Learning Decision

16. Roberts Wandera Otyola, **John Bukenya**, Proscovia Nalwadda, Kamaga, Godfrey Bagamba Wamani, Suzan Bantebya and Mukisa Jonathan: Qualitative Review of Monitoring and Evaluation Practices in Higher Institutions in Uganda. American Journal of Education and Practice ISSN 2520-3991(Online) Vol.7, Issue 4, pp 54-67,2023.

17. **Nazarius Turyakira**, Dr. Winnie Nyamute), Dr. Kennedy Okiro, Prof. Gituro Wainama: African Development Finance Journal: Volume 4: Corporate Governance and Performance of Commercial State-Owned Enterprises in Uganda.

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21. Agume, I., Mirikau, **S. A., Masereka**, L.K. & Mukundane B. (2023). Malenga wa Ghala la Afrika. An Anthology of Kiswahili Poems. Kampala. Uganda. Fountain Publishers.

22. Aciro, Rosalba, George Oriangi, **David Onen**, Geoffrey M. Malinga, **Betty A. Ezati**, and George L. Openjuru. "The Relationship between Entry Grades of Students Admitted to Public Universities in Uganda under Direct Entry Schemes and Their Academic Performance: Implications for Admission Policies." *East African Journal of Education Studies* 6, no. 1 (2023): 373-388.

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30. **Esaete, Josephine**, Vincent B. Muwanika, Dorothy K. Nampanzira, Jamilu E. Ssenku, and John RS Tabuti. "Understory floristic diversity and soil seed bank status of planted and unplanted portions of South Busoga Forest Reserve, Eastern Uganda." *Tropical Ecology* 64, no. 3 (2023): 558-570.

31. Mutabazi, Sam, **Josephine Esaete**, and **Edward Kansiime**. "Education level, students' knowledge and attitude towards STIs in selected secondary schools in Kisoro municipality, Western Uganda." *Social Sciences & Humanities Open* 7, no. 1 (2023): 100475.

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36. **Tumwesigye, Jimmy Tibs, Paul Muyinda Birevu, and Anthony Muwagga**. "Predictive effects of social presence on student engagement in the online component of blended distance learning programs at Makerere University, Uganda." *African Journal of Education, Science and Technology* 7, no. 3 (2023): 776-786.

37. **Etomaru, Irene, K. Fred Edward Bakkabulindi, and Tom Darlington Balojja**. "Trajectory of doctoral education and training in Uganda." *Higher Education* (2023): 1-16.

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University." *The Journal of Frontiers in Humanities and Social Sciences* 1, no. 2 (2023): 11-34.

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52. Suzan Kasula Munabi, Jessica Norah Aguti, and **Harriet Mutambo Nabushawo**:*Exploring Lecturer's perceptions of undergraduate Distance Learner's Experiences with MUELE ICT Support.* Rwandan Journal of Education / Vol, 6 No. 2

53. **Harriet Mutambo Nabushawo**, Harriet Najjemba, Dorothy Ssebowa Kyagaba, and Paul Muyinda Birevu (2023). *Using Screencast-O-Matic to innovate the teaching of History in Public Universities in Uganda.* Presentation at the DETA Conference 2023. Kampala, Uganda

54. **Sikoyo, L.,** & Isabirye, C. (2023). Teacher Educators' Professional Learning and Pedagogical Change in Relation to Learner-Centred Pedagogy. East African Journal of Education Studies, 6(2), 39-55. https://doi.org/10.37284/eajes.6.2.1219

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56. **Sebbowa D**. & Kontinen, T (**2023**). Enhancing social justice? Experimenting social media in preservice teacher education at Makerere University in Uganda. FAPI Book Project, Taylor& Francis Publishers.

57. Rwakijuma, L. K., Bakkabulindi F. E. K., & **Onen D.** (2023). Predictors of Research Productivity of Academic Staff in Kyambogo University: An Empirical Study Based on Mantikayan and Abdulgani's (2018) Model. *The Uganda Higher Education Review, 10*(2), 264 – 282.

58. Balikoowa R, Ojiambo D, Emuron, L, Siu G, Mbabazi-Mpyangu C, Kikooma J. F, Mugambwa J, Nuwagaba R. D, Baluku M. M & **Onen, D.** (2023). Children's lived experience and perceptions of community members' influence on their schooling: a study in Uganda. *Front. Psychol.* 14:1045737. doi 10.3389/fpsyg.2023.1045737.

59. Aciro, R., Oriangi, G., **Onen, D.,** Malinga, G. M., **Ezati, B**. & Openjuru, G. L. (2023).The Relationship between Entry Grades of Students Admitted to Public Universities in Uganda under Direct Entry Schemes and Their Academic Performance: Implications for Admission Policies. *East African Journal of Education Studies,* 6(1), 373-388. DOI: https://doi.org/10.37284/eajes.6.1.1172.

60. Annet Mbabazi, **Tom Darlington Balojja**. Supervisory Relationships and their

- Impact on the Well-being of Academic Staff at Makerere University Vol 6 No 3

- (2023): East African Journal of Education Studies

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61. Nakimuli Mariam, **Tom Darlington Balojja** and **Euzobia Mugisha Baine**. Exploring the Individual Endowments of Graduates from

Select Universities: Skills and Attributes Exhibited in the Workplace, Journal of Research in Humanities and Social Science Volume 11, 6 (2023) pp: 197-204. www.questjournals.org

62. Nakimuli Mariam, Tom Darlington Balojja and Euzobia Mugisha Baine. Employers Perspectives on Employability Skills of Graduates from Makerere University in Two Selected Chartered Universities, Journal of Research in Humanities and Social Science Volume 11 ~ Issue 10 (2023) pp: 175-185. www.questjournals.org

63. Genza, G. M., Sekiwu, D., Akena, F. A., Rugambwa, N. O. & Muwagga, A. M. (2023). Policy brief for building inclusive learning environments for marginalised indigenous societies in Uganda: A case of the Batwa. Mak-RIF Policy Brief; Makerere University.

64. Genza, G. M., Sekiwu, D., Akena, F. A., Rugambwa, N. O. & Muwagga, A. M. (2023). Toolkit for building inclusive learning environments for Batwa children in Uganda. Mak-RIF Toolkit; Makerere University.

7.2. Conference Papers

1. **Batiibwe, M. S. K. (2023).** *Indigenous Knowledge Systems as Learning Media in Teaching and Learning of School Mathematics: A Review of Literature.* The 20th Conference on Mathematics, Science and Technology Education in Africa (COMSTEDA-20) on the theme, "Empowering The Next Generation Though Innovative STEM Education" (p. 20), Ghana, Accra, November 28-30.

2. **Batiibwe, M. S. K. (2023).** *Developing Mathematical Thinking through the Activity Based Heuristic Approach: A Case of Making Connections between Patterns, Sequences, and Graphs*. The Joint African-Nordic Conference in Mathematics on the theme, "Celebrating 20 Years with ISP/EAUMP/ SIDA, 10 Years with CIMO/ HEI-ICI and Commencing of the NORHED II Funded Mathematics for Sustainable Development Project" (p. 31), Makerere University, Kampala, Uganda, August 1 – 4.

3. Muyinda B.P. (2023). Panelist at the Late Prof. William Ssenteza Kajubi 2023 Memorial Lecture, 7th November 2023

4. Muyinda B. P. (2023). Guidelines for Quality Assuring Open and Distance Learning (ODL) Programme in Commonwealth Countries. Muyinda B.P. (2023). World Intellectual Property Organization, Forty Third Session, Geneva. Presentation: On Cross Boarder Issues: Education and Research.it was hosted in Switzerland, from March 13th 2023 to 17th 2023.

5. Muyinda B.P (2023). The Project for Enhancing the Distance Education Environment at Makerere University by KOICA**.**

6. Muyinda B.P.(2023).NCDC:Reconceptualising Curriculum in the 21st Century for Social-Economic Transformation (26-27th April 2023 at Speke Resort Munyonyo) The ICT Revolution in CURRICULUM development and Implementation by Prof. Paul Muyinda.

7. Muyinda B.P (2023): Assisted The Gambia College to develop a policy on ODEL and strategic Implementation Plan in Gambia. (29th March 2023 to 1st April 2023).

8. Muyinda B.P (2023), Dr. Godfrey Mayende and Mr. Richard Kajumbula: Attended the E-Learning Initiative Summit 2023 and e-Learning Africa organised by Master Card Project in Dakar- Senegal (21st May 2023 to 28th May 2023).

9. Muyinda B.P. (2023). Panellist in the session on 'Revolutionising Higher Education across Africa: Harnessing Technology for Inclusive and Innovative E-Learning'. 3rd Fully Online Distance Education Symposium (FODES 2023), with the Theme Leveraging Technology for Innovative e-Learning, 19th -20th October 2023. Available at https://fodesup.online/

10. Muyinda B. P. (2023). ChatGPT for Teacher Training: How ChatGPT can be used for teacher training, enhancing professional skills and promoting continuous learning. Commonwealth of Learning Webinar**: Chat GPT: Implications for Teaching and Teacher Training. 22nd June 2023**

11. Muyinda B.P. & Lugemwa, P. (2023). The ICT Revolution in Curriculum Development and Implementation. *A paper presented at the 1st International Conference on Curriculum Development: Reconceptualizing Curriculum in the 21st Century for Socio-economic Transformation*. 26th -27th April 2023, Speke Resort Hotel, Munyonyo, Kampala, Uganda.

12. Muyinda B. P. (2023). ChatGPT for Teacher Training: How ChatGPT can be used for teacher training, enhancing professional skills and promoting continuous learning. Commonwealth of Learning Webnar: **Chat GPT: Implications for Teaching and Teacher Training. 22nd June**

13. Muyinda B. P. (2023). Chair of Session on 'Innovative Training for Digital Teachers at *the eLearning Africa 2023 16th International Conference & Exhibition on ICT for Education, Training & Skills Development*. Abdou Diouf International Conference, Dakar, Senegal, May 24-26, 2023

14. Teaching and Training Critical Thinking: A Strategy for Survival and Relevance of Higher Education Institutions (HEIs) in the 21st Century. 1st International Conference On Curriculum Development.: Re-conceptualizing Curriculum in the 21stCentury for Socio-economic Transformation, paper presented the 21st 1stInternational Conference On Curriculum Development.: Re-conceptualizing Curriculum in the 21st Century for Socio-economic Transformation from 26-27thMay 2023

15. Nurturing and Upbringing the Forgotten Aspect in Curriculum Development and Implementation. paper presented in 1st International Conference On Curriculum Development.: Re-conceptualizing Curriculum in the 21st Century for Socioeconomic Transformation from 26-27th May 2023

16. School Drop Out and Educational Wastage in Universal Primary Education (UPE) Schools in Uganda: Policy Implications paper presented in the 1st International Conference On Curriculum Development.: Re-conceptualizing Curriculum in the 21st Century.

17. **Arthur Mugisha** International conference (DETA July 2023) presented a paper on "Comprehensive Evaluation of Blended Learning uptake at Makerere University" Hosted at Makerere University (CTF2)

18. **Arthur Mugisha** : International TELLS Conference (University of Agder Norway August 2023) Presented on "Modeling Content Resources on Learning Management System for Fifth Generation Distance Mode: Case of Bachelor of Education at Makerere University"

19. **Mudondo, C. (2023).** *Navigating Market Terrain as Novices: Empowering Young Female Graduates of Skilling Programmes in Uganda*. International conference on `Global Youth Dynamics and `Reality` Negotiation in East Africa and South Asia: Gender, Diversity, Agency`, Tokyo University of Foreign Studies, Tokyo, Japan (18th-19th November, 2023).

20. **Mudondo, C.** "*Doing Research in transboundary conflict contexts. Reflections from the field in Uganda*." An academic seminar at Research Institute of Languages and cultures of Asia and Africa (ILCAA), Tokyo University of Foreign Studies, Tokyo, Japan (21st November,2023)

21. **Jjingo, Caesar**. (2023). Introducing Competency-based language programmes in Uganda's teacher training institutions. THE 66 TH AFRICAN STUDIES ASSOCIATION (FULBRIGHT). San Francisco, California, USA. November 30 - December 2.

22. Tibasiima, Isaac & **Jjingo, Caesar.** (2023). Writing Centres as avenues for meeting students' academic needs and challenges at the College of Humanities and Social Sciences, Makerere University. The CERTL PRE-PUBLICATION WORKSHOP. Fairway Hotel. November 17.

23. **Jjingo, Caesar**. (2023). Technological innovations on self-instructional Kiswahili materials for non-mainstream heutagogy learners in Uganda. The 48 th ANNUAL CONFERENCE NATIONAL ASSOCIATION OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS. University of Arizona, Tucson, Arizona, USA. October 13-14.

24. **Jjingo, Caesar**, Asiimwe, Caroline. & Visser, Marianna. (2023). Towards a modular curriculum for Kiswahili speech sounds and pronunciation focused instruction in Uganda's lower secondary schools. The 13 th SOUTH-EAST AFRICAN LANGUAGES AND LITERATURE FORUM (SEALLF). University of Florida, Gainesville, Florida, USA. September 29-30.

25. **Jjingo, Caesar**. (2023). Kiswahili na elimu: Nadharia, sera na utekelezaji katika nchi nne teule barani Afrika. MAADHIMISHO YA II YA SIKU YA KISWAHILI DUNIANI. Hotel Africana, Kampala, Uganda. July 5-7.

26. Tibasiima, Isaac. & **Jjingo, Caesar**. (2023). Exploring the practices of tech-driven writing centres in South African Universities. The CERTL COLLOQUIUM 2023. Hilton Gardens Inn, Kampala, Uganda. May 18 -19.

27. **Florence Nakamanya**: Association for the Study of Higher Education. (2023). Higher Education Research, Purposes, Politics and Practices. The 48 th Annual Conference, Minneapolis, Minnesota.

28. **Muweesi Charles1/ Namukose Sarah1/ Muwangga Mugagga Anthony**: Education as a necessity of life: An exploration on Ugandan Education System Quality with reference to John Dewey's Philosophical Correlates; The Uganda Journal of Management and Public Policy Studies Vol. 24 No. 1-2 ISSN: 2959 - 4316; December 2023.

7.3 Conferences Organized

1) **Name of International Conference**: 10th Conference of Distance Education and Teachers' Training in Africa (DETA)
- **Venue**: Makerere University – Yusuf Lule Auditorium
- **Dates**: 24th – 27th July 2023
- **Local Organizing Committee**
  - Dr. Harriet Najjemba – Chairperson
  - Mr. Richard Kajumbula – Vice Chairperson

- Prof. Paul Muyinda Birevu - Member
- Dr. Godfrey Mayende - Member
- Dr. Harriet Nabushawo- Member
- Dr. Sam Siminyu - Member
- Ms. Betty Kyakuwa - Member
- Ms. Rose Akanya – Member

It was organized in collaboration with University of Pretoria, South Africa Institute of Distance Education (SAIDE), and Busitema University.

2) **Prof. Senteza Kajubi Fulbright Memerial Lecture.**

- **Venue**: Makerere University – Yusuf Lule Auditorium

- **Dates:** 7th November 2023

7.4. Grants Won

	Research Project	Principle Investigator(s)
1.	Balancing survival and compliance: Enacted citizenship in Uganda during the times of uncertainties (EnaCIT) **Project duration:** 2023-2025	1.Dr Karembe Ahimbisibwe 2.Dr Kellen Aganyira,
2.	Community skills development Uganda: writing for regional impact **Project duration:** 2023-2025	1.Dr Karembe Ahimbisibwe 2.Ms. Zula Namubiru
3.	Collaboration and Conflict Resolution: Community-based Natural Resource Governance in Rural Uganda **Project duration:** 2022 onwards	1.Prof. Irmeli Mustalahti (Finland) 2.Dr Karembe Ahimbisibwe
4.	BTVETDEL RIF Project: "Increasing Access to Inclusive and Quality Business, Technical, Vocational Education and Training through Open, Distance and, eLearning " 2022- 2023	Dr. Jamiah Mayanja, Dr. Nazarius Turyakira and Mr. Richard Kajumbula
5.	E-History RIF Project: " Innovating the teaching of History in Public Universities in Uganda" 2022 - 2023	Dr. Harriet Nabushawo, Dr. Harriet Najjemba and Prof. Paul Muyinda
6.	*G4D²OC Project:* MCFSP eLI small scale grant titled: Online Learning and Professional Development for Faculty at Makerere University in Uganda. 2022-2023	Dr. Harriet Nabushawo and Prof. Jessica Aguti
7.	*MCFSP eLI@Mak Project:* "MasterCard Foundation Scholars Programme e-Learning Initiative at Makerere University (MCFSP eLI@Mak)".	Prof. Paul Muyinda Birevu
8.	*CABUTE Project*: "Capacity Building for Research Based Teacher Education (CABUTE)" (2022- 2025)	Dr. Paul Birevu Muyinda

9.	TELLS Project: "Transformative Education and Lifelong Learning for Sustainable Development (TELLS) (2022-2025)	Dr. Paul Birevu Muyinda
10.	*EQIP Project:* "Enhancing Quality and Internationalization of Study Programmes Through Mobile Transformative Pedagogy (EQIP)".	Dr. Paul Birevu Muyinda
11	CANP Consolidation and Expansion Project (CANP CEP) for "identifying and connecting mathematics teachers educators (MTEs) within and across East African countries, building capacity of MTEs through collaborative professional development activities based on contextualizing mathematics education resources, and enhancing research from East Africa and participation at ICMI events" (2023-2026).	Dr Marjorie S K Batiibwe
12	Carnegie – funded early career academics fellowship program "Consolidating Early Career Academic Program at Makerere University and other Public Universities (CECAP)", 2022 -2024 for a project "Investigating Indigenous Knowledge Systems as Learning Media in Teaching and Learning School Mathematics and a Curriculum Module in Mathematics Education" (2022-2024)	Dr Marjorie S K Batiibwe
13	Capacity for Developing Countries-International Mathematical Union (CDC-IMU) for a project "Developing Final Year Pre-service Teachers' Knowledge and Capacity to Use Online Media and Digital Technologies in the Teaching and Learning of Secondary School Mathematics in Uganda" (2022 - 2023)	Dr Marjorie S K Batiibwe
	Comprehensive Evaluation of Graduate Training Blended Learning Uptake at Mak". RIF Funded	Mr. Arthur Mugisha (PI), Dr. Harriet Najjemba; Prof. Paul Muyinda Birevu, Prof. Jessica Norah Aguti, Mr. Joshua Bateeze, Mr. Robert Aine and Ms. Rose Akanya.
14	Unlocking Potential for Enhanced Teaching and Learning for Students with Visual Impairment in Public Universities in Uganda: the role of Assistive Technologies – A multiyear research project funded by Government of Uganda through the Makerere University Research and Innovation Fund (**2020- 2024**)- - awarded an extension of 1 year under the 2023 MultiYear awards.	Dr. Leah Namarome Sikoyo
	(2022) Exploring Obutyamye as Material Citizenship in Busoga Subregion, Uganda, available on https://www.njas.fi/njas/article/view/962	Karembe F Ahimbisibwe
	'Poor Citizens Cannot Advocate': Learning Citizenship in Constrained Settings in Uganda (PhD Thesis) available on https://jyx.jyu.fi/handle/123456789/83967	• Karembe F Ahimbisibwe

7.5 Post Doc Fellowships

1. **Jjingo, Caesar**. (2023-2024). Fulbright African Research Scholar – Introducing Competency - based language programmes in Uganda's teacher training institutions –. From the US Department of state. At the University of Arizona, Tucson, Arizona. USA.

2. **Karembe F Ahimbisibwe** is a Post-Doctoral Fellow at the University of Jyväskylä, Finland (2023-2025). The Project title is Re-articulating citizenship in the times of uncertainty: Hybrid narratives of Covid-19 responses in sub-Saharan Africa (EnaCIT)

3. **Dr. Florence Nakamanya** is a Postdoctoral fellow in the Alliance for African Partnership-African Futures Research Leadership Program based at the Center for Higher and Adult Education in the College of Education at Michigan State University in USA. With the worrying statistics of women in research leadership and mentorship roles in higher education, many early career women researchers have been constrained to progress in their careers across disciplinary fields in

Uganda. To address this, this project in collaboration with Prof. Brendan Cantwell and Prof. Ronald Bisaso focusses on enhancing the capacity of early career women researchers to transition into leadership positions in universities in Uganda to generate authentic, research- based, and sustainable interventions.

7.6. Research Disseminations

The PI-Dr. Walimbwa Michael (Centre red tie) and Mak-RIF's Dr. Walakira Eddy (Centre stripped tie) with participants at the training workshop on innovative assessments on 15th March 2023, Telepresence Centre, Senate Building, Makerere University.

Researchers push for innovative assessment in universities

In the face of new technologies and Artificial Intelligence (AI), there is a call for universities to be more relevant to local needs while also taking into consideration the global needs. Teaching and learning has over the years evolved from being teacher centered to one that is learner centered. With the onset of COVID 19, online learning was quickly adopted across the globe, and most recently AI. These changes in the education system have called for a new mode of assessment of learning. This is what researchers from the College of Education and External Studies (CEES), led by Dr. Walimbwa Michael are advocating for.

Dr. Walimbwa Michael (Left) and Dr. Walakira Eddy (Right) during the training workshop.

During a training workshop on March 15, 2023 Dr. Walimbwa shared with participants the importance of innovative assessments, saying the world has evolved from the traditional methods of assessment. The researchers argue that there is need for a new mode of assessment which has a constructive alignment. Constructive alignment, according to Dr. Leah Sikoyo one of the partner trainers, demands that there is coherence between different aspects of the curriculum. "The three pillars must speak to each other; Learning outcomes; Teaching and learning experiences and assessment," Dr. Sikoyo emphasized.

Assessment, she said should take the outcome based approach which emphasizes learning outcomes such as skills acquired, values and problem solving among others. Assessment she said should not only examine lower order thinking levels but also the middle and higher order thinking levels.

Mak research: Police approves soft skills training course

SCP Anne Tusiime, the UPF Deputy Director Human Resource Development (3rd Left), Project PI-Dr. Badru Musisi (4th Right), SCP Fred Enanga, the UPF Spokesperson (Right), SCP Kafeero Moses Kabugo (Left) with members of the Research Team and Officers at the UPF Headquarters in Naguru.

The Uganda Police Force (UPF) in partnership with Makerere University have approved a new training course intended to impart soft skills in police trainees.

The program dubbed "Promoting community policing by integrating soft skills in Uganda Police training" funded by the Government of Uganda through Makerere University Research and Innovations Fund (Mak-RIF) is expected to be rolled out in 2025 and it will be part and parcel of the police training course.

SCP Anne Tusiime, the Deputy Director Human Resource Development, embraced the program and pledged support for the course.

I believe with this project that is ongoing, we are heading to making the force better," she noted

This idea was conceived in 2020 by Dr Badru Musisi, a senior lecturer at the College of Education and External Studies (CEES) and the Principal Investigator (PI) following the public's outcry that police is brutalising people and the general feeling that police is anti-people.

SCP Tusiime revealed that they are facing challenges arising from lack of soft skills and those having the skills lack the tactics to use those skills.

"While we have put in much effort, we still have some challenges, especially from lacking skills or having skills and we don't use them the way they are supposed to be used. And picking from our name, some of the skills are typically hard skills not soft ones. And so we end up losing out some bits," She added after approving the course during the workshop which was held at the Police headquarters in Naguru, Kampala on November.

She asked the team of the principal investigators to design a way how skills that may look to be hard, can be simplified and made a little bit softer.

"Let's hold our hands to see that we pull it through. The pledge on behalf of the force is that we are committed to human resource development. We pray that this project will give us a serious backup in whatever we are doing," SCP Tusiime emphasized.

SCP Fred Enanga, the Police Spokesperson told the team of researchers that when passing out officers, they are trained in soft skills because in exercising their duties, they use negotiations but the practice has not been direct as this course is intending to do.

Dr Musisi revealed that the three-year project has finally started to bear fruits after soft skills taxonomy was approved by the top officers.

"We are going to use the soft skill taxonomy to develop a transformative framework for embedding soft skills in police training programs," he noted.

On this move, researchers believe that when they secure the balance between the hard and soft skill policing, community policing will ultimately be promoted saying, "We expect to have police officers that build a cordial relationship between the force and the community."

After developing the transformative framework, Dr Musisi noted that they are going to train the instructors of all police training schools and colleges in the country how to use that framework to embed soft skills in their routine training programs.

"The soft skills taxonomy is going to give us a foundation of which soft skills are going to be embedded. And our next step is to develop the

transformative framework for embedding soft skills that will be tested, refined, passed and thereafter in the third year, we shall be rolling it out," he revealed.

Ms Evelyne Baelvina Nyachwo, the Research Support Officer from Mak-RIF who represented Prof Fred Masagazi Masagazi revealed that the Makerere University Research and Innovations fund (Mak-RIF), funded by the government of Uganda and started in 2019 to support research to provide solutions through innovations to the current challenges Ugandans face.

"We receive money to support research and so we give this money to Makerere lecturers so that they can be able to develop ideas which are majorly tailored to solving our local problems. We identify what is disturbing us and then through research, we come up with the solutions and innovations to solve these problems." she said

She noted that this project was very timely owing to the issues coming up between the community and the police. "There is limited trust and yet police are supposed to be an arm that protects the community. We want to ensure that our officers have extra soft skills added to them to ensure that they can serve the nation but also become better people and provide better service," she added.

E- HISTORY DISSEMINATION:

Using Emerging Technologies to Innovate the Teaching and Learning of History in Public Universities in Uganda. Funded by MAKRIF. The Dissemination had both virtual and physical participants and was held on 7th July 2023.The project was led by Dr. Harriet Nabushawo.

After the above research Staff were able to horn their skills to redesign History Courses and upload on both the e-History App and the Learning Management System where they can be easily

be accessed by the students.

BTVETDEL. The IODeL organized a dissemination workshop on 'Increasing Access to Inclusive and Quality Business, Technical, Vocational Education and Training through Open, Distance and e-Learning. The project was funded by the Government of Uganda under the Makerere University Research Innovations Fund. (30th May 2023)

IODeL launched the MasterCard Foundation

e-Learning Initiative at Makerere University (MCF eLI @Mak) on 20th September 2022 as a baseline line dissemination event. The dissemination was officiated by the Executive Director, National Council for Higher Education, Prof. Mary Okwakol. It was also graced by the Vice Chancellor, Prof. Barnabas Nawangwe the two DVCs and University leadership, among others and the Master Card Initiative was still ongoing in this year under review.

Comprehensive Evaluation of Blended Learning Uptake at Makerere (CEBL Project 1

Mr. Arthur Mugisha after a successful completion of the Comprehensive Evaluation of Blended Learning Uptake at Makerere (CEBL Project 1) disseminated its findings to stakeholders on 29th September 2022 at CEDAT Auditorium, The PROJECT PI won funding from MAKRIF to carry out a Comprehensive Evolution of Graduate Blended Learning Uptake Mak (CEBL 2) with the following aim;

a. To establish the current post graduate learners' Blended Learning status at Makerere University to
b. To document Challenges from graduate learner's perspective about Blended Learning at Makerere.
c. To modify the phase one blended Learning framework.
d. Makerere University is working hard towards achieving a Research led university in a short and medium term, this implies reduction on the Undergraduate students and increase on the graduate environment therefore, the Blended Learning is the suitable pedagogical approach.

Resurrecting forgotten history: African Slave trade & modern-day slavery

The Centre for Teaching and Learning Support, CEES in collaboration with the University College London, UK organized an Educational webinar entitled: *Omissions in Sloane's Jamaican collections: African slave trade and modern slavery building shared futures*. The webinar held on 28th July, 2023 saw over 40 participants; lecturers, students from Makerere University and other Public and Private universities engaging in debates on addressing contemporary challenges as such Modern Slavery.

The Educational webinar was spearheaded by Dr. Dorothy Sebbowa and panelists; Dr. Mary Kakeeto and Dr. Zaid Sekitto all from Makerere

University.

Dr. Dorothy Kyagaba Ssebowa who is a Sloane Lab Community Fellow began the webinar with a citation from William Wordsworth who once said: '*Let us learn from the past to profit by the present, to live better in the future.*'

Dr. Kyagaba noted that, Sir Hans Sloane (1660-1753) was a significant historical figure of the 18th Century who collected artifacts (flora& fauna) from Jamaica on the enslaved Africans during the Transatlantic Slave trade. Upon his death in 1753, Sloane bequeathed his collections which laid the foundations for the establishment of the world's first free national and public museum, the British Museum. That is why his role as a pioneer catologuist is remembered in museum, archival research and history education scholarship. Dr. Kyagaba argued that, although Sloane frequently included information about how locals such African Slaves used objects, herbal medicine, cultural and life experiences, this information is not only filtered and interpreted through Western lenses, but it is often viewed and dismissed as misinformation substantiating superstitious practices. Additionally, the history of slavery and the experience of enslaved people in museum, archival and history education scholarship has been largely un-investigated with notable gaps and omissions as reflected in the *Specialist Guide to the Sloane Jamaican Database*. Using Sloane's guide as a key unit of analysis, the project examined the historicity and methodologies through the lens of Sloane's involvement in the local of Jamaica the African Slave trade and enslavement (previously ignored or marginalized histories).

Researchers find innovative ways to teach history

History teaching and learning is perceived by many to be boring. This according to students is because history is often presented in such a way that students have to memorize names, dates, and events. Others argue that it is not relevant anymore. But scholars have argued that people who think that history is irrelevant aren't getting the message that history can repeat itself and by not learning from the mistakes of the past, one is likely to repeat them in the future.

For this reason, scholars at the College of Education and external Studies have worked with their counterparts from Gulu University and Kabale University to find innovative ways of teaching history studies. Headed by Dr. Harriet

Nabushawo, the team has identified the use of ICTs in history as one way of spicing up the teaching and learning of history.

Dr. Nabushawo, The Project Principal Investigator

During the final dissemination of their research findings on Friday July 7, 2023, Dr. Nabushawo said the research team had discovered that history teaching can be spiced up by using VOKI and Screencast –O-matic applications.

Voki, is a software which allows for the teacher to create avatars to replace the teacher in voice and form while Screencast-O-Matic is used to make videos, images, illustrations, animations and maps. The two applications help kill monotony of text and voice. The research team under their title, *Using Emerging Technologies to innovate the Teaching and Learning of Public Universities in Uganda (eHistory)* have trained lecturers in Makerere University, Gulu University and Kabale Universities in using these ICTs. The team has also developed an application where all the teaching content has been uploaded. The same has been uploaded on the different learning platforms of the respective universities such as MUEL

The team recognizes the fact that the 21st Century students are digital natives who prefer learning experiences that involve ICT enhanced tools such as audios, visuals and audio-visuals.

7.7. Details of the Conferences

DETA conference: Researchers discuss transformation of e-learning

The Distance Education and Teacher Training in Africa (DETA) Conference opened yesterday July 24, 2023 at Makerere University with a call to embrace distance and e-learnings and address the challenges associated with emerging Information and Communication Technologies. The 4-day conference will run until July 27, 2023.

Under the theme "*A Paradigm Shift towards innovative, resilient and transformative teacher education*" the conference is being attended by over 150 distance education scholars from across the globe.

Speaking during the opening ceremony, the Acting Vice Chancellor, Prof. Umar Kakumba said while it is important to revolutionize Distance Education, it is also important to address the issue of curriculum for it needs to be designed to address emerging issues in the environment. The curriculum he advised must address quality and inclusivity. Prof. Kakumba reminded the delegates that digital technologies have got deficits which out to be addressed.

The Acting Vice Chancellor said it was important for teachers to get the best training, arguing that the quality of a nation is dependent on its human capital.

He thanked the Institute of Distance and e-learning (IoDEL), led by Prof. Paul Muyinda Birevu, which is spearheading the mainstreaming of ODEL in all academic programs at Makerere University. Pointing to the Covid-19 outbreak which forced institutions of higher education into online learning, Prof. Kakumba said this was a learning point which left an indelible mark on all institutions.

The conference is organized by IoDEL in collaboration with the University of Pretoria and Busitema University. Speaking on behalf of the organizing committee of Makerere University, Prof. Muyinda thanked all the participants for making the time to travel to Kampala as well as submit papers for the conference. He thanked Dr. Harriet Najjemba, the chair of the Makerere Organizing committee for her commitment to the event.

Prof. Muyinda shared with participants the birth of Distance education in 1991, saying however, that it only became popular during the Covid-19 lockdown. "It has proved to be a sustainable mode of teaching and learning which will propel our countries to the attainment of SDG4," he said.

SDG4 aims to Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. He called for synergies to help advance distance education.

Prof. Senteza Kajubi eulogized for enormous contribution towards the education sector

US Ambassador William W. Popp (left) and Makerere University Vice Chancellor Prof Prof Barnabas Nawangwe

The United States ambassador to Uganda His excellence William W. Popp and Makerere University professors have praised the two-time Vice Chancellor the late Prof William Senteza Kajubi for his enormous contribution towards the education sector.

This was during the 4th Fulbright memorial lecture held on Tuesday, November 7, 2023 at Makerere University in the memory of a great educationist under the theme: "Uganda's Higher Education in the Digital Age: Navigating the future through technological advancements".

According to Prof Barnabas Nawangwe, the Makerere University Vice Chancellor, Prof Kajubi left a remarkable legacy, which advocated for equal access toquality education and he is described as the father of the education sector.

Prof Barnabas Nawangwe

"We celebrate him, not only as a leader but also a symbol of unity and resilience. His dedication to our nation's progress and his unwavering commitment to the development of the education system continue to inspire us all," he said.

The late Prof Kajubi will be remembered for being the father of Universal Primary Education (UPE) and Universal Secondary Education (USE) that ensured that all children can have access to education.

Prof Nawangwe called for togetherness to work towards the future of the country as they celebrate the legacy of the late scholar.

He lauded the U.S for their continued commitment to nurturing change makers through its Fulbright Program which facilitates exchange of knowledge, skills and culture. The late Prof Kajubi is celebrated as one of the first Africans to benefit from the Fulbright program in 1952.

The Fulbright program is an international exchange program that is sponsored by the U.S government and it has fostered mutual understanding between the United States and other countries since 1946.

Prof. Nawangwe noted that since the outbreak of Covid 19, the university has continued to embrace digital technology inform of blended learning. And he said the university's obligation to conducting research that will alleviate Ugandans from poverty is a sign of giving back to the government of Uganda for the investments done at the University.

"We are looking at what we can do in order to help the country to move forward on this digitization front. What we are going to do is to study the other countries that have gone before us, to know what they are doing, and pave away of how best we can do it without repeating what they did," he said

"We are recognized as one of the most proficient and research intensive institutions in Africa. And when it comes to clinical medicine, we compete with the best in the world," He said.

He asked different stakeholders to utilize the available resources to deliver change in their communities saying, "There are countries that are more advanced in the digital platform than we are but I don't think that can stop us from doing things that they are doing and going further than they have done. We can use the equipment we have like smartphones and simple computers that we can afford that can do the same work that the complex computers in advanced countries can do." The VC emphasized.

"We must address challenges of climate change, youth unemployment, good governance, emerging diseases among others".

His Excellency William Popp acknowledged Makerere's collaboration with the institutions in the US and applauded the VC for the far he has moved the University to being the one of the leading academic institutions in Africa.

His Excellency William Popp, US Ambassador

He pledged more support and a good working relationship of the US and Makerere University.

Prof Anthony Muwagga Mugagga, the Principal of the College of Education and External Studies called for the need for teachers to incorporate Artificial Intelligence (AI) in their teaching and emulate Prof. Ssenteza who did great things in the education terrain for close to 30 years.

Prof Anthony Muwagga Mugagga, Principal – College of Education and External Studies (CEES)

"At the start of the year, I asked my colleagues whether robots won't replace us. But what I know is that a well-trained teacher will never be replaced." He noted.

He described Prof. Kajubi as a beacon of hope and progress in the field of education. "His unwavering dedication to the betterment of our region, and his indomitable spirit in the face of challenges, serves as an inspiration for all of us in the realm of education"

The keynote addresses, delivered by Dr. Jeannice Fairrer Samani and Dr Alister McLeod emphasized the need for Africa to use technology to solve its challenges.

Memorial Lecture: Nsumba Lyazi's unforgettable Legacy

He was a great educator, a loving father, very calm despite his level of education, a good listener, a smart guy, punctual, disciplined, religious, Social, trustworthy, dependable, cooperative and great mentor are some of the words used to describe the Late Robinson Nsumba Lyazi.

Mrs Nsamba Lya Hajjat Zaujja Ndifuna, the Director of Mbogo Schools attending the public lecture January 25th, 2023

Speaker after speaker poured praises on the fallen Robinson Nsumba Lyazi, a great educationist, who many owe their success.

This was during the maiden Memorial Public Lecture in his honour, held on Wednesday at Makerere University Yusuf Lule Central Teaching Facility.

Lyazi is said to have died a contented man in 2022 after 40-years of service to the education sector.

"It takes a lot to raise men and women who are admired and we can stand up and speak about them. If you evaluate yourself, you will have people to celebrate and speak about you when we are gone?" asked Hajjat Zaujja Ndifuna, the Director of Mbogo Schools during her keynote address.

Speaking about Lyazi, Hajjat Zaujja said he always emphasized to people that 'Our beginnings do not define our future'. Having been born to peasant parents in Mityana, Lyazi rose to the rank of Director Basic and Secondary education. Before serving in that capacity, he served as the Commissioner Private Schools and Institutions, Assistant commissioner Comprehensive education, Chairperson Church of Uganda Schools in Uganda, Head teacher Mityana SS and Head of Laity Mityana Diocese.

The public lecture was attended by different dignitaries including; his family members, officials from the Ministry of Education and Sports, Makerere University, different secondary schools among others.

Some of the dignitaries who attended the memorial lecture.

In his speech read to the congregation by Prof. Anthony Muwagga Mugagga, the Vice Chancellor of Makerere University Prof. Barnabas Nawangwe praised Lyazi as a great Educationist.

"Robinson Nsumba Lyazi attended Makerere during a period of great political upheaval. Academic and Administrative staff had fled into exile and only a handful remained holding fort; doing their best to ensure that Makerere continued producing graduates despite economic hardships that characterized the period," he said adding,

"Specifically, the University's plan 1980-1986 outlined efforts to reintroduce correspondence courses or distance education courses, which included External Degrees. Distance education courses are particularly designed to take the University to the people. This was Makerere's way of recognizing the challenges at hand and in response, extending the principles and quality of University education to the greater majority of people who are unable to attend full-time courses due to work, financial and other obligations,"

This strategic move by the University, he said could have inspired Robinson Nsumba-Lyazi to pursue a postgraduate diploma in Education immediately after completing his Bachelor of Science to enable him teach Physics and Double Math at Secondary school level.

"Looking back, I think Nsumba-Lyazi was not going to wait for the people to come to the University. He wanted to inspire them even before they embarked on their respective Higher Education journey," the VC said.

"As one who had witnessed firsthand what his parents' entrepreneurial skills had helped the family achieve, Robinson Nsumba-Lyazi's exposure to higher education and science subjects in particular made him an even stronger advocate for the value that education adds to our God-given talents. Education unlocks one's potential and in so doing, opens many more doors for that talent to shine even brighter".

It is against this background that Robinson Nsumba-Lyazi was a strong advocate for the competence-based curriculum, and worked hard to ensure that its implementation gains traction before his retirement.

"It is very important that our young men and women graduate with skills and competencies that empower them to make meaningful contributions to society," he added.

Despite being born to peasant parents, Nsumba according to Speakers broke the chains and became a great person who worked tirelessly in promoting the private schools not only in Mityana but also Uganda as a whole.

"He was passionate about teaching right from his early days, after S.6 he was invited in Mityana to teach fellow students which he took on. He rose through the ranks of a teacher to lead and education institution and finally to the Ministry of Education," Hajjat Zaujja noted adding,

His family members described him as a great husband, father, relative who worked towards instilling humility, discipline, respect in everyone that knew him.

The children of Lyazi share about their father.

Dr. John Chrisystom Muyingo the State Minister of High Education in a speech read for him by Mr George Mutekanga, Commissioner of Private Education Institutions, asked the people to emulate the works of the late Lyazi whom he said gave his best to humanity.

08.

Knowledge transfer partnerships

Makerere University through IODeL signed an MOU with National Water and Sewerage Cooperation to participate as a partner to implement the DUPC2 funded project titled eLearning Improvement for Improved Water and Sanitation Services Delivery (E4WATSAN). Under this partnership, Makerere University through IODeL:

(a) Conducted a technical review of NWSC e-Learning platform and identified gaps and areas of improvement;
(b) Recommended and gave input into procurement of equipment to aid eLearning at NWSC;

(c) Conducted training of trainers (ToTs) sessions for online course development and use of eLearning system;
(d) Conducted peer review of the course materials;
(e) Gave independent advice and guidance regarding introduction and use of eLearning in NWSC operations;
(f) Monitored the development of the project.

The IODeL signed an MOU with MS Seed Global Health to provide e-Learning and e-Content Development Training for Lira University academic staff members. Forty (40) staff trained and developed e-content for their respective courses.

Students in the country for a one-month field course

As part of their training, the students will live in Luweero with host families for a duration of one week. The students will be expected to learn from the communities and also share ideas on how to developed the different homesteads.

The students will then move to Mbale where they will live and study for another one-week. They will be working with different non-profit organizations in the area.

Speaking during the debrief of the students, on January 9, 2023, the Principal Prof. Anthony Muwagga Mugagga welcomed them to Uganda and asked them to ensure they enjoy their stay in Uganda. He however, cautioned them about ensuring their own safely.

Over 400 graduate in Skills Development from Mak – Love Binti International program

It was ululations and dancing as 417 students graduated with certificates at Makerere University under the Love Binti program. Of these, 415 were women.

The university partnered with Love Binti International to offer certificate training to students that required the education.

The students graduated from three different branches of Love Binti International, including; 177 from Makerere University branch, 145 from Harvest Church, Kabalagala and 95 from the mobile branch which us currently located in Kikaya.

The graduands have been trained in three major areas Including; Tailoring, Entrepreneurship and Health Education.

Speaking at the Graduation, Mr Joseph Wakuleke, the Executive Director of Love Binti International, Makerere Chapter said the program has trained over 1180 students since its inception in June 2018. Majority of these are female students.

"At Love Binti International, we prioritize empowering women, to help them become self-sustaining because an economically health empowered woman is a gate pass to collective development," he said

As they empower women, the program, Wakuleke said has opened doors to men who also want to benefit and develop skills.

"Our strategy is to empower a girl child through provision of skills, provided in three modules; tailoring, entrepreneurship and health education, which are all compulsory because we realized most of the diseases that disturbing our home steads are avoidable," Wakuleke emphasized.

At a function held at Makerere University Freedom Square on Saturday, the excited gradaunds shared moments of joy and danced as they sung in praises for the almighty.

The graduants, who had been accompanied by their parents thanked the University and Love Binti International for thinking about the under privileged groups of women and young men who had failed to study, due to tuition constraints.

In this three months program, Love Binti International paid all the tuition and gave the beneficiaries materials to use during training.

In her remarks, Elle Yang, the Director of Love Binti International thanked the graduands and management for being resilient especially during the two years of lockdown.

"The two years were crazy, classes were halted but you stood firm and peacefully waited and here we are," she said.

"I want to thank you for the basic skills you have learnt and implemented. We were discussing if students should really pay tuition and chose to agree with the guest of honor that really students do not need to pay tuition but just bring materials to help their smooth learning," she added.

Adding her voice to Yang's remarks, Taiwan based Sara Liu, the Chairperson of Love Binti International urged Graduants to practice what they have learnt to better their lives.

While officiating at the Graduation, Dr. Twine Bananuka, the Dean School of Distance and Lifelong Learning at Makerere University appreciated the efforts brought by Love Binti International, which are partly helping Makerere realize some of its objectives, like being a people centred University.

"What we are doing here today is what defines a people centered University. We are delivering education to all Ugandans," he said added.

"From what we are seeing here (innovations), you have shown us that you are professionals. I am happy that the program deals with women empowerment and as Makerere we have done our part,"

Promoting women empowerment through entrepreneurship, health and skills development,

he said are among the gears of economic development.

"Government is emphasizing the Parish Development Model and as Makerere University we are now stakeholders in ensuring the success of this program so I implore you to go and participate in it," he said.

"Go flourish, work and change your lives, families and the whole world," he concluded.

Mak-Michigan State University Launch Project to boost early career research grant writing Skills

The Grant writing and publication project, a partnership project between Makerere University (Mak) in Uganda and Michigan State University (MSU) in the U.S, was officially launched on Tuesday 21, March 2023, at Makerere University Yusuf Lule (formerly Central Teaching Facility CTF2) Auditorium. The event was attended by representatives from both universities, including early career researchers (ECRs), research and grant managers, the media, and other stakeholders.

Speaking at the launch, Prof. Fredrick J. Muyodi, the team leader from the Makerere University, expressed his excitement about the project, saying it would go a long way in strengthening the university's research capacity.

He congratulated the first cohort of ECRs selected to participate in this training exercise. He also thanked the United States Government through the US Mission in Uganda for funding the project.

"The early career researchers are very important. For those you that have forests, in order to have a forest you need to have seedlings. We are looking at them as a great asset to [Mak] regarding our ambition of being a research led university," said Prof Muyodi.

Prof. Trixie G. Smith, the director of the writing center and the Red Cedar Writing Project at MSU and Project Co-Principal Investigator

Prof. Trixie G. Smith, the director of the writing center and the Red Cedar Writing Project at MSU and Project Co-Principal Investigator reiterated the importance of the project and the partnership with African universities such as Mak. She notes that this falls within Michigan State University's strategic plan for 2030 that aims at promoting excellence, enhancing equity, and increasing influence.

"Partnerships such as this with [Mak], where we can collaborate with stellar researchers and visionaries, where we can work together to build on the abundant strengths and where we can conduct research together that is important to a global audience, as well as a local one is key," Prof. Smith said.

According to Trixie, Writing is a multipurpose tool that applies to various areas of study and subject matters with the ability to surpass personal characteristics such as gender, agency, and citizenship.

65 ghetto youths equipped with entrepreneurial skills

At least 65 ghetto youths from the five Divisions of Kampala were equipped with entrepreneurial skills following a three-month training course.

The youths from Kawempe, Makindye, Nakawa, Rubaga and Central Divisions on Tuesday graduated with certificates at a ceremony that was held at Makerere University. The training was fully funded by the government of Uganda through Makerere University Research and Innovation Fund (Mak-Rif)

Dr. Badru Musisi, the mastermind of the training revealed that he conceived the idea in 2020 following the political riots sparked by ghetto

youths thatclaimed lives of more than 50 Ugandans.

"I studied the situation that may be these youths were misbehaving because they were unemployed, angry, unoccupied, frustrated and hungry," he said.

This he noted followed the training he had in Germany dubbed Students training for entrepreneurial promotion. "This is an entrepreneurship programme meant for young people who are starting up businesses and my personal initiative is training people who have businesses that are not moving on well," he added.

Dr. Musisi explained that his initiative was successful and he was able to conduct a fact finding report he used to apply for funds from the government through the Makerere University Research and Innovations Fund. "The university gave us shs300 million which we have been using"

This training commenced in February 2023 and ended this month. He highlighted that the trainees were being met once in a week for a three-hour session and they concentrated on their businesses the rest of the days.

"They were divided into groups of five and each was given a startup capital of Shs250,000. These engaged in businesses like soap making, restaurants, petroleum Jelly making among others. And we considered those who were able to read and write such that we give them knowledge and they go back on the ground and train others." he said.

Prof. Anthony Mugagga, who represented the Vice Chancellor congratulated the youth upon their certificate award and encouraged them to utilize the knowledge they have acquired. He decried the high crime rate in the ghetto and called for a mindset change as well as behavior change reminding them that HIV still exists and is a main cause of death among the youth. "Avoid engaging in reckless sexual behavior. It is your time to change and also change your peers for a better Uganda," Prof. Mugagga said.`

He called on the political leaders to engage the youth in patriotism training.

Hajjat Hadijah Namyalo, the National Chairman of NRM pledged support to the youths with startup tools like sawing machines, dryers, welding machines among others and asked them to act as examples to their fellow ghetto youths. She made a cash donation of Shs3 million to the

ghetto businesses.

Hajjat Minsa Kabanda, Minister for Kampala and Metropolitan Areas Affairs presided over the event as the Guest of Honour and thanked Makerere University team that pioneered the initiative.

CEES integrates Kiswahili literacy into vocational skilling

The College of Education and External Studies has launched Kiswahili as one of the languages to be taught while instructing learners undertaking vocational skilling courses in government hubs distributed across the parts of Uganda.

Group pic of all participants and partners

This, the university says, will boost the market for their produced products.

"Our target is to create market links that transcend the Ugandan boarders. We believe by the end of the course, our students will be able to speak Kiswahili fluently," Ms Constance Kembabazi, Wandegeya training centre Administrator said on Monday, April 24 during the launch at Makerere University.

While speaking at the event, Prof. Mathias Mulumba, the Dean of Students at the School of Education re-echoed that Kiswahili will

link the students' products to the East African community market.

Prof. Mathias Mulumba, Dean of Students at the School of Education

"Language is so important, without it I don't know whether we would be where we are. Uganda is blessed to have a number of languages and Kiswahili is one of the official languages we have and this has helped us to connect with our brothers in the East African community." he said.

He added that for the good of this regional language, it was even instituted as one of the compulsory subjects at the Ordinary level in the new curriculum.

"Kiswahili is the language that fosters trade in the region. We should therefore, not take this initiative for granted."

He used from same event to urge parents to use Kiswahili while communicating with their children at home. "Please try to communicate with them in Kiswahili, but not forgetting other indigenous languages. If you all use it, it will spread like wild fire and promote patriotism because it will make the youth forget their ethnics."

Prof Anthony Mugagga Muwagga, Principal College of Education and External Studies (CEES), applauded the government for the initiative and asked for more skilling equipment to what was earlier provided to learners at Wandegeya training point.

"He asked for more sewing machines saying, "The skilling project will help girls more especially slum dwellers to generate income."

Dr Levi Masereka, the Project Principal Investigator (PI), appreciated all partners who ensured the project was initiated. "Integrating Kiswahili Literacy in Vocational Skilling among the vulnerable youths in Uganda, is a project of Makerere University Research and Innovations

Fund (MakRif) and we thank the Government of Uganda that embraced our initiative." he said.

Pomp & glamour as Mak Centre for Lifelong Learning Passes Out 160

The Deputy Deputy Executive Secretary UBTEB-Mr. Geoffrey Kawanguzi (2nd R), Principal CEES-Prof. Anthony Muwagga Mugagga (C), Director IODeL-Prof. Paul Birevu Muyinda (2nd L), Ag. National Coordinator CLL-Dr. Oscar Mugula (R) and another official at the graduation on 18th February 2023, Makerere University.

It was all pomp and glamour as 164 students graduated with Diplomas and certificates at Makerere University Centre for Lifelong Learning (CLL).

The Centre, which offers UBTEB courses, operates under the College of Education and External Studies (CEES). Its major mandate is to identify community learning needs, develop and deliver a wide range of high quality non-credit, lifelong learning/education through offering Short Diploma and Certificate practical courses.

A total of 164 students graduated on Saturday 18th February, 2023 in various disciplines including diplomas in Mechanical Engineering, Procurement, Architecture, Civil Engineering, Public Administration and management.

Of these 67 were female while 97 were male.

Mr. Geoffrey Kawanguzi, Deputy Executive Secretary of the Uganda Business and Technical Examination Board (UBTEB) in charge of Finance, Administration and Human Resource.

While officiating at the ceremony, Mr. Geoffrey Kawanguzi, the Deputy Executive Secretary of Uganda Business and Technical Examination Board (UBTEB) in charge of Finance, Administration and Human Resource hailed the graduands for not indulging in examination malpractice.

"That was good and this time we got a good number of female students yet in the TVET sector it's very rare to find a big number of females especially in engineering and architecture, but this time they were there," he said.

Some of the gradunds at the event.

Some of the 164 students that graduated with Diplomas and Certificates in various disciplines including Mechanical Engineering, Procurement, Architecture, Civil Engineering, Public Administration and Management, among others.

EASHESD hosts Prof. Keet Lecture on Critical University Studies

Principal CEES-Prof. Anthony Muwagga Mugagga (4th R), Deputy Director DRGT-Prof. Julius Kikooma (2nd R), Dr. Jude Ssempebwa (2nd L) and other officials pose for a group photo with Prof. André Keet (3rd R) after the Public Lecture on 27th January 2023 in the Multimedia/ E-learning Centre, Frank Kalimuzo Central Teaching Facility, Makerere University.

The East African School of Higher Education Studies and Development (EASHESD) on Friday 27th January 2023 hosted Prof. André Keet, who gave a lecture on Advancing Critical University Studies across Africa.

Prof. Keet is the Research Chair for Critical Studies in Higher Education Transformation (*Cri*SHET) and is the Deputy Vice-Chancellor for Engagement and Transformation at Nelson Mandela University.

The Principal CEES, Prof. Anthony Muwagga Mugagga represented the Vice Chancellor at the public lecture by Prof. Keet.

Critical University Studies (CUS) is an approach to the study of university that critically explores the taken-for-granted assumptions of higher education. The study seeks to examine other ways of addressing issues in the university. "When you critique your institution, you are making it better," Prof. Keet said.

Prof. Keet said there are divergent traditions and views about CUS. One such tradition says Institutional CUS is founded on the premise of a fundamental change in the ontology of the University from the onset of global neoliberalism in the 1990's.

Prof. André Keet delivers his lecture on Advancing Critical University Studies across Africa.

There was, according to this view, a time when the University was a utopic space and criticism ought to work towards that realising that utopia once more.

According to Prof. Keet, another 'tradition' of critical work in the University can be traced to critical pedagogy, decolonial studies, and critical internationalization studies. There has always been a critical tradition, one which acknowledges the University was never a utopic space, but always exclusionary and unjust.

09.

Exhibitions

Youth & Innovation Expo: Nurturing financially stable teachers

The Makerere University Youth and Innovation Expo 2023 that kick-off on Friday, October 06 with the grand opening ceremony presided over by key persons in the country ended on Saturday, October 07, with student innovators exposed to the market and ushered into how they can commercialize their products.

The two-day event attracted student- innovators from all walks of life exhibiting their products for the world to give them a go-ahead after obtaining trademarks.

Prof Anthony Muwagga Mugagga the Principal College of Education and External Studies (CEES) said they are intending to implement the competence-based curriculum in the lower and upper secondary.

"The innovation of teacher trainees is a show of our support to the government in implementing this curriculum. Students have manufactured shoe polish, soap, medicine, and snacks among others. These things are going to be replicated by the school children when they go back to the field," he said.

He lauded the sponsors including the University, United Nations Development Programme (UNDP), MTN, and others for coming up to sponsor the expo.

"We don't expect poor teachers who beg all the time. We expect teachers who make their own money. And even some are going to be self-employed. The students learn the usefulness of being innovative and how to market themselves. This is like teaching practice; we are monitoring what they are doing." Prof Mugagga added.

Prof Barnabas Nawangwe, the Makerere University Vice Chancellor noted that this is the first ever youth expo in the history of Uganda and showed hope of how this initiative shall breed youngsters helping government to create job opportunities for the poor Ugandans.

"We are all aware Uganda is a youthful country, the majority of the people are youth and we must tap into their energies to move this country forward positively. Makerere University has resolved to be a leader in research and innovations because we realize we must empower these youths to create jobs for themselves and other people who are disadvantaged," he remarked on Friday.

He said that with youths identifying the problems and going ahead to provide solutions to these problems in their societies through innovations, it will be a supplement to investors and there is hope many people will move out of poverty.

He revealed that they are planning to establish an innovation hub that will provide support to these young innovators to have their dreams come true.

"UNDP is supporting us to come up with an innovation hub, the first of its kind I believe in East Africa and our youth will have the opportunity to come here and develop their ideas and move out of these gates with companies in their pockets to go out and create jobs for all the Ugandans." He revealed before saying "we have already created the first university-wide innovation hub and young people with their good ideas will come to learn how to keep money, how to improve the products that they have come up with, and to improve the processes."

The VC called upon all innovators to come and get support from professors to help them until they go out to commercialize whatever they have through their companies.

Patience Afoyorwoth, a student at CEES who came up with a cough syrup said her medicine is 98 percent effective.

"We used mango leaves, guava leaves, ginger, bottle brush and honey. The honey works as a preservative and it also makes it sweet. And it is also an antibiotic itself," she noted.

She started with 30 bottles of the cough syrup and plans to make more in the future with each bottle sold at Shs2500.
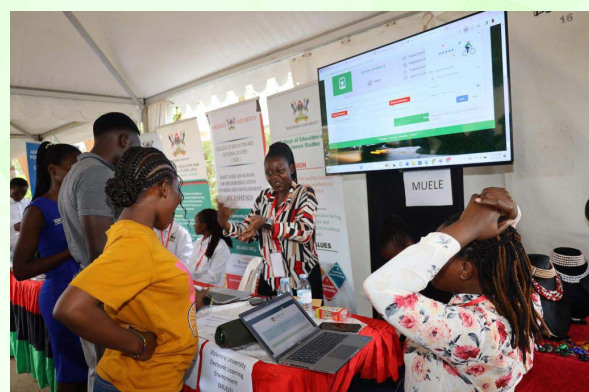
While opening the expo, Hon. Thomas Tayebwa, the Deputy Speaker pledged government support to innovation and lauded Makerere for transforming from training job seekers to job creators.

"I am really excited to see the transition that Makerere is going through," he said.

He asked other universities to emulate Makerere and revealed how innovation is widening the tax gap of the government as there is more tax payers who are going to emerge out of the institution.

"Makerere you are the leader in youth innovation, let other institutions follow this. Be creative and look at creative funding. Now let us look at commercializing the innovations. Write proposals and we as government, we shall give you money since you are doing a good job," he pledged.

He promised full support of the young innovators saying: "As government, we are looking at how we can support local innovators, we are going to update the copyright law so as your innovations are well protected under the law such that no one benefits from them."

Mrs Lorna Magara, the Chairperson of the University Council said Makerere is transforming from a second-Generation University to a third generation University.

"We are fully cognizant of our exploding youth population and the challenges that this poses so their creativity and numbers have to be put to productive use," she said.

It is our hope that the Youth and Innovation Expo will serve as an annual rallying point to foster entrepreneurship through the provision of master classes, inspirational lectures, access to financing, market opportunities through product launches and game-changing technology tools," she stressed.

Third generation universities are known to enhance competitiveness of enterprises. And the enhancement is born out of proficiency in the utilization of knowledge, and deeper connection between industry and universities.

Ronald Kiyimba, a student of Distance Education and an innovator from the Knowledge Rethink Bureau Uganda (KRBU) exhibited the mental health knowhow game, an innovation that helps boost mental abilities.

He said the game will help to realize the Sustainable Development Goal (SDG) number three that deals with mental capacities.

"The game has come embracing knowledgeability and reasonability. There are so many people internationally who do not play any game. They are watchers, they are supporters so we are transforming the greatest majorities who do not play to become active players as the UN wants." He explained.

The mental health knowhow game has sessions including the vocabulary development. The component ensures that every learner or participant generates 10,000 vocabularies without cramming and copying.

10.

Community OutReach

I. IoDEl spearheading writing of a book titled: Distance Education : A Resilient Heutagogy its entirely sponsored by CEES Spearheaded by Prof Muyinda Birevu

II. The Director (Prof Masagazi M . Fred MITER initiated a Call for book Chapters in a book Research and Innovations in Teacher Education (RITE)

III. There has been an initiative to concretize an MOU between MITER and UNITE to develop CPD MoES Sponsored courses. Spearheaded by Prof Masagazi M Fred Director MITER

IV. The Centre For Teaching and learning Support (CTLS has continued to engage as well as look for donors: Carry out a Successful Training in Public Speaking for The Uganda Parliament Budget office. They were very impressed and promised to secure funding to renovate the CEES_AVU room . They requested for the budget from Estates this has been Spearheaded by Dr Doroth Ssebowa Ag Coordinator CTLS

V. We held a successful Senteza kajubi Memorial lecture . We thank the VC, DVC AA and DVCFA for the guidance and space . This was spearheded by Associ. Prof Bisaso R

VI. We are yet to sign an MOU between CEES and NCDC; The National Curriculum Development Centre (NCDC) is a corporate autonomous statutory institution under the Ministry of Education and Sports (MoE&S) responsible for the development of educational curricula for Pre-primary, Primary, Secondary and Tertiary institutions in Uganda.

VII. Dr Farooq Miiro appointed on contract at the secondment of NCDC was able to develop ' A wisdom Pedagogy curriculum for Makerere and grant wining proposal which has been taken up by MoES-NCDC and the Uganda Budget office plus the patriotism office of the president since it looks at The fundamental methods of wisdom education: Mind set change , challenge to none rational beliefs; prompt the articulation of values; encourage self-development; encourage self-reflection; and groom the moral emotions of the youth as well as promotion of the value of national service and patriotism . We do thank the VC and DVC(AA) who were key in forwarding this gentleman to CEES. NCDC has promised to secure close to 39billion shillings for a period of 5 years to promote and implement this program which is core to government education priorities and national change as promulgated HE the president himself.

VIII. Initiated an MOU between Poverty Action and the Consortium for Early Childhood Care and Education solutions and MITER was signed : Spearheaded by Prof Masagazi FM Director MITER .

IX. IODEL is successfully implementing the TELLS‹ CABUTE‹ EQIP‹ EBoML CEBL and eLearning initiative projects .

X. DSTVE successfully implemented the CARNEGIE (CECAP) DEPARTMENTAL GRANT – It was used to roll out STEM Education targeting the implementation of the MoES-NCDC New Lower secondary School Curriculum

Challenges

XI. Toilets have continued to be a challenge eg at at CCE _ building. These are shared with LAW, CCE students and the POST BANK serving close to 5 rooms serving close 3000 students and staff .

XII. MITER has no space and no auxiliary staff but as soon as the projects we have set in place are realized we shall be able to pay and recruit staff .

XIII. The packing yards have become worse due to rain .

XIV. Challenges of night guards They are not there at all

XV. The SoE –Child study centre nursery at the start of the year had 70 children by today it has lees than 40 because the facilities are poor. We are yet to negotiate with Council to remedy this . It also has only two permanent staff . It is one room facility.

XVI. Staffing at DSTVE- mostly at physical education we are spending lots of money on part- timers . BUT WE THANK AB and DHR FOR THE MANY NEW STAFF IN OTHER UNITS THANKS .

XVII. The permanent staff in Physical Education (PE) resigned abruptly creating a challenge . We need now some permanent staff in PE (PE is key in the New Lower Secondary School Curriculum)

XVIII. We still have a challenge of Comparative Education –lecture . But we have been assured that it is being worked on for we secured the services of Dr Kabeera Pontian he had just come back from a PHD study . We presented all the documents as well as indicative of a salary of a resigned staff we don't know what happened .

XIX. There is a challenge of space (Lumumba space) having been taken most especially the Community Education Department last year it had less than 50 students this academic year it has close to 160 students .

XX. Estates and DVC(F& A) and University security have failed to evict people or hand over the promised CCE –Okalany flat . We request the VC intervenes since these offices seem to have also failed as we did fail.

XXI. We lack a secretary in HOD DACE

XXII. CEES-library very limited support staff

XXIII. CEES –Library ceiling is falling out and poses a health challenge to users

The department pf DSTVE has had a number of challenges including:

1. Delay to renew contracts for part-time lecturers – There was a delay to appoint part-time lecturers and this majorly affected physical education which is taught by part-time staff

2. The only full time staff handling PE resigned at the beginning of October 2023 which worsened the teaching of PE.

3. Shortage of research funds for staff to conduct research in their respective areas of specialization.

1. In the Department of Foundations and Curriculum Studies, we have a number of staff challenges as follows:

   a. We have only one full time Lecturer for Sociology of Education. We have requested for an advert for an Assistant Lecturer but the advert is yet to come out.
   b. We do not have a messenger/cleaner following the retirement of Mr. Jaala James.
   c. Dr. Ssempala Cornelius retired in February 2022. but he is yet to be replaced.
   d. A number of staff members have applied for promotion but have not got any feedback from the appointing authority. This affects their morale.

2. Office space is a challenge with all staff sharing office space in some cases three staff members share one office.

3. Only a few staff members have been facilitated with laptops to enable them do office work. The rest have either bought using their hard-earned money or use desktop computers with their associated inconveniences.

4. The office of the Chair, Department of Foundations and Curriculum Studies urgently needs a heavy duty printer. The current one is small and cannot handle heavy duty work particularly printing of

examination results for display to students and for safe custody.

1. WIFI in the Central Building, on the basement is not accessible and yet this is where most staff have their offices.
2. All offices need staff chairs for the staff to use.

(i) Future Plans

The department plans to

1. Conduct more research and publish more articles in referred journals.
2. Organize writing workshops to improve publications skills of staff.
3. Write project proposals for funding.

i) The Book Bank at the curriculum building : furniture chairs did rot before the building was repaired so we may need more new chairs in this facility

ii) The thin money and lack of pay for making etc creates a challenge cos the policy is don't pay for work salaried.

We thank University management and Council for the guidance and pray that the semester ends well.

11.

Library

A. INTRODUCTION

Comprehension of Work Plan sections;

a) S/N of output - the number assigned to the deliverable being planned for.

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) Planned item – figure planned to deliver from library sections/colleges/units

h) Appendices (filled data tools/forms) – evidence for the deliverables from library sections/colleges/units

i) Timeframe – Planning period or period in which planned deliverables will be achieved

j) Human and Financial Resources – names of members on ground and in liaison supporting achievement of planned deliverables

k) Assumptions – Comments on risks or certainties that may affect the process of attaining the planned deliverable

B. INFORMATION SECTION

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description)/Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
Strategic Objective 1: Ensure collection development and optimal utilization of information resources while producing quality graduates							
	Identify list of titles of books and diversified library materials based on the collection development policy	Identified list of titles based on the collection development policy and procured	• Number of titles and copies of books identified (*Unit Heads*) • Number of procurement orders (*Book Bank*)	44 copies of 42 titles Currently being processed new books in book bank.	# titles and # copies of books to be identified ; and # procurement orders	Book orders Register	*Faith Akiteng and Grace Akello to process the books*	
	Meetings with national committee for e-resources for public universities	List of e-resources acquired from national license negotiations	• Number of titles and copies of e-resources acquired from national license negotiations (*periodicals section*) • Number of meetings with national committee for e-resources for public universities (*periodicals section*)		# trial databases, # databases subscribed to, # databases dropped, # DDS, # titles and # copies of e-resources to be acquired ; and # of meetings	• Accession Register • Meeting Minutes and correspondence file	*Names of members intending to participate*	
	Accession & catalogue books and diversified library materials from the procurement process and other sources	Catalogued books and diversified library materials from the procurement process and other sources	Number of titles and copies of books & and diversified library materials delivered to Colleges and Sections & catalogued (*Unit Heads*)	44 Bibliographic records created with 42 items entered into Virtua.	# titles and # copies of books, # print journals, # online journals, # ebooks, # databases, delivered/acquired;	Accession Register	*Grace and Faith*	
	Photocopy and bind rare materials on demand that are outside the copyright regime for fair use	Reproduced materials that are outside the copyright regime for fair use	Number of titles and copies of rare books on demand reproduced (*Unit Heads*)	No material photocopied so far.	# of titles and # of copies to be reproduced	Accession Register	*Ssenyonjo, Musimenta, A-munyo, Asingwire*	

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	Data entry into library databases	Populated library databases	Number of entries and items entered into the library databases (Unit Heads)	144 students given submission rights. 8 MakIR submissions have been approved. 136 UD submissions have been approved.	# items to be digitized, # to be archived, # items to be entered in virtua ; # items to be entered in MakIR, # submission rights to granted; # submissions by students; # approved submissions	System counts File	*Musimenta, Ssenyonjo, Grace, Faith* / *Faith $ Grace* / *Faith $ Grace*	
	Conduct regular stocktaking of books and information materials	Stock Inventory of information resources in place	Number of available materials (Total No. of materials available, borrowed, overdue books, lost, paid for, students/staff list of defaulters) (Unit Heads)		# accessed via MAKULA, # Books, # print journals, # online journals, # ebooks, # databases, available; # borrowed; # overdue books; # lost; # lost and paid for; # students defaulters; # staff defaulters and # students cleared for graduation	Stock Inventory / Register	*Ssenyonjo L., Musimenta F., Amunyo F., Mirembe S.*	
	Repair worn out library materials and Bind students dissertations	Student dissertations and Library materials bound and repaired	Number of titles and copies of materials bound and repaired (Unit Heads)		# titles and # copies of materials to be bound and repaired	Binding Register	*Names of members intending to participate*	

Strategic Objective 2: Strengthen Information literacy trainings and Current awareness services for library collection

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description)/Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	Curriculum development; Teach Information literacy, open access and reference management	Information literacy, open access and reference management taught	Number of course curriculum with Information literacy, open access and reference management (*Information Literacy training unit*)	30 students trained on information Access and retrieval.	# courses curriculum with Information literacy, open access and reference management, # Endnote licenses issued	IL Training Register	*Grace, Faith,-Patrick,-Carol, Martha, Denis, and Elis*	
	Perform academic services (Conduct Information Literacy, Citation analysis Mentorship (interns), Research and other academic activities)	Skilled library users and Intern students in optimal utilization of library resources and Publications with citation analysis	• Number of library users taught, mentored, examined and supervised • Number of information literacy sessions carried out • Number of research projects accomplished • Number of publications, papers presented • Number of Makerere & student publications with citation analysis *Information Literacy training unit*)		# library users taught, # mentored, # examined, and # supervised; # information literacy sessions carried out; # research projects accomplished; # research projects ongoing; # publications; # papers presented; # Makerere & student publications with citation analysis	• IL Training Register • Training schedule • Citation analysis register	*Names of members intending to participate*	
	Conduct exhibition, talk shows, think tanks, electronic lists, CAS, notice boards about library products	Library and information services known by potential library users	Number of publicity activities (*Unit Heads*)		# publicity activities	Publicity Register	*Names of members intending to participate*	

Strategic Objective 3: Promote National Legal deposit Implementation

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	a.Establish and support a committee for transforming the Africana Section of the Library into the National Africana Center for Legal Deposit b.Acquire funding from UN & through certificate of financial implementation of the legal deposit act from Ministry of Finance, Planning and Economic Development	• Functional National Africana Center for Legal Deposit	1. Amount of financial support from Ministry of Finance, Planning and Economic Development and UN *(accountant)* 2. Number of meetings by committee *(Africana Section)*		US$ ... to be provided to support the Centre; and # meetings by committee	Meeting Minutes and correspondence file	*Names of members intending to participate*	
	Sensitization and awareness for legal deposit	Legal deposit materials acquired	Number of materials acquired through legal deposit *(Africana Section)*		# titles and # copies of books to be acquired	Accession Register	*Names of members intending to participate*	
	Stocktaking for the national depository	• Annual National legal deposit bibliography • Stock Inventory of legal deposit materials in place	Number of available materials (Total No. of materials acquired, borrowed, overdue books, lost, lost and paid for, students/ staff list of defaulters) *(Africana Section)*		# accessed via MAKULA, # Books, # print journals, # online journals, # ebooks, # databases, available; # borrowed; # overdue books; # lost; # lost and paid for; # students defaulters; # staff defaulters and # court cases supported	Annual National legal deposit bibliography	*Names of members intending to participate*	

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description)/Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	Meetings with UMI and NLU to produce the annual union catalogue	Annual union catalogue	Number of meetings by committee with UMI and NLU (*Africana Section*)		# meetings by committee	• Annual union catalogue • Meeting Minutes and correspondence file	*Names of members intending to participate*	
	• Establish an author/Writers club with a regular meeting schedule • Establish an author/Writers section in the main library • Conduct regular author/Writers reward ceremonies	• Functional author/Writers club • Author/Writers Reading section • Winning writers awarded	Number of winning writers awarded (*Africana Section*)		# winning writers to be awarded	Meeting Minutes and correspondence file	*Names of members intending to participate*	

Strategic Objective 4: Strengthen the Virtual Digital Library Environment

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description)/Work load allocation	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	Design, develop and implement a virtual digital library portal, a one stop provision for accessing all digital and e-resources	Functional Virtual Digital Library	1. Systems counts (#. of Hits); 2. # of active links; 3. Last update date (*ICT Section*)		Systems counts (# downloads, #views); # active links; Last update date, # social media handles, # followers, # posts	ICT Register	*Names of members intending to participate*	
	Identify required and damaged ICT equipment, cost and procure or repair	Library ICT infrastructure procured/maintained for automated library functions	Numbers of ICT items procured, installed and maintained (*ICT Section*)		# ICT items procured, # installed and # maintained	ICT Register	*Names of members intending to participate*	
	Implement online circulation in the remaining 5 colleges	Automated ILS circulation in all service points	Number of circulation counts by location (*ICT Section*)		# circulation counts by location	ILS Circulation Register	*Ssenyonjo, Amunyo, Musimenta, Mirembe*	
	Select among the many open source ILS and pilot	Functional open source ILS modules	Number of Functional ILS modules piloted (*ICT Section*)		# Functional ILS modules piloted	Pilot Report	*Names of members intending to participate*	

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description)/Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	Identify and acquire materials appearing in the reading lists of ODeL courses, digitize, process and provide a link to the courses	Electronic library resources integrated into ODeL, MUELLE, MOOC courses	Number of titles of library materials integrated into ODeL, MUELLE, MOOC courses (*ICT Section*)		# titles of library materials integrated into ODeL, MUELLE, MOOC courses	Virtual learning platforms register	*Names of members intending to participate*	
	Identify space for TISC, expand its scope and implement its purpose	Functional TISC student support centre				Library Annual report	*Names of members intending to participate*	
Strategic Objective 5: Strengthen Library Governance and Human Resources Management								
	• Develop, review and implement library policy framework in conformity with National and Makerere University policy frameworks • Review the formulation and functions of library committees in accordance with the existing policies. • Library staff serving on professional and administrative committees within and outside Makerere University	• Functional Library policy framework in conformity with the National and Makerere University policy framework. • Functional Library committees established • Makerere university represented on professional and administrative committees within and outside Makerere University	• Number of functional library policies • Number of meetings and resolutions passed by the Library committees • Number of committees where Makerere university is represented by library staff; • Number of library Staff representing Makerere University (*Unit Heads*)	• Committee member on development of CDP. • Member of college establishment and promotions committee.	# functional library policies; # meetings and # resolutions passed by the Library committees and academic boards; # committees where Makerere university is represented by library staff; # library Staff representing Makerere University	Meeting Minutes and correspondence file	*Grace Akello*	

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	• Training library staff to support library functions • Restructuring, and filling vacant posts • Recognize academic librarians as teaching science in Makerere University	• Qualified library staff • Approved staff structure, vacant posts filled • Academic librarians on teaching science scale	1 Number of qualified staff 2 Number new Library staff qualified 3 Number of vacant posts filled (*Unit Heads*)		# CPDs, # professional conferences, # qualified staff, # new Library staff qualified; # vacant posts filled	Staff appraisal forms	*Names of members intending to participate*	
	Allocate workload, Appraise staff performance and recommend for promotion	Agreed workload, Staff performance appraised and staff promoted	• Number of staff appraised • Number of staff promoted (*Unit Heads*)	7 staff appraised in January 2023	# staff appraised; # staff promoted	Staff appraisal forms	*Ssenyonjo, Musimenta, Amunyo, Asing-wire, Mirem-be,NaNaggayi Amoding*	

Strategic Objective 6: Mobilise and Maintain Resources for sustainable library services

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description)/Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	• Acquire more library space buildings, elevators, furniture, equipment, etc • Maintain library space, buildings, elevators, furniture, equipment, etc • Disposal of furniture, equipment, etc • Protect the library environment against crime and waste	• Equipment and infrastructure inventory • Acquire and Maintain library space, buildings, elevators, furniture, equipment, etc • Secure, clean and energy efficient library environment in place	• Number of available and maintained functional library space, buildings, elevators, furniture, equipment, etc • Number of furniture, equipment, etc disposed off • Functional surveillance/ vigilant personnel, equipment e.g. CCTV cameras, book check machines • Percentage coverage of CCTV Camera • Percentage use of biometrics and other identification methods • Percentage of users that feel safe and are in a clean and energy efficient environment (*Unit Heads*)	The roof of the book bank has been repaired.	• Available and maintained functional library # square metres space, # chairs, # tables, # trolleys, # stools, # computers, # stylus, # printers, # scanners, etc • # furniture, equipment, etc disposed off • # CCTV cameras, # book check machines	Equipment and infrastructure inventory/Register	*College Management.*	
	Establish and sustain institutional linkages	Institutional linkages established and sustained	• Number of institutional linkages established • Number of institutional linkages sustained (*Unit Heads*)		• # institutional linkages established • # institutional linkages sustained	Meeting Minutes and correspondence file	*Names of members intending to participate*	
	• Write and submit proposals for funding • Organize fundraising activities	• Successful grant proposals • Funds raised • Functional Grants Office in place	• Number of funded projects • Amount raised • Amount of funds generated • Amount of funds acquired (*Unit Heads*)		• # grants to be submitted, # grants to be funded, • UGX... to be raised from IGA	Meeting Minutes and correspondence file	*Names of members intending to participate*	

S/N of output	Strategic Activity	Strategic output	Strategic Indicator	Input (Job description) /Work load allocation (to be filled by Units Heads)	Planned item (figure planned to deliver)	Data Collection Tools	Human and Financial Recourses	Assumptions or Risks
	• Establishing a grants Office • Create and sustain income generating activities e.g binding, bag storage, photocopying, user fees, research carrels etc • Lobby for prompt remittances of the earmarked funds as approved by the University Council (library functional and development fees).	• Income generated from IGA (Internally Generated Activities) • Acquired funds from government and University Management			• UGX.... To be acquired from GOU			

Achievements.

- The college Book Bank Roof has been repaired.
- 42 titles totaling 44 copies of books have been purchased for CEES
- Received 8 books as donations
- 144 students' dissertations and thesis were added on to the repositories.
- 30 students so far trained on E-resources search.

Challenges

- The library ceiling cap boards keep dropping one by one and one. This will eventually affect the lightening system.
- The book bank chairs need repair.
- Library currently has no Internet and this has caused reduction on number of readers coming on to the library. College management is however working towards putting it back.

**COLLEGE OF EDUCATION
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