



**COLLEGE OF EDUCATION AND EXTERNAL STUDIES**

**ANNUAL REPORT 2014**

# 1. Teaching and learning highlights

## a. Academic Profile

### I. New Programmes for National Development

College	Programme	Progress
CEES	Master of Arts in Education Management	Implemented

## b. Capacity building

### ODeL content development workshop

As part of the Distance Education Leapfrogging project 22 staff members of the **CEES** received technical training in Learning Management Systems, blended content development and ICT requirements. The staff's improved capacity in Open, Distance and e-Learning (ODeL) content development translated into the writing of modules for the Bachelor of Youth in Development Work. In addition, 10 staff members were trained in the e-teaching course at the University of Agder. Nationally, the project is contributing to building Uganda's capacity to provide ODeL programmes.

## c. Student activities

### Scholarships from the Kingdom of Saudi Arabia.

In the **CEES**, 10 students on the Postgraduate Diploma in Education (Arabic Language) programme and five students on the Bachelor of Education with Arabic received scholarships from the **Kingdom of Saudi Arabia**.

### Community outreach to Koome Islands

As part of improving student practical skills through outreach activities, 68 students from the **CEES' Department of Adult and Community Education** visited Koome Islands in Mukono District. Whilst there, the students offered career guidance to secondary school students and mobilised the community to take part in communal cleaning of the landing site. The community members were also engaged in problem identification and prioritization using Community Participatory Learning and Action tools such as group discussion for problem identification and preference ranking for problem prioritization. The intention was to help the community members learn how to understand their community and how to embark on solving their problems instead of waiting for external interventions.

## d. Pedagogy

### Hands-on learning chemistry through experimentation

In a bid to improve the quality of chemistry pre-service teachers, **CEES' Department of Science Technical and Vocational Education** has partnered with Brigham Young University, USA. The department held a hands-on learning chemistry through experimentation workshop for third year chemistry students. The workshop was run by Prof. Jennifer Nielson with her team of one educational specialist and two students. The training illustrated how

cheap and locally available materials can be used and reused in creative ways to solve the lack of equipment/materials problem. Some of the experiments included how to demonstrate electrolysis using a bottle of mineral water, aluminium foil, sodium chloride and batteries. Students were able to demonstrate atmospheric pressure using a balloon. The workshop was also attended by staff and in-service chemistry teachers who mentored the students.



### **Lower secondary curriculum review**

The **CEES** continued to play a key role in the reviewing of the proposed lower secondary curriculum known as the Curriculum Assessment and Examination (CURASSE) planned to commence in 2017. Working with the National Curriculum Development Centre, the CEES provided expert advice in the areas of content, approach and assessment of the curriculum to make it more relevant in producing graduates who are able to participate in the technology-driven global economy. The College is also working to ensure that the teacher retooling programme for all in-service teachers and the new teacher education curriculum for pre-service teachers are designed adequately to ensure that teachers are trained in appropriate pedagogy for skills and competence development.

### **e. ICT in Teaching and learning**

#### **University E- Learning framework**

Units at the university are increasingly desirous to use open, distance and eLearning approaches in their delivery. The University Senate tasked the **CEES'** Department of Open and Distance Learning to come up with a framework for e-learning for the university. The framework was developed and has been discussed and approved by the University Council. The University Management now places the Department of Open and Distance Learning as a place with the highest concentration of staff that can champion open, distance and e-learning in Makerere University.

## **2. Research and innovation highlights**

### **a. Colleges**

#### **CEES Research and Grants Support Office established**

In February, the **CEES** established its **Research and Grants Support Office** which aims to provide technical and logistical support to faculty, students, administrators and researchers in different aspects of grants writing, management and research administration including publication. The office is also acting as a hub for grants related information, donor guidelines and calls for funding for research and scholarships. Other components of the office are fundraising, collaborations and International Students relations.

#### **BASE project**

The **College of Education and External Studies** has partnered with Webstudent International and a consortium of universities (Bergen, Agder and Stavanger) to build capacity in the oil and gas industry through blended/distance learning. The **BASE** project proposes to create robust educational programs in five critical areas needed by the petroleum and energy industry. The participants in the project will collaborate to create technical & vocational training, professional development, graduate and post-graduate degrees that can be delivered in Norway and East Africa through blended/distance learning mode.

#### **Mainstreaming Community Based Research: Institutional Arrangement for Research Partnerships between Community Groups and Universities.**

The **College of Education and External Studies** is undertaking a 2 year global study of institutional arrangements for the facilitation and support of research partnership between community groups and universities. The goal is to help create authentic and respectful research partnerships. The project is an initiative of the UNESCO Chair of Community-based Research and Social Responsibility in Higher Education and is funded in part by the International Development Research Centre (IDRC) with significant additional in-kind resources from the CEES, University of Victoria and a number of regional and global networking organizations.

## **3. Knowledge Sharing with and Transfer to the Community (KTP)**

### **a. Makerere University and the community**

#### **Community Literacy Project**

The **CEES' Centre for Lifelong Learning (CLL)** initiated the **Community Literacy Project** on community learning centres based on the Japanese Kominkan experiences. In November, a stakeholders' consultative meeting attended by LC 1 officials from the various villages in the suburbs surrounding Makerere University was held to identify the learning needs of residents of these areas. It was noted that there was a great need for basic education (literacy and numeracy) among the urban poor and that short courses would be designed by the CLL to up skill community members. Among the key partners on the project

are Kampala City Council Authority and the Ministry of Gender, Labour and Social Development.

### **Intergenerational literacy learner's conference**

As part of the Community University Engagements, the CEES' Centre for Lifelong Learning held the intergenerational literacy learner's conference at St Joseph's College, Omabaci in Arua District targeted at students and community. The conference was multilingual, multicultural and intergenerational in nature with key speakers highlighting how the emerging ICT tools can be adapted and innovatively used to respond to some of the critical challenges facing rural people. The key issues discussed included; land fragmentation, food insecurity and malnutrition, lack of information on and access to markets, bad aspects of our cultural practices, over population, illiteracy and corruption. The conference activities included a health/medical camp, plenary sessions, parallel sessions for group discussions on the different challenges facing the people, ICT skills training, football matches for women, a variety of traditional/cultural dances and music, storytelling by the fire place at night, and sharing of learners' everyday experiences with literacy and numeracy.



Non Literate women excited after learning how to use a computer

### **Capacity building trainings**

The **CEES Centre for Lifelong Learning** continued to offer short courses aimed at capacity building. A total of 157 people completed certificate courses in the CLL's centres in Kampala, Mbale, Mityana, Arua, Bukwo. The CLL continued to run the Uganda Business and Technical Examinations Board courses in which 164 candidates sat for the June 2014 Exams and 112 candidates sat for the November-December 2014 exams.

### **b. Workshops and Seminars**

#### **Teacher Education in Sub- Saharan network**

The Teacher Education in Sub- Saharan Africa (TESSA) workshop on ICT and OER pedagogies was held by the **CEES' Department of Science, Technical and Vocational Education**. The workshop aimed to establish a forum on ICT and OERs pedagogies for professional development of primary and lower secondary science teachers. The Chief Guest was the Minister for Higher Education who was represented by Mrs Elizabeth Gabona the Director of Higher Education in the Ministry of Education and Sports. In her speech, she

called on teachers to keep traditional practices such as instilling morals and core values in students as they embrace new approaches. A TESSA-OER teachers' network was formed at the end of the workshop as a platform for continued use of ICT and other OERs in teaching and learning. The network will meet annually at Makerere University to share achievements and challenges. The TESSA project is made up of a consortium of universities in Africa which brings together teachers and teacher educators from across sub-Saharan Africa. It offers open education resources to support school based teacher education and training.



TESSA workshop participants

### **East African knowledge democracy planning meeting**

In October, the **CEES' School of Distance and Lifelong Learning** hosted the East African knowledge democracy planning meeting on mainstreaming community based research and building training capacity. The workshop developed a network and partnership relationship around Community Based Research and Community University Engagement in the region. As part of the conference activities, the Global University Network for Innovation (GUNI) Higher Education in the World Report 5: Knowledge, Engagement and Higher Education: Contributing to Social Change' was launched by Mr Patrick Muhinda Assistant Commissioner in charge of Communication and Information Management, Ministry of Education and Sports on behalf of the Minister of State for Higher Education.

### **English Language and Literature pedagogy conference**

The **CEES' School of Education** held its annual English Language and Literature pedagogy conference under the theme, "*Functional Language teaching: classroom and extended cultures*". The conference addressed issues such as; the theory of functional language teaching; societal demands; curriculum change, development and assessment of functional language competences; teachers' professional needs and teacher change; learners' roles and responsibilities; and implications for the classroom. Participants were drawn from universities, secondary schools, civil society, curriculum development and assessment bodies

### **Luganda Secondary School Teachers' Conference**

Over 300 participants attended the **School of Education's** annual Luganda Secondary School Teachers' Conference. The theme of the conference this year was, "*Pedagogical considerations to Luganda Literature*".

### **Uganda Virus Research Institute Training of Trainers' workshop**

The **CEES'** Centre for Lifelong Learning conducted two sessions of the Training of Trainers (TOT) course for staff of the Uganda Virus Research Institute at Entebbe. The TOT course has increasingly become a necessity for organizations as they try to train their employees to meet the required standards. CLL has over time developed capacity in TOT and many other capacity building and skills development courses.

### **Environment education workshop**

The National Environment Management Authority in partnership with the **CEES'** Education for Sustainable Development Club organized an environmental awareness and education campaign for students. By the end of the workshop, students had an increased awareness and understanding of sound environmental management and increased access to environmental literature. Students were also empowered to become ambassadors of sound environmental management initiatives in the university and local communities.

### **c. Makerere University and South Sudan**

In July, the **CEES'** Centre for Lifelong Learning conducted a training workshop in South Sudan in which it equipped participants with skills and knowledge in grant writing and resource mobilization. The training aimed to enhance the participants' resource mobilization abilities and capacities. The initiative brought together the Multimedia Skills and Health Consult, Makerere University; and the national NGO Forum of South Sudan to discuss possibility of enhancing capacity building for the people through offering training workshops.

## **4. ICT & Library**

A number of activities were conducted in the CEES library this year. Below are some of these activities;

- New books were entered into Virtua Library System to ease access to the collection through the Online Public Access Catalogue.
- Received 1 reading list for the new M.A. Educational Management programme.
- Trained 36 graduate students on how to access E-resources in April and August respectively 2014.
- Constructed 32 cages to improve on the safety of users' bags with funds from the College.
- Introduced how to access library resources to **81** BED I Ext students on 22<sup>nd</sup> August 2014.
- List of new books and periodicals were displayed on notice boards and also sent to staff list serve.
- CEES library entrance signage was changed from Institute of Adult and Continuing Education (IACE) to College of Education and External Studies Library and former School of Education library signage to College of Education and External Studies Book Bank with funds from the College
- Received 172 titles of books from Book Aid International
- Received 2 journal titles.

- Stock taking was done in July 2014 for the Department of Science, Technical and Vocational Education (DSTVE) Book bank with the help of the student interns from EASLIS.
- Lists were manually written and the statistics are as follows: 161 titles, 364 copies of books; 173 titles, 183 copies of dissertations; 30 titles and 30 copies of journals respectively.
- Fumigation was done by University Library

## 5. Internationalization

During 2014, the CEES continued to build upon its network of international linkages. A partnership was developed between the **CEES' School of Education** and Katholische Universität Eischtatt-Ingolstadt Germany aimed at developing a students' exchange programme. Students from the School of Education offering German as a subject will travel to Germany. The trip will provide opportunity for the students to improve on their competences in spoken German. The students will be able to teach at the high schools in Germany.

### Partnerships

The CEES continued to partner with a range of groups, including but not limited to the following

- **College of Education and External Studies** signed an MOU with the Indonesian University of Education.
- The **College of Education and External Studies** entered a partnership with American Institute of Research to develop a teacher training program in Karamoja district aimed at increasing teachers' knowledge and capacity to promote behaviour change by incorporating gender equality principles in their teaching.
- The **College of Education and External Studies** signed a collaborative agreement with **Webstudent International** to build capacity in the oil and gas industry through blended/distance learning.
- **College of Education and External Studies signed an MOU with** Katholische Universität Eischtatt-Ingolstadt Germany aimed at developing a students' exchange programme. Students from the School of Education offering German as a subject will travel to Germany to improve on their competences in spoken German. The students will be able to teach at the high schools in Germany.
- **Strengthening Institutional Capacity for Higher Education Leadership and Management in sub-Saharan Africa (LMUU II)** is an institutional capacity building project funded by the Ministry of Foreign Affairs in Finland. The purpose for the LMUU II is to create sustainable knowledge bases and in form of masters and doctoral programmes in higher education leadership and management. Partners include: **CEES' East African School for Higher Education Studies and Development**, Uganda Management Institute, University of KwaZulu-Natal, University of Helsinki and University of Tampere (UTA)



- The **North-South-South partnership (N-S-S) programme** for staff exchange, masters and doctoral student mobility and intensive course that comprises the **CEES' East African School for Higher Education Studies and Development**, University of Tampere in Finland, Uganda Management Institute and, and the University of KwaZulu-Natal in South Africa. The focus is on Studies on Higher Education Leadership and Management (NSS-LMUU).

### **Guests of Makerere University**

- In April the **CEES** hosted Dr. Ghislain Maurice Isabwe from the University of Agder, Norway. Dr Isabwe delivered a public lecture on the "*Potentials of the Mobile Tablet for Formative Assessment in Mathematics Education*".
- In June, the **CEES** hosted Prof. Dick Ng'ambi from the University of Cape Town. During his visit, Prof Nga'ambi gave a public lecture on "*Innovating pedagogies - identifying opportunities for Change*".
- In October, the **CEES** received a team of 37 international guests from Life Academy, Sweden. During their visit, the team toured the University Library and attended a presentation on ICT integration in teaching and learning by the E- Learning Manager Mr. Tito Okumu in the Senate Conference Room.

## **6. Human resources**

- Dr George L Openjuru resigned from his position as Dean School of Distance and Lifelong Learning to take up a new position as Deputy Vice Chancellor Gulu University.
- Dr Jessica Aguti was seconded to Commonwealth of Learning.

### **New appointments**

- Dr Paul Muyinda appointed Dean School of Distance and Lifelong Learning
- Dr Ronald Bisaso appointed Dean East African School of Higher Education Studies and Development.
- Dr Mathias Bwanika Mulumba appointed substantive Chair of the Department of Humanities and Language Education.
- Ms Racheal Ikiriza appointed Human Resource Officer, CEES
- Dr Allen Nalugwa appointed Lecturer, Department of Science, Technical and Vocational Education.
- Dr Badru Musisi appointed Lecturer in the Department of Foundations and Curriculum studies.
- Mr Levi Masereka appointed Assistant Lecturer, Department of Humanities and Language Education.
- Ms Priscilla Asimiire from DACE was appointed Assistant Lecturer, Department of Adult and Community Education.

- Mr Alfred Buluma appointed Assistant Lecturer Department of Foundations and Curriculum Studies.
- Mr Joseph Watuleke appointed Assistant Lecturer in the Department of Adult and Community Education.
- Mr John Bukenya appointed Assistant Lecturer in the Department of Open and Distance Learning.

## Promotions

- Dr Alice Merab Kagoda promoted to Professor in the Department of Humanities and Language Education.
- Dr Anthony Mugagga Muwagga promoted to Associate Professor in the department of Foundations and Curriculum Studies.
- Dr Jude Ssempebwa promoted to Associate Professor in the East African School of Higher Education Studies and Development.
- Dr Fred E. Bakkabulindi promoted to Associate Professor in the East African School of Higher Education Studies and development.

## 7. Awards and Recognitions

**Dr. Livingstone Ddungu** from the **CEES'** East African School of Higher Education Studies and Development received a national medal for his distinguished service in the education sector. This was awarded by His Excellency the President of the Republic of Uganda on 9th October 2014 at the 52nd Independence Day Celebrations at Kololo Independence Grounds.

## 8. Publications

### BOOK CHAPTERS

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5. **Muyinda B. P., Mayende, G.** & Kizito, J. (nd). Requirements for a Seamless Collaborative and Cooperative MLearning System. In M. Milrad, L. Wong & M. Specht Eds (nd). *Seamless Learning in the Age of Mobile Connectivity*. (pp201-222)
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9. Nkwenge ,B., **Muwagga, M. A, Peter Ssenkusu, P,** et al. (2014) Uganda Country Report. In Leo, U., Alfredsson, E., Andersson, L., W Flinck, A., Rasmusson, B., & Wickenberg, P. (ED) *Enforcing Child Rights Globally: Media-Tryck*, Lund University, Lund Sweden

## JOURNAL ARTICLES

10. McGovern, R. A., Taniguchi, S., Hite, J. M., Hite, S. J., Widmer, M., **Mugimu, C. B.**, & Nsubuga, Y. K. (2014). Fortifying Leisure Adolescent Perspectives of Family Leisure in Uganda. *Journal of Adolescent Research*.
11. **Itaaga, N., Kaahwa, Y. T., Muwagga, A. M., & Musoke, K.** Socio-Economic Causes of Low Internal Efficiency of the Universal Primary Education Programme in Eastern Uganda. *Discourse Journal of Educational Research*, 2(1).  
<http://resjournals.org/IJER/PDF2/2014>

12. **Julian, B.**, & Kirunda, B. (2014). THE ROLE OF OPEN AND DISTANCE LEARNING IN HEALTH EDUCATION: A CASE STUDY OF MASTERS OF PUBLIC HEALTH, DISTANCE EDUCATION PROGRAMME (MPH, DE) OF MAKERERE UNIVERSITY. *Journal of Social Sciences*, 10(3), 97-103.
  
13. John Paul Kasujja; **Maurice Bakaluba Tamale & Anthony Mugagga Muwagga** ( 2014) The Implication of Ethnicity on the Formation of the East African Economic Federation: The Case of Uganda- The International Journal of Innovative Social Sciences & Humanities Research [seahipub.org/2014/07](http://seahipub.org/2014/07)
  
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16. **Mulumba, M. B. & Muwagga, M. A.** (2014). Reflections on the Attempted Annihilation of African Indigenous Languages: A Case of Uganda's Education Reform. In *Pedagogy, Culture & Society*.
  
17. **Kisaakye, V., Sikoyo, N. L., & Sentongo, J.** (2014). Curriculum Recontextualisation in HIV Counsellor Training in Uganda: A Conceptual Framework for Pedagogic Analysis in Non-formal Education. *International Journal of Sciences: Basic and Applied Research (IJSBAR)* 13(2), 339-351.
  
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26. Rabwoni J & **Peter Neema-Abooki**, (2014). Involvement of the Private Sector in the Financing of Academic Programmes at the Primogenial University in Uganda. *Approaches in International Journal Of Research Development*. 8 (1)
  
27. Kasule G. W. & **Neema-Abooki, (2014)**. Challenges and Strategies of Improving Staff Development in Higher Education Institutions in Uganda. *the International Journal of Multidisciplinary and Comparative and Comparative Studies*.1(1), pp. 36 – 46. **ISBN: 978-1-85924-207-0**
  
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39. **Michael, W., & Mayende, G.** (2014). Technology Mediated Learning and the Development of Higher Order Cognitive Skills: Using Activity Theory to Analyze the Actors in the Instructional Environment at Makerere University in Uganda. In *The Third International Conference on E-Learning and E-Technologies in Education (ICEEE2014)* (pp. 76-86). The Society of Digital Information and Wireless Communication. <http://paper.researchbib.com/?action=viewPaperDetails&paperid=14099&uid=r910b2>
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