

# Makerere University



## College of Education and External Studies (CEES)

### Strategic Plan

**2011/12 – 2018/19**

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; in research and in knowledge transfer and partnership relevant to CEES and responsive to national and global needs.

JUNE 2011

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## **LIST OF ACCRONYMS**

|         |  |
|---------|--|
| CBOs    | Community Based Organizations                                  |
| CEEMS   | Community Education and Extra Mural Studies                    |
| CEES    | College of Education and External Studies                      |
| CSOs    | Civil Society Organizations                                    |
| EASHESD | East Africa School of Higher Education Studies and Development |
| EFA     | Education-for-All  |
| IACE    | Institute of Adult and Continuing Education                    |
| ICTs    | Information Communication Technologies                         |
| IER     | Institute for Education Research                               |
| LCDs    | Liquid Crystal Displays  |
| MAJOHE  | Makerere Journal of Higher Education                           |
| MDGs    | Millennium Development Goals                                   |
| MoES    | Ministry of Education and Sports                               |
| NCDC    | National Curriculum Development Centre                         |
| NCHE    | National Council for Higher Education                          |
| NGOs    | Non-Governmental Organizations                                 |
| ODeL    | Open Distance and eLearning                                    |
| SoDLL   | School of Distance and Lifelong Learning                       |
| SoE     | School of Education  |
| UNEB    | Uganda National Examinations Board                             |
| UPE     | Universal Primary Education                                    |
| USE     | Universal Secondary Education                                  |

## 1.0 INTRODUCTION

The plan to establish a College of Education and External Studies (CEES) has been under consideration for the last five years or so. This came about following the realization that the School of Education (SoE) and the Institute of Adult and Continuing Education (IACE) shared common goals of addressing national and international development challenges through individual and community education interventions. The two units identified similarities in their mandates to address these national priorities and global commitments of Uganda. The massification of education evidenced by Universal Primary and Secondary Education (UPE and USE); the emphasis on science, technology and vocational education as drivers for national development; international commitments to Education-for-All (EFA) and the Millennium Development Goals (MDGs); all placed responsibility at the doors of the two units whose unique delivery modes and partnership with other units across the University put them in a unique position to address these challenges in innovative ways.

In December 2010, the proposal for the establishment of the College of Education and External Studies was approved by the University Council with three schools: School of Distance and Lifelong Learning (SoDLL), School of Education (SoE) and the East African School of Higher Education Studies and Development; two Centres – Centre for Teaching and Learning Support (CTL) and Centre for Lifelong Learning (CLL); and the Institute for Education Research which has been approved but not yet established. Each of these units has a specific mandate which when fulfilled contributes to the achievement of the CEES mission.

The School of Education has the mandate to train and produce teachers, lecturers, education managers and administrators competent to adapt to present and emerging demand for skills, knowledge and practices relevant to educational research and services, to support national, regional, and international development.

The School of Distance and Lifelong Learning 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 East African School of Higher Education Studies and Development 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.

The two Centres are the arms of the College that enable her to engage in knowledge and technology partnerships related to the CEES mandate. Each Centre shall have a specific mandate. The Centre for Lifelong Learning will promote and facilitate continuing, home- and workplace-based individual, group and community lifelong learning by enhancing knowledge and technology transfer partnerships between the CEES, Makerere University and the communities and organisations in Uganda and internationally. While the Centre for

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

It is hoped that in the course of implementing this strategic plan, the Institute for Education Research which has been approved but is yet to be established will actually be established to develop and equip researchers with the requisite skills for conducting research in the field of education so as to inform policy and practice at national and international level.

## **2.0 BACK-TO-THE-FUTURE ANALYSIS**

Prior to the establishment of the College, both the School of Education and the Institute of Adult and Continuing Education had each developed a 10-year strategic plan 2008/09 – 2018/2019. This is an assessment of how the two units had fulfilled the plans that had been put in place in the first three years of the separate strategic plans. Needless to say, implementation of the overall strategy has taken off on a relatively slow pace and it is anticipated that the combined strategic plan will address this. The lessons drawn from these first three years have informed the formation of the College strategic plan and will influence its implementation.

### **2.0 Achievements**

In the last three years of implementing the current 2008/09 – 2018/19 strategic plans, the College was able to fulfil some of the plans that had been put down. These are now highlighted in the next sub sections.

#### ***2.1 Teaching and Learning***

The University now has a policy that demands that every undergraduate programme integrates field attachment. Whereas only some of the programmes in the College already had field attachment, this has now been integrated in all the College undergraduate programmes.

The College had also planned to integrate ICTs and gender in teaching and learning. Whereas a lot is still needed to fully integrate ICTs in all the programmes, a lot of headway has been made to encourage students to access information on the different websites. Also the Computer Applications skills cross-cutting course has been included in all undergraduate programmes.

To ensure the University fulfils one of its strategies of mainstreaming, Open Distance and eLearning, the College has drafted a University policy on Open Distance and eLearning and this is now being discussed by the different University organs.

## ***2.2 Research and Innovation***

The College had planned to develop a research agenda and to strengthen coordination of research. The research agenda has now been developed, but the College still needs to source for funds and to deliberately promote this agenda among both the graduate students and the staff members to ensure that the identified areas are actually researched. Coordination of research is still being improved but already, monitoring of graduate student progress has been improved and now, a number of students that had stagnated on their graduate programmes have completed their programmes. However, it is still necessary to harmonize the different research agenda developed since the College now has three Schools and two Centres with specific foci.

## ***2.3 Knowledge Transfer and Partnerships***

The College has also sought to improve community outreach and this has been done using capacity building community-based short courses and through seminars that focus on specific identified needs amongst the stakeholders. Field attachment has also remained a major strategy for promoting knowledge transfer and partnerships.

## ***2.4 Organization and Management***

The major achievement in this area is the merger between the IACE and the School of Education into the College of Education and External Studies. All the relevant College Committees have been put in place and are now fully functional. In addition, other critical staff required to ensure the College lives up to its mandate have been appointed. In May 2011, the College was accorded Provisional status by the National Council for Higher Education (NCHE). This strategic plan seeks to address the human resource and infrastructural constraints, and the integration of corporate values in management and administration, ending with re-evaluation and possible approval of a constituent College status.

## ***2.5 Quality Assurance***

All the Schools in the CEES have constituted Quality Assurance Committees and all new programmes are being developed and old ones being reviewed according to guidelines provided in the QA Framework. A lot more needs to be done to ensure learner-centred methodologies are fully integrated in the teaching/learning processes and to enhance student evaluation of lecturers. The culture of quality is an unending pursuit to which the College has committed herself.

## ***2.6 Human Resources***

The School of Education and the IACE had both planned to ensure staff growth and development in the current strategic plan. In the three years under review, a number of academic staff have been promoted with 11 rising to the rank of Senior Lecturer, two to Associate Professor and one to the rank of Professor. A number have their applications for promotion in the pipeline while others have acquired Masters and Doctoral degrees and should therefore be able to gain promotion soon.

## **2.7 Gender Mainstreaming**

Committees set up to mainstream gender issues in the College which is now in the process of publicising University gender-related policies like that on Gender Equality Policy (2009) and the Sexual Harassment Policy ( 27<sup>th</sup> September, 2006). These activities will be revived and enhanced under the new College structures.

## **2.8 Physical Infrastructure**

The National Council for Higher Education pinpointed infrastructure as one of the bottlenecks to granting the CEES substantive Constituent College status. Following the decision of Council to centralise infrastructure development, resources reserved by SoE and IACE were subsequently centralised too. There have henceforth been minimal improvements of the infrastructure like painting the exterior of the SoE main block, painting and renovation of some offices. The anticipated construction of the new School of Education Block is yet to take off. Infrastructure development is now a mandate of the Centre, but the College will also continue to search and to lobby for infrastructure development.

## **2.9 Resources Mobilization, Investment and Financial Management**

The main source of College funding has remained student fees; although some funds have also been secured from consultancy services to private and public sector; and from projects. This needs to be strengthened further. Also, effort is being made by the College management to form research teams that can attract research funding and two research teams have so far been formed.

## **3.0 THE PURPOSE OF THE COLLEGE**

### **3.1 University Vision**

The College shall subscribe to the University Vision: *to be a leading Institution for academic excellence and innovations in Africa.*

### **3.2 CEES 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 in knowledge transfer and partnership relevant to CEES and responsive to national and global needs.

### **3.3 CEES 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.

### **3.4 CEES Goals**

The CEES has been established to accomplish the following goals:

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

### **3.5 Objectives**

To achieve these goals, the College will have the following College objectives in mind:

- i) To empower University staff to facilitate high quality learning using diverse teaching/learning strategies
- ii) To increase the number of graduates in the various fields of education and community work
- iii) To increase the number and quality of innovations
- iv) To increase access to university-based programmes using flexible delivery strategies
- v) To increase effectiveness of knowledge and technology transfer partnerships related to education, distance learning and community education

## **4.0 STRATEGY OF THE COLLEGE**

### **4.1 Environmental Scan**

A major qualitative transformation has occurred globally. Environmental, technological, cultural systems have undergone rapid transformation; because we are now global. The technological innovations have resulted in a world of interdependence for knowledge and information. We live in a knowledge society where knowledge power has taken over labour power as the engine of development. To survive global competition, we need to constantly develop our stock of knowledge and technology, hence demand for lifelong learning. Education institutions also must grow into lifelong learning institutions.

The development of the knowledge society has seen the demand for further education grow exponentially and many public universities are dissolving their ivory towers and opening their doors to many more learners. This has seen student populations increase tremendously and more so the population of non-traditional learners. In effect many institutions have to reorganize provision and change the teaching styles to cater for the unique characteristics of older learners.

This proliferation has forced institutions to adopt more flexible modes of provision because the current infrastructure is stretched to the limit. Higher education is increasingly being offered at the learners' convenience – evening, weekend, distance, virtual and other flexible programmes. Entry requirements are also shifting with more varied access options including bridging, remedial, credit transfers, recognition of prior learning and conversion courses so as to enable as many people as possible to join higher education. Besides, global demographic

changes demand that higher education institutions transform. By 2020 populations will be increasingly younger and the demand for higher education will increase greatly. And for countries to develop they need 40-50% participation rate in higher education, and this can only be realized by embracing more flexible study modes and programmes. Unfortunately, Uganda’s participation in tertiary education is still very low; standing at **only about 4%**. **Uganda** must therefore revisit the strategies it is using to offer higher education.

World wide we are witnessing the state retreating from provision of social services, including education. Because the state has withdrawn from provision of higher education, many private providers have come on the higher education scene and higher education is now increasingly being privatized and commercialized and has taken on a business nature characterized by persuasive advertising, branding and competition. Both individuals and enterprises seek an appropriate return on funds invested so quality assurance must be emphasized. It is therefore imperative that institutions are accountable to their stakeholders and gain credibility.

For the past two decades Uganda has undertaken many policy reforms that have greatly influenced professional practice in nearly all sectors. The key policy reforms include the devolution of power to the local governments through decentralization, liberalization and privatization of service delivery, poverty eradication action plans, programme for modernization of agriculture, introduction of UPE and USE, liberalization of higher education, the National Development Plan and others. These policies are challenging institutions of higher education to produce a new breed of professionals capable of addressing new professional demands in a new institutional environment. The new graduates have therefore to be more practical, conversant with the functioning and dynamics of the fast changing environments in different organizations, local governments and the community; and have the competences to facilitate community development initiatives. Such competence goes beyond theoretical knowledge that is often the main focus of the universities.

One problem commonly cited by employers is that many graduates do not have the practical skills and professionalism necessary to excel in the job market. The argument is that classroom education is not enough to allow graduates to perform at a higher level. In the real world environment, analytical skills alone are not enough. Graduates must have other skills like leadership, decision making, interpersonal relations, team work, time management, entrepreneurship and effective communication skills.

In order for CEES to therefore remain relevant, it must respond to the above challenges – creation of a knowledge society and communities of practice; issues arising from implementation of UPE and USE and the liberalization of higher education; increasing educational opportunities to many more adult learners; influencing policy formulation and review; responding to local and international development needs and protocols; and play an active role in the community amidst competition yet maintaining quality in the programmes, services offered and graduates produced.

#### **4.2 Assessment of contextual factors that impact on the performance of the College**

|                         |   |
|-------------------------|---|
| <b>Context Features</b> | <b>Prospects/challenges of the context features on the CEES</b> |
|-------------------------|---|

|                       |   |  |
|-----------------------|---|--|
| Economic              | Economic/political Integration            | The opening up of job and goods markets has created stiff competition for jobs and markets. By developing market oriented courses and programmes, the College is likely to attract students wishing to compete for these jobs. Industry is also likely to send back their employees to universities for retooling through both short, tailor-made capacity building courses and other relevant credit programmes. This will demand creativity, innovativeness, and much closer collaboration with the public and private sectors; and use of more flexible learning options. |
|                       | Poverty levels                            | The per-capita income of Uganda is <b>US \$285</b> . Poverty levels may hinder participation in College programmes. Short-term, tailored, low-cost courses and flexible, longer-term programmes offered by the College may attract the less privileged, thus promoting equity. The College will also need to proactively seek collaborations and partnerships that could offer scholarships to graduate students.  |
| Financial             | Government Funding/Support                | This has remained the same despite increasing costs of inputs. The picture is unlikely to change in the foreseeable future. The CEES is not immune to these challenges, which call for proactive and innovative leadership to diversify College sources of funding through partnerships, involvement of its alumni and networking with a cross-section of organizations and agencies.  |
|                       | Staff shortage                            | Unattractive working conditions make it difficult to attract/retain highly qualified staff. Stronger linkages with providers of similar services will be required to fill the gap. The College will also need to deliberately work on growing its existing staff so as to improve the staff profile.   |
| Social/Political<br>1 | Universal Primary and Secondary education | The expansion of the school system will create demand for more teachers especially in the science subjects while the growing demand for higher education will create more physical infrastructure constraints. Through ODeL, the College should be able tap into this demand with limited added strain to the physical infrastructure. The College will also need to strategically position itself to address the  |

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|                        |  | national need for science teachers.  |
|                        | Higher Education                                     | The increasing number of public universities provides Makerere, as the oldest and premier university and CEES in particular, with opportunity to differentiate by specializing in research and graduate training, for capacity building for both the young and old.                                |
|                        | Population growth                                    | Existing brick and mortar institution will have insufficient capacity to contain the demand for higher education generated by the growing population. The flexible ODeL programmes of the College will help bridge this gap.   |
|                        | Life-long learning trends                            | The general decline in the number of permanent and pensionable job opportunities will generate pressure for continuous re-training and up-skilling. This in turn will create opportunities for more flexible programmes.   |
|                        | Decentralisation policy                              | Liberalization of education and decentralization of services provides opportunity for the College to widen its spread by decentralizing its ODeL services and by growing partnerships with the decentralized districts.  |
|                        | Political environment                                | The prevailing peace in northern Uganda and Southern Sudan will provide new catchment areas especially for ODeL programmes.  |
|                        | The East African Community                           | This presents an opportunity, because the citizens of the other states may prefer to study at Makerere University. The College therefore has opportunity to tap into this regional market.   |
| Science and Technology | Eastern Africa Submarine System (EASSy)              | Work has started on an undersea fibre optic cable that will link the countries of East Africa to the rest of the world. This will increase Internet bandwidth and hence promote online and e-learning.   |
|                        | Emergence of Open Source learning Management Systems | Resources required to acquire proprietary systems will be saved for staff development. With the Makerere University e-Learning Environment (MUELE) which utilizes MOODLE (an Open Source Learning Management System), the College has opportunity to offer e-learning courses including e-degrees. |

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| Globalization | Cross border trade | Globalization has led to a phenomenon of borderless higher education market. The key trend under this phenomenon is multinationalization arising from General Agreement in Trade in Services (GATS). With multinationalization, academic programmes from one country can be offered in other countries through a variety of approaches such as student mobility (exchange programs), program mobility and institutional mobility. CEES could greatly benefit from such arrangements as mentioned above in cross-border programmes. |
|---------------|--------------------|--|

### 4.3 SWOT Analysis

#### *Strengths*

| Strengths  | What can be done  |
|--|---|
| Strong positive reputation of Makerere   | <ul style="list-style-type: none"> <li>a) Exploit the competitive edge</li> <li>b) Promote Makerere University as the university of choice</li> </ul>   |
| A track record of history and expertise in education and community work                        | <ul style="list-style-type: none"> <li>a) Play a more proactive role in supporting other academic staff in the University in learner centred pedagogy and andragogy</li> <li>b) Promote academic Mentoring</li> <li>c) Attract more students and partners</li> </ul>  |
| Committed Staff  | Create teams for research and academic supervision as to exploit this strength  |
| Large number of young staff  | Develop staff to ensure improved staff profile and to ensure proper succession plans  |
| Collaboration with national and international agencies   | <ul style="list-style-type: none"> <li>a) Learn best practices to inform practice at CEES</li> <li>b) Initiate or participate in collaborative projects</li> <li>c) Source for research funds</li> </ul>  |
| Large student body   | <ul style="list-style-type: none"> <li>a) Involve the large alumni body in supporting CEES</li> <li>b) Increase visibility of College by involving the alumni</li> </ul>  |
| Flexible modes of delivery (day, evening, and distance)  | <ul style="list-style-type: none"> <li>a) Exploit the ability and potential to offer a variety of courses to multiple audience types</li> <li>b) Increase access to the University</li> <li>c) Explore development of weekend courses as well</li> <li>d) Continue lobbying and sensitization on the ODeL policy</li> </ul> |
| Presence of two on-campus libraries and linkages with upcountry libraries and resource centres | <ul style="list-style-type: none"> <li>a) Exploit potential to offer quality library services to students and staff</li> <li>b) Diversify library resources to students and staff</li> </ul>  |
| The presence of upcountry University campuses and College                                      | Decentralize and expand student services in the open distance and e-learning programmes   |

|  |   |
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| centres  |   |
| Availability of Postgraduate training programmes | Develop a variety of graduate programmes in all the schools |

### **Weaknesses**

| <b>Weakness</b>  | <b>What can be done</b>  |
|--|--|
| Inadequate infrastructure and inadequate ICT skills      | <ul style="list-style-type: none"> <li>a) Mobilize the alumni to support infrastructure development at the College</li> <li>b) Ensure careful and planned utilization of existing space</li> <li>c) Deliberately plan for expansion of ICT infrastructure</li> <li>d) Regularly run ICT skills training for staff and student</li> <li>e) Integrate Basic ICT Skills course in all CEES undergraduate and graduate programmes</li> </ul> |
| Poor maintenance culture                                 | <ul style="list-style-type: none"> <li>a) Budget for regular maintenance of infrastructure and equipment</li> <li>b) Sensitize students and staff on proper utilization of infrastructure and equipment</li> <li>c) Continue to promote the Education for Sustainable Development Club</li> </ul>  |
| Low funding for research for staff and graduate students | <ul style="list-style-type: none"> <li>a) Run seminars/workshops on writing fundable proposals</li> <li>b) Encourage more collaborative and multidisciplinary research at different levels (University, national, regional and international) to attract funding</li> <li>c) Justify to government and development partners the need for funding some graduate programmes</li> <li>d) Develop joint regional programmes</li> </ul>       |
| Poor research culture                                    | <ul style="list-style-type: none"> <li>a) Grow research teams</li> <li>b) Promote academic mentoring among staff</li> <li>c) Continue to encourage and promote research seminars and inaugural lectures</li> <li>d) Budget for conferences</li> <li>e) Promote joint publications</li> <li>f) Revive and internationalize College journals</li> </ul>  |
| Poor student welfare and support                         | <ul style="list-style-type: none"> <li>a) Increased dialogue with students to ensure better communication</li> <li>b) Ensure active student participation in relevant College/School Committees</li> <li>c) Work more closely with Dean of Students' office</li> <li>d) Initiate collaboration with organizations/agencies that can support needy students</li> <li>e) Train staff on customer care</li> </ul>                           |
| Highly centralized distance Education programmes         | <ul style="list-style-type: none"> <li>a) Continue to lobby for the policy on ODeL which promotes decentralization of services</li> <li>b) Exploit the presence of Regional University Campuses to offer services to the distance learners</li> </ul>  |

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|--|--|
|  | <ul style="list-style-type: none"> <li>c) Continue sensitization of other University staff to gain support for decentralization of services</li> </ul>   |
| Inadequate staff development; and poor staff motivation and welfare  | <ul style="list-style-type: none"> <li>a) Identify staff training needs and plan staff training</li> <li>b) Enhance staff development programmes; i.e., sabbaticals, staff exchange, conferences</li> <li>c) Identify and utilize both monetary and non-monetary reward systems</li> <li>d) Bridge gap between management and staff through improved communication</li> <li>e) Develop clear job descriptions and sensitize all staff on these</li> <li>f) Enforce annual staff appraisal and provide feedback to staff on results of appraisal</li> <li>g) Integrate students evaluation of staff</li> <li>h) Identify clear and specific strategies for mentoring</li> </ul> |
| Poor visibility and inadequate branding of CEES  | <ul style="list-style-type: none"> <li>a) Robust College website</li> <li>b) Empower and facilitate the offices of the Communication Officer and the Web Administrator</li> <li>c) Grow staff websites</li> <li>d) Produce publicity literature</li> <li>e) Encourage staff participation in University-wide activities and discussion fora</li> <li>f) Renovate CEES infrastructure</li> </ul>  |
| Potential of college not fully exploited - different delivery modes: weekend, holiday, evening not available for several popular disciplines | <ul style="list-style-type: none"> <li>a) Design programmes that produce outputs/outcomes within CEES mandate and suit the clients' needs</li> <li>b) Develop and implement programmes for different delivery modes</li> <li>c) Exploit the communication office of CEES to produce publicity materials</li> <li>d) Empower Communication Office to regularly update the public on events and programmes through CEES website, radio and TV, open days and conferences</li> <li>e) Promote writing of books, book chapters and journal articles at departmental level</li> </ul>   |

### *Opportunities*

| Opportunities   | What can be done   |
|---|--|
| University paradigm shift from teacher centred to learner centred pedagogy          | <ul style="list-style-type: none"> <li>a) Design credit and non credit training programmes for academic staff at Makerere University</li> <li>b) Provide leadership nationally in research in learner centred pedagogy</li> </ul>        |
| Government policy on UPE and USE giving rise to huge number of schools and students | <ul style="list-style-type: none"> <li>a) Lay strategies for training more teachers</li> <li>b) Mount short courses/seminars for teacher and managers of schools</li> <li>c) Lay strategies for closer collaboration with MoE</li> </ul> |

|  |   |
|--|---|
| High demand for privately sponsored education and adult education programmes   | <ul style="list-style-type: none"> <li>a) Conduct needs assessment before developing new programmes</li> <li>b) Design unique programmes for different modes of delivery</li> </ul>   |
| Existence of qualified professionals in other institutions who can beef up CEES staff  | <ul style="list-style-type: none"> <li>a) Lobby for review of current policy on recruitment and deployment of part-time staff</li> <li>b) Engage professionals on part-time basis to support learners</li> </ul>  |
| Collaboration with stakeholders in the education field outside the university i.e. MoES, UNEB, NCDC, other universities, public libraries etc. | <ul style="list-style-type: none"> <li>a) Develop a policy on collaboration with key stakeholders in Education and Distance Learning</li> <li>b) Lobby the Ministry of Education to regulate the education programmes offered by other tertiary institutions</li> </ul> |
| Existence of learning centers outside the university   | <ul style="list-style-type: none"> <li>a) Design and deliver programmes through these centres</li> <li>b) Take learner support closer to the clients</li> </ul>   |

### ***Threats***

| <b>Threats</b>  | <b>What can be done</b>   |
|---|---|
| Competition from other universities                       | <ul style="list-style-type: none"> <li>a) Lobby the Ministry of Education to regulate programmes offered by other tertiary institutions to minimize plagiarism of programmes</li> <li>b) Improve on quality of programmes and outreach to ensure competitiveness</li> <li>c) Introduce a corporate management culture in the College</li> </ul> |
| Inadequate coordination by national education agencies    | <ul style="list-style-type: none"> <li>a) Lobby for greater collaborations and coordination</li> <li>b) Establish professional bodies for teacher educators to promote collaboration among them</li> </ul>  |
| Inadequacies in policies on adult and ODeL                | <ul style="list-style-type: none"> <li>a) Develop and disseminate policy briefs on adult education, and on ODeL</li> <li>b) Lobby for development of national policies on adult education and ODeL</li> <li>c) Promote professional associations on adult education and ODeL</li> </ul>   |
| Limited funding from Government for Higher Education      | Diversify sources of funding to minimize dependence on government funding   |
| Political interference; e.g., in controlling student fees | <ul style="list-style-type: none"> <li>a) Lobby government for understanding of need for realistic fees</li> <li>b) Sensitize students continually on changes being made in the university</li> </ul>   |

### 4.3 Strategic Goals, Objectives and strategies addressing University strategic pillars

#### *Teaching and Learning*

| Goal(s)   | Objectives  | Measures of Success  |
|---|---|--|
| 1. To improve the relevance of education, lifelong learning and external programs to national and international needs | To continually support academic staff in the University in learner centred pedagogy and andragogy | <ul style="list-style-type: none"> <li>• Number of credit and non credit programmes mounted to reorient staff into learner centred pedagogy and andragogy</li> <li>• Number of staff integrating learner centred pedagogies in teaching and learning</li> <li>• Number of programmes reviewed and updated to reflect learner-centred pedagogy.</li> <li>• Updated instructional teaching and learning materials: LCDs, books, smart boards, materials for practical lessons, etc.</li> <li>• Student-facility ratio</li> <li>• Student-staff ratio</li> <li>• Number of ODeL study materials developed</li> <li>• Number of CEES graduates getting employed within their first year of graduation</li> </ul> |
|   | To provide an environment that is conducive to learner-centred pedagogy and andragogy by 2016     |  |
|   | To review and update the programs to ensure relevance by end of 2013.                             |  |
|   | To continually improve the quality of instructional materials required for all programmes.        |  |
| 2. To increase access to higher education opportunities in the field of education and through various delivery modes  | To develop study materials for all courses in ODeL programmes by 2013                             | <ul style="list-style-type: none"> <li>• Increase in student enrolment</li> <li>• Number of programmes running at different locations in evening, weekend, holidays, online, distance modes.</li> <li>• Alternative funding options available to students.</li> <li>• Number of courses using tutorials in delivery process.</li> <li>• Number of programmes evaluated using tracer studies</li> <li>• Number if programmes revised</li> </ul>   |
|   | To provide a flexible teaching and learning environment   |  |
|   | To establish gaps in the existing programs offered at the college by 2013                         |  |
|   | Widen programme base of the college   |  |

### *Research and Innovation*

| University Goal  | Objectives  | Measures of Success  |
|--|---|--|
| To champion and support research, innovations and publications | To mobilise research funds  | <ul style="list-style-type: none"> <li>• Amount of research funds received</li> <li>• No of staff involved in research</li> <li>• Number of winning proposals developed and submitted to funders</li> <li>• Number of concluded and disseminated researches</li> </ul>   |
|  | To establish and operationalise the Institute of Educational Research (IER)                 | <ul style="list-style-type: none"> <li>• IER set up, staffed and functional</li> <li>• Educational research policy in place</li> <li>• Educational research policy disseminated to local, regional and international higher and basic education stakeholders</li> <li>• Research on learning and teaching based at and involving the Child Study Centre, Makerere University Primary School and Makerere College School as foci</li> </ul> |
|  | To set-up standards and targets for research work   | <ul style="list-style-type: none"> <li>• School of Education, 10 peer-reviewed publications annually</li> <li>• EASHESD, 10 peer-reviewed publications annually</li> <li>• SODLL, six peer-reviewed publications annually</li> </ul>   |
|  | To strengthen the research coordination system at departmental and School/College levels    | <ul style="list-style-type: none"> <li>• Repository of thematic areas for the College established</li> <li>• Number of research coordinators appointed at Departmental, School and College levels</li> </ul>   |
|  | To increase the ratio of graduate to undergraduate students in graduate students' favour    | <ul style="list-style-type: none"> <li>• Ratio decreases to 1:50 within 3 years and keeps decreasing throughout the plan period</li> </ul>   |
|  | To develop a research agenda that will see the new College meet both local and global needs | <ul style="list-style-type: none"> <li>• 20 research themes identified and collected in a CEES research repository</li> </ul>  |
|  | To conduct joint research with collaborating partners                                       | <ul style="list-style-type: none"> <li>• Research themes from the MoES identified and research undertaken</li> <li>• Key change areas identified and forwarded to the Ministry for</li> </ul>  |

|   |   |  |
|---|---|--|
|   |   | implementation   |
| To enhance transformation, and utilisation of knowledge, research and innovations | To increase the quantity and quality of research output   | <ul style="list-style-type: none"> <li>• Strengthened MAJOHE</li> <li>• Number of publications in the College Journal MAJOHE</li> <li>• Number of newsletters and online publications</li> <li>• Number of conference papers presented</li> <li>• Quantity and quality of research results published through reports, newspaper and journal articles</li> </ul>  |
|   | To increase channels of dissemination of research results | <ul style="list-style-type: none"> <li>• Monthly lecture series established and active</li> <li>• One public lecture held per School per semester.</li> <li>• Every member of staff publishes at least one academic work in two years</li> <li>• Quantity and quality of research results placed in the public domain, through the publication of reports, the submission of articles to both specialised and mass media, and through participation in seminars, workshops and conferences.</li> </ul> |

### *Knowledge Transfer and Partnerships*

| Goal  | Objectives  | Measures of Success  |
|---|---|--|
| To create enabling environment for public and private sector interface in the promotion of formal and non-formal education in a competitive setting | To increase public private sector partnerships with CEES  | <ul style="list-style-type: none"> <li>• The number of joint projects established with private sector</li> <li>• The number of operational business and technology innovation incubation centres established</li> <li>• The number of staff scholarships supported by the private sector and NGOs</li> </ul> |
|   | To promote increased joint research, technology innovation and transfer initiatives to address CEES and stakeholder needs |  |

|   |   |   |
|---|---|---|
| <p>To provide partnership framework for assessment and utilisation of CEES products in the value chain in formal and non-formal education</p> | <p>To establish a partnership with the Public and the private sector utilisation of CEES competencies</p>   | <ul style="list-style-type: none"> <li>• Number of different events organised to involve the private and public sectors in CEES policy and curriculum development activities</li> </ul>   |
| <p>To increase partnerships with communities in areas relevant to activities of CEES</p>  | <p>To strengthen existing collaborations and initiate new ones with public, private and non-governmental bodies and organisations</p> <p>To develop and implement community service projects</p> <p>To participate in formal and non-formal education/learning-related community development forums and committees</p> <p>To create opportunities for students to engage with communities through field attachment for the promotion of transformative education experiences</p> <p>To engage with communities in the development of learning-related interventions that respond to community needs and interests</p> <p>To extend career guidance and diversified training and consultancy services to the community</p> | <ul style="list-style-type: none"> <li>• Number of collaborative community service projects developed and implemented</li> <li>• Number of publications resulting from collaborative community projects</li> <li>• Number of formalised linkages between the communities and CEES through CBOs, CSOs, NGOs and government programmes</li> <li>• Number of departmental staff who have participated in community forums</li> <li>• Number of MoUs signed with local governments</li> </ul> |

**Support Infrastructure**  
**Organization and Management**

| Goal(s )   | Objective(s)   | Measures of success  |
|--|--|--|
| To grow into an effective and efficient modern College of Education and External Studies | To fulfil all the NCHE requirements and ensure the College is fully accredited | <ul style="list-style-type: none"> <li>• CEES fully accredited and certificate/report obtained</li> </ul>  |
|  | To coordinate academic units in the College better                             | <ul style="list-style-type: none"> <li>• Number of inter-School projects/programmes</li> <li>• Number of management and staff meetings</li> </ul>  |
|  | To have an efficient and effective student support system                      | <ul style="list-style-type: none"> <li>• Mobile and online support systems in place</li> <li>• Decentralised support at learning centres carried out</li> <li>• Number of students satisfied with College services</li> <li>• Improved completion rates</li> <li>• Number of alumni actively supporting CEES</li> </ul>                          |
|  | To develop efficient management information systems                            | <ul style="list-style-type: none"> <li>• Number of information management systems deployed to take care of unique concerns of all CEES students</li> <li>• Number of custom-made information systems available to key stakeholders</li> <li>• Robust CEES websites up an running</li> <li>• Number of staff websites actively running</li> </ul> |
|  | To develop a corporate culture in the College                                  | <ul style="list-style-type: none"> <li>• Number of staff trained in customer care</li> <li>• Six necessary signposts put up</li> <li>• Number of staff reporting on time for duty</li> <li>• Number of inquiries received in key offices and responded to within 24 hours</li> </ul>   |

*Quality assurance*

| Goal(s)   | Objectives  | Measures of Success  |
|---|---|--|
| To ensure that there are mechanisms and procedures for developing and maintaining high standards, fitness of purpose, satisfactory return and transformation of learners and staff in the desirable direction | To strengthen quality assurance structures and systems for adult, ODeL, Community education, higher education and teacher education | <ul style="list-style-type: none"> <li>• Regulatory quality assurance structures and systems in place and in line with the University Quality Assurance Framework</li> <li>• Relevant quality assurance indicators in place</li> <li>• Number of CEES programmes accredited by the NCHE</li> </ul> |
|   | To be locally rooted while maintaining international standards in all CEES programmes   | <ul style="list-style-type: none"> <li>• Number of programmes with national and international dimensions in place</li> <li>• Improved CEES ranking within Makerere University</li> <li>• Number of staff publications in international peer reviewed journals and books</li> </ul>                 |
|   | To identify relevant international higher institutions of learning for benchmarking   | <ul style="list-style-type: none"> <li>• Number of best practices adopted from benchmarked institutions</li> <li>• Number of international and national partners/collaborators</li> </ul>  |
|   | To coordinate the implementation of the College strategic plan  | <ul style="list-style-type: none"> <li>• Implementation plan in place</li> <li>• Quarterly review meetings of the Institute’s plan held</li> <li>• Quarterly progress reports produced</li> </ul>  |
|   | To monitor and evaluate the realisation of set targets  | <ul style="list-style-type: none"> <li>• Number of monitoring and evaluation meetings held</li> <li>• Number of monitoring and evaluation reports produced</li> <li>• Number of tracer studies carried out</li> </ul>  |
|   | To ensure quality in all activities implemented in line with the University Quality Assurance Framework                             | <ul style="list-style-type: none"> <li>• Functional College Quality Assurance Committee set up</li> <li>• Number of best practices adopted</li> <li>• Number of programmes reviewed each year</li> <li>• Number of staff annually evaluated by students</li> </ul>                                 |

### *Human resources*

| Goal(s)  | Objectives   | Measures of Success   |
|--|--|---|
| To have a sufficient well trained, motivated staff able to respond to clients' needs and aspirations | To ensure competitiveness of the College locally and internationally | <ul style="list-style-type: none"> <li>• Number of positions filled taking into account gender balance</li> <li>• Clearly identified job descriptions and staff training needs</li> <li>• Streamlined staff training procedures in place.</li> <li>• Staff performance ratings by internal and external appraisal mechanisms</li> <li>• Number of staff evaluated by students</li> <li>• Number of staff trained in modern ways of service delivery</li> <li>• Number of staff who have improved on their qualifications</li> <li>• Number of staff who have benefited from staff exchange programmes, sabbaticals and conferences</li> <li>• Number of academic staff promoted</li> <li>• Monetary and non-monetary reward systems in place</li> </ul> |
|  | To promote sustainable staff development programmes                  |   |

### *Gender mainstreaming*

| Goal(s)                                     | Objectives   | Measures of Success  |
|---|--|--|
| To mainstream gender in all CEES activities | To ensure gender is successfully mainstreamed in all CEES activities   | <ul style="list-style-type: none"> <li>• Number of courses whose curricula has been engendered</li> <li>• Number of gender sentinel site meetings held in a year</li> <li>• Reduction in sexual harassment cases reported</li> <li>• Number of staff and students sensitised about gender issues</li> <li>• Number of gender sensitization workshops/seminars</li> </ul> |
|   | To promote gender equity in staff recruitment, training and promotions | <ul style="list-style-type: none"> <li>• Improved male-to-female ratio of staff in the College</li> <li>• Number of females in top management of the College</li> <li>• Number of female staff in top academic hierarchy</li> </ul>  |
|   | To promote gender equity in student enrolment                          | <ul style="list-style-type: none"> <li>• Equal male-to-female ratio of students enrolled</li> <li>• Relevant services provided to females with special needs; e.g., breast feeding mothers</li> </ul>  |
|   | To promote gender in resource allocation and                           | <ul style="list-style-type: none"> <li>• Gender equality and equity enforced in resource allocation</li> </ul>   |

|            |
|------------|
| management |
|------------|

**Information Communication Technology**

| Goal                                       | Objective  | Success Indicators   |
|--|--|--|
| Consolidating ICT enabling and utilisation | Enhance the quality and scope of ICT services in the College   | <ul style="list-style-type: none"> <li>• Users aware of and bound by ICT policy</li> <li>• Number of technologies available for teaching, research and networking</li> <li>• Appropriately equipped and functional computer labs in place</li> <li>• Increased provision of access points for staff to attain a 1:2 ratio by 2018</li> <li>• Increased provision of access points for students to attain a 1:10 ratio by 2018</li> <li>• Number of appropriate ICT sets disbursed to staffs' desks</li> <li>• Subsidies available for staff and students to purchase personal laptops</li> </ul> |
|  | Promote effective and appropriate utilisation of ICT resources | <ul style="list-style-type: none"> <li>• Number of staff &amp; students trained in utilization of educational technology</li> <li>• Number of staff and students accessing and able to use the educational technologies</li> <li>• Improved research output by staff and students</li> <li>• Number of staff and graduate students participating in online research and publication dialogue</li> <li>• Number of appropriate e-learning packages developed and in use</li> <li>• Number of courses integrating e-modes into delivery approaches</li> </ul>                                      |
|  | Equip staff with ICT literacy                                  | <ul style="list-style-type: none"> <li>• Number of staff and students trained in basic ICT skills</li> </ul>   |

### *Physical Infrastructure*

| Goal(s)   | Objectives  | Measures of Success   |
|---|---|---|
| To improve the CEES infrastructure and environment on- and off-campus to support her functions and services | To refurbish the existing teaching facilities   | <ul style="list-style-type: none"> <li>• Number of facilities refurbished</li> <li>• Quality and quantity of new facilities established</li> <li>• Number of science laboratories established and equipped</li> <li>• Maintenance systems in place</li> <li>• Amount of finances mobilized from alumni</li> </ul> |
|   | To increase teaching space by 50% through construction or purchase by 2018  |   |
|   | To improve efficiency and effectiveness in management of physical facilities                                      |   |
|   | Promote a culture of maintenance and educate CEES community on proper utilization of infrastructure and equipment |   |

### *Staff and Student Support Services*

| Goal(s)  | Objectives  | Measures of Success  |
|--|---|--|
| To boost the academic and social environment of staff and students | To ensure equal opportunities, friendly and secure environment for staff and students | <ul style="list-style-type: none"> <li>• Increased staff and student satisfaction with services provided by the College</li> <li>• Number of staff and student facilities improved</li> <li>• Number of students and staff using the facilities</li> <li>• Number of staff and students using counselling services available</li> <li>• Medical insurance scheme in place</li> </ul> |
|  | To provide accessible, multipurpose facilities for staff and students                 |  |
|  | To promote student activities in governance and welfare                               |  |
|  | To develop policies that deal with socio-health issues affecting staff and students   |  |

***Resources Mobilization, Investment and Financial Management***

| Goal  | Objective  | Success Indicators   |
|---|--|--|
| To improve the effectiveness and efficiency of financial management | To improve the capacity of the College to be entrepreneurial in developing an income generating plan | <ul style="list-style-type: none"> <li>• Number of entrepreneurial projects run by staff</li> <li>• Number of new partnerships forged</li> <li>• New funding sources identified, harnessed and deployed</li> <li>• Number of staff participating in resource mobilisation activities</li> </ul>  |
|   | To build capacity for innovative resource mobilisation strategy                                      | <ul style="list-style-type: none"> <li>• Number of successful funding proposals</li> <li>• Increased number of income sources</li> <li>• Number of new programmes written and approved</li> </ul>  |
|   | To develop capacity and mechanisms to effectively manage the financial resources of the College      | <ul style="list-style-type: none"> <li>• Number of College Finance Committee meetings held</li> <li>• Number of staff trained in professional financial management courses</li> <li>• Financial management systems developed and adhered to</li> <li>• Number of staff equipped with capacity to accomplish tasks for which funds are disbursed</li> <li>• Number of staff equipped with capacity for accounting effectively for disbursed funds</li> <li>• Improving audit reports</li> </ul> |

***Library Services***

| Goal(s)  | Objectives  | Success Indicators   |
|--|---|--|
| Ensure organized collection of high quality materials and provide quality professional services to all users | Ensure complete and smooth merger of the book banks and the Library | a) Effective and efficient book bank by Aug 2011   |
|  | Enhance access to quality information resources by all stakeholders | <ul style="list-style-type: none"> <li>a) Accessible Virtual (Catalogue, serials, acquisition and circulation) at CEES</li> <li>b) Publicity materials circulated</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>c) Reliable LAN that supports the expanded automation</li> <li>d) Number of users accessing and using the College library services</li> <li>e) Number of users with disabilities accessing the College library services</li> <li>f) Offshore resource centers automated and linked to College library</li> <li>g) Reports of user satisfaction surveys</li> <li>h) Decentralized library services to students of ODeL</li> <li>i) Opening hours extended</li> </ul> |
|  | Improve the library collection   | <ul style="list-style-type: none"> <li>a) Number of books, journals and e-resources acquired</li> <li>b) Number of academic programmes serviced effectively</li> <li>c) Number of accessing the e resources</li> <li>d) Annual stocktaking and weeding undertaken and shelf space created</li> </ul>   |
|  | Prolong the life span of rare information materials  | <ul style="list-style-type: none"> <li>a) Priority collection preserved</li> <li>b) Number of users sensitized about the collection maintenance good practices</li> <li>c) Number of rare materials preserved/digitized</li> </ul>   |
| Ensure improved library physical infrastructure and safety | Expand and maintain the physical infrastructure and strengthening the library security and disaster preparedness | <ul style="list-style-type: none"> <li>a) Optimal use of space per unit time</li> <li>b) Leaking roof of the book bank library repaired</li> <li>c) Number of cages constructed</li> <li>d) Number of working fire extinguishers in the libraries</li> <li>e) Number of students and staff sensitized on safety in the library</li> <li>f) Number of working CCTV cameras installed</li> </ul>   |

## **5.0 COORDINATION, MONITORING AND EVALUATION OF THE CEES STRATEGIC PLAN**

### **Goal**

To ensure achievement of set goals, targets, and objectives in a harmonious and consistent manner.

### **Objectives**

To achieve the set goal, the following objectives will have to be met:

1. To coordinate the implementation of the strategic plan
2. To ensure that gender and ICT are mainstreamed in all CEES programmes and activities
3. To ensure internationalization of CEES programmes and activities
4. To monitor and evaluate the realization of set targets
5. To monitor and evaluate research in ODeL, community education and education in general
6. To ensure quality in all activities implemented in line with the university quality assurance framework

### **Activities**

1. Develop an implementation plan
2. Develop monitoring tool to capture the implementation of programmes and activities planned
3. To harmonize the research agenda developed by the three Schools and the two Centres of the College
4. Develop a plan for the implementation of the Research Agenda developed
5. Restructure and develop terms of reference for institute coordination committees
6. Orientation of the College coordination committees
7. Develop a budget line for coordination committees
8. Develop a College handbook to guide operations of committees
9. Institute quarterly feedback forum from the units

## 6.0 IMPLEMENTATION STRATEGY FOR THE CEES STRATEGIC PLAN

### 6.1 Teaching and Learning

| Goal  | Measures of Success  | IMPLEMENTATION SCHEDULE  |  |         |
|---|--|--|--|---------|
|   |  | 3 YEARS  | 6 YEARS  | 7 YEARS |
| 1. To improve the relevance of education, lifelong learning and external programs to national and international needs | <ul style="list-style-type: none"> <li>• Number of credit and non credit programmes mounted to reorient staff into learner centred pedagogy and andragogy</li> <li>• Number of staff integrating learner centred pedagogies in teaching and learning</li> <li>• Number of programmes reviewed and updated to reflect learner-centred pedagogy.</li> <li>• Updated instructional teaching and learning materials: LCDs, books, smart boards, materials for practical lessons, etc.</li> <li>• Student-facility ratio</li> <li>• Student-staff ratio</li> <li>• Number of ODeL study materials developed</li> <li>• Number of CEES graduates getting employed within their first year of graduation</li> </ul> | <ul style="list-style-type: none"> <li>a) Start new distance Education programmes</li> <li>b) Transform 50 of the existing courses and three programmes into e-learning courses and programmes</li> <li>c) Strengthen four learning centres</li> <li>d) Decentralize services to four centres</li> <li>e) Integrate ICTs in 60% of management functions</li> <li>f) Decentralize services to four centres</li> <li>g) Develop learning materials for revised and new ODeL courses</li> <li>h) Train staff in learner-centred facilitation methods</li> <li>i) Collaborate with agencies and organisations involved in activities relevant to CEES mandate</li> <li>j) Benchmark CEES against institutions with similar mandates in Africa</li> </ul> | <ul style="list-style-type: none"> <li>a) Start new distance education programmes</li> <li>b) Transform 50 of the existing courses and three programmes into e-learning courses and programmes</li> <li>c) Strengthen four learning centres</li> <li>d) Decentralize services to four centres</li> <li>e) Integrate ICTs in 40% of management functions</li> <li>f) Develop learning materials for revised and new ODeL courses</li> <li>g) Train staff in learner-centred facilitation methods</li> </ul> | Review  |

|  |  |  |   |        |
|--|--|--|---|--------|
| 2. To increase access to higher education opportunities in the field of education and external studies | <ul style="list-style-type: none"> <li>• Increase in student enrolment</li> <li>• Number of programmes running at different locations in evening, weekend, holidays, online, distance modes.</li> <li>• Alternative funding options available to students.</li> <li>• Number of courses using tutorials in delivery process.</li> <li>• Number of programmes evaluated using tracer studies</li> <li>• Number if programmes revised</li> </ul> | <ul style="list-style-type: none"> <li>a) Conduct market surveys</li> <li>b) Review old programmes</li> <li>c) Start new programmes</li> <li>d) Negotiate alternative funding arrangements for students</li> <li>e) Establish alternative funding arrangements for students</li> </ul> | <ul style="list-style-type: none"> <li>a) Review old programmes</li> <li>b) Start new programmes</li> <li>c) Establish alternative funding arrangements for students</li> </ul> | Review |
|--|--|--|---|--------|

## 6.2 Research and Innovations

| Goal   | Measures of Success   | IMPLEMENTATION SCHEDULE |         |         |
|--|---|-------------------------|---------|---------|
|  |   | 3 YEARS                 | 6 YEARS | 7 YEARS |
| To champion and support research, innovations and publications | Amount of research funds received.  | 25%                     | 30%     | 40%     |
|  | Number of staff involved in research per school   | 25%                     | 30%     | 40%     |
|  | Number of winning proposal  | 60%                     | 70%     | 80%     |
|  | Number of concluded and disseminated research   | 60%                     | 70%     | 80%     |
|  | IER set up, staffed and functional  | YES                     | YES     | YES     |
|  | Educational research policy in position   | YES                     | YES     | YES     |
|  | Educational research policy disseminated to local, regional and international higher and basic education stakeholders | YES                     | YES     | YES     |

|   |   |     |     |     |
|---|---|-----|-----|-----|
|   | Research on teaching and learning based at and involving the Child Study Centre, Makerere University Primary School and Makerere College School as foci | YES | YES | YES |
|   | School of Education 10<br>Higher Education 10<br>Adult and Lifelong learning 6  | 42  | 52  | 60  |
|   | Repository of thematic areas for the College  | YES | YES | YES |
|   | Ratio decreases to 1:50 within 3 years and keeps increasing   | 40  | 30  | 20  |
|   | 20 research themes identified and collected in a repository   | 30  | 40  | 50  |
|   | Biannual Research Agenda  | YES | YES | YES |
|   | Research themes from the MOES identified and research undertaken<br>Key change areas identified and forwarded to the Ministry for implementation        | 4   | 8   | 12  |
| To enhance transformation, and utilisation of knowledge, research and innovations | Strengthen MAJOHE   | YES | YES | YES |
|   | Number of publications in the College Journal MAJOHE  | YES | YES | YES |
|   | Publication in newsletters and website  | 20  | 40  | 60  |
|   | Number of conference papers presented   | 60  | 100 | 150 |
|   | Research results placed in the public domain, through the publication of reports, the submission of articles to both specialised and mass media.        | YES | YES | YES |
|   | Monthly lecture series established and active   | YES | YES | YES |
|   | Every School to present 1 Public lecture per Semester.  | YES | YES | YES |

|  |  |     |     |     |
|--|--|-----|-----|-----|
|  | Every member of staff publishes 1 academic work in two years   | YES | YES | YES |
|  | Research results are placed in the public domain, through the publication of reports, the submission of articles to both specialised and mass media, and through participation in seminars, workshops and conferences. | YES | YES | YES |

### 6.3 Knowledge Transfer and Partnerships

| Goal   | Measures of Success   | IMPLEMENTATION SCHEDULE  |  |         |
|--|---|--|--|---------|
|  |   | 3 YEARS  | 6 YEARS  | 7 YEARS |
| To create enabling environment for public and private sector interface in the promotion of formal and non-formal, education in a competitive setting | <ul style="list-style-type: none"> <li>The number of joint projects established with private sector</li> <li>The number of operational business and technology innovation incubation centres established</li> <li>The number of staff sponsored by the private sector and NGOs</li> </ul> | a) Conduct survey to establish training needs at district and community levels<br>b) Formalise MoUs with collaborating private sector businesses, NGOs, districts and Government Departments<br>c) Set up business and technology incubation centres | a) Formalise MoUs with collaborating private sector businesses, NGOs, districts and Government Departments<br>b) Set up business and technology incubation centres | Review  |
| To provide partnership framework for assessment and utilisation of CEES products in the value chain in formal and non-formal                         | <ul style="list-style-type: none"> <li>Number of different events organised to involve the private and public sectors in CEES policy and curriculum development activities</li> </ul>   | a) Conduct survey to establish technology transfer needs at district and community levels<br>b) Formalise MoUs with  | a) Formalise MoUs with collaborating private sector businesses, NGOs, districts and  |         |

|   |   |  |  |  |
|---|---|--|--|--|
| education   |   | collaborating private sector businesses, NGOs, districts and Government Departments<br>c) Set up business and technology incubation centres  | Government Departments<br>b) Set up business and technology incubation centres   |  |
| To increase partnerships with communities in areas relevant to activities of CEES | <ul style="list-style-type: none"> <li>• Number of collaborative community service projects developed and implemented</li> <li>• Number of publications resulting from collaborative community projects</li> <li>• Number of formalised linkages between the communities and CEES through CBOs, CSOs, NGOs and government programmes</li> <li>• Number of departmental staff who have participated in community forums</li> </ul> | a) Conduct survey to establish training needs at district and community levels<br>b) Formalise MoUs with collaborating private sector businesses, NGOs, districts and Government Departments<br>c) Set up business and technology incubation centres | a) Formalise MoUs with collaborating private sector businesses, NGOs, districts and Government Departments<br>b) Set up business and technology incubation centres |  |

**SUPPORT INFRASTRUCTURE FOR ACHIEVING THE STRATEGIC GOALS AND MAINTAINING THE STUDENT PROJECTION**

**6.4 Organization and Management**

| Goal(s ) | Measures of success | IMPLEMENTATION SCHEDULE |
|----------|---------------------|-------------------------|
|----------|---------------------|-------------------------|

|  |   | <b>3 YEARS</b>   | <b>6 YEARS</b>  | <b>7 YEARS</b> |
|--|---|--|---|----------------|
| To grow into an effective and efficient modern College of Education & External Studies | <ul style="list-style-type: none"> <li>CEES fully accredited and certificate/report obtained</li> </ul>   | a) Address key demands of NCHE to facilitate accreditation of CEES<br>b) Invite NCHE to re-assess CEES for accreditation   | Work at maintaining accredited status by constantly evaluating performance against minimum standards set by NCHE  | Review         |
|  | <ul style="list-style-type: none"> <li>Number of inter-School projects/programmes</li> <li>Number of management and staff meetings</li> </ul>   | a) Conduct studies to establish possible areas on collaboration between and among different academic units of the College<br>b) Set up collaboration structures to steer the projects/programmes identified<br>c) Monitor and evaluate progress of collaborative projects and programmes | a) Set up collaboration structures to steer the projects/programmes identified<br>b) Monitor and evaluate progress of collaborative projects and programmes |                |
|  | <ul style="list-style-type: none"> <li>Mobile and online support systems in place</li> <li>Decentralised support at learning centres carried out</li> <li>Number of students satisfied with College services</li> <li>Improved completion rates</li> <li>Number of alumni actively</li> </ul> | a) Set up mobile and online learner support systems<br>b) Appoint and second staff to Regional Campuses and Study Centres to handle learner support services<br>c) Conduct regular surveys to establish levels of learner  | a) Conduct regular surveys to establish levels of learner satisfaction with support services offered by the College<br>b) Work with Alumni                  |                |

|  |   |   |  |  |
|--|---|---|--|--|
|  | <p>supporting CEES</p>  | <p>satisfaction with support services offered by the College</p> <p>d) Work with Alumni Relations Desk (PDD) to set up CEES alumni chapters and conduct resource mobilisation activities with them</p>  | <p>Relations Desk (PDD) to set up CEES alumni chapters and conduct resource mobilisation activities with them</p> <p>c) Conduct study on completion rates of CEES students with a view to making policy recommendations</p>  |  |
|  | <ul style="list-style-type: none"> <li>• Number of information management systems deployed to take care of unique concerns of all CEES students</li> <li>• Number of custom-made information systems available to key stakeholders</li> <li>• Robust CEES websites up and running</li> <li>• Number of staff websites actively running</li> </ul> | <p>a) Review information management systems currently in use at CEES with view to making policy recommendations on their relevance to CEES core activities</p> <p>b) Procure/recommend to DICTS for procurement or commission development of appropriate information systems where gaps are identified</p> <p>c) Maintain robust CEES website</p> <p>d) Train staff to develop and maintain personal websites</p> | <p>a) Procure/recommend to DICTS for procurement or commission development of appropriate information systems where gaps are identified</p> <p>b) Maintain robust CEES website</p> <p>c) Train staff to develop and maintain personal websites linked to CEES for visibility</p> |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | liked to CEES for visibility   |  |  |
|  | <ul style="list-style-type: none"> <li>• Number of staff trained in customer care</li> <li>• Six necessary signposts put up</li> <li>• Number of staff reporting on time for duty</li> <li>• Number of inquiries received in key offices and responded to within 24 hours</li> </ul> | <ul style="list-style-type: none"> <li>a) Train staff in customer care protocols</li> <li>b) Print and mount six relevant signposts at the College as part of the branding process</li> <li>c) Monitor and evaluate service delivery activities in the main administrative offices of the College</li> </ul> | <ul style="list-style-type: none"> <li>a) Train staff in customer care protocols</li> <li>b) Monitor and evaluate service delivery activities in the main administrative offices of the College</li> </ul> |  |

## 6.5 Quality assurance

| Goal(s)  | Measures of Success  | IMPLEMENTATION SCHEDULE   |   |         |
|--|--|---|---|---------|
|  |  | 3 years   | 6 years   | 7 years |
| To ensure that there are mechanisms and procedures for developing and maintaining high standards, fitness of purpose, satisfactory return and transformation of learners and staff | <ul style="list-style-type: none"> <li>Regulatory quality assurance structures and systems in place and in line with the University Quality Assurance Framework</li> <li>Relevant quality assurance indicators in place</li> <li>Number of CEES programmes accredited by the NCHE</li> </ul> | a) Set up College QA organs as required by the University QA Policy<br>b) Articulate quality indicators for all activities in the College<br>c) Prepare programmes for NCHE accreditation | Prepare programmes for NCHE accreditation   | Review  |
|  | <ul style="list-style-type: none"> <li>Number of programmes with national and international dimensions in place</li> <li>Improved CEES ranking within Makerere University</li> <li>Number of staff publications in international peer reviewed journals and books</li> </ul>                 | a) Review curricula to provide for national and international dimensions<br>b) Provide incentives for staff who produce groundbreaking publications                                       | a) Review curricula to provide for national and international dimensions<br>b) Provide incentives for staff who produce groundbreaking publications |         |
|  | <ul style="list-style-type: none"> <li>Number of best practices adopted from benchmarked institutions</li> <li>Number of international and national partners/collaborators</li> </ul>  | Seek collaborations with universities of repute in the field of education, lifelong learning and external studies for the purpose of benchmarking   | Seek collaborations with universities of repute in the field of education, lifelong learning and external studies for the purpose of benchmarking   |         |
|  | <ul style="list-style-type: none"> <li>Implementation plan in place</li> </ul>   | a) Develop School-level   | a) Hold quarterly review  |         |

|  |  |   |   |
|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>Quarterly review meetings of the College plan held</li> <li>Quarterly progress reports produced</li> </ul>  | <ul style="list-style-type: none"> <li>implementation plans</li> <li>b) Hold quarterly review meetings between Dept Chairs, Deans, Management and key stakeholders</li> <li>c) Generate and circulate quarterly implementation reports</li> </ul> | <ul style="list-style-type: none"> <li>meetings between Dept Chairs, Deans, Management and key stakeholders</li> <li>b) Generate and circulate quarterly implementation reports</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Number of monitoring and evaluation meetings held</li> <li>Number of monitoring and evaluation reports produced</li> <li>Number of tracer studies carried out</li> </ul>  | <ul style="list-style-type: none"> <li>a) Hold M&amp;E meetings</li> <li>b) Produce M&amp;E reports</li> <li>c) Conduct tracer studies</li> </ul>   | <ul style="list-style-type: none"> <li>a) Hold M&amp;E meetings</li> <li>b) Produce M&amp;E reports</li> <li>c) Conduct tracer studies</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Functional College Quality Assurance Committee set up</li> <li>Number of best practices adopted</li> <li>Number of programmes reviewed each year</li> <li>Number of staff annually evaluated by students</li> </ul> | <ul style="list-style-type: none"> <li>a) Hold regular QA committee meetings</li> <li>b) Identify best practices for adoption</li> <li>c) Review programmes</li> <li>d) Ensure full implementation of staff evaluation by students</li> </ul>     | <ul style="list-style-type: none"> <li>a) Hold regular QA committee meetings</li> <li>b) Ensure adoption of best practices</li> <li>c) Review programmes</li> <li>d) Train staff in response to feedback from students</li> </ul> |

## 6.6 Human resources

| Goal | Measures of Success | IMPLEMENTATION SCHEDULE |         |         |
|------|---------------------|-------------------------|---------|---------|
|      |                     | 3 YEARS                 | 6 YEARS | 7 YEARS |
|      |                     |                         |         |         |

|   |   |   |   |               |
|---|---|---|---|---------------|
| <p>To have a sufficient, well-trained, motivated staff, able to respond to clients' needs and aspirations</p> | <ul style="list-style-type: none"> <li>• Number of positions filled taking into account gender balance</li> <li>• Clearly identified job descriptions and staff training needs</li> <li>• Streamlined staff training procedures in place.</li> <li>• Staff performance ratings by internal and external appraisal mechanisms</li> <li>• Number of staff evaluated by students</li> <li>• Number of staff trained in modern ways of service delivery</li> <li>• Number of staff who have improved on their qualifications</li> <li>• Number of staff who have benefited from staff exchange programmes, sabbaticals and conferences</li> <li>• Number of academic staff promoted</li> <li>• Monetary and non-monetary reward systems in place</li> </ul> | <ol style="list-style-type: none"> <li>a) Carry out staff recruitment drive</li> <li>b) Conduct staff training needs assessment</li> <li>c) Develop staff development strategy document</li> <li>d) Source funding for staff development activities</li> <li>e) Develop sustainable staff motivation strategies</li> <li>f) Produce CEES human resource manual stipulating clear staff roles and responsibilities in accordance with University Human Resource Manual</li> <li>g) Articulate and set up structures for participatory management of CEES</li> <li>h) Establish staff exchange programmes with institutions of similar mandate</li> <li>i) Conduct staff orientation and training in adult education, distance and e-learning delivery methods</li> </ol> | <ol style="list-style-type: none"> <li>a) Carry out staff recruitment drive</li> <li>b) Funding for staff development</li> <li>c) Motivation of staff</li> <li>d) Participatory management</li> <li>e) Conduct staff orientation and training in adult education, distance and e-learning delivery methods</li> </ol> | <p>Review</p> |
|---|---|---|---|---------------|

## 6.7 Gender mainstreaming

| Goal(s) | Measures of Success | Implementation Schedule |
|---------|---------------------|-------------------------|
|---------|---------------------|-------------------------|

|   |  | 3 years  | 6 years  | 7 years |
|---|--|--|--|---------|
| To mainstream gender in all CEES activities | <ul style="list-style-type: none"> <li>a) Number of gender sentinel site meetings held in a year</li> <li>b) Absence of sexual harassment</li> <li>a) Number of staff and students sensitised about gender issues</li> <li>b) Number of gender sensitization workshops/seminars</li> </ul> | <ul style="list-style-type: none"> <li>a) Establish the Sentinel sites</li> <li>b) Sensitize staff and students on gender issues and on role of the Sentinel sites at the College</li> <li>c) Publicise the Anti Sexual Harassment Policy</li> </ul> | <ul style="list-style-type: none"> <li>a) Regular meetings and activities organized/ spearheaded by Sentinel sites</li> <li>b) Continue sensitization staff and students on gender issues and on role of the Sentinel sites at the College</li> <li>c) Ensure implementation of the Anti Sexual Harassment Policy</li> </ul> | Review  |
|   | <ul style="list-style-type: none"> <li>a) Equal male to female ratio of staff in the College</li> <li>b) Number of females in top management of the College</li> <li>c) Number of female staff in top academic hierarchy</li> </ul>  | <ul style="list-style-type: none"> <li>a) Mentor women for growth and promotion</li> <li>b) Gender balanced recruitment of staff</li> </ul>  | Continue staff mentoring   |         |
|   | <ul style="list-style-type: none"> <li>a) Equal male to female ratio of students enrolled</li> <li>b) Provide relevant services to females with special needs for example breast feeding mothers</li> <li>c) Impartiality in resource allocation</li> </ul>                                | <ul style="list-style-type: none"> <li>a) Mount career guidance seminars for schools so as to attract both gender</li> <li>b) Put in place services/facilities for special needs</li> </ul>  | Continue career guidance in schools  |         |

## 6.8 Information Communications Technology

| Goal                                       | Measures of Success  | Implementation Schedule   |   |         |
|--|--|---|---|---------|
|  |  | 3 years   | 6 years   | 7 years |
| Consolidating ICT enabling and utilisation | <ul style="list-style-type: none"> <li>a) Users aware of and bound by ICT policy</li> <li>b) Number of technologies available for teaching, research and networking</li> <li>c) Appropriately equipped and functional computer lab in place</li> <li>d) Increased provision of access points for staff to attain a 1:2 ratio by 2018</li> <li>e) Increased provision of access points for students to attain a 1:10 ratio by 2018</li> <li>f) Number of appropriate ICT sets disbursed to staffs' desks</li> <li>g) Subsidy available for staff and students to purchase personal laptops</li> </ul> | <ul style="list-style-type: none"> <li>e) Sensitize staff and student on the ICT policy</li> <li>f) Purchase additional education technology</li> <li>g) Expand/increase computer labs</li> <li>h) Lobby for subsidies for staff and students to purchase laptops</li> </ul>                    | <ul style="list-style-type: none"> <li>a) Continue sensitization of staff and student</li> <li>b) Purchase additional education technology</li> <li>c) Subsidize purchase of purchase laptops through partnerships</li> </ul> | Review  |
|  | <ul style="list-style-type: none"> <li>a) Number of staff &amp; students trained in utilization of educational technology</li> <li>b) Number of staff and students accessing and able to use the educational technologies</li> <li>c) Improved research output by staff and students</li> <li>d) Number of staff and graduate students participating in online research and publication dialogue</li> <li>e) Number of appropriate e-learning packages</li> </ul>  | <ul style="list-style-type: none"> <li>a) Train staff &amp; students on utilization of educational technology</li> <li>b) Promote research on ICTs in education</li> <li>c) Dissemination of research findings</li> <li>d) Train staff in development of e learning materials and in</li> </ul> | <ul style="list-style-type: none"> <li>a) Continue training staff &amp; students on utilization of educational technology</li> <li>b) Continue research on ICTs in education</li> <li>c) Dissemination of</li> </ul>          |         |

|  |   |                       |   |  |
|--|---|-----------------------|---|--|
|  | developed and in use<br>f) Number of courses integrating e-modes into delivery approaches | supporting e learning | research findings<br>d) Train staff in development of e learning materials and in supporting e learning |  |
|--|---|-----------------------|---|--|

### 6.9 Physical Infrastructure

| Goal   | Measures of Success   | IMPLEMENTATION SCHEDULE  |   |         |
|--|---|--|---|---------|
|  |   | 3 YEARS  | 6 YEARS   | 7 YEARS |
| <b>To improve the CEES infrastructure and environment on- and off-campus to support her functions and services</b> | <ul style="list-style-type: none"> <li>○ Number of facilities refurbished.</li> <li>○ Quality and quantity of new facilities established.</li> <li>○ Number of science laboratories established and equipped.</li> <li>○ Maintenance systems in place.</li> </ul> | <ul style="list-style-type: none"> <li>a) Write funding proposals for the construction of buildings so as to increase floor space to the optimum</li> <li>b) Renovate existing learning centers</li> <li>c) Procure and install the necessary equipment at all learning centres</li> <li>d) Work hand in hand with library to provide necessary books and access to online materials at all learning centres</li> <li>e) Collaborate with relevant university units in provision of CEES programmes</li> </ul> | <ul style="list-style-type: none"> <li>a) Continue with renovations and expansion of existing learning centres</li> <li>b) Continue to improve access to ICTs at the learning centres</li> <li>c) Collaborate with relevant university units in provision of CEES programmes</li> </ul> |         |

### 6.10 Staff & Student Support Services

| Goal  | Measures of Success   | IMPLEMENTATION SCHEDULE   |  |         |
|---|---|---|--|---------|
|   |   | 3 YEARS   | 6 YEARS  | 7 YEARS |
| <b>To boost the academic and social environment of staff and students</b> | <ul style="list-style-type: none"> <li>○ Increased staff and student satisfaction with services provided by the College.</li> <li>○ Number of staff and student facilities improved.</li> <li>○ Number of students and staff using the facilities.</li> <li>○ Quality of staff and students' counseling services in place.</li> <li>○ Medical insurance scheme in place.</li> </ul> | <ul style="list-style-type: none"> <li>a) Train staff in customer care</li> <li>b) Rehabilitate and refurbish recreation facilities accessible to staff and students of CEES (in collaboration with relevant authorities)</li> <li>c) Popularise amenities accessible to staff and students of CEES</li> <li>d) Participate in creation of medical insurance scheme for staff (and students) of CEES</li> <li>e) Conduct regular surveys to establish levels of staff and student satisfaction with services offered at CEES</li> </ul> | <ul style="list-style-type: none"> <li>a) Train staff in customer care</li> <li>b) Provide client-specific counselling services to all categories of staff and students of CEES</li> <li>c) Conduct regular surveys to establish levels of staff and student satisfaction with services offered at CEES</li> </ul> |         |

### 6.11 Resources Mobilization, Investment and Financial Management

| Goal  | Success Indicators  | IMPLEMENTATION SCHEDULE  |  |         |
|---|---|--|--|---------|
|   |   | 3 YEARS  | 6 YEARS  | 7 YEARS |
| To improve the effectiveness and efficiency of financial management | <ul style="list-style-type: none"> <li>a) Entrepreneurial capacity of staff</li> <li>b) Number of new partnerships forged</li> <li>c) Innovative source of funds identified and deployed</li> <li>d) Number of staff participating in resource</li> </ul> | <ul style="list-style-type: none"> <li>a) Mount training workshops/seminars on writing fundable research and project proposals</li> <li>b) Lay strategies for encouraging</li> </ul> | <ul style="list-style-type: none"> <li>a) Write fundable research and project proposals</li> <li>b) Continue with mobilization of</li> </ul> | Review  |

|  |   |  |   |  |
|--|---|--|---|--|
|  | mobilisation activities<br>e) Number of successful funding proposals<br>f) Increased number of income sources<br>g) Number of new programmes written and approved   | alumni to financially support the College<br>c) Mount new programmes that meet national and regional needs   | alumni  |  |
|  | 1) Number of college Finance Committee meetings held<br>2) Number of staff trained in professional financial management courses.<br>3) Financial management systems developed and adhered to<br>4) Number of staff equipped with capacity to accomplish tasks for which funds are disbursed<br>5) Number of staff equipped with capacity for accounting effectively for disbursed funds | c) Regularly hold finance committee meetings<br>d) Train staff in leadership on financial management<br>e) Lay clear strategies for monitoring all activities<br>f) Enforce accountability rules | a) Regularly hold finance committee meetings<br>b) Continue to train staff in leadership on financial management<br>c) Monitoring all activities<br>d) Enforce accountability rules |  |

### 6.12 Library Services

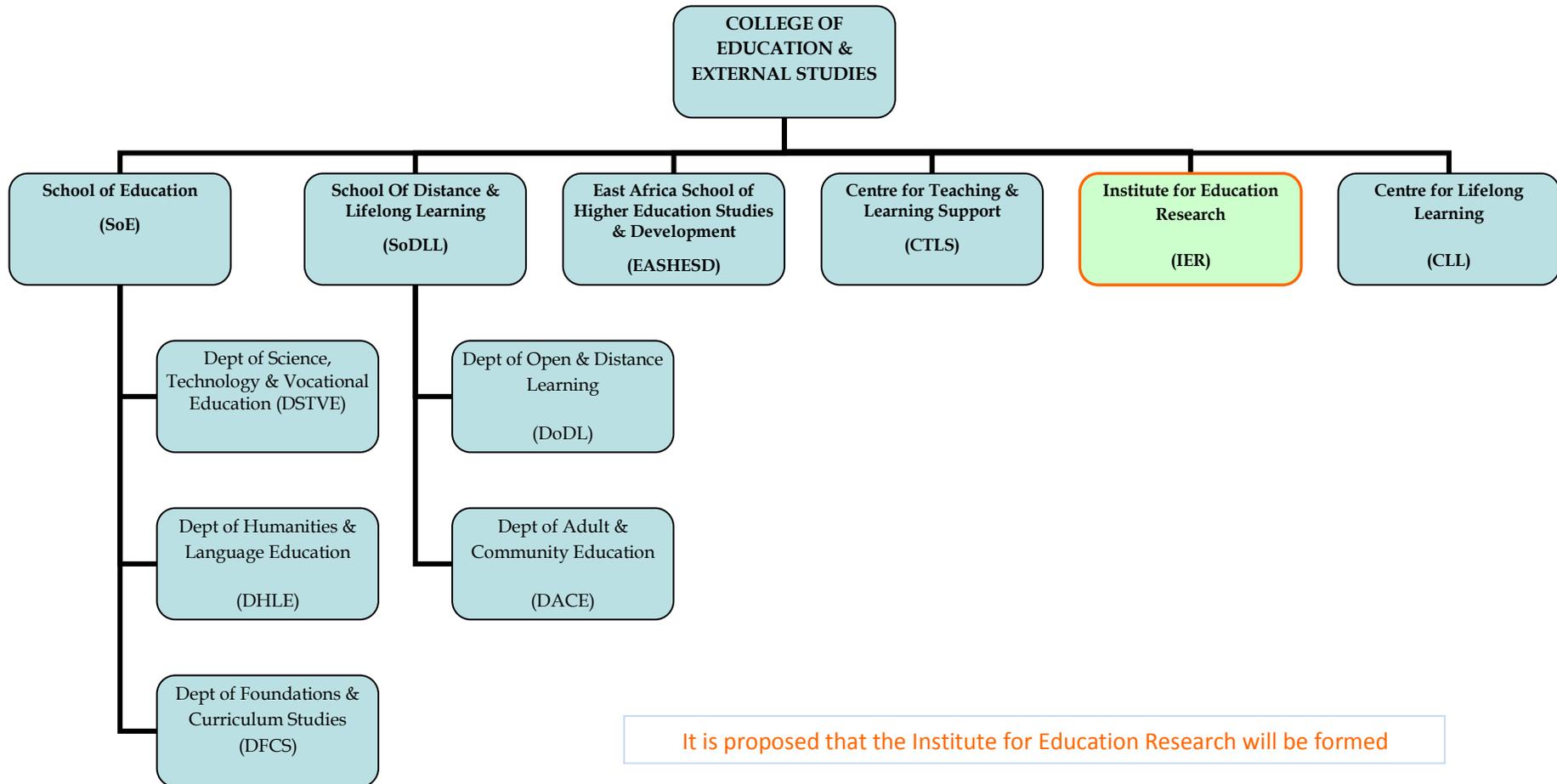
| Goal  | Success Indicators                            | IMPLEMENTATION SCHEDULE   |   |         |
|---|---|---|---|---------|
|   |   | 3 YEARS   | 6 YEARS   | 7 YEARS |
| Ensure organized collection of high quality materials and provide quality | Effective and efficient book bank by Aug 2011 | a) Complete stock taking<br>b) Complete migration of the book banks to SoE Library<br>c) Complete migration of the Library books to SoDLL Library | a) Annual stock taking<br>b) Annual book orders | Review  |

|  |  |  |  |        |        |
|--|--|--|--|--------|--------|
| professional services to all users<br>Enhance access to quality information resources by all stakeholders<br>Improve the library collection<br>Prolong the life span of rare information materials | a) Accessible Virtual (Catalogue, serials, acquisition and circulation) at CEES<br>b) Publicity materials circulated<br>c) Reliable LAN that supports the expanded automation<br>d) Number of users accessing and using the College library services<br>e) Number of users with disabilities accessing the College library services<br>f) Offshore resource centers automated and linked to College library<br>g) Reports of user satisfaction surveys<br>h) Decentralized library services to students of ODeL<br>i) Opening hours extended | a) Operationalize all Virtual modules<br>b) Sensitize students and staff on library resources<br>c) Automate offshore centres<br>d) Carry out user satisfaction surveys<br>e) Decentralize services to ODeL students | a) Continue staff student sensitization<br>b) Evaluate linkage with offshore centres<br>c) Carry out user satisfaction surveys | Review |        |
|  | a) Number of books, journals and e-resources acquired<br>b) Number of academic programmes serviced effectively<br>c) Number of accessing the e resources<br>d) Annual stocktaking and weeding undertaken and shelf space created   | a) Acquire books, journals, e resources<br>b) Annual stock taking  | a) Acquire books, journals, e resources<br>b) Annual stock taking  |        |        |
|  | a) Priority collection preserved<br>b) Number of users sensitized about the collection maintenance good practices<br>c) Number of rare materials preserved/digitized   | a) Identify All Rare Collections<br>b) Digitize All Rare Collections   | a) Continue digitizing rare Collections  |        | Review |

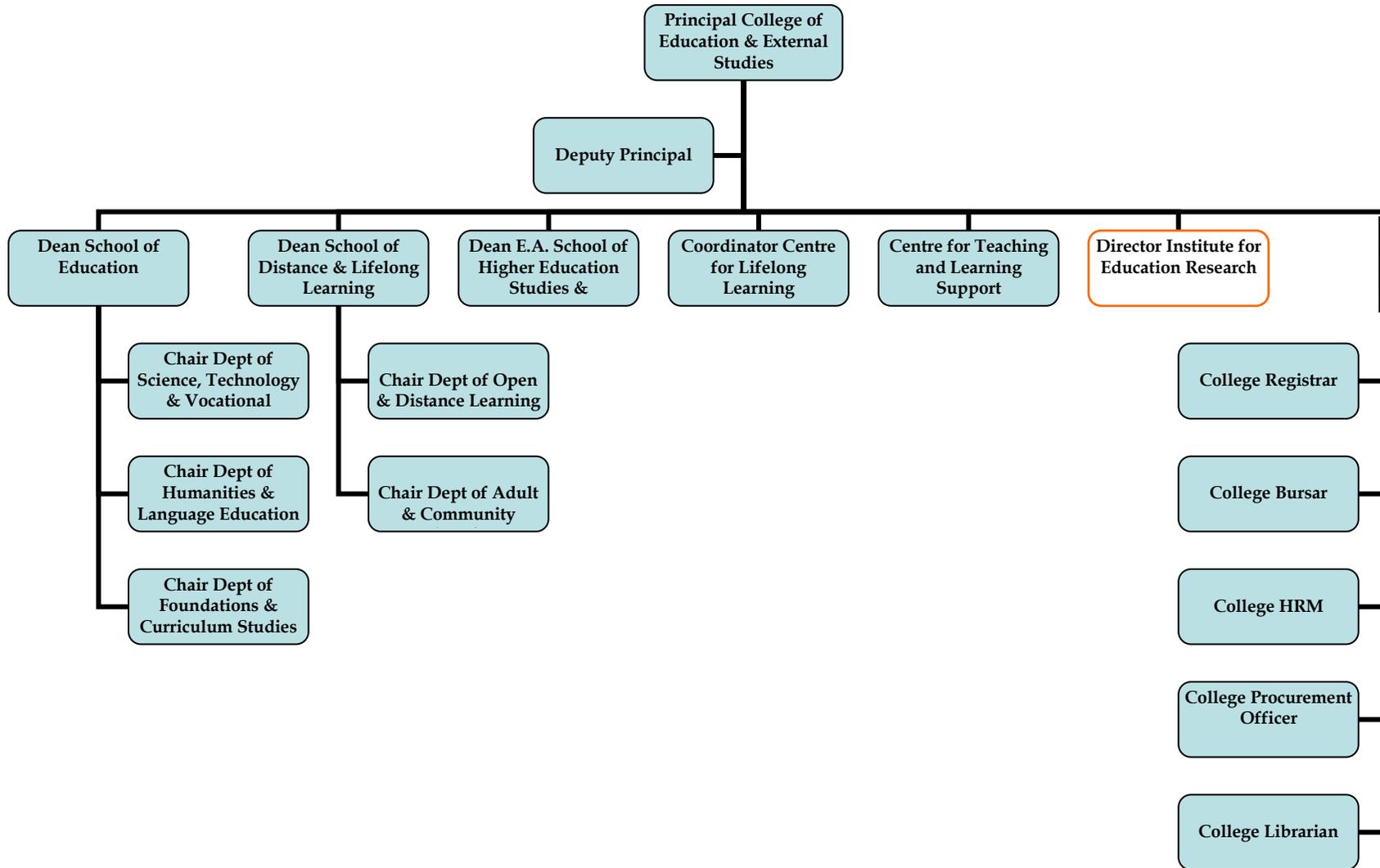
|   |  |   |   |               |
|---|--|---|---|---------------|
| <p>Ensure improved library physical infrastructure and safety</p> | <ul style="list-style-type: none"> <li>a) Optimal use of space per unit time</li> <li>b) Leaking roof of the book bank library repaired</li> <li>c) Number of cages constructed</li> <li>d) Number of working fire extinguishers in the libraries</li> <li>e) Number of students and staff sensitized on safety in the library</li> <li>f) Number of working CCTV cameras installed</li> </ul> | <ul style="list-style-type: none"> <li>a) Lobby for repairs of the roof and carry out necessary repairs</li> <li>b) Purchase additional cages</li> <li>c) Service existing fire extinguishers and purchase new ones</li> <li>d) Install CCTV cameras in both libraries</li> <li>e) Train staff and students on response to fire alerts</li> </ul> | <ul style="list-style-type: none"> <li>a) Continue training staff and students on response to fire alerts</li> <li>b) Continue maintenance of facilities</li> </ul> | <p>Review</p> |
|---|--|---|---|---------------|

## APPENDICES

### Appendix 1: The Organizational Structure of the College of Education and External Studies



**Appendix 2: The Management Structure of the College of Education and External Studies**



### Appendix 3: Schools & Programmes in The College 2010/2011

#### *School of Education (SoE)*

| Re-structured Departments   | Undergraduate Programmes   | Graduate Programmes  |
|---|--|--|
| <b>Dept of Humanities &amp; Language Education (HLE)</b>              | Bachelor of Arts with Education (Languages, Arts and Social Sciences courses)                | Post-Graduate Diploma in Education (Humanities Education courses)                            |
|   |  | Master of Education in Arts and Social Sciences Education                                    |
|   |  | PhD in Humanities Education  |
|   | English Language, French, German, Literature, Luganda, Runyakitara, Arabic Education         | Post-Graduate Diploma in Education (Language and Literature courses)                         |
|   |  | Master of Education in Language and Literature Education                                     |
|   |  | PhD in Language and Literature Education   |
| <b>Dept of Science, Technology &amp; Vocational Education (DSTVE)</b> | Bachelor of Science with Education   | Post-Graduate Diploma in Education (Science Education courses)                               |
|   |  | Master of Education in Science Education   |
|   |  | PhD in Science Education   |
| <b>Dept of Foundations &amp; Curriculum Studies (DFCS)</b>            | Bachelor of Arts with Education (Foundations of Education and Curriculum Studies courses)    | Post-Graduate Diploma in Education (Foundations of Education and Curriculum Studies courses) |
|   |  | Master of Education in Curriculum Studies  |
|   |  | Master of Education in Educational Foundations   |
|   | Bachelor of Science with Education (Foundations of Education and Curriculum Studies courses) | Master of Education in Social Sciences and Arts Education                                    |
|   |  | PhD in Foundations of Education  |
|   |  | PhD in Curriculum Studies  |

#### *School of Distance and Lifelong Learning (SoDLL)*

| Re-structured Departments                             | Undergraduate Programmes                        | Graduate Programmes                     |
|---|---|---|
| <b>Dept of Open &amp; Distance Learning (DODE)</b>    | Bachelor of Commerce (External)                 | None.                                   |
|   | Bachelor of Science (External)                  |   |
|   | Bachelor of Education (External)                |   |
|   | Diploma in Youth in Development Work (External) |   |
| <b>Dept of Adult &amp; Community Education (DACE)</b> | Bachelor of Adult and Community Education       | Master of Adult and Community Education |
|   | Diploma on Project Planning and Management      |   |

*East African School of Higher Education Studies and Development (EASHESD)*

| <b>Re-structured Departments</b> | <b>Undergraduate Programmes</b> | <b>Graduate Programmes</b>   |
|----------------------------------|---------------------------------|--|
| No Departments                   | Not applicable                  | Post-Graduate Diploma in Higher Education                                      |
|                                  |                                 | Masters of Arts in Higher Education  |
|                                  |                                 | Master of Arts in Educational Policy and Planning                              |
|                                  |                                 | Master of Arts in Educational Management and Administration (MEMA)             |
|                                  |                                 | PhD in Educational Management, Planning and Administration in Higher Education |

**Appendix 4: Approved and Projected Academic Staff Establishment In The Schools  
And Institutes Of The College (CEES)**

*In-post Academic Establishment for CEES 2010/2011*

| <b>Unit</b>   | <b>Prof</b> | <b>Assoc.<br/>Prof</b> | <b>Senior<br/>Lecture<br/>r</b> | <b>Lecture<br/>r</b> | <b>Asst.<br/>Lecture<br/>r</b> | <b>Teachin<br/>g Assist</b> | <b>Total</b> |
|---|-------------|------------------------|---------------------------------|----------------------|--------------------------------|-----------------------------|--------------|
| Adult and<br>Community<br>Education (DACE)                            | 0           | 0                      | 1                               | 3                    | 8                              | 7                           | 19           |
| Dept of Open &<br>Distance Learning<br>(DODL)                         | 0           | 0                      | 1                               | 3                    | 4                              | 1                           | 9            |
| Dept of Foundations<br>& Curriculum Studies<br>(DFCS)                 | 0           | 0                      | 5                               | 9                    | 7                              | 5                           | 26           |
| Dept of Science,<br>Technology &<br>Vocational Education<br>(DSTVE)   | 0           | 1                      | 5                               | 3                    | 2                              | 5                           | 15           |
| Dept of Humanities<br>& Language<br>Education                         | 1           | 1                      | 1                               | 13                   | 12                             | 3                           | 31           |
| East Africa School of<br>Higher Education<br>Studies &<br>Development | 1           | 0                      | 1                               | 5                    | 0                              | 0                           | 7            |
| <b>TOTAL</b>  | <b>2</b>    | <b>2</b>               | <b>14</b>                       | <b>36</b>            | <b>33</b>                      | <b>21</b>                   | <b>107</b>   |

*Projected Academic Establishment for CEES*

| <b>Unit</b>                                   | <b>Professor</b> | <b>Assoc.<br/>Professor</b> | <b>Senior<br/>Lecturer</b> | <b>Lecturer</b> | <b>Asst.<br/>Lecturer</b> | <b>Teaching<br/>Assistant</b> | <b>Total</b> |
|---|------------------|-----------------------------|----------------------------|-----------------|---------------------------|-------------------------------|--------------|
| Adult and<br>Community<br>Education<br>(DACE) | 2                | 3                           | 4                          | 7               | 8                         | 8                             | 32           |
| Dept of Open<br>& Distance<br>Learning        | 2                | 2                           | 3                          | 4               | 2                         | 1                             | 14           |

|  |           |           |           |           |           |           |            |
|--|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| (DODL)   |           |           |           |           |           |           |            |
| Dept of Foundations & Curriculum Studies (DFCS)              | 2         | 3         | 9         | 5         | 4         | 3         | 26         |
| Dept of Science, Technology & Vocational Education (DSTVE)   | 2         | 3         | 7         | 4         | 4         | 3         | 23         |
| Dept of Humanities & Language Education                      | 3         | 5 11      | 35        | 30        | 22        | 33        | 128        |
| East Africa School of Higher Education Studies & Development | 2         | 2         | 3         | 3         | 2         | 0         | 12         |
| <b>TOTAL</b>   | <b>13</b> | <b>18</b> | <b>61</b> | <b>53</b> | <b>42</b> | <b>48</b> | <b>235</b> |

**Note**  
**PROPOSED ESTABLISHMENT IN THE INSTITUTE OF EDUCATION RESEARCH (IER)**

| <b>Post</b>              | <b>Qualifications</b> | <b>No. of Positions</b>                        | <b>Filled</b> | <b>Vacant</b> |
|--------------------------|-----------------------|--|---------------|---------------|
| Director                 | PhD                   | 1  | 0             | 1             |
| Researchers              | PhD & Masters         | Drawn from existing units as and when required | -             | -             |
| Administrative Assistant | Masters               | 1  | 0             | 1             |
| Computer Technician      | Masters               | 1  | 0             | 1             |
| <b>Total</b>             |                       |  |               | <b>3</b>      |

***Proposed Structure of the Centre for Lifelong Learning (CLL)***

| <b>Post</b>           | <b>Qualifications</b> | <b>No. of Positions</b>          |
|-----------------------|-----------------------|----------------------------------|
| Centre Coordinator    | PhD                   | 1                                |
| Programme Coordinator | Masters               | In line with on-going programmes |

|                             |         |   |
|-----------------------------|---------|---|
| Regional Centre Coordinator | Masters | In line with number of Regional Centres established |
| Administrative Assistant    | Masters | 1   |

***Proposed Structure of the Centre for Teaching and Learning Support (CTLS)***

| <b>Post</b>              | <b>Qualifications</b>       | <b>No. of Positions</b>          |
|--------------------------|-----------------------------|----------------------------------|
| Centre Coordinator       | PhD                         | 1                                |
| Programme Coordinator    | Masters                     | In line with on-going programmes |
| E-Learning Coordinator   | Masters in ICT in Education | 1                                |
| Pedagogy Coordinator     | PhD                         | 1                                |
| Administrative Assistant | Masters                     | 1                                |

**Appendix 5: Projected Student Enrolment In The College Of Education And External Studies (CEES) 2010/2011 – 2015/2016**

| <b>Programme</b>                               | <b>2011/12</b> | <b>2012/13</b> | <b>2013/14</b> | <b>2014/15</b> | <b>2015/16</b> | <b>2016/17</b> | <b>2017/18</b> | <b>2018/19</b> | <b>Totals</b> |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|
| PhD Adult Education                            | 0              | 5              | 10             | 15             | 15             | 15             | 15             | 15             | 90            |
| PhD Education                                  | 5              | 10             | 15             | 15             | 15             | 15             | 15             | 15             | 90            |
| PhD Educational Management & Administration    | 13             | 15             | 15             | 15             | 15             | 20             | 20             | 20             | 133           |
| MACE   | 10             | 10             | 20             | 30             | 30             | 30             | 30             | 30             | 190           |
| MEd (Science Education)                        | 15             | 15             | 30             | 30             | 30             | 30             | 30             | 30             | 210           |
| MEd (Curriculum Studies)                       | 15             | 15             | 30             | 30             | 30             | 30             | 30             | 30             | 210           |
| Med (Language Education)                       | 15             | 15             | 30             | 30             | 30             | 30             | 30             | 30             | 210           |
| MEd (Foundations of Education)                 | 15             | 15             | 30             | 30             | 30             | 30             | 30             | 30             | 210           |
| MEP (Masters in Educational Policy & Planning) | 30             | 30             | 30             | 30             | 40             | 40             | 40             | 40             | 280           |
| MA Higher Education                            | 0              | 15             | 15             | 15             | 20             | 20             | 20             | 20             | 120           |
| MEd (Information & Communication Technology)   | 0              | 10             | 10             | 10             | 10             | 15             | 15             | 15             | 80            |
| MED (X)  | 0              | 0              | 50             | 50             | 50             | 100            | 100            | 100            | 450           |
| BACE   | 450            | 450            | 450            | 450            | 450            | 450            | 500            | 500            | 3,700         |

|                  |       |       |        |        |        |        |        |        |                |
|------------------|-------|-------|--------|--------|--------|--------|--------|--------|----------------|
|                  |       |       |        |        |        |        |        |        |                |
| BED(X)           | 2000  | 2000  | 1900   | 1800   | 1800   | 1800   | 1800   | 1800   | 14,900         |
| BCOM(X)          | 3000  | 3000  | 3000   | 3000   | 5000   | 5000   | 5,000  | 5,000  | 32,000         |
| BSC(X)           | 150   | 150   | 300    | 300    | 400    | 400    | 500    | 500    | 2,700          |
| BA with Educ     | 2,000 | 2,000 | 3,000  | 3,000  | 4,000  | 4,000  | 4,000  | 4,000  | 26,000         |
| BSc with Educ    | 750   | 750   | 750    | 1000   | 1000   | 1000   | 1300   | 1300   | 7,850          |
| BLE              | 0     | 0     | 360    | 360    | 360    | 360    | 360    | 360    | 2,160          |
| BYDW(X)          | 0     | 0     | 900    | 1000   | 1000   | 1000   | 1000   | 1000   | 5,900          |
| BACE(X)          | 0     | 0     | 600    | 600    | 700    | 700    | 700    | 700    | 4,000          |
| BA/ED (X)        | 0     | 0     | 600    | 600    | 700    | 700    | 1000   | 1000   | 4,600          |
| BPPM             | 0     | 0     | 600    | 600    | 600    | 600    | 700    | 700    | 3,800          |
| PGDPPM           | 0     | 0     | 550    | 600    | 600    | 600    | 700    | 700    | 3,750          |
| PGDPPM (X)       | 0     | 0     | 300    | 300    | 300    | 300    | 300    | 300    | 1,800          |
| PGDHE            | 0     | 0     | 20     | 20     | 20     | 30     | 30     | 30     | 150            |
| PGDE             | 15    | 100   | 200    | 200    | 200    | 200    | 250    | 250    | 1,410          |
| PGCHE            | 0     | 0     | 30     | 30     | 50     | 50     | 50     | 50     | 260            |
| PGD DDE(X)       | 0     | 0     | 150    | 150    | 150    | 150    | 200    | 200    | 1,000          |
| PGDME            | 0     | 0     | 60     | 60     | 60     | 60     | 100    | 100    | 440            |
| PGDAE            | 0     | 0     | 60     | 60     | 60     | 60     | 100    | 100    | 440            |
| DCYP             | 200   | 300   | 300    | 400    | 400    | 400    | 400    | 400    | 2,800          |
| DPPM             | 600   | 600   | 800    | 800    | 800    | 800    | 800    | 800    | 6,000          |
| <b>Sub Total</b> | 9,283 | 9,505 | 15,215 | 15,630 | 18,965 | 19,035 | 20,165 | 20,165 | <b>127,960</b> |
| Short Courses    | 4000  | 4000  | 4000   | 4000   | 4000   | 4000   | 4000   | 4000   | 32,000         |
| UNEB Courses     | 300   | 300   | 300    | 300    | 300    | 300    | 300    | 300    | 2,400          |

|               |               |               |               |               |               |               |               |               |                |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| <b>TOTALS</b> | <b>13,583</b> | <b>13,805</b> | <b>19,515</b> | <b>19,930</b> | <b>23,265</b> | <b>23,335</b> | <b>24,465</b> | <b>24,465</b> | <b>162,366</b> |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|

## Appendix 6: Physical Infrastructure

| Facility   | Purpose              | Unit Measure m <sup>2</sup> | Capacity (1m <sup>2</sup> per 1 student) |
|--|----------------------|-----------------------------|--|
| <b>DSTVE BUILDING</b>                                      |                      |                             |  |
| Seminar Room   | Seminars/lectures    | 61.10                       | 61                                       |
| Resource Centre Room                                       | Seminars             | 50.05                       | 50                                       |
| <b>SCHOOL OF EDUCATION &amp; EASHEDS BUILDING</b>          |                      |                             |  |
| Main Lecture Hall  | Lectures/conferences | 380.00                      | 380                                      |
| Lower Lecture Theatre 1                                    | Lectures             | 80.10                       | 80                                       |
| Lecture Room 1   | Lectures             | 105.02                      | 105                                      |
| Lecture Room 2   | Lectures             | 80.10                       | 80                                       |
| Lecture Room 4   | Lectures             | 105.00                      | 105                                      |
| Lecture Room 5   | Lectures             | 80.10                       | 80                                       |
| Lecture Room 126   | Lectures             | 84.00                       | 84                                       |
| Lecture Room 127   | Lectures             | 96.00                       | 96                                       |
| Chemistry Lab  | Practicals           | 105.02                      | 105                                      |
| Biology Lab  | Practicals           | 54.00                       | 54                                       |
| Physics Lab  | Practicals           | 54.00                       | 54                                       |
| <b>SCHOOL OF DISTANCE &amp; LIFELONG LEARNING BUILDING</b> |                      |                             |  |
| Lecture Theatre  | Lecture              | 95.20                       | 95                                       |
| Lecture room 30  | Lecture              | 48.00                       | 48                                       |
| Lecture room 10  | Lecture              | 41.5                        | 41                                       |
| Lecture room 11  | Lecture              | 40.5                        | 40                                       |
| <b>Total seminar/lecture space in CEES</b>                 |                      |                             | <b>1,559.69</b>                          |

## Appendix 7: List of Academic Staff in the College of Education and External Studies

### 1. School of Education

#### (i) Approved Establishment for SOE

| Department                         | Professor | Assoc. Professor | Senior Lecturer | Lecturer  | Asst. Lecturer | Teaching Assistant | Total Staff Requirement |
|------------------------------------|-----------|------------------|-----------------|-----------|----------------|--------------------|-------------------------|
| Foundations and Curriculum studies | 2         | 2                | 4               | 7         | 6              | 6                  | 27                      |
| Humanities and Language Education  | 2         | 2                | 30              | 35        | 32             | 33                 | 134                     |
| Science, Technical Education       | 1         | 1                | 5               | 8         | 2              | 5                  | 22                      |
| <b>Total Establishment</b>         | <b>5</b>  | <b>5</b>         | <b>39</b>       | <b>50</b> | <b>40</b>      | <b>44</b>          | <b>183</b>              |

#### (ii) Staff on Ground (per department and rank)

| Department                         | Professor | Assoc. Professor | Senior Lecturer | Lecturer  | Asst. Lecturer | Teaching Assistant | Total     |
|------------------------------------|-----------|------------------|-----------------|-----------|----------------|--------------------|-----------|
| Foundations and Curriculum studies | 0         | 0                | 2               | 12        | 7              | 5                  | 26        |
| Humanities and Language Education  | 1         | 1                | 1               | 13        | 12             | 3                  | 31        |
| Science, Technical Education       | 0         | 0                | 5               | 4         | 1              | 5                  | 15        |
| <b>TOTAL ON GROUND</b>             | <b>1</b>  | <b>1</b>         | <b>8</b>        | <b>29</b> | <b>20</b>      | <b>13</b>          | <b>72</b> |

**Details of staff on ground per department and their ranks (academic staff)**

| <b>S.No</b>  | <b>Name</b>           | <b>Designation</b>  | <b>Highest qualifications</b> |
|--|-----------------------|---------------------|-------------------------------|
| <b>DEPARTMENT OF HUMANITIES AND LANGUAGE EDUCATION</b> |                       |                     |                               |
| 1.   | Ssebbunga Masembe     | Professor           | PhD                           |
| 2.   | Kagoda Alice Merab    | Associate Professor | PhD                           |
| 3.   | Masaazi Masagazi Fred | Senior Lecturer     | PhD                           |
| 4.   | Kyeyune Robinah       | Lecturer            | PhD                           |
| 5.   | Tamale M. B.          | Lecturer            | PhD                           |
| 6.   | Ssekitto Ayoub        | Lecturer            | PhD                           |
| 7.   | Batiibwe M. Sserwadda | Lecturer            | Med                           |
| 8.   | Mukalazi Amos         | Lecturer            | Med                           |
| 9.   | Sentumbwe Damalie     | Lecturer            | Med                           |
| 10.  | Ntamuhereza Dominic   | Lecturer            | Med                           |
| 11.  | Kiggundu Mohammed     | Lecturer            | Med                           |
| 12.  | Nakiranda Josephine   | Lecturer            | Med                           |
| 13.  | Obale Martin          | Lecturer            | Med                           |
| 14.  | Tuyizere Alice        | Lecturer            | Med                           |
| 15.  | Bweyale Josephine     | Lecturer            | Med                           |
| 16.  | Mary Kakeeto          | Lecturer            | Med                           |
| 17.  | Nsookwa J. C.         | Lecturer            | Med                           |
| 18.  | Sekiziyivu Samuel     | Lecturer            | Med                           |
| 19.  | Lutaaya C.            | Lecturer            | Med                           |
| 20.  | Tebenkana Timothy     | Assistant Lecturer  | Med                           |
| 21.  | Wamala Anthony        | Assistant Lecturer  | Med                           |
| 22.  | Sebbowa Dorothy       | Assistant Lecturer  | Med                           |
| 23.  | Ssegantebuka Julius   | Assistant Lecturer  | Med                           |
| 24.  | Muhindo Eliab         | Assistant Lecturer  | Med                           |
| 25.  | Kabugo David          | Assistant Lecturer  | Med                           |
| 26.  | Mulumba M. Bwanika    | Assistant Lecturer  | Med                           |
| 27.  | Kakinda Louis         | Assistant Lecturer  | Med                           |
| 28.  | Nakalanzi Rosemary    | Assistant Lecturer  | Med                           |
| 29.  | Nambi Rebecca         | Assistant Lecturer  | Med                           |
| 30.  | Nalutaaya Josephine   | Assistant Lecturer  | Med                           |
| 31.  | Masembe Edward        | Teaching Assistant  | Med                           |

|  |                       |                     |     |
|--|-----------------------|---------------------|-----|
| 32.  | Jjingo Ceasor         | Teaching Assistant  | Med |
| 33.  | Ssekimpi Aloysius     | Teaching Assistant  | Med |
| <b>DEPARTMENT OF FOUNDATIONS AND CURRICULUM STUDIES</b>          |                       |                     |     |
| 34.  | Mugimu C. B.          | Senior Lecturer     | PhD |
| 35.  | Babigumira Dan        | Senior Lecturer     | PhD |
| 36.  | Ezati Betty           | Senior Lecturer     | PhD |
| 37.  | Kagoire Mary T. O.    | Senior Lecturer     | PhD |
| 38.  | Sikoyo Leah           | Senior Lecturer     | PhD |
| 39.  | Nakabugo M. G.        | Senior Lecturer     | PhD |
| 40.  | Mugagga M. Anthony    | Lecturer            | PhD |
| 41.  | Ssempala Cornelios    | Lecturer            | PhD |
| 42.  | Kasirye Gillian K.    | Lecturer            | PhD |
| 43.  | Okurut H. E.          | Lecturer            | Med |
| 44.  | Wafula W. S.          | Lecturer            | Med |
| 45.  | Byaruhanga Mark       | Lecturer            | Med |
| 46.  | Kaggwa R. Victoria    | Assistant Lecturer  | PhD |
| 47.  | Itaaga Nicholas       | Assistant Lecturer  | Med |
| 48.  | Mugabirwe Olivia      | Assistant Lecturer  | Med |
| 49.  | Ssenkusu Mpiiso Peter | Assistant Lecturer  | Med |
| 50.  | Walimbwa Michael      | Assistant Lecturer  | Med |
| 51.  | Bisaso R.             | Assistant Lecturer  | Med |
| 52.  | Kategaya Rogers       | Teaching Assistant  | Med |
| 53.  | Kaahwa Yuda Tadeo     | Teaching Assistant  | Med |
| 54.  | Nakawuk Rose Costa i  | Teaching Assistant  | Med |
| 55.  | Buluma Alfred         | Teaching Assistant  | Med |
| 56.  | Egeru Anthony         | Teaching Assistant  | Med |
| 57.  | Nyanzi A.             | Teaching Assistant  | Med |
| <b>DEPARTMENT OF SCIENCE, TECHNICAL AND VOCATIONAL EDUCATION</b> |                       |                     |     |
| 58.  | Opolot Okurut Charles | Associate Professor | PhD |
| 59.  | Busulwa H.            | Senior Lecturer     | PhD |
| 60.  | Muhanguzi H.          | Senior Lecturer     | PhD |
| 61.  | Oonyu Joseph          | Senior Lecturer     | PhD |
| 62.  | Acham Hedwig          | Lecturer            | PhD |

|     |                        |                    |                       |
|-----|------------------------|--------------------|-----------------------|
| 63. | Esaete Josephine       | Lecturer           | PhD                   |
| 64. | Kaahwa J.              | Lecturer           | PhD                   |
| 65. | Sentongo John          | Lecturer           | PhD                   |
| 66. | Oryem Rapheal          | Lecturer           | Med                   |
| 67. | Atwine Godfrey         | Assistant Lecturer | Med                   |
| 68. | Banyangha Jackson      | Teaching Assistant | Med                   |
| 69. | Kayima Festo           | Teaching Assistant | Bachelors (Bsc. Educ) |
| 70. | Mulabi Nicholas Elijah | Teaching Assistant | Med                   |
| 71. | Oketch Reymick         | Teaching Assistant | Med                   |

## 2. School of Distance and Lifelong Learning (SoDLL)

### (i) *Approved Establishment for SoDLL*

| Department                  | Professor | Assoc. Professor | Senior Lecturer | Lecturer  | Asst. Lecturer | Teaching Assistant | Total Staff Requirement |
|-----------------------------|-----------|------------------|-----------------|-----------|----------------|--------------------|-------------------------|
| Open & Distance Learning    | 1         | 1                | 1               | 3         | 4              | 1                  | <b>11</b>               |
| Adult & Community Education | 2         | 3                | 4               | 7         | 8              | 8                  | <b>32</b>               |
| <b>Total</b>                | <b>3</b>  | <b>4</b>         | <b>5</b>        | <b>10</b> | <b>12</b>      | <b>9</b>           | <b>43</b>               |

### (ii) *Staff on Ground (per department and rank)*

| Department                  | Professor | Assoc. Professor | Senior Lecturer | Lecturer | Asst. Lecturer | Teaching Assistant | Total     |
|-----------------------------|-----------|------------------|-----------------|----------|----------------|--------------------|-----------|
| Open & Distance Learning    | 0         | 1                | 0               | 4        | 6              | 1                  | 12        |
| Adult & Community Education | 0         | 0                | 1               | 3        | 11             | 1                  | 16        |
|                             | <b>0</b>  | <b>1</b>         | <b>1</b>        | <b>7</b> | <b>17</b>      | <b>2</b>           | <b>28</b> |

**a) Department of Open and Distance Learning (DODL)**

| S.No. | Name           | Designation         | Highest Qualification      |
|-------|----------------|---------------------|----------------------------|
| 1.    | Aguti, J.N.    | Associate Professor | PhD                        |
| 2.    | Bbuye, J. N.   | Lecturer            | Med                        |
| 3.    | Muyinda, P.B.  | Lecturer            | PhD                        |
| 4.    | Olal-Odur, F.  | Lecturer            | Med                        |
| 5.    | Siminyu, S.N.  | Lecturer            | MA                         |
| 6.    | Kajumbula, R.  | Assistant Lecturer  | MSc (Finance & Accounting) |
| 7.    | Mayanja, J.    | Assistant Lecturer  | MSc (Marketing)            |
| 8.    | Mayende G.     | Assistant Lecturer  | MSc (Information systems)  |
| 9.    | Mugisha A.     | Assistant Lecturer  | MA                         |
| 10.   | Najjemba. H.K. | Assistant Lecturer  | MA                         |
| 11.   | Turyakira, N.  | Assistant Lecturer  | MBA                        |
| 12.   | Bukenya, J.    | Teaching Assistant  | BSc                        |

**Department of Adult and Community Education (DACE)**

| S.No | Name              | Designation        | Highest Qualification  |
|------|-------------------|--------------------|------------------------|
| 1.   | Openjuru, G.L.    | Senior Lecturer    | PhD                    |
| 2.   | Ndidde, A.N.      | Lecturer           | Med                    |
| 3.   | Ngaka, W.         | Lecturer           | PhD                    |
| 4.   | Owenja, C.Y.      | Lecturer           | PhD                    |
| 5.   | Achen, S.         | Assistant Lecturer | MSc                    |
| 6.   | Aganyira, K.      | Assistant Lecturer | MPhil (Dev Studies)    |
| 7.   | Atugonza, R.S.    | Assistant Lecturer | MA                     |
| 8.   | Busingye, J.D.    | Assistant Lecturer | Med                    |
| 9.   | Habassa, E.       | Assistant Lecturer | MA                     |
| 10.  | Mugula, O.        | Assistant Lecturer | MA                     |
| 11.  | Mukisa, P.K.      | Assistant Lecturer | MSc (Dev Management)   |
| 12.  | Mukuye, R.        | Assistant Lecturer | MA (Dev Studies)       |
| 13.  | Sanya, R.         | Assistant Lecturer | MSc (Computer Science) |
| 14.  | Tumwebaze, A.B.   | Assistant Lecturer | MSc (Dev Management)   |
| 15.  | Twine, B.         | Assistant Lecturer | MScEd                  |
| 16.  | Asiimire, P.      | Teaching Assistant | BACE                   |
| 17.  | Ajusi, E.         | Organiser          |                        |
| 18.  | Rukiramahea, B.C. | Organiser          |                        |

**3. East African School of Higher Education Studies and Development (EASHESD)**

*(i) Approved Establishment for EASHESD*

| Department       | Professor | Assoc. Professor | Senior Lecturer | Lecturer | Asst. Lecturer | Teaching Assistant | Total Staff Requirement |
|------------------|-----------|------------------|-----------------|----------|----------------|--------------------|-------------------------|
| Higher Education | 1         | 1                | 3               | 5        | 2              | 0                  | <b>12</b>               |

**ii) Staff on Ground (per department and rank)**

| Department       | Professor | Assoc. Professor | Senior Lecturer | Lecturer | Asst. Lecturer | Teaching Assistant | Total Staff Requirement |
|------------------|-----------|------------------|-----------------|----------|----------------|--------------------|-------------------------|
| Higher Education | 1         | 0                | 1               | 8        | 0              | 0                  | <b>10</b>               |

| S.No. | Name                 | Designation     | Highest Qualification |
|-------|----------------------|-----------------|-----------------------|
| 1.    | Musaazi, J.C.S.      | Professor       | PhD                   |
| 2.    | Neema-Abooki, P.     | Senior Lecturer | PhD                   |
| 3.    | Bakkabulindi, F.E.K. | Lecturer        | PhD                   |
| 4.    | Ddungu, L.           | Lecturer        | PhD                   |
| 5.    | Ezenne, A.           | Lecturer        | PhD                   |
| 6.    | Kasenene, E. S.      | Lecturer        | PhD                   |
| 7.    | Kimoga, J.           | Lecturer        | PhD                   |
| 8.    | Picho, E.O.          | Lecturer        | PhD                   |
| 9.    | Sekabembe, B.        | Lecturer        | PhD                   |
| 10.   | Urwick J.            | Lecturer        | PhD                   |

**4. Centre for Teaching & Learning Support**

| S.No. | Name               | Designation                  | Highest Qualification |
|-------|--------------------|------------------------------|-----------------------|
|       | Mugagga M. Anthony | Lecturer/ Centre Coordinator | PhD                   |

**5. Centre for Lifelong Learning**

| S.No. | Name      | Designation                  | Highest Qualification |
|-------|-----------|------------------------------|-----------------------|
|       | Ngaka, W. | Lecturer/ Centre Coordinator | PhD                   |

**6. College Library**

**a) Permanent Staff**

| No. | NAME                      | QUALIFICATION          | POSITION                 | LIBRARY/BOOK BANK                                  |
|-----|---------------------------|------------------------|--------------------------|--|
| 1.  | Kawalya Jane              | PhD                    | Librarian I              | SoE Library  |
| 2.  | Adoma Philliam            | BLIS                   | Librarian II             | SoDLL Library                                      |
| 3.  | Akello Grace              | Dip Lib, BLIS          | Senior Library Assistant | SoDLL Library                                      |
| 4.  | Kabanda Margaret          | Dip. LIS               | Library Assistant        | SoDLL Library                                      |
| 5.  | Namala Betty              | Dip. Business Studies. | Library Assistant        | SoE Library  |
| 6.  | Obbo Nicholas             | Dip. LIS               | Library Assistant        | SoDLL Library                                      |
| 7.  | Semwanga Ezekiel Kiwanuka | Dip. Business Studies  | Clerk                    | Open & Distance Learning Book Bank                 |
| 8.  | Kabahenda Mary            |                        | Collator                 | Community Education & Extramural Studies Book Bank |
| 9.  | Kisakye Esther            |                        | Collator                 | Community Education & Extramural Studies Book Bank |
| 10. | Nankya Harriet            |                        | Cleaner                  | SoE Library  |
| 11. | Walugembe Fred            |                        | Cleaner                  | SoDLL Library                                      |

#### b) Temporary Staff

| No. | NAME                         | QUALIFICATION                            | POSITION            | LIBRARY/BOOK BANK                         |
|-----|------------------------------|--|---------------------|---|
| 1.  | Mayende Jacqueline E. Kiwelu | MSc. (Inf Sc.)                           | Librarian II        | Open & Distance Learning Book Bank        |
| 2.  | Nakabonge Ruth               | O - Level                                | Library Assistant   | SoE Library                               |
| 3.  | Nanyombi Joanittah           | Dip. Records mgt                         | Library Assistant   | SoE Library                               |
| 4.  | Carol Nalwanga               | BA Ed.                                   | Library attendant   | Foundation & Curriculum Studies Book Bank |
| 5.  | Nankabirwa Irene             | BA Community Psychology                  | Book Bank Attendant | Language Education Book Bank              |
| 6.  | Biyinzika Norah Vivian       | BBA, Dip Sec, Studies, Cert, Sec studies | Typist              | Open & Distance Learning Book Bank        |
| 7.  | Ojiambo Wycliffe             | Cert. Business Admin.                    | Records Clerk       | Open & Distance Learning Book Bank        |

### 7. College Academic Registrar's Section

1. Kalema Hellen Team Leader
2. Akooyo Lillian
3. Kyomugisha Esther
4. Ntale Sarah
5. Okello Vicky

#### **8. College Accounts Section**

1. Kayima Stephen Team Leader
2. Balita Simon
3. Makumbi Teo
4. Musisi David
5. Ssambwa Ronald
6. Ssekamwa Christine
7. Tukasingura David