



# Makerere University 2015 In Take

**Richard Bailey**



## **Makerere University 2015 In Take:**

**The Paris Framework for Climate Change Capacity Building** Mizan R Khan, J. Timmons Roberts, Saleemul Huq, Victoria Hoffmeister, 2018-04-09 The Paris Framework for Climate Change Capacity Building pioneers a new era of climate change governance performing the foundational job of clarifying what is meant by the often ad hoc one off uncoordinated ineffective and unsustainable practices of the past decade described as capacity building to address climate change As an alternative this book presents a framework on how to build effective and sustainable capacity systems to meaningfully tackle this long term problem Such a reframing of capacity building itself requires means of implementation The authors combine their decades long experiences in climate negotiations developing climate solutions climate activism and peer reviewed research to chart a realistic roadmap for the implementation of this alternative framework for capacity building As a result this book convincingly makes the case that universities as the highest and sustainable seats of learning and research in the developing countries should be the central hub of capacity building there This will be a valuable resource for students researchers and policy makers in the areas of climate change and environmental studies *Research Universities in Africa* Cloete, Nico, Bunting, Ian, 2018-11-09 From the early 2000s a new discourse emerged in Africa and the international donor community that higher education was important for development in Africa Within this zeitgeist of converging interests a range of agencies agreed that a different collaborative approach to linking higher education to development was necessary This led to the establishment of the Higher Education Research and Advocacy Network in Africa Herana to concentrate on research and advocacy about the possible role and contribution of universities to development in Africa This book is the final publication to emerge from the Herana project The project has also published more than 100 articles chapters reports manuals and datasets and many presentations have been delivered to share insights gained from the work done by Herana Given its prolific dissemination it seems reasonable to ask whether this fourth and final publication will offer the reader anything new This book is certainly different from previous publications in several respects First it is the only book to include an analysis of eight African universities based on the full 15 years of empirical data collected by the project Second previous books and reports were published mid project This book has benefited from an extended gestation period allowing the authors and contributors to reflect on the project without the distractions associated with managing and participating in a large scale project For the first time some of those who have been involved in Herana since its inception have had the opportunity to at least make an attempt to see part of the wood for the trees Different does not necessarily mean new An emphasis on the newness of the data and perspectives presented in this book is important because it shows that it is more than a historical record of a donor funded project Rather each chapter in this book brings to a lesser or greater extent something new to our understanding of universities research and development in Africa **Annual Report** Uganda Human Rights Commission, 2016 **Research Handbook on Quality, Performance and Accountability in**

**Higher Education** Ellen Hazelkorn, Hamish Coates, Alexander C. McCormick, 2018-07-27 As higher education becomes a key determinant for economic competitiveness institutions face increasing pressure to demonstrate their fitness to meet the needs of society and individuals Blending innovative research with richly contextualised examples this unique Research Handbook provides authoritative insights from around the globe on how best to understand assess and improve quality performance and accountability in higher education

**Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University** Kronstad Felde, Tor Halvorsen, 2021-09-20 Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University is set against the backdrop of the spread of neoliberal ideas and reforms since the 1980s While accepting that these ideas are rooted in a longer history the authors reveal how neoliberalism has transformed the university sector and the academic profession In particular they focus on how understandings of what knowledge is relevant and how this is decided have changed Taken as a whole reforms have sought to reorient universities and academics towards economic development in various ways Shifts in how institutions and academics achieve recognition and status combined with the flow of public funds away from the universities and the increasing privatisation of educational services are steadily downgrading the value of public higher education As research universities adopt user and market oriented operating models and prioritise the demands of the corporate sector in their research agendas the sale of intellectual property is increasingly becoming a primary criterion for determining the relevance of academic knowledge All these changes have largely succeeded in transforming the discourse around the role of the academic profession in society In this context Makerere University in Uganda has been lauded as having successfully achieved transformation However far from highlighting the allegedly positive outcomes of this reform this book provides worrying insights into the dissolution of Ugandas academic culture Drawing on interviews with over ninety academics at Makerere University from deans to doctoral students the authors provide first hand accounts of the pressures and problems the reforms have created Disempowered overworked and under resourced many academics are forced to take on consultancy work to make ends meet The evidence presented here stands in stark contrast to the successes claimed by the university However as the authors also show local resistance to the neoliberal model is rising as academics begin to collaborate to regain control over what knowledge is considered relevant and wrestle with deepening democracy The authors careful expos of how neoliberalism devalues academic knowledge and the urgency of countering this trend makes Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University highly relevant for anyone working in higher education or involved in shaping policy for this sector

**Quality of Work Life and Job Satisfaction of Academic Staff in Public Universities in Uganda** Julius Nyerere Kawemba, 2017-08-28 Doctoral Thesis Dissertation from the year 2010 in the subject Pedagogy Media Pedagogy Makerere University East African School of Higher Educational Studies and Development course Education Management language English abstract The purpose of the study was to establish the

relationship between quality of work life and job satisfaction of academic staff in public universities in Uganda using Makerere University as the case study The study was prompted by the chronic problem of academic staff job satisfaction in Makerere University since the 1970s with most lecturers not devoted to their jobs striking for salaries rampant absenteeism from work poor attitude late coming for work and leaving early delayed handing in of marks continuous complaints and high rates of turnover for greener pastures The study was guided by the following specific objectives to establish the relationship between employee involvement and job satisfaction of academic staff to examine the relationship between work environment and job satisfaction of academic staff to find out the relationship between remuneration and job satisfaction of academic staff and to establish the relationship between recognition and job satisfaction of academic staff A correlational cross sectional survey design was used to carry out the study A sample of 162 respondents was systematically selected to participate in the study Data were collected with the use of questionnaires Frequencies and percentages were used to show the distribution of respondents on different items Correlation and multiple regression were used to establish the relationships between the variables The study findings empirically revealed that employee involvement  $r = 0.397$  work environment  $r = 0.525$  remuneration  $r = 0.389$   $p = 0.000$  and recognition  $r = 0.362$   $p = 0.000$  have a positive significant relationship with job satisfaction The study concluded that quality of work life enhances job satisfaction Therefore the researcher recommended that Makerere University management should involve academics when developing or revising the goals and objectives of the institution through workshops so that suggestions of staff can form part of the development process thus enabling successful implementation Secondly Makerere University should focus create a conducive working environment with adequate and relevant educational facilities alongside improved working relations and friendly employee policy Thirdly Makerere University should enhance the remuneration e.g fringe benefits bonus payments made to the academic staff in order to raise their job satisfaction levels

**Public Investment Plan** Uganda, Uganda. Ministry of Finance and Economic Planning, 2015

*Annual Budget Monitoring Report* Uganda, 2015      **The Uganda Gazette** Uganda, 2016-12      **University Education in Uganda** A. B. K. Kasozi, Abdu Basajabaka Kawalya Kasozi, 2003 Despite the recent expansion of higher education in Uganda there is still much cause for concern Enrolment levels lag behind those of much of the rest of the continent enrolment in technical universities in only one percent there is no government science and technology policy for higher education despite an identified social need the new universities are broadly imitating the old colonial models and there has been little curriculum reform This study addresses the state of tertiary education in Uganda and proposes reforms in the following areas university management how to manage the current two tier system of public and private universities institutional capacity financing and coping with decreasing resources curricula design which is appropriate to African development needs how to correct the imbalance of arts humanities and science students and shortages of academic staff access to tertiary education quality of education and institutional and academic autonomy The author is Professor of History

and Vice Rector of the Islamic University of Uganda at Mbali He has published widely on a range of subjects including secondary and tertiary education Islam in Uganda and social violence     Public Investment Plan ,2016     International Conference on Population and Development (ICPD) Beyond 2014 Review ,2013     **The Impact of Governance on Research in Ugandan Universities** A. B. K. Kasozi,2017     **Uganda Woman** ,2016     **National Child-focused Policy Research Agenda 2016-2020** ,2016     **Research Report** University of Ghana,2014     **A Long Way to Go** ,2005     ...  
Statistical Abstract ,     **Parliamentary Debates (Hansard)** Uganda. Parliament,2010     **National Priority Gender Equality Indicators (NPGEIs)** Uganda Bureau of Statistics,2016

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