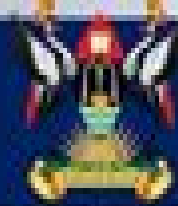


MAKERERE



UNIVERSITY



Location Kampala,
Uganda

Motto We Build For The Future

Chancellor Ezra
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Makerere University, Kampala is Uganda's largest and third-oldest institution of higher learning, first established as a technical school in 1922. In 1963, it became the University of East Africa, offering courses leading to general degrees from the University of London. It became an independent national university in 1970 when the University of East Africa was split into three independent universities: University of Nairobi (Kenya), (Tanzania) and Makerere University. Today, Makerere University is composed of nine colleges and one school offering programs for about 36,000 undergraduates and 4,000 postgraduates.

Makerere University Postgraduate Programs 2015

Michael Seilmaier



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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

Supporting Entrepreneurship and Innovation Janet Crum, Samantha Schmehl Hines, 2019-04-29 Libraries have recently begun doing more to support entrepreneurship and innovation within their communities This volume explores how this has come about looking at libraries from across North America Europe and Africa and helps position readers to better understand what is happening and how this can be brought to further institutions *Education Research in African Contexts* Paul Webb, Mathabo Khau, Proscovia Namubiru Ssentamu, 2024-12-08 This compelling anthology illuminates the transformative role of education research in Africa presenting a bricolage of studies by scholarship holders of the East and South African German Centre of Excellence for Educational Research Methodologies and Management CERM ESA Bridging insights from these two regions the book examines the vital intersections between education society and culture with a focus on fostering sustainable educational reform and empowering local communities At the heart of the book is a shared commitment to evolving higher education in Africa through collaborative context sensitive research Anchored by the partnership of five universities across two continents CERM ESA's initiatives support capacity building and innovation in African educational contexts working directly with schools communities and policymakers to address the unique challenges

of the continent With themes ranging from indigenous methodologies and climate change education to gender equity and academic resilience the chapters showcase diverse and locally relevant approaches that inform and inspire change across educational sectors Targeted toward education researchers policymakers and practitioners invested in African development Education Research in African Contexts offers an in depth exploration of educational methodologies that honour traditions while embracing progressive change The book provides invaluable insights for educators and leaders seeking to support responsive impactful education systems Through critical reflection and innovative research the volume reimagines educational paradigms that respect African realities encouraging readers to explore new possibilities for inclusive and transformative research

Navigating Complexity in Postgraduate/Graduate Health Professions Education: Innovative Pedagogical Approaches and Assessment Strategies Shaista S. Guraya, Nabil Zary, Preman Rajalingam, 2025-12-19

In the realm of adult learning graduate and postgraduate education teaching and assessment strategies are usually an extension of undergraduate strategies without contextualizing the different needs of this learner community Unlike undergraduate learners graduate and postgraduate learners are a population of different skills and attributes carrying strong academic professional and social personal identities To strengthen this relationship of personal and professional self adult learner goes through the functional enculturation critical thinking and emancipation stages While believing in relevance to their practice they capitalize on their prior knowledge and bring complexity to the learning context using their varied experiences and needs Despite years of research into andragogy and interesting findings on the differences in learning e g attention working memory executive function etc in an ageing adult brain it is harder to make any claim about dramatically different teaching and learning needs of adult learners Additionally there is an inadequacy of research tapping into the effectiveness of collaborative flexible self directed and reflective learning and formative competency based assessment in this learner population To strengthen healthcare systems we aim to curate a research collection of articles considering teaching and assessment strategies for adult learners to create a holistic and comprehensive snapshot of the preferences and needs of adults in the context of postgraduate health professions education This article collection lead will focus on the studies exploring innovative learning and assessment strategies within the context of graduate and postgraduate health professions education This area will also include the integration of AI and competency based education to address the intricacies associated with graduate and postgraduate degrees particularly in nursing medicine allied health physiotherapy dental and interdisciplinary teams With a specific emphasis on adult learners the contributions should seek to identify effective pedagogical approaches tailored to the unique learner characteristics and challenges posed by diverse healthcare disciplines We also aim to consider the limited availability of educational collections in this domain and provide insights that will be beneficial for the potential audience including educators program developers and practitioners Manuscript submissions must focus on graduate and postgraduate health professions education and could consider such themes as for example but not

limited to Investigation of the needs and preferences of adult graduate and postgraduate learners as they differ from undergraduates Novel teaching and assessment strategies for adult learners or assessment of the effectiveness of current strategies Applications of AI and other new technologies in graduate and postgraduate education Differences in effective pedagogical approaches across graduate and postgraduate education in diverse healthcare disciplines Exploration of educational strategies that align with the age related changes in neurophysiological and cognitive profiles of adults The educational strategies may include adaptive technologies cognitive training interventions or teaching and learning approaches We welcome original research systematic reviews policy and practice reviews hypothesis and theory perspectives clinical trials community case studies curriculum instruction and pedagogy data report and brief research report specific to the context of this collection We don t accept opinion and commentary manuscripts Topic Editor Nabil Zary has received research grants from Pfizer and GE Healthcare independent medical education grants with no involvement from the funders All other Topic Editors declare no conflicts of interest Yearbook of International Organizations 2014-2015, Volumes 1a & 1b (Set) Union of International Associations,2014-06-16 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events The Impact of Governance on Research in Ugandan Universities A. B. K. Kasozi,2017 **The Uganda Gazette** Uganda,2018 *SRC 2011-2017 Report* Kenya. Salaries and Remuneration Commission,2017 *Annual Report* Uganda Human Rights Commission,2016 **Public Investment Plan** ,2016 *2015 Situation Analysis of Children in Uganda* ,2015 **Research Report** University of Ghana,2014 **Annual Budget Monitoring Report** Uganda,2015 **National Budget Framework Paper for the Financial Years ...** Uganda,2015 **Public Investment Plan** Uganda,Uganda. Ministry of Finance and Economic Planning,2014 Uganda Woman ,2016 Innovative Approaches to Promoting Women's Economic Empowerment ,2008 Addressing the lack of progress on women s economic empowerment this publication highlights promising and innovative approaches from all regions of the world illustrating the range and combination of activities and ways in which these activities address and contribute to women s economic empowerment and more broadly to the achievement of the MDGs The publication focuses on three core dimensions economic opportunity legal status and rights and voice inclusion and participation in economic decision making Useful to development planners and practitioners in governments United Nations agencies civil society and the private sector this publication serves as a vehicle to generate ideas for scaling up and guiding future work Health Transition Review ,1997 *Vulnerability to STD/HIV Infection and Effects of AIDS in Sub-Saharan Africa* James P. M. Ntozi,1997 ... *Statistical Abstract* ,

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