About Uganda Martyrs University publications

New publications
Research grants and projects
Workshops and dialogues
Awards / Prizes
VISION: "... to be a university that is nationally and internationally recognised for excellence in research and the advancement of knowledge".
Contents

36 RESEARCH GRANTS AND PROJECTS
37 UMU-funded projects
43 Externally-funded projects

52 RESEARCH AND PUBLICATION-RELATED EVENTS
53 The 8th Uganda Martyrs University Annual Research Conference
56 The 1st ICAfrica Regional Research and Publication Training Workshop
58 The Peace Institute
59 Tropical Agro-ecosystems Conference.
60 Workshops and Dialogues
62 FoBE Field Experience and Exhibition
ACALISE – African Center of Excellence in Agro-ecology and Livelihood Systems
BAM – Business Administration and Management
FHS – Faculty of Health Sciences
ICA – International Communication Association
FoBE – Faculty of the Built Environment
SASS – School of Arts and Social Sciences
SPGSR – School of Postgraduate Studies and Research
Once again, I’m glad to witness the release of the Research and Publications Newsletter - 2016/2017. This is a testimony to the progressive increment in research productivity at Uganda Martyrs University, just in line with our Vision “... to be a university that is nationally and internationally recognised for excellence in research and the advancement of knowledge”. I therefore sincerely recognise and appreciate all those that have evidently worked towards the achievement of our vision as demonstrated in this compilation.

As you may know, research is very important in the life of a university. The quality of a university is not exclusively defined by its teaching as happens to be the case with a primary or secondary school. Universities world over largely make their name through the quantity and quality of knowledge they produce. Much more is expected of us at universities than other teachers. We are expected to profoundly contribute to answering the questions of the world: the development questions, ethical questions, health questions, agricultural questions, business questions, religious questions, governance questions, science questions, and so on.

A university is not supposed to be a place where people consume knowledge that they never participate in producing. It would be parasitic for us to exist in the knowledge economy as gatherers of knowledge that we simply help transmit to our students, even when it is sometimes irrelevant to their context. It is also through actively participating in knowledge production that our perspectives get to be known and interact with others’ contributions.

We may not be where we want to be, but we are committed to seeing ourselves get there. Despite our limitations as a private university, we are trying to support research – as partly evidenced by the Action Research projects reported about here, which were supported through our Research Fund. But with what we try to avail as a university, I urge you to look beyond. Seek for research funding and partnerships. There are so many opportunities out there that we need to take advantage of. In this regard, I strongly recommend faculty to constantly participate in the research calls regularly announced by the associations and organisations to which UMU subscribes as a member, namely, the Association of African Universities (AAU), the Association of Commonwealth Universities (ACU), the International Federation of Catholic Universities (IFCU), the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), the Inter-University Council for East Africa (IUCEA), and the Uganda Vice Chancellors’ Forum (UVCF).

I congratulate all whose publications, conference presentations, and research projects feature here. This is a culture we should deepen so that we truly reflect a research-intensive university. I also thank the School of Postgraduate Studies and Research for all the efforts they have put behind this initiative and promoting research at UMU.

May everyone who reads this newsletter pick inspiration in adding a brick to research at UMU and in extending the frontiers of knowledge farther and wider. In virtue and wisdom, lead the world.
I am privileged to add my voice to this second issue of the Research and Publications Newsletter of Uganda Martyrs University that is published annually. This issue indeed continues with the established tradition of this newsletter of showcasing researches and publications undertaken by staff of the University during the year.

Through research and publication, staff of Uganda Martyrs University are achieving the vision of the University and making a real contribution to the development of society. Moreover, through research, staff are able to improve on the quality of teaching and training and thus the quality of graduates of our programmes.

It is evident and indeed gratifying to note that the number of researches by staff is increasing and so is the number of staff involved in publishing. I congratulate all the staff who have made their names appear in this issue.

However, the potential of the staff of UMU to contribute to greater research and publications output has not been fully employed. I therefore call upon all those who are considering starting and those who are conducting or completing their researches to remain committed to the good of research and publication. Only this way can the visibility of Uganda Martyrs University and indeed its staff be increased nationally and internationally.
Word from the **Dean - SPGSR**  
Sr. Dr. Elizabeth Namazzi  
Dean, School of Postgraduate Studies and Research

**UGANDA MARTYRS UNIVERSITY** is committed to research as a critical component of Higher Education. From an individual perspective, the advantage of research extends beyond having an impressive degree. When well tailored, research output forms the basis for realization of national and international development goals. Besides generating knowledge, research informs action and bears direct impact on the quality of teaching students in any University can expect. Through research, students develop critical thinking, expertise and effective analytical research and communication skills that are globally sought after. Alternatively, teaching staff involved in research has valuable insights into their subject areas gained from active participation in the field. Being involved in research helps to ensure that lecturers are actually engaged in what they teach.

I recognize and appreciate all those who have shared their research studies in this Research and Publication Newsletter (2016-2017). I also appreciate the great strides of Uganda Martyrs University in her support for research and in ensuring maintenance of standards/quality in all aspects and relevance of University education, training and research.

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**Word from the Editor**  
Dr. Jimmy Spire Ssentongo  
Associate Dean, School of Postgraduate Studies and Research  
(In charge of Research and Publication)

Last year we launched the maiden issue of this newsletter. As its co-initiator (with Alex Ndibwami, FoBE) and editor, I was a little anxious about the possibility of its continuity. Whereas I was encouraged by its unquestionable nobility and significance in inspiring us at UMU to research and publish more, I feared for its death in infancy if we were not to get research to showcase every year.

It therefore gives me much joy and encouragement to see that, for yet another year, we are able to come out with a lot to report in demonstration of our involvement in research, knowledge sharing, and publication. With this sign, we can truly hope that, if we hold onto this momentum and with more active commitment, much more is yet to be seen.

In this issue, we have added briefs on on-going research projects – both those which are funded by UMU and by other sources. We have also reported on research and publication-related activities that have taken place this academic year – including training workshops, conferences, field excursions, and dialogues.

I thank all who have continually supported us in promoting research at UMU, especially the University Management. I thank colleagues in SPGSR, and more specifically in the Research section; John Bampabwire and Bruce Twesigomwe, who tirelessly work to the fruition of our initiatives.

I congratulate all that have published this academic year and those engaged in other research activities. Keep the candle shining, and please lift a hand of a struggling colleague – so that over time we can be able to register even better achievements. Together, we can make every year a moment of a better song.
SCHOOL OF POST-GRADUATE STUDIES AND RESEARCH
About Uganda Martyrs University publications

Uganda Martyrs University (UMU), through the School of Postgraduate Studies and Research (SPGSR), runs three central academic publication outlets. These are: Uganda Martyrs University Book Series; Mtafiti Mwafrika; and the Journal of Science and Sustainable Development.

What is ‘Uganda Martyrs University Book Series’ (UMUBS)?

Uganda Martyrs University Book Series was founded in 2010 to provide a versatile outlet for publication for high quality work but which may not be suited to the scope and/or stylistic requirements of its main publications at the time, namely, Mtafiti Mwafrika (African Researcher) monograph series and the Journal of Science and Sustainable Development. Contributions to the series are accepted from scholars and practitioners in and outside UMU. All the books published in the series have been subjected to anonymous review by at least two peers and revised before acceptance.

So far, 12 Books have been published under the series.

What is Mtafiti Mwafrika?

Mtafiti Mwafrika (the Swahili synonym for African Researcher) is a monograph series. Rooted in UMU’s commitment to the promotion of Africa’s development, Mtafiti Mwafrika provides an interdisciplinary outlet for conceptual and empirical writing on theory, research and practices that are relevant to Africa’s development, and that contribute to international debate.

The monograph is particularly keen to promote the integration of indigenous (African) knowledge with relevant theories, research and contemporary trends to arrive at a better understanding of the ‘African reality’. Subsequently, contributions to the monograph series typically span across a very wide range of disciplinary boundaries and contributions are welcomed from any part of the world. Notwithstanding, the monograph’s editorial policy prefers submissions that synthesise the significance of different disciplinary traditions and geographical experiences in explaining the phenomenon at hand. On top of rigorous examination of the ‘African dimension’ of the issues that they expound, therefore, contributions mirror converwsance with relevant international perspectives and experiences, thereby situating the debate in a broad discourse that facilitates holistic understanding of the African reality.

Mtafiti Mwafrika is edited from UMU under the Center for African Studies, but draws on the expertise of a diverse editorial board, as well as a wide range of reviewers in and beyond Africa. The monograph is committed to the publication of both experienced and early career researchers so its editorial policy puts overriding attention on helping contributors to reach the level of quality that is deemed fit for publication through ensuring relevant, fair and penetrating reviews as well as timely relay of feedback to contributors.

Currently, the publication is on the 31st issue.
What is the ‘Journal of Science and Sustainable Development’?

The goal of the Journal (ISSN: 2070-1748) is to provide a visible and high impact outlet for definitive articles that discuss the concept of development from an interdisciplinary viewpoint. Therefore, contributions to the Journal typically go beyond the “how we did it” narration of known success stories to link theory to practice whilst spanning over traditional disciplinary boundaries and giving due attention to the role of sustainability in development as well as the dilemmas that characterise some development endeavours, especially in the third world.

The Journal gives special preference to conceptual and empirical writing that is relevant to Africa’s peculiar development needs whilst integrating pertinent international developments, debates and challenges, because it acknowledges that the questions, issues, theories, and policies pertaining to development require in-depth study, analysis and discussion. Therefore, the Journal provides an outlet for examining these questions, issues, theories, and policies in a rigorous and scholarly manner. Accordingly, papers are invited from a wide range of disciplines that reflect different research, theoretical and application perspectives concerning the development of the third world and mankind as a whole.

The Journal's editorial policy prefers submissions that synthesize the significance of different disciplinary traditions and geographical experiences in explaining the phenomenon at hand. On top of rigorous examination of the ‘local dimension’ of the issues that they expound, therefore, contributions mirror conversance with relevant international perspectives and experiences, thereby situating the debate in a broad discourse that facilitates holistic understanding of the issues at hand.

Edited from UMU, Uganda, the Journal draws on the expertise of a diverse editorial board, as well as a wide range of reviewers in and beyond Africa. The Journal is committed to the publication of both experienced and early career researchers so its editorial policy puts overriding attention on helping contributors to reach the level of quality that is deemed fit for publication through ensuring relevant, fair and penetrating reviews as well as timely relay of feedback to contributors.

The Journal is now on the 7th volume

Journal of Development Studies

SPCSR also supervises and provides editorial services for the Journal of Development Studies, which is owned and managed by the School of Arts and Social Sciences.

The journal publishes empirical articles, critical reviews and case studies that are of interest to policy makers, scholars and practitioners in the area of development studies. It puts particular focus upon issues that are of concern to the Third World. It is the goal of the Journal to advance knowledge and debate in the field of development studies, by providing a platform through which scholars and practitioners can share their views, findings and experiences. Given the diverse nature of development studies, contributions are accepted from a wide range of disciplines and preference is given to articles that integrate multiple disciplinary perspectives. Contributions that examine developments at national, regional, and continental levels are particularly welcome. All the manuscripts received are subjected to blind review, by the editor and at least two editorial consultants.

The Journal is currently on the fifth volume.
The UMU Centre for African Studies Launchpad book (Decolonisation Pathways) opens with a poem by Ms Justine Lugoloobi and contains eight (8) peer-reviewed chapters:

Ssentongo, J. S. Chapter 1: Introduction: Reflections on the interplay between postcoloniality, globalisation, decolonisation, and development.

Kahyana, D. S. Chapter 2: Okot p’Bitek’s Diagnostic Poetics and the Quest for an African Revolution in Song of Lawino and Song of Ocol.

Ssentongo, J. S. and Draru, M. C. Chapter 3: Justice and the Dynamics of Research and Publication in Africa: Interrogating the Performance of ‘Publish or Perish’.

Zake, W. M. Chapter 4: Whose Education Is It? The Exclusion of African Values from Higher Education.

Senkosi, M. B. and Kasoma, A. N. Chapter 5: If only I got a Visa: Configurations of residential preferences and contemporary migration of Africans to Europe and North America.


Ika, L. Chapter 7: Cultural Identity and Globalisation among the Contemporary Lugbara: Towards a Plural Cultural Identity.

Kamugisha, S. Chapter 8: Africans and their environment: Challenges and possibilities of restoring the link strained by resource conflicts.

Mtafiti Mwafrika (African Researcher) Monograph Series


**ABSTRACT:** This study sought to explore the effect of Accounts Receivable Management on Organizational Profitability, by testing the hypothesis: Accounts Receivable Management has a significant positive effect on organizational profitability. Using a descriptive research design and a case study strategy, sample size of 181 was taken from the population of 345 staff. Likert type scale questionnaires were used to collect data from the respondents in terms of the two variables. The findings revealed that accounts receivable management positively affected organizational profitability (adjusted R² =0.90; p<.01), thus the hypothesis was accepted. The study concluded that, accounts receivable management as practiced by GCCE was adequate. Recommendations were made to better enhance accounts receivable management in GCCE.


**ABSTRACT:** This study seeks to explore the effect of Inventory management on organizational profitability using Gumutindo Coffee Cooperative Enterprise Limited as a case study. The study test the hypothesis: Inventory Management has a significant positive effect on organizational profitability. The study used a descriptive research design and adopted a case study strategy. Out of a population of 345 staff, a sample size of 181 was derived. However only 168 responded out of the 200 questionnaires sent out. The study revealed that inventory management positively affected profitability of the organization with a Pearson correlation coefficient of 0.455. The adjusted R² was 0.202 implying that 20.2% of changes in GCCE profitability are accounted for by inventory management. Thus the hypothesis was accepted. The study concluded that the inventory management as adopted by GCCE was quite effective and recommended further investment in inventory to boost inventory levels.


**ABSTRACT:** This paper reflects on the transition of a school of architecture to incorporate sustainability as a core of its programme. The paper offers a brief overview of the processes undertaken and outcomes of the transition to an integrated problem based learning approach, with sustainability at its core. While successful making the transition to an integrated programme with sustainability as a core part of the curriculum, this did not come without challenges. The myriad of conflicting and contradicting opinions derived from views of formal education concretised over the past century, led to resistance to anything breaking from the status quo. Resistance from students and professionals - linked to preconceived ideas of what constituted architectural education, serving to raise questions of the value of the transitional process. Nevertheless the programme serves as testament to what can be achieved with strong will power, and determination. The paper contributes to discourse on sustainability in architectural education, examining the transition taken by an architectural programme in East Africa to incorporate sustainability as a core part of its curriculum. As the first architecture programme in East Africa to seek to incorporate sustainability into its programme, this student provides some guidance on the challenges of this transition, and could serve as a benchmark for other schools seeking to make this transition.

ABSTRACT: Concern for the state of architectural education in East Africa was a catalyst for this exploration of socialisation, which sought to understand socialisation and its influence on educational outcomes in the region. Socialisation within architectural education has long been known to influence how students acquire important aspects of the profession, building both values and a cultural ethos in the process. An appreciation of these processes in the context of East Africa adds to the wider understanding of the implicit curriculum in architectural education. The paper aims to discuss these issues. An ethnographic study was undertaken in five architecture schools across Kenya, Tanzania and Uganda, making use of a mixed method approach incorporating document analysis, a questionnaire study, participant observations and focus group discussions as the data gathering instruments. Focus group discussions, as the primary data gathering method, acknowledged the social context of the study, with data gathered from multiple sites across the region. As an integral component of architectural education, socialisation was evident at all stages of the educational process. Within the educational realm, contrasting expectations of students and instructors were evident, leading to conflicts that influenced the values acquired by students. This was seen in attitudes towards contemporary architectural issues within architectural education, and suggests that socialisation can at times have pronounced negative consequences. The wider study represents the first comprehensive review of architectural education in the context of East Africa, and contributes to the global appreciation of the influence of socialisation on educational outcomes.


ABSTRACT: Understanding the persistence and success of students has gained increasing attention to unravel the “architectural education black-box.” However, the motivation and pre-socialization of incoming students were largely ignored as these factors fell outside the direct control of architecture schools. Motivational factors can affect the educational process given that the values, expectations, and career-related goals of incoming students influence their attitudes to education. This study seeks to uncover the motivational factors of applicants to an architecture program in East Africa and appreciate those factors that lead students into architecture as a career choice. Through qualitative content analysis, the study revealed the motivational factors of applicants, which were classified into four groups: educational, external, personal, and prestige. These factors were comparable with those found in previous studies conducted in Europe and North America, but nevertheless highlight contextual variances unique to the region. The findings raise questions of the role architecture education in engaging incoming students in discourse that aids their understanding of architecture and architectural education.


ABSTRACT: We evaluated the potential of using Pheidole megacephala as a biological control agent against the coffee twig borer Xylosandrus compactus (Eichhoff), an economically important pest of Robusta coffee in Uganda. Upon observing that P. megacephala was common in coffee fields infested by X. compactus, we tested hypotheses that (1) P. megacephala feeds on all stages of X. compactus, (2) P. megacephala can enter galleries of X. compactus inside coffee twigs in search for the prey and (3) P. megacephala’s presence on infested twigs reduces populations of X. compactus in the galleries. In a Petri dish bioassay over 24 h, we found that P. megacephala preyed upon all stages of X. compactus without indication of preference. We caged up X. compactus infested twigs with P. megacephala in a plastic container over 48 h and found that the predator was unable to enter the galleries. Lastly, we caged up intact X. compactus infested coffee twigs in the field with muslin cloth sleeves for one month and found that P. megacephala reduced the population of X. compactus per twig by almost 22-fold compared to the untreated control. We concluded that P. megacephala is an indiscriminate predator of all X. compactus stages, and, though unable to enter X. compactus galleries, the predator may reduce X. compactus population on infested twigs. Exploitation of P. megacephala in the biological control of X. compactus on coffee and other crops would require additional studies on how to enhance presence of the predator on the infested crop.
ABSTRACT: Adoption of climbing bean production in Eastern Africa is faced with the challenge of finding suitable staking materials which is prerequisite for high yield potential. The objective of this study was to contribute to understanding the trends in staking and staking requirements in climbing bean production and the related ecological management practices in the Ugandan highland agro-ecosystem. Sampling was done using a four-stage sampling procedure, based on 150 households selected randomly each in Kabale and Kisoro districts. Results revealed that long term maturing trees such as eucalyptus were the most commonly used types of stakes (92.7%) in Kabale. On the other hand in Kisoro, it was stems of elephant grass (62%) followed by long term maturing trees (50.6%), shrubs mainly vernonia (30%) and maize plant, maize and sorghum Stover (22%). The study revealed several challenges smallholders faced with stakes and staking such as costly stakes, breaking of stakes due to heavy pod load or becoming old, theft, multiple uses of stakes (firewood, building), termites and the cumbersome activities (cutting, transporting). However, some farmers have not perceived staking as a problem and have developed some initiatives to cope with the shortage. Further research on the sources of stakes is recommended.

ABSTRACT: Evaluation of the changes in land cover and land use change (LULCC) in respect to oil exploration across the Albertine region in Uganda has been focused around the exploration areas and protected areas, with no attention to the potential impacts of evictees’ activities on resettled areas. This study used LANDSAT images to analyze the land use and land cover changes (LULCC) among the period before eviction (2002 and 2005) at the climax of eviction and resettlements (2005 – 2011), and during the post-resettlement period (2011-2015) to quantify the impacts of resettlements on the environment. LANDSAT images were processed using ERDAS IMAGINE software and analyzed using ArcGIS 10.1 to determine LULCC in relation to post-eviction resettlement in the study area. Results from the study indicate. The results of the study indicate that vegetation reduced by 33.08 percent, woodland were converted into settlements by 48 percent while farmlands increased by 18.3 percent. Non vegetated areas increased during resettlements however they reduced five years after eviction which indicated the ability of the ecosystem to stabilize. The study proved that post eviction induced resettlements can yield potential environmental effects to resettled areas. It is important therefore to plan and implement other means of additional source of income and construction materials for evictees to abate vegetation clearance and hence rescue the woodland. The study also recommends maintenance of an optimum population and well-planned pre eviction resettlement schemes.

ABSTRACT: Uganda’s confirmation of viable commercial quantities of oil in the Albertine Graben has triggered a wave of land evictions of people from their traditional lands. However, there is a dearth of information on the impact of such evictions on the displaced households and people’s livelihoods, and why some households recover and others fall into vulnerability. Data was collected through a cross-sectional survey among 362 randomly selected households. A revised FAO Resilience Index Measurement and Analysis was used to evaluate data. Results indicate that resilience-enhancing characteristics include: household food security and access score, frequency of external assistance amount of cash and in kind assistance, and herd and crop field size after eviction. Pastoralist and off-farm dependent households had higher resilience compared to smallholder farmers and agro-pastoralists. Pastoralists appear to be the more resilient group because of mobility; this allowed them have access to pasture and water around the conservation area. Smallholder farmers and agro-pastoralists had the least adaptive capacity and easily became more vulnerable. We conclude that smallholder farmers and agro-pastoralists lack capacity to withstand post eviction shocks because of the inability to adjust and adapt to these changes in real time.


ABSTRACT: This paper relates constitutionalism, militarism and human rights to democratization in a case of Uganda. I pose two questions that help to do justice to the topic. One is how are the three concepts related to democratization? Two, does democratization need any of the three to flourish in a given society? The paper argues that constitutionalism, human rights and democracy are “triplet concepts” but militarism may be an aberration in a democratic society. The paper opens with an introduction covering the constitutional-political landscape of Uganda up to 2016, and then follows with sections on; the concept of democratisation, philosophical theories of democratisation, benchmarks of accomplished democratisation, militarism and democratisation in Uganda, human rights and democratisation, and then a conclusion. At the risk of being repetitive I opted to indicate to the reader how the variables in the paper have been unfolding in Uganda by adopting a historical approach.

**ABSTRACT:** This paper is about a case study that investigated the impact of contextualized science teaching and learning on performance of a Form three (Grade 11) class in one of Kenya’s girls high schools. The class experienced 9 weeks of contextualized science learning. This involved a full day visit to Jua Kali where they interacted with artisans. “Jua Kali” is a small-scale manufacturing and technology-based service sector where artisans manufacture equipment and other household items that are ubiquitous in everyday Kenyan culture. The visit was followed by organized classroom based group discussions about what they had learnt and considered most relevant and meaningful. Following this highly engaging student learning discourse, their creativity and innovative abilities in science improved tremendously as reflected in the quality of class presentations and participation in the National Science Congress. Moreover, the school’s performance in the Kenya Certificate of Secondary Education (KCSE): a final national exam at the end of Form 4 (Grade 12) improved from a mean of 9.3 in the previous year to 10.4 in the intervention year (p = 0.022). This was further attributable to significant improvement in all science subjects: biology, chemistry, physics and mathematics. Besides the critical insights about the Jua Kali’s richness in scientific phenomena, there is also great potential for contextualized science experience to enhance students’ deeper understanding of science.


**ABSTRACT:** In this study we draw on three analytic frameworks (Goffman, 1981; Rose, 2007; Warburton, 1998) to explore how multilingual children in a rural Ugandan primary school use visual and linguistic modes to create billboards messages about HIV/AIDS. Although HIV/AIDS education is required curriculum in public schools, and outside of the classroom students are exposed to various national public service announcements (e.g., on radio and television, and as billboards), there are still considerable cultural barriers that hinder open discussions between children and their teachers and parents about HIV/AIDS-related issues. Our findings suggest that communicating the complex language of HIV/AIDS prevention requires students in this cultural context to go beyond the linguistic mode and draw upon the visual in order to achieve a fuller range of socio-affective expression, and conceivably, to affect change by reaching a variety of audiences on multiple levels of human meaning making. Implications for literacy educators in multilingual contexts, where pressing social issues intersect with culturally sensitive or otherwise “unspeakable” topics, indicate that the visual offers a less institutionalized and culturally-laden space for children to synthesize the messages in their environments and their own relationship to them.

**ABSTRACT:** Decentralisation has been idealised as one of the vital governance mechanisms for taking services closer to the people. In Africa, Uganda’s decentralised framework has been noted as one of the good models through which the ideals of decentralisation can be achieved. It has been a popular assumption in Uganda that decentralisation of decision-making powers and the management of resources to smaller units would enhance service delivery. However, the potential of decentralisation to realise the above ideal turned out to be conditional upon the context, especially - in this case - its political ramifications. Among other unfortunate peculiarities of decentralisation in Uganda is that, as was done by the colonial administration, districts (decentralised units) are mainly drawn along ethnic lines thus entrenching ethnic identity politics and conflictual exclusionary tendencies. One potential source of conflict flowing from a decentralised set up is in the concentration of power over resources at district level, which renders district political positions very attractive, hence sharpening the competition for them. In accentuating competition for resources, decentralisation has the paradoxical effect of triggering an obsession with belonging often creating a conflictual dichotomy of those who belong and those who belong less. This paper illustrates this trajectory using the case of a Ugandan district known as Kibaale which has experienced ethnic tension since its creation in 1991. The creation of the district to address ‘historical injustices’ came along with a psyche of district ownership by the ‘indigenous’ ethnic group thus setting into motion special political claims based on autochthony. The emerging dynamics reconstitute citizenship by creating classes of ‘real citizens’ and ‘foreigners/strangers’ thus defeating the logic of decentralisation. The paper thus argues for a decentralised framework that, while sensitive to contextual issues, transcends ethnic cleavages for more inclusive governance structures.


**ABSTRACT:** The future of our planet poses many challenges for our generation, possibly more than ever before. Overpopulation, rapid industrialization, heightened consumerism, unrestricted technologies, and other human activities are affecting every region of land and water, and causing environmental degradation on an enormous scale. Indeed, not only are we altering the climate and radically undermining life, but we are also triggering a mass extinction of species and putting future generations in a predicament. The Catholic Church values this world and believes that the transcendent creator and an immanent Spirit dwell deep in the created world and that one finds God when one loves the world God has created and redeemed. Any activity that demeans and devalues creatures demeans the creator, as much as reverence for and joy over everything and every person becomes the sign of the love for God. Human sinfulness is doubtless the major cause of the environmental crisis. Consequently, this contribution argues that through the ritual of prayer that weaves humans into the rhythm of natural cycles, the Catholic Church can lead to changing people’s hearts and contribute to restoring the environment. The essay also argues that in order to effectively fulfil its role of changing people’s mindsets toward the environment, the Church must dialogue with African Traditional Religions.

ABSTRACT: This chapter deals with the language which communicates violence other than peace and its impact on the school children in Uganda. It focuses on examining the nature of language used for communication in school and the impact it has on girls’ schooling. It analyses the verbal and non-verbal communication that takes place in the school, the nature of language used for communication outside the classroom, and the way communication is done inside the classroom. It views language as a social phenomenon and argues that language has symbolic power which goes beyond the spoken word to the meaning resulting from interpretation. It argues that language, which is a tool for dialogue, has a big impact on the schooling of girls and its power can lead to their dropping out of school. The major conclusion of this chapter is that the language used for communication in the school environment is violent and hinders their academic progress. It recommends non-violent communication which involves dialogue i.e. the language which will lead to harmony in the school life of children.


ABSTRACT: Girls who drop out of school and cannot go back to attain formal education face a number of challenges in their day-to-day lives. They miss out on the most needed education and enter the world unprepared for it. There, they find themselves in a kind of dilemma but which they try to cope with by seeking alternatives to education and a means to earn a living. This chapter follows the drive-reduction approach to motivation and the capabilities approach by Sen Nussbaum to enlist the coping strategies these girls/young women use to survive with insufficient formal education. The study followed a qualitative research approach with an interpretive framework using interviews and life histories. It reveals that in an effort to survive, many of these girls end up with unwanted pregnancies, early marriages, prostitution, doing petty jobs, etc., while others remain with their parents doing simple agricultural work. It proposes a simplified kind of intervention where a localised outreach programme would benefit the girls, many of whom are young women, by providing them with skills such as weaving, cookery, simple agriculture, health education among other, in their home areas.

**ABSTRACT:** In recent years there has been increasing interest in the integration of technology in teaching and learning. The growing diversity of learners in the classrooms has increased the need to train teachers to use technology integrated pedagogy. Training teachers to use technology in instruction in many developing countries is challenging because of beliefs, computer proficiency, teacher characteristics and other factors. Direct Instruction (DI) is recommended in such situations to provide pre-service teachers with a step-by-step training. Feedback can play a vital role in this context to find out the effectiveness of the instruction approach. The study was therefore conducted to assess pre-service teachers’ perception of Direct Instruction approach in teaching TCVIS course, which aimed at training pre-service teacher to integrate technology in teaching in order to meet the needs of diverse learners including the deaf. In this cross-sectional study with both quantitative and qualitative approaches, all the Bachelor of Education with Special Needs - Hearing Impairment (BEDSN-HI) undergraduate students who were currently studying in the second year and third year were included in this study. A self-administered questionnaire and focus group discussions served as study tools. The questionnaires were handed out to 63 pre-service teachers. The questionnaires consisted of 25 items and each item scored on a five-point likert scale. Results of the study show that most pre-service teachers had a positive perception of DI approach of teaching because they were able to pragmatically learn. There were however differences in perception in relation to age, gender and computer proficiency. The study provides an insight on how teachers in developing countries can be trained to integrate technology in pedagogy.


**ABSTRACT:** This chapter submits that there are diverse teaching and learning tools and methods available among others that can be innovated. This is especially due to the studies about Higher Education in general and architecture in particular that call for an education that: nurtures a closer awareness about society and culture; develops hands-on and problem solving skills and; takes advantage of the opportunities in the numerous online platforms. In this regard, the chapter presents some practical ways of pushing the boundaries in teaching in an effort to enrich the learning experience. This is based at the Faculty of the Built Environment (FBE) of Uganda Martyrs University. Given architecture, as a discipline requires one to deal with a number of things at the same time, the education of an architect ought to prepare them for a high level of complexity. In this regard, while Teaching and learning in Higher Education is organised around three themes – Knowledge, Skills and Dispositions, in the context of architectural education the three equivalent dimensions include the: Intellectual, Technical and Intuitive. This scope and rigour is expounded in Biggs and Tang (2011) and Angélil (2003). In exploring these dimensions, three courses were selected for their unique position and contribution under Special Features of the architecture programme at the FBE. The first is an annual Travel course around Uganda; the second was a [Design-Build] Live project and; the third attempted to harness the opportunities in the Massive Open Online Courses (MOOCs). There is a need to recognise the strength each teaching and learning experience brings and some strategic ways of integrating the process in order to achieve better teaching and learning outcomes.
ABSTRACT: Family language policy has typically provided a frame for understanding child-caretaker interactions in families (King, Fogle & Logan-Terry, 2008), and has been defined as explicit (Shohamy, 2006) and overt (Schiffman, 1996) planning in relation to language use. In this chapter, we ask: What can we learn about family language policy in contexts where adult caregivers are not present in the home? Our focus is on the language practices of siblings (i.e., what siblings do with language) in child-headed families in rural Uganda and what these practices might tell us about family language policies.

Throughout sub-Saharan Africa, “family” is broadly conceptualized and includes relatives beyond biological mother, father, and siblings who share in responsibility for the care of children through to adulthood (Oni, 1995). Despite this widespread acceptance of collective childrearing and fostering, in Uganda, where communities have traditionally relied on extended family structures to care for orphaned children, factors such as size of family, age and gender of the children, number of losses in the family, and economic status of the caregivers have shifted this traditional responsibility (Chirwa, 2002). The first cases of child-headed households (CHHs), typically defined as children 17 and under who have lost both parents and are living on their own, were identified in the late 1980s in Uganda’s Rakai District (Foster & Makufa, 1997). Although there are no official numbers, among this district’s population of approximately 470,000, we estimate that children head over 1000 households. These numbers suggest that child-headed families are not a short-term emergency that can be resolved with a one-time injection of resources (Plan Finland, 2005), but rather, a new reality for families and communities operating at the limits of their resources.

Much of the research on child-headed families in sub-Saharan Africa has focused on their risks and vulnerabilities. In this chapter, our aim is to expand and strengthen the current knowledge base on children living in child-headed households but focusing on how siblings support one another in learning language, and in establishing and maintaining family language practices. The literature on children’s learning in family contexts is most typically based on apprenticeship models (i.e., individual zones of proximal development) whereby less competent members of a group learn vicariously or directly from more competent members, though not necessarily adults (see discussion in Gregory, 2001). We know very little about how siblings in child-headed families negotiate learning and maintaining their first language as well as English, the language of schooling, in the absence of adult care-givers. Our conceptual framework, which draws on socio-cultural.


ABSTRACT: Informed by an empirical field study, this chapter examines concerns about justice from different perspectives of two conflicting clans; namely, the Pubec and the Pajong in post-massacre Mucwini, northern Uganda. The raw material for analysis consists of a specific aftermath of a Lord’s Resistance Army (LRA)-commanded massacre instigated by a Pubec clan member, which claimed the lives of 56 people on the night of the 23rd of July 2002, with the majority of the dead (21) having been Pajong clan members. On the whole, the overarching argument made in this chapter maintains that peace-building is not a destination; instead, the chapter has recast focus on the thread that keeps society--with a hitherto torn socio-economic and political fabric--bound together, and so reassess the ways in which such tread may be woven in the aftermath of mass violence.
ABSTRACT: This chapter sets out to examine the procurement reforms that have taken place in Uganda since gaining political independence in 1962. The purpose of carrying out reforms was to streamline the procurement process and achieve value for money by adhering to the principles of transparency, accountability, fairness, competition, non-discrimination, and efficiency. The research was conducted using both secondary and primary sources. The secondary sources include a review of all the laws and regulations governing public procurement in Uganda since political independence in 1962 to the recently passed Public Procurement and Disposal of Public Assets Authority (henceforth PPDA) (Amendment) Act of 2011, and the PPDA Regulations of 2014. The researcher reviewed various audit and investigations reports that PPDA published within the last four years. The primary sources consist of responses from three sets of questionnaires. One set was for the PPDA staff, another for the Procuring and Disposing Entities (PDEs), and the third for the providers of supplies, services, and works. The responses were tallied and summarized in tables to facilitate interpretation. Due to time and logistical constraints, only central government PDEs around Kampala, the Capital City of Uganda, were surveyed.

Feedback from the respondents revealed that there is still a need for a thorough review of the procurement process to foster the promotion and enforcement of “value for money,” one of the primary objectives of the reforms in Uganda. The Regulations and Guidelines, particularly, need to be re-examined especially bottlenecks, which delay the system and add to the cost of doing business with government. Corruption has to be tackled head-on using both legal and political means. The political leadership needs to demonstrate its commitment to eradicating corruption in all decision-making instances. There must also be stringent penalties for individuals who are guilty of corruption and those involved in malpractice to thwart the procurement process. A way also needs to be found to discourage frivolous requests for administrative reviews. The different investigative bodies need to work together to clean up the public procurement process in Uganda, possibly through a forum where there is sharing of information and proper feedback mechanisms. The professionalization of public procurement in Uganda needs to be given a solid legal backing, regulation, and protection as it is the case with lawyers and accountants. Finally, the PPDA Authority should step up its audits and investigations and also extend them to value for money if we are to achieve the intended objectives of public procurement reforms. To start, Uganda needs to define clearly what is meant by “value for money” to promote its understanding and guide expectations and practices among all stakeholders in public procurement and disposal of public assets in the country.
We congratulate Benedicto Kabiito (SASS) for winning a research concept poster presentation prize in third position with his presentation titled: Potential Contribution of Indigenous and Naturalized Fruit Tree Planting to Sustainable Food Systems, Climate Change Adaptation and Resilience in Rural Communities of Central Uganda. This was at the 8th International Conference for Prospective Leaders in Climate Protection and climate-related Resource Conservation, 12th-15th September 2017, Bonn, Germany. The theme of the conference was Global climate change: approaches to international collaboration.

The conference paper and poster presentations, were some of the requirements for the top-most screening competition for the International Climate Protection Fellowship of the Alexander von Humboldt Foundation, in which 40 persons participated and twenty won the fellowship award.

Trees and forests form one of the most important ecosystems for the survival and wellbeing of human beings (WWF, 2017; United Nations, 2015). Trees provide regulating, provisioning, cultural and supporting ecological services; which include purification of air, regulation of climate, carbon sinking, water cycling, and fuel, timber, medicines, fodder, construction and fencing material. They facilitate soil formation, prevent its erosion, and provide habitats of biodiversity (Vinceti, et al., 2008; Vira, et al., 2015(a)). Food-bearing trees play an even higher role, since in addition to the benefits above, they provide food and nutritional needs to humans, livestock and wildlife. Tree
Role of HIV-Support Groups in mitigating adverse sexual and reproductive Health outcomes.


ABSTRACT: Group-based approaches in the delivery of HIV-related sexual and reproductive health services (SRH) are opening up new avenues for meaningful participation of people living with HIV (Sherman, 2004). Support groups for people living with HIV recognize the complexity of long-term treatment and stay in care and address a range of disclosure difficulties. Focusing primarily on the development of self-efficacy and coping skills, the groups utilize peer techniques shown to be effective both in supporting autonomy and creating a sense of hope and belongingness. The group’s content and structure are also informed by shared characteristics which address majority person-related constraints. The findings of this study indicate that support groups unite HIV positive persons in a bid for social renegotiation to achieve change, but warns on limited understanding on their effectiveness among patients at different phases in the disease trajectory. The study therefore suggests that HIV/AIDS intervention programs should expand beyond individual focus to those that foster collective action, but such interventions should be sensitive to context and gender, and the therapeutic needs of the patients.

We congratulate Lillian Nantume Wampande (Faculty of Health Sciences) for winning an award for best presenter on one of the themes at the 6th Health and Scientific Conference and International Health Exhibition and Trade Fair, March 29th –31st, 2017, Bujumbura, Burundi.

ABSTRACT: With calls for environmentally conscious building design and construction on the increase across East Africa, the need to better appreciate the environmental credentials of commonly used materials has become a priority. Lack of in-depth studies of Embodied Energy (EE) and Green House Gas (GHG) emissions related to the construction industry can be attributed to a variety of factors, most notably, the ad hoc nature of the industry in the region. Of interest for this study is the EE of the most commonly used material for domestic construction, the wood fired brick. Manufactured close to sources of heavy clays or laterite soils, these bricks are fired on site in traditional scove kilns, making use of wood fuel to bake the bricks. Regarded as a cheap material and used in virtually all construction, little is known of their structural integrity, embodied energy values or the emissions stemming from the manufacturing process. Through an investigation of a selection of kilns in the central region of Uganda, the manufacturing process of the bricks was tracked and documented, making use of the inputs-outputs method to determine the EE of the final brick product. The findings of this study suggest relatively high Embodied Energy value for these bricks with a value of 4.26MJ/kg. While burning wood in this case could be considered carbon neutral, the broader impact from Green House Gas emissions as a result of this method of brick manufacture still needs to be explored. This also raises concerns for the potential growth in materials to support the growing demand for housing over the next few decades.

ABSTRACT: At the Faculty of the Built Environment (FBE), as with other Architecture or Engineering programmes, students at the end of a particular year are required to find a site on which to undertake Industry Placement. Over the years though, following assessment of student work and observation on subsequent tasks it was evident that students did not necessarily acquire the knowledge, gain the skills nor develop the expected dispositions. This is mainly because not all sites or potential site supervisors are organised enough, resourced adequately or capacitated to make the student site experience gainful. Studies reveal that an icebreaker is in the extension of learning to involve the practicing architect in strategic ways. In the academic year 2016/17 the FBE pioneered an alternative approach on the Field Experience (Industry Placement) course where three practices embraced the idea of hosting site-based workshops. Preliminary feedback suggests that this approach is a more gainful learning experience. The participation in site meetings, site walks; and later a closer engagement with key members of the project team has proven useful. The expectation to do more research while visiting other sites of one’s choice in order to contrast key lessons has given the students an impetus to constantly reflect on their learning as opposed to the passive attitude that was observed in previous years. In addition, peer-to-peer workshops were organised and during these each group was expected to facilitate a session as another way of clarifying key concepts amongst themselves. In terms of architecture detailing and getting to grips with construction, each student was expected to submit iterations of their thoughts in journals and build both CAD and physical models. Students continue to struggle with building construction, reading scales and scaling things. In future, it is planned that more targeted and frequent visits will bridge the gaps overall.


ABSTRACT: Across East Africa, sustainability in architectural education is still viewed with a heavy dose of scepticism, and thus has not been fully embraced as a means to engage with the developmental needs of the region, often viewed as a hindrance to development, rather than a means to better engage with the diverse socio-economic factors that are perceived to constrain architecture practice. Skewing the debate has been a perennial notion that sustainability is related to high tech gadgetry, or that buildings in the region are inherently sustainable, and therefore the status quo approach is still valid. This view of sustainability prevent the growth in knowledge and restricts the implementation of sustainable practices in contemporary architecture, and in turn influences the approach taken by students, who look at the state of practice as a benchmark for their engagement in these issues. Rethinking the existing engagement with sustainability, a decision was made to seek means and ways to not only engage students in discourse on sustainability, and through this process change general perceptions of sustainability and its place in architecture and architecture education. A key question has arisen out of my engagement in architecture education in East Africa, relates to the place of sustainability in the curriculum, and how it transcends contemporary architecture practice, to become a catalyst for a transformation in architecture and architectural education. With increasing calls to transform societies and to decolonise education across sub-Saharan Africa, can the sustainability paradigm respond to these transformational challenges? Reflecting on this angle, this paper seeks to engage in the sustainability dialogue from the perspective from the global south, through experiences in architecture education, while at the same time addressing some eminent challenges of architecture education in the region.
Ndibwami, A., *Education for being: Towards a methodology for cultivating empathy*. In Rajapaksha, Upendra, et al. (eds), *Design that cares - interdisciplinary approach to making built environments efficient and meaningful: Proceedings of the 10th International Conference of Faculty of Architecture Research Unit (FARU),* 8-9th December 2017, University of Moratuwa, Moratuwa, Sri Lanka.

**ABSTRACT:** There is a call among researchers and educators to cultivate empathy through the education system. In this regard, as a focus of this paper, the travel course ENDS 2361 Field Experience I in the Faculty of the Built Environment of Uganda Martyrs University is being discussed. Researchers have argued that narration and storytelling as a pedagogical tool has a big role to play in the clarification of academic subjects. While on their excursions, and while immersed in the different locations students are engaged diversely in developing, compiling, selecting and uploading to Instagram well-captioned images and sketches that communicate key issues they are interested in interrogating. The uploads are then linked to a narrative as part of a blog on WordPress. In particular, the paper explores what aspects of the students’ travels appealed the most to them and why and; how using tools they are familiar with among others that promote dialogue could inspire learning and later cultivate empathy. The background work on ENDS 2361 that goes into photography (and selection of the best three images) followed by a sketch and the narrative on WordPress were handled quite keenly by the students. The paper therefore delves into how this process impacted the students and how we could build on this to cultivate empathy.


**ABSTRACT:** Building in general and housing in particular in rural areas are a big part of discourse on the state of development in countries like Uganda where socio-economic challenges and deficient building regulations lead to housing that is neither socially responsive nor suitable for the local climate. Efforts to improve access to quality housing are debilitating by financial constraints or undercut by prevailing social aspirations. However, when building cost increases beyond manageable environmental, social or financial limits the role of academia and action research and their place as part of the triple helix need to be interrogated. There is a critical need to study locally accessible materials, the possibility to innovate with technology and labour to meet rural housing needs. University led building (housing) projects that demonstrate improved use of local materials and technology are a plausible approach to emancipate rural homeowners who are the principal builders of their own dwellings in this context. The concept of “collaborative construction” provides an opportunity for skilling a local labour force, while reducing national as well as individual economic pressure surrounding housing. In addition, there is much to learn from collaborations with key players in the building industry alongside government on student focused design-build projects. Such design competitions can grow into a platform to nurture a permanent partnership while bridging the knowledge and skills gap among practitioners, academia and local communities. These collaborative efforts will subsequently improve the contextual relevance of education by providing skilling in local technology for Built Environment professionals.

**ABSTRACT:** Natural stone possesses physical properties suited for structural walling, yet in Uganda it is habitually specified for its aesthetic finish. Kisoro, Fort Portal, and Bushenyi are naturally endowed with abundant volcanic stone, yet residents still opt for brick walling despite the poor soils in the area, which produce low quality bricks. In comparison to Compressed Earth Block (CEB) and Compressed Soil Block (CSB), stone barely features as a sustainable walling option. Industry, economics and Infrastructure development have each played a significant role to interrupt the success of sustainable development particularly with regards to fired brick. Swamp destruction, air pollution, and unregulated indiscriminate deforestation linked to fired brick production are entirely ignored. Uganda loses 3% of its forest cover every year raising carbon emissions in 2013 to 0.134 tons per capita. Efforts to avail more environmental, eco-friendly and socially relevant alternatives to fired brick have done little critical interrogation on case-by-case basis for rural communities around the country. This paper presents volcanic stone as a viable walling material in areas where it is abundant.


**ABSTRACT:** This paper presents findings on an electives course devised to examine the prospects and challenges of incorporating earth construction techniques into the architecture curriculum at the faculty of the Built Environment. Lessons from this course are envisaged to make a case for earth as a viable addition to the material pallet for the emerging generation of East African architects. Since concrete, cement and fired brick shall not avail quality dwellings to the regional population. The background study involved third to final year student submissions from Uganda, Rwanda and Kenya; which demonstrated little evidence of community led / aware design, context specific approaches or local resource integration. The current scope of architecture education does not prepare professionals who can support or contribute within their necessitous context. Architects trained to serve a privileged few, miss the opportunity to drive a much-needed transformative engine towards more sustainable cities and communities. This fuelled a specific consideration to interrogate aspects of crowd source funding, aimed at engaging students in the prospect of collaboration between community and academia. So as not to reduce Sustainability to a narrow, peripheral subject added on to the curriculum rather than forming the core of a radically restructured education.

**ABSTRACT:** The use of compressed soil blocks (CSB) in the construction of housing in Uganda can be traced back to the slum upgrading projects of the early 1990’s (DCDM, 2003a; 2003b). 25 years on, the propagation of a technology that has seen improved supply of housing in India, South America and Southern Africa has had little impact on the supply of housing in Uganda. Basing itself in the diffusion theory, this study provides insights into how failure of adoption can be managed or reduced. In an effort to better understand how current and future innovations may be better conceived and rolled out, the level to which the perception of critical adoption dimensions affect diffusion are queried in the propagation of compressed earth block as a building material. The study was undertaken based on the innovation decision model, querying identified opinion leaders in communities where CEB technology has been utilised about their opinion on the technology. The study found that perceived economic advantage of a technology is a decisive factor for its adoption in spite of awareness of promising alternatives. The study identified that while interpersonal communication channels are important in the formulation of opinions, these present a limited opportunity for awareness of a critical number for adoption to gain momentum. The study having tested methods of identifying opinion leaders, forwards the notion that awareness drives focused on these individuals, emphasising the lifecycle cost benefits of CEB has the potential to lead to an increase in demand and adoption. Furthermore increase in demand can lead to a reduction in price of CEB through a greater sharing of fixed overhead costs.


**ABSTRACT:** Over the past decades, many theories and practical views have been developed to see the improvement of quality assurance management in the different organizations. With focus on academia, a number of tools have been developed which include lecturer valuation forms, staff appraisal forms and key performance indicators which all seek the improvement and establishment of quality within the institutions processes. However, in the current digital era, tertiary institutions have deployed a number of Electronic Management Information Systems (MIS) to help in the management of information. The only challenge is that most of the MIS are autonomous and store data/information separately. Therefore, this paper describes how academic institutions can integrate the autonomous management information systems hence easy management of all the university records in a single location. This greatly improves quality of record management as well as involving the different stakeholders in the process.


**ABSTRACT:** Understanding the dynamics of human mobility is important for addressing challenges caused by phenomena that rely on mobility, such as infectious disease transmission. Although various data sources exist for modeling human mobility, most current sources face challenges of resolution, cost, scalability, and privacy. We used population-based mobile phone communication data to study the dynamics of rural-urban mobility. We have proposed a measure of popularity, which we used to identify the most and the least popular urban areas for rural-urban movement. The concept of hierarchical population mobility is also suggested that can be used to derive a high-level visualization of spatial population movement patterns. The results from our experiments are quite promising.

**ABSTRACT:** Efficient flow of information in Agriculture supply between farmers and final consumers is paramount; unfortunately, the current situation in agribusiness is that of information asymmetry. This creates a challenge that one party in the transaction has more or superior information compared to the others. Middle men tend to have superior information than farmers, resulting into delays, customer dissatisfaction, and in lost sales. Supply Chain managements systems have been proposed as possible solution to the challenge of information asymmetry.

Our proposed system narrows the gap between upper and downstream. MIDAS is close to the proposed system. However, MIDAS was designed to work in a manufacturing environment. Our system has been adjusted for the Agricultural sector. Functionalities that are unique in agricultural sectors such as collaboration and dialog between farmers and other stakeholders have been introduced. In our system we also introduce a provision to embrace mobile technology.

ABSTRACT: We screened cattle and goats in Zambia for the presence of animal African trypanosomes, Babesia bigemina and Theileria parva from the districts of Chama, Monze and Mumbwa using PCR assays. 38.1% of the samples tested positive for at least one of the parasite species. The commonest parasite was Trypanosoma vivax (19.8%) which was significantly higher in goats than cattle, (p<0.05). B. bigemina was found in all the three areas making it the most wide spread of the parasites. Among the positive samples 12.0% were mixed infections. There were significant differences in T.vivax infection rates with Mumbwa having a significantly higher infection rate 39.6% (p=0.0001), Th. parva with Monze having the only cases (p=0.0004) and B.bigemina with Monze having a significantly higher infection rate 40.5%(p<0.0001). According to the hematocrit values, there was significantly lower PCV among cattle with mixed infections compared to the others. The presence of multiple parasite species and mixed infections among the cattle and goat populations is of both clinical and economic importance to livestock farming. The absence of trypanosomosis among the samples collected from Monze can be attributed to tsetse eradication around Lake Kariba. This shows prevention and control of vectors can cause a significant difference in the disease status which can directly translate to improvement of the livestock sector in Zambia.


ABSTRACT: Post youth are usually perceived as disaffected, broken citizens who are vulnerable and are likely to be sources of new unrest. Based on two fieldwork researches, this paper argues that post-conflict youth are involved in building peace and justice as well as identifying themselves in political participation far from the negative stereotypes found in the literature. From a conflict past the youth of northern Uganda are, through their personal hardiness, learned resourcefulness and support systems, overcoming their conflict past and imaging a future that is more liveable.

Musinguzi, S. P. (AGRICULTURE), Suganuma, K., Mossaad, E., Inoue, N., Batsetseg, B., Battur, B. A PCR Based survey of Animal Trypanosomosis among domestic animals herded together in Mongolia. Paper presented at the 2nd Scientific Conference on Non Tsetse Transmitted Trypanosomosis (NTTAT); Antwerp, Belgium; 18th to 19th December 2017, organised by OIE NTTAT Network.

ABSTRACT: Trypanosoma evansi affects a wide range of domestic animal hosts and can be cross-transmitted mechanically by biting flies when various animals graze together. Such conditions can be observed in nomadic systems of livestock husbandry. The Mongolian livestock industry depends on nomadic systems of husbandry in which various animals are herded together. It is characterized by low input and large herds grazing across pastures in the open country.

We screened cattle, yaks, camels, horses, sheep and goats that were herded together from the Mongolian provinces of Bayan-Ölgii and Hovd for animal trypanosomosis, using a KIN (ITS1) PCR; 21.3% of the samples tested positive. The highest prevalence was observed among the goats (35.7%) followed by sheep (26.4%). The prevalence in small ruminants was significantly higher than that in other domestic animals, (p<0.0001). At 7% (cattle) and 5% (yaks), bovids had the lowest prevalence. The prevalence in camels and horses was 17.4% and 15.8% respectively. The prevalence in males (25.6%) was significantly higher than that in females (19.8%; p<0.05).

The prevalence in adult animals (22.1%) was significantly higher than that in young animals (9%; p<0.01). Generally, there were no significant differences in the prevalence in the 2 provinces; however, the prevalence in the sheep in Hovd province (34.5%) was significantly higher than that in the sheep in Bayan-Ölgii (16.8%; p<0.01). In contrast, the prevalence in horses in Bayan-Ölgii (29.5%) was significantly higher than that in the horses in Hovd (2.7%; p<0.0001).

This is the first study to highlight the prevalence of animal trypanosomosis in various domestic animals grazing together in the Mongolian grasslands. The study also highlights the significance of small ruminants as possible reservoirs of trypanosomosis. It also shows the possible relationship of the herd structure, age and sex to the prevalence of trypanosomosis in Mongolia.


ABSTRACT: The current efforts in the educational system in Tanzania that have taken place during the last five years, neglected the learner with disability, and with him/her also the integrated capacity development of teachers, institutions and enabling environment related to that learner. This paper discusses educational system change in secondary education in Tanzania piloted through a project aimed at improving the quality of teaching of deaf and hard of hearing (DHH) students in secondary schools. The project developed and implemented a curriculum for teachers of the DHH learners. Preliminary results reveal that contrary the belief that including DHH learners is a burden, experience from training teachers to include DHH learners in Tanzania showed that all learners benefit through teaching strategies meant to benefit challenging learners such as differentiated instruction, ITC integrated pedagogy, reiterated learning and experimental training.

Therefore, system change in the educational sector needs to embrace inclusion with reference to the disabled learner (and in particular the deaf learner) as an added value, a win-win situation, rather than a burden that should be postponed in systemic change strategies. Reform is needed in capacity development and individual professional development to include learners with disabilities with challenging needs.

ABSTRACT: Purpose: The purpose of this paper is to establish the relationship between community of practice, knowledge sharing and action learning, and demonstrate how nurturing of communities of practice in organisations enhances knowledge sharing and stimulates action learning.

Methodology: The study identified 4 inherent communities of practice in four universities. A quantitative survey design was utilized to address the hypothesis of the study. Pearson correlation was employed to establish the relationship between the variables while multiple regression was utilized to determine the predictive power. The medigraph and sobel tests were conducted to test for mediation effects.

Findings: It is clear that communities of practice create a conducive environment that facilitates knowledge sharing and stimulates action learning. The study established the mediating role of knowledge sharing in the relationship between community of practice and action learning.

Practical implications: The study highlights the need to nurture communities of practice in organisations in order to enhance knowledge sharing and stimulate action learning.

Originality: The study establishes the relationship between community of practice, knowledge sharing and action learning, and establishes the mediating role of knowledge sharing in the relationship between community of practice and action learning.
It is widely acknowledged that buildings contribute a considerable proportion of global GHG emissions in their construction and use, making them a key contributor to global climate change. It is however the case that only limited attention to this reality is seen in architectural design, more so in sub-Saharan Africa, where a business-as-usual approach still predominates. This is ironic given the effects of climate change are already evident in the region; seen in changed weather patterns, with longer, hotter and drier seasons, and less predictable rains. The consequential increase in demand for climate modification equipment places additional demands on already stretched resources. While much of electrical energy produced across much of sub-Saharan Africa is from renewable sources, the penetration of this energy is still extremely low, with many towns still lacking formal electrical connections. Thus the business as usual approach may have consequences to the future growth patterns across the region.

Contemplating the responsibility of architects, landscape architects, urban designers and urban planners have in curbing GHG emissions, this paper reflects on how these professionals could respond to the challenges posed. As transformational professions, these professionals can and should be front-and-centre in this challenge through their actions and outputs, rather than a hindrance to change through the business as usual approach. Using examples from East Africa, this paper presents the on-going dialogue surrounding the need to address climate change as an integral part of architectural discourse, not only in academia, but significantly in practice, looking at the attendant opportunities and challenges that arise from this process, and what we can learn from the ensuing discourse.


ABSTRACT: The hazards associated with biomass combustion in the household for cooking are well documented. Much effort has concentrated on reducing biomass energy use through the promotion of improved stoves, and by displacing with alternative, modern fuels. Adoption of improved cooking practices has not been as rapid as might be hoped for, and a number of hypotheses for this are reviewed. The SAMSET project takes a comprehensive look at ways in which municipal authorities in sub-Saharan Africa can play an active role in transitioning to more sustainable use of energy. Under the project, independent household surveys were conducted in urban areas of Ghana and Uganda. Both surveys gathered data on a range of aspects of domestic energy use, including cooking, and these data sets have been analysed to provide insights into cooking behaviour. The paper presents data on patterns of consumption of various cooking fuels, along with data on expenditure on each fuel. Both surveys gathered some data on preferences for different fuels for cooking, as well as the reasons lying behind these preferences. The paper then goes on to explore some of these issues in more detail, focussing, for example, on relative costs, showing the cost differentials between biomass and modern fuels, given the prevailing costs in both countries. It explores specific cooking energy consumptions for different fuels, which highlight characteristics of different fuels and appliances. The paper discusses the influence each may have on cooking behaviour and looks for trends evident among different consumer segments found within the urban environment. Finally, the paper discusses those issues that appear to be acting as barriers to the adoption of modern energy and improved cooking practices.


ABSTRACT: As fishing communities become more populated and also more inequitable, ensuring access to and use of quality health care services is becoming a grave challenge; in particular non-use or underutilization of facility based deliveries by pregnant women. Using a facilitative participatory supervisory Model, this study explores practical issues pertinent to supervisory relationships at rural health care facilities in Uganda. Preliminary findings indicate positive outcomes for participatory supportive supervision in a rural setting with added positive outcomes when the community is part of the supervision process. The study also demonstrates that it is possible to activate local communities to monitor their own maternal health care for improved health care deliveries. Disrespectful health worker-patient interactions including rudeness, neglect, abuse and humiliation are however foremost barriers to delivering in a facility.


ABSTRACT: The occurrence of political mass violence affects human relations in many unprecedented regards, more so in ethnically divided societies of which the Great Lakes region of Africa is a case par excellence. How best to deal with the bitter legacies of large-scale political violence for the sake of a sustainable peace? How to balance the demands of justice in terms of retribution (punishment) for past wrongdoing against those of peace in terms of post-violence restoration (reconciliation)? In an attempt of problematizing different understandings of justice after mass violence, this paper takes as raw material for the critique of criminal justice a close scrutiny of the negotiated political settlement for the transition in the Democratic Republic of the Congo (DRC) ushered in by the Pretoria Global and Inclusive Accord of 2003. In doing so, the paper looks to re-appraise the prevailing normative expectation—largely influenced by the notion of lex talionis—in righting past wrongs in the event of mass atrocity. In the final analysis, the paper draws some critical lessons for the unfolding transitional justice debates in view of the peculiar historical and socio-political contexts within which mass violence in contemporary African Great Lakes region has taken place.

**ABSTRACT:** Following the efforts and research activities of the Supporting Sub Saharan African Municipalities in Sustainable Energy Transitions (SAMSET) project, this is a first attempt for the municipality to generate an Energy Futures Report (EFR). It provides a baseline for comparison between maintaining a Business as Usual (BAU) attitude towards energy in general against the adoption of Sustainable (Futures) scenarios. Projections are based on data from the State of Energy Reports (UMU, 2017) of Kasese and Jinja Municipality. Futures scenarios have been developed using the Long-range Energy Alternative Planning system software of the Stockholm Environment Institute. The futures scenarios projections on which this document is premised are based on growth in the size of the economy represented by annual economic growth percentages and inflation rates. Economic growth and inflation rates are important indicators of how people may allocate available funds.

**ABSTRACT:** Following the efforts and research activities of the Supporting Sub Saharan African Municipalities in Sustainable Energy Transitions (SAMSET) project, the Sustainable Energy Strategy is an initial attempt building from the State of Energy (SOE) and Energy Futures Report (EFR) to identify and plan for key energy related areas in a participatory manner, where peers at the municipality and the SAMSET researchers collaborate accordingly. While the approach adopted to develop the strategies was mainly through stakeholder engagement, it was also crucial that national trends and findings in the SOE were integrated.

Four overriding themes stand out as the core for the strategy; these include: Building Resilience; Resource Access and Efficiency; Participation and; Policy and Regulatory Frameworks. The four are grounded in key approaches to dealing with urbanising areas in general and present context specific directions for the municipality. The following matrix lays out action oriented steps as highlighted with key players and logistics tied to time. In addition, we are also aware that Sub Saharan Africa’s local governments should be recognised as key agents in the sustainable energy agenda in global, regional and national policies and strategies. In pursuit of a sustainable and prosperous energy future, local governments’ energy strategy space, human and financial capacity should be strengthened.


**ABSTRACT:** This case study departs from the assumption that municipalities can and should play a strategic role in either directly managing or availing assistance to private clean energy project developers (under a PPP arrangement) to gain access to important sources of revenue (mainly CDM and REFIT) that make investment financially attractive. The benefits to a municipal government of having local production plants within their jurisdictions include jobs, tax revenue, and reduction in environmental impacts of, for example, untreated wastewater, etc. Municipal and Town councils are in a unique position to provide many incentives for the setup, including land, tax breaks, and especially political leverage/ negotiating position with Ministry and other relevant regulators whose approvals are necessary for a renewable energy projects to tap the revenue sources discussed herein. As with anything, the council, mayor and other relevant decision-makers must work in concert to allow such a thing to happen and for that there must be mutual agreement of the benefits of the project to all involved (nation, district, urban centre, and the private developer) and the various departments must work on a common strategic plan.


**ABSTRACT:** This case study reviews the existing policies within the Republic of Uganda that supports energy efficiency upon which a platform to launch the Energy Efficient (EE) buildings initiative at the Municipality level. It is from these available policies that standards and modus operandi are drawn on determining the three key questions towards achieving EE buildings at the Municipality level. While policies are set to address national matters at national level, sub national governments are not well equipped to implement the various policies and regulations. If the capacity of sub governments is built especially in relation to sustainable energy, access to renewable energy will be enhanced. This study seeks to address the policy matters effectively. Mainstreaming EE buildings will succeed if there are focused activities and compliance promotion initiatives at both national and Municipality level. While Uganda has several policies relating to energy efficiency and renewable energy in general, there is either total lack or limited regulatory and policy framework at the Municipality level. In order to mainstream Energy Efficient (EE) buildings policies, regulations, standards and enforcement guidelines particularly at Municipality level it is strategic to answer three key questions: What needs to be done? How will it be done? and; Who will do it?
RESEARCH GRANTS AND PROJECTS
UMU-funded projects

Under the Uganda Martyrs University Research Fund, seven research projects were funded with seed money amounting to eight million shillings (8,000,000/=) for each project.

Calls are sent out every year under this fund and university staff compete for them through a meritorious central selection process.

In 2016/17, the call focused on interdisciplinary Action Research projects. Privileging action research this time round was meant to, among other things, root the rarely used approach in the university’s research practice and boost the relevance of academics/ the university to the community (beyond the classroom). We do a lot of research for which publication appears to be an end in itself – without meaningfully involving and impacting on our communities. Action research was here envisaged as one of the possible bridges between research and community outreach.

The interdisciplinarity requirement was aimed at encouraging cross-fertilisation of ideas and escaping the limitations to knowledge generation and practice which are often paused by rigid disciplinary walls. Integration of ideas across disciplines is idealised to strengthen our outcomes and help us learn from and appreciate each other.

The Action Research Projects:

**PROJECT 1:**
**Estellina Namutebi (SASS).**

Rural Farmers in Indigenous Tree Species Reforestation: A Participatory Approach for Adaptation Measures to Climate Change

This action research took place in Nalutuntu village, Nalutuntu Sub-County in Mubende District located in the gentle slopes of the central region of Uganda. Basically, the people of this area are farmers who grow bananas, sweet potatoes, cassava, ground nuts, beans, maize and other tropical crops for home consumption, as well selling the surplus. Most of them engage in coffee growing as a cash crop sold in the nearest town Mityana and Kampala. However, farming is becoming very difficult because the land is experiencing long dry spells, since the forests that contributed to rainfall were cut down for charcoal burning and timber production.

This study was meant to determine whether a participatory approach for adaptation measures to climate change, can mitigate its effects on the rural areas like droughts. In the process, we intend to study the ability of the indigenous tree species to carbon sequestrate, which we believe will represent those which the farmers will have planted during the study. The calculation of carbon sequestration is done according to years a tree has lived. The researcher therefore intended to purchase equipment to do this activity after one year of the study.

I am glad to report that I have finished all the three action research cycles, which have had a great impact on the people of the area. Right now one can observe the positivity of indigenous tree species reforestation and conservation. There is a gradual reduction in use of artificial fertilizers and willingness to learn how to conserve biodiversity, through indigenous tree reforestation, the only adaptation measures to climate change (drought) in Nalutuntu Sub-county so far. Together with my team; we created a banana plantation, which we planted in January 2017 and they are doing well. They are like a nursery bed, because when banana suckers increase, we uproot them and give to the farmers, to also plan as another means of promoting food security. As well, some of the fruits we gave the farmers to plant are doing well. Our live fence nursery bed is also doing well and the passion fruits have covered the whole nursery bed. That is what we wanted instead of the use of the green net. The water reservoir we are working on has not yet reached the completion, but hope to complete it. However the challenges do not go unnoticed for instance, drought and the money minded tree growers.
Conflict youth are a product of the intersection between young people and politics. According to Twum-Danso (2005) African youth in the immediate post-independence era have been involved in various liberation movements from Khartoum to Zanzibar and South Africa’s school children uprising in Soweto. Recent conflict experiences have seen young people mostly forcefully involved in conflicts in Sierra Leone, South Sudan, Democratic Republic of the Congo and Northern Uganda. In spite of their contribution to and agency in the liberation of Africa from the shackles of colonialism, today’s post-conflict youth are portrayed as passive recipients – needing to be programmed for. For instance, many practitioners and theorists consider youth as not programmed for in post conflict peacebuilding planning and implementation scenarios. This needy image of youth in post-conflict scenarios flows from considering youth as trapped in a state of victimhood (vulnerable, helpless, disempowered, poor, security threats - Sommers, 2006) (Albrecht Schnabel and Anara Tabyshalieva, 2013).

The Post conflict youth of northern Uganda have not been spared this needy image. For instance, problematizing a study on youth reconciliation and political participation in northern Uganda, Oyaro-Olanya (2013) postulates that right from the Juba peace process the youth have been left out of participation in key decision –making and implementation processes aimed at lasting peace; their issues remain unaddressed at the community, regional and national levels; their input and involvement in the development of Uganda’s Five Year National Development Plan (2009 to 2014) has not been sought. Additionally, that youth participation in the processes of the Peace Recovery and Development Plan, the programme aimed at rebuilding post war northern Uganda remain wanting. This problematisation ends with a call for international and national interventions to strive for better understanding and support for the rights of youth affected by armed conflict. But these calls for youth involvement or participation are clearly from an institutional point of view. Practitioner-institutions are either defining youth from the perspective of their offered programmes or activists are calling on institutions – government, programmes, NGOs, legal regimes, etc. – to include youth or give them participation. This perspective places youth participation at the mercy of formal institutionalisation and views them as having negligible agency or resilience especially in post conflict scenarios. It also assumes that most youth lives on a daily basis are being closely influenced and controlled by formal institutions. However, our experiences from on-going researches with post-conflict youth in northern Uganda reveal high levels of rural youth participation as mainly informal, self-driven and practically contextualised. Do the youth understand these kinds of informal participation as political participation? What is the youth understanding of political participation? What do the youth perceive to be their real opportunities and threats in participation in politics? How can the youth improve their participation in politics?

Based on the foregoing, this study seeks to understand how post-conflict youth perceive politics and their participation in politics, what they perceive to be their real opportunities and threats to participation in politics and how they want to improve their participation in politics in the districts of Gulu and Nwoya in northern Uganda.
PROJECT 3: Charles Mushabe, Lucy Akello, Veronica Ndunge Munuve, Agrace Atwikirize, Creatoris Nayebare, and Geoffrey Ki-yingi (EDUCATION)

How can Mentorship in Research Improve Income Generation for Faculty of Education at Uganda Martyrs University (UMU)?

The Faculty of Education and other units at UMU, for a long time, have depended on student tuition for income. This has generated a number of funding challenges ranging from unrealised budgets, incomplete and delayed projects and plans to huge workloads, just to mention a few. The faculty workload has swollen to huge levels (averaging eighteen hours per week) (Faculty of education staff profile 2015/16). Such a huge workload leaves minimal time for other faculty core activities namely research and community service (American Association of University professors, 2003, Gappa et al, 2007 and Wimsatt et al, 2009).

The academic year 2016/17, at UMU, has witnessed an incident in which a number of faculty were laid off setting in a positive feedback on workload and time for research.

The problem of limited faculty funding, high workloads and associated management and operational challenges may be aggravated by lack of skill and mentorship to identify and carry out fundable research. The situation in other faculties, departments and units at UMU seems no different. In a workshop organized by AfriChild, with the objective of the objective of discussing collaboration possibilities with universities on mentorship and research (01 February, 2016 – Protea Hotel Kampala), similar sentiments were shared by participants from other universities in Uganda.

In a bid to improve the research skills and culture, faculty of education devised research seminars, on a small scale, involving peer teaching and learning as a group. The results from this effort are not yet realized. It is important to have a deliberate intervention which formally and systematically support the mentorship process and improve the income generating process for the faculty of education, in particular, and UMU institution in general.

The study is guided by the following research questions:
1. How can the mentorship process in research improve the income generation in faculty of education at UMU?
2. How can the faculty of education, at UMU, deal with the huge teaching load in order to save time for fundable research and improve income?

Evaluating the preliminary results and discussing way forward, the participants collaboratively agreed that in order to engage in income generating research activities for the Faculty of Education, there was need for mentorship in skills for identifying and responding to fundable calls. It was then agreed that the faculty engage in a series of mentorship trainings both in-house and external. The training took place and the skills acquired were applied in identifying two fundable calls and attempts made to respond to them. On evaluating the call requirements the participants met a major challenge of lack of partners to collaborate with and further resolved to engage an external mentor to train them in skills for identifying and responding to fundable calls.

The research mentorship process and the skills acquired led the participants to respond to three calls, the details of which are outlined below:

1. Fostering entrepreneurial mind-sets among students and teachers in Uganda through active learning (sponsored by PSIPSE). This was attempted by Faculty of Education solely.
2. Training Students in critical thinking in higher education in collaboration with SASS and other Universities. The sponsors were the Strategic Partnership for Higher Education Innovation and Reforms – SPHEIR – under the UK Department for International Development – DFID.
3. Incorporating technology in course delivery. This was done in collaboration with the Inter-University Council of East African and other Universities in Kenya and United Kingdom. Out of the three fundable calls the Faculty responded to, the second one has received sponsorship and the Faculty of Education is working with School of Arts and Social Sciences (SASS in detailing the research activities. We look forward to the training of staff in critical thinking.
This research undertaking was conceived in lieu of general difficult survival conditions in pastoral areas of Karamoja, a slow recovery process from conflict effects and the post-conflict environmental situation, all compounded by survival-driven deforestation, environmental degradation and intensifying climate change impacts. To further understand the environmental challenges of the sub-region and to attempt to address them, an action research design was adopted in a case study setting of Rupa sub-county of Moroto District.

A participatory problem-solving approach was applied to solicit human cooperation in addressing the deforestation challenge, working with communities of Kalukalet, Lokitekapeth and Mosupo villages, in Rupa sub-county in partnership with DRC/DDG (Danish Demining Group). These design and approach allowed for collective, experiential and effective learning, reflection, feedback giving and implementation of the emerging interventions/activities. The study was planned and undertaken in a four-stage cycle of observation, reflection, planning and action.

The observation and reflection stages of the study process revealed that, deforestation is encouraged and reforestation challenged by reducing livelihood sources, monetary poverty, monetarized survival needs, alcoholism and poor attitudes towards planting trees.

It became clear though, that tree planting and reforestation could be embraced with increased awareness creation and immediate benefits accruing to communities and individuals involved. It was realized that prior interventions of this kind undertook tree planting strategies for intermediate needs, our strategy was therefore, to bridge some gaps in the existing tree planting patterns; to offer short, medium and long-term needs and benefits for environmental conservation and to society. It was resolved that the research project responses to short-term human needs with Carica papaya (which is a fast-growing, drought tolerant fruit tree – not yet embraced in most parts of Karamoja), and to long term environmental conservation needs by use of Mahogany tree (Khaya senegalensis) and Acacia sieberiana tree species - both of which are drought resistant and long-living. Mangoes, oranges and guava seedlings have been the contribution of our partner (DDG) in the previous years, for intermediate benefits. In total of 2267 seedlings have been planted; 2045 of Mahogany; 210 of Papaya; 12 Muvule and Acacia sieberiana (seeds were collected, and are being raised).
PROJECT 5:  
Dr. John Mary Mooka Kamweri (ETHICS) and Dr. Emmanuel Musoke Mutyaba (ETHICS).

An In-Service Ethics Teaching Model to Build Capacity for Research Ethics Committees in Institutions of Higher Learning in Uganda: A Pilot Study

Any scientific research, that uses humans as participants, ought to be subjected to screening and approval by a research ethics committee (also known as institutional review board). As of January 2016, there were only nineteen accredited Research Ethics Committees in Uganda (UNCST, 2016). This creates an acute shortage given that by March 2016 there were as many as forty five Universities in Uganda. The role of the research ethics Committee is to protect the rights and welfare of the human research subject, by focusing on the ethical aspect of the research. Those ethical aspects include; study design and scientific quality (safety of the study subject), research conflict of interests, informed consent, risk-benefit analysis, confidentiality and privacy, deception of research subjects, research involving vulnerable populations (children, prisoners, and the elderly), placebo-controlled trials, double standards, and access to research results. Although in the year 2014 the National Council for Science and Technology issued a National Guideline for Research Involving Humans as Research Participants, there is no evidence of a sustained effort to teach research ethics to stakeholders across Institutions of Higher Learning in Uganda. This pilot study seeks to introduce In-service Ethics Training (IEE) model which meets the ethics education need of the professionals – research protocol peer review for ethical conduct – in the workplace environment by utilizes the organization’s available on-going education infrastructure.

PROJECT 6:  
Harriet Nakitende (SASS) and Juliet Nambuubi (ESD).

Revitalising Utilisation and Conservation of Indigenous Food Resources

In a developing country like Uganda, food, nutrition and health problems pose a serious threat to the improvement of overall health status of the country and thereby negatively affecting the socio-economic development. The inter-relationship between food, nutrition, health and poverty has long been established (Byaruhanga, 2012), thus, a household’s overall food security status greatly impacts on the nutritional status especially for the under five years of age (WFP, 2013). According to the 2006 National household survey data in Ssekyewa and Kasirye (2010), about 17.5 million Ugandans were unable to meet the minimum caloric requirement.

Whereas root crops such as Cassava, sweet potatoes and yams are important food security crops in the central and Cattle Corridor of Uganda, are drought and heat tolerant, rich in carbohydrate, their importance is being neglected and, as Otim (2013) notes: little is understood on the roles of these crops in enhancing resilience of communities to the impacts of climate change and variability on food security. However, much as these foods are rich in starch, they do not provide proteins and micronutrients. Also, consumption of these foods requires a sauce of legumes or vegetables or a combination. But, as Byaruhanga (2012) states, vegetable production is limited yet these are the affordable and sustainable dietary sources of vitamins, trace elements and other bioactive compounds.

The introduction of monocultures and high yielding varieties and associated application of external inputs increase economic dependence of farmers and eroded the rich and diverse biogenetic base. The dependency on the external resources is not sustainable and yet, the traditional food resources and related knowledge that sustained humanity for generations are continuously being lost.

Through studies and practices, it has been proven that it is possible to alleviate the problems of malnutrition and food security through well designed and meaningfully focused educational programs (www.foodandagpolicy.org). The challenge to the creation and operation of these programs are however, is twofold.
First, there is limited or no existing teaching models/material to assist the communities in understanding how to sustainably improve on nutrition, the associated problems of malnutrition on the health and welfare of the human being. Secondly the biodiversity of indigenous seed material to produce locally adoptable food varieties is incautiously being lost from all agro ecosystems (www.foodandagpolicy.org).

Revitalizing utilization and conservation of practices of indigenous food resources project will consolidate the utilization and conservation practices of the indigenous foods. In spite of the fact that indigenous foods have always ensured food security at the household level, their collection from the wild, production, consumption and domestication is gradually declining due to limited available knowledge on their nutritional content and emphasizing commercial – high yielding exotic plants by researchers and development practitioners. The project therefore aims at renewing the production, utilization and conservation of indigenous crops for income, food and nutrition security in the four ecclesiastical provinces.

General questions:
- How much biodiversity of indigenous/ traditional food resources is considered important and accessible for current and future farming systems?
- How can we support conservation of the endangered food crop species?

PROJECT 7: Katongole Simon Peter (HEALTH SCIENCES), Vivienne Laing, Susan Kijjagulwe (SASS).

The proposed focus of this participatory community action research is to collaborate with community members in Kiboga and Kyankwanzi districts to improve menstrual hygiene among adolescent girls living in a rural setting. Action Research picks on the aspects of collaborative inquiry which emphasizes the process of learning by doing (Hart, 2000), therefore, adolescent girls together with other community members will play a leading role in identifying, prioritizing and implementing the best methods to ensure good menstrual hygiene and management.

The Objectives of this study include; establishing the existing menstrual hygiene management (MHM) challenges in Kiboga and Kyankwanzi districts, prioritize MHM problems in the selected schools of Kiboga and Kyankwanzi district. Solutions and actions needed to overcome the identified MHM problems will be obtained. The planned actions will be implemented to overcome the observed MHM practices. Following the implementation of the solutions, a reflection on all processes will be carried out.

This study employed the participatory actions approach to identify the challenges in the management of menstrual hygiene in the selected schools. Various data collection methods were used and included; a community diagnosis was undertaken, in depth interviews with girls who have already had menarche, focus group discussions with parents, teachers, girls and boys in upper primary classes. Other methods used include key informant interviews with head teachers of the schools, district education officers, district probation officers, senior woman teacher in the school, and representative of women on the parents and teachers association.

Menstrual Hygiene Management: Overcoming the Challenges through Action Research in Primary Schools of Kyankwanzi and Kiboga Districts

The study is employing mainly qualitative methods of data collection whose analysis will be done using thematic analysis. The identified problems will be prioritized using the smiling technique (for students) and the pair-wise ranking method. The prioritized problems will then be analyzed to identify their root causes.

Solutions to the prioritized problems will be identified in participatory community appraisals and then be implemented so that improvement in menstrual hygiene is realized. A reflection in form of evaluation of the action research process will be undertaken and a plan for sustaining the achieved results drawn together with the community.
PROJECT 1:  
Energy Efficiency in Buildings in East Africa (EEBEA) - 2011-2017
Co-funded by the Global Environment Facility (GEF) and five East African Governments and implemented through UNHabitat

"Promoting Energy Efficiency in Buildings in East Africa" is a project implemented by UN-Habitat in collaboration with UNEP and the five East African countries (Kenya, Uganda, Rwanda, Burundi and Tanzania). The project's main aim is to improve energy efficiency, energy saving and conservation measures in buildings in the member countries of the East African Community. Subsequently, it will be possible to use the existing generated electricity more efficiently and thus to expand the electricity supply to satisfy the increasing demand by both residential and economic productive activities of the partner countries.

Objectives:
1. To Mainstream Energy Efficiency Measures into Housing policies, Building Codes and building practices in East Africa
2. To achieve considerable avoidance of GHG emissions as a result of improved EE building practices.

Partners:
UNHabitat, Urban Energy Unit, Nairobi
Jomo Kenyatta University of Science and Technology
Ardhi University
University of Rwanda
Ministry of Lands Housing and Urban Development, Uganda

UMU FoBE Staff Team:
Dr. Mark Olweny, Researcher (Team Leader)
Alex Ndlbwami, Researcher
Herbert Candia, Research Assistant
Emmanuel Muhinda, Research Assistant
The bigger $24 million (approx. 87 billion UGX) project to which ACALISE is part is a grant from the World Bank to the Government of Uganda that will last for a period of 5 years (from 2016). 19 universities in Uganda competed, and 3 universities were selected to host four centers, among which is UMU as the only selected private university.

ACALISE is a world class intervention that is premised to better streamline the production of a high level and well-motivated, ethically oriented critical mass of Agro-ecology and livelihood systems experts to impact on prevailing agricultural, nutritional and environmental challenges in the region. ACALISE targets to train 32 PhDs, 180 MSCs and offer short-skilled courses to 500 people in 5 years.

ACALISE’s main activities rotate around improving conditions of teaching, learning and research in the region. This would create a critical mass of well trained and properly motivated experts that are capable of churning out innovations and publications. It is therefore mandatory that all students supported by the ACALISE project have to carry out research and publish at least one Journal article (Masters Students) and two for PhD students before graduation. To facilitate this, a small fund has been set aside to support research and publication at least for PhD students and attempts are being made to do the same for M.Sc students. A small fund has also be put in place for senior researchers (Professors, lecturers) to carry out essential research in order to keep abreast with current issues. It is expected that by the end of the 5 year ACALISE project over 200 publications will have been accomplished. It should be noted that all such papers must be peer reviewed and published in Scopus/ Elsevier coded journals to enhance their quality.
Project Summary

Since its independence in 1962, Uganda has been beset with a series of conflicts. Ranging from cross-border ‘spillover’ conflict from South Sudan and the Democratic Republic of Congo to the high-profile North/South conflict led by Kony’s Lord’s Resistance Army, these incidents of violence and terror have characterised Uganda’s post-colonial history. Extant development studies suggest a link between deep-seated ethnic rivalries forged during the colonial era, uneven economic development, corruption in governance and the asymmetrical distribution of resources as key drivers of conflict in the country. While the main brunt of conflict has been carried by the north, Uganda as a whole has been beset by its effects. Young people have been made particularly vulnerable, both in the high-profile cases of child recruitment in conflict, including the sexual trafficking of young women and girls, and in the overall effects of unemployment, instability and political conflict across the nation as a whole. While a number of high-level studies, development analyses and policy recommendations exist in the Ugandan context, these by and large fail to escape the pitfalls associated with development discourse, particularly as it pertains to the African continent, with the result of disempowering local populations and de-centring the everyday experience of conflict and its afterlives. The proposed research is a pilot study which seeks to redress these pitfalls by developing interdisciplinary methods to enable new understandings of conflict, its legacies and its impact among youth populations, using creative writing as a tool for self-expression and empowerment. The proposed research seeks to enable the agency of Ugandan youth, whilst minimising the risks of trauma associated with testimonial narrative through the leveraging of imaginative forms. At the same time, creative fiction offers the possibility for imagining other lives and other minds, and thereby presents the best potential for the development of empathetic identification across communal. This research exploits these characteristics, using youth-produced short fiction as the basis for teaching materials aimed at secondary-schools in Uganda which will use the empathetic potential of literary writing to develop cross-ethnic forms of solidarity and enable larger-scale dialogue around youth needs post-conflict. The research will use these writings as critical discursive material which will enable a re-consideration of development needs in Uganda, uncovering the submerged narratives and impacts of conflict’s legacy through the medium of expressive fiction. By re-centring young Ugandans as agents of knowledge this project foregrounds heretofore unheard voices and unseen development needs.
Impact

Throughout its lifecycle, this project will engage with a wide range of audiences, not the least of whom are the young people who will participate in the creative writing workshops. In addition to these young people, the project will engage widely with secondary school educators and officials to distribute the teaching materials which result. These will be trialled during a week of schools visits in Kampala near the end of the project, and stand to benefit a large body of young people in education. The project will also engage with policy makers and cultural NGOs by distributing a brief policy document which outlines the key insights garnered from close readings and analysis of the creative writing produced by the young workshop participants. Beyond this, the project will engage with broader publics through the creation and distribution of a literary anthology, web resource and a public launch event to be led in Kampala.

PROJECT 4:
The Higher Education Partnerships in sub-Saharan Africa Programme (HEPSSA) - 2017-2019
Anglo American Group Foundation and the UK Government through the Global Challenges Research Fund

Through a hub-spoke model the aim of the HEPSSA programme is to contribute to addressing shortages in engineering skills in the region through University-Industry Collaboration. The programme seeks to do this through building synergies between the academia and industry in order to produce quality engineers and demonstrate the role of engineering in socio-economic development. The project comes at an opportune time as it coincides with the curricula review cycle for the engineering programmes of the Hub Universities (University of Malawi and Moi University). Activities under this project include: revision of engineering curricula; secondment of staff to industry; participation of professional engineers in training of undergraduates; and establishment of collaborative research areas with industry. This project will culminate in a series of workshops with partner institutions to share lessons learnt during the project. Uganda Martyrs University like the rest of the African partner universities is a Spoke University.

Objectives:
1. Engage industry in the reviewing of engineering curricula;
2. Attach members of staff in the Faculty of engineering to industry for a specified period of time to gain industrial experience;
3. Engage professional engineers from industry on short term training of undergraduate engineering students and supervision of students’ projects;
4. Establish areas for collaborative research between the University and Industry;
5. Share the lessons learnt from the project with other industries and universities across the sub-Saharan African.

Partners:
University of Malawi, Malawi
Moi University, Kenya
Addis Ababa University
Lilongwe University of Agriculture and Natural Resources
DMI St John the Baptist University
Malawi University of Science and Technology
University of Strathclyde

UMU FBE Staff Team:
Alex Ndibwami, Researcher (Team Leader) | Project I
Achilles Ahimbisibwe, Researcher (Team Leader) | Project II
Mark Olweny, Researcher

Researchers
Dr Madhu Krishnan, University of Bristol (UK) – Principal investigator
Dr Jimmy Spire Ssentongo, UMU – Local Coordinator
Assoc. Prof. Margaret Angucia, UMU
Dr Cuthbert Tukundane, UMU

Research and Publications 47
Joint Development of Courses for Energy-Efficient, Sustainable Housing in Africa (JENGA) - 2013-2017

Financed in the ACP-EU Cooperation Programme for Higher Education EDULINK II

The rapid development of major cities in emerging regions in Sub-Sahara Africa leads to a rapid increase in urban population as well as a growing pressure for development in the surrounding peri-urban and rural regions. Together with the resulting rising need for housing, which leads to an enormous increase of production in the building sector, there are serious environmental impacts deriving from this trend. The main aim of JENGA therefore, is to build capacity, transfer knowledge and technology between the EU and Africa, and between African Universities, in subjects related to the built environment, in the field of sustainable housing. It will therefore address urgent, and common design and construction issues in housing within Africa, which have culminated in the rising need for energy.

Objectives:
To build teaching capacity in building construction and integrated design-build studios. It aims at strengthening the practical orientation and interdisciplinary approach within architectural education. By creating a network of partner universities in East Africa and supporting it with expertise from Germany and South Africa, the goal is to develop intercultural curricula, which reflect the fast growing pace of countries in the global South.

Partners:
University of Augsburg
University of Stellenbosch
American University in Cairo
Jomo Kenyatta University of Science and Technology
University of Rwanda

UMU FoBE Staff Team:
Dr. Mark Olweny, Researcher (Team Leader)
Alex Ndibwami, Researcher
Achilles Ahimbisibwe, Research Assistant

Energy in Low Income Tropical Housing (ELITH) - 2013-2017

Co-funded by UK AID from the UK Department for International Development (DFID), the Engineering & Physical Science Research Council (EPSRC) and the Department for Energy & Climate Change (DECC)

Whereas we see much focus on the energy needed to heat, cool and operate buildings, it is now well recognised that in low energy buildings the ‘Embodied Energy’ (EE) may constitute over half the total lifetime energy. This has as yet received little focus in developing countries. The Energy and Low Income Tropical Housing project therefore, is a research project with its key focus on sustainable development that was set up to identify, research and propagate methods of addressing the energy consumption and climate emissions of low-income housing in hot climate developing countries.

Objectives:
1. To measure operational-energy in current housing;
2. To develop ways of reducing housing-use energy and costs on building services and appliances;
3. To review and develop passive design strategies in tropical housing;
4. To measure embodied energy in materials;
5. To develop ways of reducing housing embodied energy and costs;
6. To identify ways of improving rural building materials production in Africa.

Partners:
University of Warwick
Nottingham University in China in Ningbo
Cambridge University, UK.
King Mongkut’s University of Technology Thonburi in Bangkok
National Housing & Building Research Agency in Dar es Salaam

UMU FoBE Staff Team:
Alex Ndibwami, Researcher (Team Leader)
Dr. Mark Olweny, Researcher
Thomas Niwamara, Research Assistant
Achilles Ahimbisibwe, Parttime Research Assistant
PROJECT 7:

Supporting Sub Saharan African Municipalities in Sustainable Energy (SAMSET) - 2013-2017
Co-funded by UK AID from the UK Department for International Development (DFID), the Engineering & Physical Science Research Council (EPSRC) and the Department for Energy & Climate Change (DECC)

“Supporting African Municipalities in Sustainable Energy Transitions” is a project that seeks to develop a knowledge exchange framework for supporting local and national bodies involved in municipal energy planning in the effective transition to sustainable energy use in urban areas. Through close partnering with six cities in three African countries (Ghana, Uganda and South Africa), the project is developing an information base from which to support cities, undertake direct support for cities around strategy development and priority initiatives, and facilitate knowledge exchange and capacity building. Urbanisation rates in Africa are the highest in the world, and in most Sub Saharan countries service delivery is inadequate to keep up with the needs. African populations remain among the poorest in the world, and efforts to achieve the energy-related dimensions of the Millennium Development Goals have in most cases not had significant impact on urban populations. The situation can be summarised as one where much urban energy transformation research does not understand the detailed organisational dynamics and constraints in cities and therefore is often of limited use; where there is a gap between policy and implementation; where capacity within local/national government departments involved in energy and urban development is inadequate in the face of increasing challenges; and where modes of knowledge transfer are not effective in facilitating sustainable energy transitions in cities.

Objectives:

1. Identify the relevance, transferability and adaptation of the existing body of knowledge on sustainable energy transitions to the Sub Saharan African urban situation.
2. Understand the specific and contextual issues involved in effective implementation of policies relevant to energy transitions in the African urban context.
3. Clarify how best to facilitate policy and strategy development and implementation through active engagement and support for six partner cities in three Sub Saharan African countries to enable detailed understanding of the complex set of constraints and dynamics in these cities.
4. To explore knowledge exchange methodologies via inter-city and inter-country network exchanges, specialist inputs and practical lesson exchanges.
5. To develop knowledge exchange methodologies for facilitating more effective interactions between researchers and practitioners to improve implementation of policy objectives at the city level.
6. To disseminate project findings and information beyond the project in Africa and internationally.

Partners:

University College London
Sustainable Energy Africa, Cape Town
University of Ghana
University of Cape Town
University of Sheffield, Gamos Ltd

UMU FoBE Staff Team:
Alex Ndibwami, Researcher (Team Leader)
Dr. Mark Olweny, Researcher
Herbert Candia, Research Assistant
Achilles Ahimbisibwe, Parttime Research Assistant
David Marin, Researcher
Josephine Namukisa, Research Assistant
The Intra ACP Academic Mobility Scheme 2013 – 2018 Ext 2019

The Intra-ACP Programme is a cooperation and mobility programme in the area of Higher Education, implemented by the Education, Audiovisual and Culture Executive Agency (EACEA). This programme builds on the African Union’s Mwalimu Nyerere programme for Africa. The programme aims to increase access to quality education that will encourage and enable ACP students to undertake postgraduate studies, and to promote student retention in the region along with mobility of staff (academic and administrative), while increasing the competitiveness and attractiveness of the institutions themselves. The Intra-ACP academic mobility scheme promotes co-operation between higher education institutions (HEIs) and supports mobility in Africa, the Caribbean and the Pacific (ACP) regions. It includes exchange and mobility at all levels of higher education, including a scholarship scheme. It thus supports mobility for students at master and doctorate levels and staff both academic and administrative.

The Intra-ACP academic mobility scheme seeks to:
1. provide access to higher education for students including those from disadvantaged groups;
2. contribute to the improvement of the quality of higher education through the promotion of internationalization, and harmonization of programmes and curricula within participating institutions;
3. enhance the international cooperation capacity of HEIs in ACP countries;
4. enable students, academics and staff to benefit linguistically, culturally and professionally from the experience gained in the context of mobility to another country;
5. enhance, in the medium-term, the political, cultural, educational and economic links between the participating countries.

Partnering for Health Professional Training in African Universities

The Partnering for Health Professional Training in African Universities (P4PHT) project is an academic mobility project which aims at building capacity of professionals with a view to expand the health workforce size in the target countries and subsequently improve well-being of communities through: improving health and quality of life of the communities through the prevention and treatment of disease; promoting healthy behaviours of the communities through Public Health Education; carry out surveillance and epidemiological studies for informed decision making; promote environmental Health through sensitization programmes; lead and manage health institutions effectively and efficiently; and, promoting research and advocacy for appropriate health policies. The partnership is composed of:
1. University of Ghana, Ghana (Coordinating Institution)
2. Makerere University, Uganda
3. Uganda Martyrs University, Uganda
4. Stellenbosch University, South Africa
5. University of Nairobi, Kenya
6. Moi University, Kenya
7. Eduardo Mondlane University, Mozambique
8. University of Burundi, Burundi
9. University of Juba, South Sudan
10. National University of Lesotho, Lesotho
11. Universite Catholique De Bukavu, Democratic Republic of Congo.

The scheme is an opportunity for Africa HEIs to initiate mutual interaction and build high level professional human-resources capacity for quality training in health education and thus secure quality health services delivery. The training of Masters and PhDs students will enhance the production of vital human resource for the Africa region. Our expectation is to produce high quality graduates who are competent enough to be
employable since there is already large vacuum of highly skilled labour force. With harmonisation of the programmes within the mobility, the graduates are expected to have equal employment and academic opportunities in any of the partner institutions.

The project targets to provide scholarships to eighteen (18) students for doctoral studies, forty three (43) students for Masters Studies and eight (8) staff exchanges among partner institutions.

Categories of Scholarship: Full scholarships for Masters and PhD students who apply and meet the criteria for completion of a Masters or PhD degree at one of the higher education institutions in the partnership. The programmes offered in each of the partner institutions are as below:

<table>
<thead>
<tr>
<th>PROGRAMMES</th>
<th>PARTNER INSTITUTIONS OFFERING PROGRAMME</th>
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<tbody>
<tr>
<td>MSc./M.Phil in Applied Health Social Sciences</td>
<td>UoG MAK UMU SU UoN MU</td>
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<tr>
<td>M.Phil Anatomy</td>
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<tr>
<td>PhD Public Health</td>
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<tr>
<td>PhD Health Sciences</td>
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<tr>
<td>Master of Nursing (Midwifery and Women’s Health)</td>
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<tr>
<td>Masters of Public Health (MPH)</td>
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<tr>
<td>Master of Science in Health Services Management</td>
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<tr>
<td>PhD Medical Microbiology</td>
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<tr>
<td>Masters in Cytopathology</td>
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<tr>
<td>Masters in Microbiology</td>
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<tr>
<td>Masters in Virology</td>
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<tr>
<td>PhD Haematological Pathology</td>
<td></td>
</tr>
<tr>
<td>Masters of Dental Surgery in Paediatric Dentistry</td>
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</tr>
</tbody>
</table>

Information compiled/source:
Project Secretariat:
School of Public Health
University of Ghana, Legon
Website: <www.ug.edu.gh/p4hpt>

Dr. Miisa Nanyingi
Local Project Coordinator
Faculty of Health Sciences

Ms. Mary Stella Apio
Local Project Administrator
Uganda Martyrs University

Master of Science in Health Services Management Fulltime students (P4HPT inclusive); 2016/17 and 2017/18 Intakes.
RESEARCH AND PUBLICATION-RELATED EVENTS
To promote research, publication, and sharing of knowledge (ideas), UMU, through the School of Postgraduate Studies and Research organises a research conference. On January 25, 2016, we held the 8th UMU Annual Research Conference under the theme: .... The Guest Speaker was Prof. A. B. K. Kasozi, a Research Associate at Makerere Institute for Social Research and former Executive Director of National Council for Higher Education.

At this event, three books by UMU staff and the maiden issue of the UMU Research and Publications Newsletter 2015-2016 were launched.

The books launched were:


Motivation cannot be avoided or ignored at any level and in whatever context. Managers use motivation in the workplace to inspire people to work, both individually and in groups, to produce the best results for business in the most efficient and effective manner. It was once assumed that motivation had to be generated from the outside, but it is now understood that each individual has his / her own set of motivating forces. Realistically though it is acknowledged that motivating workers is enigmatic.

This book does not provide specific answers given the complexity and multi-dimensional nature of motivation. Instead it provides performance guidelines and highlights controversial areas to trigger an innovative approach toward managing motivational issues. The broad challenges discussed include failure to understand and identify relevant motivational theories and variables to use; wrong motivation assumptions held by management; failure to balance motivational variables; linkage with other organisation factors; and the effect of chronic diseases on the approach to motivation, motivation strategies used by selected organisations and a ten-point motivation tool kit.

The book blends empirical data collected from twenty-four (24) randomly selected organisations and views of 396 respondents with theories. This blend acts as a basis for advancing a balanced argument on the motivational dilemma and the possible options of handling it in form of a motivational rhombus and toolkit.

ISBN: 978-9970-09-004-4

This book focuses on the role language plays in the education of girls in Uganda’s primary education. It provides a historical and theoretical background to genders socialization education and language. It further discusses the theories and policies of Language and gender in education. The study brings to light the impact of language use on the girls’ life in school. It shows that the nature of language and how it is used can be a roadblock to girls’ attainment of education. This is because language has symbolic power which influences interaction. Evidence from the girls and other stakeholders show how girls have dropped out of school as a result of the way language is used at school and its surroundings. The author recommends a supportive environment for girls’ education while paying special attention to the language policy in Uganda’s education system, a review of the study materials (especially those that are pictorial) used in children’s academic textbooks to portray gender balance, and training teachers in communication skills as a measure to retain girls in school.


ISBN: 978-9970-09-004-4

The overarching goal of this book is to increase our understanding of how marriage impacts the fight against women’s inequality and HIV/AIDS, and how the HIV/AIDS and gender equality discourse is taken up by married teachers in Uganda. Teachers act as role models and spearhead the HIV/AIDS and gender equality campaigns in schools and therefore their positioning impacts how they convey the content to young people. The assumption is that the current HIV/AIDS infection trends and subsequent reports on women’s vulnerability within the marriage, has direct impact on the education of young people on these issues. This book explores the teachers’ lived experiences touching on issues of their conceptions of gender equality, domestic violence, and the applicability of HIV/AIDS and gender equality knowledge in real life situations like marriage. Scholars and educators will find this book full of rich narrative on teachers, their lives, and practice.
The VC launches the Research and Publications Newsletter

The VC congratulates Sr Dr Speranza Namusisi upon her publication. She has since been promoted to the rank of Associate Professor together with Dr Mark Olweny.

The VC congratulates Assoc. Prof. Harriet Mutonyi upon her publication.
The 1st ICAfrica Regional Research and Publication Training Workshop

Uganda Martyrs University was privileged to host a regional research and publication training workshop (24-26 October 2017). The training was organised by the International Communication Association – Africa (ICAfrica) with support from the International Communication Association (ICA) and Uganda Martyrs University.

The training brought together participants from over 41 different universities from Africa, USA, and Canada. The team of facilitators included over 20 widely experienced professors, seasoned researchers, and renown journal editors from different parts of the world. These provided hands-on mentorship to mentees, who were mainly early career scholars and students, in working on their extended abstracts and papers for publication.

Testimonies from participants indicate that the exercise was widely beneficial, and it is hoped that the acquired skills will contribute to improving research output for the participants and perhaps their institutions.

A day before the three-day event at Imperial Botanical Beach Hotel – Entebbe, the team of ICA officials and mentors paid a courtesy visit to the Vice Chancellor at the Main Campus (Nkozi). Here UMU staff had an opportunity of interacting with them at an afternoon meeting where Prof. Mike Kuria, Deputy Executive Secretary of the Inter-University Council for East Africa (IUCEA), made a presentation about the state of research and publication in East Africa.
The first African Institute on Peace and Justice Studies Program Development within the Catholic Social Tradition was hosted and co-sponsored by UMU at Imperial Botanical Beach Hotel from 7-9th November 2017. The institute attracted 59 participants from 27 institutions from 17 countries. The conference was in response to the recommendations developed at the conference of the Catholic Episcopate of the Great Lakes region for Peace and Reconciliation, held in Burundi in 2010, and the Proposal for Research in Education for Peace, approved by the General Assembly of the Association of Catholic Universities and Higher Institutes of Africa and Madagascar in 2014. One of the resolutions from the Final Declaration called for initiatives to promote synergy between the Institutions and the Catholic Church in the region by way of a close collaboration between the universities, research centres, justice and peace commissions, various levels of Caritas and social communications services.

The November 2017 Institute was therefore necessary for the following among other primary purposes: To review and strengthen existing peace studies programs and develop new programs through exchange of views and experiences between the institutions in relationship with the Social Teaching of the Church; To contribute to mainstreaming peace studies within the wider university and integrating peace studies concepts across the curriculum; To explore possibilities of collaboration between universities and institutes of higher learning in the field of research, student faculty exchanges and improving access to academic resources through virtual libraries and other methods; and to explore how these academic programs can learn from and contribute to the peace and justice work of the wider Catholic community and the wider society.

This institute has now started long-term efforts to strengthen existing programs for peace studies and support the development of new ones through supporting mechanisms for multiyear follow-up, including training lecturers and aiding curriculum development.

It is co-sponsored by the Association of Catholic Universities and Higher Institutes of Africa and Madagascar, the Centre for Social Justice and Ethics at the Catholic University of Eastern Africa, Hekima Institute of Peace Studies and International Relations, the Catholic Peacebuilding Network, Catholic Relief Services, Misereor, the Kroc Institute for International Peace Studies of the Keough School of Global Affairs at the University of Notre Dame, the Institut für Theologie und Frieden, the Berkley Center for Religion, Peace, and World Affairs at Georgetown University, and the Joan B. Kroc School of Peace Studies at the University of San Diego.
In 2004 Uganda Martyrs University together with Mekelle University and the Swedish University of Agricultural Sciences (SLU) with the support of Sida started academic programmes in the area of Agro-ecology. Hundreds of agriculturists and farmers have benefitted from these programmes in countries of the three partner Universities. At Uganda Martyrs University alone about 10-20 students have been graduating with Masters Degree in Agro-ecology since 2008. In 2013 Agro-ecology stakeholders from different continents gathered at Malmo to plan for a PhD in Agro-ecology Degree programme. This was agreed upon by all delegates; however it was met with the challenge of funding. In the following year s at least two students undertook their PhD studies in Agro-ecology under the supervision of Prof. Andrew Charles Francis, Nebraska University, USA and Norwegian University (NMBU), Norway. In addition to Msc in Agro-ecology students’ research, other researches have been implemented by stakeholders. An example is the PhD research by Ms Stella Namanji in Ssese Islands, Kalangala District. This research has opened up a deeper understanding of the complexity of sustaining natural forest biodiversity as guided by the Environment Policy. Sse Island is such beautiful scenery worth being experienced by every nature loving soul. The Island is facing rapid agrarian transformation from a natural forests dominated ecosystem to mono-crop plantation agriculture. This transition is an attraction for researchers and naturalists.

It is with this background that the Tropical Agro-ecosystems Conference, 2017 was convened by Uganda Martyrs University, from the 13th to 16th December 2017, Kalangala District Headquarters, Ssse Islands. The theme was: ‘Re-focusing on the Agro-ecosystem is key to mitigating Climate Change, ensuring health, food and nutrition security as well as achieving Sustainable Development’

Convening this conference in Ssese Islands was intended to expose stakeholders to a changing agrarian ecosystem which is a rare experience in many developing and developed countries. The conference is likely to open up Ssese Island to much more research interest as a case of a transforming tropical ecosystem in form of research partnerships between stakeholders. Outputs of such researches shall contribute to Ssese Island’s sustainability and achievement of SDGs by 2030.
DIALOUGE1: The Age limit debate: The bumpy road to 2021.
Took place on 21st June 2017, at the Main Campus, Nkozi.

The dialogue provided an opportunity for staff and students to converse on the then ongoing debate on whether or not to amend Article 102 (b) of the 1995 Uganda Constitution to remove age limits: The Article states:

102 Qualifications of the president
A person is not qualified for election as president unless that person is:
  a) a citizen of Uganda by birth;
  b) not less than thirty-five years and not more than seventy-five years of age; and
  c) a person qualified to be a member of Parliament

The main presenter was Dr Busingye Kabumba, a constitutional lawyer from Makerere University Law School. The discussants included: Amb. Herbert Samuel Baligidde, Former Diplomat, currently a Lecturer at UMU, Lubaga Campus; Dr. Jimmy Spire Ssentongo, Associate Dean, Research and Publication, School of Postgraduate studies and Research, UMU; Mr. Eric Sakwa, Resident District Commissioner, Kumi district.
The public dialogue was organised by the School of Postgraduate Studies and Research (Uganda Martyrs University) in conjunction with Friedrich Ebert Stiftung (FES).

Most African countries are about four decades in the practice of electoral democracy. This has been a considerably positive step in the move away from single party governance systems and outright autocracies. Periodic elections are one of the key cornerstones of democracy, especially as a channel through which peoples determine who to lead them, how, and to what end. As such, every country that makes a claim to the practice of democracy will factor the electoral element into their system.

Whereas it is laudable that most African countries organise regular elections, there is also widespread concern on their performance. It has been observed by scholars, election observers, and electorates that many of these elections are performed as periodic rituals devoid of level ground, transparency, and genuine choice. Quite often, chances of dislodging incumbents are very slim, especially because ruling parties get fused with state organs. Whereas these scenarios are not unique to Africa, the African context has been particularly paradoxical.

Questions have been accordingly raised as to whether democracy fits the African context and, if so, which democracy? How does Africa get out of facades of democracy whose performance breeds corruption, wastefulness, divisions, conflict, and thereby impeding development? It is these questions that the dialogue focused on.

The panellists included Hon. Salaam Proscovia Musumba (former MP and Chairperson of Kamuli District Local Government), Ms Mary Mutesi (NRM mobiliser), and Dr Denis Musinguzi (UMU).

**DIALOGUE 2: What ways for electoral democracy in Africa? Challenges and Prospects.** Took place on 6th October 2017, at Rubaga Campus
The importance of travel and the use of narratives are emphasised on the course ENDS 2361 Field Experience I in the Faculty of the Built Environment (FoBE) of Uganda Martyrs University. The Faculty acknowledges that learning from existing (un)built environments is particularly important in the formation of built environment professionals. Also important is the role of experiencing different cultures and ways of life (as distinct from architectural objects) as part of the appreciation of the development of (un) built environments (Uganda Martyrs University, Faculty of the Built Environment student handbook and outline of courses 2016 – 2017, pp.46).

Students on this annual travel course are required to keep track of their engagement in a design journal by registering their accounts through photography and sketching; uploading accounts of these to Instagram and Wordpress; writing individual reports and; hosting an exhibition.

The images shown were a culmination of the travels encapsulated in an exhibition at the faculty. On this particular day we were privileged to host the Belgian ambassador and a team from the Belgian Technical Cooperation (BTC) who had travelled all the way to handover Architecture books worth UGX4,000,000 which FoBE students won in a competition of designing student accommodation in the NTC Muni under the course Sustainable Built Environments.
# List of UMU Publications

## Mtafiti Mwafrika (African Researcher) Monograph Series

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Year</th>
<th>Price (Ug. Shs)</th>
</tr>
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<tbody>
<tr>
<td>Solome Najjuka</td>
<td>Creaducation: A Focus on Dynamic Education for Development in Uganda</td>
<td>2017</td>
<td>10,000</td>
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<tr>
<td>Joseph Kisekka</td>
<td>A Return to the Past: Three views of nation building in Uganda</td>
<td>2012</td>
<td>5,000</td>
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<tr>
<td>Tabitha Naisiko, Godfrey Netondo, Lucy Maina and Fuchaka Wasswa</td>
<td>Corporate Social Responsibility approaches in enhancing environmental quality and community well-being in Busoga: The case of Kakira Sugar Works Limited.</td>
<td>2012</td>
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<tr>
<td>Maximiano Ngabirano</td>
<td>Typology of victimhood: The concept of justice between the biblical conflict of Cain-Abel and the Great Lakes Conflict of Hutu-Tutsi</td>
<td>2008</td>
<td>5,000</td>
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<tr>
<td>Remigius Munyonyo</td>
<td>Village reflections and dialogue on gender and HIV/AIDS using human rights based and visionary approaches to development in a Ugandan context</td>
<td>2007</td>
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<tr>
<td>Stephen Agaba</td>
<td>Participatory justice: An overview of Gacaca Courts in Rwanda</td>
<td>2016</td>
<td>5,000</td>
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<td>S.M Najjuma and Diana T. Kyarugahe</td>
<td>Studying and parenting: Experiences of student mothers in Ugandan Universities</td>
<td>2006</td>
<td>5,000</td>
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<tr>
<td>Jane Osongo</td>
<td>Patriarchy and the subordination of women among the Abasugi of Western Kenya</td>
<td>2005</td>
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<tr>
<td>Peter Kanyandago and Levis Mugumya (eds.)</td>
<td>Celebrating 10 years of academic excellence (Mtafiti Mwafrika Special Edition)</td>
<td>2005</td>
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<tr>
<td>Tabitha Naisiko</td>
<td>Traditional African Religions (TARs): On HIV/AIDS, health and morality in Africa</td>
<td>2005</td>
<td>5,000</td>
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<td>Sperenza Namusisi</td>
<td>Interdisciplinarity in Uganda’s education system</td>
<td>2005</td>
<td>5,000</td>
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<tr>
<td>Emmanuel Katongole</td>
<td>Where is Idi Amin? On violence, ethics and social memory in Africa</td>
<td>2004</td>
<td>5,000</td>
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<tr>
<td>Remigius Munyonyo</td>
<td>An evaluation of Uganda’s plan for Modernization of Agriculture (PMA) using the right to adequate food (RAF) and sustainable co-existence (SCE) approaches</td>
<td>2004</td>
<td>5,000</td>
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<tr>
<td>Maximiano Ngabirano</td>
<td>Grand narratives of the Great lakes region of Africa and their contribution to current conflicts</td>
<td>2003</td>
<td>5,000</td>
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<tr>
<td>Remigius Munyonyo</td>
<td>Sustainable development in the dock: A need for sustainable co-existence in Africa</td>
<td>2002</td>
<td>5,000</td>
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<tr>
<td>Prisca Kobusingye</td>
<td>African dual career couples: Problems and challenges of the modern business environment</td>
<td>2001</td>
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<td>Author(s)</td>
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<td>Maximiano Ngabirano</td>
<td>Conflict and Peace Building: Theological and Ethical Foundations of a Political Reconstruction of the Great Lakes Region in Africa</td>
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<td>Adrian Sibo</td>
<td>Establishment of Uganda Martyrs University</td>
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<td>Maximiano Ngabirano, Elizabeth Asiimwe, Esibo Omaada (eds.)</td>
<td>Decentralization and Efficient Service Delivery in Local Governments</td>
<td>2012</td>
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<td>Jimmy Spire Ssentongo</td>
<td>Inquiry into a Withering Heritage: The Relevance of Traditional Baganda Approaches to Sustainable Environmental Conversation</td>
<td>2012</td>
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<td>Michel Lejeune</td>
<td>Uganda Martyrs University: From Humble Beginnings to a Fully-Fledged University</td>
<td>2014</td>
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<td>Veneranda Mbabazi</td>
<td>Females' Style of Leadership in Organisations and Church Institutions: Challenges and Opportunities</td>
<td>2014</td>
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<td>Maurice Mukokoma</td>
<td>The Motivation Dilemma: A Case of Uganda (Second Edition)</td>
<td>2016</td>
<td>20,000</td>
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<td>Speranza Namusisi</td>
<td>Language and Girl Child Education in Uganda: The Socio-Cultural Perspective</td>
<td>2016</td>
<td>20,000</td>
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<tr>
<td>Harriet Mutonyi</td>
<td>Gender Equality, HIV/AIDS and Marriage: Perspectives Based on Teachers' Lived Experiences</td>
<td>2016</td>
<td>20,000</td>
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<tr>
<td>Bendicto Kabiito and Margaret Angucia</td>
<td>Remembrance, Reconciliation, and Community Reintegration: Living the Healing Of War Memories In Northern Uganda.</td>
<td>2017</td>
<td>20,000</td>
</tr>
</tbody>
</table>
JANUARY INTAKE

1) POSTGRADUATE

Master of Architecture (Professional) (FT) - Nkozi
Master of Arts in Bioethics (NEW) (FT & PT) - Nkozi/Rubaga
Master of Education (PT) - Masaka
Master of Public Health with specialization in: Health Promotion; Population and Reproductive Health (FT) - Nkozi
Master of Science in Health Services Management (FT) - Nkozi
Master of Science in Monitoring and Evaluation (FT & PT) - Nkozi/Rubaga
Postgraduate Diploma in Teaching and Learning in Higher Education (DL) - Nkozi

2) UNDERGRADUATE

Bachelor of Business Administration and Management - Kabale
Bachelor of Ethics and Development Studies - Nkozi/Rubaga/Masaka/Kabale/Fort Portal
Bachelor of Public Administration and Management (NEW) - Nkozi/Rubaga/Masaka/Kabale/Fort Portal
Bachelor of Science Accounting and Finance (Eve) - 3 yrs
Rubaga
Bachelor of Science in Information Technology - Kabale/Fort Portal
Bachelor of Science with Education (Secondary) - Nkozi
Bachelor of Social Development and Counselling - Rubaga/Masaka/Fort Portal
Bachelor of Social Work and Social Administration (NEW - SWASA) - Nkozi/Rubaga/Masaka/Kabale/Fort Portal
Bachelor of Arts in Counselling Psychology - Fort Portal
Bachelor of Arts in Microfinance and Community Development (DL) - Nkozi
Bachelor of Arts in Microfinance and Community Development (NEW) (Eve) - Rubaga
Diploma in: Business Administration & Management
Computer Science & Information Technology, Health Promotion & Education, and Records & Information Management - Kabale
Diploma in Clinical Mentoring - Nsambya
Diploma in Microfinance (DL) - Nkozi
Certificate in: Agriculture, Information Technology, Library & Information Science (FT) - Kabale
Certificate in: Library & Information Science, Medical Records Management, Records Management, Secretarial Studies & Office Management - Kabale

AUGUST INTAKE

A: DOCTORATES

Doctor of Philosophy in selected fields (PT) - 4 yrs
Doctor of Philosophy in Governance, Peace and Development* (FT) - 4 yrs
Doctor of Philosophy in Agro-ecology and Food Systems (NEW) (FT & Evel) - 4 yrs

B: MASTERS’ DEGREE

Master of Environmental Peace and Security (FT & Evel) - 2 yrs
Master of Refugee and Migration Studies (PT) - 2 yrs
Master of Architecture (Professional) (FT) - 2 yrs
Master of Arts in Human Rights (PT) - 2 yrs
Master of Arts in Development Studies (FT & PT) - 2 yrs
Master of Arts in Diplomacy and International Studies (PT) - 2 yrs
Master of Arts in Education and Development (FT)-2yrs
Master of Arts in International Trade, Policy and Law (PT) - 2 yrs
Master of Arts in Sustainable Peace and Conflict Management (FT & PT) - 2 yrs
Master of Business Administration (FT & PT) - 2 yrs
Ed-Impeach Master of Business Administration (Social Entrepreneurship) (PT) - 2 yrs
Master of Education (FT & PT) - 2 yrs
Master of Business in Emergency Medicine (FT) - 2 yrs
Master of Science in Internal Medicine (FT) - 3 yrs
Master of Medicine in Obstetrics and Gynaecology (FT) - 3 yrs
Master of Medicine in Paediatrics and Child Health (FT) - 3 yrs
Master of Medicine in General Surgery (FT) - 3 yrs
Master of Public Health with specialization in: Health Promotion; Population and Reproductive Health (FT & PT) - 2 yrs
Master of Philosophy in selected fields (PT) - 2 yrs
Master of Research and Public Policy (PT) - 2 yrs
Master of Science in Agro-Ecology (PT) - 2 yrs
Master of Science in Development Economics (FT & PT) - 2 yrs
Master of Science in Health Services Management (FT) - 2 yrs
Master of Science in ICT Management, Policy and Architectural Design (PT) - 2 yrs
Master of Science in Information Systems (PT) - 2 yrs
Master of Science in Monitoring and Evaluation (FT & PT) - 2 yrs

C: POSTGRADUATE DIPLOMAS

Postgraduate Diploma in International Trade, Policy and Law (PT) - 1 yrs
Postgraduate Diploma in Refugee and Migration Studies (PT) - 1 yr
Postgraduate Certificate in Monitoring and Evaluation (NEW) (PT) - 4 months

D: BACHELORS’ DEGREE

Bachelor of Agriculture (FT) - 3 yrs
Bachelor of Arts in English Language and Literature (Secondary) (FT) - 3 yrs
Bachelor of Arts in Ethics and Development Studies (FT & Evel)
Bachelor of Arts in Microfinance and Community Development (NEW) (FT & Evel) - 3 yrs
Bachelor of Arts with Education (Secondary) (NEW) (FT) - 3 yrs
Bachelor of Business Administration and Management (FT & Evel) - 3 yrs
Bachelor of Environmental Design (FT) - 3 yrs
Bachelor of Environmental Design (FT) - 3 yrs
Bachelor of Public Health and Health Promotion (FT) - 2 yrs
Bachelor of Science in Accounting and Finance (FT & Evel) - 1 yr & 3 yrs
Bachelor of Science in Business Economics (FT) - 3 yrs
Bachelor of Science in Business Administration and Management (NEW) (FT & Evel) - 3 yrs
Bachelor of Science in Finance Mathematics (FT) - 3 yrs
Bachelor of Science in Information Technology (FT & Evel) - 3 yrs
Bachelor of Science with Education (Secondary) (NEW) (FT) - 3 yrs
Bachelor of Science with specialisation in: Economics and Statistics Statistics and Computer Science; Economics and Mathematics; Mathematics and Computer Science: Economics and Computer Science; Mathematics and Statistics (FT) - 3 yrs
Bachelor of Social Development and Counseling (FT & Evel) - 3 yrs

E: DIPLOMAS

Advanced Diploma in Environmental Design (FT) - 2 yrs
Advanced Diploma in Health Promotion and Education (FT) - 1 yr
Advanced Diploma in Health Services Management (FT) - 1 yr
Diploma in Business Administration and Management (FT) - 2 yrs
Diploma in Clinical Mentoring (PT) - 2 yrs
Diploma in Computer Science and Information Technology (FT & PT) - 2 yrs
Diploma in Health Promotion and Education (PT) - 2 yrs
Diploma in Records and Information Management (FT) - 2 yrs
Diploma in Solar Energy (NEW) (FT) - 2 yrs

F: CERTIFICATES

Certificate in Agriculture (selected fields: Agriculture, Poultry, Bee Keeping, Horticulture among others) (FT & PT) - 2 yrs
Certificate in Business Administration and Management (FT) - 1 yr
Certificate in Brick/Block Laying and Concrete Practice (FT) - 2 yrs
Certificate in Carpentry and Joinery (FT) - 2 yrs
Certificate in Communication Skills and English Proficiency (FT) - 1 yr
Certificate in Electrical Installation (FT) - 2 yrs
Certificate in Health Promotion and Education (PT) - 1 yr
Certificate in Health Services Management (PT) - 1 yr
Certificate in Information Technology (FT & PT) - 1 yr
Certificate in Laboratory Technology (for Secondary Schools) (FT) - 1 yr
Certificate in Library and Information Science (FT & PT) - 1 yr
Certificate in Medical Records Management (FT) - 1 yr
Certificate in Secretarial Studies and Office Management (FT) - 1 yr

DISTANCE LEARNING PROGRAMMES

MASTERS’ DEGREE

Master of Arts in Development Studies with specialization in: NGO Management; Development; Microfinance; Education (DL) - 3 yrs
Master of Arts in Local Governance and Human Rights (DL) - 3 yrs

POSTGRADUATE DIPLOMAS

Postgraduate Diploma in Teaching and Learning in Higher Education (DL) - 2 yrs

BACHELORS’ DEGREE

Bachelor of Arts in Democracy and Development Studies (DL) - 4 yrs
Bachelor of Arts in Local Governance and Human Rights (DL) - 4 yrs
Bachelor of Arts in Microfinance and Community Development (DL) - 4 yrs
Bachelor of Education (Primary) (DL & Evel) - 3 yrs
Bachelor of Education English Language and Literature (Secondary) (DL) - 3 yrs
Bachelor of Science in Agriculture (General) (DL) - 4 yrs
Bachelor of Science in Organic Agriculture (DL) - 4 yrs

DIPLOMAS

Diploma in Democracy and Development Studies (DL) - 2 yrs
Diploma in Education (Primary) (DL) - 3 yrs
Diploma in Local Governance and Human Rights (DL) - 2 yrs
Diploma in Microfinance (DL) - 2 yrs

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