



Sustainable Development Goal (SDG) 4

Quality Education and Online Learning

By

Sarah Nakaziba- Aga Khan University

Sylvia M. Munafu- Makerere University, Library

Lois N. Mutibwa- Makerere University, EASLIS

Norah Nampomba- Kyambogo University

UP Carnegie Conference, Pretoria, South Africa

Outline

- Background to SDG 4
- SDG 4 Targets
- Review of Progress
- Quality education initiatives in Uganda
- Online learning initiatives in Uganda
- Quality education initiatives at Aga Khan University (AKU)
- Library's role in online learning- Makerere University Library
- Future of online learning in Uganda- Makerere-EASLIS
- Library's role in online learning- Kyambogo University
- Conclusion

Introduction to SDG 4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”



“...It affirms that education, a fundamental human right, is the key to global peace and sustainable development”

SDG 4 Targets



Expected outcomes

- 4.1. Universal primary & secondary education
- 4.2. Early childhood and pre-primary education
- 4.3. Equal access to technical/vocational & higher education
- 4.4. Relevant skills for decent work
- 4.5. Gender equality and inclusion
- 4.6. Universal youth literacy
- 4.7. Education for sustainable development & global citizenship

Means of implementation

- 4.a. Effective learning environment
- 4.b. Scholarships
- 4.c. Teachers and educators

Review of Progress



Global Education Report

- 91% primary education enrollment
- 750 million illiterate youth and adults-2/3 women
- 262 million children out of school
- 58% adolescents and children unable to read & do basic mathematics
- 50% pre-school age children not in school
- 1/2 youth complete secondary education

despite some global progress, the literacy and numeracy levels still low especially in DC; rural schools lack infrastructure, scholarships have remained at the same levels

Refocus efforts...
there is need to harness
ICTs and online learning
modalities to achieve the
vision of equitable,
inclusive education and
lifelong learning

Online Learning For Quality Education



Online Learning is an instructional environment supported by the internet and it can be fully online or blended with face to face interaction

Importance

- Learners acquire knowledge at their own pace and in any place
- Education is more affordable
- Sharing high-quality lessons prepared by experts.
- Connecting learners from remote and inaccessible schools

Application of SDG 4: The case for Uganda

By

Sarah Nakaziba
Aga Khan University

Content

- Uganda Quality Education Initiatives
- Challenges and way forward
- Aga Khan University
- Conclusion

Quality Education Initiatives

Uganda

- Directorate of Educational Standards (DES)-
Assessing quality of education
- National Council for Higher Education (NCHE)
- Universal Primary and Secondary education (UPE & USE)
- Teacher Management Information System (TMIS)
- Teacher Development and Management System (TDMS)

Quality Education Initiatives Con't

ICT policy-Integrate
ICT in teaching and
learning

Long distance
teachers education
teachers

Institutions of
Higher learning
have implemented
online learning

National Strategy
for Girls Education-
Gender equity and
equality

Higher education
students loan
scheme

Challenges of Education in Uganda



- Low teacher motivation-absenteeism
- Few institutions of higher learning
- Drastic increase in the enrollment-classroom congestion
- Limited learning resources
- Poor teacher-to-student ratio

Way Forward



- Promote online learning and increase government ICT support
- Government should increase support for the private institutions
- Increase the Education budget



Aga Khan University (AKU) SDG 4 initiatives

- Access-Blended learning
- Scholarships (Johnson & Johnson, First Lady initiative, student exchange programme)
- Quality-Invested in infrastructure (library, classrooms, internet)



AKU' SDG 4 initiatives cont..



- Qualified faculty: teaching qualification, licensed by MoES, active professional practice, postgraduate facilitation.
- Early childhood programme: Madarasa



AKU Library

It gives support to students, faculty, staff and AKU alumni in their study, teaching and research needs

- Online spaces eg. IR (ecommons), libguides, intranet, VPN)
- Annual acquisition of both print and electronic reading resources
- Information Literacy
- Social media
- Conducive reading environment

THANK
YOU!



THE LIBRARY'S ROLE IN ONLINE LEARNING AT MAKERERE UNIVERSITY

By Sylvia Martha Munafu
(Academic Librarian – Mak)

*UP Carnegie Conference, 24th - 30th March 2019
Pretoria, South Africa*

OUTLINE

- Introduction and background
- Role of libraries in online learning
- MakLib services for online learners
- Recommendations
- Acknowledgement



INTRODUCTION AND BACKGROUND

Makerere University - Established in 1922

Oldest and most prestigious University in Africa

Mission - To provide **innovative teaching, learning, research and services** responsive to National and Global needs

Makerere University learning platform – MUELE

Supports & enables learning in a Virtual environment

MOOCs by Makerere University - (discussions are ongoing by CEES



INTRODUCTION.....

Libraries are important partners in online learning

Experience of many Coursera and edX institutions is that libraries are important

Support remote library users_ give them the same opportunities as user on campus

Makerere University Library (MAKLIB) – supports the study, teaching and research needs

(Muele, 2019; Mulib, 2019; Gwamba, 2016; Okumu, 2014)



ROLE OF LIBRARIES IN ONLINE LEARNING

- Ensure and provide equivalent access, skills, awareness and knowledge
- Libraries - acquire, organise, disseminate and retrieve information
- Provide instruction in information & digital literacy
- Subscription to relevant electronic resources
- Provide remote access to library resources
- Reference services - Interact with patrons & faculty



(Bawack, 2018; Barnes, 2013; Leonard & Morasch, 2012)

MAKLIB SERVICES FOR ONLINE USERS

- Library website <https://mulib.mak.ac.ug/>
- Online Public Access Catalogue (OPAC)
- Institutional Repository (MakIR)
- Databases (E-journals, E-books)
- Links to Open Access materials
- Remote Access (EzProxy)
- Document Delivery Services (via email)
- Digital literacy training
- Ask A Librarian chat
- Social media (Facebook, Twitter etc)
- ICT facilities (Incl. for people with disabilities)
- Discovery tool (Kiox/Libhub)



RECOMMENDATIONS TO MAKLIB

Improve collaboration between faculty and librarians

Upload Virtual library tours for user orientation online

Embrace the embedded librarian concept (Provide embedded library services)

Market & Promote mobile library services (e.g. mobile opac)

Institutional visits and collaboration - benchmarking

Continuous Training for library staff and patrons (digital literacy)





Kyambogo University Library's role in online student learning: A fundamental response to IFLA trend 2 and SDG4-Quality Education.

Norah Nampomba
Kyambogo University
2019

Outline

- ▶ Introduction
- ▶ Kyambogo University Library's Role
- ▶ Implementation
- ▶ Challenges
- ▶ Conclusion
- ▶ Recommendation

Introduction

- ▶ Online Education is interactive learning in which the learning content is available online, and provides automatic feed back to the students(Narayanan, 2016).
- ▶ It covers
 - ▶ Computer based learning
 - ▶ interactive televisions
 - ▶ audio,
 - ▶ virtual classrooms.



Quality education

- ▶ According to Yang (2010) "Quality education is multi-dimensional education, aiming at cultivating students' creative spirits and achieving students' all-around development in morals, intelligence, physical, and aesthetics.
- ▶ Libraries play an important role in improving people's live hoods through :
 - ▶ Availing information in different formats on various platforms
 - ▶ Mission of libraries and information agencies to provide access to quality and accurate information.

Online Education in Uganda as a target for achieving the SDGs 4

- ▶ Uganda has developed policies to improve on the service delivery of its social, economic and political activities.
- ▶ The integration of Information communication technology
- ▶ Universities in Uganda that embraced online learning
- ▶ Kyambogo University- ODEL, MUK- MUELE

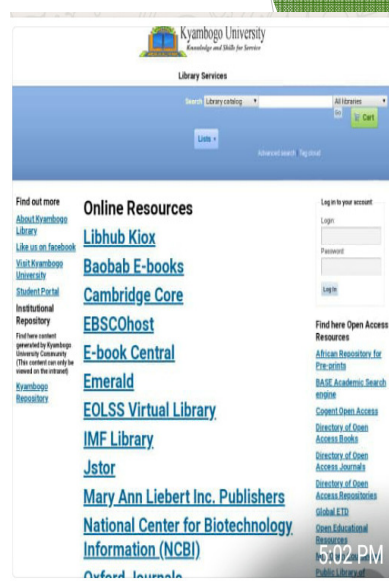


Kyambogo University Library Services in promotion and attainment of quality education and online learning

- ▶ Library user education
- ▶ Digitizing its content
- ▶ ICT equipment and technologies
- ▶ Assistive technologies
- ▶ Building and improving on its Institutional Repository
- ▶ E-resources
- ▶ Professional library staff
- ▶ Training of Library staff

Implementation

- ▶ Established the Digitization unit
- ▶ Set up an institutional repository
- ▶ Koha (OPAC)
- ▶ Link on the university website
- ▶ ICT/ multimedia centre
- ▶ CPD for Library staff
- ▶ Marketing of e-resources in faculties
- ▶ Information/ ICT Literacy



Challenges

- ▶ Insufficient funds
- ▶ Centralized administration system
- ▶ Bandwidth and networking

Conclusion

- ▶ Online education is a flexible learning strategy that should be employed in both traditional based learning and distances learning
- ▶ It gives room for evidence based learning through use of different multimedia resources and also open debate and discussion on a particular subject for sound decision judgment in order to able to meet the IFLA Trends and achieve the SDGs
- ▶ This is possible only if there is:
 - ▶ improved ICT infrastructure
 - ▶ internet connectivity
 - ▶ provision of open source,
 - ▶ Access to information,
 - ▶ partnership by the different institutions or organizations
 - ▶ Providing and equipping an all-inclusive libraries worldwide for easy access to information.

Recommendation

- ▶ Continuous training of library staff
- ▶ Improved ICT infrastructure
- ▶ Integration of information/ ICT literacy in the university curriculum
- ▶ Subscription to more online resources

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Thank you for listening



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The Future of Online LIS Education in Uganda: The case for EASLIS



Lois M. Nankya
EASLIS, Makerere University
March 2019



Introduction

- Online Education is where network technologies such as the Internet are used to make connections among students, teachers, and educational materials (Muirhead (2014).
- **Methodology:** Interviews & Questionnaire.

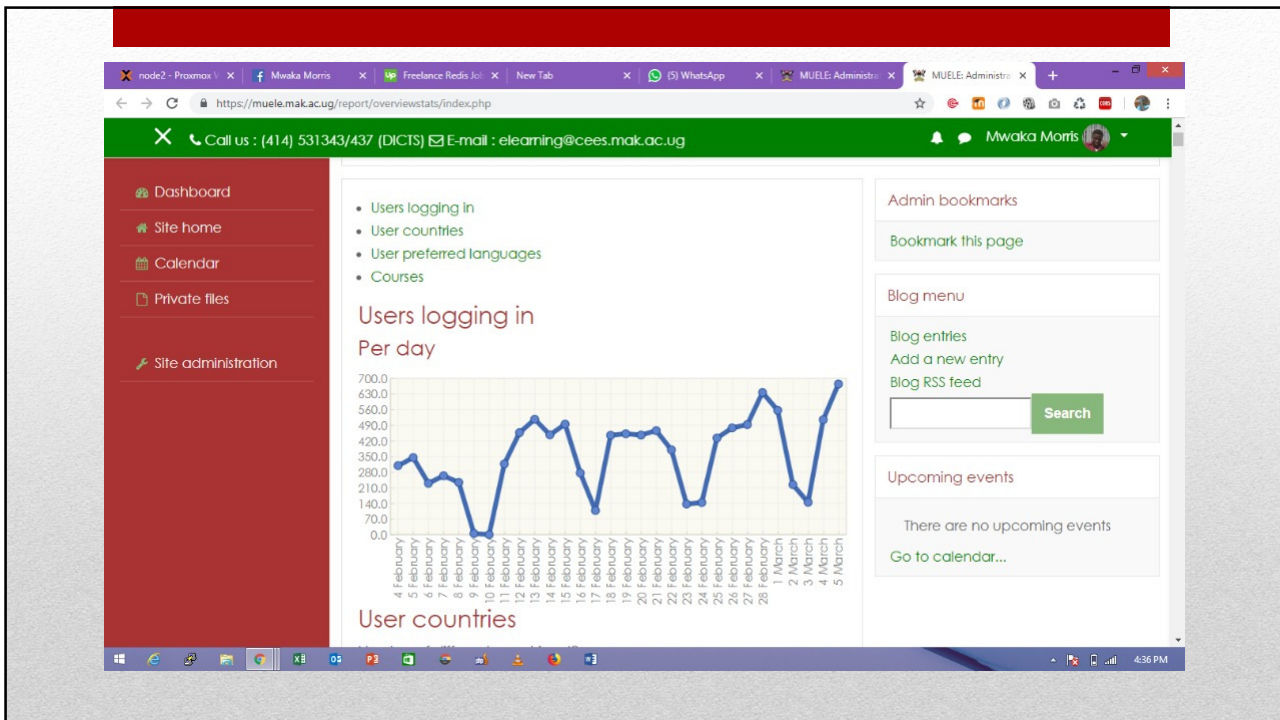


E- Learning at EASLIS

- Makerere University (out of 9 public universities)
- Seven colleges, with COCIS having 2 schools, EASLIS & SCIT.
- EAST AFRICAN SCHOOL OF LIBRARY & INFORMATION SCIENCE
- EASLIS - 1,300 students, 20 fulltime staff, 12 part-time staff.
- E-Learning platform: MOODLE (MUELE)
- Blended Learning
- E-Learning Department, under CEES (College of Education and External Studies).
- 12/32 use the platform.



www.muele.mak.ac.ug



Other Tools

- Mobile Technologies & Social media like YouTube, whatsapp, google docs, Google forms, google drive, Facebook, google groups
- Emails/mailling list
- Zotero
- Mobile app - muele



Why its not utilised

- Some of the staff do not use MUELE but instead use other tools.
- Many don't use any of the tools because of:
 - Students do not get accounts in time.
 - Lack of time
 - Lack of Equipment
 - Lack of training
 - Delays in student registration



Way Forward

- Training
- Mandatory use of MUELE in teaching
- Improvement in Internet bandwidth.
- Purchase of equipment.



