

*COURSE REVIEW WORKSHOP for Diploma on Gender and Local Economic Development*

*HARNESSING CAPACITY FOR GLED COURSE DELIVERY: A Workshop for SWGS and key stakeholders to Review the status and discuss strategy for the future*

Proposed Date of workshop: June 15, 2015 8.30 a.m.

Proposed venue: Metropole Hotel, Kampala

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**Introduction**

Since 2010, the School of Women and Gender Studies has been running a Post graduate Diploma in Gender and Local Economic Development (GLED) as a course that is fully incorporated in the Makerere University teaching programmes. The course has been implemented with the assistance of a number of institutions like: the Ministry of Gender, Labour and Social Development; the Ministry of Local Government; Ministry of Finance, Planning and Economic Development; National Gender Resource Team; UN Women; UN Joint Programme on Gender Equality; and UNCDF.

After four years of implementation, we note a number of assessments being conducted to evaluate the programme. Assessments were conducted at different points: UNCDF, 2013, Ministry of Local Government, May 2014; the SWGS on-going. They are based on training and practice in skills and knowledge that were imparted during the course.

As part of the process to enhance the course, the school has put in place a GLED taskforce comprised of the Dean, Dr. May Sengendo (current Coordinator), Dr. Florence Muhanguzi and Dr. Tabitha Mulyampiti. As part of the key tasks, the taskforce has held consultations with stakeholders such as Ministry of Local Government, Ministry of Gender labour and Social Development and UN Women.

Feedback from the key stakeholders has pointed to the need for the SWGS to take stock of the successes so far and how to further leverage the potential of GLED as one of the flagship programmes at the school.

**Emerging issues:**

1. Need to examine the school's readiness to take on the next phase of implementation. Internal also refers to the stakeholders mentioned in the programme write-up e.g. the MGLSD, MoLG, UN Women, and the National Gender Resource Team.
2. Review and align the course objectives to the national development goals of wealth and employment creation.
3. Review and broaden course objectives and target group to enrich its impact on local economic development for practitioners as well as researchers.
4. Built new energy and skill for the course delivery that is relevant to Uganda's current circumstances. Immediate re-branding and the redefinition of the new strategic direction and re-packing the course is the way to go.
5. Actively up-date, engage and involve key partners in government, donor community and civil society in the early planning and implementation for the next phase.
6. Raise resources for the most important activities that will be responsible for taking the course to new heights and direction.
7. Consciously plan for the implementation of the earlier lessons learned.
8. Build on the experience gained to deliver effectively in an academically conducive learning environment.

### **Purpose and rationale for the one-day review workshop**

High quality staff is an asset to the course; the skills up-grade and enhancement ought to be regular and well-coordinated. Teacher-based evaluations are also important where both the lecturers and students are committed to producing results beyond the routine exams. For instance regular evaluations of the methods of classroom delivery, materials used, relevance of content etc.

Delivering high quality lectures and training modules that are designed towards achieving greater impact not only for the students but the communities where they serve is only one side of the coin. Also important is the course content itself. That means striking a balance between to two deeply inter-rated concepts of gender and LED. The asymmetrical pattern of delivering the GLED course that currently favours content on gender analysis will be overcome by implementing the following actions:

- Design and implement a sustained strategy for course/curriculum review in terms of objectives and content. A strategy that fully costed with monitoring and evaluation plans.
- Conduct periodic re-orientation and re-tooling workshops for teaching staff and resource persons
- Develop a resource person data bank and spread networks to the world of practitioners.
- Secure teaching materials/aids and technologies for effective classroom delivery.

## **Methodology**

A one-day workshop that enables staff to have uninterrupted discussions away from routine office work. The following topics will be discussed:

1. Presentation of the status report on GLED
2. Discussion of experiences with GLED (i.e. teaching and supervision and related activities).
3. Group discussions to determine way forward.

## **Key activities**

- Review literature and write a status report on GLED
- Review assessments and summarise them into key discussion issues
- Planning meetings
- Coordination of workshop activities
- Rapporteur and workshop report
- Documentation and laying out the information required for the workshop
- Communication and invitations
- Working out the logistics, including facilitation
- Determining and orienting workshop presenters/facilitators

