



Cavendish

Success begins at Cavendish University

NCHE clears Cavendish University to run online programs



Accredited: After thorough inspection of the facilities, NCHE has now cleared the university to run online programs, making Cavendish University among the first universities in Uganda to get such approval. A team of experts from NCHE visited CUU on July 30. **P.3**



Philemon Lusunzo: The student who rears rabbits for survival

Lusunzo is a third-year student of Bachelors of Procurement and Logistics at Cavendish University Uganda. Lusunzo is a self-sponsored student who rears rabbits to make ends meet. It is through this that he gets money for tuition fees. **FULL STORY P. 6**

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EXCERPTS OF PROF. MUGISHA TELEVISED INTERVIEW WITH NBS MORNING BREEZE **P. 2, 7**



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On August 21, Prof. John Francis Mugisha, the Vice Chancellor of Cavendish University Uganda had a live televised morning Breeze show at NBS. The programme was also live on NBS Facebook, and YouTube. It was a question and answer session.

The VC talked about Cavendish University's readiness to conduct online classes since the university was cleared by the education regulatory body, the National Council for Higher Education to teach online. The VC also advised other universities on how to conduct online classes amidst Covid-19 shutdown of most education institutions in the world. **Cynthia Tumukunde** compiled the excerpt of the interview.

Briefly tell us about Cavendish University

Thank you very much. Good morning viewers! Cavendish university Uganda is a university which was established in 2008 and it was licensed to offer degree programs, diploma programs in Uganda it is located along Ggaba road in Nsambya, opposite American embassy.

But also, we have other schools that are distributed in different parts of the city. Next to Acacia mall, we have a Law School, we have our School of Business, School of Economic Sciences located at Kabalagala.

The mission of the university is the most important thing here. We aim to provide research-driven and high-quality education that transforms our learners into responsible, educated, employable and entrepreneur citizens.

Universities across the globe have been affected by covid-19 and Uganda is no exception. Most of education institutions were shutdown. How has Cavendish University coped with the effects of the pandemic?

Initially, Cavendish university was not caught off guard by covid-19. Covid-19 has been unprecedented. So, I think there has been a great test for organizational and management capabilities all over the globe. That is why many institutions were caught off guard. Fortunately, not Cavendish university Uganda.

Three years back in 2017, we acquired a learning platform and basically put most of our students on that platform. Traditional distance learning was digitized and we could give every student a tablet that is loaded with study content. So, they could go and study from home but they can interact with their colleagues and with their lecturers.

There is a provision for chatting, there is a provision of synchronous learning, you could have a Google meet classroom, and it can be recorded for the students who missed class to come and read later. We already had that platform.

So, when we were shutdown, we just transmitted our contact students onto the platform, opened accounts for each and every student, paid platform access fees and they continued with their studies. So, we were not affected by Covid-19 in the aspect of learning.

You are among the first institutions of higher learning to be approved by the government to offer online teaching and learning. How did that make you feel and what is required to get that approval?

Thank you very much. You know it always feels good when you are on top of the game. I need to mention that this is not the first time that Cavendish university has been on top of things. Let's be fair with all humanity.

Last year, we were voted the best private university by consumer choice award and we were given a golden award and we were also the best in the inter-university debates. So, we are used to this.

Just to get back to the issues, how do you satisfy the conditions required by the National Council for Higher Education?

Of course, you need to have capabilities to teach online. To break it down, you need a policy and institutional support, management approval, university council approval, senator approval but also you must have approved credited programs to be taught online.

You also need student readiness to study online, you need to do online student survey to find out how many students are ready, do they have de-

vices, do they have technical know-how to access the platform? So, any institution has to do that and we had already done that because we wanted to continue teaching as we did during the time of the shutdown. There is staff readiness.

Have you trained the staff? Do they have the devices, do they have the bundles, data and are they used to it? That is what the National Council for Higher Education will be asking about.

Do you have the required bandwidth and data protection? Do you have security protection? What is the level of students' interaction because learning goes with feedback? All these are things the government will be looking into. Another thing is what we call learner support. What kind of support are you going to give to learners? It has got to be interactive.

Do you have online support officers who help students whenever they get problems? What communication mechanisms do you have? What synchronous and asynchronous line do you have? Do you have abilities and capabilities to teach and communicate with students in real time?

Are there also methods of communicating with students and delivering the content not in real time such that students can access them later? Those are some of the things that are required and if you have all these, of course, you make an application to the National Council for Higher Education.

They will send an inspection and investigation team and if they find you have these capabilities, in a short time you will get accreditation. In our experience it took less than three days to get our letter and we continued teaching.

Is there any advantage to online learning to students and teachers?

It is cost effective for students. Students study from home. They don't need to travel to and from the university paying transport costs.

It is also cost effective for the university. It means that lecturers can remotely work from their homes. You can enroll students from all over the world. With teaching online, we have students from US, we have students from Europe and from different parts of Africa. This is because they can study from wherever they are.

But the more technical one is that learning online is learner-centered and it is very participatory. When you are studying physically, you have a teacher or a professor who comes in front of you and he is giving you the knowledge, but when you are studying online, you have to put a lot of effort to access the platform and to see the different materials that have been uploaded.

In fact, online materials are quite diverse. When you are watching a vid-

eo, you see other related videos of that subject and when you view them, you notice that even those that the lecturer had not recommended have probably better information.

You can study any time you want, but when you are in classroom setting, there is a time table to follow. You find a class is at 7am, you have to wake up and be there. But when you are studying from home, you choose when to study and you can balance it with other activities.

Not all universities have learning platforms and not all students can afford devices to study online. So, what advise do you give to those who still lack these technology resources?

Because they have to deal with the challenges of Covid-19, we are under a shutdown. They can use a host of other several electronic means to extend information. The first requirement for them is to collaborate.

I think universities should stop this tendency of competition and get into a relationship of collaboration. Those who don't have capabilities can collaborate with those who have capabilities.

If you don't have a learning platform, you can use other technologies, for instance, you can arrange a Google meet class. All these are opportunities that can help you to engage students.

But if your students cannot afford that, you can use any developed class e-mails, link them to the quality assurance and heads of department so that your lecturers can send information to the students.

So, when you send materials to every student assigned to that e-mail account, every student will be able to access the information. But you can also utilize other social media platforms. You can conduct a class and stream it live like on Facebook, almost at no cost.

You can also use WhatsApp. I want to say something to the parents the sponsors; there is this whole excuse of, I can't afford a laptop or other devices such as a tablet, a smart phone to give to my son or daughter. Times have changed.

You cannot take your son or daughter to primary school or secondary school without a uniform.

To the university, a uniform is the laptop or a smart phone. It is something we cannot run away from.

If you want your daughter or your son to study and to acquire skills and for these skills to help him or her to work in the modern world, don't think of any other uniform, the school uniform is the laptop or it is a smart-phone.

At Cavendish university Uganda, if you need a tablet, we give it to you and you pay in installments.

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EDITORIAL

Universities should adopt Synchronous and Asynchronous learning methods

As Covid-19 continues to threaten the future of education in the world, Synchronous and Asynchronous learning are the only way to go.

These are the two categories of online education. Many hybrid learning models will include a blend of both asynchronous and synchronous online learning.

Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction.

Synchronous learning means that you, your classmates, and your instructor interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime.

Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

For students who like active discussion, immediate feedback, and a personal familiarity that a student can only get through real-time interaction, then that student is probably a candidate for a synchronous learning.

In this method, the personal contact that a student gets through live video-conferencing, lecture broadcasts or messenger chatting can make it a lot easier to make the transition.

Asynchronous learning happens on your schedule. While your course of study, instructor or degree program will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a flexible time frame.

Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. Busy students usually opt for asynchronous learning.

The students learning will typically revolve around materials that can be accessed on your own time, (though often within a set time frame like a week or two). Materials might include text-based lecture notes, self-guided interactive learning modules, or pre-recorded lectures and podcasts.



NCHE clears Cavendish to conduct online teaching

BY FELIX TUNGA

Cavendish University Uganda has become the first university to be accredited by the National Council for Higher Education (NCHE) to conduct online teaching and learning under the Open, Distance and e-Learning (ODEL) framework.

This follows the university's application to NCHE to run online programmes.

On July 30, a team of experts from NCHE visited Cavendish University on an inspection tour aimed at ascertaining whether CUU is prepared and ready to offer online teaching and learning services to all its continuing and prospective students.

After thorough inspection of the facilities, NCHE has now cleared the university to conduct online teaching and learning, making Cavendish University the first university in Uganda to get such approval.

In the letter sent to all Cavendish University students on August 11, Dr. Olive Sabiiti Deputy Vice-Chancellor (Academic Affairs) noted that: "At the ODeL orientation and preparedness sessions for students that were held on July 22 and July 23, 2020 after the short recess, we communicated that we had submitted our application for ODeL approval to the National Council for Higher Education (NCHE) in compliance with the emergency ODeL regulations, and were awaiting feedback."

The letter further reads that: "I am now very pleased to let you know that NCHE has approved CUU's ODeL application and now all our programmes can be conducted online except the two certificate courses that are regulated by UBTEB."

In her letter, Dr. Sabiiti stated that the university will with immediate effect move from remedial learning and proceed to complete the curriculum for the January 2020 Semester. "User Licenses for the Cavendish University Learning Platform (CULP) were procured for all students and accounts created....," the letter further reads in part.

The students must, therefore, log in to access all course materials, formative assessments and communication from their course Instructors (Facilitators).

To effectively study online, the students are required to take advantage of the five-tier technical support by IT personnel, DL office personnel, Students' Services Support, Faculty ODeL Response teams, and Course Facilitators available.

In a televised interview with NBS TV, Prof. John Francis Mugisha the Vice Chancellor said online education is more convenient than the former traditional education method of physical class attendance. "It is cost effective for students. Students study from home. They don't need to travel to and from the university paying transport costs," adding that: When you are studying from home, you choose when to study and you can balance it with other activities."

To make online education more effective, Prof. Mugisha advised parents to buy computers or smartphones to their sons or daughters. "You cannot take your son or daughter to primary

school or secondary school without a uniform. To the university, a uniform is the laptop or a smart phone. It is something we cannot run away from."

He also added that: "If you want your daughter or your son to study and to acquire skills and for these skills to help him or her to work in the modern world, don't think of any other uniform, the school uniform is the laptop or it is a smart phone."

Distance Learning at Cavendish University Uganda is one of the most unique and flexible learning modes in Ugandan Universities. Its implementation is through; Our Cavendish University- Learning Platform commonly termed as CU-LP.

CU-LP is accessible to both CUU students and staffs through a Mobile App installed on phone tablets given by CUU or a Web application accessible through our CU-LP website.

CU-LP enables messaging and emailing among students and staffs, it is used for social learning and group discussions, and it is also used to track learning progress and class attendance among the students. The synchronous online technologies used at CUU are Video/audio conferencing: Zoom, Google meet, WebEx

Online learning enables accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy.

Online mode of learning is easily accessible and can even reach to rural and remote areas. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning.

Flexibility is another interesting aspect of online learning; a learner can schedule or plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students

Online learning enables students to learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning.

Cavendish university is already placed to run convenient and reliable online programmes.

Dr. Sabiiti advised students to continue taking advantage of KUBICLE to master MS Word, Excel and PowerPoint as part of the digital literacy that will make students more employable and entrepreneurial.

"I encourage you to embrace ODeL and the opportunity afforded you by CUU. Continue to distinguish yourselves as learners who defied the odds and continued with your education while many others lost valuable time," Dr. Sabiiti stated in her letter to all Cavendish University students.

NCHE approves Cavendish University Uganda to conduct Online classes



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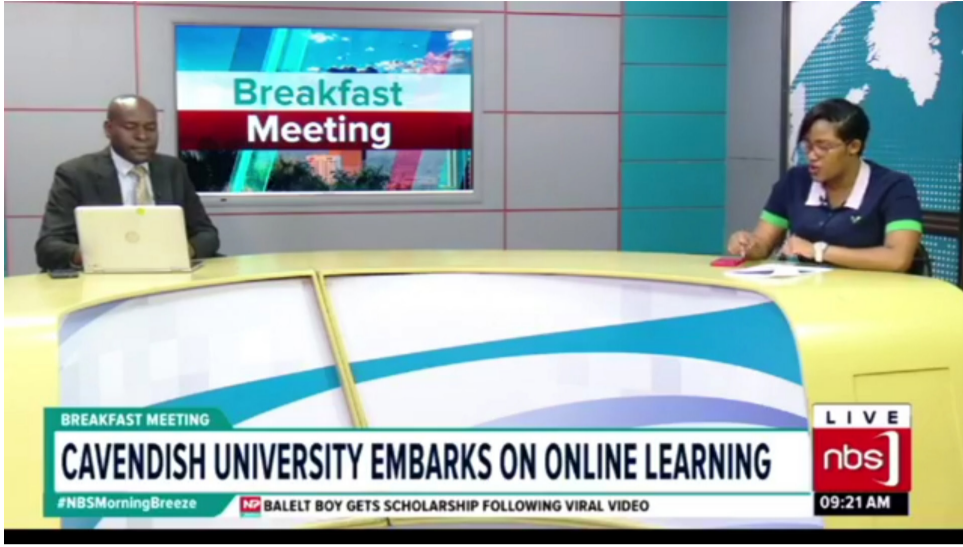
**CAVENDISH
UNIVERSITY
UGANDA**

LOCAL STUDENTS' FEES STRUCTURE

	Duration	Fees (UGX)	Fees (UGX)	Fees (UGX)
		Day	DL	Weekend
Bachelor of Business Administration - Procurement & Logistics	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Accounting & Finance	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Banking & Finance	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Generic	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Human Resource Management	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Science in Economics and Statistics	3 Years	1,119,000		
Bachelor of Arts in International Relations & Diplomatic Studies	3 Years	1 092,000	1,102,500	1,786,500
Bachelor of Journalism & Communication Studies (PR/ Mass.Comm)	3 Years	1 092,000	1,102,500	1,786,500
Bachelor of Laws (LLB)	4 Years	2,257,000		3,423,000
Bachelor of Environmental Health Science	3 Years			1,482,000
Bachelor of Science in Public Health	3 Years	1, 882, 000	1, 275, 000	2, 133, 000
Bachelor of Information Technology (BIT)	3 Years	1,386,500	1,275,000	2,133,000
Bachelor of Science in Software Engineering	4 Years	1,386,500		
Bachelor of Science in Computer Science	3 Years	1,386,500		
Bachelor of Public Administration and Management	3 Years	1, 092, 000	1, 102, 500	1, 786, 500
Master's Degrees				
Master of Public Health	2 Years	1,923,750		2,168,000
Master of Business Administration	2 Years	1,890,000		2,058,000
Master of Business Administration - Accounting & Finance	2 Years	1,890,000		2,058,000
Master of Business Administration-Procurement & Supply Chain Mgt	2 Years	1,890,000		2,058,000
Master of Business Administration - Human Resource Mgt	2 Years	1,890,000		2,058,000
Masters of Arts in International Relations & Diplomatic Studies	2 Years	1,890,000		1,968,500
Masters of Laws (LLM)	2 Years	2,430,000		2,798,300
Masters of Project Planning and Management	2 Years	1,890,000		1,968,500
Diplomas				
Diploma in Computer Science and Information Technology	2 Years	721,500	819,000	
Diploma in Business Administration	2 Years	721,500	819,000	
Other Charges per Degree type				
Application Form (Paid Once)	30,000	30,000	30,000	30,000
Student ID (Paid once)	20,000	20,000	20,000	20,000
Internship Fee (Paid Once in 3rd Year)		350,000		
Annual Fees				
Library Fee	180,000	180,000	90,000	60,000
Guild Fee	20,000	20,000	20,000	20,000
Research Development	100,000	100,000	55,000	55,000
Computer	200, 000	200,000	200,000	200,000
Examination	100,000	100,000	50, 000	50, 000
Utility	10, 000	10, 000	10, 000	10, 000
Development Fee	25, 000	25, 000	25, 000	25, 000
Medical Emergency	20, 000	20, 000	20, 000	20, 000
Sports Fee	20, 000	20, 000	20, 000	20, 000
National Council For Higher Education(NCHE)	20, 000	20, 000	20, 000	20, 000
Total Per Year	695,000	695,000	510, 000	480, 000
Semester Fees				
Registration per Semester	60, 0000	60, 0000	45, 0000	30, 0000

INTERNATIONAL STUDENTS' FEES STRUCTURE

	Duration	Fees (UGX)	Fees (UGX)	Fees (UGX)
		Day	DL	Weekend
Bachelor of Business Administration - Procurement & Logistics	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Accounting & Finance	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Banking & Finance	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Generic	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Human Resource Management	3 Years	\$330	\$360	\$585
Bachelor of Science in Economics and Statistics	3 Years	\$330		
Bachelor of Arts in International Relations & Diplomatic Studies	3 Years	\$325	\$360	\$585
Bachelor of Journalism & Communication Studies (PR/ Mass.Comm)	3 Years	\$325	\$360	\$585
Bachelor of Laws (LLB)	4 Years	\$560		\$1,125
Bachelor of Environmental Health Science	3 Years			\$450
Bachelor of Science in Public Health	3 Years	\$450	\$420	\$490
Bachelor of Information Technology (BIT)	3 Years	\$420	\$420	\$690
Bachelor of Science in Software Engineering	4 Years	\$420		
Bachelor of Science in Computer Science	3 Years	\$420		
Bachelor of Public Administration and Management	3 Years	\$325	\$360	\$585
Master's Degrees				
Master of Public Health	2 Years		\$625	\$680
Master of Business Administration	2 Years		\$613	\$640
Master of Business Administration - Accounting & Finance	2 Years		\$613	\$640
Master of Business Administration-Procurement & Supply Chain Mgt	2 Years		\$613	\$640
Master of Business Administration - Human Resource Mgt	2 Years		\$613	\$640
Masters of Arts in International Relations & Diplomatic Studies	2 Years		\$613	\$620
Masters of Laws (LLM)	2 Years		\$788	\$870
Masters of Project Planning and Management	2 Years		\$613	\$620
Diplomas				
Diploma in Computer Science and Information Technology	2 Years		\$200	\$270
Diploma in Business Administration	2 Years		\$200	\$270
Foundation				
	1 Year	\$200		
Other Charges per Degree type				
	Masters	Bachelors	Diploma	Foundation
Application Form (Paid Once)	\$10	\$10	\$10	\$10
Student ID (Paid once)	\$10	\$10	\$10	\$10
Internship Fee (Paid Once in 3rd Year)		\$100		
Student Pass fee per year	\$100	\$100	\$100	\$100
Annual Fees				
Library Fee	\$60	\$60	\$30	\$20
Guild Fee	\$10	\$10	\$10	\$10
Research Development	\$30	\$30	\$20	\$20
Computer	\$55	\$55	\$55	\$55
Examination	\$30	\$30	\$30	\$20
Utility	\$5	\$5	\$5	\$5
Development Fee	\$10	\$10	\$10	\$10
Medical Emergency	\$10	\$10	\$10	\$10
Sports Fee	\$10	\$10	\$10	\$10
National Council For Higher Education(NCHE)	\$10	\$10	\$10	\$10
Total Per Year				
Semester Fees	\$230	\$230	\$180	\$170
Registration per Semester	\$20	\$20	\$15	\$10



VC interview with NBS TV

From Page 2

Cavendish University Uganda held a virtual and scientific graduation. This is the first of that kind in Uganda. What does this kind of graduation mean and why did you opt to carry out the graduation during the pandemic as opposed to waiting for it to come to close so as students and graduates can enjoy?

First and foremost, to us it was normal because we shut down as in closing the physical campus but we continued conducting business. We continued conducting several senate meetings, council meetings, faculty board meetings, running classes etc.

So, we were not going to stop the graduation. We know students are interested in going to campus and celebrating and walking the walk, but we realized that the need for students to get their degrees, diplomas and other qualifications in order to get jobs was

the most important than waiting for that kind of fun.

What we decided was that we organize a virtual graduation then when universities reopen, we will provide tents for those graduates in the next graduation. We shall give them gowns and now they can take photos and they enjoy.

Let us look at the future of Cavendish University Uganda as far as academic space. Where do you stand?

We want to be recognized as a university that is student-centered. University journey is lonely for most of the students. You go to the university; you get enrolled you start studying and you are expected to attend classes.

If you fail, you go home or you repeat, and if you pass, you progress. That is what happens in most of the universities in Uganda and Africa. I

have taught in UK I have taught in Italy. European universities give a lot of support to students.

I find some people say, “my son was not performing very well here but when he went to Europe, he started performing very well.” That happens because there was a lot of student support.

Two, we want to be known as a university which is industry relevant. We need universities that link a lot with the communities around and we want to be remembered as that university.

We do lots of applied research and action research. We work a lot with industries including getting industry practitioners to teach on our program.

You said that you meet parents at the point of need in the sense that if they lack basic requirements such as a laptop for a university student, you have them pay monthly installments till they complete so that the student has what it takes to perform much better at school. So, let’s have a look at this situation plan. Does Cavendish university do the same for students who cannot afford all your packages?

Thank you very much. As an institution, we have different forms of financial assistances. We have what we call academic merit scholarship and this is 100%. We give support to students who are very capable, very brilliant but don’t have tuition fees. So, any student who got three principle passes and above 12 points is legible. The student is given another

exam called academic scholarship exam which is basically mathematics and English. When you pass our exam, you become our academic merit scholarship student and you study for 3 or 4 years. We have about 150 students on that kind of scholarship. We give other scholarships to a tune of about 50%, and then we have several discounts, for instance, if you pay early, you get 10% discount; if you refer another student, that is 10% discount. We have many other several discounts, all meant to help students to be able to study. But also, we allow officially paying on installments. You can come and pay maybe 50%.

Before you go, what advise do you give to other higher institutions of learning?

I said collaborate, collaborate, collaborate. Do not compete. Just collaborate because what you are not thinking about, others have already done and when you think it is very complicated, others have already simplified it. When you collaborate, you are able to make it. The other issue is that technology is the way to go. We are not going to continue doing things in the traditional way. Every university is going to be blended in the post-covid era. We are going to run blended academic institutions, and so, the earlier we begin to plan to do this, the better because it’s going to be part of the new normal. For us, we have been doing it. Cavendish university Uganda is here to help in case some body needs assistance.

Philemon Lusunzo: The student who rears rabbits for survival



Lusunzo attends to his farm. Photo by Benjamin Mwibo

BY BENJAMIN MWIBO

Philemon Lusunzo is a third-year student of Bachelors of Procurement and Logistics at Cavendish University Uganda. Lusunzo is a self-sponsored student who rears rabbits to make ends meet. It is through this that he gets money for tuition fees.

He started the business 2019. He had tried other income generating activities but with no success. “Initially, I started with making snacks. I could supply the snacks in supermarkets under the company named Cloud Bees Limited. After some time, I realized that there is stiff competition in the business,” Lusunzo narrates.

“Therefore, I thought of shifting to

farming with a conclusive decision of rearing rabbits because I had some experience in animal husbandry.” However, financing the project was a challenge. “One way of raising capital for the new project was to sell off all the equipment I was using in the snacks project like the machines, mixers and woks, among others,” Lusunzo said.

He also added that: “I then drafted a plan of starting with a colony of rabbits, which meant that I was to have six ‘does’ and one buck. A female rabbit is known as a doe and a male rabbit is known as a buck. I decided to start with six does and one buck, making a total of seven rabbits.” However, Lusunzo usually got financial assistance from his church leader, Pr. Peter Dewale.

As fate would decide, Lusunzo started with pregnant does. “Lucky enough two of the does were pregnant and it took only a few days before kindling (birth process). I got 10 Kits but I lost three, due to lack of experience like poor cleaning of the cage. In a period of three months, I had a total number of 30 rabbits,” he said.

However, Lusunzo usually sells off the bucks because they consume a lot of feeds and yet his target is to become a breeder not keeping fryers. A fryer is a domestic rabbit, usually 12

weeks old, weighing between 4-5kgs.

Feeding

Daily food and clean drinking water are a basic need for rabbits. The rabbits can eat mash, banana peelings, Irish and sweet potato peels as well as grass which is readily available in the community.

Hay is given to the animals to stop diarrhea and to aid the doe recover faster after kindling. Never feed damp or moldy feeds to the animals to prevent bloating.

Overfeeding leads to a fat doe or buck that does not reproduce efficiently. An average doe needs between 115 and 170 grammes each day until kindling time. Lusunzo says that the daily cost of feeding each rabbit is Shs, 500 if he is to buy hay.

Diseases

Diseases are natural and can never be completely eliminated, but you can keep them at bay by: High resistance, long-life, and high productivity can be inherited. Breeding stock selected on the basis of superior performance will pay well.

- Do not overcrowd your animals and practice good nutrition.

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Rearing rabbits to make ends meet



From Page 2

- Provide plenty of ventilation by avoiding wire floors, but use materials that permit plenty of sunlight on the walls.
- Keep all equipment clean and dry to minimise the chance of disease outbreak.
- Avoid unnecessary handling of animals. Your clothes and hands can spread diseases.

According to Lusunzo, the common disease in his farm is fever which he says comes from poor sanitation of the cages.

The breeding process

Rabbits are one of the animals that reproduce at a faster rate and they normally start breeding at the age of 5 to 6 months though this is not the case with the male rabbits as they start breeding at one year. The gestation period of the rabbits takes 28 to 31 days and they can give birth to two or eight kids per period.

Market

Lusunzo says that there is immediate market for his rabbits, mainly from his church members. "The immediate market for the rabbits is the church members and the nearby community members." He sells a pair of rabbits to breeders at Shs. 200, 000. But for meat, he sells a kilogram between Shs. 20, 000-25, 000. A well-fed rabbit can weigh up to 5kgs.

You can sell the urine because many farmers use it as an insecticide, the manure for fertilizer and the meat whose demand is growing worldwide and is served in several hotels and restaurants. It takes rabbits 70 days from birth to reach market demand. Rabbit meat is a white meat that is high in nutrition and protein but low in fat, calories, and cholesterol.

Nutritionists have always said that red meat from most livestock animals is not healthy. Rabbit meat, a white meat is a healthier option.

At the of compiling this story, Lusunzo had 60 rabbits in his farm. His vision is to become the East African region supplier of rabbits and the biggest breeder of rabbits in Uganda so as to inspire the youth.

Ken Robinson: How to escape education's death valley

Reviewed by Elizabeth Mary Namakula



The ever-eloquent Sir Ken Robinson contends in this TED Talk that it's because we've been educated to become good workers, rather than creative thinkers.

Students with restless minds and bodies-far from being cultivated for their energy and curiosity-are ignored or even stigmatized, with terrible consequences. "We are educating people out of their creativity," Robinson says. It's a message with deep resonance.

Sir Robinson outlines 3 principles crucial for the human mind to flourish-and how current education culture works against them. In a funny, stirring talk he tells us how to get out of the educational 'Death Valley' we now face, and how to nurture our youngest generations with a climate of possibility.

The creativity expert Sir Robinson challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence. Sir Robinson's TED Talk has been distributed widely around the Web since its release in June 2006.

From Sir Robinson's arguments, I note that: There is disengagement from learning even though learning facilities and infrastructure are made available and easily accessible by regulatory bodies in America.

Class sizes are also smaller in America than many parts of the world. Yet rote learning continues to happen. So, what seems to be the glitch in learning?

I also find that hundreds of initiatives every year to try and improve

education all of which is going in the wrong direction. Since human beings are naturally different, diverse and dynamic, teachers must capitalize on this fact.

Diversity and conformity are pretty much the baseline of the current education system. Furthermore, in Sir Robinson's argument, "no child left behind" is a catchphrase often used in public spaces, yet children are still behind left behind in education decision making.

There is equal weight to arts, humanities, physical education as opposed to science and math or calculus. The is danger in centralizing education, without focusing on learning.

From the arguments raised by Sir Robinson, Finland seems to have a well-rounded education system that empowers learners and supports learning paradigms. The key thing is that they don't have any standardized tests.

I also discover that individualized-curiosity, creativity, and learning needs, professional support is an investment as opposed to a cost. To Sir Robinson, education is not a mechanical system, but rather a human system.

Do schools kill creativity?

There is unpredictability of education, yet we continue to preach education.

Furthermore, I note that Children have multiple talents which are very often downtrodden and squandered by education system. Also, I find that creativity now is as important as literacy and thus should be treated with the same amount of importance. Also, children are not afraid to be wrong.

Hence, they have a chance at being original. I also find that stigmatizing errors is our biggest demon in the education system.

Children are usually born creative, but are often frustrated by the system. Imagine what Shakespeare's language teacher or instructor must have been like.

Why don't we teach dance as often as mathematics and science? Why are the arts given less importance? So, Professors shouldn't be overly given all this unnecessary acclaim when we know their bodies operate the same exact way as other humans worldwide.

Benign advice to eliminate the arts and humanities because learners will not be able to get good jobs in future. I also find that degrees do not mean anything! It's merely a piece of paper.

In my analysis, I find that intelligence is diverse- audio-visual, kinesthetic, abstract, movement-wise. Intelligence is also dynamic- wonderfully interactive. The education system needs to re-think the richness of capacity of children/humans to be creative.

Furthermore, educators should rethink the fundamental principles on which we are educating our children. So, we should, therefore, celebrate the gift of human innovation and educate children holistically.

Conclusion

Sir Ken Robinson contends that the culture of American education contradicts three principles that make human life thrive: diversity, curiosity and creativity.

Humans naturally embody those qualities, but school has become a system based on conformity and testing, qualities that don't use the natural learning tendencies inherent within every child.

He makes an argument for individualizing learning, but also for valuing teachers and thinking of their professional development as an investment in children and the future.

He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence.

Who is Sir Ken Robinson?

A visionary cultural leader, Sir Ken led the British government's 1998 advisory committee on creative and cultural education, a massive inquiry into the significance of creativity in the educational system and the economy, and was knighted in 2003 for his achievements.