



MAKERERE UNIVERSITY
COLLEGE OF EDUCATION AND EXTERNAL STUDIES

CEES



ANNUAL REPORT ..._2024

Office of the Principal

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CONTENT

The report represents a collaborative effort in which all schools, departments, research centers and projects provided information. We appreciate the team effort.

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PRESENTED BY

THE OFFICE OF THE PRINCIPAL

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01.

MESSAGE *from* THE COLLEGE PRINCIPAL



Prof. Anthony Muwagga Mugagga
**Principal, College of Education and
External Studies
Makerere University**

It is my greatest pleasure to present the College of Education and External Studies, Makerere University (CEES) 2024 Annual Report. This report reflects CEES' collective effort and unwavering commitment to advancing its tripartite mandate, which is providing quality teacher education, open, distance and e-learning opportunities to various education stakeholders. The college also provides higher education pedagogical leadership training as well as carry out research and network with university stakeholders in response to national and global needs.

In the year under review, CEES continues to uphold its premier position as a center of excellence in Uganda and beyond. The College of Education and External Studies (CEES), is particularly credited for its contributions to Uganda's education space right from pre-school to university education space. It CEES which is home the School of Education which is the oldest teacher training facility in East and Central Africa since 1922 has been a teacher, adult educators, community development professionals, and higher educational planners and leaders training hub. CEES's blended learning approaches, curriculum innovations, and expansion of lifelong learning opportunities speak to Makerere University's strategic intent as given in the University's Strategic Plan 2020 -2030. Makerere University is not only moving towards a mantra of "research -led" and this it does through its various colleges such as CEES which is given an imperative to respond with "evidence based research and pedagogy," to national and global

educational trends priorities such as the newly Ordinary and Advanced level School curricula

CEES is particularly proud of the strides made in pedagogy, research outputs and community engagements in the year 2024. In the year 2024, over 2,000 students graduated from CEES with either diplomas, undergraduate, postgraduate and graduate qualifications, with a remarkable representation of female graduates. Equally, commendable CEES had the highest number of doctoral graduands at Makerere University's single graduation ceremony.

The report also highlights a wide range of partnerships and collaborative projects. These among others include community and international networks for example CEES engagements with Korea International Cooperation Agency (KOICA), Uganda Vocational and Technical Assessment Board (UVTAB) formerly UBTEB, the Love Binti non-credited program for the out of school youth. The college has also had very meaningful engagements with the National Curriculum Development Centre (NCDC), which engagement gave rise to the Wisdom Pedagogy Centre housed in the CEES-Makerere University Institute of Education Research (MITER).

The college has been able to reach out to the community through its Institutes and centres of excellence. These include, Makerere Institute of Education Research (MITER), Institute of Open, Distance and e-Learning (IODeL), Centre for Lifelong Learning (CLS), Centre for Teaching and Learning Support (CTLS). Through these facilities, CEES has been able to not only play a pivotal role in promoting innovation, inclusivity, and professional development, but has provided spaces for staff to acquire survival skills such as entrepreneurship through the various skills-based training in the college. The CEES various institutes and centres have not only strengthened

CEES staff professionalism and pedagogical leadership, but they have provided great service to all Makerere University staff. The college through CEES Centre for Lifelong Learning (CLS) in collaboration with the DVC (AA) office has this year begun providing pedagogical and teacher professionalism training and retooling most especially for the novice university teachers.

As we reflect on our progress in 2024, I on behalf of the college would wish to extend our heartfelt appreciation to the Vice Chancellor Professor Barnabas Nawangwe and his deputies for always being there to provide the college leadership with wise counsel. I also extend our greatest appreciation to university Central and Top management for the conducive and cordial environment for staff and students most especially in inter-college

collaborations. I also do recognize CEES students, alumni, partner universities, and stakeholders who visibly or even implicitly provided the college with support in 2024. We thank you very much.

I with a sincere heart do thank Makerere University council on behalf of all CEES staff. I specially thank council and the Appointments board for staff promotions.

Staff promotions are the "seed bed" for research and academic growth for any academic facility. As we embark on another academic journey for 2025, I am very certain that we shall have renewed energy. We look to the future with optimism, guided by our vision to be a national and globally recognized hub for educational excellence and social impact.

Prof. Anthony Muwagga Mugagga

**Principal, College of Education and External Studies
Makerere University**

**The College of Education
and External Studies (CEES)
, is particularly credited for its
contributions to Uganda's education
space right from pre-school to
university education space.**



02.

MESSAGE *from* THE DEPUTY PRINCIPAL

Associate Prof. Ronald Bisaso

**Deputy Principal, College of Education
and External Studies
Makerere University**

In the year 2024, the College of Education and External Studies (CEES) has contributed to the strategic direction of Makerere University by deliberately improving research, reviewing curriculum for employability, diversifying pedagogy and integrating technology. CEES is steadily transforming to enhance quality, relevance and competitiveness by ensuring that both undergraduate and graduate students have an impactful experience during their pre-professional identity, are work ready and with considerable transition to work skillsets. Consistent with its mandate, CEES focuses on teacher education, adult and community education, science education, early childhood education and development, open, distance and e-learning (ODEL), higher education studies among other fields. These specialisations are offered in the three schools; School of Education (SoE), School of Distance and Lifelong Learning (SoDLL), and the East African School of Higher Education Studies and Development (EASHESD).

Cognizant of the University's strategic goal of innovative teaching and learning; the College has comprehensively and innovatively revised existing and introduced new undergraduate and graduate curricula that has been accredited by the National Council for Higher Education including;



The high calibre staff at CEES continue to lend expertise to ministries, departments and agencies on important national assignments such as contributing to the development of the digital transformation agenda, monitoring and quality improvement of the higher education sector through working with the National Council for Higher Education (NCHE) and building capacity for early childhood education in partnership with the Ministry of Education and Sports (MoES) among others.

1. Bachelor of Science with Education with new subject areas; food and nutrition and computer science.
2. Bachelor of Arts with Education that has incorporated; entrepreneurship education, music education, art and design education, Chinese language education and Runyakitara language education.
3. Bachelor of Adult and Community Education with new courses like Adult Education for Sustainable Development, Adult Education for Citizenship and Social Justice among others.
4. Bachelor of Youth Development Work now delivered in dual mode; fulltime face to face/ blended and online.
5. The Bachelor of Early Childhood Care and Education is a newly accredited programme. In addition, the Diploma in Early Childhood Care and Education and the Diploma in Primary Teacher Education have been rolled out. At graduate level, the CEES flagship PhD in Educational Management (coursework and dissertation) which was the first taught PhD programme in Makerere University launched in the academic year 2002/2003 was revised and submitted for re-accreditation. The CEES master's programmes have been revised and a new specialization, the master of education in early childhood education recommended for accreditation.

Restructuring of the University led to the establishment of the Department of Open and Distance Learning. Other two new departments have been proposed namely; the Department of Early Childhood Care and Education and the

Department of Youth and Extra-Mural Education. These will enable the College to grow the new and emerging fields of study critical for the transformation of education nationally, regionally and globally.

With respect to the University's strategic goal of research, innovation and knowledge transfer, there is increasing research interest and focus on areas of technology in education, teaching and learning, early childhood care and education, inclusive education, higher education, and STEM and vocational education. The College has also inaugurated the Makerere University Journal of Research and Innovations in Teacher Education (RITE) under the Makerere University Institute of Teacher Education and Research (MITER). This is an important avenue for dissemination of research findings in areas such as innovative pedagogies, emerging technologies, capacity building and education policy reviews.

The high calibre staff at CEES continue to lend expertise to ministries, departments and agencies on important national assignments such as contributing to the development of the digital transformation agenda, monitoring and quality improvement of the higher education sector through working with the National Council for Higher Education (NCHE) and building capacity for early childhood education in partnership with the Ministry of Education and Sports (MoES) among others. These research and professional endeavours have attracted recognition from prestigious scientific bodies such as the Uganda National Academy of Sciences (UNAS).

03.

INTRODUCTION

Makerere University College of Education and External Studies (CEES) is home to one of the oldest and prime teacher training facility in East and Central Africa. The school of Education (SoE), which has been operating since 1922. The College comprises of three Schools namely School of Education (SOE), the East African School for Higher Education Studies and Development (EASHESD) and the School of Distance and Life Long Learning (SODLL). It is home to two Institutes namely: The Institute of Open, Distance and e Learning (IODeL), and Makerere Institute of Teacher Education and Research (MITER) It is also home to the Center for Lifelong Learning (CLL), Early Childhood Care and Education (ECCE) Research Center (C.ECD), Center For Teaching and Learning Support (CTLS) and the Centre for Critical Pedagogy .

Mission

To excel in the preparation of teachers, higher education managers , education planers, adult education providers, community workers and providers of open, distance and e learning; Its specific mission is "to excel in the provision of quality ODeL programmes; research , knowledge transfer and partnership relevant and responsive to national and global needs."



Mandate

The mandate of the College of Education and External Studies is to prepare educators, community workers, administrators, inspectors of schools, curriculum designers and community outreach implementers to work at all levels and forms of the education system. It also focuses on the provision of adult, continuing, community, open, distance and e learning. The College is a centre of excellence in the development, research and application of professional educational approaches in response to national and global needs.



CEES Goals

CEES was established in 2012 to accomplish the following goals:

- Improve the quality of educational services in Uganda to international standards.
- To improve the quality of educational research and community training
- To promote graduate training and research focusing on education at all levels of schooling, promote community education, outreach as well as promote lifelong (adult) learning.
- To promote alternative delivery modes at all levels of schooling in Uganda.



CEES Objectives

To achieve these goals, the College will have the following College objectives in mind:

- To empower University staff to facilitate high quality learning using diverse teaching/learning strategies
- To increase the number of graduates in the various fields of education and community work
- To increase the number and quality of innovations
- To increase access to university-based programmes using flexible delivery strategies
- To increase effectiveness of knowledge and technology transfer partnerships related to education, distance learning and community education



CEES Goals

Specifically, CEES is responsible for:

Preparing educators:

This includes training teachers for pre-primary, primary, secondary, and tertiary education, as well as other education practitioners CEES | Makerere University.

Providing adult, continuing, and community education:

The College offers various programs in these areas, including open, distance, and e-learning, to address the diverse learning needs of the community CEES | Makerere University.

Developing and researching educational approaches:

CEES is a hub for research and innovation in education, focusing on developing professional educational approaches that are relevant to both national and international contexts.

Contributing to national development:

Through its research and training, CEES aims to contribute to Uganda's national development goals in the education sector.

Fostering collaboration:

The College actively collaborates with other colleges within Makerere University, as well as with external institutions and organizations, to enhance its reach and impact

Promoting lifelong learning:

Through the CEES's Centre for Lifelong Learning (CLL) , it focuses on identifying community learning needs and developing programs to meet them, fostering a culture of lifelong learning CEES | Makerere University



Departments in the various CEES Schools

- a. The School of Education has three departments: Department of Foundations and Curriculum Studies (DFCS), Department of Humanities and Language Education (DHLE) and the Department of Science, Technology and Vocational Education (DSTVE)
- b. School of Distance and Lifelong Learning has one department: Department of Adult and Community Education
- c. East African School of Higher Education Studies and Development has no departments. It is a single tier university -school.

03.

College Management



Prof. Anthony
Muwagga Mugagga
PRINCIPAL



Prof. Ronald Bisaso
DEPUTY PRINCIPAL



Dr. Mathias Mulumba
Bwanika
**DEAN, SCHOOL OF
EDUCATION**



Dr. Nicholas Itaaga
**HEAD OF DEPARTMENT
OF FOUNDATIONS AND
CURRICULUM STUDIES**



Dr. Muhammed Kiggundu
**HEAD OF DEPARTMENT
OF HUMANITIES AND
LANGUAGE EDUCATION**



Dr. John Sentongo
**HEAD OF DEPARTMENT OF
SCIENCE, TECHNOLOGY AND
VOCATIONAL EDUCATION**



Dr. Twine Bananuka
**DEAN OF SCHOOL OF
DISTANCE AND LIFELONG
LEARNING (SODLL)**



Prof. Paul Muyinda Birevu
**INSTITUTE OF OPEN
DISTANCE AND
E-LEARNING**



Dr. Stella Achen
**HEAD OF DEPARTMENT OF
ADULT AND COMMUNITY
EDUCATION**



Prof. Julius Kikooma
**DEAN, EAST AFRICAN SCHOOL
OF HIGHER EDUCATION
STUDIES AND DEVELOPMENT
(EASHESD)**



Ms. Joanna Kayaga
COLLEGE REGISTRAR



Mr. Stephen Kayima
COLLEGE BURSER



Betty Kyakuwa
**PRINCIPAL
COMMUNICATION OFFICER**



Nabukeera Janet
**PRINCIPAL HUMAN
RESOURCES OFFICER**



Sarah Nakibuuka
PROCUREMENT OFFICER



Ms. Akello Grace
LIBRARY



Dr. Oscar Mugula
**CENTRE FOR LIFELONG
LEARNING (CLL)**



Dr. Dorothy Kyagaba
Ssebowa
**CENTRE FOR TEACHING AND
LEARNING SUPPORT (CTLs)**



Dr. David Kabugo
**DEPUTY DIRECTOR MAKERERE
INSTITUTE OF TEACHER
EDUCATION AND RESEARCH**

04.

Teaching and Learning

Teaching and Learning

- Teaching and learning was conducted throughout the year for both undergraduates and postgraduate units although with some challenges of staff constraints.
- We applied blended approach to teaching and learning with staff (i.e. MUELE, ZOOM and face to face instruction)
- Students embraced a blended approach to learning.
- Assessment was conducted successfully
- Some academic staff were trained to use ACMIS in uploading students' results
- Some staff participated as external examiners
- All the courses in the curriculum were successfully taught and assessed. Unfortunately, with our ongoing staffing constraints, this meant that many members of staff were extremely overworked, as they had very many hours in excess of the policy mandated teaching load.
- The EASHED School hosted several notable research seminars, including by Dr. Muhammad Imran Qureshi, Dr. Samuel Siminyu, Dr. Caesar Jjingo, and Dr. Jimmy Spire Ssentongo. These seminars are an essential ingredient into the formation of our students and will go a long way in enhancing the quality of their performance. Therefore, I look forward to more and better seminars and hope that their organisation and facilitation will be more systematised. Crucially, I hope that, in 2025, more of our students will present seminars. This will encourage active learning.
- Our new programs were approved by Senate and are now under review at the NCHE.

New courses

In the last year, the School of Distance and Lifelong Learning (SoDLL) developed three new programs namely;

- a. Bachelor of Youth in Development Work (Internal). This program was previously offered only as an external program but now can be offered on full time students starting next academic year.
- b. Post graduate Diploma in Adult and Community Education (PGDACE)
- c. Post Graduate Diploma in Instructional Design and Technology (PGDIDT)
- d. IDeL was mandated to run three programmes MIDT, Post Graduate Diploma in Instructional Design and PhD under the DACE.
- e. Institute of Open Distance and e-Learning IDeL was further tasked to partner with the School of Education to develop a curriculum for an Online PGDE and also coordinate e-content development for the courses to be offered on the same program.



Curriculum Review

The college reviewed the following programmes:

1. Postgraduate Diploma in Education (PGDE)
2. Master of Education in Educational Management and Administration (MEEM)
3. Master of Education in Curriculum Studies (MCUS)
4. Master of Education in Foundations of Education (MEFE)
5. Master of Education in Early Childhood Development and Education (MECE)
6. B.Sc./ Education
7. Masters of Education (Science Education)

Graduation Statistics

CEES 74TH GRADUATION STATISTICS AS EXTRACTED FROM THE 74TH GRADUATION BOOKLET 2024.

SCHOOL		SCHOOL OF EDUCATION		
PROGRAMME		Doctor of Philosophy - PhD		
TOTAL NUMBER OF GRADUANDS		3		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	2	1	3
	TOTAL	2	1	3
PROGRAMME		Master of Education - Educational Management (06) - Curriculum Studies (09) - Early Childhood Education (04) - Foundations of Education (05) - Science Education (01) - Language and Literature Education (09) - Social Science and Humanities Education (02)		
TOTAL NUMBER OF GRADUANDS		36		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	13	23	36
PROGRAMME		Postgraduate Diploma in Medical Education		
TOTAL NUMBER OF GRADUANDS		74		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	5	6	11
2	SECOND CLASS UPPER	33	29	62
3	SECOND CLASS LOWER	0	1	1
4	PASS	0	0	0
	TOTAL	38	36	74
PROGRAMME		Postgraduate Diploma in Education		
TOTAL NUMBER OF GRADUANDS		7		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	0	0	0
2	SECOND CLASS UPPER	3	3	6
3	SECOND CLASS LOWER		1	1
4	PASS	0	0	0
	TOTAL	3	4	7
PROGRAMME		Bachelor of Arts with Education		
TOTAL NUMBER OF GRADUANDS		484		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	1	3	4
2	SECOND CLASS UPPER	77	191	268
3	SECOND CLASS LOWER	50	157	207
4	PASS	1	4	5
	TOTAL	129	355	484
PROGRAMME		Bachelor of Science with Education		
TOTAL NUMBER OF GRADUANDS		202		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	3	1	4
2	SECOND CLASS UPPER	67	51	118
3	SECOND CLASS LOWER	54	23	77
4	PASS	3	0	3
	TOTAL	127	75	202
PROGRAMME		Bachelor of Medical Education		
TOTAL NUMBER OF GRADUANDS		40		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	3	2	5
2	SECOND CLASS UPPER	15	15	30
3	SECOND CLASS LOWER	1	4	5
4	PASS	0	0	0
	TOTAL	19	21	40
PROGRAMME		Bachelor of Education		
TOTAL NUMBER OF GRADUANDS		81		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	4	1	5
2	SECOND CLASS UPPER	29	24	53
3	SECOND CLASS LOWER	13	9	22
4	PASS	0	1	1
	TOTAL	46	35	81
PROGRAMME		Higher Diploma in Clinical Instruction		
TOTAL NUMBER OF GRADUANDS		12		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	2	1	3
2	SECOND CLASS UPPER	1	6	7
3	SECOND CLASS LOWER	1	0	1
4	PASS	0	1	1
	TOTAL	4	8	12
SCHOOL		EAST AFRICAN SCHOOL FOR HIGHER EDUCATION STUDIES & DEVELOPMENT.		
PROGRAMME		Doctor of Philosophy - PEMA		
TOTAL NUMBER OF GRADUANDS		4		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	3	1	4
PROGRAMME		Master of Education - Educational Policy& Planning		
TOTAL NUMBER OF GRADUANDS		3		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	2	1	3
PROGRAMME		Master of Higher Education - Leadership & Management (00), Research and Innovation (03) & Teaching and Learning (00)		
TOTAL NUMBER OF GRADUANDS		3		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	3	0	3
PROGRAMME		Master of Education - Educational Management		
TOTAL NUMBER OF GRADUANDS		1		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	1	0	1
SCHOOL		SCHOOL OF DISTANCE & LIFELONG LEARNING		
PROGRAMME		Doctor of Philosophy - PhD		
TOTAL NUMBER OF GRADUANDS		0		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	0	0	0
PROGRAMME		Master of Adult & Community Education		
TOTAL NUMBER OF GRADUANDS		3		

SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	0	3	3
PROGRAMME		Master of Instructional Design & Technology		
TOTAL NUMBER OF GRADUANDS		5		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	Unclassified	2	3	5
PROGRAMME		Bachelor of Adult and Community Education		
TOTAL NUMBER OF GRADUANDS		56		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	1	2	3
2	SECOND CLASS UPPER	9	16	25
3	SECOND CLASS LOWER	5	20	25
4	PASS	2	1	3
	TOTAL	17	39	56
PROGRAMME		Bachelor of Youth in Development Work		
TOTAL NUMBER OF GRADUANDS		17		
SN	NUMBER OF GRADUANDS PER CLASS	MALE	FEMALE	TOTAL
1	FIRST CLASS	0	0	0
2	SECOND CLASS UPPER	2	6	8
3	SECOND CLASS LOWER	3	6	9
4	PASS	0	0	0
	TOTAL	5	12	17
		MALE	FEMALE	TOTAL
	Unclassified	26	32	58
	First class	19	16	35
	Second class Upper	236	341	577
	Second Class Lower	127	221	348
	Pass	6	7	13
	GRAND TOTAL	414	617	1031



CEES graduates 1,000 students as best researchers are awarded

The College of Education and External Studies has today January 30, 2024, the 2nd day of the 74th graduation ceremony, graduated **1,019** students. At the same function, five of the college's senior researchers received the Vice Chancellor's Research Excellence Award 2023.

The researchers, Prof. Paul Muyinda Birevu, Dr. Sekatawa Kenneth, Assoc. Prof. Jude Ssempebwa, Dr. Nambi Rebecca and Dr. Bateganya Lukoyaa Najib, were recognized for having the highest number of publications, in the last 5 years, in the college.

This year's graduation saw **7** people graduate with PhDs, **51** with Masters, **81** with Post graduate diplomas and **880** with undergraduate degrees from the College of Education and External Studies. Of these **618** are female while **401** are male representing **60.6%** and **39.4%** respectively. During the course of the 74th graduation ceremony, a total of **12,913** graduands will receive degrees and diplomas of Makerere University. Of these, a total of **132** graduands will graduate with PhDs, **1585** with Masters degrees, **11,016** with Bachelor's degrees, **156** with postgraduate diplomas, and **24** with undergraduate diplomas.



53% of the graduands are female and **47%** are male. In the category of PhD graduands, **46** are female and **86** are male. In the category of students graduating with Master's degrees, **699** are female and **886** are male.

Staff who have completed their PhDs:

1. Mr. Mwebaza Micheal completed his Ph.D from Uganda Christian University Mukono.
2. Dr. Tibs Jimmy Tumwesigye completed from Makerere University
3. Mr. Joseph Watuleke completed from Makerere University
4. Dr. Jackson Bunyangha completed his doctoral studies from University of Nairobi

The college registered an unprecedented twenty-two (22) PhD students who completed their study programs and will graduate during the 75th graduation ceremony.



1

Mbabazi Annet



2

Nakimuli Marian

- 19 Deboru Florence
- 20 Katende Esther
- 21 Geera Sophia
- 22 Aminu malami Sifawa



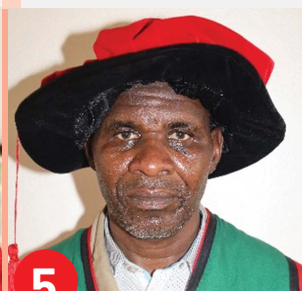
3

Asire Loyce Allen



4

Nakimuli Agnes



5

Katalemwa Ahmed



6

Abukar Mukhar Omar



7

Muteesasira Christopher



8

Waiswa Patrick



9

Ssemambo Christine



10

Namuwonge Winfred



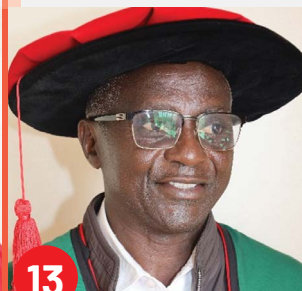
11

Galenda Safina



12

Watuleke Joseph



13

Hab'Imana Jhon Bosco



14

Namatende Irene Rebecca



15

Mukasa Samuel



16

Nalwadda Proscovia



17

Lamaro Gloria



18

Sr. Stella Maris Kamanzi

Staff On Post Doctorate Fellowships

1. Dr Florence Nakamanya successfully completed her postdoctoral fellowship in Michigan and returned to work.
2. Dr. Karembe Ahimbisibwe, **completed his Postdoctoral fellowship at the University Of Jyväskylä**

Staff Promotions

1. Dr. Nicholas Itaaga was promoted to the rank of Associate Professor in the Department of Foundations and Curriculum Studies.
2. Dr. Stella Achen from Assistant Lecturer to Lecturer in Department of Adult & Community Education, School of of Distance and Lifelong Learning.
3. Dr. Fabian Karembe from Assistant Lecturer to Lecturer in the Department of Adult and Community Education in the School of Distance and Lifelong Learning
4. Dr. Allen Nalugwa was promoted to rank of Senior Lecturer in the Department of Science, Technology and Vocational Education, School of Education
5. Dr. Reymick Oketch to a Lecturer in the Department of Science, Technology and Vocational Education, School of Education.



05.

Research and Innovations



RESEARCH INSTITUTES AND CENTRE ACTIVITIES.

The College of Education and External Studies has one research institute and four centres, they include:

- Makerere institute of education Research (MITER)
- Institute of Open, Distance and e-Learning (IODeL)
- Centre for Lifelong Learning (CLL)
- Centre Teaching and learning Support (CT&LS)
- Centre for Early Childhood Development
- Centre for Wisdom Pedagogy

CENTRE ACTIVITIES

Institute of Open, Distance and e-Learning (IODeL)

The Institute of Open, Distance, and e-Learning (IODeL) at Makerere University continued to strengthen its strategic role in promoting technology-enhanced learning during the 2024 reporting year. Established under the 2015 ODeL Policy, IODeL's dual mandate includes delivering academic programmes in ODeL and supporting the integration of e-learning and blended pedagogies across the University. Positioned under the College of Education and External Studies (CEES) and reporting to the Deputy Vice Chancellor (Academic Affairs), the Institute plays a central role in advancing Makerere University's digital transformation agenda.

In 2024, IODeL successfully coordinated and delivered teaching in core academic programmes including the Master of Instructional Design and Technology (MIDT), Postgraduate Diploma in Instructional Design and Technology. Additionally, IODeL facilitated instructional activities for external programmes such as the Bachelor of Education, Bachelor of Commerce, and Bachelor of Science, while collaborating with schools like the School of Education to design new online qualifications such as the Postgraduate Diploma in Education (PGDE). A total of 741 students were admitted into ODeL and external programmes during the 2024/2025 academic year.

The Institute continued implementing the Mastercard Foundation Scholars Programme e-Learning Initiative (MCFSP eLI @Mak), through which 2,579 academic courses were digitized (100.74% completion), 1,280 faculty trained, and five multimedia studios and digital learning infrastructure installed. Additional projects such as TELLS, CABUTE, and CVEinAI supported infrastructure expansion, curriculum development, and capacity building. IODeL also signed strategic MoUs with partners like NWSC and Seed Global Health to support sectoral eLearning transformation.

Research and dissemination remained strong, with multiple publications and conference

engagements led by IDeL staff. The Institute also supported strategic digital education forums and hosted trainings, including participation in KOICA-sponsored capacity building in South Korea. Capacity building among IDeL staff was enhanced through certifications such as the APPQMR by Quality Matters, USA.

Despite these successes, IDeL faced challenges including limited funding, reallocated budgets, high teaching workloads, and systemic barriers to full institutional integration of ODeL. Many processes at the University remained oriented toward traditional, in-person instruction, necessitating more sensitization and policy alignment.

To consolidate gains and address emerging needs, the report recommends five strategic actions:

1. Review the 2015 ODeL Policy;
2. Conduct research on ethical AI use in education;
3. Designate IDeL as a cost center;
4. Rebalance IDeL staff teaching loads; and
5. Sustain infrastructure investments and support systems for blended learning.

Overall, IDeL has continued to fulfill its mandate effectively and has been instrumental in driving Makerere University's digital learning agenda. With consistent leadership and institutional support, it remains well-positioned to lead the University's transition to a fully inclusive, blended, and future-ready learning ecosystem.

INTRODUCTION:

At its 136th Meeting held on the 6th and 21st of October 2015, the University Council approved the Policy on Open, Distance, and eLearning (ODeL). This Policy was established to institutionalize ODeL as an integral part of Makerere University's academic programming, with the overarching goal of expanding access to flexible, high-quality, and technology-enhanced learning opportunities.

As part of the Policy's implementation, the former Department of Open and Distance Learning was elevated to the Institute of Open, Distance, and e-Learning (IDeL), reflecting the University's strategic commitment to advancing digital and distance education.

The key objectives of the Policy are to:

- a. Establish a comprehensive framework for mainstreaming ODeL across all academic programmes at Makerere University;

- b. Enhance access to higher education in Uganda through diversified delivery modalities;
- c. Ensure the quality and credibility of ODeL-delivered programmes through structured quality assurance mechanisms;
- d. Harness the potential of online and eLearning platforms to support the evolution toward 4th and 5th generation models of ODeL.
- e. The Institute of Open, Distance, and e-Learning (IDeL) was established with two core mandates:
- f. To design, develop, and deliver academic courses and programmes in the field of ODeL; and
- g. To provide strategic and technical support to all academic units of the University in the effective integration of e-learning, blended learning, distance education, and online learning into their teaching and research functions.

THE POSITION OF IDeL IN THE UNIVERSITY

The Institute of Open, Distance, and e-Learning (IDeL) operates under the College of Education and External Studies (CEES). The Director of the Institute reports through two distinct channels, in line with IDeL's dual mandate. First, the Director reports to the Principal of CEES on matters pertaining to the development and delivery of ODeL disciplinary courses and academic programmes. Second, the Director reports to the Deputy Vice Chancellor (Academic Affairs) on issues related to the provision of backstopping support services for the professional and seamless integration of e-learning, blended learning, distance education, and online education across all academic units of the University. Accordingly, this report is structured to reflect these two reporting lines.

IDeL as a Teaching Unit within the College of Education and External Studies (CEES):

One of the core mandates of the Institute of Open, Distance, and e-Learning (IDeL) is to develop and deliver disciplinary courses and academic programmes in Open, Distance, and e-Learning (ODeL) at Makerere University. This teaching mandate positions IDeL under the College of Education and External Studies (CEES), from which it derives academic oversight and administrative alignment.

Delivery of ODeL Disciplinary Courses and Programmes:

Following the approval of the ODeL Policy by the University Council, the former Department of Open and Distance Learning was elevated to the status of an Institute. This upgrade required that the coordination and management of existing distance education programmes previously under the Department be reverted to their respective mother academic units. This structural change was intended to enable IODEL faculty to focus on teaching specialized ODeL disciplinary courses and providing institutional support for the integration of technology-mediated teaching and learning.

As of the end of the 2024 reporting period, this transition had been only partially implemented. The Bachelor of Agricultural and Rural Innovations (External) and the Bachelor of Education (External) were successfully transferred back to their mother units—the College of Agricultural and Environmental Sciences (CAES) and the College of Education and External Studies (CEES), respectively. However, the Bachelor of Science (External) and Bachelor of Commerce (External) programmes remained under IODEL's coordination due to unresolved budgetary constraints. To address this, the Office of the Deputy Vice Chancellor (Academic Affairs) convened several stakeholder meetings in 2024. While progress was made, full resolution of the transition is still pending.

In the interim, IODEL continued to host, manage, and coordinate both the Bachelor of Science (External) and Bachelor of Commerce (External) programmes. Additionally, IODEL held consultative meetings with the College of Natural Sciences to address persistent challenges faced by students enrolled in the Bachelor of Science (External) programme.

During the reporting period, IODEL faculty continued to provide teaching support across several programmes, including:

- Bachelor of Commerce (External)
- Bachelor of Education (External)
- Bachelor of Youth Development Work (External)
- Master of Instructional Design and Technology (MIDT)

Despite disruptions caused by the national population census, Semester II of the 2023/2024 academic year was successfully completed, including examinations.

Furthermore, IODEL is mandated to run three core academic programmes under the Department of Adult and Community Education (DACE):

1. Master of Instructional Design and Technology (MIDT)
2. Postgraduate Diploma in Instructional Design
3. PhD in Instructional Design and Technology

In addition to its teaching responsibilities, IODEL was tasked with partnering with the School of Education to develop an online Postgraduate Diploma in Education (PGDE) programme. This includes leading the development of the digital curriculum and coordinating e-content creation for the programme's online delivery.

The Master of Instructional Design and Technology remains a flagship programme hosted, coordinated, and fully managed by IODEL.

Admissions to External and Distance Learning Programmes (2024/2025):

The following enrolment figures were recorded for the 2024/2025 academic year:

Table 1. Admission on Distance Learning Programmes in 2024/2025

No	Programme	Number
1.	Bachelor of Education (External)	232
2.	Bachelor of Science (External)	53
3.	Bachelor of Commerce (External)	170
4.	Bachelor in Youth Development Work	48
5.	Bachelor of Agricultural and Rural Innovations (External)	98
6.	Master of Instructional Design and Technology	17
7.	Master of Public Health Distance	121

Semester Teaching on External Programmes:

Following the disruptions caused by the COVID-19 pandemic, the University successfully resumed normal academic programming. Teaching activities for Semesters Two and One proceeded smoothly during the 2023/2024 and 2024/2025 academic years.

Semester II (2023/2024) commenced on **Saturday, 18th February 2024** and concluded on **Sunday, 8th May 2024**.

Semester I (2024/2025) officially began on **5th August 2024** with the arrival and registration of first-year students (Freshers).

Below is a chronology of events for Semester I, 2024/2025:

- **First-Year Students (Freshers)** reported on **5th August 2024**.
- **Continuing Students** (3rd and 4th years) reported on **Saturday, 26th August 2024**, with lectures commencing on **Monday, 28th August 2024**.
- A **mini-orientation for Freshers** was conducted at each College. Specifically, Bachelor of Education External (BED) students underwent a **physical orientation from 27th to 30th August 2024** and adopted a **blended learning approach** for the semester.

For BED students:

- **Online lectures** ran from **Monday, 18th September 2024**, to **Friday, 8th December 2024**.
- **Face-to-face sessions** resumed from **30th August 2024** until **10th December 2024**.
- **End-of-semester examinations** were scheduled between **13th November** and **8th December 2024**.

Bachelor of Commerce External (BCOX):

- Admissions for the 2024/2025 academic year were managed under COBAMS. However, this decision was reconsidered by the Central Management Committee due to concerns about programme ownership and coordination.
- BCOX students participated in **face-to-face sessions** from **30th August to 15th September 2024**, and returned on **3rd December 2024** for **coursework and assessments**.

Bachelor of Science External (BSCX):

- Teaching and learning proceeded successfully; however, classes were merged with internal students due to **budgetary constraints** at the College of Natural Sciences (CONAS).
- This issue was discussed in a joint meeting between CONAS and IDeL, which highlighted the need to separate BSCX from internal classes to preserve pedagogical integrity. A stakeholder meeting is scheduled by the Deputy Vice Chancellor (Academic Affairs) to resolve budget challenges and facilitate the full transition of external programmes to their mother units.

In alignment with the process followed for BCOX, the BSCX programme is expected to undergo a similar transition post-2024/2025 academic year, pending stakeholder consensus.

ODeL Student Orientation:

IDeL conducted a comprehensive orientation for newly admitted ODeL students across all Colleges, ensuring that freshers were adequately introduced to the blended learning systems, LMS platforms, and academic expectations under the ODeL model.

FEBRUARY 2024 GRADUATION (Jan 29th -2nd Feb 2024).

In February 2024 Makerere University held her 74th Graduation Ceremony. The External degree Programme contributed graduands as follows



Table 3. Graduation Statistics on External Degree Programmes at Makerere University

No.	Programme	Number
1.	Bachelor of Education (External)	81
2.	Bachelor of Science (External)	29
3.	Bachelor of Commerce (External)	161
4.	Bachelor in Youth Development Work	Nil
5.	Bachelor of Agricultural and Rural Innovations (External)	17
6.	Master of Instructional Design and Technology	5

Human Resource Capacity Building at IODEL in 2024:

In addition to its role in building the capacity of academic staff across the University in Open, Distance, and e-Learning (ODEL), the Institute of Open, Distance, and e-Learning (IODeL) also prioritized the professional development of its own staff during the year under review.

In 2024, IODeL faculty members actively participated in key professional development programmes aimed at enhancing their competencies in quality assurance for online education. Several staff members, including Dr. Godfrey Mayende, Dr. Nazarius Turyakira, Mr. Arthur Mugisha, Mr. Patrick Lugemwa, and Ms. Grace Joyce Nabude, successfully completed the **Certificate in Applying the Quality Matters Rubric (APPQMR)**—a globally recognized training by **Quality Matters (QM), USA**. QM is a leading international organization in quality assurance for online and innovative digital learning.

Its certification equips educators with scalable frameworks and tools to ensure the delivery of high-quality online and blended learning experiences.

This training was particularly critical as IODeL academic staff intensified efforts to enhance the quality of e-courses offered across ODeL programmes, particularly during the conclusion of the first phase of the Mastercard Foundation-supported project. Their performance and contributions in advancing the digital transformation agenda were notably commendable during this period.

Furthermore, the IODeL team participated in the **KOICA-Uganda Capacity Building Training** held in South Korea from **July 27 to August 7, 2024**. This engagement provided additional exposure to global best practices in digital education and institutional capacity building.



Publication

1. Mirembe, E., Kajumbula, R., Mayende, G., & Muyinda, P. B. (in press). *Data-driven visualization to enhance strategic e-learning decision making*. Paper presented at the eLearning Conference, University of Embu, Kenya.
2. Mayende, G., Kajumbula, R., Mirembe, E., Nabude, G. J., & Muyinda, P. B. (in press). *Technical expertise in instructional design and eLearning environment setup for the CoMMPASS EU Project 101082809 MOOC course*.
3. Mayende, G., Nampijja, D., & Muyinda, P. B. (in press). Integrating social media in teaching and learning. In S. Wa-Mbaleka, C. Baiyun, D. Aimee, & G.-E. Patricia (Eds.), *The SAGE handbook of higher education instructional design*. SAGE.
4. Mayende, G., Prinz, A., Isabwe, G. M. N., Muyinda, P. B., Nabude, G. J., & Nampijja, D. (in press). Tools for supporting effective online learning groups. In S. N. Siminyu (Ed.), *IODeL Book*. Makerere University Press.
5. Muyinda, B. P., & Kajumbula, R. (in press). The Sub-Saharan Africa Onlinazation pedagogy: A cross-fertilization of the Global South and North online education pedagogies. In *Distance education: A resilient heutagogy*.
6. Muyinda, B. P., Mayende, G., Tibaingana, A., Lugemwa, P., Asiimire, A., Mbabazi, L., Mirembe, E., Atukunda, S., Tuhirirwe, I., Kajumbula, R., Turyakira, N., Nzala, W. J., Matovu, J., & Amanyire, R. (in press). Requirements for developing a pedagogically sound mobile learning system for positive behavioral change of boda-boda riders' healthy living. In *Distance education: A resilient heutagogy*.
7. Mayanja, J. (in press). Using SERVQUAL to assess the quality of technology-enabled student support services in open, distance, and e-learning at Makerere University.
8. Muyinda, P. B., Mayende, G., Kajumbula, R., Isabwe, G. M. N., Kakumba, U., & Nawangwe, B. (in press). Change management strategies during transitioning to ODeL at a largely in-person university before, during, and after the COVID-19 pandemic: A case of Makerere University.
9. **Muyinda, B. P.**, Bananuka, T. H., Mayende, G., Aguti, N. J., & **Kajumbula, R.** (2024). Looking back, looking forward: Taking stock of Makerere University's Digitalisation journey. In A. B. K. Kasozi, J. Ahikire, D. Dipio, H. Byamugisha, & I. Tibasiima (Eds.), *Makerere's century of service to East Africa and beyond, 1922–2022* (pp. 337–352). Makerere University Press.
10. Masagazi, J. Y., Lugemwa, P., & **Mirembe, E.** (2024). Pioneering assessment solutions: Empirical experience from educational practitioners. *International Journal on Integrating Technology in Education (IJITE)*, 13(2), 1–17. <https://doi.org/10.5121/ijite.2024.13201>



Research Dissemination:

1. Participation in the 3rd Annual Future Education Conference (TELLS)

IODeL participated in the **3rd Annual Future Education Conference** organized under the **TELLS initiative**, held in collaboration with the **University of Agder (Norway)** and the **University of Rwanda**. The conference, held under the theme “*Future-Ready Education: Technologies and Strategies for Learning Communities*,” served as a platform for exchanging innovative ideas and strategies to advance digital teaching and learning in higher education. IODeL’s engagement in this forum underscored its regional leadership in open, distance, and e-learning (ODeL) practices.

2. Comprehensive Evaluation of Blended Learning (CEBL 2 Project)

On **20th May 2024**, the **CEBL 2 Project—Comprehensive Evaluation of Blended Learning Uptake for Graduate Training at Makerere University**—successfully disseminated its research findings to stakeholders at the School of Business Conference Hall, Block B, COBAMS.

The project aimed to undertake a detailed assessment of the implementation and effectiveness of blended learning in graduate education at Makerere University. Key evaluation areas included:

- Demographic characteristics of graduate learners;
- Current status of blended learning engagement;
- Learner readiness for blended pedagogies;
- Levels of satisfaction with blended learning;
- Identification of cyber risks and learner-reported challenges;
- Recommended solutions to enhance the blended learning experience;
- Development of an ideal learner-centered blended learning delivery framework.

The evaluation was instrumental in providing evidence-based recommendations to guide the University’s transition towards a robust Open, Distance, and eLearning (ODeL) environment. As part of this digital transformation agenda, Makerere University—in partnership with the Mastercard Foundation—acquired **two high-performance servers** to host multimedia-rich repositories,

including large video files, to support the LMS infrastructure.

The **Principal Investigator (PI)** of the CEBL 2 Project, **Mr. Arthur Mugisha**, secured funding from the **Makerere Research and Innovations Fund (Mak-RIF)** to lead the study. The specific objectives of the CEBL 2 Project were to:

- Assess the current state of blended learning among postgraduate learners at Makerere University;
- Identify and document key challenges from the learners’ perspective;
- Improve upon the initial blended learning framework developed during phase one of the project.

As Makerere University moves toward becoming a **research-led institution**, with an anticipated increase in graduate student enrollment and a reduction in undergraduate numbers, **blended learning is being positioned as the preferred pedagogical model** to support this strategic shift.

Conferences Attended and Papers Presented:

The following is a summary of academic conferences attended and scholarly contributions made by IODeL staff in 2024:

a) Mayende, G., Nabude, G. J., & Muyinda, P. B. (2024, March 28). *Pedagogical skills in the 21st century: Emerging trends and approaches*. Paper presented at the Strategic Leadership and Management Training Programme for Deans and Directors of Kabale University, Civil Service College Uganda, Jinja.

b) Mayende, G., Kajumbula, R., Mirembe, E., Nabude, G. J., & Muyinda, P. B. (2024). *Instructional design and eLearning environment setup for the CoMMPASS EU Project 101082809 MOOC course*. Technical presentation at the CoMMPASS EU Project dissemination sessions.

c) Muyinda, P. B. (2024, August 7–11). *The role of technology in expanding access to higher education*. Panel session at the Mastercard Foundation Inaugural EdTech Conference, Transcorp Hilton Hotel, Abuja, Nigeria.

d) Muyinda, P. B. (2024, June 29). *E-learning in post-COVID-19 Africa* [Podcast episode]. Silver Lining for Learning (Episode 197). Available at: <https://youtu.be/BhzBoFakl84>

e) Muyinda, P. B. (2024, May 29–31). *Traditional education institutions will become obsolete in the digital age* (Debate panelist). eLearning Africa 2024 Conference, Kigali Convention Center, Kigali, Rwanda. Available at: https://www.elearning-africa.com/conference2024/programme_debate.php

f) Muyinda, P. B. (2024, April 17–18). *E-learning in health professional education* (Panelist). Health Professions Education (HPE) Conference 2024: *Advances in Health Professions Education – Research, Innovations in Teaching & Learning, Quality Assurance*, Hotel Africana, Kampala, Uganda.

g) Muyinda, P. B. (2024, May 15). *Presentation of the Education and Sports Sector Digital Agenda Strategy 2024–2030* to Hon. Minister of Education and Sports, Mama Janet Kataha Museveni. State House, Nakasero, Kampala, Uganda.

h) Muyinda, P. B. (2024, August 7–11). Participation in the *Inaugural Mastercard Foundation EdTech Conference 2024*, Transcorp Hilton Hotel, Abuja, Nigeria.

i) Muyinda, P. B. (2024). *E-learning in post-COVID-19 Africa*. Featured guest in a podcast discussion focused on the evolution and challenges of digital education in Africa's post-pandemic context.

Knowledge Transfer **Partnerships and Memoranda of Understanding (MoUs)**:

In 2024, the Institute of Open, Distance, and e-Learning (IODeL) actively engaged in strategic knowledge transfer partnerships aimed at enhancing institutional capacity for e-learning within and beyond Makerere University.

1. Partnership with National Water and Sewerage Corporation (NWSC)

Makerere University, through IODeL, signed a Memorandum of Understanding (MoU) with the **National Water and Sewerage Corporation (NWSC)** as an implementation partner for the **E4WATSAN Project—eLearning Improvement for Improved Water and Sanitation Services Delivery**—funded under the **DUPC2 programme**. Under this partnership, IODeL executed the following activities:

- Conducted a comprehensive **technical review** of NWSC's eLearning platform and identified system gaps and areas for improvement;
- Advised on the **procurement of digital infrastructure and tools** to support NWSC's

eLearning implementation;

- Delivered **Training of Trainers (ToT)** sessions in online course development and use of the eLearning system;
- Facilitated **peer review** of digital learning content developed by NWSC staff;
- Provided **independent expert guidance** on the integration of eLearning into NWSC operations;
- Participated in **monitoring and evaluation** of the project's implementation progress.

2. MoU with Seed Global Health (Lira University)

IODeL also signed an MoU with **Seed Global Health** to deliver **e-Learning and e-Content Development training** for academic staff at **Lira University**. Through this initiative, **40 academic staff members** were trained and successfully developed e-content for their respective courses.

Learning Infrastructure and Equipment Enhancements:

In 2024, IODeL made significant investments in digital learning infrastructure with support from various partners and projects:

- With funding from the **Mastercard Foundation Scholars Program eLearning Initiative (MCFSP eLIP@Mak)**:
- Procurement began for online facilitation tools such as **Zoom, Mentimeter, Jam board**, and others;
 - Major infrastructure investments included the procurement of:
 - Five (5) multimedia studios
 - Two (2) MUELE servers
 - One (1) video streaming server
 - Ten (10) all-in-one digital scanners
 - An e-portfolio system
 - Mobile MUELE (Learning Management System) development
- With funding from the **TELLS Project**, IODeL began setting up a **state-of-the-art Multimedia Smart Classroom** at Nsubuga Block.
- Under the **CABUTE Project**, IODeL commenced procurement of **ICT laboratories** for the following subject areas:

- General Education
- Mathematics Education
- English Language Education
- Music Education
- Through support from the **Government of Uganda (DVC AA budget)**, IDeL acquired:
 - Two (2) interactive flat screens (HK Vision 86 inches)
 - One (1) all-in-one desktop computer
 - One (1) professional camera

PhD Training and Completion:

Although IDeL does not directly offer a PhD programme, several of its staff are engaged in doctoral studies at external institutions.

Ongoing PhD Studies (2024):

- Mr. John Bukenya
- Mr. Arthur Mugisha
- Ms. Eva Mirembe

PhD Completion:

- Dr. **Richard Kajumbula** successfully completed his PhD studies at the **University of South Africa (UNISA)** and graduated on **September 18, 2024**.

Table 5. Staff who Retired in 2024

1.	Dr. Samuel N. Siminyu	Lecturer	January 22, 2024	Retired
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Table 6. Staff who were internally transferred

1.	Rebecca Nansubuga	Messenger/ Cleaner	March 26, 1996	July 12, 2033	Transferred to School of Education in April 2024
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Table 7. Staff whose contract ended

1.	Rose Akanya	Admin Assistant	July 1, 2023	June 30, 2024	On Ground
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IDeL as the Central Academic Unit for ODeL Development Across Makerere University:

The second core mandate of the **Institute of Open, Distance, and e-Learning (IDeL)** is to provide **backstopping support services** to all academic units at Makerere University. This support ensures the **professional and seamless integration** of e-learning, blended learning, distance education, and online learning into academic programmes and research activities. This mandate positions IDeL directly under the oversight of the **Office of the Deputy Vice Chancellor (Academic Affairs)**.

In line with this mandate, IDeL continued in **2024** to strengthen the adoption and implementation of Open, Distance, and e-Learning (ODeL) modalities

across the University. The support was extended through:

- Organized training workshops on blended and online pedagogy;
- Targeted mentorship for faculty members;
- Deployment of IDeL academic staff as **college-level ODeL coordinators** to provide continuous, localized support.

These coordinators acted as focal persons in their assigned colleges, offering guidance on instructional design, Learning Management System (LMS) use, digital content development, and integration of ODeL strategies into teaching and learning.

Table 7 below presents the list of IODeL academic staff and the colleges for which they were responsible in 2024.

Table 7. Assignment of IODeL Academic Staff to Colleges for ODeL Activity Coordination

No.	Name	College Assigned To	ODeL Activities Accomplished
1.	Dr. Paul Birevu Muyinda	ALL COLLEGES	(a) Overall planning and coordinating of ODeL activities in the entire University (b) Representing the IODeL on University Management Committees (c) Participating in training faculty and students in ODeL (d) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy
2.	Dr. Harriet Najjemba	CHS & CHUSS	(a) Coordination of ODeL activities in CHS and CHUSS (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy
3.	Dr. Godfrey Mayende	COCIS	(a) Coordination of ODeL activities in COCIS (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy
4.	Dr. Jamiah Mayanja	COBAMS	(a) Coordination of ODeL activities in COBAMS (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy

No.	Name	College Assigned To	ODeL Activities Accomplished
5.	Dr. Harriet Nabushawo	CAES	(a) Coordination of ODeL activities in CAES (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy
6.	Mr. Nazarius Turyakira	School of Law and Jinja Campus	(a) Coordination of ODeL activities in SoL and Jinja Campus (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy
7.	Mr. Arthur Mugisha	CEES	(a) Coordination of ODeL activities in CEES (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy (g) eLearning champion MTSIFA
8.	Mr. John Bukenya	COCIS	(a) Coordination of ODeL activities in CONAS (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy

No.	Name	College Assigned To	ODeL Activities Accomplished
9.	Mr. Richard Kajumbula	COVABS	(a) Coordination of ODeL activities in COVABS (b) IODeL activities Programming (c) Training faculty in online content development (d) Training faculty in online facilitation/pedagogy (e) Training faculty in Instructional designing of online content (f) Training students how to study online (g) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy (h) Supporting online facilitation of MDT 7302-eTutoring & Training
10.	Mr. Patrick Lugemwa		(a) Coordinator of Bachelor of Science External (b) Training faculty in online content development (c) Training faculty in online facilitation/pedagogy (d) Training faculty in Instructional designing of online content (e) Training students how to study online (f) Continuous mentorship/sensitization of faculty and students in online/blended pedagogy.

The IODeL team supported all units in 2024

IODeL Key Achievements in 2024:

In 2024, the Institute of Open, Distance, and e-Learning (IODeL) registered significant progress in advancing its dual mandate—academic programme delivery in ODeL and institution-wide support for the integration of technology-enhanced learning. Key achievements include:

Academic and Programme Development:

- Reviewed all academic programmes under IODeL, including the **Master of Instructional Design and Technology, Postgraduate Diploma in Instructional Design, and PhD in Instructional Design and Technology**.
- Continued to **support the implementation of blended teaching and learning** across the University.
- Maintained effective execution of both academic and ODeL-related duties by IODeL

staff, balancing teaching, research, community engagement, and cross-college e-learning support.

Implementation of the Mastercard Foundation Scholars Programme e-Learning Initiative (MCFSP e-LI @ Mak).

- Secured a **grant of USD 2 million** to support digital learning transformation at Makerere University.
- Developed **2,579 out of 2,560** courses, representing **100.74%** achievement in academic e-course development across the University.
- Trained **1,280 faculty members** in e-learning pedagogy and digital content development.
- Developed **four (4) support services modules**.
- Trained **32 e-learning champions** to promote sustainability.
- Upgraded the **Makerere University E-Learning**

Environment (MUELE) platform.

- Procured and installed:
 - **Five (5) multimedia studios**
 - **Two (2) MUELE servers**
 - **One (1) video streaming server**
 - **Five (5) all-in-one digital scanners**
 - **An e-portfolio system**
 - **Mobile MUELE platform.**

Research, Grants, and Institutional Development:

- Actively engaged in research and grant implementation, including:
 - Publications by IDeL staff.
 - Scholarship opportunities for students.
 - Acquisition of learning infrastructure.
- Authored and submitted the restructured IDeL Operationalization Plan to the Vice Chancellor.
- Supported the development of multiple programmes:
 - **Online PhD in Instructional Design and Technology**
 - **Postgraduate Diploma in Instructional Design and Technology**
 - **Bachelor of Learning Design and Technology**
 - **Online Postgraduate Diploma in Education** (in collaboration with the School of Education).
- Initiated the development of a book titled ***Distance Education: A Resilient Heutagogy***.

Strategic Project Implementation and Partnerships

- Continued implementing key projects:
 - Transformative Education and Lifelong Learning for Sustainable Development (TELLS)
 - Capacity Building for Research-Based Teacher Education (CABUTE)
 - Phase I of MCFSP e-Learning Initiative
- Commenced implementation of:
 - EU-funded Critical Virtual Exchange in

Artificial Intelligence (CVEinAI) Project

- AI in Education collaboration with Emerging Technology Institute (ETI)
- Partnered with **M/S CLS** to install multimedia studio equipment in **five colleges** (CEES, CONAS, CAES, COBAMS, and CHS).
- Developed a **Multimedia Studio Booking Application** through the IDeL Edu Tech team.
- Participated in the **KOICA Project for Enhancing the Distance Education Environment**, contributing to the development of the **Makerere University Ten-Year Distance Education Master Plan**.

Challenges Faced in 2024

Despite the successes, several challenges hindered optimal implementation:

- **Declining enrolment** in traditional distance education programmes due to transitioning challenges.
- **Redistribution of IDeL's budget** to individual colleges made it difficult to access resources, thus **slowing down ODeL implementation**.
- **Limited funding** for ODeL activities; allocated budgets at the college level were often diverted to other needs.
- **Excessive workload** for IDeL academic staff, many of whom undertook over **10 teaching hours per week** in addition to full ODeL coordination roles. This exceeded the policy-recommended 40% teaching and 60% ODeL activity split.
- **Institutional resistance to ODeL integration:** Many University systems—including staff appraisals, timetabling, and promotions—remained skewed toward traditional face-to-face teaching, requiring ongoing **training and sensitization efforts** by IDeL staff.

Conclusion:

The year 2024 marked a period of consolidation and progress in Makerere University's journey toward becoming a leader in blended, online, and distance learning. With sustained institutional support, the integration of ODeL pedagogies has deepened across faculties. IDeL effectively executed its dual mandate through programme development, strategic project implementation, and faculty capacity building.

To further strengthen these gains, a **comprehensive review of the ODeL Policy (2015)** is now necessary to align with evolving trends in technology-mediated teaching and learning.

Recommendations:

1. **Review the ODeL Policy**, which was promulgated in 2015, to reflect current practices and technological advancements in digital education.
2. **Conduct research on the ethical use of AI tools such as ChatGPT** in pedagogical processes in higher education institutions in Uganda.
3. **Reclassify IODeL as a cost center** to enable more autonomous and streamlined budgeting and implementation of ODeL activities.
4. **Reassess teaching load expectations** for IODeL academic staff to reflect the intensity of dual-role responsibilities.
5. **Sustain investment** in digital learning infrastructure and faculty support mechanisms to enhance the long-term success of blended learning at Makerere University.

1. Centre for Lifelong Learning (CLL)

The **Centre for Lifelong Learning (CLL)** at Makerere University is a dynamic unit dedicated to promoting accessible, flexible, and relevant learning opportunities for individuals beyond the traditional university age or structure. Rooted in the university's commitment to community engagement and inclusive education, the Centre supports personal and professional development through non-degree, skills-based, and continuing education programs. Some of the programs the centre runs include the training of student on behalf of the Uganda Business and Technical Education Board and the Love Binti Program. Some of the achievements in the last year has been the award of certificates and Diplomas to over 600 students under the UBTEB Program. Below are the details.

Over 600 awarded UBTEB certificates

Over 600 students of Makerere University Centre for Lifelong Learning and Makerere University Jinja Campus graduated with Diplomas and Certificates from the Uganda Business and Technical Examinations Board (UBTEB)

Speaking during the graduation ceremony held on the 3rd February 2024, at Makerere University Yusuf Lule Auditorium, Prof. Anthony Mugagga Muwagga, the Principal of the College of Education and External Studies, where the Centre for Lifelong Learning is housed said: the college seeks to address the challenge of post secondary school students dropout. The Centre for Lifelong Learning provides opportunities for learners especially those students who would have missed out on joining universities either because of low grades (got one or two principal passes at Advanced level or cannot afford the high tuition at universities).

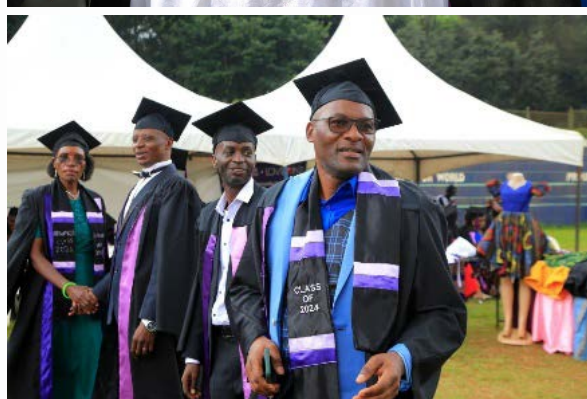




The Love Binti program;

The Love Binti program at Makerere University is a women's empowerment initiative focused on skills development, particularly in fashion design and hairdressing. The program, a collaboration between Love Binti International and Makerere University's College of Education and External Studies (CEES), aims to equip communities with valuable skills for economic independence.

In 2024, over 240 students graduated with certificates and diplomas from the College of Education and External Studies (CEES) under the Love Binti Program. For the first time, the program admitted male students who appreciated the opportunity to learn and graduated with Diplomas and certificates.



Internship for Students

Students on the certificate and Diploma courses undertake training in various fields during the recess term. Below are pictures of Diploma in Civil Engineering students year 2 during industrial training



2. Centre for Teaching and learning support (CTLS)

CTLS is dedicated to innovating and supporting teaching and learning through facilitating learner-centered and competency based pedagogical practices at Makerere University, with (in) different learning institutions in Uganda and beyond. The Centre offers a variety of workshops, seminars that facilitate the development of educators, teachers, students, professionals and individuals. It offers capacity building and retraining of staff, teachers and students to respond to changing curricula and national needs.

Our Mission isto encourage and support effective innovative Learner-Centered and Scholarly teaching practices. CTLS seeks to promote faculty, staff and students in cultivating a Collegiate climate that encourages and rewards innovations in teaching and learning.

Achievements:

- On 11th- 13th December, 2025, the College of Education and External Studies (CEES) through its Centre for Teaching and Learning Support (CTLS) embarked on a comprehensive training

program aimed at enhancing the pedagogical and professional competencies of its academic staff. The inaugural training, organized by the Office of the Deputy Vice Chancellor (Academic Affairs), was officially launched by Prof. Mukadasi Buyinza at Fairway Hotel. The University-wide Pedagogy and Professionalism Course was designed in response to gaps identified in higher education teaching. According to the course guidelines, many academic staff possess deep subject-matter expertise but lack structured training in pedagogy and andragogy, essential for effective knowledge transfer.

- Given the CTLS Goal 4: Enhance partnerships and collaborations with International Institutions in building capacities of faculty and students in innovative pedagogies. CTLS in collaboration with the University College London, UK organized an Educational Students' Seminar entitled: *'Utilizing Archival Research to Address Academic Research Gaps.'* The Center hosted Ms. Olivia Ky Mahar Luther a visiting scholar from University College of London, on the 28th April, 2024 at the Language Resource Center, School of Education, CEES.

Participants who attended the Pedagogy and Professionalism Course





Figure 1: Participants who attended in the Archival seminar

- CTLS successfully offered short course on Public Speaking Level 2 undertaken by the Budget Office, Parliament of Uganda. The workshop, attended by 25 participants at the Telepresence Center, Senate Building Makerere University was scheduled on 13th May 2024 to 18th May 2024. The training was spearheaded by the Coordinator for CTLS Dr Dorothy Kyagaba and Prof. Mulumba Matthias, the Dean of School of Education as the lead facilitator.

The 5 days Public speaking level 2 workshop was concluded with a certificate award ceremony where the Director, Directorate of Research and Graduate Training offered certificates to the participants.



Prof. Mulumba addressing congratulating participants during award ceremony



Dr. Dorothy Kyagaba addressing the participants during award ceremony



Prof. Bbaale giving closing remarks at the award ceremony



The Director Parliament Budget office, Hajji. Sulaiman Kiggundu receiving his certificate



Some of the participants that attended the award ceremony and the facilitators

- CTLS offered training for the Guidance and Counseling course to some students that had been pursuing a Post Graduate Diploma in Education from the School of Psychology. The training started on 27th May 2024 -10th June 2024. It was blended learning session with Dr Anne Ampaire as the lead facilitator of the training. The physical sessions were carried out at the Language Resource Center where participants were awarded certificates.



Dr. Ampaire during one of the blended sessions in the training



Some of the participants that attended one of the physical sessions

1. CENTRE FOR WISDOM PEDAGOGY

This Centre was established at the recommendation of NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) Its strategic objective is to design short courses and trainings to Ugandans teachers by empowering them with 21st century thinking skills through wisdom pedagogy. The centre's core goals are:

- I. Incept the concept of mindset change in Uganda's Education system
- II. Research on the indigenous African Wisdom Pedagogy theories and Knowledge
- III. Cultivate effective wisdom pedagogical practices among Uganda's Education stakeholders.

Roll out the Wisdom pedagogy in all sub sectors of Uganda's education including the university level.

06.

Research and Grants



	NAME	PROJECT TITLE
1.	Dr. Paul Muyinda Birevu	1. Project Team Member of the Korea International Cooperation Agency (KOICA) funded project titled: <i>Harnessing ICT in Education for Technological Innovation, Skills Development and Cultural Exchanges at Makerere University/The Project for Enhancing the Distance Education Environment at Makerere University in Uganda (PEDEEMak)</i>, USD 12,200,000, 2023-2025. 2. Project Team Member of the Korea International Cooperation Agency (KOICA) funded project titled: <i>Capacity Building for Makerere University Staff on E-Learning, Teaching and Innovation</i>. A KOICA Capacity Improvement and Advancement for Tomorrow (CIAT-ON) Programme, USD 450,000, 2023 – 2025.
2.	Dr. Twine Bananuka	Won UGX 38Million MakALE Book Writing Grant from DVV International
3.	Ms. Nuluyat Nalwadda	Won MakRIF Project UGX 113,224,000 January 2024.
4.	Dr. Mbulankende Julius Shopi	Capacity Building of Teacher Educators in Competence Based Curriculum (CBC) in selected public Universities in Uganda' Award amount 85M.
5.	Dr. Buluma Alfred	won the following projects: i. Co - PI on a project about "Capacity Building of Teacher Educators in Competence Based Curriculum (CBC) in selected public Universities in Uganda" under the MakRIF Round 5, 2023-2024. # Funding: \$22,945.58 ii. "Building capacity of Innovative Approaches to facilitate learning of foreign languages in the Competency Based Curriculum" under the MakRIF Round 5, 2023-2024. # Funding: \$ 12,456.17
6.	Dr. Sikoyo Leah	ATEVIL PROJECT Training of academic staff and students with visual impairment in inclusive teaching and learning with Technologies under the ATEVIL Project (Phase 2) 2023-2024

	NAME	PROJECT TITLE
7	Godfrey Mayende, Richard Kajumbula, Eva Mirembe, Grace Joy Nabude and Paul Birevu Muyinda.	Provided technical expertise in instructional design and eLearning environment setup for the CoMMPASS EU Project 101082809 MOOC course
8	Dr. Josephine Esaete	Dr. Josephine Esaete together with colleagues from CAES won a grant: Agroforestry for People and Climate (AfPEC), no. 2023-_000000100: Funded by DANIDA and housed in CAES.
9	Dr. Kalule John	Won a project entitled: Writing right: Enhancing Academic writing and Research Skills among graduate students in selected public Universities in Uganda.

CONFERENCES HELD AND ATTENDED

A. ATTENDED

A number of staff in the college have attended conferences both locally and internationally since the year started. The details are shared in the table below.

	Name of staff	Conference papers presented
1.	Dr. Harriet Nabushawo	Presented a paper titled: "Student views on employability and entrepreneurship-enhancing strategies – insights from a UK -Uganda Higher Education international partnership". Held at Blurring Boundaries Festival 2024 at the Open University UK.
2.	Dr. Stella Achen	Presented a paper titled: "Tailoring higher education to promote community transformation in Uganda". The theme, "Advancing Higher Education Ecosystems for Competency Development". At the International Consortium for Educational Development (ICED24) from June 5 - 7, 2024 at the United States International University - Africa in Nairobi, Kenya.
4.	Ms. Asiimire Priscilla	Presented a paper at the 15th International Interdisciplinary Conference at the Multi-Media University of Kenya from June 26th - June 28th 2024. Titled 'German Adult Education Association as a Partner in University Adult Education at Makerere University, 1980s-2006'.
5.	Ms. Nuliyat Nalwadda	Attended online the World Learning Summit in March 2024 organised by the University of Agder, Norway

	Name of staff	Conference papers presented
6.	Assoc. Prof. Paul Muyinda Birevu	Muyinda B. P. (2024). Panellist in the Session on <i>The Role of Technology in Expanding Access to Higher Education</i> at The Mastercard Foundation Inaugural EdTech Conference. Transcorp Hilton Hotel, Abuja Nigeria, August 07-11, 2024. Muyinda B. P. (2024). Panellist in E-Learning in Post COVID-19 Africa. The 197th Episode of the Silver Lining for Learning Podcast. June 29, 2024. Available at https://youtu.be/BhzBoFakl84 Muyinda B. P. (2024). Proposer (Panellist) in the e-Learning Africa 2024 Debate on the Motion, <i>This House Believes that Traditional Education Institutions Will Become Obsolete in the Digital Age</i>, Kigali Conventional Center, Kigali, Rwanda May 29 – 31, 2024/ Available at https://www.elearning-africa.com/conference2024/programme_debate.php. Muyinda B. P. (2024). Panellist E-Learning in Health Professional Education. HPE Conference 2024. Advances in Health Professions Education: Research, Innovations in Teaching & Learning, Quality Assurance. Hotel Africana, Kampala-Uganda, 17th -18th April 2024 5. Muyinda B. P. (2024). Presentation of the Education and Sports Sector Digital Agenda Strategy 2024 – 2030 to the Hon Ministry of Education and Sports, Mama Janet Jataha Museveni. State House, Nakasero Kampala, Uganda, 15th May 2024 6. Muyinda, PB, Attended and participated in the Inaugural Master Card Foundation edtech conference 2024. Conducted in Abuja, Nigeria. Muyinda PB was hosted on a podcast show focusing on e-learning, topic:e-learning in post covid -19 Africa.
7.	Dr. Godfrey Mayende	Mayende, G., Nabude, G. J., & Muyinda, P. B. (2024) Pedagogical Skills in the 21 st Century: Emerging Trends and Approaches. Presented at the Strategic Leadership and Management Training Programme for Deans and Directors of Kabale University on 28 th March 2024 at Civil Service College Uganda, Jinja.
8.	Mr. Patrick Lugemwa	Joel Yawe Masagazi, Lugemwa Patrick, and Eve Mirembe, (2024). Pioneering Online Assessment Solutions: Empirical Experiences From Educational Practitioners International Journal on Integrating Technology in Education (IJITE) Vol.13, No.2, June 2024; DOI:10.5121/ijite.2024.132011
9	Dr. Najjuma Rovincer	1. USAID (2024) Potential Implementing Partners Coalition Building for the Teaching and Learning Crisis (APS) held at Sheraton Hotel Kampala from 11-15, May, 2024. 2. The International Pandemic Sciences Conference, held at the University of Oxford, UK from 30th June -2nd July, 2024.
10	Dr. Mbulankende Julius Shopi	The 2nd Annual MMU Research Conference. Mountains of the Moon University (MMU) Fort Portal 8th – 12 April 2024.

	Name of staff	Conference papers presented
11	Dr. Buluma Alfred	• Buluma, A., Esaete, J., Walimbwa, M., Nabiryo, R. N., Mbulankende, S.J., & Kagoda, M.A. (2024). Education For Sustainable Development: Integration of Climate Change Mitigation and Environment Education in Teacher Education Programs in Uganda. Paper Presented at the <i>"Architecture - man-made art in construction"</i> Conference held between 4 - 5th June 2024 at Turkmen State Architecture and Construction Institute. • Session chair- Education symposium in the Second Mountains of the Moon University (MMU) Research Conference held between 8th to 12th April 2024, at MMU Lake Saaka Campus, Fort Portal City. • Esaete, J., Buluma, A., Fahrenwald, C. (2023). Education for Sustainable Development (ESD) and Civic Engagement in Uganda. Paper Presentation at University Development Weeks November 10th 2023. Available: https://www.suedwind.at/oberoesterreich/termine-archiv/detail/education-for-sustainable-development-esd-and-civic-engagement-in-uganda/. • Alfred Buluma. (2023). A shift to Competence Based Curriculum: Unlocking Potential for Technical Education in Uganda. Paper Presented at Industry 4.0 Competencies and Education systems Seminar at PSNA College of Engineering and Research, Dindigul, India on 16th August 2023.
12	Dr. Kyasanku Charles	Attended monthly virtual seminars by the Africa-Asia University Dialogue, Hiroshima, Japan.
	Paul Muyinda Birevu	Muyinda B. P. (2024). Digital Leadership for Church of Uganda Education Institution Leaders. <i>A Paper Presented at the Church Of Uganda Heads Of Education Institution Annual Conference.</i> 17th December 2024, Namirembe Cathedral, Kampala, Uganda Muyinda B. P (2024). Participant at the CARTA Supervisors' Induction and Planning Workshop. Kamuzu University of Health Sciences (KUHEs), Lilongwe, Malawi. July 29 - August 2, 2024 Muyinda B. P. (2024). Panellist in E-Learning in Post COVID-19 Africa. The 197th Episode of the Silver Lining for Learning Podcast/ Available at https://youtu.be/BhzBoFakl84 Muyinda B. P. (2024). Proposer (Panellist) in the e-Learning Africa 2024 Debate on the motion, This House Believes that Traditional Education Institutions Will Become Obsolete in the Digital Age, 31st May 2024/ Available at https://www.elearning-africa.com/conference2024/programme_debate.php Muyinda B. P. (2024). Panellist E-Learning in Health Professional Education. HPE Conference 2024. Advances in Health Professions Education: Research, Innovations in Teaching & Learning, Quality Assurance. Hotel Africana, Kampala-Uganda, 17th-18th April 2024

07.

Conferences and Workshops Organized

Senteza Kajubi Fulbright Memorial Lecture



U.S. Ambassador William Popp calls on universities to build active citizens

US Ambassador William Popp, the Keynote Speaker of the 5th Edition of Kajubi Memorial Lecture.

The U.S. Ambassador to Uganda William W. Popp, has called on institutions of higher learning to groom and shape active citizens. The ambassador was delivering a keynote address at the Annual Prof. William Senteza Kajubi Fulbright Memorial Lecture, held on Thursday October 3, 2024 at Makerere University's Yusuf Lule Auditorium.

"Higher education is not just about earning degrees; it is about cultivating the skills and values that create active, engaged citizens who can contribute to a better world," H.E. William W. Popp said.



Chairperson Mak Council Mrs. Lorna Magara(2nd L), Amb. William Popp, Ms Amy Petersen, and Prof. Barnabas Nawangwe after a short meeting.

Ambassador Popp emphasized the crucial role universities play in nurturing responsible citizens. By fostering debate, advocacy and governance participation, universities equip students with the tools needed for leadership in their communities and beyond. "Universities are essential for promoting civic participation, critical thinking, and informed citizenship—key components of a healthy democracy. A vibrant democracy relies on citizens who can engage constructively and peacefully with each other and their leaders," he explained.

He elaborated on how universities contribute to civic education by offering courses in disciplines like political science, history, and sociology. These programs inform students about democratic systems, civil rights, and global issues, while also providing platforms for interaction with current and former political leaders, he said.



Mr. Wasswa Kajubi (flanked by family members) speaking on behalf of the family of Senteza Kajubi.

Ambassador Popp highlighted the importance of fostering critical thinking and debate. "By engaging in discussions around complex issues, students learn to form informed opinions and engage in responsible democratic discourse." He noted that universities empower individuals through education, internships, and student councils, laying the groundwork for active and informed citizenship. "History shows that universities are incubators of social movements, where students challenge the status quo and advocate for policies that benefit society."

Panel discussants

Dr. Pamela Tibihikirra-Kalyegira, Director of the Law Development Centre, reinforced these points by outlining three core roles of universities: teaching, applied research, and community engagement. "We must reflect on how well we are fulfilling these responsibilities," she urged, encouraging students to adopt a lifelong learning mindset and recognize that no one can know everything.

Dr. Ruth Biyinzika, Coordinator of the GROW Project at the Private Sector Foundation Uganda (PSFU), shared insights on various opportunities available to students that can help them navigate their career paths. She also called on parents to actively engage in shaping their children's educational journeys before they transition to higher education institutions.



Panel Discussants, Dr. Pamela Tibihikirra(2nd L) Dr. Ruth Biyinzika(2nd R) and Guild President Vincent Nsamba(Extreme Right).

Amb. Wasswa Birigwa, a politician and businessman contribute to the discussion.

In honoring the legacy of Prof. Senteza Kajubi, Makerere University Vice Chancellor Prof. Barnabas Nawangwe praised him as one of Uganda's most influential educationists. A two-time Vice Chancellor and the first Fulbright from Uganda, Prof. Kajubi opened doors for many African students to benefit from the Fulbright scholarship. Prof. Nawangwe recalled his personal friendship with Kajubi, highlighting the wisdom he gained from him.



Ambassador Popp in a group photo with Senteza Kajubi Family, Mak Management and panelists.

During Uganda's struggle with the HIV/AIDS epidemic, Prof. Kajubi played a pivotal role in establishing a partnership between Makerere University and Case Western Reserve University in the U.S., which helped train staff to manage the crisis. "The first COVID-19 testing kits we received at Mulago Hospital were donated by Case Western Reserve University—400,000 free kits," noted Prof. Nawangwe, emphasizing the enduring impact of Prof. Kajubi's contributions to Makerere University and Uganda.

Through these discussions, the lecture underscored the vital role of higher education in not only developing individual capabilities but also fostering a more engaged and informed citizenry, ultimately contributing to a stronger democracy.

- a. **Comprehensive Evaluation of Blended Learning (CEBL 2 Project)** Comprehensive Evaluation of Blended Learning Uptake for Graduate Training at Makerere (CEBL 2 PROJECT) Disseminated its findings to stakeholders on 20th May 2024 at School of Business Conference Hall, Block B, COBAMS. The Project PI IS Mr. Arthur Mugisha, Co-PI. Dr. Harriet Najjemba, Dr. Paul Birevu Muyinda/ Member, Mr. Joshua Bateeze / Member, Prof. Jessica Norah Aguti/ and Dr. Robert Aine. /Member. The aim of the CEBL 2 project was to comprehensively evaluate Makerere's Blended Learning uptake for sustainability by establishing; the demographic characteristics of respondents, the current learner's Blended Learning status at Makerere, the learners' readiness for Blended learning pedagogy, learner satisfaction levels with Blended Learning pedagogy, Blended Learning cyber risks, challenges from a learner's perspective about Blended Learning at Makerere,

potential solutions to the challenges as well as documenting an ideal Blended learning delivery approach which takes care of learners' needs and expectations.

- b. Workshop on the commencement of an edited book project MakALE titled '**Contemporary Issues in Adult Learning and Education in Uganda**' 12th April 2024 in the Department of Adult and Community Education.
- a. DSTVE organized and hosted a STEM Faculty workshop offered Tuesday May 21 – Thursday May 23, 2024. The objective of the workshop was to provide faculty with theory and methods for creating learner-centered instruction and improving undergraduate education in the STEM disciplines. The workshop was facilitated by a team from Brigham Young University led by Prof. Jennifer B. Nielson

c. International Engagements

International Olympiad: On **March 29, 2024**, four final year undergraduate students participated in The III Open International Internet Olympiad in the discipline "Strength of Materials" held at Turkmen State Architecture and Construction Institute. The students that participated are: Tumusiime Rebecca who emerged the second best candidate among 183 international participants. Other participants from Makerere University were Twinamasiko Gerald, Opio Livingstone, and Nansinjo Ephrance. All participants from Makerere University were awarded either a first or second class diplomas of Ministry of Education of Turkmenistan tenable at Turkmen State Architecture and Construction Institute.

08.

Publication

PUBLICATIONS.

1. **Muyinda, B. P.**, Bananuka T. H., Mayende, G., Aguti, N.J., & Kajumbula, R. (2024). Looking Back, Looking Forward: Taking Stock of Makerere University's Digitalisation *Journey*. In A. B. K. Kasozi, J. Ahikire, D. Dipio, H. Byamugisha & I. Tibasiima Eds. *Makerere's Century of Service to East Africa and beyond, 1922 – 2022*. Makerere University Press, p. 337–352, Makerere University, Kampala.
2. Gwaikolo, C., Bodo, B., Nabawanuka, D., Mukiibi, M., Seremba, E., **Muyinda, B. P.**, ... & Ssekitoaleko, R. (2024). Impact of supportive supervision visits on the availability of World Health Organization infection prevention and control core components in health facilities in Southwestern Uganda. *Infection Prevention in Practice*, Vol. 5 No. 100355. Available at [Impact of supportive supervision visits on the availability of World Health Organization infection prevention and control core components in health facilities in Southwestern Uganda \(sciencedirectassets.com\)](https://doi.org/10.1016/j.inp.2024.100355)
3. **Mayende, G.**, Nampijja, D., & Muyinda, P. B. (in press). Integrating Social Media in Teaching and Learning. In Wa-Mbaleka, S., Baiyun, C., Aimee, D., & Gianina-Estera, P. *The SAGE Handbook of Higher Education Instructional Design*. SAGE.
4. **Mayende, G.**, Prinz, A., Isabwe, G. M. N., Muyinda, P. B., Nabude, G. J., & Nampijja, D. (in press) Tools for Supporting Effective Online Learning Groups. In Siminyu, S. N. *IODeL Book*. Makerere University Press, Kampala, Uganda. APA 7th Edition:
5. Joel Yawe Masagazi, **Lugemwa Patrick**, and **Eve Mirembe**, (2024). Pioneering Assessment Solutions: Empirical Experience from Educational Practitioners. *International Journal on Integrating Technology in Education (IJITE)*.13(2) pp 1-17 <https://doi.org/10.5121/ijite.2024.13201>
6. Using Serqual to Assess the Quality of Technology-Enabled Students' Support Service in Open, Distance and E-Learning at Makerere University by Jamiah Mayanja (**IN PRESS**)
7. Change Management Strategies During Transitioning to ODEL at A Largely In-Person University Prior, During and After Covid-19 Pandemic. A Case of Makerere University
 - Paul Birevu Muyinda¹, Godfrey Mayende¹, Richard Kajumbula¹, Ghislain Maurice Norbert Isabwe², Umar Kakumba¹, Barnabas Nawangwe¹ (**IN PRESS**).
8. **Ludigo, H.**, Mugimu, C.B., & Mugagga, A.M (2024). Student-Centered Pedagogical Strategies and Academic Achievement of Students at Kyambogo and Makerere Universities *East African Journal of Educational Studies*, 7(1), 474 – 485. <https://doi.org/10.37284/eajes.7.1.1819>
9. Waiswa, M., Mutungi, A. Mugizi, A. & **Ludigo, H.** (2024). Positive Discipline Approaches and Students' Behaviour in Government -Aided Secondary Schools in Sheema Municipality,



Uganda *East African Journal of Educational Studies*, 7(2), 402-418. <https://doi.org/10.37284/eajes.7.2.1987>

10. **Ms. Nakawuki Rose Costa**. Mental Health Education in Secondary Schools in Uganda. Strategies to use and Way Forward. *International Journal of Research and Innovation in Social Science (IJRISS)*
11. Namulondo, V., **Najjuma, R.**, Kasirye, G., & **Walimbwa, M.** (2024). Supporting Teachers in the Use of Online and Offline Strategies for Continuity of Learning during Pandemics: A Case Study of Secondary Schools in Uganda.
12. Namulondo, V., **Najjuma, R.**, Kasirye, G. K., & **Walimbwa, M.** (2024). Exploring Affordances of Online and Offline Strategies for Continuity of Learning in Secondary Schools during Pandemics: Lessons from Uganda's Response to the COVID-19 Pandemic. *East African Journal of Education, Studies*, 7(2), 348-363.
13. Wambi, M., Ocheng, T. K., Were, D., **Buluma, A.**, Tusiime, W. E., & Balituumye, M. (2024). Teachers' Perception on Implementing the Revised Lower Secondary Curriculum in Selected Schools in Uganda: A Focus on Emerging Issues and Coping Strategies. *EIKI Journal of Effective Teaching Methods*, 2(1). <https://doi.org/10.59652/jetm.v2i1.173>.
14. **Buluma, A.**, Mbulankende, S. J., Nabiryo, R. N., & **Walimbwa, M.** (2023). In-service teachers' readiness to adopt technology-enhanced pedagogy in a Sub-Saharan country. *International Journal of Education and Development using Information Communication Technology*.
15. Wambi, M., **Buluma, A.**, & Ludigo, H. (2023). Administrators' Perception of Teacher-educators' Exhibition of Pedagogical Skills and Implementation of Early Childhood Education Curriculum in Primary Teachers' Colleges in Eastern Uganda. *East African Journal of Education Studies*, 6(1), 389-406. <https://doi.org/10.37284/eajes.6.1.1202>.
16. **Dr. Kyasanku Charles** has submitted a manuscript entitled: Whose Playground is it? A multistakeholder analysis of parental involvement in play-based learning in Ugandan Early Childhood Education to the *Journal of International Cooperation in Education (JICE)*.
17. **Harriet Mutambo Nabushawo** and Aguti, J.N. (2024). Online Learning and Professional Development for Faculty and Staff at Makerere University in Uganda. Mastercard Foundation e-Learning Initiative Working Paper Series 1.0. <https://doi.org/10.14507/MCF-eLi.15>
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BOOK PROJECTS

1. The Academic Staff at IDeL are writing a book titled the *Distance Education Book* which is in its completion stages. This work is being led by Assoc Prof. Paul Muyinda under IDeL Book Project funded by the College of Education and External Studies.

09.

Research Disseminations



Boosting Cognitive Development Through Early Childhood Nutrition Education



In an ambitious move to enhance early childhood development, researchers from Makerere University's College of Education and External Studies are advocating for the integration of nutrition education into the training programs for early childhood development (ECD) teachers. This groundbreaking initiative aims to equip future educators with essential knowledge and skills to foster healthy eating habits among young learners, potentially leading to significant improvements in their cognitive development, academic performance, and long-term health outcomes.

Led by Dr. Josephine Esaete, the research team highlighted the critical role of nutrition in the overall development and well-being of young children. Dr. Esaete emphasized that teachers, particularly those in early childhood education, have a unique opportunity to shape the eating habits and nutrition knowledge of their students. By incorporating nutrition education into teacher training programs, educators can become powerful agents of change, promoting healthy behaviors that will benefit children throughout their lives.

CEPIDE Study Identifies Challenges and Solutions for Low Doctoral Completion Rates in Universities

A recent study by the Capability Enhancement Project for Innovative Doctoral Education at Ugandan Universities (CEPIDE) reveals significant challenges in the country's doctoral education system. The study, conducted over the period 2011-2024, underscores low conversion and completion rates among doctoral candidates in Uganda, raising concerns about the future of the nation's research and innovation capacity. The study findings were released during a dissemination workshop held on May 30, 2024 at Makerere University.

Key Findings:

- 1. Low Transition Rates:** Only 7.6% of master's graduates advanced to doctoral studies.
- 2. Enrollment Figures:** Public institutions enrolled approximately 1,903 doctoral students from 2011 to 2020.
- 3. Completion Rates:** Of these, only 69.6% completed their doctoral programs by 2024, amounting to just 1,324 graduates.
- 4. Institutional Disparities:** Makerere University dominated doctoral completions, accounting for 81.4% of the total.
- 5. Gender Disparity:** Female graduates represented only 33.8% of doctoral completions.
- 6. STEM Focus:** 58% of doctoral completions at Makerere University were in STEM fields.



CEBL: Mak vision for blended learning is alive, Prof Kakumba

Makerere University's vision for blended learning which was adopted during the COVID-19 lockdown in 2020, is on track, the Acting Vice Chancellor (VC) who doubles as the Deputy VC Prof Umar Kakumba has said.

Prof Umar Kakumba said Makerere has already integrated Open, Distance and e-learning (ODEL) into the teaching and learning of students.

He said the institution has ensured capacity building with two high-end servers installed to support the generation of course content.

"The servers are very powerful and will be enabling tools for lecturers during repository of heavy files, videos and other learning materials," DVC said.

He was speaking at the dissemination workshop of Comprehensive Evaluation of Blended Learning (CEBL) Phase II at the university's main campus in Kampala recently.



Researchers led by Mr Arthur Mugisha, the principal investigator (PI) of CEBL, conducted research to assess the e-learning model integrated into teaching and learning.

Government Asked to Make Fine Art Compulsory in Secondary Schools

Government through the Ministry of Education and Sports has been called upon to find ways of popularizing the subject of art and crafts in lower and higher secondary education.

Prof. Anthony Muggaga, the Principal of the College of Education and External Studies at Makerere University, said yesterday that the government should explore measures including making the subject compulsory.

"We should have at least a module for one term like we have General Paper or computer," he said. Prof. Mugagga believes that without popularizing Fine Art, the education sector will continue churning out students who lack critical thinking.

"Fine Art is what will cultivate a critical mindset amongst our learners. That is why we encourage children in nursery school to draw; we are trying to bring out what is in their minds," he said.

"It is the same reason that art is considered therapy for mental health patients. When they draw, they express what is taking place in their minds."

Prof. Mugagga was speaking at the launch of the findings of the pilot report for the Visual Arts Curriculum Review.



Dr Julius Ssegantebuka from Makerere University College of Education and External Studies and the lead researchers said the curriculum review project is intended to prepare secondary school art and design teachers, by equipping them with practical skills and values that match the modern world.

"During this second phase of the project, we had trial lectures and discussions with the teachers. We also embarked on removing obsolete content and replaced it with new content and also separated some of the art disciplines that were formally combined," he said.

The updated curriculum he said, puts emphasis on research, group discussions, and field studies among others

Scholars call for incorporating patriotism in education curriculum

Scholars have called for the inclusion of patriotism in the country's curriculum, arguing that starting as early as nursery school will go a long way in transforming our society. The call was made during a stakeholders' workshop organized to discuss the integration of patriotism in the teacher education curriculum among selected Public Universities a project supported by the Makerere University Research and Innovations Fund (Mak-RIF).

Lack of a shared Ugandan culture, beliefs & national value system is one some of the things that were identified as those that hinder the spirit of Patriotism.

It was also noted that the sense of patriotism demonstrated by most students who graduate from universities in Uganda is at its lowest. This,



Dr. Dorothy Kyagaba, said is manifested in the persistent riots, rise of the crime rate, vandalism, rampant students' death, Individualism which are detrimental to the nation.

Although legal frameworks & initiatives, National Patriotic Programs, trainings in secondary schools, and patriotism clubs in high schools exist, the sense of patriotism among universities is still disturbingly low, Dr Kyababa said.

To this end, the research teams seeks to analyze the teacher education curricula to ascertain aspects of patriotism among selected Public Universities in Uganda, to establish teacher trainees' perception of patriotism among selected Public Universities and to build capacities of teacher trainees in integrating Patriotism among selected Public Universities in Uganda.

CHAKITAU calls for directive to make Kiswahili compulsory



The association of Kiswahili speakers in Uganda through their umbrella body, CHAKITAU, have asked the government to pass a directive making the language compulsory in schools and higher institutions.

CHAKITAU is a Swahili word which stands for Chama Cha Kiswahili Cha Taifa Cha Uganda. The members said if Kiswahili is integrated in teaching and learning at all levels, Uganda will then realize the East African Community goals and objectives.

Dr Levi Masereka Kahaika, a lecturer of Kiswahili at Makerere, said the government should think about introducing the language at nursery level.

This he believes will make learning Kiswahili easy since it is believed the learning rate among children is higher than their older counterparts.

"Our research revealed that if a child is introduced to a language when he/she is still young, chances are high they will speak it fluently," Dr Masereka said. He further noted that a child is capable of learning six languages at a time, and Kiswahili should be prioritized alongside English, the official language. "At the regional level, we are talking about free movement and free residency so we need to start now and everyone learns Kiswahili since it unites the East African Community," Dr Masereka said.

Scholars Design Competencies to Guide Secondary School Teachers Under New Curriculum



The research team from Left to Right: Dr. Edward Kansime, Dr. Yuda Taddeo Kaahwa, Dr. Rebecca Nambi and Dr. Richard Balikoowa.

Scholars at CEES developed a set of competencies to guide graduate secondary school teachers in Uganda, focusing on effectively teaching students under the new lower secondary curriculum. The initiative, spearheaded by Dr. Yuda Taddeo Kaahwa as Principal Investigator (PI), includes contributions from Dr. Rebecca Nambi, Dr. Richard Balikoowa, Mr. Edward Kansime, and Mr. Cale Santus.

This research project, funded by the Government of Uganda through the Makerere University Research and Innovations Fund (Mak-RIF), gathered data from teachers, head teachers, and curriculum specialists across various regions. The findings were unveiled on September 12, 2024, during a dissemination workshop at Makerere University.

"Our research found that most teachers are still using the old curriculum and are not meeting the required standards for teaching under the new lower secondary curriculum," Dr. Kaahwa revealed. He emphasized the need for a paradigm shift, highlighting that the new curriculum requires a learner-centered approach, unlike the traditional teacher-centered methods.

The survey was conducted across 15 schools, with 25 participants from each institution, as well as 30 curriculum specialists. The study revealed significant gaps in the teachers' readiness to implement the new Competence-Based Curriculum (CBC), as many were trained under the old curriculum.

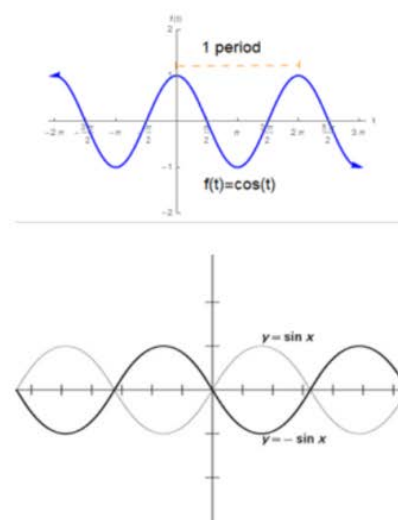
To address this, the scholars have outlined plans for training sessions at teacher training institutions, aiming to equip future educators with the skills necessary to meet the new curriculum's demands. Dr. Kaahwa called for government support to ensure the successful implementation of this project, which has so far focused on teachers in the Humanities, Sciences, History, and Languages.

CEES Researchers discover how Indigenous knowledge systems such as Ethnomathematics enhance teaching and learning school mathematics



Group photo of the participants.

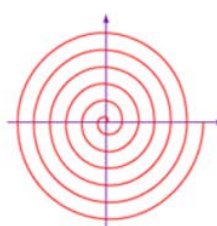
On September 3, 2024, the College of Education and External Studies at [Makerere University](#) hosted a significant research dissemination event, presenting pioneering findings on integrating Indigenous Knowledge Systems (IKS) such as ethnomathematics in teaching and learning school mathematics. The research, funded by the Carnegie Corporation of New York through the [Makerere University](#) Directorate of Research and Graduate Training, highlighted innovative approaches to making mathematics education more relevant and accessible to students in Uganda.



Ethnomathematics is an interdisciplinary field that explores the relationship between mathematics and culture. It investigates how different cultural groups understand, articulate, and apply mathematical concepts in ways that are often unique to their traditions and everyday practices. Educators and researchers can bridge the gap between formal, academic mathematics and the diverse mathematical practices found in various cultural contexts by exploring ethnomathematics. This approach can serve as a powerful medium for teaching and learning mathematics, offering several benefits such as cultural relevance in education.



- **Algebraic Spirals:** Spirals whose equations in polar coordinates are algebraic with respect to the variables ρ and ϕ -hyperbolic, archimedean, Galilean, parabolic spiral, and Fibonacci



Ethnomathematics helps make mathematics more culturally relevant to students by connecting abstract mathematical concepts to their real-world experiences and cultural backgrounds. This relevance can increase student engagement, making mathematics feel more accessible and meaningful. For example, students from agricultural communities may better understand mathematical concepts when they are presented using traditional farming practices, such as crop rotation patterns or land measurement techniques.

School of Education Holds Workshop on Reporting Research Findings for PhD Students



Kampala, August 30, 2024—

The School of Education, Department of Languages at [Makerere University](#), recently organized a highly impactful workshop aimed at enhancing the research skills of PhD students. The workshop, titled *“Moving from Raw Data to Reporting Findings in Educational Research,”* attracted over 40 doctoral candidates who are currently navigating the challenging terrain of academic research.

The event was graced by a distinguished panel of senior researchers who brought a wealth of knowledge and experience to the discussion. The panel included Dr. Leah Sikoyo, Dr. Reymick Oketch, Dr. Nambi Rebecca, Dr. Badru Musisi, Dr. Nicholas Itaaga, and Dr. Michael Gallagher, a Senior Lecturer in Digital Education from the [University of Edinburgh](#).



Theoretical Foundations in Research

A key point emphasized during the workshop was the importance of grounding research in a strong theoretical framework. The facilitators urged the PhD students to ensure that every piece of research draws from a relevant theory, which serves as a foundation for their study. "A theory is not just an academic requirement; it's a lens through which you interpret your data and understand your findings," said Dr. Leah Sikoyo, setting the tone for the day.

Navigating Research Methodologies

The workshop also delved deeply into the ongoing debate between quantitative and qualitative research methods. Dr. Sikoyo argued passionately that qualitative data collection is often more rigorous than its quantitative counterpart, as it requires a deep understanding of the context and the researcher's ontological views must be clearly represented in the thesis. This approach ensures that the subjective nature of qualitative research is not lost, and that the findings truly reflect the nuanced realities of the study subjects.

10.

Community Outreach

Empowering Educators: Makerere University Hosts Digital Education Training for Uganda's Lecturers



In a significant step towards advancing digital education in Uganda, 12 lecturers from various universities across the country recently convened at Makerere University for specialized training on research methodology and the presentation of research findings. The training, part of the Digital Education Practitioner Networks, is supported by the University of Edinburgh's MasterCard Foundation Scholars Program.

This initiative is part of a broader effort to build digital capacity and foster practitioner networks across higher education institutions in sub-Saharan Africa. The project, hosted by the University of Edinburgh in partnership with Mastercard Foundation, emphasizes inclusion, focusing on educators who serve traditionally underrepresented groups, such as women, individuals with disabilities, and forcibly displaced populations.



Held from September 1 to 3, 2024, the training was facilitated by two esteemed lecturers from the University of Edinburgh—Dr. Michael Gallagher and Dr. Peter Evans. Over the course of three days, the participating educators engaged in immersive sessions that honed their digital pedagogy skills, curriculum design techniques, and use of cutting-edge educational technologies.

This was an intensive three days of teaching, learning and discussion that was very valuable to the Scholars but also for us in better understanding the context of digital education in higher education in Uganda.

Mastercard Foundation Scholar, Alice Nakalema, lecturer from Bugema University and a participant in the program, highlighted how the training has broadened her understanding of educational mobility, online assessments, and the role of feedback in learning. "There is a wealth of information online," Nakalema noted, adding that tools such as Miro boards have enriched her personal learning experience.

Dr. Sarah Bimbona, from Makerere University, also a Mastercard Foundation Scholar, shared her enthusiasm for the course, which she believes has given her a competitive edge in her teaching career. "Although I am a teacher, I wasn't really grounded in education. This training has provided me with the digital pedagogy skills, curriculum design insights, and the use of educational technologies that I needed," she explained.

Parliamentary budget officials graduate in public speaking



Twenty-five officials from the office of the parliamentary budget at the Parliament of Uganda have graduated with certificates in public speaking from Makerere University.

Participants were equipped with a number of skills including mastering their body language,

eliminating verbal tics, preparing a speech and creating content from the speech.

Other areas included making a PowerPoint presentation, presenting a report, making an in-house presentation, speaking at a conference, delivering a presentation before the camera, addressing the un-expected, and sharpening their presentation skills.

The Public speaking short certificate course is offered by the Centre for Teaching and Learning Support (CTLS) under the College of Education and External Studies (CEES).

Dr Dorothy Ssebowa Kyagaba, the coordinator for CTLS, said the public speaking short course is one of the outreach programmes they offer to the public to ensure capacity building.

CEES Launches the MiSeT Project to Drive Socio-economic Transformation



Makerere University's College of Education and External Studies (CEES) has officially launched the Mindset Change and Socio-economic Transformation from the People's World (MiSeT) project, marking a significant milestone in the university's efforts to promote social change and national development. The launch event, held at CEES, brought together a diverse group of academics, government officials, and community leaders to discuss the project's goals and anticipated impact.

In her address, Dr. Nabushawo Harriet highlighted the transformative potential of the MiSeT project.

"We are focused on shifting people's ways of thinking, behaviors, and approaches to problem-solving," she stated. "This shift is essential for achieving meaningful transformation and making a substantial impact on people's lives." She underscored the importance of long-term projects funded by the Research and Innovations Fund (RIF) and expressed her appreciation for the opportunity to conduct such impactful research. Dr. Nabushawo also mentioned the forthcoming publication funded by the principal, which will compile key findings from RIF-funded projects, serving as a valuable resource for future research and policymaking.

Professor Anthony Muwagga Mugagga, speaking at the event, emphasized the necessity of changing mindsets that hinder development. He stressed the importance of aligning the project's goals with Uganda's Vision 2040, which aims to achieve middle-income status. "To realize this vision, we must shift our mindset from what we already know to new, progressive ways of thinking," Prof. Mugagga remarked. He also highlighted the role of social transformation, including parenting, in achieving this mindset change, and called for a deeper understanding of Uganda's anthropological environment and the protection of cultural values.

Makerere University Hosts Groundbreaking TELS Conference on Future Ready Classrooms



Under the theme ***“Future Ready Classrooms: Technologies and Strategies for Student Success in the 21st Century,”*** [Makerere University](#) recently hosted the third Transformative Education and Lifelong Learning for Sustainable Growth (TELS) conference, held from August 7-8, 2024. This two-day event emphasized the urgent need for embracing the technological revolution in education to ensure student success in an increasingly digital world.

The TELS conference is a collaborative effort between [Makerere University](#), Uganda; the University of Rwanda; Jimma University, Ethiopia; and the University of Agder, Norway. This initiative is funded by NORAD under the NORHED II Program (2021-2026).

Representing the Vice Chancellor, Prof. Moses Musinguzi, Principal of the College of Engineering, Design, Art, and Technology (CEDAT), highlighted [Makerere University's](#) commitment to integrating new innovations in education. He underscored the institution's dedication to preparing students for life, work, and citizenship, ensuring they contribute to economic and social development, adapt to change, and provide leadership.

“The University’s educational philosophy is rooted in principles of innovation, learner-centeredness, lifelong learning, internationalization, equity and diversity, academic freedom, collaboration, and quality assurance,” Professor Musinguzi stated. He further emphasized the role of the Centre for Lifelong Learning (CLL) in championing continuing and lifelong education on both national and international levels.

Individual Community Outreach:

- Dr. Buluma Alfred
- a. External School Practice Supervisor, Uganda Christian University (March, 2024).
- b. Researcher for the consultants drafting the Teacher Qualification Framework on behalf of the Ministry of Education and Sports (January – April, 2024).
- c. Team Leader during the Development of (Diploma and Bachelors) study materials for School Related Gender Based Violence (SRGBV) for Uganda National Institute of Teacher Education (UNITE) between January to April, 2024.

11.

Collaborations & Partnerships



Vice Chancellor Meets Delegates from German Adult Education Association



The Acting Vice Chancellor, Assoc. Prof. Umar Kakumba has welcomed a delegation from the German Adult Education Association (DVV International) led by the Board Chair Hon. Martin Rabanus. The delegation was in the country to assess the impact of their partnership with Makerere University and the community.

DVV International and Makerere University, Department of Adult and Community Education have been partners since 1986.

The support has been in the areas of teaching and learning. DVV International supported the development and launch of the Master of Adult and Community Education (MACE) in 2007. Makerere

University has since graduated many who now work as lecturers in Higher Institutions of Learning, programme managers, development workers, adult education trainers and so on. Before then, DVV International was supporting undergraduate students of the Bachelor of Adult and Community Education (BACE) with financial support towards internships and practical training during the Recess term of Year 2.

Mou between Mak and University of Boras

Dr. Kyasanku Charles initiated a MOU with the University of Boras – Sweden and School of Education, Makerere University. He is the Coordinator of this MOU.

Mou between Mak and Malmo University

The Department Foundations and Curriculum Studies has processed students' applications to participate in the staff and student exchange programme with Malmo University. The students are scheduled to travel in August 2024.



Dr. Sikoyo Leah won a grant to facilitate capacity building and implemented the following activities:

Project Title: Training of academic staff and students with visual impairment in inclusive teaching and learning with Technologies under the ATEVIL Project (Phase 2) 2023-2024

Background

The overall objective of the MakRiF, ATEVIL project is to strengthen academic staff capacities to effectively support the learning of students with visual impairment (SVIs) using assistive technologies. This partnership project with Kyambogo University, Uganda Association of the Blind (UNAB) and NCHC, is being implemented at Makerere and Kyambogo Universities since 2020/2021. The project was awarded an extension of 1 more years, running from 2023-2024. In phase 1 of the project, 35 academic staff who teach SVIs at Kyambogo and Makerere universities participated in the training.

This second phase targets academic staff who teach SVIs but did not participate in the training conducted under phase 1. At Makerere, staff were selected from the College of Humanities and Social Sciences (CHUSS) and one new staff from CEES, and at Kyambogo University staff were drawn from the School of Education, Faculty of Social Sciences, Faculty of Vocational Studies, Faculty of Sciences, and School of Management and Entrepreneurship.

Training Details

A total of **41** academic staff (**26** from Makerere and **15** from Kyambogo) have participated in this year's training. This implies that in addition to the **35** staff trained in Phase 1, the ATEVIL project training has now reached **76** academic staff from the two universities.

The three-week long training sessions were held between February and April 2024 in a blended mode, combining online and face-to-face sessions. The final face-to-face sessions were held at the Hi-Tech Resource Centre of the Kyambogo University Faculty of Special Needs and Rehabilitation; this was intended to expose staff to the various specialized assistive devices used by the SVIs.

In addition to the staff training, the ATEVIL project has oriented students with visual impairment in using various assistive technologies and devices available in each university. A total of six workshops were held (**4** for Makerere University and **2** for Kyambogo University) between February and March 2024. This second phase of the project has reached **48** SVIs (**28** at Makerere University and **20** at Kyambogo University).

Of the **28** students at MAK, **11** are enrolled on the BA.ED programme at the School of Education, CEES; **14** are studying BA SWSA in CHUSS-; two (2) are studying Bachelor of Laws at the School of Law, and one (1) is studying BSC Nursing at CHS.

12.

The Library



- 6 Books donated to the library by CABUTE project sponsoring MIT.
- 151 dissertations added onto MakIR and UD repositories.
- 6 new titles entered into Virtua and over 100 copies of existing title from book bank.
- DAEC book bank attendant handed over the library witnessed by Grace, Faith and representative of head of department.
- 13,611 users registered at both CEES library and the book bank.
- 493 students given submission rights
- 898 books loaned out to the users manually.
- 95 students have been trained on E-resources access, citation and reference management
- 9 staff members appraised, both cleaners and support staff.
- Participated in 4 collage Establishments and Appointment committee meetings.
- Attended 4 college academic board meetings discussing results (Grace and Faith)
- 320,000= (Three hundred twenty thousand shillings only) money was collected from bags and given to accounts section of the library receipt no 55731 and 55735 were issued.
- 1 CEES Library staff was trained in sign language communication.
- Faith Akiteng has participated in developing a course in MCL training.
- 6 Books donated to the library by CABUTE project sponsoring MIT.
- 324 Students cleared for graduation by Ssenyonjo, Musimenta, Amunyo, and Mirembe as per last January graduation.
- 11 Books and 180 copies of a books added into Virtua by Faith Akiteng and Grace Akello
- One book, cost Accounting by Nixon Kamukama was lost and paid for by the student, Receipt no. 55726 from library accounts
- 180 books spine labelled
- Carried out user education for over 1000 freshers. This was facilitated by Grace, and Ssenyonjo, Asingwire who took them to the main library.
- Acquired 1 spine labelling machine.
- Attended CUUL conference
- Attended Research4Life training on 3rd & 4 / Dec/2024 via Zoom.
- Attended training on Turnitin software.

Challenges

- The book bank attendant under department of DACE was transferred back to her mother department. The book bank now has only one staff. Hoping that when the University recruits, the library will post for us the required human resource personnel.
- The college Book Bank leaks still along the ridges much as repair was done by estates.
- The library ceiling cap boards keep dropping one by one and our efforts to let it be repaired so has not succeeded. This will eventually affect the lightening system.
- 80 book bank chairs need repair.
- The OPAC computers and all others are ever having issues. We have put a requested to the library for at least 3 computers in next financial year.
- The building that hosts the library may undergo renovation this financial year, so we wait to see what that will mean for us especially in regards to where we shall shift.
- The merger at the Book Bank has not yet taken place due to delay in acquiring the finances to do the work.
- Books identified for weeding are still at CEES book bank.
- Some support staff are not willing to work the extra hours after 5:00pm if the payment is just transport allowance as opposed to extra load.

13.

Staff welfare

Long-Serving Academic Dr. Samuel Siminyu Retires: Fond Farewell from IODEL

The [Institute of Open, Distance and e-Learning \(IODeL\)](#) has bid farewell to one of its longest serving academics, Dr. Samuel Ndeda Siminyu. This was at a colorful luncheon on March 27, 2024. Spiced up with music, dance, food, drinks, jokes, laughter, and nostalgic speeches, the party was attended by the institute's staff, friends, and colleagues of Uncle Sam, as he has been popularly known.

Colleagues shared memories of Uncle Sam's dedication to the job, resilience and mentorship. Speaker after speaker underscored his fatherly approach towards handling of both students and fellow staff. "I remember my first travel abroad was with uncle Sam. We suffered several mishaps such as missing the plane, but he kept claiming me down, saying we would hope that all would be well. Indeed, after one month of being abroad, we returned safely. He was and still is like a father to me," Mr. Kajumbula Richard said.

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Dr. Siminyu was also praised for his mastery of the English language. "Can it be true that Omuwongo Samwiri has clocked retirement? Samwiri remains my legendary wordsmith! I will greatly miss those positive comments about my grammar, word diction, and synthesis! Samwiri is not only brainy but also well cultured, responsible, respectful, amiable, jovial, warm and polished. I am lucky to have known and interacted with Mzee Mangeni (Sr) who fathered these eminent personalities. Samwiri has been my trusted encyclopedia, and it's sad that he is retiring at such a young age," another colleague shared.





A Legacy of Inspiration: Celebrating Prof. Merab Kagoda's 71st Birthday and Impact on Education

At the College of Education and External Studies (CEES), there was a buzz of excitement as faculty, staff, and students gathered to honor a remarkable figure: Professor Merab Kagoda, who recently celebrated her 71st birthday and the successful recovery from heart surgery performed in India. The event was not just a birthday party; it was a heartfelt celebration of a life that has touched so many others, both within the college and beyond.

The hall was adorned with balloons and banners, and the air was filled with laughter and music. As guests mingled and shared stories, it was clear that Prof. Kagoda's influence had rippled across the college, creating connections that would last a lifetime. Her recovery from heart surgery added a deeper significance to the celebration, a testament to her strength and resilience.

Prof. Kagoda, a respected educator and mentor, took the stage to express her gratitude to everyone

who supported her through her health journey. She thanked the CEES staff for their financial and moral support during her surgery and recovery, a show of solidarity that warmed her heart. "I'm grateful to be here today, surrounded by such wonderful people," she said, her voice full of emotion.

The college's principal, Prof. Anthony Muwagga Mugagga, spoke warmly about Prof. Kagoda's dedication to her work and her nurturing approach towards both staff and students. "When we were young lecturers, she would invite us to her office and offer guidance on how to conduct ourselves around students. Her advice was invaluable, and it helped us mature as educators," he recalled. His words were met with nods of agreement from many in the room who had also benefited from Prof. Kagoda's mentorship.



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