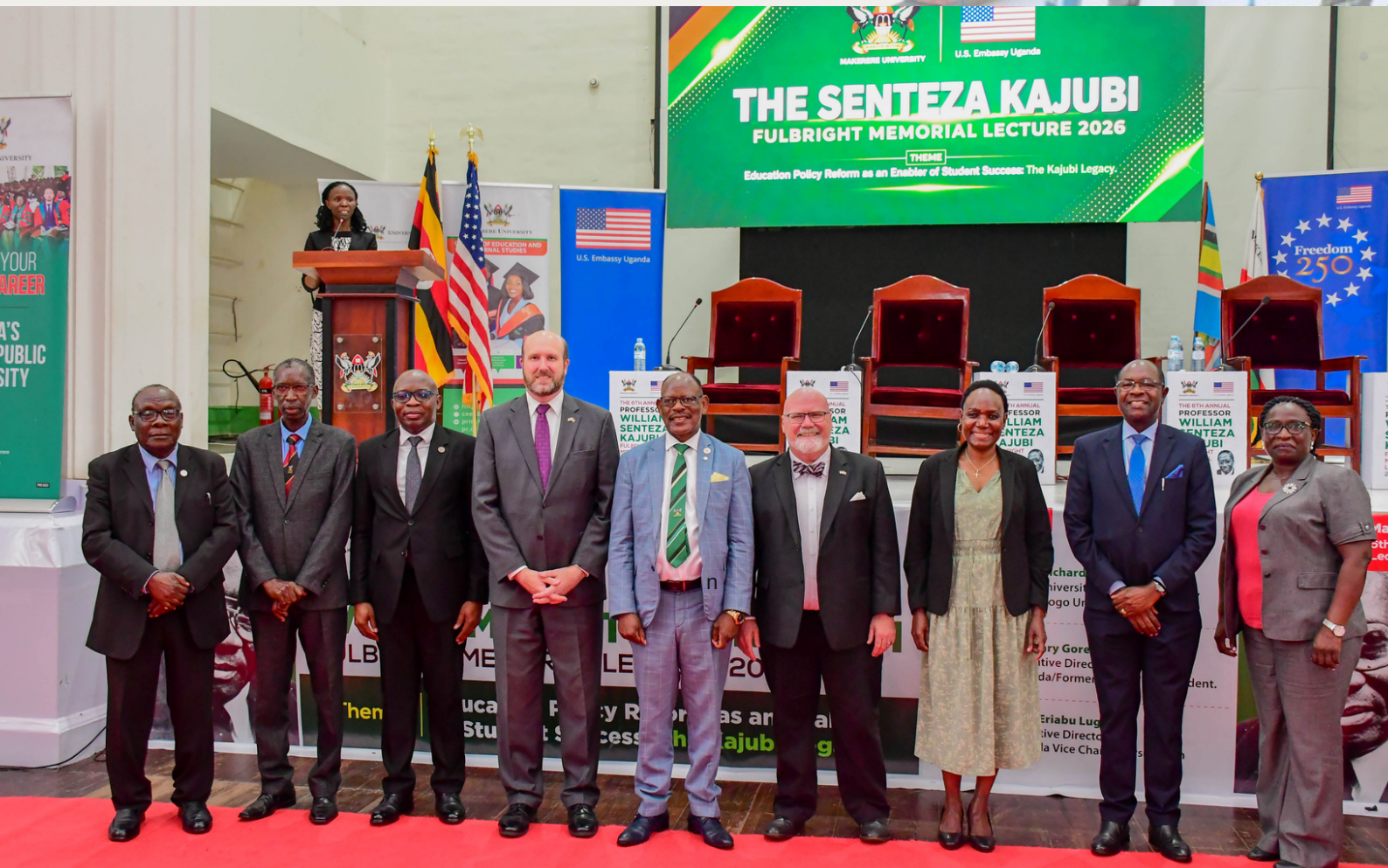




MAKERERE UNIVERSITY

College of Education and External Studies NEWSLETTER

April–June 2026



Prof. Senteza Kajubi Fulbright Lecture Re-ignites debate on Learner-Centred reforms

“Education systems must prepare learners for an uncertain future. Students must be prepared not only for today’s jobs, but for careers that do not yet exist,”

H.E. William Popp provided the guidance during the 6th Annual Prof. Senteza Kajubi Memorial Lecture hosted by Makerere University, in partnership with the U.S. Embassy in Uganda, and the Fulbright Program.

Prof. William Senteza Kajubi is respected for being the first African Fulbright Scholar.

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Message from the Principal



I welcome you to this edition that presents our progress in strengthening graduate training, advancing Competency-Based Education (CBE), promoting research and innovation, expanding international partnerships, and providing leadership in blended learning.

It provides a brief on the Vice Chancellor's engagement with the CEES leadership, researchers and staff on graduate training and research. The Vice Chancellor tasked the College to drive Africa's research agenda through quality graduate education and increased research productivity.

The edition provides an account of our research priorities, research outputs, and dissemination of research undertaken by the different entities within the College. The CEES research team developed the Policy Guidelines for the Implementation of Blended Learning at Makerere University. We have continued to provide leadership in competency-based education through the production of Training Manuals aimed at guiding the different stakeholders.

To strengthen collaborations, CEES is implementing the Erasmus+ TRUCE Project with nine partner institutions and regulatory agencies across Africa. CEES signed a Memorandum of Understanding with the University of Fukui in Japan. These initiatives have enhanced collaborative research, academic exchange, STEM education, and institutional development.

I congratulate our newly promoted Associate Professors on achieving this important milestone in their academic careers. Your promotion reflects your dedication to excellence in teaching, research, innovation, and community engagement, as well as your commitment to advancing Makerere University's mission. I commend your hard work, perseverance, and outstanding scholarly contributions that have earned you this well-deserved recognition. I encourage you to continue providing academic leadership, mentoring emerging scholars, securing competitive research funding, and producing impactful research that addresses national and global challenges. Your achievements bring pride to the College of Education and External Studies and inspire both colleagues and students. I wish you continued success and greater impact as you serve in your new academic roles.

I urge our staff, students, alumni, and partners to continue embracing collaboration, innovation, and research excellence to transform education in Uganda and Africa at large.

Prof. Anthony M. Mugagga

Principal, College of Education and External Studies



COLLEGE OF EDUCATION AND EXTERNAL STUDIES

Congratulations to our new Associate Professors!

	Name	Department/School	Promoted to
1	Dr Rebecca Nambi	Dept. of Language and Humanities Education, School of Education	Associate Professor
2	Dr Kaggwa R. Victoria Tamale	Dept. of Foundations and Curriculum Studies, School of Education	Associate Professor

Source: Appointments Board 795th Meeting, 5th June 2026

Prof. Senteza Kajubi Fulbright Lecture Re-ignites debate on Learner-Centred reforms

Prof. Senteza Kajubi served as the Vice Chancellor of Makerere University from 1977 to 1979, and 1990 to 1993.

He passed away on 1st May 2012, but his good works, knowledge, vocation, continue to inspire countless individuals across the globe.

Consequently, on 23rd April 2026, people from different spheres of life, filled the Makerere University Main Hall to the brim, while other friends, partners and admirers, followed the proceedings virtually in a display of love and continuity, in honour of the legacy of Professor George William Senteza Kajubi, a distinguished scholar and educationist.

Following the theme, '**Education Policy Reform as an Enabler of Student Success: The Kajubi Legacy**', the lecture evolved into a wide-ranging policy dialogue on curriculum reform, student learning outcomes, quality teacher training and digital transformation.

"Prof. Senteza Kajubi authored the 1989 Education Policy Review Commission Report-still one of the most comprehensive analyses of Uganda's education system. Many reforms today echo his forward-looking recommendations."

The Principal of CEES, Prof. Anthony M. Mugagga described Prof. William Senteza Kajubi as central to Uganda's education system design and reform trajectory, and icon whose influence extended beyond policy documents into the broader transformation of Ugandan society. "His vision and dedication to education have had a lasting impact on Uganda, not only as an education system, but also on the entire Ugandan polity served by this system."

He connected Senteza Kajubi's philosophy to the current reforms in the education sector, which provide a transition to the competency-based curriculum (CBC).

Reflecting on Senteza Kajubi's legacy, Prof. Mugagga stressed that universities must remain relevant by engaging in continuous policy dialogue. "The only way the College of Education and External Studies can justify its existence is by engaging in meaningful dialogue about education policy reforms from pre-primary to university level."

The Vice Chancellor of Makerere University, Prof. Barnabas Nawangwe re-affirmed Senteza Kajubi's intellectual depth and policy influence, and underscored Senteza Kajubi's contribution to Uganda's education policy framework.

Education is a bridge between nations - H.E. William Popp



H.E. Popp stressed the dual nature of education: “The best education provides technical skills for employment and develops creativity, independent thinking, and problem-solving abilities” he said, adding “Let us honour the legacies of Senator Fulbright and Professor Kajubi not only in words, but in action.”

H.E. William Popp, framed the Prof. Senteza Kajubi Memorial lecture within the broader philosophy of international education exchange. “Education is one of the most powerful instruments for promoting relations between people and building bridges across cultures,” he said.

Underlining Prof. Senteza Kajubi’s historic role in the Fulbright Program, H.E Popp said: “Professor Senteza Kajubi was the first Fulbright scholar from Africa. He bridged two worlds and returned not only with knowledge, but with a vision for what Ugandan education could become.”

He emphasized education as a tool for transformation: “Education policy must serve students—the young people whose families and nations depend on them.” He argued that education systems must prepare learners for an uncertain future. “Students must be prepared not only for today’s jobs, but for careers that do not yet exist.”



The family of the late Prof. Senteza Kajubi with H.E. Ambassador William Popp and the Vice Chancellor, Prof. Barnabas Nawangwe at the 2026 Memorial Lecture.

Vision for Graduate Training at Makerere University

“Graduate Training, especially PhD production, is at the heart of Makerere University’s strategy for growth, national transformation and Africa’s development.”

The strategic plan stipulates the transition of Makerere University into a research-led institution, a move that positions the institution, to significantly contribute to Africa’s development and transformation through graduate training, research, innovations and community impact.

“Africa must train 1 million PhDs in the next 10 years. Makerere University must lead and make its impact. Graduate Training is our core strategy for the future. We must significantly increase graduate student numbers. We have the expertise and academic strength to train many more, with strict adherence to quality assurance and academic standards,” stated the Vice Chancellor, Prof. Barnabas Nawangwe on 16th June 2026 during an interactive session with CEES researchers and staff.



Prof. Barnabas Nawangwe
Vice Chancellor, Makerere University

CEES and the future of Graduate Training in Africa

The Vice Chancellor’s engagement with faculty and staff on PhD training is focused on the need to consolidate the gains so far achieved. At the 76th graduation ceremony of Makerere University (24th to 27th Feb 2026), a total of **213** students graduated with PhDs. Out of these, CEES presented the highest number, a record **27** PhD graduates

Acknowledging the positive contribution of CEES to PhD training, the Vice Chancellor’s engagement with the college leadership, faculty, researchers and staff was aimed at leveraging this strength to support higher education development in Africa.

The Vice Chancellor tasked CEES to re-position into Africa’s leading Centre for Graduate Training and Education Research.

He reiterated the central role of preparing quality teachers and education professionals. “Teachers are critical to the nation. If we transform teachers, we transform the nation. Quality teacher education must be at the heart of what we do,” he stressed.

He appreciated the College for championing the Competency-Based Education (CBC) agenda at Makerere University, other Universities in Uganda, and in the region. He commended the School of Education for training staff in teaching pedagogy, which is a core component in the delivery of teaching and learning at Makerere University.

Prof. Nawangwe’s presentation highlighted the following: Graduate training as a core strategy, the central role of CEES and teachers to national transformation, enabling increase in graduate student enrolment through online and flexible learning (IODel), adherence to quality assurance and academic standards, positioning Makerere as a continental leader, resource mobilization and sustainability.



(L-R) The Vice Chancellor (6th L) with University officials, CEES leadership and Staff in a light moment after the interactive session on graduate training and research



The Vice Chancellor and other University officials interacted with Assoc. Prof. Jude Ssempebwa, the Dean, East African School of Higher Education Studies and Development

CEES Research Direction

Research Priorities

- Graduate Training and Research
- Competency-Based Education
- Inclusive Education, Teacher Wellbeing and Mental Health
- Educational Technology, Blended Learning and Artificial Intelligence
- Science, Technology, Engineering and Mathematics
- Technical, Vocational Education and Training
- Early Childhood Education and Development

Institutes and Research Centres

The Principal, Prof. Mugagga reported that in addition to the three (3) Schools, the following Institutes and Centres play a central role in advancing graduate training and research.

- Makerere University Institute of Teacher Education and Research
- The Centre for Teaching and Learning Support
- Makerere University Early Childhood Care and Education Research Centre,
- The Centre for Wisdom Pedagogy
- The Centre for Lifelong Learning
- The Institute of Open, Distance and e-Learning

Research outputs at CEES

From April to June 2026, the CEES researchers presented the following research outputs:

- Teacher Educator Support Training (TEST) Manual: A guide to Competency-Based Teaching, Learning and Assessment in Teacher Training Institutions
- Policy Guidelines for Blended Learning Implementation at Makerere University
- Training Manual for the Innovative Teaching of English and French under the Competency-Based Curriculum (CBC)



L-R: The Principal Investigator-Dr Nancy R. Nabiryo, Ms Night Alice Alice-representing the Ministry of Education and Sports, Dr Rebecca Nambi-Head Dept. of Humanities and Language Education, and Co-P.I. Dr. Moses Wang'koko Ebil holding the Training Manual for the Innovative Teaching of English and French under CBC launched on 13th May 2026



The Principal Investigator, Dr Julius Shopi Mbulankende (3rd R) with the Research Project team holding the Teacher Educator Support Training (TEST) Manual launched on 7th May 2026



On 28th May 2026, the CEBL III project team disseminated the Policy Guidelines on the Implementation of Blended Learning at Makerere University.

Commemorative photo: (L-R) MUASA General Secretary, Dr Sylvia Angubua Baluka, and CEBL III project team members: Dr Arthur Mugisha, Prof. Paul Birevu Muyinda, Dr Harriet Najjemba, Joshua Bateeze and Rose Akanya.



The TRUCE Principal Investigator, Assoc. Prof. Josephine Esaete

Makerere University, in partnership with, nine (9) consortium partners is implementing the Erasmus+ Capacity Building Higher Education project titled, Transitioning Higher Education Regulators and Universities to Competency-Based Education in East and West Africa (TRUCE).

The TRUCE project seeks to strengthen the capacities of universities and higher education regulators in Uganda and Ghana to transition to Competency-Based Education (CBE), drawing on the African and European expertise in curriculum reform, assessment, quality assurance, digital pedagogy, and stakeholder engagements.

At Makerere University, the TRUCE Project is implemented through the College of Education and External Studies, with Associate Professor Josephine Esaete as the Principal Investigator, and Professor Anthony Muwagga Mugagga, the Principal of the College of Education and External Studies (CEES) providing project management and oversight. At the strategic level, the TRUCE Project brings together Vice Chancellors of the participating universities, Deputy Vice Chancellors, Academic Registrars, Directors of Quality Assurance, and Chief Executive Officers.

TRUCE Inception Meeting (9th & 10th April 2026).

Dr Josephine Esaete, an Associate Professor at Makerere University, and Principal Investigator of the project, welcomed the national and international participants to the TRUCE inception meeting.

“Your presence and participation, is testimony to your commitment to the TRUCE project focused on significantly contributing to the transformation of the education sector. TRUCE is grounded in learner-centred pedagogies, which position the learner as the key driver of his or her education or learning process,” said Assoc. Prof. Josephine Esaete.

Emphasizing the importance of the two-day engagement, Associate Professor Esaete said: “This kick-off meeting is aimed at aligning all partners on the project logic, working methods, responsibilities, and implementation expectations for TRUCE.” She articulated that the meeting would provide a formal platform for adopting the consortium’s start-up decisions so that the project moves from inception into coordinated implementation.

International Collaboration: Makerere University Signs MoU with University of Fukui, Japan



***Prof. Barnabas Nawangwe-Mak Vice Chancellor and Assoc. Prof. Masato Kosaka-
University of Fukui-Japan holding the MoU on 19th June 2026***

In June 2026, Makerere University and the University of Fukui in Japan, formalized their collaboration by signing a Memorandum of Understanding (MoU) to advance education through collaborative research, knowledge exchange and professional development of teachers.

The MoU was signed by the Vice Chancellor, Prof. Barnabas Nawangwe on behalf of Makerere University, and Dr. Yuu Kimura, the Dean, the United Graduate School of Professional Teachers on behalf of the University of Fukui.

Both universities commit to undertake academic and educational research, strengthen partnerships in education and ICT, promote joint international engagements, and enhance knowledge exchange and cooperation for mutual institutional development.

At Makerere University, the MoU signed by the Vice Chancellor on 12th June 2026, will be implemented through the College of Education and External Studies, Department of Science, Technology and Vocational Education (DSTVE).

Language Education: Innovative Approaches for Teaching English and French under CBC



A landmark moment by MakCEES as stakeholders witness the launch the Training Manual for the Innovative Teaching of English and French under the Competency-Based Curriculum

Teaching and learning of languages in Uganda under the Competency-Based Curriculum (CBC) is quite challenging. The study, led by Dr Nancy R. Nabiryo, revealed that teachers in the Greater Mukono region-including Mukono, Kayunga, Buikwe, and Buvuma districts, face difficulties in adapting to CBC methodologies, necessitating improved pedagogical support and innovative instructional strategies.

To address this challenge, the College of Education and External Studies (CEES), Makerere University, developed a Training Manual for Building Teacher Capacity for Innovative Language Instruction in English and French under the Competency-Based Curriculum (CBC).

Funded by the Government of Uganda through the Makerere University Research and Innovations Fund (MakRIF), the Training Manual was unveiled on 13th May 2026 during a dissemination workshop held at Seeta High School-Mbalala Campus.

The workshop highlighted the need for sustainable capacity development frameworks to support language instruction under CBC, with emphasis on improving classroom practice and learning outcomes. Dr Nabiryo emphasized that effective implementation of CBC requires strong grounding in language proficiency, noting that English remains Uganda's official language and primary medium of instruction, while French provides learners with broader communication and employment opportunities in a global context.

Makerere University Researchers advocate for Contextualised Blended Learning



L-R: (Seated) Project P.I. Dr Arthur Mugisha, Director Graduate Training-Prof. Julius Kikooma, Chair of MakRIF GMC-Prof. Fred Masagazi Masaazi, CEBL III Project member-Dr Harriet Najjemba, CEES Principal-Prof. Anthony M. Mugagga with participants at the dissemination workshop held on 28th May 2026

Researchers and education leaders at Makerere University called for urgent investment in infrastructure, policy reform, digital inclusion, and institutional support to ensure blended learning succeeds in Uganda's higher education sector.

The calls emerged during the Dissemination Workshop for the Comprehensive Evaluation of Blended Learning (CEBL III) held at Makerere University on 28th May 2026. The workshop was organised by the CEES' Institute of Open, Distance and eLearning (IODeL).

The CEBL III project runs from 2021 to 2026 and forms part of broader efforts by Makerere University to institutionalise blended teaching and learning across all colleges and administrative systems.

Funded by the Government of Uganda through the Makerere University Research and Innovations Fund (MakRIF), the project examined the uptake of blended learning among undergraduate students, graduate students, and academic staff. The study involved a wide range of participants across disciplines, entities, and institutions.

During the research period, the project team developed Policy Guidelines for Blended Learning Implementation at Makerere University. The policy framework provides an evidence-based approach to institutionalize blended learning at Makerere University, and higher education institutions in general.

Unveiling a Blueprint for Competency-Based Teacher Training



“Uganda’s education system must evolve from rote learning to skills-oriented teaching if it is to prepare learners for the demands of the modern world.”

For years, Uganda’s shift toward competency-based learning has been widely supported in principle but challenged in practice, particularly in areas such as teacher preparation, classroom delivery, assessment, and learning resources.

To explore practical solutions to these challenges, researchers, education leaders, curriculum specialists, and policymakers convened on 5th May 2026 at Makerere University, College of Education and External Studies (CEES), for a dissemination meeting presenting findings on competency-based teacher training.

The study, led by Dr Yuda Taddeo Kaahwa, provides a practical framework for strengthening competency-based teacher preparation and bridging the gap between education policy and classroom implementation in Uganda.

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