

# PROFESSOR WILLIAM SENTEZA KAJUBI FULBRIGHT MEMORIAL LECTURE

Theme: Education Policy Reform  
as an Enabler of Student Success:  
The Kajubi Legacy.

MAKCEES 6<sup>TH</sup> ANNUAL LECTURE



U.S. Embassy Uganda



MAKERERE UNIVERSITY  
LEVERAGING 100 YEARS

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*Betty Kyakuwa*

# Editorial

## Kajubi Vision for Transformative Education

In Uganda’s educational journey, few names evoke as much reverence and inspiration as **Professor William Senteza Kajubi**, the teacher, scholar, and visionary whose intellectual foresight continues to illuminate our national education agenda. His conviction that education must *transform rather than merely inform* laid the philosophical foundation for Uganda’s modern education system and still anchors the country’s reform discourse today.

This year’s theme, “*Education Policy Reform as an Enabler of Student Success: The Kajubi Legacy*,” invites us to revisit his enduring influence on educational thought and practice. From the 1987–1989 Education Policy Review Commission that he chaired, whose findings birthed the 1992 Government White Paper, to his lifelong advocacy for equitable access, teacher professionalism, and curriculum relevance, Kajubi envisioned education as the moral and intellectual bedrock of national development.

Over three decades later, Uganda’s education landscape continues to evolve in response to that vision. The Competence-Based Curriculum (CBC), the National Teacher Policy, the strengthening of Technical and Vocational

Education and Training (TVET), and the integration of digital and blended learning pedagogies all echo Kajubi's insistence that learners must be equipped not just with knowledge but with skills, creativity, and values to thrive in a changing world.

This magazine showcases reflections from scholars, practitioners, and students across Uganda, each exploring how current reforms align with Kajubi's legacy. From the challenges of implementing CBC to the transformative promise of AI in higher education, from innovations in distance and blended learning to renewed conversations on language policy and teacher competence, the articles collectively reaffirm a single truth: that

policy reform is only as powerful as its impact on the learner.

As Makerere University and its College of Education and External Studies lead efforts to bridge policy and practice, the spirit of Kajubi's reformist zeal remains alive. His belief that education must serve social transformation challenges us to go beyond access to ensure quality, equity, and relevance for every learner.

In celebrating his legacy, we are reminded that the future of Uganda's education lies not in repeating old paradigms but in courageously reimagining them, guided by the enduring light of Kajubi's philosophy.



*Prof. Anthony Muwagga  
Mugagga*

*Principal, College of  
Education and External  
Studies*

# Principal's Foreword

Distinguished Guests, Esteemed Colleagues, Students, and Friends. It is a great honor and privilege for the College of Education and External Studies to once again host the William Senteza Kajubi Fulbright Memorial Lecture 2026 under the theme; “Education Policy Reform as an Enabler of Student Success. It is very hard to talk about education reforms in Uganda without mentioning the name “William Kajubi.” For over thirty years, Uganda’s education system has had as its fulcrum the Kajubi Report (1989) and the resultant Uganda Government White Paper on Education for National Development (1992). This year’s William Kajubi Memorial lecture comes, as a reminder of the profound legacy left by Prof. Kajubi, a man whose vision and dedication to education have had a lasting impact on Uganda is not only the education system, but also the entire Ugandan polity serviced by this education system.

Prof. William Senteza Kajubi was a beacon of academic excellence and a passionate advocate for the transformative power of education. His contributions to Makerere University, and to the broader educational landscape of Uganda, are immeasurable. His leadership, particularly during challenging times, serves as a testament to his unwavering commitment to fostering a higher education system that is not only academically rigorous but also deeply rooted in the values of responsibility, ethics, and civic engagement. At the College of Education and External Studies, we are committed to advancing his vision by ensuring that our programs and initiatives continue to

prioritize the development of well-rounded individuals who are equipped to contribute positively to society.

Our college plays a crucial role in preparing educators and leaders who will shape the minds of future generations. We understand that our responsibility goes beyond academic instruction; it encompasses the cultivation of values, critical thinking, and a sense of social responsibility. In this regard, we are continuously working to integrate these elements into our curricula and extracurricular activities, ensuring that our students leave not just with knowledge, but with the ethical grounding and civic awareness needed to be responsible citizens.

Hosting this memorial lecture is both a privilege and a responsibility not only of the college of Education and External Studies , but Makerere University as whole, cognizant that liberalization of University education in Uganda has its roots in the Kajubi 1989 report . We cannot also forget the role he played as Vice-Chancellor of Makerere University 1977 to 1979, and later from 1990 to 1993 at a time of crisis and as a pioneer of the private sponsorship scheme, enabling self-sponsored students to gain admission into Makerere a move reversed the decline in university funding. Honoring Kajubi resonates very well with Makerere University's current Strategic plan 2020-2030. Taking Makerere as a thought leader of knowledge generation for societal transformation and development. This is visibly seen in what is happening currently at Makerere. Through the provision of transformative and innovative teaching, learning, research, innovations and services responsive to dynamic national and global needs. These are the very things Prof Kajubi clamored for as ideal for not only the 21st century University, but also the entire Uganda's education system. The only way the college of education and external studies can do thank Uganda government , University council and Management and as justification for its existence as the prime teacher training facility in Uganda , is by engaging in meaningful dialogue about the education policy reforms right from pre-school to university level. It is also a time for us to reflect on how we, as educators and institution of higher learning , can best serve our stakeholders as well as show our implicit and explicit relevance most especially on key reforms such as Competence based education .

I would like to express my deepest gratitude to all who have made this event possible, particularly our esteemed speakers and participants who will share their insights and experiences with us today. Your contributions are invaluable to the ongoing conversation about the role of higher education in our country. I also do thank Chair

Council Dr Lorna Magara and the Vice Chancellor Prof Barnabas Nawangwe and his team for the valuable support and input to this year's William Senteza Kajubi Fulbright Memorial Lecture 2026. I cannot fail to do thank The Kampala USA Embassy and HE William W. Popp for the priceless support, which has enabled us to always commemorate the William Senteza Kajubi Fulbright Memorial Lecture. As we proceed with today's program, let us be inspired by the life and work of Prof. Kajubi. Let us recommit ourselves to the pursuit of educational excellence and the cultivation of responsible, engaged citizens who will lead Uganda into a brighter future.

As we Build For the Future.



***The Vice Chancellor, Prof. Barnabas Nawangwe takes the US Ambassador, H E William W. Popp, on a tour of the university museum.***

# WORD FROM CHAIRPERSON, ORGANIZING COMMITTEE

The Kajubi Legacy presents an opportune moment for us to deeply reflect on student success through the lens of a man whose legacy in education stands tall.

It is one of such lectures where we ought to interrogate whether education institutions in general are prepared for the learners with capacity to contribute to their aspirations especially at a later stage of being both work ready and globally competitive. At a time when the Student Success Movement is rapidly evolving, there is an urgent call for new approaches and actions from education systems driven by a range of education policy reforms. Uganda is experiencing education policy reforms at all levels from pre-primary, primary, secondary and tertiary education including; adoption of competence-based curriculum and learning, adoption of technologies in learning, the National Teacher Policy, the Technical Vocational Education and Training (TVET) Policy, and the TVET ACT, 2025 among others, in the broader context of the UN Sustainable Development Goals (SDGs). These reforms can be understood in different ways by stakeholders, but the overall goal is to ensure student success by cultivating innovative competences and enriching learning experiences. This, in turn, calls for multi-stakeholder and multi-sectoral engagements with policy makers, industry, scholars, teachers, students and development partners among others to collaboratively map and reimagine education policy reform as an enabler of student success.

On behalf of the Organising Committee, I welcome our distinguished audience to the Fulbright Memorial Lecture 2026. The 2026 annual lecture will be both a physical and online event graced by two distinguished keynote speakers; one from the United States – Dr. Richard Scott Nokes, Professor from Troy University in Alabama and Fulbright Scholar at Kyambogo University, and another from Uganda – Dr. Mary Goretti Nakabugo, Executive Director, Uwezo Uganda and former Vice President of the Uganda National Academy of Sciences (UNAS). Prof. Eriabu Lugujjo, the Executive Director, Uganda Vice Chancellors' Forum will join the two keynote speakers to form a panel.

The speakers will map the trajectory of education policy reform and how it can contribute to student success in increasingly culturally diverse, economically challenging and technologically interconnected contexts. Of particular interest will be whether and how such education reform builds competitive, innovative and relevant competences among graduates to influence, engage and constructively contribute to the transformation of Uganda, East Africa, Africa and the world.

Outstanding, is the contribution of the Fulbright Program in the global higher education transformation through promoting international, multi-cultural and service-oriented ideals anchored on excellence and sustainable transformative partnerships. The panelists will further articulate how different stakeholders are mandated to contribute to the realization of the objectives of education policy reforms and shape public discourse in Uganda, the East African region, the African continent and beyond. Implications for policy and practice will be discussed.

I wish to extend special thanks to the Vice Chancellor, Makerere University, the Principal, College of Education and External Studies, our distinguished speakers and panel discussant, our partners – the US Mission Uganda, the Fulbright alumni, the Kajubi family and members of the Organising Committee for your dedication and support in celebrating Professor William Senteza Kajubi. Special appreciation goes to the Fulbright alumni whose experiences and leadership continue to inspire successive generations.



Thank you all for joining us and I hope that today's deliberations will ignite and deepen constructive debate on education in general and the notion of student success in particular.

**Professor Ronald Bisaso**

*Chairperson, Organising Committee.*

# ORGANIZING COMMITTEE



**Prof. Ronald Bisaso – Chairperson**

## *Members*



**Dr. Michael Walimbwa**



**Mr. Philemon Mukisa**



**Ms. Teddie Nassali**



**Mr. Emmanuel Lubega**



**Ms. Ritah Namisango**



**Betty Kyakuwa**

# THE FULBRIGHT PROGRAM



## FULBRIGHT SCHOLAR & PROFESSIONAL OPPORTUNITIES

U.S. Embassy Uganda offers different Fulbright programs and exchange opportunities to enhance professional development. These opportunities fall into two categories:

1. Opportunities to which an individual can **apply**;
2. Opportunities for which an institution **requests support** from the U.S. Embassy

### FULBRIGHT PROGRAM

Established in 1946 by Senator J. William Fulbright, the Fulbright Program is the U.S. government's flagship international exchange initiative. It supports outstanding individuals to study, teach, and conduct research while addressing global challenges. In Uganda, the program has operated since the 1950s, with over 330 Ugandans awarded grants to pursue advanced study or research in the United States.

### INDIVIDUAL OPPORTUNITIES

**The Fulbright Foreign Student Program (FSP)** sends Ugandan junior faculty up to two years of funding for advanced or Ph.D. studies in the U.S. (excluding clinical medicine), aiming to strengthen African universities. While focused on universities, applicants from other educational or professional institutions may also apply.

**The Fulbright Visiting Research Scholar Program** sends Ugandan university lecturers and professors to undertake postdoctoral research or structured academic study at U.S. institutions. The program excludes dissertation research and general professional travel, prioritizing projects that contribute to new courses or curriculum development upon participants' return. Awards include Research Grants (3–9 months) and Program & Curriculum Development Grants (3–5 months).

**The Fulbright Teaching Excellence and Achievement Program (TEA)** sends Ugandan secondary educators to the U.S. for a six-week program at a host university, combining academic seminars, classroom observation, and co-teaching. Participants explore modern teaching methods, student-centered learning, instructional technology, lesson planning, and gain insights into U.S. history and the education system.

**The Hubert H. Humphrey Fellowship** sends mid-career Ugandan policy and public service professionals to the U.S. for 10 months of non-degree study, professional development, and field placements at leading universities to build expertise and strengthen institutional and societal capacity.



## INSTITUTIONAL OPPORTUNITIES

**The Fulbright Specialist Program** sends U.S. faculty and professionals to Uganda for 2–6 weeks to provide expertise in curriculum development, faculty development, and institutional strategy. Eligible institutions include higher education, government, NGO, cultural, and medical organizations. Proposals are accepted year-round; contact the U.S. Embassy for details.

**The Fulbright U.S. Scholar Program** sends U.S. faculty, administrators, and professionals to Uganda to lecture and/or conduct research across a wide range of academic and professional fields. Program durations range from three months to one year. Prospective U.S. scholars engage Ugandan host institutions to obtain official invitation as proof of placement, and then apply through the U.S. Fulbright office.

**The Fulbright U.S. Student program** sends graduating U.S. university seniors to Uganda to conduct research and/or teach English. Selection is based on academic and professional achievement, language preparation, project feasibility, personal qualifications, and preference factors set by the Fulbright Foreign Scholarship Board (FSB) and Fulbright Commissions.

## QUESTIONS?

To learn more about Fulbright opportunities, visit:  
<https://ug.usembassy.gov/public-diplomacy-cultural-and-exchange-programs/>

For general information about the Fulbright Program worldwide, visit:  
<https://eca.state.gov/fulbright>.

Questions? Please email [Kampalaexchanges@state.gov](mailto:Kampalaexchanges@state.gov)

# SPEAKERS



## Prof. Richard Scott Nokes

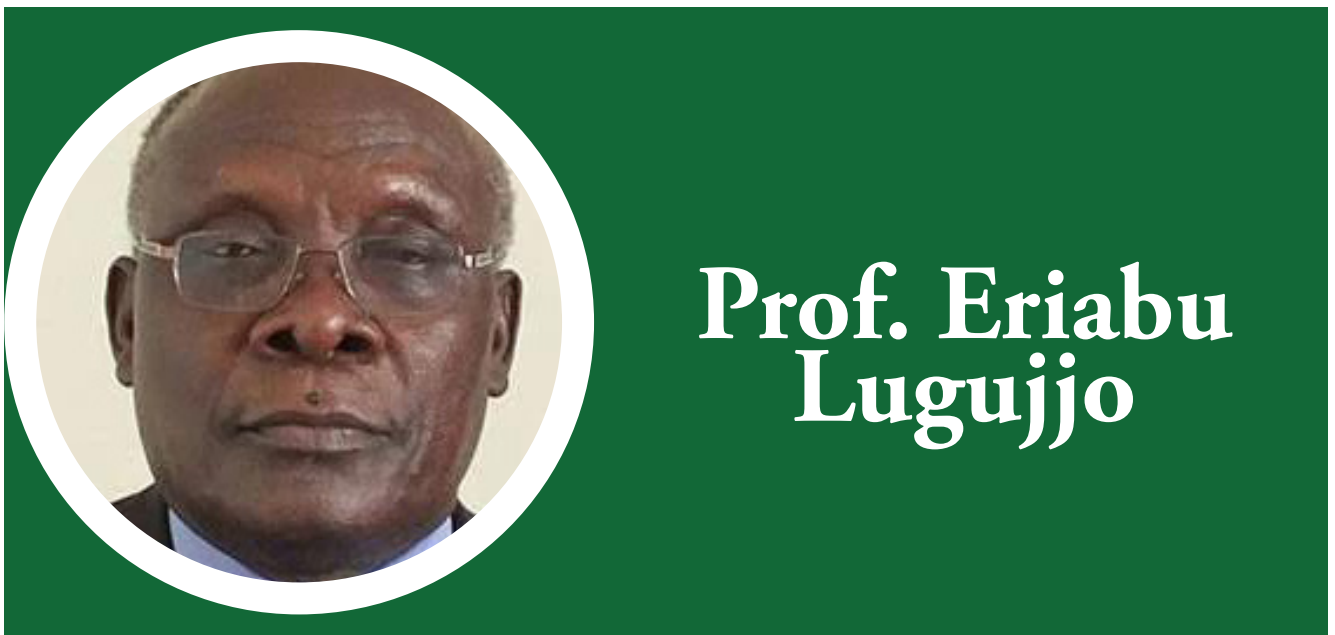
is a Fulbright Scholar, professor, and publisher with a distinguished career in medieval literature, internationalization, and public outreach. He has taught across North America, Central America, Europe, Asia, and Africa, and currently serves as a full-time professor at Troy University in Alabama, where he also directs the university's AI Forward Initiative. He is the founder of Witan Publishing, a consortium of scholars, editors, and information technology specialists dedicated to producing rigorously reviewed works in medieval studies. Prof. Nokes holds degrees from Butler University and Wayne State University, including a PhD in Medieval Literature. His undergraduate studies focused on Soviet and Eastern European Studies, after which he supported the establishment of an American Studies program. In addition to English, he speaks Vietnamese and Mandarin. He is currently serving as a Fulbright Scholar at Kyambogo University.



## Dr. Mary Goretti Nakabugo

is the Executive Director of Uwezo Uganda, a research-led Civil Society Organisation that generates, curates and shares regular independent evidence on the status of education in Uganda and East Africa. She represents the African continent on

the UNESCO Global Education Monitoring Report (GEMR) Advisory Board. She also chairs the Board of the Regional Education Learning Initiative Africa (RELI Africa). Her prior work experience has mainly been in research, teaching and governance in higher education. She has held academic and research positions at the University of KwaZulu-Natal- South Africa, Makerere University and Mary Immaculate College of University of Limerick, Ireland. She was a Visiting Professor at Centre for the Study of International Cooperation in Education, Hiroshima University, Japan. She was Chairperson of the 5<sup>th</sup> Kyambogo University Council. She was also Chairperson of the 6<sup>th</sup> Council of Muteesa I Royal University and is a member of its Board of Directors. She is a Fellow and Vice President of the Uganda National Academy of Sciences (UNAS) and chairs its Standing Committee on Education. She holds a PhD in Education from the University of Cape Town, South Africa. Her research interests include: assessment for learning, policy analysis, education and international development, teacher education, and curriculum development.



**Prof. Eriabu Lugujo is a distinguished** academic, engineer, and higher education leader with over 55 years of experience in research, teaching, and institutional leadership. He served as Vice Chancellor of Ndejje University for over ten years, providing strategic direction and strengthening the institution's academic and governance systems. His extensive leadership experience also includes serving as Dean of the Faculty of Technology at Makerere University for 10 years, Head of the Department of Electrical Engineering for 15 years, and Member of the University Senate for 15 years, where he

contributed to key academic reforms, including the establishment of Women Studies. He currently serves as the Executive Director of the Uganda Vice Chancellors' Forum.

During his tenure as Dean at Makerere University, Prof. Lugujjo led negotiations with UNDP/UNESCO that supported the rehabilitation and reconstruction of the Faculty of Technology. He also spearheaded the introduction of the first graduate programmes in the Faculty and supported the growth of Information Technology systems, contributing to Makerere's transformation into a regional information hub.

Prof. Lugujjo's academic journey began with a first-class BSc in Mathematics and Physics from Makerere University (1969), followed by an MSc (1971) and PhD (1974) in Electrical Engineering from the California Institute of Technology (Caltech), USA. He later conducted postdoctoral research at Bell Labs, USA, specializing in meta-semiconductor systems using ion channelling techniques. His early research contributions in ion implantation, electron-hole droplets, and solid-state physics played a significant role in advancing semiconductor device technology.

Beyond academia, Prof. Lugujjo has made substantial contributions to education and science policy in Uganda. He served on both Education Policy Review Commissions, contributing to the 1992 Education White Paper and subsequent higher education reforms. He was also instrumental in developing Uganda's first Science, Technology and Innovation Policy, the TVET Policy (later the TVET Act, 2008), and the Skilling Uganda Strategic Plan (2012).

His governance experience spans numerous national and international boards. He served as Chairperson of the Industrial Training Council, Chairperson of the UNESCO Board in Uganda for 15 years, and Board Member of the Uganda National Bureau of Standards. Internationally, he represented Uganda on UNESCO's Executive Board and chaired the International Science Commission. He also contributed to the formation of the African Network for Science and Technology Institutions (ANSTI).

A passionate advocate for science education, Prof. Lugujjo championed the teaching of physics and mathematics in Uganda, increasing student interest, particularly among women. He has authored *The Management of University-Industry Relations* (UNESCO, 2000) and consulted widely with global institutions. He remains committed to strengthening higher education systems through policy, research, and strategic partnerships.

# MODERATOR



**Dr. Leah  
Namarome  
Sikoyo**

Dr. Leah Namarome Sikoyo is a curriculum specialist and teacher educator currently serving as an Associate Professor in the Department of Educational Foundations and Curriculum Studies, at the School of Education, College of Education and External Studies, Makerere University. Dr Sikoyo is a Fulbright Postdoctoral Research Scholar alumna of 2010 at the University of Wisconsin-Madison, USA. She is a member of the Uganda National Secondary Curriculum Task Force and has served on various national technical working groups in teacher education. Her international academic networks include, the Pedagogical Leadership in Africa (PedaL) programme, the International Research Collaborative for Established and Emerging Scholars (IRCEES) in Educational Technology under e/merge-Africa, and the UNESCO Teacher Education Community of Practice. She holds a PhD in Education and a Postgraduate Diploma in Educational Technology, both from the University of Cape Town in South Africa. Her research interests include; curriculum and learning design, transformative pedagogy, teacher professional development, and more recently inclusive education for learners with disabilities.

# Articles

## Makerere University Still Building for the Future

In his book, *Managing and Transforming an African University* (2017) John Pancreas Ssebuwufu concludes his works by saying, “Makerere University has a long future, but it will have to continue to change with the changing times. It shall never turn back to the bad old days; never again!”.

Having been in Makerere since 1999 as a student doing Bachelor of Education, 2004 as an employee of the Department of Distance Education (DoDE) and 2011 as a university

employee working in the Department of Open Distance and eLearning to-date, I have witnessed how the works of Prof. Senteza Kajubi continue to manifest in what the College of Education and External Studies ‘CEES’ and Makerere University at large yearn and stand for.

In the last version of Senteza Kajubi series 2024, CEES reflected on the role of Blended Learning ‘BL’ in Building Active Citizens. Makerere University has moved a notch higher on matters of modern pedagogies explicitly BL as one of the key education policy reforms. The BL combines virtual and face to face learning pedagogies that fit the needs of fifth generation students to succeed on job market. It seems there is no turning back indeed for sole adoption of face-to-face delivery learning mode at Makerere University.

The years 2022 - 2025 have been a period of change specifically in the College of Education and External Studies (CEES) and Makerere University at large. One example



*Dr. Arthur Mugisha*

was change of leadership at College Principal level on Feb, 11th 2022 from Prof Masagazi Masaazi (2013 – 2021) to Prof Antonio Muwagga Mugagga. The current leadership ensured continued transformation in the teaching and learning trajectory never to go



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**Academic staff in CEES have been retooled on matters of eLearning and course content design, staff exchange programs with universities in the West to learn the application of technologies such as the electronic learning environments, Zoom and google meetings in facilitating learning.**

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back again as Ssebuwufu predicted bearing in mind the lessons picked from the COVID 19 catastrophe. Teaching and learning have been transformed to meet 21st century demands. In addition, it has been aligned to achieve the Sustainable Development Goal 4 “Quality Education” thus fulfilling the university strategic plan 2020\_2030 that flags innovative teaching and learning for Makerere among its key

pillars to achieve its vision of being research led. The innovative teaching and learning through research have fostered applicability of BL to support human capital development and ultimately economic development. The human capital development realized through adoption of BL pedagogy supports achievement of vision 2040.

Academic staff in CEES have been retooled on matters of eLearning and course content design, staff exchange programs with universities in the West to learn the application of technologies such as the electronic learning environments, Zoom and google meetings in facilitating learning. The Korea International Cooperation Agency “KOICA” has taken staff through modern distance learning skills especially in multi-media through in-country training sessions and visits to Korea to benchmark modern technologies and their application in instructional design, recording studios and smart rooms have been put up at Makerere University, many programs have been realigned to adopt fifth- Generation affordances where teaching and assessment are doable using the Makerere University Electronic Learning Management System (MUELE), staff have received eLearning research and teaching gadgets. In addition, with support from Makerere Research and Innovation

Fund (MakRIF) there is a lot of research taking place especially on modern pedagogies explicitly BL and how they feed into implementation of competency based curriculum that has been prioritized in Uganda. The Institute of Open Distance and eLearning has indeed made strides on its mandate as per the IODeL Policy (2015)

According to Theobald Kimario and Omondi Otieno (2022) Tanzania. The objectives were to: assess the implementation of CBC in secondary schools and examine the extent to which the implementation of CBC affects students' education achievement in secondary schools in Arusha City Council. Social Constructivist Theory by Theodore Burghard Hurt Brameld guided the study. Convergent mixed methods design was adopted. Data was collected through questionnaires and interview guide. The sample size consisted of 142 respondents; 30 teachers, 90 students selected by simple and stratified random sampling techniques. Purposive sampling technique was used to select 10 Heads of schools, 10 SQAOs, one WEO and one DEO. Validity was established through expert judgment whereas reliability (QS  $r=0.85$  and QT  $r=0.82$  Terralyn McKee (2010), the value of change management is key in enabling tools, technologies and systems of Distance Education (DE) to create flexibility, responsiveness and networking among learners. Change management emphasizes networked learning using the affordances of the fifth generation DE in the universities. This finding on value of change management aligns well with Makerere University's quest for research led mantle because modern learning such as BL is beyond mere knowledge acquisition but instead encompasses networking, communication and application of skills to solve societal problems.

Uganda took up innovations in the education sector by enacting a teacher education policy (2019) which provided policy shifts on how teaching ought to focus on developing competences, skills and attitudes as opposed to knowledge acquisition. The Teacher



**Teaching ought to focus on developing competences, skills and attitudes as opposed to knowledge acquisition.**

Education policy forced teachers with Grade V Diploma to upgrade to Bachelor's Degree at university. The need to create a favorable learning environment for upgrading teachers justified the

feasibility of BL delivery pedagogy. The BL pedagogy complies with Uganda digital agenda and requirements of NCHE which support learning anytime anywhere to enable DE

students achieve success. Makerere University has equally adopted the changes at curriculum development and review, facilitation of teaching, content resources development, assessment modalities all geared towards producing a competent teacher fit for 21st Century as guided by NCHE ODeL guidelines (2019).

During the 3<sup>rd</sup> teacher education symposium under the theme, “A digitally competent teaching force for the 21st Century.” The minister in her own words said, “*a competent and competitive teacher has a duty to empower a learner with the following skills: critical thinking, creativity and innovativeness, collaboration, communication, information and technology literacy and flexibility as 21st century demands.*” These attributes inform the CEES teaching community to ensure they produce teachers with the potential to make learning practical, relevant to community needs, empowering learners to solve personal and communal challenges. As it has been said before, a good teacher is likened to a candle that burns itself but lights other candles. The journey of transformative education is lifelong and gets better each day that passes. One example is the establishment of an academic unit to spearhead the growth of the discipline of distance education at Makerere University. The fruits of this innovation as attached to BL shall be immense as Makerere continues its journey that builds for the future.

According to Heal, et al (2022) mere content knowledge is likely to be as useless pedagogically as content free skill. Traditional teaching has majorly dealt with subject matter content, pedagogical content and curricular content. However, modern pedagogy such as BL requires an intersection to bring out strategic knowledge which enables a learner to know what to do when confronted with a situation or problem technically termed as problem solving skill.

The contribution of Prof Senteza Kajubi in the education sector shall continue to inform teaching and learning regardless of who occupies which academic and political office in the Republic of Uganda. The BL education policy is an accredited education reform designated to match with the requirements for quality education in 21<sup>st</sup> century. In addition, the current wave of Artificial Intelligence in education continues to influence the way teachers teach in order to answer the what, why, when and where pedagogical questions. Continued technological advancements also influence how learners learn what they wish to learn and how teachers teach not forgetting what materials are used in the process. This implies that the modes of teaching and learning cannot be static, thus applaud applicability of BL pedagogy at university. In essence, a teacher must be strategically positioned to remain

relevant in the education sector going forward. No turning back, Makerere University is still building for the future.

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***The Chairperson of Council, Dr. Lorna Magara, receives His Excellency William W. Popp ahead of the Kajubi Fulbright Memorial Lecture in 2024.***

# Kajubi's recommendation on teaching Kiswahili in Uganda's Primary Schools



*Caesar Jjingo, PhD*

This essay is a continuation of my write-up titled 'Dynamics of Teaching Kiswahili in Uganda's Primary Schools,' published in the Saturday Monitor of October 12, 2024. The opening paragraph of the Saturday Monitor write-up was a quotation in the form of a question: 'How can a school benefit from employing Kiswahili teachers in primary schools since it is not an examinable subject... could this be an asset or liability?' (Jjingo, 2024: 10).

The above quotation was intentionally placed at the beginning of the essay, well knowing that its intensity could easily be captured by key stakeholders in the government. That thought was in order given that by then, the government was finalizing plans to (re)introduce the formal teaching of Kiswahili as a compulsory subject in Uganda's primary schools (UBC Television Uganda, 2024), as provided in the country's existing language-in-education policy, which was formulated based on the 1987 Prof. Senteza Kajubi's commission recommendations (Republic of Uganda, 1992).

It is undisputable that the 1987 Prof. Senteza Kajubi's commission recommendations have somewhat (re)defined the country's education system in the last 30 years of post-independent Uganda. However, in relation to Kiswahili pedagogies, mainly at the primary school phase, the situation remains imbalanced. It is because, since the above existing language-in-education policy provision was considered, its formal actualisation in primary schools has been delayed for thirty-plus years.

In fact, its formal implementation in form of piloting only began in February 2025 in a few districts in the western parts of the country – Bundibugyo, Bunyangabo, Kabarole, Kasese, and Ntoroko – as well as in Fort Portal City, with teaching starting at primary four (J. Tusingwire, personal communication, October 13, 2025). It was planned that by September 2025, more districts, including Bugiri, Busia, and Tororo, from the eastern parts of the country, would start teaching the language. However, the then ongoing industrial action by teachers in government primary schools since the beginning of the third term across the country affected the plan to materialise (cf. Uganda National Examination Board, 2025; Uganda National Teachers’ Union, 2025).

Nonetheless, there is no doubt that the above developments on Kiswahili pedagogies have been prompted by the recent government resolution on its teaching in mainstream schools (Republic of Uganda, 2022). It should be stressed, however, that the above developments sharply contrast with existing language-in-education policy provision, which calls for the teaching and learning of this language “...as a compulsory subject [*sic*] to all children throughout the primary cycle, in both rural and urban areas” of Uganda (Republic of Uganda, 1992: 19).

Notwithstanding, cognizant of the above policy provision, some primary schools (mainly privately owned) began teaching Kiswahili in the 2000s. Despite such efforts, it is unfortunate that the Uganda National Examination Board is yet to examine learners from such schools (Mutungi, 2025). The Uganda National Examination Board’s delay in executing the above mandate in the attested primary schools has primarily contributed to demoralizing teachers of Kiswahili in this phase. Subsequently, as Jjingo and Visser (2018) put it, most of these teachers have opted to teach other examinable subjects, as others have abandoned the teaching profession in general. Thus, it is still uncertain



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**Language-in-education policy provision, which calls for the teaching and learning of this language**

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when the above situation will cease to exist, even though currently the government is heavily investing, for example, in enhancing the general teaching and learning of Kiswahili (NTV Uganda,

2024), the country’s second official language.

In an attempt to address the above situation, it is becoming unavoidable that the umbrella organization that brings together teachers of Kiswahili for primary schools in Uganda (commonly known by its Kiswahili acronym – CHAWAKISHUMU), collaborates with the Centre for Teaching and Learning Support at Makerere University. It is the center’s mission to innovate and support pedagogy in different learning phases in Uganda and beyond, as clearly postulated on its website (<https://cees.mak.ac.ug/center-for-teaching-and-learning-support-ctls/>).

**Dr. Caesar Jjingo**

*Lecturer, Department of Humanities & Language Education,  
College of Education & External Studies,  
Makerere University.*

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# Advancing the Blacksmiths' Master Craft into Higher Education and Industrial Transformation



**Figure 1;** Shows one of the Blacksmiths industrial clusters in Kamugenyi village in Masaka District, Ssaza or County, Buddu of Buganda in Uganda. Photograph taken on 3<sup>rd</sup> July 2024 by Nsereko Joseph Raymond, Makerere University, Kampala, Uganda.

**Kampala, Uganda** – In an era where technological advancements are shaping industries and economies, the traditional art of Blacksmithing needs to be revisited as a potential engine for creativity, artistry, innovation, and youth employment in Uganda. For centuries, Blacksmithing has played a crucial role in Ugandan society, from crafting

agricultural tools to forging cultural symbols. Now, this master craft is to find new relevance as it is proposed to be integrated into higher education and government industrial policy transformation programs to empower the youth.

The revitalization and integration of Blacksmithing into the curriculum in Uganda as a timeless craft is associated with ancient knowledge and practices that offer much more than just historical value. Today, this craft has the potential to evolve into a modernized form of artisanal industry that can contribute to both the creative economy and the industrial sector. Traditional Blacksmiths possess a wealth of skills that can be enhanced with modern technology, giving rise to innovative products that blend aesthetic artistry with functionality.

Several Blacksmithing cluster communities across Uganda have demonstrated how this master craft can be transformed into an economic opportunity within rural and urban areas all over the country. Nonetheless, despite its great potential, Blacksmithing has not been fully incorporated into national development strategies—something that is proposed to change.



**Figure 2 and 3;** Show the youth in one of the Blacksmiths industrial clusters in Kamugenyi village in Masaka District, Ssaza or County, Buddu of Buganda in Uganda. Photograph taken on 3<sup>rd</sup> July 2024 by Nsereko Joseph Raymond, Makerere University, Kampala, Uganda.

In Uganda, there is an urgent need to advance higher education by bridging tradition with modern creativity, artistry, and innovation. Through the exploration and discovery of methods and approaches that incorporate Blacksmithing knowledge and practices into its higher education programs, offered as part of engineering, design, art, and technology in addition to other industrial courses. This initiative is focused on

equipping students with the skills to combine traditional craftsmanship with modern design principles and technology.

Blacksmithing is not only an art but a science that aims to teach students and engage Blacksmiths cluster communities on how to create, become artistic, and innovate within this master craft, from designing modern tools to creating artistic sculptures. It is about merging the old with the new.

This curriculum expansion will allow students to explore the master craft as both a creative art form and a potential industrial transformation and business venture. Beyond its aesthetic appeal, Blacksmithing offers solutions for industries like construction, agriculture, and engineering, where customized metal works are needed.

Fortunately, the government of Uganda has acknowledged the need to harness traditional industries to promote youth employment. The Ministry of Trade, Industry, and Cooperatives is in the process of revisiting its industrial transformation strategy, which includes a plan to invest in vocational and technical skills training for young people.

By incorporating Blacksmithing into national development programs, the government aims to foster creativity and entrepreneurship among young people, enabling their participation in local and global markets. Innovation hubs, sponsored by the government, are being established in various regions of the country. These hubs will facilitate collaboration among artisans, including Blacksmiths, engineers, and designers to develop modern products for various industries.

The potential for industrial transformation of Blacksmithing is quite vast and it is very important to promote this knowledge and practice as a sector that can create jobs, preserve cultural heritage, and stimulate innovation for sustainable industrial development in Uganda. The main goal ought to be to integrate the Blacksmiths master crafts men artisanal skills into the curriculum and academia to transform modern industries.

Blacksmithing will play a vital role in fostering youth employment through creativity and innovation. As one of the key benefits of advancing Blacksmithing into modern education and government programs is its potential to create employment for Uganda's growing youth population. With unemployment rates high among young people, the master craft of Blacksmithing offers a path to self-employment and entrepreneurship.

By learning Blacksmithing, young Ugandans can acquire skills that allow them to start their own businesses, produce tools for various industries, or even venture into art and sculpture. Moreover, by incorporating modern techniques, blacksmiths can create innovative, marketable products, from custom-made furniture to industrial tools.

The youth need to be given the skills to be creative and innovative, and master craft of Blacksmithing offer this great opportunity because of the fact that It's a master craft that can be adapted to meet the demands of the modern market.

As a way forward, in Uganda there is need to continue on the path towards industrial transformation, integrating Blacksmithing into both educational curricula and national policy could play a pivotal role in creating sustainable economic opportunities for young people. By harnessing the power of traditional master craftsmanship and merging it with modern-day technologies and innovations, Uganda can create a new wave of entrepreneurs, artists, and industrial leaders.

With the combined efforts of academic institutions, government, and local artisans, Blacksmithing is poised to make a comeback—not just as a relic of the past but as a forward-looking craft that promotes creativity, artistry, and innovation for youth employment.

Article by; Nsereko Joseph Raymond (Ph.D. Candidate)

Tel; +256 776 833 712

[nserekoray@gmail.com](mailto:nserekoray@gmail.com)

[raymond.nsereko@mak.ac.ug](mailto:raymond.nsereko@mak.ac.ug)

Makerere University

College of Engineering, Design, Art, and Technology (CEDAT)

Margaret Trowell School of Industrial and Fine Arts (MTSIFA)

Department of Visual Communication, Design, and Multimedia (DVCDM)

# Senteza Kajubi: The Teacher Whose Legacy on Uganda's Education Policy Endures

**“Universities which do not heed the need for the massification of higher education in the 21st century will render themselves irrelevant.” — Prof. W. S. Kajubi (*UVCF Bulletin*, Vol. 1, 2012)**



*By David Onen, PhD*

Few figures have shaped Uganda's educational destiny more profoundly than Professor William Senteza Kajubi (1926–2012). A teacher, philosopher,

and visionary reformer, Kajubi's intellect guided the 1977 and 1987–1989 Education Review Commissions, which together laid the groundwork for the 1992 Government White Paper on Education. This document became the moral and structural backbone of Uganda's education system, inspiring reforms such as Universal Primary Education (UPE), improved teacher training, and expanded access from early childhood to higher education.

For Kajubi, education was not merely about literacy but about building a nation's moral and intellectual foundations. “The greatest challenge of our time,” he observed, “is to generate the resources, both human and financial, to bring mass higher education integrated with lifelong learning within the realm of possibility.” His conviction that

education must serve social transformation continues to echo through Uganda's classrooms and policy corridors.

Beyond commissions and reports, Kajubi's leadership embodied integrity and humility. Serving twice as Vice Chancellor of Makerere University (1977–1979; 1990–1993), he defended academic freedom through turbulent years and restored Makerere's stature as a centre of intellectual renewal. Colleagues remember him as one who “led by example rather than decree,” a teacher whose actions were lessons in themselves.

More than a reformer, Kajubi was a moral compass, a thinker whose vision still shapes Uganda's schools and universities. As one Makerere tribute observed, “His legacy can never be erased but only reminisced.” Indeed, Senteza Kajubi did not merely teach Uganda how to read, he taught it how to dream.

# Empowering Educators to Empower Learners: Sustaining the Kajubi Legacy



*By Najjuka Maureen*

“Education must not merely inform; it must transform,” emphasized Professor William Senteza Kajubi—a scholar whose vision continues to shape Uganda's education system. His enduring legacy lies in reforms that prioritize skills, innovation, and student empowerment (Kajubi, 1992).

The introduction of the Competency Based Curriculum (CBC) reflects this transformative vision. It seeks to nurture critical thinking, creativity, and practical

problem solving rather than rote memorization (NCDC, 2020). At Makerere University, efforts to align teaching and learning with employment readiness goals are underway. However, challenges remain. Many academic staff members report increased workloads, limited preparatory training, and persistent welfare concerns, leading to low morale and declining instructional quality (Atukunda, 2024; Baryamureeba, 2018).

This disconnect undermines the essence of Kajubi's philosophy—education as a driver of both excellence and empowerment. To truly honor his legacy, reforms must extend beyond curriculum redesign to embrace capacity building, equitable remuneration, and inclusive governance. Such measures will empower educators, enhance morale, and, in turn, improve learning outcomes (Oonyu, 2021).

Research consistently shows that staff satisfaction is directly linked to teaching quality and student achievement. Therefore, advancing student success requires viewing teacher well-being and learner transformation as interdependent pillars of educational progress.

As Uganda commemorates Professor Kajubi, the challenge before us is clear: to translate policy rhetoric into tangible action that makes education a living instrument of empowerment for both teachers and learners. Only then can his transformative vision continue to inspire meaningful and lasting change.

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# Uganda's Digital Gap in the Classroom



*By Amutuhair Calvin*

As the world accelerates toward AI-driven learning, Uganda remains trapped in a digital mirage dazzled by gadgets but blind to the real meaning of transformation. What should have been a revolution in education has become a parade of policies and photo opportunities with donated laptops that rarely get charged.

In 2022, a government school in Kayunga District received ten computers under an ICT pilot project. A year later, they still sat locked in the head teacher's office because the school had no power supply. In Karamoja, pupils still study

under trees, while in Ntinda, children use tablets for science simulations. The gap is not one of intelligence but of access.

The Education Digital Agenda (2021–2025) and the \$200 million World Bank-funded UDAP-GovNet promise fiber connectivity and rural internet. Yet, the greater question remains: will the cables reach Buliisa Primary School, or will they end in the city, like many promises before **them**?

During the COVID-19 lockdown, students in Kampala joined Zoom classes, while others in Kiryandongo shared a single radio to follow lessons from UBC Radio Station. Some parents sold goats to buy smartphones, while thousands of children simply waited for schools to reopen.

Our leaders mistake buying gadgets for building systems. A laptop without electricity, or a teacher without digital training, is a monument to misplaced priorities.

True progress begins with teacher empowerment, local e-learning content, and equitable infrastructure not slogans. The chalkboard still reigns, not from fear of change, but from a failure to drive it.

Oh Uganda... you've connected cables, but not classrooms. You've modernized policy, but not learning.

# Reflections on Education Policy Reform as an Enabler of Student Success: The Kajubi Legacy

## Reflection 1



*By Naomi Namanya (PhD),  
Department of Religion and Peace  
Studies Makerere University*

Since the 1990s, Uganda has implemented numerous educational policy reforms in response to the 1989 Kajubi Report. These reforms began with the 1992 Government White Paper on education, spanning from pre-school to university level. However, over the past three decades, these reforms have faced significant challenges. First, the liberalization of university education in 1993 at university level faced numerous challenges. Then, the introduction of Universal Primary Education (UPE) in 2007 and

Universal Secondary Education (USE) in 2017, all of which have encountered their own set of difficulties.

The Primary Thematic Curriculum has similarly struggled, particularly due to the mother-tongue language policy introduced in 2016 and the Early Childhood Development (ECD) policy implemented the same year, which remains largely in the hands of private providers.

Additionally, challenges arose in 2008 when Business Technical Vocational Education and Training (BTVET) was not effectively integrated. The Teacher Policy of 2018 was also questioned by many lower-level educators regarding its importance. The introduction of the Competence-Based Curriculum (CBC) in 2020 has also faced challenges with implementation. Currently, we are preparing to implement the most recent 2025 Government White Paper. With this in mind, it is important to pose and consider these questions: what went wrong, what is the new CBC bringing on board? Additionally, are there other important areas to address such as home-schooling/ Home education, child mental health, and the increasing rates of suicide, all of which should be addressed through effective parenting? Embracing home education as part of these new reforms involves parents taking the lead in choosing the educational philosophy, curriculum, and learning styles suitable for their children-which most elite parents are choosing either privately in their homes or under the cover of international schools. In conclusion, it is crucial to address these challenges in a formal and systematic manner in order to ensure the success of educational reforms.

## **Reflection 2**



*Emmanuel Olinga Omutia*

In 1987, President Yoweri Kaguta Museveni appointed the Education Policy Review Commission which was tasked to examine Uganda's entire education system following years of political instability, economic decline and civil conflict. In 1989, it was later

presented to the government of Uganda. The Commission looked into key issues such as; widespread inefficiencies and inequalities in education, poor access to education especially in rural areas and among girls, a curriculum that was theoretical and colonial in nature, poor teacher welfare and dilapidated infrastructure, mismatch between education and employment opportunities and the need for a national philosophy of education post-independence.

In 2020, the New Lower Secondary school Curriculum was introduced marking a shift from traditional, knowledge based kind of approach to a competency based approach focusing on skills and real world applications. The beauty of a skill is that even without a decent job, one can still get the basics required in life. These skills are not far from the unique abilities nurtured in vocational training colleges like carpentry, mechanics, dealing with electronics/electricity, plumbing, and skilling in aircraft to mention but a few.

This is huge for our young citizens because learners participate in solving societal problems by coming up with solutions to them. For example, in a society like Kampala where pollution is a hectic problem, a learner is asked to provide solutions. They then invent creative products like dust bins, recycling of used bottles and polythene that pollute the environment. The used bottles and polythene can be put to better use like helping in watering plants in gardens or designs for an art piece. At the end of it all, a given learner gives a solution to pollution as a problem, thus solving societal problems in our daily lives.



***Mr Philemon Mukisa (R) engages panelists in a discussion during the Kajubi Fulbright Memorial Lecture, 2024.***

## Reflection 3



*By URDT Tyhaar Girls School \_ Kakumiro District*



*A student cleaning the pig sty*

With a great magnitude of acceleration, Education has gone through different reforms ranging from rudimentary historical, colonial, postcolonial and contemporary civic reforms that aim at creating a most relevant and reliable system that match the time global needs and competition for application. Uganda's education system having under gone magnificent reforms aimed at making learning more relevant, inclusive and skill oriented. The ministry of education & sports, the NCDC and other agencies,



*Students feeding fish in their fish pond*

introduced new policies and frame works to align education with national development goals, the vision 2040, and the UNSDG4 by ensuring inclusive and equitable quality education for all. The most notable reforms include: the adoption of CBC, the revitalisation of Technical and vocational Education and Training, the integration of technology in learning, and the formulation of a comprehensive National Education policy.

### ***THE CBC 2020***

The CBC 2020 for lower secondary education replaced the old content- heavy curriculum that emphasised rote memorization.

The CBC aiming at developing learner's competencies in communication, critical thinking, problem solving, digital literacy, and creativity stand a higher position in shaping the learner's ability to succeed in both curricular and co-curricular educational activities. These skills keep the learner on all round to meet the educational goals and global challenges.



*Debate as one of the continuous assessment for skills development in CBC*

The CBC with different learning and teaching pedagogies of: learner centered, project – based assessments, and continuous evaluation as unique features, make it quite relevant and on ground for feasible results bared on skills exhibition.

The competency-based curriculum (CBC), being skills-oriented, prepares learners for the job market and lifelong learning rather than focusing solely on passing exams. This is achieved through project-based learning, ICT integration, and continuous assessment. These Continuous Assessment activities not only test for knowledge but also evaluate learners’ ability to apply that knowledge in solving problems within an ever-changing, VUCA world.

The CBC has also contributed to increased enrolment in secondary schools, as learning now feels more relevant and applicable to societal needs. Learners no longer fear assessments as they did under the heavy, content-laden old curriculum. Instead, the skills-focused CBC has created a more engaging, practical, and learner-friendly environment.

According to *Ninsiima Joan*, a Senior Four candidate (2025) at URDT Tyhaar Girls’ School, the most challenging part of the competency-based curriculum (CBC) is interpreting scenarios—an area where failure is possible if one does not clearly understand the context. However, she notes that the most exciting feature of the CBC is the **self-managed learning approach**, which allows learners to research independently and present their work for credibility checks or further guidance from teachers.

## ***The Teacher Policy***

With the CBC's strong focus on skills development and civic competence, teachers find it necessary to pursue further studies in order to meet curriculum demands. Continued professional development equips them with CBC-aligned methodologies and retrains them in practical, experiential teaching approaches.

Because the CBC requires a knowledgeable, versatile, and reflective teacher, the **Teacher Education Policy** sets standards for training highly competent educators with the right pedagogical and facilitation skills.

According to *Teacher Agaba Georgebush*, a Grade V teacher of English Language and Literature currently completing his bachelor's degree, "The higher the level of education a teacher attains, the smoother and more meaningful the delivery of CBC becomes."

With effective implementation of the Teacher Policy, student success becomes achievable when teachers are fully supported with adequate resources, conducive working environments, improved remuneration, and streamlined school administration that provides both physical and financial support.

The ongoing effort to **standardize teacher qualifications to at least a bachelor's degree** has strengthened Uganda's teacher training sector, ensuring adherence to National Teachers' Council standards, ethics, and registration requirements. Through platforms



*Students and their parents learning together*

such as **UNITE**, teachers access continuous professional development that empowers them to equip learners not only with knowledge to pass exams but also with practical skills to navigate real-world problem-solving demands.

Overall, the Teacher Policy has enhanced teacher competencies and promoted inclusive education.

However, for the policy to remain truly effective, there is a need to:

- Address disparities in resource allocation.
- Provide targeted interventions for different categories of teachers.
- Establish strong mechanisms for tracking policy impact and outcomes.

## THE TVETs

Globally, technical and industrial skills are recognized as pillars of innovation and creativity. Uganda's education system includes the **Technical Vocational Education and Training (TVET)** pathway, designed to produce skilled, competent trainees capable of thriving in hands-on industries and workshop environments.

CBC project work has acted as a catalyst, motivating learners to join TVET institutions where they can refine their abilities and become productive, creative, and



*Students making chairs out of tyres*

innovative citizens. Increased funding for TVET centers has also made it easier for learners to pursue vocational training aligned with their career aspirations.

The *Vision Senior Three English* textbook, in the topic *Choosing a Career*, encourages learners to set clear, measurable career goals—including the option of joining TVET programs to develop practical skills for the innovative world they aspire to join.

However, to strengthen the TVET subsector, emphasis should be placed on:

- Increased funding and provision of modern training equipment.
- Recruitment and retention of qualified trainers.
- Stronger industry linkages to match skills with labor market needs.
- Harmonizing skills from the informal sector and reducing bureaucratic barriers.



*Participants of the 2024 Kajubi Fulbright Memorial Lecture*

## Reflection 4



*Arinda Peace*

In Uganda, it is difficult to discuss education without acknowledging Professor Senteza Kajubi, whose influence shaped many of the reforms we see today—from primary education to higher institutions of learning. His life's work was centered on promoting relevance, access, and quality in Uganda's education system.

Prof. Kajubi strongly advocated for access and equity, recommending the introduction of Universal Primary Education (UPE) and expanded access to higher education. His support for private sponsorship in universities opened doors for thousands of students who were previously unable to join government-funded programmes. Today, Uganda boasts significantly higher enrolment in universities and tertiary institutions, contributing to a substantial reduction in illiteracy levels.

Guided by his recommendations, Uganda's education system now emphasizes **vocational** studies, beginning at the primary level. Learners engage in practical skills such as weaving and crafts—lifelong skills that foster self-reliance. The integration of subjects like clothing and textiles, entrepreneurship, and other practical disciplines further reinforces these skills. This approach aligns closely with the new competence-based lower secondary curriculum (CBC), which focuses on producing capable and adaptable learners.

Prof. Kajubi also prioritized teacher training, recognizing its central role in ensuring quality education. By strengthening teacher education and supporting the establishment of additional training centres beyond Kyambogo, he helped expand opportunities for teacher development. As a result, teachers today are better equipped to implement curriculum requirements and create learning environments that support student success.

Another key contribution was his recommendation for the decentralization of school management. This led to the establishment of District Education Officers (DEOs)

in every district, improving oversight, resource management, and service delivery. Structures such as School Management Committees (SMCs) and Boards of Governors (BOGs) were introduced to make school administration more efficient, responsive, and community-driven. Before these reforms, schools were heavily controlled from the centre; decentralization brought decision-making closer to learners, teachers, and communities. For instance, services that once required travel to ministry offices in Kampala can now be accessed through the DEO's office.

Overall, Prof. Senteza Kajubi's education policy reforms have been a major driver of student success in Uganda. They have expanded access to higher education—both public and private—ensured quality through improved teacher training, modernized curriculum reforms such as the CBC, and strengthened educational governance. His legacy continues to underpin Uganda's education system today.



*US Ambassador William W. Popp and his team pose for a photo with the Chairperson of Council, Dr. Lorna Magara and the Vice Chancellor, Prof. Barnabas Nawangwe.*

## Reflection 5



*Ninsiima Joan*

Education reform policy has existed in Uganda for many years, with several major reforms implemented over time. These include Universal Primary Education (UPE), Universal Secondary Education (USE) introduced in 2000, the Competency-Based Curriculum (CBC) introduced in 2020, Technical and Vocational Education and Training (TVET), integration of technology in learning, teacher retooling, and the National Teacher Policy, among others. These reforms have the potential to positively influence students' success—academically, socially, and in life beyond school. However, their effectiveness depends on a variety of factors.

In terms of academic excellence, reforms such as teacher retooling and the National Teacher Policy play a pivotal role. These initiatives support innovative teaching approaches and contribute to improved learning outcomes. Unfortunately, not every teacher can benefit from these opportunities due to the high cost of training and low salaries. Many teachers cite financial constraints as a barrier to professional development. Additionally, access to retooling programs is not uniform. Improving teachers' salaries and expanding opportunities for training would enhance the impact of these reforms.

Reforms like the CBC foster creativity and innovation through project-based learning, enabling learners to discover their abilities and develop skills—many of which can be strengthened further through TVET pathways. According to Senior Five CBC ambassadors, the curriculum allows learners to explore their talents and appreciate their strengths even if they are not academically inclined. The learner-centered approach encourages students to think independently rather than rely solely on teachers' ideas. This nurtures responsible, self-directed learners who are capable of conducting research on their own.

“The curriculum also promotes essential life skills such as effective communication, information sharing, teamwork, and empathy through group discussions where learners collaborate and share ideas. Principles like frugality are instilled through project work, where learners use available resources to solve community challenges. For example, my Senior One learners developed a vegetable-growing project to address malnutrition among pregnant women in Nkondo,” says Madam Nyakaisiki, Head-teacher, URDT Girls’ School.

The CBC trains learners to be critical thinkers and equips them with technical skills needed for the VUCA world—one that demands innovative, analytical individuals capable of addressing current and emerging challenges. It nurtures creators of opportunities and jobs, rather than job seekers.

However, some schools still face challenges in implementing the CBC due to limited resources and inadequate teacher training, as not all teachers attend workshops or refresher courses. To strengthen implementation, the government should prioritize the provision of ICT materials, approved textbooks, and regular capacity-building programs. Teachers—being the drivers of the education system—must be empowered to generate and implement new ideas.

TVET institutions provide essential practical knowledge and hands-on skills required in the workplace, offering learners a clear pathway to self-employment. Their effectiveness is strengthened by accessibility to diverse groups, including people with disabilities (PWDs) and learners from remote communities.

However, continuous and adequate funding, as well as the recruitment of qualified trainers, are crucial to enhancing the effectiveness and long-term impact of TVET programs.

# Adopting Competence-Based Curriculum: A Kajubi-Inspired Vision for Student Success



*By Otyola Robert Wandera  
(PhD) and Mugyenyi  
Edison*

The late Prof. Senteza Kajubi insisted that educational policy must not be mere window-dressing but a genuine vehicle for learner transformation. In that spirit, adopting a **Competence-Based Curriculum (CBC)** offers a timely educational reform aligned with Kajubi's legacy. Rather than privileging rote memorization, CBC reframes success in terms of what learners *can do*: the knowledge, skills, attitudes, and dispositions they can competently apply in real contexts. As recent meta-analyses show, competence-based curriculum development is increasingly adopted worldwide, with benefits in problem-

solving, adaptability, and student engagement especially when curriculum design, assessment, and pedagogy are coherently aligned.

Yet policy adoption is only the first step. The evidence is clear: implementation is the crucible. In Kenya, for instance, primary schools struggle with inadequate syllabus coverage, ineffective teaching methods, and weak alignment between pedagogy and assessment, what some call the "paradox of CBC." In Zimbabwe, teachers implementing CBC for learners with disabilities cite poor preparation, lack of resources, and limited collaboration as key barriers. Similarly, studies of competence-based curriculum reform emphasize that assessment must not merely adapt old tests; it must be transformed into performance-based, formative systems that reinforce the competencies.

To honour the Kajubi legacy, education policymakers and practitioners must view CBC not as a checklist to be enforced, but as a sustained reform journey. First, substantial investment in teacher professional development is essential: helping educators internalize the new paradigm, redesign learning tasks, and calibrate assessment. Second, assessment systems must be redesigned to foreground competency demonstration over aggregates of scores. Third, monitoring classroom practice and feedback loops should inform iterative curriculum refinements. If these elements align, CBC can become a powerful lever of student success: producing learners who are not only knowledgeable, but capable, resilient, and ready to contribute meaningfully to society, just as Kajubi envisioned.

# The National Teacher Policy: Catalyst for Student Success in the Kajubi Tradition

In the spirit of Prof. Senteza Kajubi's conviction that educational policy must empower learners, the **National Teacher Policy (NTP)** represents a bold attempt to professionalize teaching and align educator capacity with student success. At its core, the NTP sets out to standardize teacher qualifications, regulate recruitment and deployment, streamline continuous professional development (CPD), and strengthen teacher management systems.

*By: Mugenyi, Otyola, & Aciro, (2025)*

However, translating aspiration into practice uncovers serious challenges. A qualitative study of higher education institutions in Uganda finds that institutional capacity is uneven, infrastructure is inadequate, curriculum alignment is slow, stakeholder

engagement is limited, and awareness of the NTP is weak at institutional levels. Similarly, an assessment of the NTP through literature and policy review reveals that while the policy is ambitious and coherent, gaps remain in clarity of implementation mechanisms, resource allocations, and support systems for teachers.

Yet opportunities shine through. The NTP's provision for establishing the Uganda National Institute for Teacher Education (UNITE) promises greater curriculum standardization and centralized professional stewardship. Uganda's launch of a Teacher Management Information System (TMIS) is also helping bring data transparency to deployment, qualifications, and equity in teacher distribution.

To realize genuine student success, three levers must be prioritized. First, **teacher capacity development** must go beyond episodic workshops into sustained, practice-oriented CPD, linked to classroom feedback. The recent credit-based CPD framework review in Uganda is an encouraging step in this direction. Second, **resource alignment** is essential: infrastructure, funding, and materials must match the demands of professional standards. Third, **monitoring and adaptive feedback loops** must anchor policy to evidence from schools, enabling iterative refinement.

If implemented with fidelity, the NTP can embody Kajubi's vision: a transformed teaching profession that becomes a true enabler of learner success, where students thrive because their teachers are competent, motivated, and supported.

Dr. Wandera Roberts Otyola  
*Senior Lecturer*  
*Educational Psychology*

# A Uganda Playbook for Generative AI in Higher Education

Universities and institutes of higher education should not ban generative AI, they should govern it: clear rules, redesign assessment, and equity first access for Uganda's learners and researchers.

On the night before a proposal defence, a graduate student asks a chatbot to map the literature. Ten minutes later, there's a plan good enough to chase, check, and improve.

The tool didn't think for the student; it jumps started the thinking.

Generative AI now shapes how students read, write, and reason. Uganda's question is not whether to adopt, but how: require transparent use, make facts verifiable, redesign assessment for integrity, and ensure fair access.

## ***Publish clear living rules.***

Adopt a Green/Amber/Red policy by task (brainstorming = green; drafting with citation checks = amber; ethics statements or graded take home answers without disclosure = red). Every submission includes a brief disclosure: what was used, why, and how it was verified.



***Katende Jacob***

### ***Redesign assessment.***

Shift weight to process research logs, prompt journals, code walk-throughs, and short oral defences. Prioritise authentic outputs such as fieldwork artefacts and studio critiques over single high-stake essays.

**Verify then trust.**

For AI assisted factual claims, students should instead cite library databases or official records; instructors sample check. Encourage tools that display confidence so that low certainty outputs trigger human review.

### ***Prefer domain-specific setups.***

In research, use retrieval augmented or discipline tuned models connected to vetted repositories; (journals, national curricula, ministry data). log model/version, prompts, and sources for reproducibility and compliance.

### ***Invest in capacity and equity.***

Fund staff training; provide campus access points, device loans, and data bundles so first generation and rural students are not left behind.

### ***Conclusion***

That student still uses a chatbot but alongside a verification checklist and a five-minute viva. This is the standard that should be set: AI that helps people learn faster and think deeper because policy made it transparent, trustworthy, and fair.

# EDUCATION POLICY REFORM AS AN ENABLER OF STUDENT SUCCESS: THE KAJUBI LEGACY

## Honoring Prof. Senteza Kajubi's Legacy Through Modern Education Reform

Education policy reform has long been recognized as the cornerstone of sustainable and meaningful student success. In Uganda, the foundation of this endeavor is firmly rooted in the education philosophy of **Prof. William Senteza Kajubi (1987–1989)**.

His pioneering vision continues to influence contemporary education reforms. Prof. Kajubi championed

**relevance, equity, inclusivity, and transformation**; principles that affirm that education policy reform is not merely an administrative exercise, but a **moral and developmental imperative**. This aligns directly with the mission of the **Makerere University Physics Education Society (MUPES)**, which seeks to *enhance the teaching skills acquired by physics teacher trainees by the time they complete their degree*. MUPES advances this mission through girl-child involvement, ICT integration, and practical, hands-on approaches to physics education.



***Ms. Nakidde Cissy,***  
*CHAIRPERSON, MAKERERE UNIVERSITY*  
*PHYSICS EDUCATION SOCIETY (MUPES)*

The **1989 Education Policy Review Commission Report (the Kajubi Report)** marked a comprehensive review of Uganda's education system. Its key recommendations continue to anchor modern reforms such as the **competency-based curriculum**, which reflects Kajubi's advocacy for active learning and problem-solving. In the same spirit, as Chairperson of MUPES, I have championed problem-based projects and led outreach programs in schools to support learner-centered teaching.

This commitment is further echoed by the MUPES Patron, **Dr. Lugolole Robert**, who played a central role in establishing the **Uganda Physics Society in 2021**. The Society aims to cultivate an environment that promotes competence-based teaching and learning, while also encouraging research and technology-enhanced innovations to support national development and industrialization. This aligns closely with the Ministry of Education and Sports and the National Curriculum Development Centre's emphasis on the new competency-based secondary school curriculum.

In conclusion, **Prof. W. S. Kajubi's timeless contributions remind us that visionary leadership, cultural relevance, and inclusive policymaking are essential drivers of student success in Uganda and beyond**. As MUPES, we remain committed to upholding and advancing his legacy through our programs and activities.



*The choir entertains guests at the memorial lecture of 2024.*

# Teachers' Competence in Marking and Scoring CBC Formative Assessment

The introduction of the Competence-Based Curriculum (CBC) in Uganda's secondary education system emphasizes the development of learners' skills, values, and attitudes through continuous and authentic assessment. However, the success of this reform largely depends on teachers' competence in marking and scoring formative assessment tasks, which are integral to monitoring learners' progress

toward achieving key competencies. Findings from research conducted in selected public secondary schools in Mpigi District reveal that while teachers have a general awareness of CBC principles, their competence in marking and scoring formative assessment tasks remains inadequate. Many teachers continue to rely on traditional grading methods focused on recall and written tests rather than assessing demonstrated competencies. This misalignment undermines the objectives of CBC, which emphasize performance, creativity, and problem-solving. The study further established that most teachers lacked standardized rubrics and clear criteria for competency-based scoring. Inconsistent marking practices and limited feedback mechanisms hinder the reliability of formative assessment results. The absence of detailed rubrics also reduces transparency and makes it difficult to measure learners' progression across cognitive, psychomotor, and affective domains. These challenges are attributed to limited training opportunities, large class sizes, and inadequate instructional materials. Teachers expressed the need for continuous professional development (CPD) focused on rubric design, performance-based assessment, and the interpretation of learner evidence. To enhance competence in



*Nakawuki Rose Costa*

marking and scoring CBC tasks, schools should institutionalize mentorship programs, peer-marking workshops, and moderation meetings. The Ministry of Education and Sports, alongside the National Curriculum Development Centre (NCDC) and Uganda National Examinations Board (UNEB), should support teachers through sustained training and simplified guidelines. Strengthening teachers' marking and scoring competencies will ensure fairness, consistency, and alignment with CBC objectives, ultimately improving the quality of learning outcomes in Uganda's secondary education system.



*The Principal of CEES, Prof. Anthony Muwagga Mugagga, addresses guests at the memorial lecture of 2024.*

# Modelling an Enabling Policy Environment For Digital Literacy At All Levels Of Learning: Building On Uganda's Educational Vision



*Emmanuel Lubega*

In today's rapidly evolving and digitally connected world, digital literacy is no longer a luxury reserved for those with prior exposure to technology. It is increasingly recognized as a human right—a necessity for personal empowerment and a foundational pillar for multisectoral sustainable development across the globe.

In the 21st century, Uganda stands at a pivotal point in its transformative, competency-based educational journey. As one of the countries with the youngest population—largely a “digital generation”—Uganda must prioritize digital literacy readiness from the very earliest stages of learning. Achieving this requires creating an enabling policy environment that supports the integration of digital literacy training starting in nursery school.

Emphasizing digital skills in early childhood is essential for nurturing responsible digital citizens with strong netiquette and ethical online behavior. By equipping learners during their formative years, Uganda can cultivate individuals who will not only excel as national digital citizens but also evolve into digital global citizens. Such individuals will possess the knowledge, skills, and competence to navigate emerging technologies,

compete on the world stage, and meaningfully contribute to development at local, national, and regional levels.

In conclusion, digital literacy and digital readiness are now non-negotiable; both for personal growth and for Uganda's progress toward sustainable development in all sectors.

Article by Emmanuel Lubega, MIDT Student and Staff at College of Education and External Studies, Makerere University.

# How Education Reforms Are Shaping the Future of Learners in Uganda

*By: KAAKI BENFASIO*

This article explores the impact of education policy reform on student success, drawing inspiration from the legacy of Prof. Senteza Kajubi. It examines how reforms such as the Competence-Based Curriculum (CBC),

Technical and Vocational Education and Training (TVET), and technology integration contribute to improved educational outcomes. The analysis underscores the importance of context-sensitive, inclusive, and forward-looking policy-making in fostering holistic student success.

Education policy reform remains a critical driver of student success, influencing not only academic achievement but also the socio-economic development of entire societies. Prof. Senteza Kajubi's contributions to Uganda's education landscape provide a valuable lens through which to understand how thoughtful policy reforms can shape educational outcomes.

This article examines the role of education policy reform in enhancing student success, with particular attention to the adoption of the Competence-Based Curriculum,

the strengthening of TVET systems, and the integration of technology in teaching and learning.

This study adopts a mixed-methods approach, combining qualitative and quantitative data analysis. A comprehensive review of existing literature on education policy reform and student success was conducted, complemented by case studies of impactful policy initiatives from Uganda and beyond.

Our analysis indicates that well-designed education policy reforms can significantly enhance student success through the following:

1. **Improved curriculum relevance and industry alignment**

Reforms such as the CBC ensure that learning is practical, skills-based, and aligned with real-world needs.

2. **Enhanced teacher quality and pedagogical practices**

Policies such as teacher retooling and the National Teacher Policy strengthen the teaching profession and improve instructional methods.

3. **Inclusive and supportive learning environments**

Technology integration and inclusive education policies broaden access and support diverse learners.

4. **Opportunities for skills development and lifelong learning**

TVET initiatives equip learners with employable skills, promoting self-reliance and adaptability.

The legacy of Prof. Senteza Kajubi underscores the transformative potential of holistic and inclusive education policy reform. By prioritizing the development of relevant curricula, strengthening teacher capacity, and ensuring equitable access to learning opportunities, policymakers can foster environments where students thrive academically, creatively, and socially.

As Uganda continues to reform its education system, embracing the lessons of the Kajubi legacy will be essential. A collaborative, evidence-based approach to policy-making will ensure that educational reforms remain responsive to societal needs and supportive of the success and well-being of all learners.

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# Balancing Access, Quality, and Equity: Revisiting Professor Kajubi's Impact on Uganda's Education Reforms



*George Okullu*

Education policy reform is critical for enhancing access, quality, and equity within learning systems. This article examines the legacy of Professor William Senteza Kajubi and his enduring influence on Uganda's education policies. Kajubi's leadership of the 1987 Education Policy Review Commission catalyzed major reforms—including Universal Primary Education (UPE) and

Universal Secondary Education (USE)—which emphasized learner-centered pedagogy, equity, and curriculum relevance. Through a qualitative analysis of policy documents and scholarly literature, this study demonstrates that these reforms have significantly supported student success by expanding access and improving the quality of education. The article concludes that sustainable educational development depends on reforms that

balance access, relevance, and excellence, reflecting the core principles of the Kajubi philosophy.

Education is a powerful driver of social and economic transformation. In Uganda, policy reforms have historically aimed to align learning outcomes with national development objectives. Professor William Senteza Kajubi, through his visionary leadership, championed reforms that expanded access while improving the quality and relevance of education. His contributions remain foundational to contemporary efforts to advance student success.

Kajubi chaired the 1987 Education Policy Review Commission, which provided the basis for a more inclusive and relevant education system (Kajubi, 1987; Ministry of Education and Sports, 1992). Reforms such as UPE and USE dramatically increased enrollment and promoted equity (Okwakol, 2018). Research further shows that learner-centered pedagogy and continuous assessment; central to Kajubi's recommendations; enhance student engagement, critical thinking, and overall academic performance.

Kajubi's legacy illustrates that effective education reform requires a careful balance between access, quality, and relevance. Policies such as UPE and USE broadened educational opportunities; particularly for marginalized populations; while encouraging the development of practical skills. Current reforms, including the competence-based curriculum, continue to reflect Kajubi's vision by promoting lifelong learning, reducing dropout rates, and strengthening student success.

Professor Kajubi's vision affirms that education policy reform is a powerful enabler of student success. Sustainable reforms must prioritize equity, relevance, and quality to ensure meaningful learning outcomes for all learners. His legacy remains a guiding framework for policymakers striving to build an inclusive and high-quality education system in Uganda.

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# Linking Education to Home and Community Transformation: The 2-Generations Approach to Education



*Agaba George Bush,  
Teacher*

**The 2-Generations Approach (2GA)** is a collaborative model of functional literacy that brings together the girl child/student at URDT Girls School and her parents or guardians. It is a non-formal learning arrangement where, at the beginning and end of every term, parents are exposed to what their children have learned and jointly select themes that inform action plans for

home transformation.

URDT Girls School introduced the 2GA model in 2002 as a transformative alternative to conventional, highly specialized learning systems that often neglect the fundamentals of a dignified life—*values, virtues, and principles*. The model comprises a series of interconnected activities designed to nurture all-round, visionary girl-child leaders who influence development in their homes and communities.

Learners begin as early as Primary Five and progress through secondary school to university level, including advanced studies at the African Rural University. Both students and their parents are introduced to the principles of **Systems Thinking**, enabling them to understand the interconnectedness across sectors such as agriculture, health, the environment, economics, peace, and democracy. Over time, this approach builds their capacity for community governance, often resulting in household and community-wide transformation.



A student facilitating during parents workshop

## Objectives of the 2-Generations Development Model

**The model was designed to:**

**a) Support socio-economically disadvantaged households.**

One girl child—often among many siblings without access to schooling—is selected through a rigorous process. Upon admission, both the child and parents undergo a week-long orientation focused on mindset change. They learn that poverty and powerlessness are not biological, but socio-economic constructs. They also discover that they possess innate wisdom and power to transform their lives.

**b) Develop a shared family vision.**

Parents and students co-create a *mind map* that articulates the life they desire. Using the guiding question “*Is this what we truly want?*”, they reach consensus on a shared household vision and illustrate it for future reference.

**c) Assess their current reality.**

Together, they conduct an honest evaluation of their current situation—both strengths and challenges—relative to their vision.

#### **d) Create structural tension.**

The gap between vision and current reality forms a productive *structural tension* that stimulates action toward the desired future.

#### **e) Identify actions for transformation.**

They outline concrete steps needed to move from the current state to the envisioned future.

#### **f) Agree on roles and timelines.**

Consensus-building around vision, current reality, and actions results in shared responsibility and clear timelines.

This process shifts families from **dominance-based to partnership-based** relationships—an important transformation in patriarchal settings where the girl child is often marginalized. Through the model, the girl becomes the epicenter of change, transferring these processes to her siblings and leading the household transformation effort. This embodies a *Caring Economy Ideology*.

### **URDT Philosophy**

“**Awakening the sleeping genius in each of us**” has been URDT’s motto since 1987. URDT believes that even the socially marginalized possess inherent power to improve their lives. Beyond mindset transformation, learners and parents are guided through practical issues such as production, productivity, sanitation, nutrition, marketing, and environmental restoration. These form the basis for **Back Home Projects (BHPs)**—family development projects initiated by students and nurtured collectively at the household level.

URDT seeks to build a pool of values-driven female leaders who can spearhead socio-economic transformation. Through the 2GA:

- Students and parents learn together.
- They create a shared home vision.
- They apply systems thinking.
- They develop actionable steps for transformation.



*Children and their parents making home visions*

## **Specific Aims of the 2GA in Education**

The 2GA aims to:

1. Increase parents' desire for learning and quality-of-life improvement.
2. Enable children to participate meaningfully in home development without being subjected to child labour.
3. Develop leadership capacities in students based on shared vision, values, and skills.
4. Demonstrate the value of girl-child education through visible, early returns on investment.
5. Shift parents from managerial roles to mentoring roles, applying principles of creating and sustainable development.
6. Strengthen rural community engagement and student-community bonding.
7. Amplify the voices and leadership of marginalized household members.

The approach enhances academic achievement, skills development, household cooperation, gender equality, sustainable agriculture, health, prosperity, peace, and overall well-being.

The legacy of Professor W.S. Kajubi compels us to view education policy as a lifelong enabler of potential, extending far beyond the traditional classroom. True student success in the 21st century is achieved when policy reforms create a seamless, inclusive

learning ecosystem for everyone from the child in a Competence-Based Curriculum classroom to the adult learner in their community.

# Lifelong Learning for All: Policy Reform as the Foundation for Inclusive Student Success



*Asio Rebecca*

The shift to a CBC is fundamental, moving the goalpost from what students know to what they can do. This focus on practical skills is perfectly complemented by the revitalization of TVET, which creates pathways to skilled professions. However, for these reforms to reach their full potential, they must be underpinned by a robust framework for implementation. At the heart of this reform is Adult and Community Education, which

redefines “student success” to include lifelong learners. By integrating participatory practices, policy can empower communities to co-create learning that addresses local challenges, from public health to environmental sustainability, making Education for Sustainable Development a lived reality.

In a rapidly changing world, success is not just about acquiring skills, but about the agility to discard outdated knowledge and embrace new paradigms. As Kajubi legacy teaches us that policy is meaningless without effective implementation. The National Teacher Policy must equip educators to facilitate this process, fostering critical thinking over rote memorization for both children and adults.

When supported by the strategic adoption of technologies in learning, these reforms create a dynamic, inclusive ecosystem that digital tools can extend the reach of adult literacy programs and provide platforms for community-driven problem-solving.

By weaving these threads together, education policy becomes a powerful enabler that cultivates adaptable, empowered citizens who are not just prepared for the future but are actively shaping a sustainable, prosperous true learning society where every individual, at every stage of life, is enabled to thrive, truly honoring the Kajubi legacy.

**ASIO REBECCA**

***BACE YR3***

***SODLL***

***91<sup>ST</sup> VICE CHAIRPERSON CEES***



*Guests chart ahead of the memorial lecture in 2024*

# Education policy reforms play a crucial role in enhancing student success



*Muhwezi Joram*

The Kajubi Report, published in 1992, emphasized the need for a holistic approach to education in Uganda, advocating for reforms that prioritize quality, relevance, and accessibility (Kajubi, 1992). It highlighted the importance of aligning educational outcomes with the needs of the economy and society, thereby fostering a more skilled and competent workforce.

The competence-based curriculum, introduced in response to these recommendations, focuses on equipping students with practical skills and knowledge applicable in real-world due to evolving society needs. This shift from rote learning to a more interactive and student-centered approach encourages critical thinking, problem-solving, and collaboration among learners (UNESCO, 2017).

By emphasizing competencies over mere content acquisition, the CBC aims to prepare students for the challenges of the 21st century.

In conclusion, education policy reforms, as outlined in the Kajubi Report and embodied in the competence-based curriculum, serve as vital enablers of student success. They create an educational environment that nurtures skills and competencies essential for personal and professional growth, ultimately contributing to national development.

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# Pictorial

## Memories from the 2024 Senteza Kajubi Fulbright Memorial Lecture of 2024.





