



MAKERERE UNIVERSITY

**COLLEGE OF
HUMANITIES
AND SOCIAL
SCIENCES
(CHUSS)**

ANNUAL REPORT 2025

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"The Mine of Excellent Minds"



MAKERERE UNIVERSITY

COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES (CHUSS)

Annual Report
2025

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MESSAGE FROM **THE PRINCIPAL**

It is with great pride that I present the CHUSS Annual Report for the academic year 2024–2025. I extend warm congratulations and appreciation to our staff, students, government partners, development agencies, alumni, and other stakeholders for your unwavering support and collaboration, which have been central to the College's continued growth, academic excellence, and societal impact. This year has been marked by remarkable achievements, innovative initiatives, and milestones

that reflect our shared commitment to advancing knowledge, leadership, and community engagement.

In teaching and learning, CHUSS sustained its tradition of excellence by offering a wide range of diploma, undergraduate, postgraduate, and doctoral programmes to a vibrant and diverse student population. Structured orientations for new students, doctoral fellows, and special cohorts such as cadet officers, alongside inclusive pedagogy, creative

labs, industry engagement, and peer mentorship, strengthened academic preparedness and confidence. Internship programmes, alumni involvement, and ongoing curriculum reviews and accreditation ensured relevance, quality, and responsiveness to national and global demands. These initiatives produced graduates equipped with critical knowledge, professional competencies, and the capacity to contribute meaningfully to society, national development, and the global knowledge economy.

In research and resource mobilisation, CHUSS continued to demonstrate leadership and innovation, attracting over USD 12 million in national and international research funding. Strategic partnerships with universities, development agencies, and government institutions supported interdisciplinary, policy-relevant, and community-engaged projects addressing migration, peacebuilding, gender equality, youth employment, language preservation, public health, security, and governance. With over 100 scholarly publications and the launch of seven major books, our research outputs have shaped academic discourse, informed policy, and promoted social transformation, highlighting the College's commitment to translating knowledge into tangible societal impact.

A new initiative to build capacity and mentor young researchers to write grant-winning proposals has taken shape. The College formed research groups headed by senior staff focusing on different themes. An initial seed funding of UGX 60 Million has been earmarked to kickstart joint publications.

The College strengthened its national, regional, and international partnerships through staff and student exchanges, joint research, curriculum development, and policy engagement. Renewed Memoranda of Understanding with global institutions and emerging initiatives in creative arts, peacebuilding, digital humanities, and linguistics enhanced experiential learning, capacity building, and interdisciplinary scholarship. These collaborations enrich teaching, research, and community outreach while reinforcing CHUSS's role in advancing Makerere University's internationalization agenda.

Our human resources remain the backbone of CHUSS's success. The College's workforce of academic, administrative, and support staff demonstrated excellence, celebrated through promotions, new appointments, retirements, and national and international recognition, including induction into the Uganda National Academy of Sciences and awards in creative scholarship. These achievements strengthen institutional capacity, promote career progression, advance gender equity, and foster a culture of excellence that aligns with the University's strategic objectives.

On student support and welfare, the College provided systems addressing academic guidance, counselling, healthcare, security, accommodation, and recreation. Students actively participated in co-curricular activities, including ethics and human rights events, environmental clean-ups, community outreach, cultural programmes, and leadership initiatives, enhancing civic responsibility, social awareness, and

personal development. These efforts reflect the College's commitment to nurturing well-rounded graduates who are academically competent, socially responsible, and prepared to make meaningful contributions to society.

The College maintained strong engagement with communities and stakeholders through over 30 outreach activities, including public lectures, cultural festivals, memorials, workshops, and community initiatives. Outreach in areas such as language promotion, media freedom, governance, mental health, heritage preservation, social justice, and graduate capacity building strengthened partnerships with embassies, ministries, civil society organizations, and local communities. By integrating research, teaching, and creative practice into public-facing platforms, the College has reinforced informed citizenship, cultural dialogue, and sustainable development.

Our robust facilities and infrastructure, including modern classrooms, libraries, seminar rooms, teleconferencing facilities, interactive smart boards, and accessibility features, have provided an enabling environment for teaching, learning, research, and collaboration. Student support systems addressing academic guidance, counseling, healthcare, accommodation, and recreation ensured holistic development, with students actively participating in co-curricular activities that fostered leadership, civic responsibility, and social awareness.

CHUSS's specialized centres, including the Great Lakes Centre for the Study of the United States, the Rotary Peace Centre, the Julius Nyerere Centre, and the Centre for Languages

and Communication Services, advanced scholarship, leadership, and global engagement through research workshops, international exchanges, student orientations, and landmark publications. These centres provided platforms for interdisciplinary collaboration, mentorship, and knowledge translation, reinforcing CHUSS's global visibility and commitment to peace, ethical leadership, and societal impact.

The annual end-of-year get-together on 12th December 2025 offered an opportunity to reflect on achievements, foster unity, and recognize excellence across academic, administrative, and support staff, including retirees, supervisors, and outstanding performers. Special awards, including Best Dean and PhD Supervisor and Best Registrar, highlighted individual contributions and reinforced the College's culture of appreciation and collegiality.

I congratulate our staff, students, government and development partners, alumni, and all stakeholders for their invaluable contributions to CHUSS's achievements in 2024–2025. Your dedication, collaboration, and excellence have strengthened our academic, research, and community engagement efforts. Together, we look forward to an even more impactful year ahead as we continue "Building for the Future."

I thank you.



Helen Nambalirwa Nkabala (PhD)
PRINCIPAL



1

**ABOUT
CHUSS**

1.0

INTRODUCTION



In 2011, Makerere transitioned from a faculty-based system to a collegiate structure. The former Faculty of Arts merged with the Faculty of Social Sciences, the Institute of Women and Gender Studies, the Institute of Psychology, and the Makerere University Institute of Social Research to form the comprehensive College of Humanities and Social Sciences (CHUSS).

Today CHUSS is one of the 9 colleges and encompasses the School of Social Sciences, the School of Psychology, the School of Languages, Literature and Communication, and the School of Liberal and Performing Arts, one institute and four centers.

Our Mandate

CHUSS is mandated to produce graduates with skills, competencies, and the right attitudes as well as generate knowledge that promotes the role of humanities and social sciences in enhancing steady and reliable scientific and economic progress of our nation. This is premised on the ground that to excel in scientific innovation invariably requires the preservation of our history, culture, traditions, languages, and philosophical thought. Hence, the College provides the key to unlocking the potential of individuals and society to develop and to adopt and adapt to scientific and technological advances. The College provides gender, critical thinking, and communication skills; ethics courses to other colleges; and conducts research that informs national policy, laws, and government programmes.



Vision

To be a thought leader of Knowledge generation for societal transformation and development.



Mission

To provide Innovative and industry-aligned Teaching, Learning, and Research Responsive to Dynamic National and Global needs.



Core Values

1. Excellence
2. Accountability
3. Professionalism
4. Integrity
5. Respect and Inclusivity

Strategic Goals

- To enhance human capital development to offer relevant and quality teaching and learning
- To enhance the college development impact through research and innovation, knowledge transfers and partnerships
- Strengthening institutional development through human resource management and development.

1.1 Schools & Departments

CHUSS comprises 4 schools, 14 departments, two institutes, and four centers

Table 1: Schools and Departments in CHUSS

| SCHOOL | DEPARTMENTS |
|---|---|
| School of Languages, Literature and Communication | <ol style="list-style-type: none"> 1. Department of Journalism & Communication 2. Department of European & Oriental Languages 3. Department of African Languages 4. Department of Linguistics & English Language Studies 5. Department of Literature |
| School of Liberal & Performing Arts | <ol style="list-style-type: none"> 1. Department of Performing Arts & Film 2. Department of History, Archaeology & Heritage Studies 3. Department of Philosophy 4. Department of Religion & Peace Studies |
| School of Social Sciences | <ol style="list-style-type: none"> 1. Department of Political Science & Public Administration 2. Department of Social Work & Social Administration 3. Department of Sociology & Anthropology |
| School of Psychology | <ol style="list-style-type: none"> 1. Department of Educational, Social & Organisational Psychology 2. Department of Mental Health & Community Psychology |

1.2 Institutes and Centres

Table 2: Centre and Institutes

| | CENTRE/INSTITUTE | AREA OF FOCUS | PARTNERS |
|---|---|---|---|
| 1 | The Confucius Institute | Chinese language and cultural exchange | Xiangtan University |
| 2 | Makerere Rotary Peace Centre | Foster Peace building, Conflict Transformation and Development in Africa. | Rotary International |
| 3 | Julius Nyerere Leadership Centre | Develop a lasting legacy platform for knowledge production and sharing, learning and leadership development in Africa. | Named after the late Tanzanian President Mwalimu ulius Nyerere Kambarage under the initiative of President Yoweri Museveni President of Uganda, |
| 4 | Centre for languages and communication services | Offer an array of language services, including language teaching (adults), translation, editing, transcription, and English proficiency certification | Government Ministries, Agencies and Departments |
| 5 | The Great Lakes Center for the Study of the United States of America at Makerere University (GLC-SUS) | To foster research, dialogue and academic exchange on US-Africa relations | U.S. Mission |

1.3 Affiliated Institutions

- National Defence College – Uganda (NDC-U).
- The UPDF Senior Command and Staff College, Kimaka
- The Police Senior Command and Staff College, Bwebajja
- Uganda Prisons Services
- Uganda Military Academy, Kabamba
- Nsamizi Institute of Social Development
- Ggaba Major National Seminary, Kampala



The Cadet Officers from the Uganda Military Academy, Kabamba on an induction tour at Makerere University in November 2025

1.4 College Leadership



Assoc. Prof. Helen Nambalirwa Nkabala
Principal



Assoc. Prof. Eric Awich Ochen
Deputy Principal

School Deans



Dr. Pamela Khanakwa
Dean, School of
Liberal & Performing Arts



Dr. Justus Twesigye
Dean, School of
Social Sciences



Dr. Martin Baluku
Dean, School of
Psychology



**Assoc. Prof.
Saudah Namyalo**
Dean, School of Languages,
Literature and Communication

Heads of Departments



Dr. Gilbert Gumoshabe
HoD, African Languages



Dr. Aisha Nakiwala
HoD, Journalism and
Communication



Dr. Enock Ssebuyungu
HoD, European & Oriental
Languages



Dr. Levis Mugumya
HoD, Linguistics, English
Language Studies and
Communication Skills



Dr. Alfadaniels Mabingo
Ag. HoD Performing Arts & Film



Dr. Roscoe Kasujja
HoD, Mental Health and
Community Psychology



Dr. Silvestre Kaweesi
HoD, Political Science
& Public Administration



Dr. Bateganya Fred
HoD, Sociology & Anthropology



**Assoc. Prof.
Veneranda Mbabazi**
HoD, Religion & Peace Studies



Dr. Denis Muhangi
HoD, Social Work & Social
Administration



Dr. Richard Balikoowa
HoD, Educational, Social and
Organisational Psychology



Dr. Charlotte Mafumbo
Ag. HoD, History, Archeology
& Heritage Studies



Dr. Evelyn Nabulya
HoD, Literature



Dr. Dickson Kanakulya
HoD, Philosophy

Heads of Administrative Units



Micheal Mbaine
College Bursar



Taddeo Ibanda
Procurement Officer



Makubuya Godfrey Kigongo
Human Resource Officer



Sunday Seezi
Chief Custodian



Vincent Abigaba
College Registrar



Jane Anyango
Principal Communication Officer



2

TEACHING AND LEARNING

2.0

TEACHING & LEARNING



A Section of the Master candidates during the 75th Graduation Ceremony

This section presents an overview of teaching and learning activities during the period under review, reflecting the college's mandate as one of Makerere University's oldest and largest academic units. CHUSS continues to offer a wide range of academic programmes at diploma, undergraduate, postgraduate, and doctoral levels, serving a vibrant and diverse student population. With strong enrolment figures, structured orientation programmes for undergraduates, graduates, doctoral fellows, and special cohorts such as cadet officers, the College ensured that students were well inducted into academic life, institutional values, and

support systems. These initiatives strengthened students' preparedness, academic confidence, and alignment with Makerere University's research-led and student-centred mission.

The College further demonstrated commitment to quality teaching and learning through structured internships, curriculum review and accreditation processes, innovative pedagogical approaches, and strong graduation outputs. Internship programmes across schools were effectively coordinated, providing students with practical exposure and strengthening linkages with industry, communities, and public

institutions. Innovations such as creative labs, industry engagement, alumni involvement, inclusive teaching practices, and peer mentorship enriched the learning experience. Ongoing curriculum reviews and successful programme accreditation ensured relevance, quality assurance,

and responsiveness to national and global demands. Overall, CHUSS sustained excellence in teaching and learning, producing competent graduates who contribute meaningfully to society, national development, and the global knowledge economy.

2.1 Programmes Offered

CHUSS, one of Makerere University's oldest and largest colleges, is dedicated to preparing students for the dynamic job market. It offers a diverse range of programs, including doctorates, Master's, Bachelor's, Postgraduates, and Diploma

programmes. These programs are designed to provide specialized knowledge, skills, and adaptability, ensuring graduates are well-equipped for both national development and global competitiveness.

Table 3: Undergraduate and Diploma Programmes

| No. | School | Programme | Duration |
|-----|---|---|----------|
| 1. | School of Social Sciences | Bachelor of Arts in Social Sciences (Political Science, Sociology, Social Anthropology, Social Administration, Gender and Development and Psychology) | 3 years |
| | | Bachelor of Social Work and Social Administration | 3 years |
| | | Bachelor of Arts in Social Development (coded BASD and offered at Nzamizi) | 3 years |
| | | Bachelor of Defence Studies (Coded BDSK and offered at Uganda military Academy Kabamba) | 3 years |
| | | Diploma in Strategy and Warfare (Coded DISW and offered at Senior Command and Staff College Kimaka) | 1 year |
| 2. | School of Psychology | Bachelor of Applied Psychology (BAPS). | 3 years |
| 3. | School of Languages, Literature & Communication | Bachelor of Journalism and Communication | 4 years |
| | | Bachelor of Chinese and Asian Studies | 3 years |
| | | Bachelor of Arts in Arts: (Arabic advanced, Ateso Advanced, Chinese Advanced, English Language studies, French Advanced, Geography, German Advanced, History, Kiswahili Advanced, Literature, Luganda Advanced, Lusoga Advanced, Luo Advanced, Religious Studies, Runyakitara Advanced, Spanish Advanced) | 3 years |
| 4. | School of Liberal and Performing Arts | Bachelor of Arts in Arts (Philosophy, History, Archeology, Ethics and Human Rights, Religious Studies, Music, Dance Drama, Development Studies, Organisational Studies, Literature, Linguistics, Geography and all languages. | 3 years |
| | | Bachelor of Arts in Music | 3 years |
| | | Bachelor of Arts in Drama and Film | |
| | | Diploma in Performing Arts | 2 years |

Table 4. Graduate Programmes offered in CHUSS

| No. | School | Programmes | Duration |
|---|---|---|----------|
| 1. | School of Social Sciences | Master of Arts in Sociology | 2 years |
| | | Master of Arts in Rural Development | 2 years |
| | | Master of Arts in International Relations and Diplomatic Studies | 2 years |
| | | Master of Arts in Public Administration and Management | 2 years |
| | | PhD in Social Sciences | 3 years |
| 2. | School of Psychology | Master of Science in Clinical Psychology | 2 years |
| | | Master of Arts in Counselling | 2 years |
| | | Master of Arts in Organizational Psychology | 2 years |
| | | Master of Education in Educational Psychology | 2 years |
| | | Postgraduate Diploma in Guidance and Counselling | 1 year |
| 3. | School of Languages, Literature and Communication | Master of Arts in Literature | 2 years |
| | | Master of Arts in Linguistics | 2 years |
| | | Master of Strategic and Corporate Communication | 2 years |
| | | Master of Journalism and Multimedia | 2 years |
| | | Master of Arts in African Languages | 2 years |
| | | Master of Arts in Journalism and Communication | 2 years |
| | | Master of Arts in Translation and Interpretation | 2 years |
| | | Postgraduate Diploma in Translation and Interpretation | 1 year |
| | | PhD (School of Languages, Literature and Communication) | 3 years |
| 4 | School of Liberal & Performing Arts | Master of Arts in Human Rights | 2 years |
| | | Master of Arts in Religious Studies | 2 years |
| | | Master of Arts in Peace and Conflict Studies Has two tracks: 2 years & 1 year intensive | 2 tracks |
| | | Master of Arts in Performing Arts | 2 years |
| | | Master of Arts in Music | 2 years |
| | | Master of Arts in History | 2 years |
| | | Master of Arts in Philosophy | 2 years |
| | | Master of Arts in Religion and Theological Studies | 2 years |
| | | Master of Philosophy in Applied Ethics | |
| | | Post Graduate Diploma in Peace Building and Conflict Transformation | 1 year |
| PhD (School of Liberal & Performing Arts) | 3 years | | |

2.2 Students' Population



First year students 2024/2025 during orientation at the Arts Quadrangle

The college has a student population of about 8000 undergraduates and 1000 graduate students. On average, we enroll about 3500 students annually. As of the academic year 2025/2026, CHUSS admitted a total of 3720 students. Table 3 below shows enrolment statistics across different programme levels.

| Student Number Distribution 2025/2026 | | | |
|---------------------------------------|-------------|-------------|-------------|
| Program | Female | Male | Total |
| Diploma | 9 | 42 | 51 |
| Undergraduate | 1668 | 1135 | 2803 |
| Postgraduate Diploma | 28 | 29 | 57 |
| Masters | 436 | 306 | 742 |
| Doctorate | 35 | 32 | 67 |
| TOTAL | 2176 | 1544 | 3720 |

2.3 Orientation of First Years (2025/2026)



Undergraduate students assembled for orientation at the CHUSS Quadrangle

The orientation ceremony for first-year undergraduate students of the 2025/2026 academic year was held on Thursday, 7th August 2025, at the Arts Quadrangle. The event introduced new undergraduate students to university life, equipping them with essential information on academic expectations, institutional policies, rules, and regulations. It also provided guidance

on social conduct, personal security, and discipline - key elements for a successful transition into university life. Graduate students were similarly oriented in the afternoon at the Central Teaching Facility 1 (CTF1), ensuring that all newcomers were well-prepared to begin their academic journey with confidence and a clear understanding of the university environment.



CHUSS Students' Leadership and the Principal Assoc. Prof. Helen Nkabala welcoming first-year students

2.4 CHUSS/Gerda Henkel PhD fellows 2025 welcomed



Assoc. Prof. Helen Nkabala and her Deputy Assoc. Prof. Eric Awich (3rd and 4th front row) in a group photo after the Orientation Ceremony at Arts Building

CHUSS officially welcomed the 2025 cohort of CHUSS/Gerda Henkel PhD fellows at an orientation ceremony held at the Rotary Peace Centre on Monday, September 15. The diverse cohort includes scholars from Uganda, Nigeria, Zambia, Tanzania, and, for the first time, Lesotho. The orientation

brought together members of the college management, deans, heads of departments, program coordinators, and administrative staff to introduce the fellows to the university's environment, academic expectations, and support systems.

2.5 Over 130 Cadet Officers Oriented on Library Use



More than 130 cadet officers from the Uganda Military Academy (UMA) in Kasambya were oriented on library use and access to electronic resources during a one-day academic visit to Makerere University on 20 November 2025. The cadets, enrolled under Makerere University through

the College of Humanities and Social Sciences (CHUSS), received induction on the use of the Makerere University Library, with emphasis on remote access to e-resources to support their Bachelor's Degree in Defence Studies coordinated by the School of Social Sciences.



The orientation, described by the Dean of the School of Social Sciences, Dr. Justus Twesigye, as a critical component of the programme, also included campus tours and interactions with academic and library staff. The visit strengthened collaboration between

Makerere University Library and UMA, leading to follow-up engagements on library support, archiving, training, and proposals for further institutional cooperation to improve access to learning resources for cadet officers.





2.6 Over 400 Master's Students Oriented



The College oriented over 400 graduate students, marking a key step in advancing Makerere University's research-led mission. Principal Professor Hellen Nambalirwa Nkabala highlighted the crucial role of graduate students in driving research, innovation, and social transformation, noting that they are expected to make meaningful contributions to both the university

and the wider global community. She emphasized the importance of mentorship, encouraged graduate students to support undergraduates, and assured them of a safe and supportive environment. The Principal also underscored the college's commitment to fostering creativity, intellectual curiosity, and impactful scholarship across disciplines.

2.7 Gerda Henkel Doctoral Pre-Submission Workshop



The College hosted a two-day pre-submission workshop for the Gerda Henkel-funded doctoral cohort of 2022 on July 9-10, 2025, at the CHUSS Smart Room. The workshop, attended by doctoral candidates, facilitators, and academic leaders, focused on guiding participants through the final stages of their doctoral journey, including thesis submission, institutional compliance, and personal resilience. Sessions covered technical, editorial, and administrative requirements, with Dr. Zaid Sekitto addressing thesis preparation, Mr. Michael Mbaine guiding financial compliance, and Dr. Isaac Tibasiima covering editorial

and expression standards. Further sessions tackled the intricacies of the doctoral examination process: Dr. Richard Balikoowa discussed responding to comments and navigating the written examination, Dr. Amon Ashaba Mwiine provided strategies for handling corrections before and after the viva voce, Prof. ELLIAS Andrew State shared insights on preparing for and excelling in the viva, and Assoc. Prof. Julius Kikooma outlined Makerere University's policies on thesis submission, examination, and completion. Cohort 2024 also participated, benefiting from the comprehensive training.



2.8 Public Service Reaffirms Psychology Degrees for Recruitment



Dr. Martin Baluku - Dean

On 22 July 2025, the Ministry of Public Service reaffirmed that graduates with degrees in Industrial and Organizational Psychology, Community Psychology, and the new Bachelor of Applied Psychology from Makerere University's School of Psychology are eligible for recruitment into Uganda's public service. The decision, communicated in a letter dated 15 July 2025, follows advocacy by Dr. Martin Baluku, Dean of the School of Psychology, who highlighted that these qualifications align with roles such as Human Resource Officer, Community Service Officer, and Social Science Research Officer. The Permanent Secretary emphasized that these degrees are relevant to a range of positions in Human Resources, Community Development, Management Services, and other public service sectors.

2.9 Internship Coordination, Placement and Supervision Report

Overall, the internship process was well coordinated, placements were effectively managed, supervision was conducted effectively, and all reports were submitted,

marked, and uploaded, resulting in a smooth and successful internship cycle for the 2024/25 academic year.

2.9.1 Internship Report – School of Psychology

The 2025 internship programme in the School of Psychology was successfully implemented, involving 73 students from the Bachelor of Applied Psychology and Psychology majors under the Bachelor of Arts in Social Sciences. Students were adequately prepared through an orientation programme that included guest speakers and academic staff, who equipped them with practical expectations and professional conduct required during the internship.

Internship coordination was effectively led by Dr. Racheal D-K Nuwagaba, with support from academic and non-academic staff, the College Internship Coordinator, and the Principal's office. Fourteen academic supervisors

conducted field supervision across 13 districts, supported by a total supervision budget of UGX 7,300,000. Supervision was comprehensive, with all students visited at their host institutions.

All students successfully submitted their internship reports, which were jointly assessed by host and academic supervisors. The combined assessments reported. Host supervisors played a critical role by providing mentorship, feedback, and practical exposure, while academic supervisors offered continuous guidance throughout the internship period.

Key lessons from the programme highlighted the need for earlier preparation of students to ease placement, improved

support in internship report writing, and better access to digital tools for students. Despite challenges related to limited funding and accessibility of some placement sites, the internship programme was well coordinated and

successfully completed, with all reports marked and results duly processed.

The school also signed three MoUs with different organisations for internship placements.

2.9.2 Internship Report – School of Languages, Literature and Communication

The School of Languages, Literature and Communication conducted its internship programme from 29 May to 6 August 2025, involving about 130 students drawn from all five departments: African Languages; European and Oriental Languages; Journalism and Communication; Linguistics, English Language Studies and Communication Skills; and Literature. The School budgeted UGX 14,372,000, which was disbursed to supervisors in time. All student assessments were completed and submitted, pending formal approval.

Internships were undertaken across 15 districts countrywide, including Kampala, Wakiso, Jinja, Mbale, Masaka, Hoima, Lira, and others. Nine academic staff supervised the students and submitted individual reports with student grades. Overall, supervisors reported a positive experience, noting timely facilitation, successful field visits, exposure to diverse work environments, and positive feedback from host organisations, with some expressing interest in retaining interns after graduation.

However, several challenges were encountered. These included inadequate student preparation due to

missed orientations, mismatch between internship placements and students' academic programmes, limited expertise among some field supervisors, language barriers (notably for Chinese students), high transport costs to remote or high-security locations, unauthorised changes in internship placements, unsafe or unsuitable host organisations, student absenteeism, and weak computer and report-writing skills among some students.

To address these challenges, the School recommended earlier issuance of internship letters, development of a vetted internship placement database, appreciation of host organisations, establishment of a computer lab at the College level, consideration of moving internship to the final year, strengthened departmental orientations, and better coordination with field supervisors—especially in high-security areas.

In conclusion, despite the noted challenges, the internship programme was successfully implemented, and its quality can be further enhanced by adopting the proposed recommendations.

2.9.3 Internship Report – School of Liberal and Performing Arts

The Department of History, Archaeology, and Heritage Studies coordinated internship placements under the leadership of Dr. Fatuma Mirembe. In 2025, 17 students from History and

Archaeology majors were deployed to various heritage and historical sites across the country. Key placements included Soroti Museum and surrounding heritage sites, Tanda Caves

in Mubende, Mugaba Palace, Kasubi Tombs in Kampala, Nakayima Tree in Mityana, and selected historical sites in Wakiso, such as Wamala. Other students were attached to district administrations in Mbarara and Kazo, where they worked in the tourism and heritage sectors, while some engaged in cultural documentation activities, such as studying the historical production of traditional men's kanzu garments in Mende.

In 2024, the department placed a smaller cohort of 12 students, comprising four History majors and eight Archaeology

students. Internship sites included Mabereganyinamwiru in Fort Portal, Igongo Cultural Centre and Museum, and several on-campus heritage documentation projects. Students working at Makerere University focused on recording historical buildings, analyzing architectural features of selected halls of residence, and documenting the reconstruction of the Main Building following fire incidents. These placements provided practical exposure in heritage conservation, architectural history, and historical documentation.

2.9.4 Internship Report – School of Social Sciences

In 2025, the School of Social Sciences dispatched 367 students for internship placements across a wide range of government institutions, international organizations, civil society bodies, and private sector institutions. Key host institutions included the Office of the President, Parliament of Uganda, Office of the Prime Minister, Ministry of Health, Ministry of Foreign Affairs, Ministry of Internal Affairs, Ministry of Local Government, Ministry of Lands, Housing and Urban Development, Ministry of Public Service, Ministry of Works and Transport, Ministry of Tourism, Wildlife and Antiquities, and Ministry of Water and Environment. Additional placements were provided by institutions such as Uganda Police Force, Uganda Prisons Service, Bank of Uganda, Uganda Revenue Authority, National Planning Authority, Kampala Capital City Authority, Uganda Human Rights Commission, Civil Aviation Authority of Uganda, Reproductive Health Uganda, Lutheran World Federation, New Vision, Mulago National Referral Hospital, district local governments, and other institutions. During their placements, students engaged in

practical professional activities including human resource management, records management, counselling and guidance, local government administration, police case management, and public relations functions, which helped them gain hands-on experience and develop practical workplace skills.

The internship programme was generally implemented successfully through effective coordination by departmental internship coordinators who mobilised students for orientation and facilitated supervision both at the host institutions and the university. Supervisors were clearly briefed on their roles, enabling all 367 students to complete their internship successfully. Despite this progress, a few challenges were noted, including difficulties in reaching some students due to changes in contact information and a reduction in available placements, particularly among non-state organizations that had previously hosted interns but were unable to do so in 2025 due to institutional closures or reduced operational capacity. To address these challenges, students will be encouraged to maintain updated

contact information with the School, and internship introduction letters will be issued at least six months before the programme begins to allow adequate time for securing placements. In addition, the School plans to establish more structured and long-term partnerships

with host institutions to improve access to internship opportunities for students in the School of Social Sciences. The internship programme was coordinated at the School and departmental levels by Julius Niringiyimana, Ronald Luwangula, Charles Tweheyo, and Nicholas Mugabi.

2.10 Graduation Output



A section of PhD graduands during the 75th graduation ceremony

On average, the college graduates over 1600 students annually which is approximately 10% of the total university output. The College continues to demonstrate excellence in graduate

output, contributing significantly to Makerere University's overall academic achievements. Table 4 below shows the graduation figures for the past four graduation ceremonies.

Table 6: The Graduation output from CHUSS for the past four years

| The 76th Graduation output 24-27 February 2026 | |
|--|-------------|
| Doctorate | 42 |
| Masters | 371 |
| Diplomas | 17 |
| Bachelors | 629 |
| Post Graduate Diploma | 46 |
| Total | 1105 |

| The 75th Graduation output held in January 2025 | |
|--|-------|
| Doctorate | 20 |
| Masters | 312 |
| Post Graduate Diploma | 47 |
| Diplomas | 8 |
| Bachelors | 1,273 |
| Total | 1660 |
| The 74th Graduation output held in January 2024 | |
| Doctorate | 30 |
| Masters | 260 |
| Post Graduate Diploma | 45 |
| Diplomas | 11 |
| Bachelors | 1,398 |
| Total | 1743 |
| The 73 rd Graduation output February 2023 | |
| Doctorate | 23 |
| Masters | 241 |
| Post Graduate Diploma | 37 |
| Diplomas | - |
| Bachelors | 1761 |
| Total | 2061 |
| The 72 nd Graduation May 2022 | |
| Doctorate | 25 |
| Masters | 165 |
| Post Graduate Diploma | - |
| Diplomas | 07 |
| Bachelors | 1500 |
| Total | 1687 |

2.11 Innovations in Teaching

The College continues to lead in innovative approaches to teaching and learning through creative, inclusive,

and practice-oriented methods. In the College, learning has evolved into a dynamic, industry-linked experience.

Such initiatives include;

- “Meet and Talk” sessions connecting students with industry practitioners for mentorship and content co-creation
- Alumni engagement to bridge theory and practice
- Creative labs for practical sessions, encouraging experimentation and innovation
- Jam sessions, dance ensembles, and performances as live laboratories
- for artistic and performance skill development
- Peer mentorship and study buddy systems to foster collaboration and personal growth
- Story-based teaching approaches
- University-to-community engagement through professional collaborations and industry event participation
- Inclusive teaching practices supporting students with disabilities

2.12 Curriculum Review & Program Accreditation

Curriculum reviews are ongoing. Most programs received accreditation, with continuous improvement ongoing. A number of programmes are at different levels of approval as shown below:

2.12.1 Curriculum Review and Program Accreditation - School of Psychology

In the School of Psychology, the Mind Education curriculum was approved by the Senate, awaiting the university council. The Master of Clinical Psychology was approved by the National Council for Higher Education NCHE

2.12.2 Curriculum Review and Program Accreditation - School of Liberal and Performing Arts

In the School of Liberal and Performing Arts, the Bachelor of Ethics and Human Rights program was passed by the Senate and forwarded to the Council for consideration. The Master of Arts in Music was approved towards the end of 2024, advertised in 2025, and the first cohort of students was admitted.

2.12.3 Curriculum Review and Program Accreditation – School of Social Sciences

All 11 programs, both undergraduate and graduate, were approved by the Senate. A new collaborative international Master's program is being developed, spearheaded by Dr. Justus Twesigye, Dr. Resty Naiga, and Dr. Eria...

2.12.4 Curriculum Review and Program Accreditation – School of Languages, Literature and Communication

All programs in the school are still valid and up to date. The school is waiting for guidance from the Deputy Vice Chancellor, Academic Affairs, on his circular to make an addendum on the revision of programmes to the Competence Based Curriculum. The school is developing new programs, including the Master of Arts in English Language Studies, the Bachelor of Sign Language, and the Bachelor of Arts in Literary and Cinematic Studies, in a review stage.

The Bachelor of Chinese and Asian Studies was revised, while the Master's of French Language Studies is scheduled to start next academic year.

The Master of Journalism and Communication is being phased out, the last cohort is being handled following the review that led to the development of two master's programs: The Master of Strategic and Corporate Communication and the Master of Journalism and Multi Media Studies.



3



**RESEARCH,
PROJECTS & OUTPUTS**

3.0.

RESEARCH, PROJECTS AND OUTPUTS

This section highlights the College of Humanities and Social Sciences' strong research leadership, vibrant scholarly culture, and sustained contribution to knowledge production. During the period under review, the College attracted substantial national and international research funding exceeding USD 12 million, supporting a diverse portfolio of interdisciplinary projects, doctoral training, policy-oriented research, and community-engaged initiatives. Through strategic partnerships with global universities, development agencies, foundations, and government institutions, CHUSS advances research that addresses critical societal challenges, including migration, peacebuilding, gender equality, youth employment, language preservation, public health, security, and governance. These projects underscore the College's central role in generating evidence-based solutions that inform

policy, strengthen institutions, and promote inclusive development at national, regional, and global levels.

The College further consolidated its research impact through a strong publication output, averaging over 200 scholarly publications annually, alongside the launch of five major books that reaffirm Makerere University's legacy in critical scholarship and intellectual leadership. Research outputs from CHUSS continue to shape academic discourse across the humanities and social sciences while contributing meaningfully to public debate and social transformation. Through sustained investment in staff research, postgraduate training, academic publishing, and collaborative innovation, the College remains committed to excellence in research, knowledge dissemination, and the translation of scholarship into tangible societal impact.

3.1 Formation of Research Groups

The College has launched a new initiative to build research capacity and mentor young scholars in developing competitive grant proposals by forming thematic research groups led by senior staff. These groups promote mentorship, collaboration, and skills development while enhancing the

quality and visibility of research outputs. To support this effort, the College has allocated UGX 60 million in seed funding to stimulate joint publications, strengthen collaborative research, and position the institution to attract external funding and partnerships.

3.2 Key Grants and Projects

- European Commission – Communicating Migration and Mobility: €799,974 (Makerere share: €123,459 / USD 130,620) to support e-learning programs and newsroom applications on migration and mobility in Sub-Saharan Africa.
- Humanitarian Development Peace Nexus (EXPAND): NOK 1,300,000 funds research on humanitarian development and peacebuilding in the region.
- Makerere University Press RIF Project: Funded under RIF FY2024/2025, supports revitalization of academic publishing at Makerere University Press.
- UKRI – INIFIRES: £430,000 to address intimate partner violence among young people in Uganda in collaboration with Teesside University.
- Enhancing Linguistic Scholarship in Eastern Africa (ELSEA): Supported under UNA-EUROPA, enhances linguistic research and academic exchange in Eastern Africa.
- Returned Objects Research – University of Cambridge Artifacts: conducts research on 39 cultural artifacts returned to Uganda under the Museums and Monuments Act 2023.
- Master of Humanitarian Action Program (EU Funded): €3,456,000 consortium grant integrating social work and development studies across seven universities.
- Rotary Peace Center Renewal (2024–2027): USD 1,342,000 to strengthen peacebuilding research, training, and curriculum development.
- Volkswagen Foundation – Summer Schools: €198,000 funds summer schools on humanities for societal transformation in Africa.
- Endangered Language Documentation Fund – Batwa Heritage: €206,000 supports preservation of Batwa language and cultural heritage in Semuliki Forest.
- Gerda Henkel Foundation PhD Scholarships: €375,000 provides 10 PhD scholarships in Historical Humanities and Humanistic Social Sciences.
- US Department of State – Great Lakes Centre for US Studies: USD 125,000 establishes a research center on US studies in the region.
- MakRIF – Enhancing Linguistic Scholarship: Funded under Makerere RIF FY2024/2025, supports linguistic research and teaching.
- MakRIF – Makerere University Press Support: Funded under Makerere RIF FY2024/2025, strengthens the university's academic publishing capacity.
- Gender Equality Project – DGF: promotes gender inclusivity and equality in academic and institutional settings.
- Interdisciplinary PhD Program – Gerda Henkel Foundation: €2.4 million enhances cohort-based PhD training in Historical Humanities and Humanistic Social Sciences.
- Mastercard Foundation – In Search of Green Jobs (2023–2025): studies youth employment aspirations and challenges in collaboration with Cambridge and Restless Development.

- Mastercard Foundation – The Imprint of Education (TIE 2019–2024): conducts longitudinal research on African alumni of the Mastercard Foundation Scholars Program.
- Research England – HEIF: £3,000 seed grant supports adaptation of workplace-based mental health promotion programs in Uganda.
- WUN Research Development Fund – Ethical AI Projects: Two grants of £10,000 each for debiasing AI using culturally diverse datasets.
- Africhild Child-Focused Seed Fund: UGX 20,000,000 funds child-centered research initiatives in Uganda.
- Summer School on Wealth and Inequality \$15,000 explores wealth disparities with participants from East Africa and the Global North.
- Terrance Higgins HIV Research Trust Fund: GBP 10,000 provides specialized HIV research training at New York University.
- Masters & Diploma in Security Strategy: trains military officers in regional security strategy in partnership with the National Defence College, Kimaka.
- MakRIF projects: – Mainstreaming Kiswahili: promotes Kiswahili as a tool for sustainable development; Transforming Ugandan Folktales into Digital Animations: digitally preserves Uganda’s folktales for educational and cultural use; Promoting National Symbols and Values: encourages patriotism through education on national symbols and values and Enhancing School Retention: improves school retention through community social labs and problem-based fieldwork.
- French Embassy – PEP and CALUFU Grant: trains secondary school French teachers and integrates active learning methods.
- RIF Project: “Governing the Parish Development Model for Transformative Inclusivity: Lessons from Kibuku, Rubanda and Gulu Districts, Uganda.” PI: Assoc. Prof. Julius Kiiza, Co-PI: Dr. Charlotte Karungi Mafumbo

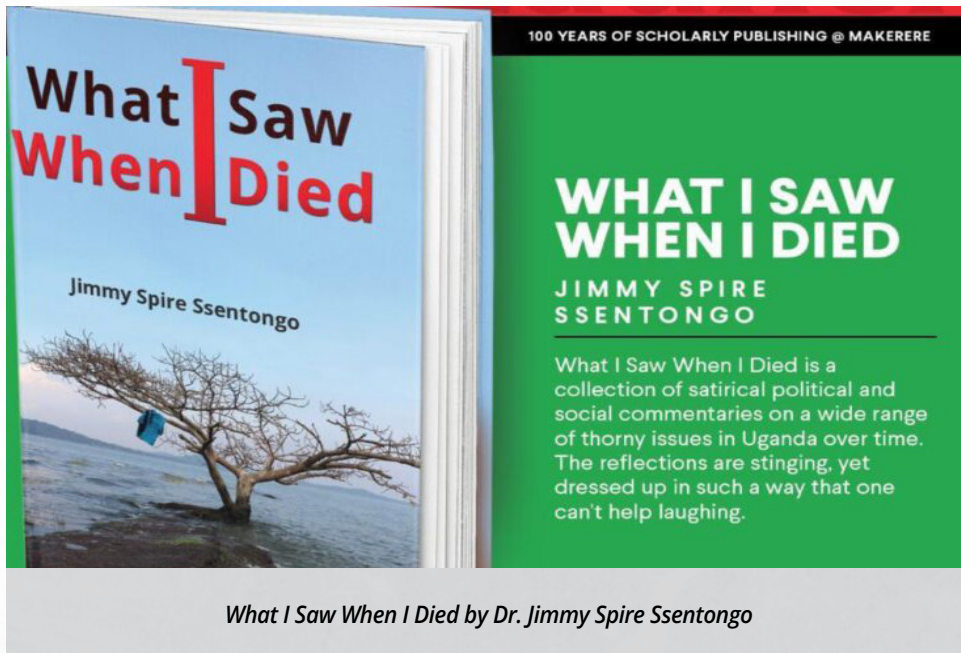
3.3 Staff Publications

3.3.1 Book Launches

The College continues to advance knowledge and intellectual leadership through a remarkable array of publications, with over 150 works recorded per year. Notable books explore cutting-edge research in African languages and communication, contemporary regional discourses, literary activism,

and societal challenges, including reflections on gender, media, and cultural studies. Collectively, these publications demonstrate the College’s commitment to interdisciplinary research, critical inquiry, and knowledge dissemination that informs both academic scholarship and societal development.

3.3.1.1 Five Books Launched



What I Saw When I Died by Dr. Jimmy Spire Ssentongo

In December 2025, the college launched five books at a colourful ceremony held in the Main Building. Representing the Vice Chancellor, the college launched five books at a colourful ceremony held in the Main Building, represented by Prof. Winston Tumps Ireeta, Ag. Deputy Vice congratulated CHUSS on the production & official launch of 5 books. “The launch is a reaffirmation of Makerere University’s commitment to research, critical scholarship, and knowledge production that responds to Uganda’s and Africa’s evolving realities.”

Titles of books launched:

1. **“Reclaiming learning...”** – Funded by the Mellon Foundation of New York under the project Centre for Excellence in Research, Teaching, and Learning (CERTL).
2. **“Reading Archives ...”** – Funded by the Mellon Foundation of New York under the project Archiving, Memory, and

Method from the Global South (AMM).

3. **“Living with ‘others’ ...”** – Funded by the African Humanities Foundation
4. **Makerere Historical Journal:** Journal of the Department of History, Archeology and Heritage Studies, edited by Deo Katono, Rebecca Glada, Edgar Taylor, and Christopher Muhoozi (editors). Vol. 6 No. 1 2025 and published by Makerere University Press.
5. **Makerere Journal of Languages, Literature and Communication. Vol. 1,** Issue 1 and published by Makerere University Press

The Vice Chancellor encouraged staff to publish in homegrown journals. “The University Management will continue to engage the leadership at the Unit levels, to come up with College Journals or discipline-specific journals. I therefore congratulate CHUSS upon this milestone.”The Principal, Prof. Helen N.

Nkabala, applauded the editors, authors, staff & partners for their commitment to scholarship, publication & knowledge sharing. She acknowledged Mellon

Foundation, the African Humanities Foundation, which sponsored, and Publishers Makerere_Press & Fountain Publishers for being true partners.



Prof. Josephine Ahikire, Prof Robert Wamala, Prof. Helen Nkabala and Prof Ireeta Tumps during the book launch in the Main Building in December 2025

3.3.1.2 Book “Gender, Social Norms and Agency: Perspectives from East Africa Launched



Prof. Helen Nambalirwa Nkabala (Left) and Prof. Ruth Nsibirano (Right) show off the book edited by Prof. Paul Bukuluki and Dr. Daphine Agaba Kabagambe at the launch at Golf Course Hotel in November 2025

On 19th October, the book *Gender, Social Norms and Agency: Perspectives from East Africa*, edited by Professor Paul Bukuluki and Dr. Daphine Agaba Kabagambe, was launched at the Golf Course Hotel in Kampala. The publication offers an important contribution to gender studies by examining the complex intersections of

gender, social norms, and agency across the East African region. The launch brought together scholars, development practitioners, and activists dedicated to advancing gender equality and social justice, marking a significant moment in ongoing conversations about how cultural norms shape the lives of women, men, and marginalized groups.

3.3.2 List of Publications for 2025

3.3.2.1 Books

1. *Gender, Social Norms and Agency: Perspectives from East Africa*, edited by Prof. Paul Bukuluki and Dr. Daphine Agaba Kabagambe.
2. *Living with 'Others'* – Funded by the African Humanities Foundation.
3. *Makerere Historical Journal: Journal of the Department of History, Archaeology and Heritage Studies*, edited by Deo Katono, Rebecca Glade, Edgar C. Taylor, and Christopher Muhoozi. Vol. 6, No. 1 (2025). Makerere University Press.
4. *Makerere Journal of Languages, Literature and Communication*, Vol. 1, Issue 1. Makerere University Press.
5. *Reclaiming Learning* – Funded by the Mellon Foundation of New York under the project Centre for Excellence in Research, Teaching, and Learning (CERTL).
6. *Reading Archives, Memory and Method from the Global South* – Funded by the Mellon Foundation of New York under the project Archiving, Memory, and Method from the Global South (AMM).

- & J. Walker (Eds.), *The Routledge International Handbook of Glocal Social Work* (pp. 356–372). Routledge.
2. Kalinganire, C., Ochen, E. A., Twikirize, J., Mabeyo, Z. M., & Nilsen, A. C. E. (2026). Resilient education and mitigation of social problems: Introducing community social labs in the social work curriculum. In R. Baikady (Ed.), *Teaching Social Work: International Perspectives on Co-Creating the Curriculum* (pp. 97–114). Policy Press. <https://doi.org/10.56687/9781447377337-009>
3. Kasherwa, A., Twikirize, J., & Taruvinga, R. (2026). Addressing child sexual abuse in armed conflict and forced migration: Conceptual, theoretical, and methodological insights. In J. Twikirize & K. Frimpong-Manso (Eds.), *Children and Family Social Work*. Springer, Singapore https://doi.org/10.1007/978-981-95-3440-1_7-1
4. Twikirize, J. (2025). Social work in Uganda. In A. M. Campanini, J. Garces, & F. Rodenas (Eds.), *International Handbook of Social Work* (pp. 1265–1296). Tirant Lo Blanch.

3.3.2.2 Book Chapters

1. Childs, J., Twikirize, J. M., Cooper, K., Uwihangana, C., Muchiri, S., & Munyerere, B. B. (2025). Decolonising academic partnerships between the United Kingdom and East Africa: The Ubuntu Partnership. In P. Pentaris

3.3.2.3 Publications in Peer-Reviewed Journals

The college recorded over 150 publications in peer reviewed journals as listed below:

1. Abdi, A.N.M., Hassan, A.M., Mulyanyuma, A.A. and Niringiyimana, J., 2025. Public satisfaction with police services in

- Somalia: the influence of accountability, performance, and professionalism. *International Journal of Comparative and Applied Criminal Justice*, pp.1-23.
2. *Abdulrahman, M.M. and Walusimbi, A.H.M., 2025.* Evaluation of the Kenyan Kadhi's Court Bench Book from an Islamic Sharia Perspective: Focusing on the Marriage Section. *Jurnal Syariah*, 33(1), pp.52-82.
 3. *Achen, D., Coene, G., Akatukwasa, C., Kemigisha, E., Mlahagwa, W., Kaziga, R., Ndaruhutse Ruzaaza, G., Z. Rukundo, G., Michielsen, K., Neema, S. and Nyakato, V.N., 2025.* Norms of masculinity: community voices on sexual and reproductive health communication in rural southwestern Uganda. *Culture, Health & Sexuality*, pp.1-16.
 4. *Adii, F.M. and Kakooza, F., 2025.* Traditional Media and New Technologies: Facebook Radio Programming in Uganda. In *Technologies and Media Production Cultures: A Global South Perspective* (pp. 131-149). Cham: Springer Nature Switzerland.
 5. *Akullo, E., 2025.* Rethinking Civil-Military Relations in Africa: Beyond the Coup d'Etat: edited by Moses Khisa and Christopher Day, USA and, Lynne Rienner Publishers, 2022, 249 pp., \$95 (hardback), ISBN 978-1-955055-40-6.
 6. *Al-Riday, M. and Walusimbi, A.H.M., 2025.* The Methodology of Al-Sabuni in Interpreting Legal Quranic Verses: A Critical Examination of Rawai'Al-Bayan. *AL-BURHĀN: JOURNAL OF QURĀN AND SUNNAH STUDIES*, 9(2), pp.46-68.
 7. *Amongin, H. C. W., Baguma, P. K., & Oonyu, J. (2025).* Emotional Intelligence and Non-Academic Achievement. *African Higher Education*, 175.
 8. *Anderson, K. L., Ojiambo, D., & Parker, M. (2025).* Adapting child-parent relationship therapy to parent educators and parents in Tanzania and Uganda. *International Journal of Play Therapy*, 34(4), 158-170. <https://doi.org/10.1037/pla0000244>
 9. *Anne, O., Milton, T., & Leonsio, M. (2025).* Congruence between Career Interest, Gender, and Personality among Students in Secondary Schools in Mbarara City, Southwestern Uganda.
 10. *Asiimwe, R., Lesch, E., Galukande, P., & Kasujja, R. (2025).* Ugandan Practitioner Perspectives on Emotionally Focused Couple Therapy: Insights on Training, Theory, and Cultural Fit. *Marriage & Family Review*, 61(8), 978-1004. <https://doi.org/10.1080/01494929.2025.2527208>
 11. *Asiimwe, R., Lesch, E., Galukande, P., & Kasujja, R. (2025).* Acceptability of emotionally focused therapy in Uganda: The views of mental health workers. *Journal of Marital & Family Therapy*, 51(4). <https://doi.org/10.1111/jmft.70084>
 12. *Asiimwe, R., Welch, T., Bowles, R., Blow, A.J., Kasujja, R., & Mukisa, J. (2025).* Measuring Parenting Practices: A Psychometric Analysis of the Adapted Alabama Parenting Questionnaire among Caregivers in a Uganda Cultural Context. *Journal of Child & Family Studies*, 34(6), 1623-12. <https://doi.org/10.1007/s10826-025-03081-4>
 13. *Assefa FB, Tanner L, Kim H, Platais I, Tindyebwa CM, Kasujja R, et al.* Retention and effectiveness of group interpersonal psychotherapy (IPT-G) to treat depression at scale in Uganda and Zambia. *BMJ Global Health*. 2025;10:e018369. <https://doi.org/10.1136/bmjgh-2024-018369>
 14. *Apil, J., Kiyimba, F.L., Atekyereza, P., Tibagonzeka, J.E., Sembera, J., Yaweh, J. and Makumbi, G., 2025.* The Status of Postharvest Handling among Smallholder Farmers in Eastern Uganda. *African Journal of Rural Development*, 10(2), pp.174-188.
 15. *Apil, J., Mulugo, L., Atekyereza, P. and Obaa, B., 2025.* Cassava cyanide knowledge, risk perception, and adoption of preventive measures in Northwestern Uganda: a moderated mediation perspective. *Frontiers in Sustainable Food Systems*, 9, p.1592661.

16. *Apil, J., Obaa, B., Atekyereza, P. and Mulugo, L., 2025.* Convergence or divergence: a comparative analysis of scientific and traditional cassava processing practices and their implications for the uptake of agro-processing technologies.
17. *Asiimwe, A. and van der Wal, J., 2025.* The expression of information structure in Rukiga. The expression of information structure in Bantu, pp.335-405.
18. *Asiimwe, A.A., 2025.* African Immigrant Parent Voices: The Role of Parent and Family Engagement in Equitable Education (Doctoral dissertation, Washington State University).
19. *Asiimwe, R., Welch, T., Bowles, R., Blow, A. J., Kasujja, R., & Mukisa, J. (2025).* Measuring Parenting Practices: A Psychometric Analysis of the Adapted Alabama Parenting Questionnaire among Caregivers in a Uganda Cultural Context. *Journal of Child and Family Studies*, 1-12.
20. *Atuhaire, R., Aloysius, R., & Kibanja, G. M. (2025).* Parenting Styles and Academic Adjustment among Pre-Service Teachers in Universities: Systematic Review. <https://doi.org/10.36349/easjpbs.2025.v07i03.002>
21. *Aturinde, E.T. and Atekyereza, P., 2025,* July. What Man Can, Woman Can Even Better: Analysis of Gendered Roles in Amisom Military Peace Operations in Somalia. In 5th ISA Forum of Sociology (6-11 July 2025). ISA.
22. *Ayebare, F., Siu, G.E., Kaawa-Mafjigiri, D., Senfuma, J., Kiwala, C., Nangendo, J., Semitala, F.C. and Katahoire, A.R., 2025.* Impact of COVID-19 on healthcare services engagement: a qualitative study of experiences of people living with HIV and hypertension and their providers at two peri-urban HIV clinics in Uganda. *BMC Health Services Research*, 25(1), p.609.
23. *Baluku MM, Kizito S, Balikoowa R, Namale B (2025), "Organizational compassion, employees' mental health, commitment and engagement in the context of COVID-19: a serial mediation analysis". Evidence-based HRM: a Global Forum for Empirical Scholarship, Vol. 13 No. 2 pp. 374-391, doi: <https://doi.org/10.1108/EBHRM-01-2024-0001>*
24. *Baluku, M. M., Nuwagaba, R. D.-K., Nansamba, J., Nantamu, S., Nansubuga, F., & Musanje, K. (2025).* Mindfulness, Social Capital, and Happiness of Refugees in Uganda: the Mediating Role of Assertiveness. *International Journal of Community Well-Being* 2025 9:1, 9(1), 5-<https://doi.org/10.1007/S42413-025-00279-8>
25. *Baluku, M. M., Wambi, E., & Otto, K. (2025).* Mindfulness, refugees' perception of the host community, social capital and entrepreneurial outcomes—a study of refugees in Uganda. *Journal of Entrepreneurship and Public Policy*, 14(2), 329-350.
26. *Baluku, M. M. (2025).* The Interactive Effects of Grit and Resilience on Perceived Behavioural Control, Entrepreneurial Alertness, Opportunity Recognition and Intentions. *Journal of Entrepreneurship*. <https://doi.org/10.1177/09713557251361699>
27. *Baluku, M. M., Kizito, S., Balikoowa, R., & Namale, B. (2025).* Organizational compassion, employees' mental health, commitment and engagement in the context of COVID-19: a serial mediation analysis. *Evidence-Based HRM: A Global Forum for Empirical Scholarship*, 13(2), 374-391. <https://doi.org/10.1108/EBHRM-01-2024-0001>
28. *Baluku, M.M., Kobusingye, L.K., Namale, B., & Bantu, E. (2025).* Psychological Outcomes and Commitment: A Cross-country and Gender Analysis of the Self-employed and Salary-employed Individuals. *Journal of Entrepreneurship and Innovation in Emerging Economies*. <https://doi.org/10.1177/23939575251385631/FORMAT/EPUB>
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- as predictors of entrepreneurial intentions among refugees. *Discover Psychology* 2025 5:1, 5(1), 1–19. <https://doi.org/10.1007/S44202-025-00487-5>
30. Baluku, M. M., Nuwagaba, R. D.-K., Nansamba, J., Nantamu, S., Nansubuga, F., & Musanje, K. (2025). Mindfulness, Social Capital, and Happiness of Refugees in Uganda: the Mediating Role of Assertiveness. *International Journal of Community Well-Being* 2025 9:1, 9(1), 5-. <https://doi.org/10.1007/S42413-025-00279-8>
 31. Baluku, M. M., Wambi, E., & Otto, K. (2025). Mindfulness, refugees' perception of the host community, social capital and entrepreneurial outcomes – a study of refugees in Uganda. *Journal of Entrepreneurship and Public Policy*, ahead-of-p(ahead-of-print). <https://doi.org/10.1108/JEPP-02-2024-0018>
 32. Baluku, M. M., Kizito, S., Balikoowa, R., & Namale, B. (2025). Organizational compassion, employees' mental health, commitment and engagement in the context of COVID-19: a serial mediation analysis. *Evidence-Based HRM: A Global Forum for Empirical Scholarship*, 13(2), 374–391. <https://doi.org/10.1108/EBHRM-01-2024-0001>
 33. Bateganya, F., Mugabi, N. and Kiranda, Y., 2025. The Continuing Colonization of Higher Education in Africa: Interrogating the Modes and Channels at an African Premier University. *Makerere University Journal of Research and Innovations in Teacher Education (RITE)*, 1(2), pp.1-12.
 34. Birungi, E.M., Kaawa-Mafigiri, D. and Bukuluki, P., 2025. Client–Provider Interactions and Decision-Making on Sterilization Use: A Qualitative Study Exploring the Experiences of Women Living with HIV in Uganda. *Women's Reproductive Health*, 12(3), pp.890-910.
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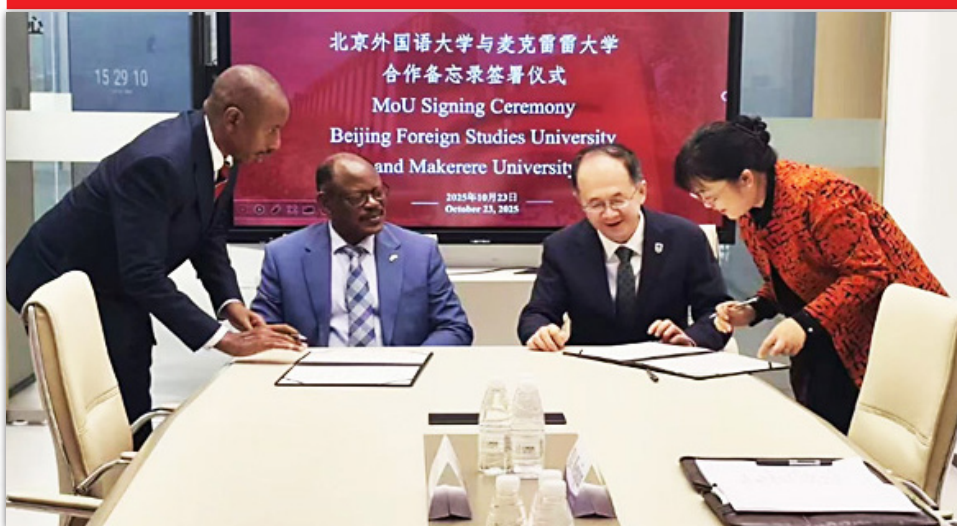
4



COLLABORATIONS & PARTNERSHIPS

4.0

COLLABORATIONS AND PARTNERSHIPS



Dr. Gilbert Gumoshabe, Vice Chancellor Prof. Barnabas Nawangwe during the MoU Signing ceremony with the Beijing Foreign Studies University in October 2025

This section outlines the College of Humanities and Social Sciences' continued commitment to strengthening national, regional, and international collaborations as a strategic pillar for academic excellence, innovation, and societal impact. During the period under review, the College expanded its partnerships with universities, government ministries, statutory bodies, cultural institutions, civil society organisations, and the private sector. These collaborations have supported staff and student exchange, joint research, curriculum development, professional training, and policy engagement across the

humanities and social sciences. Notable milestones included the signing and renewal of Memoranda of Understanding with leading global universities and institutions, reinforcing CHUSS's position as a hub for interdisciplinary scholarship and global academic engagement.

Through these partnerships, the College has enhanced experiential learning, strengthened defence and security studies, advanced language and cultural training, promoted creative and performing arts, and supported research-driven responses to national and regional challenges. Emerging

and planned collaborations in areas such as film, dance, music, linguistics, peacebuilding, gender, and digital humanities further demonstrate the College's forward-looking approach to innovation and capacity building. Collectively, these partnerships

continue to enrich teaching, research, and community engagement, while positioning CHUSS as a key contributor to Makerere University's internationalisation agenda and to knowledge production that is locally grounded and globally connected.

4.1 Key Collaborating Institutions

- Uganda Police Force Training College, Bwebajja
- Federation of Uganda Employers
- Nile Dialogue Platform
- Uganda Communications Commission
- Uganda National Cultural Center
- Ministry of Gender, Labour and Social Development
- Uganda Women Writers Association
- 32°EAST
- Uganda Civil Aviation Authority
- Senior Command and Staff College, Kimaka
- Ministry of Defence
- Uganda's Ministry of Internal Affairs
- ABSA Bank Uganda Ltd
- Senior Command and Staff College, Kimaka
- Film 256 Ltd
- Russian Speaking Women in Uganda
- University of Hildesheim
- University of Auckland
- University of Cape Town
- Stellenbosch University
- Texas Tech University
- Leiden University
- Hebrew University of Jerusalem
- University of Dar es Salaam
- Addis Ababa University
- University of Harare
- University of Johannesburg
- University of Rwanda
- Kyambogo University
- Pearlwood
- UNESCO
- UN African Institute for the Prevention of Crime and Treatment of Offenders
- Teesside University
- University of Greenwich
- King Sejong Institute
- Xiangtan University
- Beijing Foreign Studies University
- The Erasmus+ Exchange Partners
- Sapienza University, Italy
- St. Petersburg University, Russia
- Aix Marseille University (France)
- University of Turin (Italy)
- Hardec Kralove University (Czech Republic)
- Carleton University (Canada)
- Johannesburg University (South Africa)
- University of Algarve (Portugal)
- Norwegian University College of Dance
- Somali International University
- Saitama University

4.2 Highlights of Some of the National and International Agreements

- The Erasmus+ Inter-Institutional Agreement with the University of Hradec Kralove 2023/2024-2025/2026. In 2024, the Department of History, Archives, and Heritage Studies had 4 students take up mobility and spend five months at the University of Hradec Králové in the Czech Republic. At the staff level, one professor visited the department and engaged in academic activities for two weeks.
- With the Aix Marseille University and the department of History, Archives, and Heritage studies had 1 mobility of a Ph.D. Scholar for six months. January-May 2024.

- Two MA students from the Department of History, Archives and Heritage Studies received scholarships from the Certifications of Citizenship in Africa (CERTIZENS) project, which is housed in the Department of Development Studies
- Two Memorandums of Understanding in the Department of History Archives and Heritage Studies are waiting to be finalized at the Legal Department with the University of Johannesburg and Kyambogo University. These will allow for more student and staff exchange as well as joint research projects
- The School of Languages, Literature and Communication signed an MoU with the Uganda Civil Aviation Authority to offer language interpreting services in case of an emergency
- The School of Languages, Literature and Communication initiated an MoU between Beijing Foreign Studies University and Makerere University
- The School of Languages, Literature and Communication initiated plans for establishing the King Sejong Institute
- The School of Languages, Literature and Communication concluded an MoU with the Russian-speaking women in Uganda. Have started teaching Russian Language (Free weekend lessons to Makerere University community)
- The School of Social Sciences has established multiple Memoranda of Understanding (MoUs) with security forces to enhance academic training in defence and security studies. The National Defence College (NDC) - Kimaka has collaborated with Makerere University through the School of Social Sciences since 2014, with the current MoU under renewal for another 10 years. Curriculum revisions for the Master of Defence and Security Studies and the Diploma in Strategy and Warfare. Have been done. Additionally, a new Diploma in Security Strategy is being developed to provide training for officers who do not qualify for the master's program, supporting regional security cooperation across East Africa.
- The Ministry of Defence and Makerere University through the School of Social Sciences have an MoU supporting the Bachelor of Defence Studies at Kabamba. The curriculum was reviewed for accreditation renewal. A stakeholder consultation workshop was held on August 9, 2024, bringing together about 50 participants, including the principal.
- The School of Social Sciences is developing a new Diploma in Security Strategy at the National Defence College Kimaka to accommodate senior officers with extensive military experience but without a bachelor's degree. The program is already approved at the college level and is awaiting accreditation by the National Council for Higher Education. This initiative strengthens security training by including officers from Uganda, Kenya, Rwanda, Tanzania, Burundi, South Africa, and Malawi, promoting regional collaboration
- Memorandum of Understanding between Saitama University and Makerere university for Academic, research, staff and student exchange
- Cooperation agreement between the University of Torino and Makerere University for scientific cooperation
- Memorandum of Understanding between ABSA Bank Uganda Ltd and Makerere University in respect to collaboration in areas of learning Master class in Data Journalism to equip African journalists to report on complex financial and related matters using data analysis and visualization tools
- Memorandum of Understanding for academic cooperation and student and staff exchange between Makerere University and De Hogeschool West-Vlaanderen (HOWEST) Howest University of Applied Sciences
- Memorandum of Understanding between Boh Femme Foundation Ltd and Makerere University for institutional cooperation and collaboration
- Collaboration agreement between Teesside University & Makerere University, and the University of Greenwich and Ryan Greene

- and Graig Gibb
- Memorandum of Understanding between Makerere University and the UN African Institute for the prevention of crime and treatment of offenders for institutional cooperation and collaboration
 - Cooperation agreement between Rostock University of Music and Theater on behalf of its Institute of Music and Theater Pedagogy for the implementation of the project, "Artistic Biographies – Intercultural
 - Memorandum of Understanding between Makerere University and 32 East for the project of conducting empirical research to develop an African Feminist narrative on the care economy and social reproduction
 - Memorandum of Understanding between Makerere University and FEMRITE- Uganda Women Writers' Association for institutional collaboration
 - The Memorandum of Understanding between Oxford Brookes University and Makerere University for academic cooperation
 - Collaboration agreement for the Novo Nordisk foundation – Mobility – Global Medicine and Health Research Joint Call – 2020 (NNF210C0062473)
 - Framework Agreement for scientific cooperation between Università Deguli Studi Di Torino and Makerere University
 - Memorandum of Understanding between Yunus Emre Institute, Ankara /Turkey, and Makerere University for academic, scientific, and cultural cooperation
 - Partnership contract between the University of Agder (UIA) Faculty of Social Sciences, Norway, and Makerere University (MAK), Uganda, the University of Rwanda (UR), Rwanda, and the Institute of Social Work (ISW), Tanzania. Regarding building resilient communities through inclusive education in East Africa- a collaboration under the NORHEDII
 - Erasmus+ Programme Inter-Institutional agreement between institutions from programme and partner countries for students and staff mobility
 - Student Exchange agreement between Mainz Catholic University of Applied Sciences and Makerere University
 - Consortium agreement & financial framework for the Erasmus Mundus Master Course – European Master in Social Work with Families and Children (MFAMILY) –
 - Cooperation agreement between the University of Kentucky and Makerere University for research and academic cooperation
 - MoU with the United Nations African Institute for Prevention of Crime and Treatment of Offenders for institutional cooperation and collaboration
 - MoU between Makerere on behalf of the Institute for Social Research and the Uganda Women Writers Association for institutional collaboration.
 - Aix Marseille University (France): staff and graduate student exchange
 - University of Turin (Italy): Staff and graduate student exchange
 - Hardec Kralove University (Czech Republic); staff and graduate student exchange
 - Carleton University (Canada): Graduate (Ph.D.) Writing Workshop collaboration
 - Johannesburg University (South Africa) Graduate (Ph.D.) Writing Workshop collaboration
 - University of Algarve (Portugal) (Archaeology and Heritage Studies research collaboration
 - Xiangtan University approved ten teachers for the Bachelor of Chinese and Asian Studies - BCAS



Officials from the Saudi Embassy, Dean Assoc. Prof. Saudah Namyalo, Prof. Helen Nambalirwa Nkabala, and Saudi Ambassador to Uganda, H.E. Mohammad bin Khalil Faloudah, Dr. Mohammed Kigunddu, and Prof. Buyinza Mukadasi on the launch of the four-day Arabic language training workshop at Makerere University on June 16, 2025



Vice Chancellor Prof. Barnabas Nawangwe, Italian Ambassador Mauro Massoni and Prof. Helen Nambalirwa during a courtesy call on the VC during the Italian Photographic exhibition in May 2025

4.3 Expanding Global and Local Collaborations for Innovation and Learning



A delegation from University of West England in a group photo with the Principal in October 2025

A delegation from the University of the West of England (UWE) visited the College to strengthen collaboration in teaching, research, and student exchange. During a meeting with the team, CHUSS Principal Prof. Helen Nambalirwa Nkabala affirmed the College's readiness to begin joint programmes and short courses immediately. "We have already started the conversation," she added. "We want to learn from your experiential learning

approach and simulation facilities so that we can prepare our classes better." Prof. Nkabala stressed

The visit followed the signing of an MoU with the Vice Chancellor, with the partnership set to emphasize practical learning, staff and student exchange, joint research projects, and lessons from UWE's experiential learning and simulation facilities to enhance classroom preparation.

Plans for collaboration in the Department of Performing Arts and Film

- Pearlwood – Discussions are underway to collaborate on how to streamline the film industry in Uganda
- University of Hildesheim and University of Auckland – Discussions are ongoing to co-develop and deliver a summer academy that will cover student and staff exchange between the universities.
- University of Cape Town – Contacts have been made to collaborate on projects in dance, social transformation, and climate change. A UCT team is visiting in June as part of this process.
- Northern School of Contemporary Dance – Discussions are underway to collaborate on developing creative spaces to tool dancers in Uganda with skills and knowledge
- Uganda Communication Commission (UCC) – Discussions are underway to collaborate on training filmmakers in different parts of Uganda, develop content development support programs, and develop a framework for organizing the Uganda Film Festival.
- University of Kisubi – Engagements have happened to collaborate on projects about dance education and global citizenship hosted by the UNESCO Chair at Kisubi University
- Ministry of Gender, Labour, and Social Development – Engagements are on-going to collaborate on policy review and design and organizing cultural and arts festival
- Rutgers University – Discussions are underway to collaborate a study abroad programs for students at Rutgers University hosted by Makerere University
- Michigan State University – Engagements are underway to co-develop project on dance, leadership, and social activism
- UNESCO – Discussions are underway to establish a UNESCO Chair in Music and Peace Building in collaboration with the University of Hildesheim and University of Auckland. PAF has also initiated discussions with UNESCO to collaborate on policy review and design, cultural program implementation, industry mapping, and grant implementation.
- Film festivals – PAF is in touch with organisers of film festivals such as Bayimba and Amakula to collaborate on screening opportunities, training of film practitioners, and adjudication.

- Cultural agencies – The department is in conversation with agencies such as British Council, Alliance Francaise, and Goethe Zentrum to work together on project implementation and capacity building in screen and creative arts.
- Stellenbosch University – conversations are underway to develop collaborative projects in the Department of Drama.
- Texas Tech University – In conversation with the Department of Choral Music Studies to collaborate on teaching and performance of music
- Ganda National Cultural Center – Discussions are underway to collaborate around experiential and hands-on training of students

Plans for collaboration in the School of Languages, Literature and Communication

- Renewed collaboration with Koika-Uganda. They are sponsoring volunteers who are teaching the Korean Language to the public
- Collaboration with Leiden University in the Netherlands began an online training geared towards enhancing linguistic scholarship in Eastern Africa, sponsored by UNA-EUROPA. This will culminate into a summer school to be held at Makerere in July 2025
- Collaboration with linguistics from the Hebrew University of Jerusalem applied for funding to document and describe the linguistic repertoires, culture, and oral tradition of the Nsua of Semuliki Forest. Received 250,000 euros
- Collaboration with scholars from Dar es Salaam, Addis Ababa, and Harare Universities applied and received 200,000 euros to hold a summer school series on Humanities for Societal Transformation in Africa: Transdisciplinarity, Co-Production of Knowledge and Science Communication
- DLEC initiated a partnership with the Department of Literature and Linguistics in the School of Arts and Languages, University of Rwanda – Butare Campus
- DLEC initiated collaboration with the Department of Languages, Cultural Studies and Applied Linguistics (LanCSAL), University of Johannesburg.



5

HUMAN RESOURCES

5.0

HUMAN RESOURCES



A section of staff in a graduation procession to the Freedom Square

This section presents an overview of the human resources that underpin the Colleges' academic excellence and institutional effectiveness. With a total workforce of 285 staff members comprising academic, administrative, and support personnel, the College continues to benefit from a highly qualified, diverse, and committed team. The strength of this human capital enables CHUSS to deliver quality teaching, undertake innovative research, and engage meaningfully with communities and partners. The staff profile reflects a balanced mix of senior scholars, early-career academics, and professional support staff whose collective expertise

sustains the College's mandate as one of Makerere University's leading academic units.

During the year under review, the College recorded notable progress in staff development and recognition through promotions, new appointments, and national and international honours. Staff promotions and recruitment strengthened capacity across departments, while managed retirements and transitions ensured continuity and renewal. The induction of senior scholars into the Uganda National Academy of Sciences and the awarding of international awards in film and

creative scholarship underscore the College's growing visibility and impact beyond academia. Overall, CHUSS remains committed to nurturing talent, promoting gender equity,

supporting career progression, and recognising excellence, all of which are critical to sustaining a motivated workforce and advancing the University's strategic goals.

5.1 Summary of CHUSS Academic and Support of Staff Distribution by Rank

| | Rank | Female | Male | Total |
|---|----------------------------------|------------|------------|------------|
| 1 | Professor | 2 | 8 | 10 |
| 2 | Associate Professor | 6 | 7 | 13 |
| 3 | Senior Lecturer | 6 | 33 | 39 |
| 4 | Lecturer | 20 | 61 | 81 |
| 5 | Assistant Lecturer | 31 | 45 | 76 |
| 6 | Administrative and Support Staff | 43 | 23 | 66 |
| | TOTAL | 108 | 177 | 285 |



Some of the female academic staff on the graduation day

5.2 Staff Promotions, New Appointments, Resignations and Retirements

In the year under review, the college had 12 new appointments, 18 staff members ascended in their ranks, 4 retired, 4 resigned, while one was awarded a post-retirement contract as presented below:

5.2.1 Promotions 2025

| S.N. | Name | Position | Department |
|------|------------------------------|---------------------|--|
| 1 | Dr. Eddy J. Walakira | Professor | Social Work & Social Administration |
| 2 | Dr. Sarah N. Ssali | Professor | School of Women and Gender Studies |
| 3 | Dr. Phillip Apuuli Kasaija | Professor | Political Science & Public Administration |
| 4 | Dr. Edgar Fred Nabutanyi | Associate Professor | Literature |
| 5 | Dr. Rosco Kasujja | Associate Professor | Mental Health and Community Psychology |
| 6 | Dr. Edward Silvestre Kaweesi | Senior Lecturer | Political Science & Public Administration |
| 7 | Dr. Dickson Kanakulya | Senior Lecturer | Philosophy |
| 8 | Dr. Celestino Oriikiriza | Senior Lecturer | Linguistics, English Language Studies and Communication Skills |
| 9 | Dr. Gloria Kimuli Seruwagi | Senior Lecturer | Social Work & Social Administration |
| 10 | Dr. Racheal Daphine Nuwagaba | Lecturer | Mental Health and Community Psychology |
| 11 | Dr. Patrick Mwase | Lecturer | Mental Health and Community Psychology |
| 12 | Dr. Khamisi Mwanje | Lecturer | Educational, Social & Organizational Psychology |
| 13 | Dr. Viola Karungi | Lecturer | Performing Arts and Film |
| 14 | Dr. Eric Lutaaya Jjemba | Lecturer | Performing Arts and Film |
| 15 | Dr. Fatumah Mirembe | Lecturer | History, Archaeology & Heritage Studies |
| 16 | Dr. Annensia Arinaitwe | Lecturer | African Languages |
| 17 | Dr. Umaru Serunjogi | Lecturer | Religion and Peace Studies |
| 18 | Dr. Samuel Okok | Lecturer | Philosophy |

5.2.2 New Appointments

| S.N. | Name | Position | Department |
|------|--------------------------|------------------------------------|---|
| 1 | Dr. Dianah Aharimpisya | Lecturer | Social Work & Social Administration |
| 2 | Dr. Martin Kizito | Lecturer | Political Science & Public Administration |
| 3 | Dr. William Musamba | Lecturer | History, Archaeology & Heritage Studies |
| 4 | Dr. David Ngendo Tshimba | Research Fellow | Makerere Institute of Social Reserach |
| 5 | Ms. Maria Ndibalekera | Assistant Lecturer | Social Work & Social Administration |
| 6 | Ms. Joan Mbabazi | Assistant Lecturer | Performing Arts and Film |
| 7 | Ms. Rita Kunihira | Assistant Administrative Secretary | Political Science & Public Administration |
| 8 | Mr. Lazarus Okurut | Assistant Lecturer | Literature |
| 9 | Mr. Muhamudu Luhupa | Assistant Lecturer | European & Oriental Languages |
| 10 | Mr. Sula Ngobi | Assistant Lecturer | Political Science & Public Admin |
| 11 | Mr. Denis Okumu | Assistant Lecturer | Political Science & Public Administration |
| 12 | Ms. Winnie Nabwami | Assistant Lecturer | Performing Arts and Film |

5.2.3 Retirement

| S.N. | Name | Position | Department |
|------|------------------------------|-----------------------------|--|
| 1 | Dr. Michael Wangotta | Lecturer | Linguistics, English Language Studies and Communication Skills |
| 2 | Dr. Gervase Tusabe | Lecturer | Philosophy |
| 3 | Ms. Scovia Nganda Ssekweyama | Administrative Secretary II | Political Science & Public Admin |
| 4 | Dr. Kizza Mukasa | Lecturer | African Languages |

5.2.4 Resignations

| S.N. | Name | Position | Department |
|------|----------------------|-----------------|---|
| 1 | Dr. Marion Alina | Lecturer | Journalism & Communication |
| 2 | Dr. Loyce Kobusingye | Senior Lecturer | Educational, Social and Organizational Psychology |

| | | | |
|---|--------------------|----------|--|
| 3 | Dr. Samuel Wandera | Lecturer | European & Oriental Languages |
| 4 | Dr. Sylvia Nahayo | Lecturer | Linguistics, English Language Studies and Communication Skills |

5.2.5 Post-Retirement Contract

| S.N. | Name | Position | Department |
|------|---------------------|---------------------|----------------------------|
| 1 | Prof. Dominic Dipio | Professor | Literature |
| 2 | Dr. Stella Neema | Associate Professor | Sociology and Anthropology |

5.3 National, Regional and International Recognitions

5.3.1 Assoc. Prof. Helen Nambalirwa Nkabala and Prof. Rev. Sr. Dominica Dipio inducted into the UNAS



Assoc. Prof. Hellen Mkabala (3rd) and Prof Dipio Dominca (5th) during award swearing in ceremony

Scholars Assoc. Prof. Helen Nambalirwa Nkabala (3rd) and Prof. Rev. Sr. Dominica Dipio (5th) were inducted into the Uganda National Academy of Sciences (UNAS) during the Annual Scientific Conference and Induction ceremony held on October 31 at Four Points by Sheraton, joining an elite cohort of researchers recognized for their contributions to science, policy, and academic

leadership. They were among 27 new Fellows—nine women and eighteen men—drawn from the Medical, Social, Agricultural, and Physical Sciences, alongside other Makerere inductees including Prof. Edward Bbaale, Assoc. Prof. Egeru Anthony, Prof. Nazarius Mbona Tumwesigye, Assoc. Prof. Arthur Tugume, Assoc. Prof. Jackie Bonabana, and Assoc. Prof. Frank Mugagga. Congratulating the new

Fellows, UNAS President Prof. Grace Bantebya Kyomuhendo noted that the fellowship is both an honor and a responsibility, urging them to

remain active contributors to national development through science and evidence-based leadership.



Prof. Helen Nambalirwa Nkabala (2nd) and Prof. Dipio Dominica (R) in a group photo with other awardees after the induction

5.3.2 Dr. Cindy Magara's Tuko Pamoja Wins Best Documentary Award in India



L - Dr Cindy Magara speaking on the day of the screening of her docuseries in University Main Hall. R- is the Global Independent Award of India

Dr. Cindy Evelyn Magara, a filmmaker and academic, won the Best Documentary (Foreign) - Africa Award at the 5th Global Independent Film Festival of India (GIFFI) for her documentary Tuko Pamoja, also known

as The Making of the Nation. Presented on 15th November 2025 in Kolkata by the Dreamz Cultural Association, the film was praised for its strong societal impact as it highlights Africa's untold history, explores Uganda's

ethnic diversity, and showcases the solidarity and collective resistance of Ugandan communities prior to colonial rule. This international recognition enhances Uganda's and

Makerere University's visibility on the global film stage and underscores the importance of amplifying African historical narratives through film.

5.3.3 Prof. Dipio Honoured with Dual Awards at Uganda Film Festival



Prof. Dipio Dominica during the Uganda Film Festival Awards

At the 12th Uganda Film Festival Gala Night held in Kampala on 6th June 2025, Prof. Dominic Dipio received two

prestigious awards, including Best Animation Film for *Lia and Origa*, an adaptation of a Ugandan Ma'di folktale that follows a willful girl whose disobedience leads her into danger with a predatory ogre. She was also honoured with the Lifetime Achievement Award in recognition of her exceptional contribution to cinema and culture as a scholar, mentor, and practitioner, with her work widely credited for significantly advancing the growth and quality of Uganda's film industry.





6

COMMUNITY OUTREACH AND KNOWLEDGE TRANSFER

6.0

COMMUNITY OUTREACH & KNOWLEDGE TRANSFER PARTNERSHIPS

This section highlights the CHUSS' strong commitment to community engagement, public scholarship, and the translation of knowledge beyond the classroom. Throughout the period under review, the College actively positioned itself as an engaged and responsive academic institution, leveraging its expertise in the humanities and social sciences to contribute to national dialogue, cultural preservation, policy reflection, and public awareness. Through public lectures, festivals, memorials, training workshops, conferences and community-based initiatives, CHUSS fostered meaningful interactions with students, professionals, policymakers, cultural practitioners, and the wider public, reinforcing the University's mandate as a catalyst for societal transformation.

Over 30 diverse outreach activities documented in this section demonstrate the College's role as a bridge between academia and society. Engagements in areas such as language promotion, media freedom, mental health, governance, culture, heritage, social justice, and graduate capacity building strengthened partnerships with embassies, ministries, civil society organisations, international agencies, and local communities. By integrating research, teaching, and creative practice into public-facing platforms, CHUSS continues to advance knowledge exchange that is inclusive, interdisciplinary, and impactful. These initiatives not only enhance the relevance of academic work but also affirm the College's leadership in shaping informed citizenship, cultural dialogue, and sustainable development at local, regional, and global levels.

6.1 World French Teachers Day 2025 Marked



French Ambassador H.E. Virginie Leroy (C) launching the French book

The college marked the 2025 International Day of Teachers of French on November 20 with a strong call to elevate the status of French in Uganda's education system. Speaking at the celebration

held at the CEDAT Conference Hall, French Ambassador H.E. Virginie Leroy urged increased investment in French teaching and learning, citing its economic, educational, and diplomatic advantages. Organised by the Association of French Teachers in Uganda and supported by partners including the French Embassy and Alliance Française de Kampala, the

event featured speeches, quizzes, a French skit, presentations by anthem composers, and the launch of French Made Easy – Book 1. Held under the theme “Singing, Playing, Teaching: Francophonie in Music,” the celebration emphasized the role of music in enhancing engagement and expanding the growth of the French language across all levels of education.



French Ambassador H.E. Virginie Leroy (6th) with college leadership and other stakeholders cutting the cake

6.2 World Philosophy Day Celebrations



Chief Guest Norbert Mao and Prof. Helen Mkabala in a group with the key presents

The College hosted a two-day World Philosophy Day conference from 19th–20th November 2025 at the Makerere University Main Hall, presided over by Hon. Minister Norbert Mao.

Organized by the Department of Philosophy in collaboration with the School of Law, UNESCO and the Konrad Adenauer Stiftung, the hybrid event ran under the theme “30 Years of the

1995 Constitution: Gains, Pitfalls and Prospects.” It featured academic paper presentations, screenings of debates from the Constituent Assembly, panel

discussions with constitution drafters, as well as creative performances and exhibitions highlighting Uganda’s constitution-making journey.

6.3 Ngugi wa Thiongo Celebrated



Keynote Speaker Prof. Abasi Kiyimba signs on Ngugi’s Portrait

The college hosted a solemn yet celebratory memorial in honour of the late Prof. Ngūgĩ wa Thiong’o — the legendary African intellectual, creative writer, and distinguished alumnus whose literary and ideological legacy continues to shape global thought. Held in the iconic Main Hall and streamed online, the event brought together the

university community, literary scholars, writers, students, alumni, and admirers of his work. Speakers paid glowing tribute to Ngūgĩ’s lifelong fight for justice, identity, and linguistic liberation, as well as his enduring ties to Makerere — the place where his journey as a writer first took shape.

6.4 Public Lecture on Mental Health and Addiction



Participants in a group photo after the public lecture in the main building

The School of Psychology on 21st October held a public lecture aimed at raising awareness about the growing intersection between mental health

challenges and addiction among students and young people in Uganda. The lecture, themed “Understanding the Co-occurrence of Substance, Drug,

and Gambling Use and Addiction with Mental Health Issues and Prevention Strategies for Schools and Communities,” brought together university students, secondary school learners, researchers, faculty, and mental health advocates from across

the country. The event formed part of the School's ongoing efforts to promote dialogue and disseminate research insights to communities, in line with Makerere University's broader mission as an engaged university.

6.5 Regional Workshop on Land Inequality



Ugandas PI Dr. Resty Naiga (4th) with other PIs and students after the workshop in social Sciences boardroom

A three-day (16th–19th October) regional PhD workshop under the LARLIREA Project was held in a blended format at the School of Social Sciences Smart Room, bringing together research teams from Makerere University, Kenyatta University, and Germany's Thünen Institute. The workshop aimed to harmonize fieldwork methodologies, strengthen

team collaboration, and deepen understanding of the links between land acquisition, wealth accumulation, and inequality in East Africa. Over the three days, PhD and master's students, alongside the three PIs, were equipped with tools and a shared understanding to conduct fieldwork and engage meaningfully on key concepts such as land acquisition and land inequality.

6.6 The 25th Annual Media Convention



The Guests display a dummy cheque of Cranimer Mugerwa Award

The Department of Journalism and Communication hosted its 25th Annual Media Convention, bringing together journalists, communication experts, academics, and students to examine the media's role in Uganda's democracy ahead of the upcoming general elections. Held under the theme "Responsible Communication

and Media Reporting During Ugandan Elections," the convention emphasized ethical, accurate, and inclusive reporting, while outstanding journalism and communication students were recognized by leading media organizations for their creativity and excellence.

6.7 Journalists trained ahead of the 2026 elections



Dr. William Tayebwa facilitating one of the sessions in Senior Common room at Makerere

As Uganda prepared for the 2026 general elections, the Department of Journalism and Communication, in partnership with the Uganda Communications Commission (UCC), hosted a two-day training on October 6–7 to equip journalists and students with skills and ethics for responsible

election reporting. Held at the university's main building, the training brought together lecturers, students, and practicing journalists to discuss best practices, safety, and fairness, highlighting the department's role as a trusted resource in journalism education.

6.8 CALUFU Holiday Camp in Soroti Champions Foreign Languages



Dr. Agatha Tumwine and Dr. Enock SBUYUNGO pose for a photo at CALUFU Camp

Dr. Enock Ssebuyungo, Head of the Department of European and Oriental Languages at Makerere University, has urged greater investment in foreign language education, emphasizing its importance for career growth, cultural exchange, and national development. Speaking at the CALUFU holiday camp in Soroti, where he joined the Association of Teachers of French in Uganda to engage over 100 learners from North-Eastern Uganda, he highlighted the power of creative, community-based approaches to language learning. The camp—led by

APFO President Dr. Agatha Tumwine Magezi and funded by the French Embassy—used games, music, and art to make learning enjoyable while demonstrating the practical value of foreign languages in fields such as tourism, diplomacy, and international business. Attended by government officials, ICU representatives, school heads, and local leaders, the initiative was praised as a model for how academic institutions can collaborate with communities to address educational and development needs.

6.9 Strategic Planning Retreat to Align with University and National Priorities



A section of staff during the retreat

The College Committee on Strategic Planning held a two-day retreat on

September 2–3, 2025, to reposition CHUSS within the framework of

Makerere University's 2025–2030 Strategic Plan and align its priorities with Uganda's Fourth National Development Plan (NDP IV). The retreat brought together representatives from the principal's office, deans, department heads, academic staff,

and administrative units to review and contribute to the university's draft strategic plan, ensuring that the perspectives and critical contributions of the humanities and social sciences are fully represented in the final document.

6.10 Meeting with the Makerere University Strategic Plan Task Force



College Staff in a meeting with the Strategic Plan Task Force in CHUSS Smartroom

On September 8, 2025, the Makerere University Strategic Plan Task Force held a consultation meeting at the CHUSS Smart Room, bringing together representatives from academic and administrative units. Led by Acting Director of the Planning Unit, Mr. Emmanuel Kitamirike, the meeting aimed to gather input for the 2025/26–2030/31 University Strategic Plan. The consultations sought to ensure that all units, including the humanities and social sciences, are adequately represented and that

the university's strategic direction aligns with national frameworks such as Vision 2040 and NDP IV. CHUSS presented a well-organized position paper that highlighted the marginalization of the Humanities and social sciences in the draft plan. The Task Force commended CHUSS for its robust and insightful contribution, describing it as a valuable challenge that would help strengthen and mainstream the role of Humanities across the university.



Mr. Emmanuel Kitamirike making his remarks during the meeting

6.11 2nd Kampala Writes Literature Festival Highlights the Importance of Indigenous Languages



Participants pose for a group photo after the Opening Ceremony

The 2nd Kampala Writes Literature Festival, held from August 15–17, 2025, at Makerere University's Yusuf Lule Auditorium, brought together writers, poets, academics, and students from Uganda and abroad to explore the theme of

Belonging. Organized by Goethe-Zentrum Kampala in partnership with Makerere University's Department of Literature, the British Council, the African Writers Trust, and the German Embassy, the festival featured panel discussions, workshops, book fairs,

and performances. Acclaimed author Dr. Jennifer Nansubuga Makumbi emphasized the critical role of indigenous languages in preserving African identity and intellectual sovereignty, warning that the dominance of Western languages,

particularly English, threatens cultural heritage and accelerates linguistic loss across the continent. The festival was officially opened by Assoc. Prof. Helen Nambalirwa Nkabala, Vice Chancellor's representative and Principal of CHUSS.

6.12 The Bethwell A. Ogot Memorial Lecture



Prof Falola (R) delivering his lecture

The Department of History, Archaeology, and Heritage Studies held the Bethwell A. Ogot Memorial Lecture on August 15, 2025, focusing on the enduring relevance of culture in African societies. Delivering the keynote titled "The Limitations of Culture", renowned historian Prof.

Toyin Falola emphasized culture as a vital store of history, identity, and community—honoring the scholarly legacy of the late Prof. Ogot. Falola highlighted culture's role in shaping worldviews, fostering resilience, and sustaining African societies, from colonialism onward.



BETHWELL A. OGOT MEMORIAL LECTURE



Title: The Limitations of Cultures

Speaker: Professor Toyin Falola, Jacob and Frances Sanger Mossiker Chair Professor in the Humanities, University of Texas at Austin

Date: Friday 15th August 2025
Time: 9:00am - 1:00pm

Location: Makerere University Main Hall

6.13 First Monitoring and Evaluation Training for College Leaders



A section of CHUSS Staff in a group photo after the training in CTF I

To strengthen leadership and institutional effectiveness, the College held its first-ever five-day Monitoring and Evaluation (M&E) training for Deans, Heads of Departments, administrators, and other college leaders at the Peace Rotary Learning and Training Centre on July 31. Driven by Associate Professor Hellen Nkabala, Principal of CHUSS, the training aimed to equip leaders with

tools for accountability, progress evaluation, and data-driven decision-making. The session was officially opened by Dr. James Nkata, Director General of the Uganda Management Institute, who underscored M&E as foundational for institutional success, emphasizing its role in early problem detection, strategic planning, and fostering effective leadership and organizational culture.

6.14 Inaugural Town Hall Conversation to Strengthen Dialogue



Staff pose for a group photo after the conversation in the Main Building

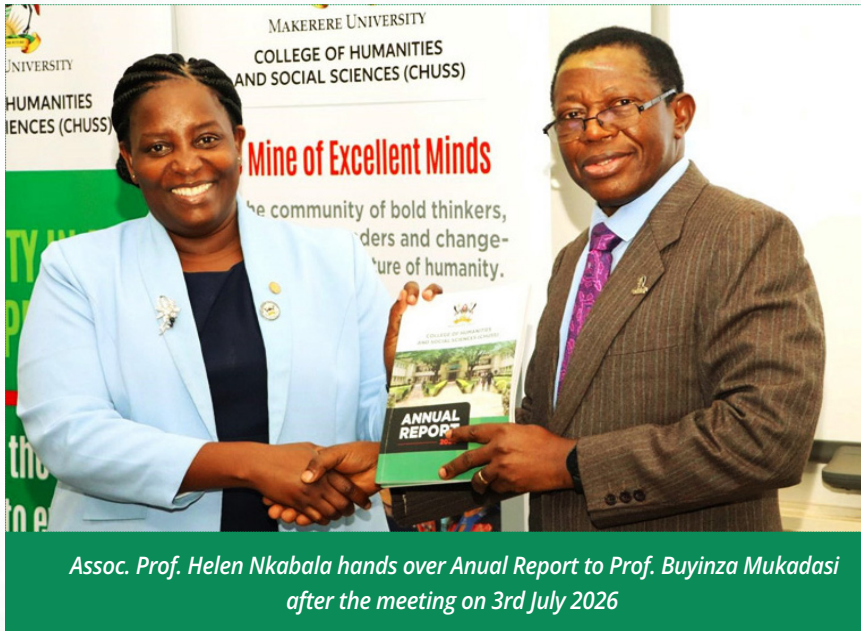
On 15 July 2025, Assoc. Prof. Helen Nambalirwa Nkabala, Principal of the College of Humanities and Social

Sciences (CHUSS), officially opened the college's inaugural Town Hall Conversation at Makerere University's

Main Hall. Addressing faculty and staff, she emphasized the event's purpose as an intentional and strategic platform for open, candid, and respectful dialogue aimed at reaffirming the central role of the humanities and social sciences

within the university. Prof. Nkabala underscored that the conversation was designed not as a routine meeting, but as an opportunity for meaningful reflection and actionable solutions to the challenges facing the college.

6.15 University Management Officials Visit



Assoc. Prof. Helen Nkabala hands over Annual Report to Prof. Buyinza Mukadasi after the meeting on 3rd July 2026

The College held a high-level engagement on July 3, 2025, during which the Principal, Assoc. Prof. Helen Nambalirwa Nkabala, met with officials from the Office of the Academic Registrar, the Deputy Vice Chancellor (Academic Affairs), the Directorate of Graduate Research and Training, the Quality Assurance Directorate, as well as CHUSS Deans, Professors, Department Heads, and administrative leaders to discuss strategic support required to advance the university's mission. The meeting reviewed the

college's aspirations, challenges, and priorities—highlighting the need for improved infrastructure, enhanced digital capacity, streamlined academic promotion processes, flexible post-retirement and workload policies, strengthened support for students with disabilities, and better funding for field-based learning. The Principal emphasized CHUSS's central role in Makerere University's academic identity and called for sustained collaboration to unlock the college's full potential in teaching, research, and service to society.

6.16 The Graduate Symposium



Graduate students and staff pose for a group photo after the symposium in front of the Main Building

The CHUSS 2025 Graduate Symposium, held from June 19th to 21st, 2025, brought together over 80 candidates from Uganda and the wider PANGeA network for meaningful scholarly exchange. Convened by Dr. Isaac Tibasiima and supported by a dedicated coordinating team. With support from the Lisa Maskell Fellowship, the symposium featured a graduate writing workshop, an official opening ceremony, and sessions focused on

strengthening research, knowledge sharing, and mentorship. Keynote speakers and presenters emphasized mentorship, collaboration, mental health, and shared responsibility as essential components of graduate training. Students were encouraged to embrace the challenges of graduate study, value supportive academic relationships, and appreciate the continued relevance of the humanities in shaping thoughtful and resilient scholars.

6.17 The International Social Work and Social Development Conference



Invited Guests, Keynote Speakers in a group photo with University and College leadership

The International Social Work and Social Development Conference, held from June 16th to 18th, 2025, focused on the theme “Building Resilient Communities to Promote Equity and Social Inclusion for the Attainment of the SDGs.” Co-hosted by the East Africa Social Work Regional Resource Centre and the Association of Schools of Social Work in Africa under the RESILIENT project, the event fostered academic dialogue and critical discussions on equity, social justice, and inclusion. Organized in partnership with institutions such as Norad, the University of Agder,

AfriChild, the University of Rwanda, UNICEF, AVSI, ICEA Lion, and TAASISI YA USTAWI WA JAMII, the conference highlighted the transformative role of social work in national development.

Speaking at the event, Dr. Aggrey David Kibenge, Permanent Secretary in the Ministry of Gender, Labour and Social Development, emphasized the need for collective commitment to ensure that all Ugandans, particularly the most vulnerable, access quality social services in line with Uganda’s Vision 2040.

6.18 Arabic Training Workshop



Prof. Buyinza Mukadasi (4th) receives a gift from the delegates

A four-day Arabic language training workshop was officially launched on 16th June at Makerere University by H.E. Mohammad bin Khalil Faloudah, Ambassador of the Royal Kingdom of Saudi Arabia to Uganda, highlighting the strategic role of language in strengthening global cultural and economic ties. Held at the university’s Senate Conference Hall and organized by the King Salman Global Academy

for the Arabic Language in partnership with Makerere University’s School of Languages, Literature and Communication, the workshop brought together Arabic language experts, educators, and secondary school students from across Uganda for intensive capacity building. The Ambassador emphasized that Arabic, spoken by over 400 million people and an official language of

the UN and OIC, extends beyond religious practice, serving as a bridge to trade, diplomacy, knowledge, and international opportunity. Participants were encouraged to fully engage with

the training, as proficiency in Arabic offers a competitive edge in academic, professional, and cross-cultural contexts.

6.19 Marking 40 years of Cultural & Academic Collaboration with the Italian Ethnographic Mission



Assoc. Prof. Helen Nkabala (2nd) and Prof. Barnabas Nawangwe (3rd) in a group photo with the Writing Delegation at the Main Building entrance

On 19th May, CHUSS in collaboration with the University of Turin and the Italian Embassy in Kampala, celebrated four decades of academic and cultural partnership with a photographic exhibition titled "Connecting Cultures: The Italian Ethnological Mission in the Great Lakes Region." The exhibition highlighted over 40 years of Italian ethnographic research in Equatorial

Africa, documenting the social and cultural life of Uganda, the Democratic Republic of Congo, Rwanda, Burundi, and Tanzania. Supported by the Italian Ministry of Foreign Affairs and International Cooperation and the Erasmus+ programme, the mission has focused on refugee integration, traditional knowledge, oral history, and cultural continuity.

6.20 Cindy Magara's Tuko Pamoja Docuseries Screened at Makerere University



Dr. Eve Nabulya and Dr. Cindy Magara during the function

On May 13, 2025, Makerere University screened Tuko Pamoja, a documentary docuseries by Dr. Cindy Magara, highlighting the role of creative works as legitimate academic research outputs. Held at the University Main Hall, the event attracted senior university officials, faculty, students and

representatives from national education bodies. The docuseries, whose title means “We Are One” in Swahili, explores Uganda’s ethnic diversity and shared historical experiences prior to colonial nation-state formation. The screening emphasized the potential of creative scholarship to deepen understanding of ethnicity, nationhood, and

patriotism, while advocating for the integration of arts-based research into the university’s academic and promotion frameworks.



6.21 World Press Freedom Day Observed



Veteran journalists and UNW Youth team pose with their plaques after the Award Ceremony at CEDAT conference room

On May 6, 2025, Makerere University joined global celebrations of World Press Freedom Day, emphasizing the need to protect journalists and uphold freedom of expression, particularly ahead of Uganda’s 2026 general elections. Held under the theme “Defending the Truth in an Age of Polarization and Distrust,” the event, organized by the Uganda Media Sector Working Group in collaboration

with the Department of Journalism and Communication and key media stakeholders, brought together academia, civil society, government, and media practitioners. Activities included keynote addresses, panel discussions, media trainings on online security, fact-checking, and physical safety, as well as the presentation of prestigious journalism awards recognizing outstanding contributions

to press freedom, including honors for veteran journalists Dr. Zadok Ekimwere, Mr. Drake Ssekeba, and a youth team from Makerere University. Speakers highlighted the growing threats to journalism—ranging

from physical attacks to political interference—and called for stronger legal protections and reforms to safeguard democratic media practices in Uganda.

6.22 Fire Prevention and Safety Training



A section of staff in fire drills

On 17th April 2025, staff members from the College participated in a practical fire safety and prevention training at the college premises. Led by experts from the Uganda Police Fire Brigade in collaboration with Suka Fire Protection Limited, the session equipped participants with essential skills in fire prevention, proper handling of firefighting equipment, and rapid-response techniques during emergencies. The training covered a

range of key areas, starting from fire prevention at home to workplace safety, practical demonstrations using fire extinguishers and how to identify and tackle small-scale fires before they escalate into life-threatening emergencies. The training forms part of broader efforts to raise awareness about fire safety and the importance of proactive prevention in communities, including educational institutions.

6.23 Public Dialogue on Traditional Spirituality, Herbal Medicine, Witchcraft and Questions of Truth



Dr. Jimmy Spire and Dr. Sekagya in a conversation during the public dialogue

On 29th April, the college hosted a landmark public dialogue titled “Traditional Spirituality, Herbal Medicine, Witchcraft and Questions of Truth,” drawing over 2,000 participants both in person and online. Academics, students, researchers, spiritual practitioners, and the general public to explore topics often considered taboo in formal education. Held at the College of Engineering, Design, Art and Technology’s Conference Hall, the dialogue featured philosopher and ethicist Dr. Jimmy Spire Ssentongo and traditional spiritualist and herbalist Dr. Yahaya Hills Kagali Sekagya, who

examined the intersections between African spirituality, indigenous healing, modern science, and Western rationalism. The conversation emphasized the legitimacy and depth of knowledge embedded in African cosmologies while advocating for an integrative approach to understanding truth and healing, bridging humanities, arts, and STEM fields. A central takeaway was that knowledge cannot be confined to single disciplines; philosophy informs medicine, spirituality enriches psychology, and complex human experiences demand multiple lenses of understanding.



A section of participants during the conversation in CEDAT Conference hall

6.24 Talk on Multilingualism, Conflict and Conflict Resolution in Africa

The School of Languages, Literature and Communication, through the Office of the Dean, organised a public talk titled “Multilingualism, Conflict and Conflict Resolution in Africa” on 18 September 2025. The session, held from 1:00 to 2:00 pm in the Social Sciences Smart Room, was delivered by Prof. Hannah Gibson from the University of Essex

(UK), working in collaboration with Dr. Angiachi Esene Agwara (University of Essex), Dr. Fiona Tumusiime (Cavendish University, Uganda) and the MCCRA project team. The event introduced a four-year interdisciplinary research project examining how practised multilingualism influences the risk of violent conflict and opportunities

for conflict resolution in Africa. The presentation highlighted the project's focus on Cameroon, the DRC, Mozambique, Uganda, and Nigeria, and shared preliminary insights from

data collection in Cameroon and Nigeria. Staff and graduate students were encouraged to attend, given the project's relevance across multiple disciplines.

6.25 Graduate Students Trained in Research Communication

On April 17, the College conducted a research communication training for graduate students as part of ongoing efforts to enhance PhD completion rates and strengthen the alignment of academic research with national development priorities. The workshop, held under the second CHUSS Graduate Seminar of the year and coordinated by Dr. Isaac Kiiza Tibasiima from the Department of Literature, forms part of a series designed to help students meet new curriculum requirements, which include credits in writing for publication, conference presentations, and research seminar participation. Facilitated by Dr. Ritah Nakanjako (School

of Social Sciences) and Dr. Richard Balikoowa (School of Psychology), the seminar equipped students with skills to communicate complex research ideas clearly and confidently, prepare for formal presentations, and engage effectively in academic discourse. Through interactive activities such as student presentations, group discussions, brainstorming sessions, and guided exercises, participants gained practical tools to support their PhD progress. The session also provided a platform for open sharing of research experiences and challenges, fostering solidarity and enabling facilitators to offer targeted guidance and encouragement.

6.26 Retreat to Review Makerere University's 2025–2030 Strategic Plan

The College held a two-day retreat on September 2–3, 2025, to contribute to the refinement of Makerere University's forthcoming 2025–2030 Strategic Plan and ensure alignment with Uganda's Fourth National Development Plan (NDP IV). The retreat brought together representatives from the Principal's Office, deans, heads of department, academic staff, and administrative teams to review, analyse, and provide feedback on the university's draft plan. This engagement formed part

of a broader national directive by the National Planning Authority (NPA), which requires all institutions to harmonize their strategic priorities with NDP IV. In response, Makerere University established a task force to draft the new strategic plan, and CHUSS convened this retreat to scrutinize the document and develop a comprehensive position paper representing the college's priorities, aspirations, and the unique contributions of the humanities and social sciences.

6.27 Finance and Academic Committee Retreat



Assoc. Prof. Helen Nkabala and Assoc. Prof. Eric Awic addressing the meeting

emphasising the need for prudent spending, timely accountability, and collective problem-solving. The retreat brought together the College Finance Committee alongside key resource persons, including Mr. George Lusiba from the University Finance Department and College Bursar Mr. Micheal Mbaine, who made presentations on requisitions, taxation, and financial accountability. Prof.

The College held a Finance and Academic Committee Retreat beginning on 7 February to review the college's expenditure patterns and reflect on the 2024/2025 budget in light of emerging institutional and national changes. Principal Assoc. Prof. Helen Nambalirwa Nkabala urged participants to be candid about financial challenges,

Nkabala encouraged deans and heads of department to critically examine the management of shared resources such as fuel cards and further called for discussions on graduate training and internships to ensure coordinated progress. The second day was dedicated to planning for the 2025/2026 budget to ensure timely submission.



Some of the staff attending the meeting

Alongside the financial discussions, the college also convened an Academic Board meeting to review the accreditation status of academic programmes and consider Semester 1, 2024/2025 results. Principal Nkabala congratulated recently promoted staff members, commended deans,

heads, and registrars for their efforts in preparing for the graduation ceremony, and pledged a dedicated meeting to appreciate the registrars. She further acknowledged the college management for organising field activities that provide students with real-world exposure.

6.28 Celebration of Achievements of the Gerda Henkel Doctoral Funded Program

The college held a celebratory dinner on January 10, 2025, at Fairway Hotel to mark the achievements of the Gerda Henkel Doctoral Funded Program. Presided over by the Vice Chancellor's representative, Prof. Robert Wamala, the event brought together project coordinators, mentors, alumni from the 2017–2023 cohort, prospective 2024 candidates, and university leaders. The program was praised for empowering

doctoral researchers, advancing academic innovation, strengthening partnerships, and revitalizing interest in the Humanities and Arts. Its structured model for PhD training has also enhanced Makerere University's capacity to manage graduate studies more effectively, contributing to improved research quality and timely completion of doctoral programs.

6.29 Prospective 2025 Gerda Henkel PhD Applicants Retooled on Writing Competitive Scholarship

Over 100 aspiring PhD candidates attended a hybrid workshop held on January 11, 2025, designed to equip them with the skills to craft competitive applications for the 2025 Gerda Henkel Fellowship. The fully funded interdisciplinary PhD program in Historical Humanities and Humanistic Social Sciences was to admit ten scholars for the 2025 cohort. The organizing team and faculty shared expertise openly, emphasizing equal footing for all applicants. Participants received guidance on writing fellowship-winning proposals, understanding historical humanities, managing application timelines, and aligning research with

the program's interdisciplinary focus, with insights from Gerda Henkel alumni. Eligible research fields include classics, archaeology, anthropology, creative arts, and political theory, which require strong research skills, English fluency, and readiness for full-time study from August 2025. The fellowship targets Ugandan and sub-Saharan African nationals under 40 years (45 for women) with relevant Master's and Bachelor's degrees, offering full funding covering tuition, stipends, medical insurance, equipment, books, travel, and conference participation, with a structured timeline encompassing proposal development, fieldwork, and dissertation writing.

6.30 Graduate Students Training on Writing Winning Proposals for APN and NextGen

Over 50 graduate students from the college participated in a training session on January 7, 2025, designed to equip them with the skills to develop successful grant proposals for the African Peacebuilding Network (APN)

and Next Generation Social Sciences in Africa (NextGen) fellowships. Held in the CHUSS Smart Room, the workshop was facilitated by former fellowship recipients, reviewers, and project coordinators and covered application

processes, eligibility criteria, and specific fellowship requirements. The APN program promotes high-quality research on African peace building and the integration of findings into policy and practice, while NextGen strengthens higher education in Africa by supporting doctoral students with fellowships ranging from USD

3,000 to 15,000 for dissertation proposal development, research, and completion. Since 2012, NextGen has awarded over 700 fellowships, enabling emerging African scholars and university faculty to advance their research and contribute to sustainable development across the continent.



7



OUR FACILITIES

7.0

OUR FACILITIES



This section outlines the physical and technological facilities that support the College of Humanities and Social Sciences' academic, research, and administrative functions. The College is equipped with robust, well-developed infrastructure designed to facilitate effective teaching and learning, innovative research, and meaningful community engagement. With modern classrooms, libraries, seminar rooms, boardrooms, and digital learning spaces, CHUSS provides a conducive environment that supports multidisciplinary programmes, staff productivity, student engagement, and collaborative scholarship. These facilities play a critical role in enhancing the quality of undergraduate and postgraduate education while promoting accessibility, inclusivity, and academic interaction.

In line with Makerere University's commitment to continuous improvement and institutional growth, the College has undertaken targeted infrastructure upgrades and equipment acquisition to meet evolving pedagogical and technological demands. Investments such as interactive smart boards in main lecture rooms, a modern teleconferencing facility, refurbished lecture spaces, improved staff offices, and enhanced accessibility features have significantly strengthened the teaching and learning environment. These developments demonstrate the College's dedication to embracing digital innovation, improving learning outcomes, and providing safe, functional, and modern spaces that support academic excellence, research productivity, and global engagement.



The Modern 65-seater teleconferencing room in the School of Social Sciences

7.1 The Existing Infrastructure

- Four dedicated libraries spread across schools
- E-Library resources
- Renovated classrooms and staff offices
- Seminar rooms for graduate students
- Bathrooms
- Boardrooms
- Modern 65-seat teleconferencing facility supporting global lectures, workshops, and expert debates
- The Smart room for meetings, online PhD defenses, and virtual academic interactions
- Accessibility features, including ramps for students, staff, and visitors with disabilities
- Printing and electronic services

7.2 New Equipment and Infrastructure Upgrades

In line with Makerere University's commitment to academic excellence and institutional growth, CHUSS continues to maintain, upgrade, and expand its infrastructure to meet

evolving pedagogical, research, and administrative needs. Recently acquired equipment and infrastructure upgrades include the following:

7.2.1 Interactive Smart Boards fitted in Main Lecture rooms



The college invested over UGX 100 million to procure and install 86-inch interactive smart boards fitted in the

main lecture rooms across its schools, transforming teaching and learning through a dynamic, multimedia-rich environment. Replacing traditional projectors and whiteboards, the 4K touch-sensitive boards enable writing, annotation, wireless content sharing, multi-user interaction, lesson recording, and hybrid learning through built-in audio-visual tools and video conferencing platforms. With AI-powered features, internet connectivity, and dual operating systems, the

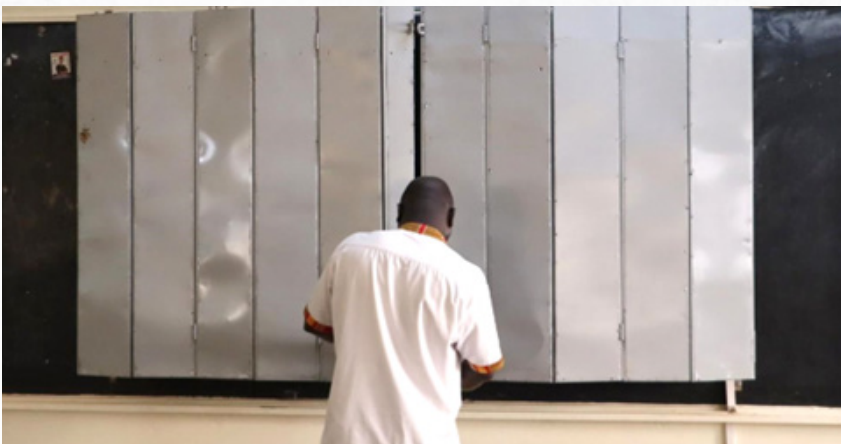
boards enhance student engagement, accommodate diverse learning styles, improve lesson organization,

and promote efficient, paper-free instruction.



The smart boards support wireless screen casting from laptops, tablets, and smartphones for smooth, cable-free presentations and easy sharing of students' work. Their multi-touch capability allows many learners to interact simultaneously during group activities, while built-in cameras, microphones, and speakers enable

hybrid learning through platforms such as Zoom, Microsoft Teams, and Google Meet. Running on dual Android and Windows systems with internet connectivity, the boards provide direct access to online resources and allow lecturers to record and share complete lessons for later review



For safety and avoidance of misuse by students, the custodian closes the

smart board with fabricated metallic safety box.



7.2.2 New Furniture and projector screen for the Russian Lecture room

The Russian Lecture room in the School of Languages, Literature and Communication was furnished

enhancing the teaching and learning environment



7.2.3 Renovation of staff offices and lecture rooms

We started improving the teaching and staff offices. The School of Psychology renovated office space and classrooms on Block A. Block B

was painted, and a ramp for People with disabilities was built at the entrance.



Rear and Front view of Block A School of Psychology

7.2.4 School of Social Sciences renovated





8

STUDENT SUPPORT AND WELFARE SERVICES

8.0

STUDENTS SUPPORT AND WELFARE SERVICES



A section of student leaders

This section outlines the College commitment to fostering a supportive, inclusive, and student-centred learning environment. Through a wide range of college-based and university-wide welfare systems, the College ensures that students' academic, social, health, and emotional needs are adequately addressed. Access to well-resourced libraries, academic guidance through

subject coordinators, efficient administrative services, medical care, counseling, security, accommodation, and recreational opportunities collectively contribute to students' holistic development. These support structures are designed to enhance student wellbeing, promote retention and success, and create a conducive environment for learning and personal growth.

8.1 The Support Structures

- Well stocked university library with print and electronic resources
- Student leadership and representation in college units and university levels
- Subject coordinators for academic guidance
- Streamlined registration and administrative services (admission letters, student IDs, clearance forms)

- Clear university-wide fee payment policy
- Campus security through University Police and College Custodians
- Access to free medical services at the University Hospital
- Professional guidance and counseling for social and emotional support
- Sports and recreation opportunities, including campus championships and national/international competitions
- On-campus accommodation with hall management, wardens, and committees ensuring security, discipline, and welfare
- Basic furnished rooms with study areas and limited internet access
- Support for off-campus housing with safety guidance
- University-provided dining halls offering subsidized meals
- Campus cafeterias and eateries for off-campus students
- Communal kitchens in some halls
- Welfare officers assisting with accommodation and feeding-related issues

8.2 Students' Activities 2025

Beyond formal support services, the College actively encourages student leadership, engagement, and co-curricular participation as an integral part of the university experience. During the year under review, students, with support from the College and partners, organized and participated in diverse activities including academic forums, community outreach initiatives, ethics and human rights engagements, environmental clean-up campaigns, sports, cultural events, and career development programmes.

These activities strengthened students' leadership skills, social responsibility, and civic awareness while fostering strong staff-student interaction. Collectively, the student support and welfare initiatives underscore the College's commitment to nurturing well-rounded graduates who are academically competent, socially conscious, and prepared to contribute meaningfully to society. In the year under review, a number of activities were spearheaded by the student leadership.

8.2.1 Global Ethics Day Marked



The College celebrated World Ethics Day on 6th November 2025, joining

the rest of the world to celebrate Global Ethics Day under the theme, "Ethics Revisited: The Role of Ethics in the Promotion of Good Governance in Uganda." The event, held at the Frank Kalimuzo Central Teaching Facility 1, was organized by students from the Department of Philosophy through

their Guild Representative Council (GRC) and the Ethics Association. The event was supported by the Directorate of Ethics and Integrity and presided

over by former Minister for Ethics and Integrity and current Chairperson of the Parliamentary Ethics Forum, Hon. Dr. Nsaba Buturo.



8.2.2 The Human Rights Exhibition



Chief Guest Mariam Wangadya cuts the tape to open the exhibition at the CHUSS Quadrangle

Students from the Department of Philosophy held a two-day Human Rights Exhibition on October 28–29 in the university auditorium under the theme “Human Rights as a Foundation for Good Governance, Economic Transformation, and Inclusivity.” The event brought together students, lecturers, and human rights advocates to highlight the role of human rights

in shaping a just and inclusive society. It provided students with practical exposure as they explored electoral, cultural, digital, and minority rights—key pillars for strengthening governance and socio-economic development—while fostering meaningful engagement between learners and human rights organizations.

8.2.3 Community Clean-Up in Kikoni, Kampala



CHUSS students in Kikoni - A Kampala suburb where most students reside after the community cleaning exercise

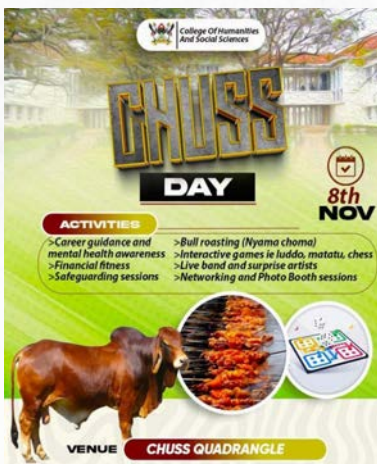
On Saturday, June 30, 2025, students from together with student leaders and class representatives from other colleges, led a large-scale community clean-up in Kikoni, Kampala. Organized under the leadership of CHUSS Chairman Ambrose Woti, the initiative aimed to improve sanitation and promote environmental awareness in

one of the university's most densely populated student neighborhoods. The exercise began at 8:30 a.m. at the CHUSS quadrangle, proceeded through Douglas Villa Lane and Olympia, and concluded at Nalika Lane, demonstrating students' commitment to civic responsibility and community engagement.

8.2.4 CHUSS Day

The CHUSS Day brought together staff and students with a number of activities, including career guidance, mental health awareness, financial literacy,

and safeguarding sessions, as well as interactive games, entertainment, and networking sessions.





8.2.5 Staff - Student Football Matches and friendly games with other Universities





8.2.6 CHUSS - KIU Match


#WotiForUs

MakCHUSS TEAM



KIU-CHSS TEAM

| | | | |
|-----------------|-----------|---------|-----------------|
| Match Venue | Departure | Date | 2 Way Transport |
| KIU PLAYGROUNDS | 12:00PM | 27 SEPT | UGX 5000 |

8.2.7 CHUSS -FC Kawempe Friendly Match



8.2.8 Voting of the Chief Fresher



| NAME OF CANDIDATE | IMAGE OF THE CANDIDATE | VOTE |
|-------------------|---|------|
| KAMUGIRA JACKLINE |  | |
| NANGONZI SHAKIRA |  | |
| MUTESI ALLEN |  | |

| NAME OF A CANDIDATE | IMAGE OF THE CANDIDATE | VOTE |
|-----------------------|---|------|
| NAMARA REAGAN |  | |
| MATSIKO MARK |  | |
| NYESIGA JANAN CHOSEN |  | |
| MUGISA JAMES |  | |
| BRAIN BABUZA KIRIBAKI |  | |
| AKANTAMBIRA GIFT |  | |

8.2.9 CHUSS Finalist Dinner





9

FINANCIAL REPORT

9.0

FINANCIAL REPORT

Financial Report 2024-2025

| Code | Description | Budget | Encumbrance | Expenditure | Balance |
|--------|--|---------------|-------------|---------------|---------|
| 211106 | Allowances | 100,000,000 | - | 100,000,000 | - |
| 212103 | Incapacity benefits (Employees) | 10,000,000 | - | 10,000,000 | - |
| 221001 | Advertising and Public Relations | 50,000,000 | - | 50,000,000 | - |
| 221003 | Staff training | 198,868,972 | - | 198,868,972 | - |
| 221005 | Hire of venue | 50,000,000 | - | 50,000,000 | - |
| 221007 | Books, Periodicals & Newspapers | 11,000,000 | - | 11,000,000 | - |
| 221008 | Information and Communication Technology Supplies. | 40,000,000 | - | 40,000,000 | - |
| 221009 | Welfare and Entertainment | 302,500,000 | - | 302,500,000 | - |
| 221011 | Printing, Stationery, Photocopying, and Binding | 35,000,000 | - | 35,000,000 | - |
| 221017 | Subscription fees / memberships | 3,500,000 | - | 3,500,000 | - |
| 222001 | Information and Communication Technology Services | 45,000,000 | - | 45,000,000 | - |
| 223001 | Property Management Expenses | 40,000,000 | - | 40,000,000 | - |
| 224008 | Educational Materials and Services | 1,889,654,279 | - | 1,889,654,279 | - |
| 224011 | Research expenses | 30,000,000 | - | 30,000,000 | - |
| 226001 | Insurance | 7,000,000 | - | 7,000,000 | - |
| 226002 | Licenses | 15,000,000 | - | 15,000,000 | - |
| 227001 | Travel inland | 3,000,000 | - | 3,000,000 | - |

| | | | | | |
|--------|--|----------------------|---|----------------------|---|
| 227004 | Fuel, Lubricants and Oils | 110,000,000 | - | 110,000,000 | - |
| 228001 | Maintenance – Buildings and Structures | 48,865,000 | - | 48,865,000 | - |
| 228002 | Maintenance – Transport Equipment | 15,000,000 | - | 15,000,000 | - |
| 228003 | Maintenance – Machinery & Equipment Other than Transport Equipment | 22,000,000 | - | 22,000,000 | - |
| 228004 | Maintenance – Other Fixed Assets | 101,175,528 | - | 101,175,528 | - |
| | | 3,127,563,779 | - | 3,127,563,779 | |
| | | 2,877,563,779 | | | |



10

**UPDATES
FROM CENTRES**

10.0

UPDATES FROM CENTRES

This section highlights the contributions of the College's specialized centres in advancing scholarship, leadership, and global engagement during the year under review. Through high-level launches, research workshops, international academic exchanges, student orientations, and landmark publications, the centres have strengthened Makerere University's position as a hub for critical inquiry, policy-relevant research, and international collaboration. The establishment and operationalization of the Great Lakes Centre for the Study of the United States, alongside sustained activities at the Rotary Peace Centre, Julius Nyerere Centre, and the Centre for Languages and Communication Services, demonstrate the College's commitment to deepening global partnerships, enriching academic

discourse, and linking scholarship to regional and international development priorities.

Collectively, these centre-based initiatives have enhanced research productivity, capacity building, and student engagement while fostering dialogue on peace, governance, international relations, and social transformation. By convening scholars, diplomats, practitioners, and students, the centres have provided platforms for knowledge exchange, mentorship, and innovation, translating academic work into real-world impact. These achievements underscore the strategic role of centres within CHUSS as engines for interdisciplinary collaboration, global visibility, and the promotion of values aligned with peace, ethical leadership, and international cooperation.

10.1 The Great Lakes Centre for the Study of the United States of America at Makerere University

10.1.1 Launch of the Great Lakes Center for the Study of the United States at Makerere



Prof. Buyinza Mukadasi and Amb. William Popp unveil the Centre

The Great Lakes Center for the Study of the United States was launched on March 25, 2025, in a ceremony officiated by U.S. Ambassador to Uganda H.E. William Popp, marking a major step in strengthening U.S.-Uganda academic cooperation. Established within the

Department of Political Science at CHUSS with support from a startup grant from the U.S. Mission in Kampala, the center becomes the third of its kind in the region and will be led by Professor Paul Omach, assisted by Professor Kasaija Apuli, Dr. Sylvester Kawesi, and junior researcher Mr. Charles Tweheyo. Building on a history of collaboration dating back to the 1940s, the center aims to deepen academic and professional

partnerships between the United States and the Great Lakes region, focusing on political science, social sciences, natural sciences, and technology. It seeks to enhance understanding of U.S. scientific and technological innovations and explore how these can support Africa's development, ultimately fostering research, knowledge exchange, and mutually beneficial regional and international partnerships.

10.1.2 The Second Research Review Workshop



Research Fellows in review meeting with Centre Leadership

On July 25, 2025, the Great Lakes Center for the Study of the United States held its second research review workshop at Makerere University's School of Social Sciences Smart Room. The workshop convened research fellows, academic mentors, and U.S. partners to review findings from ongoing secondary data surveys, contributing to a forthcoming scholarly publication on U.S.-Uganda relations.

Launched in March 2025 with support from the U.S. Mission in Kampala, the Center aims to strengthen academic research, foster dialogue, and deepen mutual understanding between the two countries. Dr. Sylvester Kawesi, Principal Investigator, highlighted the importance of peer review in ensuring rigorous and impactful academic outputs.

10.1.3 US Professor's Visit to Advance Uganda-US Relational Studies



Prof. Judithanne (6th) in a group photo with research fellows and centre leaders

flagship “Relationality Studies” project, strengthening work on the historical, political, and cultural dimensions of U.S.–Uganda relations. On October 8, the Center held a seminar to brief her on ongoing research

The Great Lakes Center for the Study of the United States at Makerere University hosted Professor Judithanne Scourfield McLauchlan from the University of South Florida, St. Petersburg, for a month-long academic engagement in October 2025. During her visit, Professor McLauchlan mentored researchers and collaborated on the Center’s

and to explore opportunities to expand partnerships, publications, and international collaborations. She concluded her visit on October 30 with a high-level capacity-building workshop on Virtual Global Exchange (VGE), an innovative model that connects students and lecturers across countries for joint learning and multicultural dialogue.

10.1.4 Workshop on Virtual Global Exchanges

To strengthen the drive towards global academic competitiveness, the US Mak centre held a capacity-building workshop on Virtual Global Exchange (VGE)—an innovative model that links students and lecturers across countries for joint



Prof. Judithanne (7th) poses with research fellows and centre leaders after the workshop

coursework, multicultural dialogue, and collaborative learning. The training, held on 30th October 2025, capped a one-month academic residency by Professor Judithanne McLauchlan, a U.S. Fulbright Scholar from the University of South

Florida (USF). More than 30 Makerere faculty members from various disciplines participated and received certificates of attendance, recognizing their commitment to advancing internationalized teaching and learning.

10.1.5 Handbook on Peace and Conflict Studies Launched



Participants pose for a group photo after the book launch

On September 17, 2025, the Makerere University Centre for American Studies, in collaboration with Universität Erfurt, Universität Leipzig, and the Konrad Adenauer Stiftung (KAS), launched The Rowman & Littlefield Handbook of Peace and Conflict Studies for the Global South. The hybrid event, held in the School of Social Sciences' Smart Room, attracted academics, peace practitioners, and development partners. The gathering provided a platform to reflect on the state of Peace

and Conflict Studies in Uganda and the wider African region, while fostering dialogue on a shared research agenda for the years ahead. The 500-page open-access handbook — edited by Professors Solveig Richter and Siddart Tripathi — brings together contributions from 50 scholars across the Global South and North. It challenges traditional academic hierarchies in peace research and offers alternative, locally grounded perspectives for addressing contemporary conflicts.

10.1.6 Orientation for Political Science Students



Mr. Charles Tweheyo (R) speaking to the students in CTF 1

On 29th August 2025, over 300 first-year students from Makerere University's Department of Political

Science and Public Administration attended an orientation organized by the newly established Great Lakes

Centre for the Study of the United States. Held at the Frank Kalimuzo Central Teaching Facility, the session introduced students to the Centre's mission, objectives, and opportunities for engagement, with presentations by researchers Dr. George Okiror, Mr. Denis Okumu, and Mr. Charles Tweheyo. The Centre, launched in

2025, aims to deepen Uganda-U.S. relations through education, research, and scholarly collaboration, building on decades of academic and professional ties between the two countries, including initiatives such as Fulbright Scholarships and Carnegie-supported programs.

10.1.7 First Research Workshop for the Mak - U.S-Uganda Relations Research Project



Ms. Itah Patience a research fellow (c) presenting her work

On April 28, 2025, the Centre for United States Studies at Makerere University held its first research review workshop, launching an academic project to publish a book on U.S.-Uganda relations. Hosted at the School of Social Sciences' Smartroom, the workshop brought together six researchers to present and refine proposals aligned with the centre's new research agenda, which examines historical, cultural, political, and educational ties between the two

nations from 1945 to the present. Established in March 2025 within the Department of Political Science and Public Administration, the centre operates under CHUSS and aims to promote scholarship on U.S. foreign policy, cultural influence, and international relations. Supported by a startup grant from the United States Mission in Uganda, it also seeks to foster academic exchanges between Ugandan and American institutions.

10.2 The Rotary Peace Center

Rotary Peace Walk 2025



On 11th January 2025, the Makerere University Rotary Peace Center, in collaboration with Rotary International, hosted the Rotary Peace Walk 2025 themed “Walk for Peace” to promote nonviolent peacebuilding. The 5-km walk, flagged off and concluded at Makerere University’s Freedom Square, was led by Rotary International President Stephanie

Urchick as part of her “African Magic Tour 2025,” marking the Makerere Peace Centre’s five-year anniversary. The event brought together over 2,000 participants, including Rotarians, Rotaractors, students, and members of the Uganda Bikers Association, to raise awareness and funds—targeting \$500,000—for the Centre’s peace initiatives.





Rotary International President Stephanie Urchick visits



The Rotary Peace Centre hosted a Peace Symposium and the 7th Capstone Conference on January 10, 2025, highlighting peace as a foundation for societal transformation. The event, held at the Main Building and presided over by Rotary International President Stephanie Urchick, featured a keynote address by Past Rotary President Geeta Manek on "Collaborative Peacebuilding for Societal Transformation," urging collective efforts for peace and societal progress. Attendees included Vice Chancellor Prof. Barnabas Nawangwe, Rotarians, Rotaractors, peace fellows, mentors, and academic

staff. The occasion also celebrated the 50th anniversary of the Rotary Peace Centre and the achievements of its 10th cohort, which, along with previous fellows from 46 countries, has advanced global peace initiatives. Presentations by the 7th cohort highlighted social change and conflict resolution in their communities, followed by certificate presentations and the pinning of new peace fellows. In a show of unity and commitment, over 10 university professors, including Prof. Nawangwe, were inducted into the Rotary Satellite Passport Club, in recognition of their dedication to promoting peace through education and community engagement.



October marked the start of the on-site study period, which is a critical phase in the learning journey of Rotary Peace Fellows. Designed as an immersive and practice-oriented experience, the programme brought together academic instruction, experiential learning, field exposure, and reflective



engagement. Throughout the period, fellows examined peacebuilding

through multiple lenses, including leadership, governance, mediation, political economy, media, culture, gender, environment, humanitarian response, and community resilience.

The onsite study emphasized contextual awareness, ethical practice, and the application of theory to real-world peacebuilding challenges across diverse settings.

Welcoming Cohort 10 for Onsite Study



The onsite study commenced with a formal welcome and orientation for Cohort 10 fellows. This initial engagement introduced fellows to the structure, objectives, and expectations of the onsite phase, while reinforcing the values of collaborative learning, mutual respect, and intercultural exchange. Fellows were encouraged

to approach the programme as a shared learning space, drawing on their diverse backgrounds and experiences to enrich discussions. The welcome also emphasized the importance of grounding peacebuilding practice in local realities and approaching communities with humility, empathy, and ethical responsibility.

The 8th Capstone Conference – Thursday, October 23, 2025



A section of fellows attending the conference



The Capstone process served as a central anchor throughout the onsite study period. Fellows engaged in structured sessions focused on the presentation, refinement, and strengthening of their Social Change Initiatives. Through fellow-led SCI presentations, peer feedback, and guided facilitation, participants critically examined the relevance, feasibility, and sustainability of their projects.



Emphasis was placed on integrating conflict analysis, systems thinking, and Positive Peace principles into project design. Fellows were challenged to consider stakeholder engagement, ethical implications, monitoring frameworks, and long-term impact, ensuring that their initiatives were contextually grounded and responsive to community needs.



Cohort 10 Onsite Study

The onsite study programme was deliberately structured to balance theory and practice. Fellows participated in a wide range of academic sessions addressing critical debates in political economy, governance and human rights, social justice, gender and peacebuilding, media and information literacy, climate change, livelihoods, and

interfaith dialogue. These sessions encouraged critical reflection on power, inequality, identity, and structural violence, while highlighting opportunities for transformative peacebuilding. Interactive discussions, group work, and reflective exercises enabled fellows to connect academic concepts to their lived experiences and professional contexts.

Engagement with the Julius Nyerere Leadership Center

Leadership Training - Monday, October 20, 2025

The engagement with the Julius Nyerere Leadership Center provided fellows with in-depth exposure to transformative leadership and governance. The training explored both formal and informal leadership dynamics, highlighting how leadership operates beyond official positions to influence policy, institutions, and community processes. Fellows

examined leadership ethics, accountability, and citizen engagement, and reflected on their own leadership identities and responsibilities as peace practitioners. Practical examples and discussions underscored the role of leadership in shaping inclusive development and conflict-sensitive governance.



Positive Peace Workshop (IEP) – Tuesday, October 28, 2025 – Thursday, October 30, 2025

Sessions facilitated by the Institute for Economics and Peace deepened fellows' understanding of Positive Peace and systems thinking. Through participatory activities such as the marshmallow game, yarn game, visioning exercises, and project planning, fellows explored how institutions, social norms, and

relationships interact to either sustain peace or exacerbate conflict. Case studies from IEP Ambassadors enabled fellows to reimagine their own projects through a systems lens. The training emphasized collaboration, creativity, and adaptive thinking, and concluded with the awarding of IEP certificates in recognition of fellows' engagement.



Mediation Training

Monday, November 10, 2025 – Friday, November 14, 2025

The mediation training offered comprehensive exposure to conflict resolution theory and practice. Fellows explored the spectrum of conflict resolution mechanisms, the nature and principles of mediation, and the stages of the mediation process. Sessions addressed negotiation, dialogue, advanced mediation settings, and multi-stakeholder mediation,

while also examining the influence of culture, gender, power, emotions, and prejudice. Ethical standards and emerging issues in mediation practice were discussed, alongside practical considerations such as court-annexed mediation. Collectively, these sessions equipped fellows with analytical and practical skills applicable to complex and sensitive conflict environments.



Site Visits

The visit to Katanga Slum (Monday, October 13, 2025) provided fellows with first-hand exposure to the realities of urban poverty, marginalization, and informal settlement life. Fellows engaged with students and community members, observing how education, skills development, and community

initiative serve as pathways to opportunity and peace. The visit highlighted grassroots resilience, informal governance structures, and community-driven approaches to conflict management, underscoring the importance of locally grounded peacebuilding interventions.



and engaged with the Buganda Tourism and Heritage Board. The visit highlighted the historical and contemporary role of traditional institutions in governance, identity, and social cohesion. Fellows learned how loyalty to the Kabaka and cultural institutions has sustained continuity despite colonial and postcolonial pressures. Participation in traditional Kiganda dances and a visit to the gallery further illustrated how culture, heritage, and symbolism contribute to peace, belonging, and collective memory.

At the Buganda Kingdom (Friday, October 17, 2025), fellows visited Bulange, the parliament of the kingdom,



The site visit to the Vision Group (Friday, November 28, 2025) offered a practical perspective on media for peacebuilding. Fellows explored peace journalism, conflict-sensitive reporting, and the distinction between credible news and misinformation. Discussions emphasized the power

of media in shaping narratives, influencing public opinion, and either escalating or de-escalating conflict. The engagement reinforced the ethical responsibility of media practitioners and the importance of media and information literacy in fragile and polarized contexts.



At Bethany Land Institute (Tuesday, December 2, 2025), fellows examined African models of environmental sustainability and peacebuilding. The visit demonstrated how sustainable land use, ecological restoration, and livelihood initiatives can mitigate conflict and strengthen community

resilience. Fellows reflected on the links between environmental degradation, land disputes, climate change, and social tensions, and explored how community-based environmental initiatives can support long-term peace and development.



Visits to Religious Sites

(Friday, December 5, 2025)

This visits include one to the Uganda Martyrs Shrine, the Bahai Temple, and the Uganda National Mosque which provided practical exposure to interreligious and intercultural coexistence. Fellows reflected on religion and culture as both

potential sources of conflict and powerful tools for peacebuilding, humanitarian action, and social cohesion. The visits highlighted the role of interfaith dialogue in fostering mutual understanding, tolerance, and collaborative peace efforts.





Field Excursions

The field excursion to Bunyoro Kitara (Monday, November 17, 2025 – Friday, November 21, 2025) offered extensive exposure to natural resource governance, displacement, refugee management, cultural heritage, and environmental conservation. Fellows engaged with traditional leaders in the Bunyoro- Kitara Kingdom, learned about indigenous peacebuilding mechanisms, and visited refugee settlements in Kyangwali to understand humanitarian response,

self-reliance models, and host-refugee relations. Engagements with oil-affected communities highlighted issues of displacement, compensation, environmental degradation, and community advocacy. Visits to Budongo Forest and conservation sites emphasized the intersection of environmental protection, livelihoods, and peace. Collectively, the excursion illustrated the complex relationships between development, conflict, resilience, and governance.



The Rwanda Field Excursion

(Monday, December 15 – Wednesday, December 17, 2025)

This provided a comparative learning experience focused on post-conflict recovery, reconciliation, governance, and justice. Fellows examined Rwanda's approaches to rebuilding institutions, addressing the legacy of mass violence, and promoting social

cohesion. The experience deepened understanding of transitional justice, memory, and the long-term processes required to sustain peace after conflict, offering valuable lessons applicable across different contexts.



Bonding Activities

Bonding activities formed an important component of the onsite study, strengthening relationships and fostering a sense of community among fellows. The Cohort 8 and Cohort 10 potluck created space for mentorship, peer learning, and cultural exchange, enabling fellows to share experiences and build inter-cohort solidarity.

The Thanksgiving potluck provided an opportunity for reflection, gratitude, and celebration of collective progress, reinforcing the importance of care, connection, and well-being within peacebuilding practice.



Closing Meeting

The closing meeting brought the onsite study period to a reflective conclusion. Fellows shared key insights, lessons learned, and personal reflections on their growth throughout the programme. Facilitators emphasized the importance of translating learning into action and

maintaining ethical, context-sensitive approaches in peacebuilding work. The meeting also reaffirmed the fellows' commitment to applying their knowledge and skills through their Social Change Initiatives and professional engagements.

Conclusion

The onsite study period significantly strengthened Cohort 10 fellows' analytical capacity, practical skills, and contextual understanding of peacebuilding. By integrating academic learning, experiential engagement, and field exposure, the programme deepened fellows' appreciation of

African-led, community-centered, and ethically grounded approaches to peace. The knowledge, relationships, and insights gained during this period will continue to inform the fellows' Social Change Initiatives and their broader contributions to sustainable peacebuilding across diverse contexts.

10.3 Julius Nyerere Leadership Center



The Julius Nyerere Leadership Center (JNLC), established in 2018 to honour the legacy of Mwalimu Julius Kambarage Nyerere,

continued in 2025 to serve as a hub for intergenerational dialogue, leadership development, research, and policy

engagement. Jointly hosted by Makerere University and Uganda Management Institute, the Center focused on nurturing ethical, inclusive, and transformative leadership among youth, student leaders, policymakers, and community actors. Under the leadership of its Executive Director, Dr. Nansozi K. Muwanga, JNLC implemented a wide range of programmes addressing peace and security, governance, climate action, youth empowerment, Pan-Africanism, and inclusive development.

10.3.1 Second Peace and Security Leadership Training for Youth Leaders (11–12 December 2025)

JNLC, in collaboration with the Regional Programme on Security Dialogue for East Africa (RP SIPODI), convened the Second Peace and Security Leadership Training for Youth Leaders at Makerere University, bringing together 85 youth

and student leaders from across Uganda. Held under the theme Leadership Training for Transformative and Inclusive Development, the programme equipped participants with formal and informal leadership skills

to strengthen peacebuilding, conflict prevention, and inclusive community development.

In recognition of the environmental challenges facing future generations, JNLC integrated climate action into its leadership programmes by empowering young leaders to prioritise environmental sustainability. As a symbolic and practical commitment, each participant in JNLC leadership trainings received a tree to plant, reinforcing values of environmental stewardship, responsibility, and long-term ecological consciousness among emerging leaders.

10.3.2 JNLC–JICA Symposium: Revisiting African- Style Governance (9 December 2025)

In partnership with the Japan International Cooperation Agency (JICA), JNLC hosted a symposium at Makerere University under the theme Revisiting African-Style Governance: Fostering an Inclusive Society where Women and Youth can Thrive. The symposium brought together over 70 participants who critically examined governance systems, colonial legacies, patriarchy, and African democratic values, while advocating for inclusive governance frameworks that meaningfully empower women and youth in peacebuilding, leadership, and decision-making processes.

10.3.3 Youth, Young Women and Local Councillors' Leadership Training – Fort Portal (4 Dec. 2025)

JNLC, in collaboration with the United Nations Development Programme (UNDP), launched the Comprehensive Youth, Young Women, and Local Councillors' Leadership Training at Mountains of the Moon University in Fort Portal. The programme convened over

80 participants from the Rwenzori region and beyond, focusing on strengthening leadership capacity, civic engagement, and inclusive development to support transformative community leadership.

10.3.4 Community Innovation Showcase and Alumni Workshop – Day Two (18 November 2025)

The second day of the JNLC–UNDP Alumni Follow-Up Workshop was held at Makerere University, bringing together young leaders to showcase community innovations and reflect on the impact of leadership. Through panel discussions and innovation exhibitions, alumni demonstrated how leadership training had translated into tangible community change. Dr. Nansozi K. Muwanga commended the alumni for action-oriented leadership and reaffirmed the importance of sustained mentorship and collaboration.

A key outcome of the alumni workshop was the transparent election of new JNLC–UNDP Alumni Leaders. Nine candidates contested leadership positions, reinforcing the programme's values of accountability, inclusion, and democratic practice. The elected leaders are expected to strengthen alumni engagement, foster collaboration, and scale community-based initiatives nationwide.

10.3.5 Community Innovation Showcase and Alumni Workshop – Day One (17 November 2025)

During the first day of the alumni workshop, Dr. Nansozi K. Muwanga highlighted both the achievements and challenges of translating leadership training into community impact. She introduced the JNLC–UNDP Alumni Impact Activation Strategy to enhance post-training engagement, mentorship, and seed funding. Keynote speaker Mrs.

Irene Mutumba emphasised empathy, collaboration, and resilience, while ten alumni presented innovative projects addressing climate justice, gender equality, youth skilling, civic leadership, and economic empowerment.

10.3.6 Rotary Peace Fellows Leadership Training (20 Oct. 2025)

JNLC organised a leadership training for Rotary Peace Fellows enrolled in the Postgraduate Diploma in Peace Building and Conflict Transformation at Makerere University. The training focused on transformative leadership, ethical influence, and policy engagement. Dr. Nansozi K. Muwanga and Professor Julius Kiiza underscored servant leadership, self-leadership, and Africa's responsibility to pursue self-reliant development free from dependency.

10.3.7 MakNkrumah Day Celebrations (26 September 2025)

JNLC participated in the MakNkrumah Day celebrations at Makerere University, held under the theme Transforming Young African Minds. The event featured a public lecture celebrating the legacy of Kwame Nkrumah, with Major General Kahinda Otafiire emphasising unity, Pan-African identity, and the dangers of divisionism. The celebrations reinforced the importance of African solidarity, youth consciousness, and historical reflection.

10.3.8 Cross-Generational Ekyooto Conversation on Peace and Security (25 September 2025)

JNLC hosted a cross-generational Ekyooto Conversation on Peace and Security, bringing together emerging and current student leaders from across Uganda. Scholars including Professors Julius Kiiza and Philip

Kasaija, and Dr. Charlotte Karungi Mafumbo, explored nation-building, regional peace mechanisms, justice, and inclusive security frameworks, highlighting the possibility of unity amidst diversity in Uganda and Africa.

10.3.9 Youth Leadership Training on Peace and Security (23 September 2025)

The Youth Leadership Training on Peace and Security was officially opened by Mr. Nils Wörmer of RP SIPODI East Africa, who praised the programme's analytical and skills-based approach. Dr. Nansozi K. Muwanga emphasised youth empowerment as central to Africa's peace and transformation agenda, underscoring JNLC's mission to equip young leaders with values, networks, and leadership competencies.

10.3.10 JNLC Participation in the Makerere Run 2025

JNLC actively participated in the Makerere Run 2025, led by its Executive Director, in support of the University Disability Support Centre. The event promoted unity, endurance, and social inclusion, while reinforcing JNLC's commitment to community engagement and advocacy for persons with disabilities.

10.3.11 Local Councillors' Leadership Training – Second Cohort (18–20 July 2025)

The second cohort of the Comprehensive Local Councillors' Leadership Training Programme was held at Mbarara University of Science and Technology, bringing together Local Council leaders from Western Uganda. Facilitators addressed servant leadership, communication for effective leadership, and peacebuilding,

emphasising empathy, strategic communication, dialogue, and conflict transformation as foundations for inclusive governance.

10.3.12 Youth and Young Women Leadership Training (14 July 2025)

JNLC and UNDP launched the Comprehensive Youth and Young Women Leadership Training Programme at Mbarara University of Science and Technology, building on earlier regional engagements. The programme empowered youth leaders and entrepreneurs with skills in inclusive leadership, gender equality, democratic participation, and sustainable development, with contributions from Professor Pauline Byakika Kibwika and Dr. Simba Kayunga.

10.3.13 Consultants' Preparatory Meeting (8 July 2025)

JNLC convened a preparatory and review meeting for leadership training consultants at Protea Hotel Kampala to align objectives, facilitation approaches, and training content. The meeting ensured coherence, quality delivery, and a shared leadership framework ahead of the July 2025 training programme.

10.3.14 Continental Delegation Visit to JNLC (18 June 2025)

Following an international conference at Makerere University, a continental delegation of scholars and policymakers visited JNLC to learn about its mission and programmes. The delegation expressed strong interest in JNLC's youth leadership initiatives rooted in servant leadership and Pan-African values.

10.3.15 Helena Nyerere Courtesy Visit (4 June 2025)

JNLC hosted Ms. Helena Nyerere, granddaughter of Mwalimu Julius Nyerere, following commemorations at Namugongo. She commended the Centre's leadership programmes and planted a memorial tree, symbolising continuity, remembrance, and sustained engagement with Nyerere's legacy.

10.3.16 Empowering Emerging Leaders Workshop (20 May 2025)

Dr. Nansozi K. Muwanga addressed emerging leaders during the Makerere University Mastercard Foundation Scholars Workshop, reflecting on African leadership legacies and emphasising leadership grounded in service, integrity, and collective good as the foundation for sustainable societal impact.

10.3.17 Courtesy Visits and Cultural Engagements (May 2025)

JNLC received courtesy visits from artists Navio and G Nako, who expressed admiration for the Centre's mission during Union Day and Labour Day celebrations. Their visit highlighted the intersection of culture, leadership, and Pan-African values in engaging youth audiences.

10.3.18 Julius Nyerere Youth Festival 2025 (15–16 April 2025)

The two-day Julius Nyerere Youth Festival brought together youth leaders, scholars, and policymakers under the theme Our Heritage, Our Voices. Through panels, Ekyooto conversations, innovation dialogues, and symbolic visits to Nyerere's former residence at Makerere University, participants reflected on servant leadership, youth innovation, gender equality, and Pan-African identity.

10.3.19 91st Guild Leadership Induction Training (29 March 2025)

In partnership with Makerere University's Office of the Dean of Students, JNLC conducted the 91st Guild Leadership Induction Workshop to equip student leaders with transformative leadership skills, servant leadership values, and an understanding of governance structures to enhance student welfare and institutional engagement.

10.3.20 Courtesy Visits by Scholars and International Delegations

JNLC hosted distinguished visitors including Dr. Tshilidzi Ratshitanga and a delegation from Tottori University, Japan. These engagements strengthened international dialogue on leadership development and highlighted JNLC's role in advancing ethical, service-oriented leadership.

10.3.21 Publication Launch: Reviewing the Form and Substance of the 2021 Elections

JNLC supported the launch of an edited volume examining Uganda's 2021 elections, featuring reflections from scholars, policymakers, and civil society leaders. The publication explored

electoral processes, political culture, youth participation, gender, and reform needs, with keynote insights from Hon. Norbert Mao and panel discussions that deepened national democratic discourse.

10.3.22 CEDAT Mental Health Symposium (30 January 2025)

JNLC partnered with Makerere University's CEDAT to host a Mental Health Symposium addressing student wellbeing, stress management, and emotional resilience. Discussions highlighted emotional intelligence, media influence, and mental health as critical components of academic success and leadership effectiveness.

10.3.23 Leadership Training for Rotary Peace Center Fellows (7 January 2025)

The year opened with a leadership training programme for Rotary Peace Center Fellows, focusing on ethical, transformative leadership, strategic communication, and the leadership philosophy of Mwalimu Julius Nyerere. The training reinforced leadership as service, integrity, and sustained commitment to peace and social justice.

10.4 Center for Language and Communication Services (CLCS)

The Makerere University Center for Language and Communication Services (CLCS) (part of the School of Languages, Literature & Communication within CHUSS at Makerere University) provides language teaching (English, Kiswahili, Arabic, Chinese, Japanese, French, German, local languages like Luganda) and professional services like translation, interpretation, and English proficiency certification for students and the public. Established in 1974,

it offers various language courses, including popular Korean classes in partnership with KOICA, serving as a key hub for linguistic expertise and services at the university.

The centre operates within the School of Languages, Literature and Communication (SLLC) of the College of Humanities and Social Sciences (CHUSS) at Makerere University. The centre began as the Department of Languages in 1974, became an Institute

of Languages in 1995, and evolved into its current Centre structure as part of recent university reforms. Highlights of the year under review include:

10.4.1 The Russian Culture Festival and Higher Education Expo



The Russian Ambassador. H.E. Vladlen Semivolos reaffirmed Russia's commitment to strengthening its strategic partnership with Uganda through collaboration in the areas of education, trade, energy, and science.

Makerere University hosted the first-ever Russian Culture Festival and Higher Education Expo, bringing together diplomats, academics, artists, and students to celebrate cultural diversity and deepen Uganda–Russia relations.

The two-day event, held from September 19–20, 2025, at Uganda's premier institution of higher learning, featured performances by Moscow-based artists, Russian language exhibitions, and education showcases by various Russian universities.

This relationship has developed into a strong and multifaceted partnership. Russia and Uganda collaborate actively in both international and regional forums and hold shared views on key global issues.

Under this partnership, plans are underway for the establishment of the Russian World Foundation Center at Makerere University to enhance language learning, cultural exchange, and academic collaboration.

10.4.2 Students sponsored

375 students for St Petersburg University are sponsored, both physically and online. Some of these students joined the Arubuga Girls Initiative, where they were employed by a Russian Company.





11

**END OF YEAR
ANNUAL GENERAL
MEETING**

11.0

END OF YEAR ANNUAL GENERAL MEETING AND STAFF RECOGNITION

This section highlights the College of Humanities and Social Sciences' commitment to staff welfare, collegiality, and recognition of excellence. On 12th December 2025, the College held its annual end-of-year get-together as a moment of reflection on achievements and challenges, and an opportunity to collectively chart the way forward. The event fostered unity and morale through team-building activities, entertainment, appreciation messages, and shared fellowship, culminating in the presentation of Christmas packages to all staff. Such engagements reinforce a culture of appreciation, collaboration, and shared purpose within the College community.

A key highlight of the gathering was the recognition of staff for dedicated service and outstanding performance. Retired colleagues were honoured for their long and faithful service to Makerere University, while awards were presented to academic, administrative, and support staff for excellence, professionalism, and exceptional contribution in their respective roles. The recognition of outstanding supervision, administration, service delivery, and unique talents reflected the College's inclusive approach to excellence. Graced by senior University leadership, the celebrations affirmed CHUSS's commitment to valuing its human capital as the foundation for sustained academic excellence and institutional growth.

11.1 Retirees and Staff Recognised.



On 12th December, 2025, the college organised a get-together end-of-year gathering to take stock of the achievements, challenges, and brainstorm together on how to move forward. The event was marked by entertainment, team building games, appreciation speeches, sharing a meal, and a Christmas package for every staff.

Five retired staff Dr. Micheal Wangotta Masakala, Dr. Anatole Kirigwajjo and Dr. Jackson Kizza Mukas (all from the School of Languages, Literature and Communication), Assoc. Prof. Florence Nansubuga (School of Psychology), Dr. Tusabe Gervase (School of Liberal and Performing Arts), and Ms.Scovia Nganda Sekweyama (secretary from the School of Social Sciences) were recognised for their dedicated services to the university, while Ms. Birabwa Florence scooped the award of Best Registrar of the year. Birabwa is the registrar for the School of Liberal and Performing Arts.

Administrative and support staff, including Ms. Mary Gyezaho

and Annet Kashumbusha (both administrative secretaries in the Principal's office), Farouq Lule (IT Officer), Godfrey Kakooza (cleaner), Charles Sebuguzi (driver), and Jane Anyango (Communications officer), were recognized with awards for outstanding service. Dr. Mohamed Mayanja Kajumba, from the School of Psychology, was recognized as the person with an outstanding talent in Handwriting.

The celebrations held in the Arts quadrangle were graced by the Vice Chancellor of Academic Affairs, Prof. Sarah Ssali, and the Deputy Vice Chancellor in charge of Finance and Administration, Prof. Ireeta Tumps.

11.2 Dr. Pamela Khanakwa Honored for Steering Record 18 PhD Candidates for the Mak 2026 Graduation – A Historic Academic Milestone for SLPA

Six were personally supervised, three were completed in record time, as the School of Liberal and Performing Arts

sets a historic milestone. Dr. Pamela Khanakwa got the Award as Best PhD Supervisor and Dean.



*DVC (AA)
Prof. Sarah
Ssali hands
over the award
to Dr. Pamela
Khanakwa
during the
CHUSS End of
Year Party on
12th December
2025*

The College recognised the Dean of the School of Liberal and Performing Arts (SLPA), Dr. Pamela Khanakwa, for

outstanding academic leadership that has seen the School field 18 PhD candidates for the next 2026 Makerere University

Graduation Ceremony scheduled for 24-27th February. Remarkably, six of these doctoral graduates were directly supervised by Dr. Khanakwa, with three completing within the official three-year timeframe, an exceptional achievement

in graduate training. Dr. Khanakwa was applauded for her dedication, humility, and relentless commitment to postgraduate supervision and timely completion.



“It was honestly a pleasant surprise. For as long as I have been at the School, this is the highest number of PhDs produced in a single graduation cycle. I would not be surprised if this is also the highest even from the time when SLPA was still part of the former Faculty of Arts.

What is also important is that three of the six PhDs I supervised were completed within the official three years, which is quite rare. According to supervision guidelines, a supervisor is expected to handle about three doctoral students at a time, so supervising six to completion required intense commitment from both myself and the students.” Dr. Khanakwa stated.

The six personally supervised students for the February 2026 graduation are:

- Juliet Ssematimba, ‘Patterns and Trends of Indigenous Salt-Making Technology at Kibiro Salt Gardens in Southwestern Uganda, 1894-1997,’ (Makerere University).
- Anatoli Lwassampijja, ‘Religion and Political Clientelism in Uganda: The Catholic Church and State Relations since 1960,’ (Makerere University).
- Priscilla Asiimire, ‘Trends in Adult Education at Makerere University, 1953–2006,’ (Makerere University).
- Lillian Mbabazi, ‘Storytelling among the Bakiga of Uganda: Changing Form, Applications, and Performance Contexts, 1930 – 2009’ (Makerere University).
- Joseph Mukasa, ‘Subaltern Struggles and Resilience: The Dynamics of Land Dispossession and Responses in Mubende District, Uganda’, Makerere University (Makerere University).
- Alex Ssebaana, Identity, ‘Family Life and Social Mobility among Railway Workers in Jinja, Uganda 1912-1990,’ (Makerere University).

11.3 Pictorial

Attendance





Recognition





Team Building Games



Christmas Package



Dinning



Entertainment



APPENDIX

APPENDIX 1

CHUSS Staff Establishment as at October 2025

| ADMINISTRATIVE AND SUPPORT STAFF | | | | |
|----------------------------------|--------------|-------------|----------------------------|-----|
| Position | No. Approved | No. In Post | Staff In Post | Sex |
| University College Principal | 1 | 1 | Nambalirwa Helen Nkabala | F |
| Deputy Principal | 1 | 1 | Awich Eric Ochen | M |
| Project Officer | 1 | 0 | 0 | |
| Administrative Secretary | 1 | 1 | Gyezaho Mary | F |
| Assistant Admin. Secretary | 7 | 1 | Asiimwe Annett Kashumbusha | F |
| Chief Custodian | 1 | 1 | Sunday Seezi | M |
| Custodian | 6 | 4 | Ekojot Daniel | M |
| | | | Talikaza Rebecca | F |
| | | | Othieno Godfrey | M |
| | | | Okello Isaac | M |
| Lecture Room Attendant | 33 | 32 | Kakooza Godfrey | M |
| | | | Bayo Bibiana | F |
| | | | Nandago Alice | F |
| | | | Nambale Paul | M |
| | | | Namono Janet | F |
| | | | Kezaala Athanasius | M |
| | | | Nakiwuge Daisy | F |
| | | | Nansubuga Jane | F |
| | | | Wenene Dinah | F |
| | | | Musinguzi Clovise | M |
| | | | Mugisha Godfrey | M |
| | | | Korugyendo Gudra | F |
| | | | Mutonyi Rebecca | F |
| | | | Atima Jane | F |
| | | | Nabwire Teddy Nasinyama | F |
| | | | Namugenyi Rebecca | F |
| | | | Kemigisha Mary | F |
| | | | Nabulya Hellen | F |
| | | | Nabulime Margaret | F |
| | | | Ssentongo Josephine | F |
| | | | Amati Nelson | M |

| | | | | |
|--|---------------------|--------------------|--------------------------|---|
| | | | Kiiza Alex | M |
| | | | Atusimire Eunice | F |
| | | | Lukwago Muhammad | M |
| | | | Tumutegerize Edibert | M |
| | | | Amanya Jordan | M |
| | | | Nanyonga Joan | F |
| | | | Othieno Simon | M |
| | | | Atai Harriet | F |
| | | | Kakuru Remon Derrick | M |
| | | | Nabatanzi Racheal | F |
| | | | Namutebi Winnie | F |
| | | | Masereka Benon | M |
| Office Attendant | 8 | 0 | 0 | |
| Driver | 5 | 1 | Iffe Isaac | M |
| Records Assistant | 4 | 2 | Nanyombi Joanitah | F |
| | | | Nakato Juliet | M |
| ACADEMIC STAFF | | | | |
| Position | No. Approved | No. In Post | Staff In Post | |
| Department of Mental Health and Community Psychology | | | | |
| Professor | 4 | 0 | 0 | |
| Associate Professor/ HoD | 4 | 1 | Kasujja Rosco | |
| Senior Lecturer | 6 | 3 | Nyende Paul | |
| | | | Kajumba Mohammed Mayanja | |
| | | | Karugahe Wilber | |
| Lecturer | 12 | 8 | Ouma Samuel | |
| | | | Ojiambo Deborah | |
| | | | Alipanga Benjamin | |
| | | | Kizito Simon | |
| | | | Nekesa Mary Jacinta | |
| | | | Nakalawa Lynda | |
| | | | Mwase Patrick | |
| | | | Nuwagaba Racheal Kapasi | |
| Assistant Lecturer | 12 | 0 | 0 | |
| Department of Educational, Social and Organizational Psychology (DESOP) | | | | |
| Professor | 4 | 1 | Baguma Peter K. | |
| Associate Professor | 4 | 2 | Kikooma Julius | |

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|---|----|---|--------------------------|--|
| | | | Kibanja Grace Milly | |
| Senior Lecturer/Dean | 6 | 3 | Baluku Martin | |
| | | | Matagi Leonsio | |
| | | | Wandera Roberts Otyola | |
| Lecturer | 12 | 6 | Nantamu Simon | |
| | | | Nansamba Joyce | |
| | | | Ampaire Anne | |
| | | | Eboyu Francis | |
| | | | Balikoowa Richard | |
| | | | Musanje Khamisi | |
| Assistant Lecturer | 12 | 6 | Nakitto Sarah Gava | |
| | | | Grace Night | |
| | | | Magala Dan | |
| | | | Muwonge Vincent | |
| | | | Mutuzo Irene Esther | |
| | | | Namale Betty | |
| DEPARTMENT OF AFRICAN LANGUAGES | | | | |
| Professor | 4 | 0 | 0 | |
| Associate Professor | 4 | 1 | Namyalo Saudah | |
| Senior Lecturer/ HoD | 6 | 4 | Gumoshabe Gilbert | |
| | | | Kizza Jackson Mukasa | |
| | | | Ssentanda Medadi Elisha | |
| | | | Asiimwe Allen | |
| Lecturer | 13 | 4 | Masengo Innocent Jacodah | |
| | | | Mutungu Boaz | |
| | | | Arinaitwe Annensia | |
| | | | Kiriggwajjo Anatole | |
| Assistant Lecturer | 13 | 8 | Rwomushana Emmy | |
| | | | Kyomuhendo Victor | |
| | | | Nanteza Moureen | |
| | | | Nsereko Nelson | |
| | | | Odongo James | |
| | | | Masabe Rebecca | |
| | | | Bamugyeya Micah | |
| | | | Osuje Karim | |
| Department of European and Oriental Languages (DEOL) | | | | |
| Professor | 4 | 0 | 0 | |

| | | | | |
|---|----|----|--------------------------------|--|
| Associate Professor | 4 | 0 | 0 | |
| Senior Lecturer-French | 6 | 1 | Sebuyungo Enoch | |
| Lecturer | 11 | 2 | Ssali Ebraheem | |
| | | | Tumwine Agatha | |
| Assistant Lecturer | 11 | 10 | Kawungezi N. Sarah | |
| | | | Mutamba Jovan | |
| | | | Nakaliisa Aminah | |
| | | | Tushemerirwe Abius | |
| | | | Junker Rebekka | |
| | | | Nakiguli Jliet | |
| | | | Luhupa Muhammudu | |
| | | | Namisi Apollo | |
| | | | Lukeberwa Mubaraka | |
| | | | Twinomugisha Brandon | |
| Department of Literature | | | | |
| Professor | 4 | 1 | Kiyimba Abasi | |
| Associate Professor | 4 | 2 | Kiguli Susan | |
| | | | Nabutanyi Edgar | |
| Senior Lecturer | 4 | 1 | Nabulya Eve | |
| Lecturer | 5 | 2 | Magara Evelyn Cindy | |
| | | | Tibasiima Isaac | |
| Assistant Lecturer | 5 | 3 | Namiyingo Julian | |
| | | | Adongo Jacqueline | |
| | | | Lakot Sophie | |
| Department of Journalism and Communication | | | | |
| Professor | 4 | 1 | Nassanga L. Goretti | |
| Associate Professor | 4 | 0 | 0 | |
| Senior Lecturer | 4 | 5 | Tayebwa William | |
| | | | Nakiwala Aisha Sembatya (HoD) | |
| | | | Lukanda Ivan | |
| | | | Kakooza Fred | |
| | | | Walulya Gerald | |
| Lecturer | 7 | 4 | Namusoga Sara | |
| | | | Ntulume Charlotte Kaweesa | |
| | | | Kyomuhendo Marjorie Niyitegeka | |
| | | | Imokola John Baptist | |

| | | | | |
|---|----|---|---------------------------|--|
| Assistant Lecturer | 7 | 6 | Nakisenyi Harriet S. M. | |
| | | | Kaija Wilson Akiiki | |
| | | | Mayanja Yasmin | |
| | | | Musinguzi Blanshe | |
| | | | Ainebyona Jill | |
| | | | Bahati Nelson | |
| Department of Linguistics, English Language Studies and Communication Skills | | | | |
| Professor | 4 | 0 | 0 | |
| Associate Professor | 4 | 0 | 0 | |
| Senior Lecturer | 7 | 3 | Mugumya Levis (Hod) | |
| | | | Katushemererwe Fridah | |
| | | | Oriikiriza Celestino | |
| Lecturer | 14 | 8 | Kawalya Deo | |
| | | | Kabugo Merit | |
| | | | Kasule Hawa | |
| | | | Nakijoba Sarah | |
| | | | Lukwago Moses | |
| | | | Bayiga Florence | |
| | | | Nkonge Douglas Kiyinikibi | |
| | | | Nahayo Sylvia | |
| Assistant Lecturer | 14 | 5 | Matsiko Eliab | |
| | | | Turamyomwe Justus | |
| | | | Rwabu Davies | |
| | | | Kahunde Annet | |
| | | | Nalwoga Zuraika | |
| Department of Religion and Peace Studies | | | | |
| Professor | 4 | 0 | 0 | |
| Associate Professor/ Principal | 4 | 2 | Mbabazi Veneranda (HoD) | |
| | | | Nambalirwa Helen Nkabala | |
| Senior Lecturer | 4 | 1 | Mbabazi Christine Mpyangu | |
| Lecturer | 7 | 7 | Kiiza Hilary | |
| | | | Luwerekerwa Bernard | |
| | | | Tuhirirwe Chris | |
| | | | Barigye Samson | |
| | | | Walusimbi Abdu Hafiz | |
| | | | Kamoga John Bosco | |

| | | | | |
|---|----|---|------------------------------|--|
| | | | Serunjogi Umaru | |
| Assistant Lecturer | 7 | 2 | Masiga Simon | |
| | | | Namanya Naomi | |
| Department of Performing Arts and Film | | | | |
| Professor | 4 | 1 | Nannyonga Sylvia A. Tamusuza | |
| Associate Professor | 4 | 0 | 0 | |
| Senior Lecturer | 6 | 1 | Ssempijja Nicholas | |
| Lecturer | 11 | 8 | Makwa Dominic | |
| | | | Ssekalegga Branco Lawrence | |
| | | | Mabingo Alfdaniels | |
| | | | Kagoloby Richard (HoD) | |
| | | | Mulekwa Charles | |
| | | | Wabyona Milton | |
| | | | Jjemba Eric | |
| | | | Karungi Viola | |
| Assistant Lecturer | 11 | 7 | Mbabazi Pamela Byakwaga | |
| | | | Mbabazi Lillian | |
| | | | Luswata Philip Kafuluma | |
| | | | Kamukama Polly | |
| | | | Ntambirwa Rockline | |
| | | | Nabwami Winnie | |
| | | | Mbabazi Joan | |
| Department of Philosophy | | | | |
| Professor | 4 | 1 | Byaruhanga Archangel Rukooko | |
| Associate Professor | 4 | 0 | 0 | |
| Senior Lecturer | 7 | 3 | Barugahare John | |
| | | | Ssentongo Jimmy Spire | |
| | | | Kanakulya Dickson (HoD) | |
| Lecturer | 10 | 4 | Wamamela Nixon | |
| | | | Nsubuga Paul | |
| | | | Kakuru Robert | |
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| Associate Professor | 4 | 0 | 0 | |
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| Lecturer | 15 | 6 | Taylor Edgar Curtis | |
| | | | Karungi Charlotte Mafumbo (HoD) | |
| | | | Sekitto Zaid | |
| | | | Katuramu Alex Ijuka | |
| | | | Mirembe Fatumah | |
| | | | Musamba William | |
| Assistant Lecturer | 15 | 3 | Muhoozi Christopher | |
| | | | Muwonge Herman | |
| | | | Nabirye Zaina | |
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| | | | State Andrew Elias | |
| Associate Professor | 4 | 1 | Neema Stella | |
| Senior Lecturer/ HoD | 7 | 3 | Bateganya Fred Henry (HoD) | |
| | | | Waiswa Dauda | |
| | | | Mugeere Anthony | |
| Lecturer | 14 | 8 | Ssewaya Achilles | |
| | | | Muwereza Nathan | |
| | | | Odongoh Stevens Aguto | |
| | | | Opesen Chris Columbus | |
| | | | Wasike Mangeni James | |
| | | | Nakanjako Rita | |
| | | | Mugabi Nicholas | |
| | | | Kamy Innocent | |
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| | | | Kiiza Julius | |
| Senior Lecturer | 7 | 1 | Kaweesi Edward | |

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| | | | Akullo Eunice | |
| | | | Butime Herman | |
| | | | Bwengye Gunura Stephen | |
| | | | Mulyanyuma Aaron Ayeta | |
| | | | Niringiyimana Julius | |
| Assistant Lecturer | 13 | 6 | Lumumba Bwire | |
| | | | Winyi Solomon | |
| | | | Tweheyo Charles | |
| | | | Babalanda Stanley | |
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| Associate Professor | 4 | 3 | Mwende Janestic Twikirize | |
| | | | Awich Eric Ochen | |
| | | | Mafigiri David K. | |
| Senior Lecturer/ Dean | 5 | 5 | Twesigye Justus | |
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