

MAKERERE



UNIVERSITY

INSTITUTE OF GENDER AND DEVELOPMENT STUDIES

NEWS LETTER

2025-2026

Inaugural Edition



Advancing Gender Equality and Inclusive Development in Africa



ABOUT THIS PUBLICATION

The initial 20 months journey

This newsletter is prepared by the Institute of Gender and Development Studies (IGDS), Makerere University, to document people, programmes, research and partnerships that have shaped the Institute's first steps, from January 2025 to August 2026.

EDITORIAL TEAM

IGDS Staff
Mr. Eriaku Emmanuel

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WITH APPRECIATION

Special thanks to all, staff and students of the IGDS who contributed their time, stories and photographs to this newsletter.



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"Guided by the principles of equity, inclusivity, and academic excellence."



1.0 . OVERVIEW

Executive Summary

The Institute of Gender and Development Studies (IGDS) at Makerere University proudly presents its inaugural newsletter, highlighting key achievements and milestones from January 2025 to June 2026. The IGDS was formed through a merger of the former School of Women and Gender Studies, the Department of Development Studies, and the Communication Skills Subject. Under the capable leadership of the Acting Director, Associate Professor Ruth Nsibirano, the Institute has quickly established itself as a centre of excellence in teaching, research, innovation, and community engagement in Gender and Development Studies Scholarship. The IGDS is guided by the principles of gender equality, equity, inclusivity, academic excellence, integrity, innovation, community engagement and partnerships.

During this period, the IGDS strengthened postgraduate training through a number of strategies including:

- Developing and delivering a taught PhD in Development Studies
- Integrating Online Support Supervision for Master's students on the Master of Arts in Gender Studies, Master of Arts in Development Studies
- PhD Symposium and pacing meetings.

These strategies have enhanced timely completion rates. A significant milestone was the graduation of 86 postgraduate students in February 2026, comprising 42 Master of Arts graduates in Gender Studies, 40 in Development Studies, and 4 PhDs.

The Institute also launched blended university-wide courses for undergraduate students. This is a clear demonstration of our commitment to expanding flexible and inclusive learning opportunities.

IGDS made notable contributions through research and generated evidence to inform policy and practice. Through projects implemented with development partners including: the Foreign, Commonwealth and Development Office (FCDO), the International Development Research Centre (IDRC), Norad, UNDP.

The Institute further enhanced knowledge generation through publications including the upcoming journals to be published by Makerere University Press (i.e. Makerere Gender and Development Journal, a peer-reviewed open-access journal scheduled for formal launch in 2027 and Makerere Contemporary Development Issues Journal)

Beyond academia, the IGDS strengthened its community and global engagement through, activities to mark the 16 days of activism against gender based violence, capacity-building initiatives for women entrepreneurs, participation in national policy dialogues, signing MoUs with over 10 collaborating institutions which has expanded collaborations with scholars locally and internationally.

Collectively, these achievements demonstrate IGDS's strong foundation and growing impact in advancing gender equality, sustainable development, and transformative scholarship. As the Institute continues to expand its programmes and partnerships, it remains committed to generating knowledge, influencing policy, and empowering communities in Uganda, the region, and beyond.



02. List of Acronyms

AUPWAE	Association of Uganda Professional Women in Agriculture and the Environment
CARE	Cooperative for Assistance and Relief Everywhere International
CCS	Centre for Communication Skills
DDVS	Department of Development Studies
FCDO	Foreign, Commonwealth and Development Office (United Kingdom)
GALS	Gender Action Learning System
GLED	Gender and Local Economic Development
IDRC	International Development Research Centre
IGDS	Institute of Gender and Development Studies
MGDJ	Makerere Gender and Development Journal
MOU	Memorandum of Understanding
SDGs	Sustainable Development Goals
UN	United Nations
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNDP	United Nations Development Programme
WGS	Women and Gender Studies
WOSFER	Women Smallholder Farmers' Empowerment and Resilience

Did you know?

IGDS brings together two departments and a Center, namely; Women and Gender Studies, Development Studies and the Centre for Communication Skills. The three have University Council Mandate to teach cross cutting courses



03. Director's Message



Assoc. Prof. Ruth Nsibirano
Acting Director, IGDS

It is my pleasure to present the inaugural newsletter of the Institute of Gender and Development Studies (IGDS) at Makerere University. This publication marks a significant milestone in the institute's journey and offers an opportunity to reflect on our progress and the heights we are strategically committed to attain.

Genesis of the IGDS

The IGDS was born out of Makerere University's commitment to reposition itself and maintain its global reputation as a premier institution. To this end, the university is establishing systems and structures to enhance research engagement and output as it transitions into a research-led university. As a result of the restructuring process, the School of Women and Gender Studies and the Department of Development Studies, together with Communication Skills as a subject, were merged to create the Institute of Gender and Development Studies as an independent academic institute.

In line with Makerere University's research-led agenda, the IGDS produces policy-relevant scholarship that addresses historical inequalities and contemporary development challenges in ways that position Africa as a producer rather than a knowledge consumer.

Key achievements 2025–2026

20+ Gender Seminar series
1 Staff Symposium
Graduate seminars.
3 International conferences
1 book launch, multiple community engagements.

I extend my sincere appreciation to all staff, students, and partners for their commitment to advancing inclusive, equitable, and sustainable development.

“as we build for the future”



Message from Heads of Department

DEVELOPMENT STUDIES



Dr. Resty Naiga.
Head of Department

The Department of Development Studies provides students from different academic disciplines with a broad understanding of development concepts, theories, and processes. It introduces key perspectives in development studies, to shape development outcomes and enables students to critically analyze contemporary development challenges at local, national, and global levels.

WOMEN AND GENDER STUDIES



Dr. Victoria Flavia Namuggala
Head of Department

We congratulate all our staff academic, administrative, and support for completing another productive year. The Department of Women and Gender Studies has achieved so much: our team published over 20 journal articles in leading journals, and we are thrilled to announce the launch of the Makerere Gender and Development Journal, offering scholars, activists, and graduate students across the region a new platform to share their work.

This year, the Department proudly graduated 42 master's students and 4 doctoral students. Beyond academia, we worked hand in hand with civil society to promote activism and advocacy from a Women's Day dialogue to the 16 Days of Activism and a special Movie Day for undergraduates. As part of our gender and social inclusion strategy, we offered ICT short courses with bursaries for marginalized groups, including young women, refugees, and people living in slums.



CENTRE FOR COMMUNICATION SKILLS



Dr. Hawa Kasule.
Coordinator

The Centre for Communication Skills continues to play a pivotal role in supporting Makerere University's mission of producing graduates equipped with strong communication skills, critical thinking, and professional competencies, remaining committed to high-quality teaching, curriculum development, and academic support services across colleges and disciplines.

The Centre prides itself in enhancing students' oral, written, and digital communication skills through innovative, learner-centred teaching approaches, and contributes to the Institute's objectives fostering innovative, inclusive teaching, curriculum review, research, and community engagement initiatives.

Snap Shot

A snapshot of the Institute's output across teaching, research, and partnership.

86

Postgraduate students graduated in February 2026, 42 in MA Gender Studies, 40 in MA Development Studies, and 4 PhD graduates

20+

Gender Seminar Series sessions bringing together students, faculty, researchers, and practitioners.

20+

Journal articles published by staff of the IGDS Department of Women and Gender Studies in leading journals.

500+

Participants at the Women in Agribusiness Week (WAW) Conference 2025.

10+

Memoranda of Understanding signed with collaborating institutions worldwide.

18

International postgraduate students to be hosted under the Erasmus Mundus Human Response Programme.

3

Major international conferences co-hosted or supported by IGDS during the reporting period.

13

Chapters in the book Gender, Social Norms and Agency: Perspectives from East Africa, launched November 2025.



5.0 . OUR TEAM

Academic Staff

A dedicated team of scholars, researchers and professionals committed to advancing gender transformative approaches for an equitable, inclusive and sustainable developed and progressive society



Assoc. Prof. Ruth Nsibirano
Acting Director



Sarah N Ssali
Professor | DVC, AA



Josephine Ahikire
Professor



Grace K. Bantebya
Professor



Florence. K. Muhanguzi
Assoc. Professor



Tabitha Mulyampiti
Assoc. Professor



Dr. David M. Mpiima
Lecturer



Dr. Anna B. Ninsiima
Lecturer



Dr. Evelyn L. Rukundo
Senior Lecturer



Dr. Richard A. Bagonza
Lecturer



Dr. Victoria Namuggala
Senior Lecturer | HOD



Dr. Daphine K. Agaba
Lecturer



Dr. Amon A. Mwiine
Senior Lecturer



Dr. Florence Ebila
Senior Lecturer



Dr. P. Musiimenta
Senior Lecturer



Dr. Fredrick I. Kindi
Lecturer



Dr. Julius Mugisa
Lecturer



Dr. Kyalisiima Z.
Assistant Lecturer



Ms. S. Nakiranda
Assistant Lecturer



5.0 . OUR TEAM

Administrative Staff



Madrine Namazzi
Asst. Admin. Registrar



Kiggundu Muhammed
Asst. Admin. Officer



Winfred Kabarungi
Asst. Admin. Secretary



Herbert Tumukunde
Asst. Accountant



Okello Isaac
Custodian



Martin Rugamba
Planner



Akram Kiyegga
Asst. Senior. Technician



June Keirungi
Senior H.R.O



Buzigi Ricky N.
Office Attendant



Agnes Nabankema
Support Staff



Edward Kayuwa
Support Staff



Samary Nambuya
Security Personnel

ICT Staff



Frank Nyahakuma
ICT Instructor



Harriet Kanyunyuzi
ICT Instructor



Alfred Masereka
ICT Instructor



Lorna Katambi
Support Staff



5.0 . OUR TEAM

Development Studies Staff



Dr. Resty Naiga
Senior Lecturer | HOD



Dr. Benon E. Turinawe
Lecturer



Dr. D.N. Kamuganga
Lecturer



Dr. Eria Serwajja
Senior Lecturer



Dr. M. Kyamanywa
Lecturer



Dr. Rachael D. Mugabi
Lecturer



Mr. D. Tushabomwe
Assistant. Lecturer



Mr. Frank M. Mature
Assistant. Lecturer



Mr. Henry Assimwe
Assistant. Lecturer

5.0 . OUR TEAM

Centre for Communication Skills Staff



Dr. Hawa Kasule
Lecturer / Coordinator

Teaching and Learning

06

Growing enrolment, new courses, and a landmark graduation for IGDS's first cohorts.

● Cross-Cutting Courses	15
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6.0 . ACADEMICS

Teaching And Learning

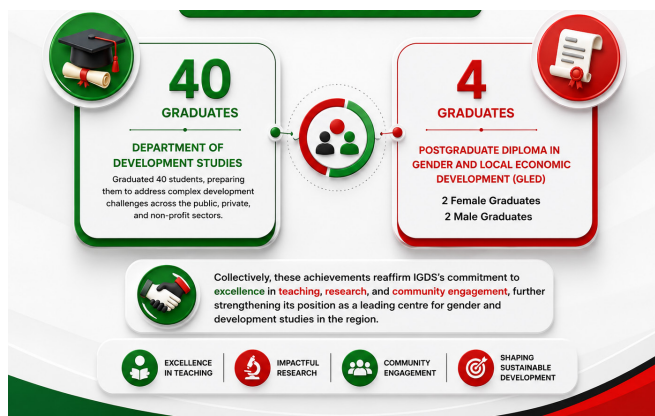
The Institute of Gender and Development Studies (IGDS) remains steadfast in its commitment to delivering a transformative educational experience that integrates critical theory, rigorous research, and practical application. Guided by the belief that meaningful social change requires a deep understanding of gender dynamics, power relations, and development processes, the Institute equips students with the knowledge, ethical grounding, and professional skills needed to address contemporary challenges in Africa and beyond.

The Institute continues to strengthen its academic reputation through sustained enrolment across its undergraduate and postgraduate programmes. The Departments of Development Studies and Women and Gender Studies provide foundational service courses for the Bachelor of Arts in Social Sciences (BASS), while the Institute's postgraduate programmes attract a diverse cohort of students from Uganda and across the region, reflecting its growing recognition as a centre of excellence in gender and development studies. At the February 2026 graduation ceremony, IGDS



celebrated the achievements of 86 graduands across its two academic departments. The Department of Women and Gender Studies awarded 42 Master of Arts degrees in Gender Studies (37 female and 5 male graduates), contributing skilled professionals to policy, research, and advocacy. The Institute also celebrated the graduation of four doctoral candidates (3 female and 1 male), highlighting its expanding research capacity and commitment to producing evidence-based scholarship.

The Department of Development Studies graduated 40 students, preparing them to address complex development challenges across the public, private, and non-profit sectors. Additionally, the Postgraduate Diploma in Gender and Local Economic Development (GLED) programme produced four graduates (2 female and 2 male). Collectively, these achievements reaffirm IGDS's commitment to excellence in teaching, research, and community engagement, further strengthening its position as a leading centre for gender and development studies in the region.

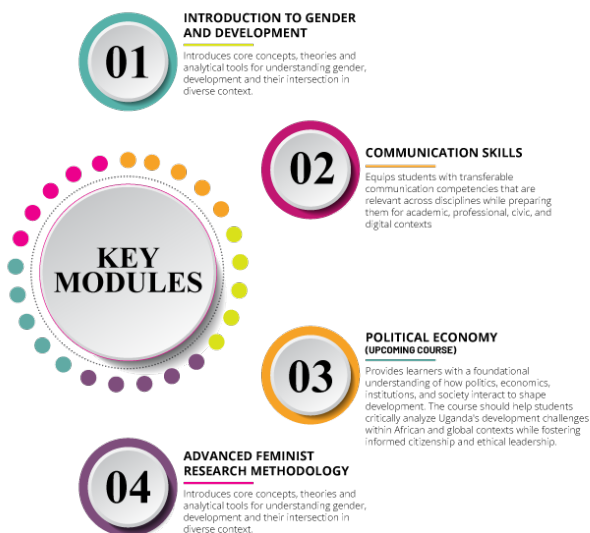




6.0 . ACADEMICS

Cross-Cutting Courses

EQUIPPING YOU TO UNDERSTAND . COMMUNICATE . ANALYZE . TRANSFORM



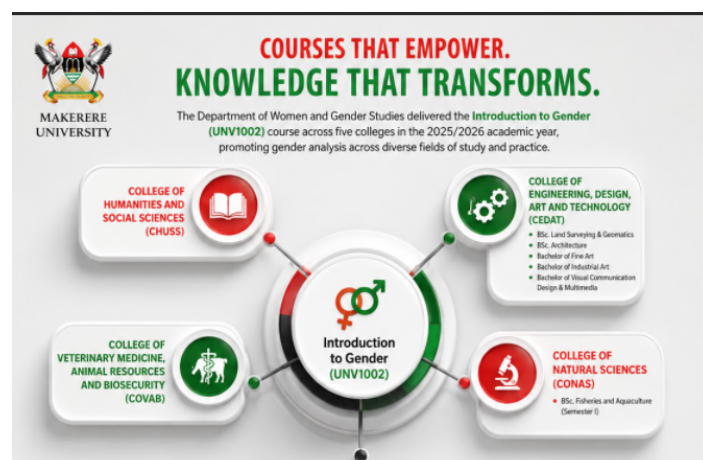
With a mandate of teaching cross-cutting courses, the IGDS provides critical foundational knowledge to students from all academic disciplines across the university. These courses are designed to equip students with critical perspectives and transferable skills that will enhance their academic endeavours and professional pathways.

The Institute currently offers the following courses at the undergraduate level:

Introduction to Gender course, hosted by the Department of Women and Gender Studies introduces students from diverse disciplinary backgrounds to the core concepts, theoretical frameworks, and analytical tools of gender analysis. The course examines how gender intersects with other social categories to shape development outcomes and provides students with the conceptual vocabulary to interrogate gender inequalities in various institutional and cultural contexts.

Introduction to Gender, was successfully delivered to students, across five colleges in the 2025/2026 academic year. These include the College of Humanities and Social Sciences (CHUSS), the College of Engineering, Design, Art and Technology (CEDAT), the College of Veterinary Medicine, Animal Resources

and Biosecurity (COVAB), and the College of Natural Sciences (CONAS).



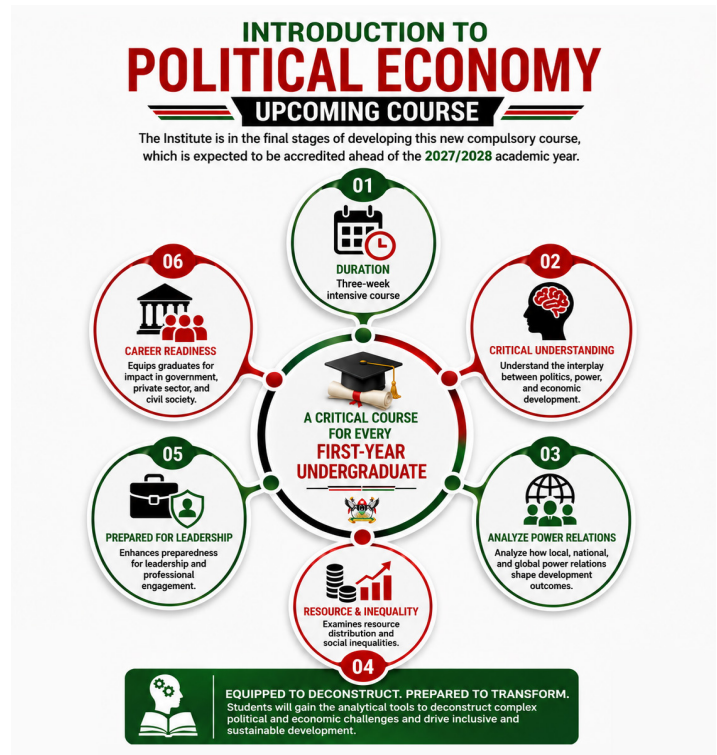
Communication Skills equips students with critical competencies in academic writing, professional oral presentation, and strategic communication. These skills are indispensable for success in both academic and professional environments, enabling students to articulate their ideas with clarity, confidence, and precision.

Similarly, the Development Studies cross-cutting course provides students with a comprehensive, interdisciplinary understanding of development concepts, theories, and processes. The course emphasises the interconnectedness of economic, social, political, cultural, environmental, and historical factors, enabling students to critically assess contemporary development challenges such as poverty, inequality, governance, social transformation, and sustainable development. By engaging with multiple perspectives and case studies, students develop a nuanced appreciation of the complexities inherent in development practice.





Introduction to Political Economy - Upcoming Course:
The Institute is in the final stages of developing this new compulsory course, which is expected to be accredited ahead of the 2027/2028 academic year. Designed for all first-year undergraduate students, this three-week intensive course will provide a critical understanding of the interplay between politics, power, and economic development. Students will learn to analyse how local, national, and global power relations shape development outcomes, resource distribution, and social inequalities. The course is intended to enhance graduates' preparedness for leadership and professional engagement in government, the private sector, and civil society by equipping them with the analytical tools to deconstruct complex political and economic challenges.



6.0 . ACADEMICS

Master of Arts in Gender Studies

YEAR ONE, SEMESTER ONE,

COURSE OVERVIEW

Building knowledge. Shaping futures.



YEAR ONE SEMESTER TWO

COURSE OVERVIEW

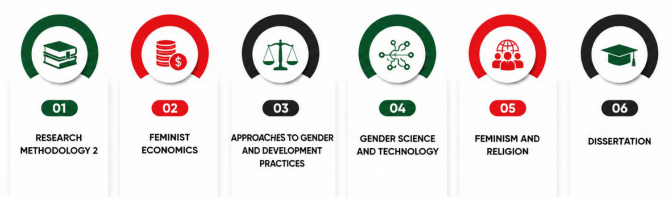
Core and elective courses for a transformative learning experience in Gender and Development Studies.



YEAR TWO FIRST SEMESTER

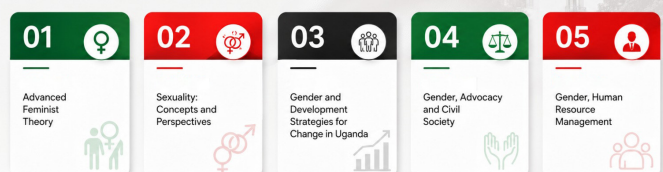


YEAR TWO: SECOND SEMESTER



YEAR THREE

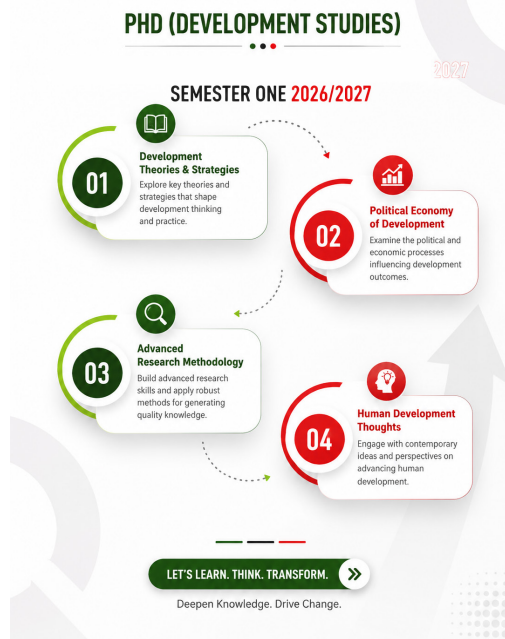
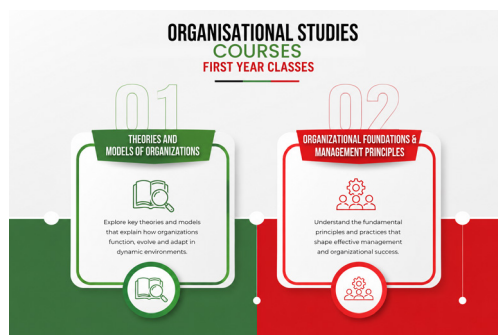
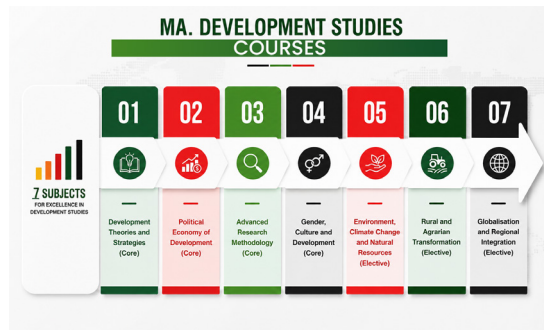
FIRST SEMESTER





6.0 . ACADEMICS

Master of Arts in Development Studies



6.0 . ACADEMICS



Doctoral Training



PHD research-topic defence session at the IGDS



L to R is Dr. Samah Yousef; Dr. Kyalisima Zephania, Dr. Helina Befedu Bekele; Dr. Tukahiirwa Lillian (Graduated February 2026).

At the doctoral level, the Institute offers Advanced Feminist Research Methodology, a course that provides PhD candidates with advanced theoretical grounding and methodological expertise for conducting rigorous, ethical, and transformative gender research. The course engages with a range of epistemologies, research designs, and data collection and analysis techniques, ensuring that doctoral students are well-equipped to produce scholarships to impact policy and practice.



Capacity Building & Professional Development



Left: Mayende facilitating the workshop

Right: Staff attending



In a decisive and forward-looking move to expand its digital learning strategy and bridge the persistent gender digital divide, the Institute convened a two-day online course validation workshop on the 14th and 15th of March 2026. The workshop was facilitated by a team from the Institute of Online and Distance Education (IoDEL), led by Dr Godfrey Mayende, who also serves as the Institute's Online Learning Coordinator. Dr Mayende assured participants that all necessary courses would be made available on digital platforms, a development that marks a significant milestone in the IGDS's digital transformation journey and its commitment to leveraging technology for enhanced educational access and equity.

The workshop was formally opened by the Acting Director, Associate Professor Ruth Nsibirano, who underscored the initiative's transformative potential to strengthen the delivery of courses by enhancing accessibility for a broader and more diverse student population. She emphasized that the initiative would help ensure that the Institute remains at the forefront of innovative pedagogical practices.

This validation training marked a critical step in ensuring the quality, relevance, and pedagogical rigour by enhancing staff digital competence. It also laid a strong foundation for the full-scale implementation of blended and online learning modalities in the coming academic years.





IGDS

Staff Engagement in Curriculum Development

The Institute is proactively enhancing its academic portfolio through rigorous curriculum development. A primary focus of this effort included the planning and design of a new Masters course - an MSc in Gender and Agriculture and Introduction to Political Economy course. These initiatives reflect IGDS's broader commitment to fostering critical citizenship and informed engagement with development issues. By equipping students with analytical skills to deconstruct power dynamics and economic structures, the Institute aims to produce graduates who are not only academically proficient but also socially conscious, civically engaged, and prepared to contribute meaningfully to national and global development agendas. The curriculum development process involves extensive consultation with faculty, external experts, and stakeholders to ensure that the course content is relevant, rigorous, and responsive to contemporary realities.



Staff from the Department of Extension and Innovation Studies and the Department of Women and Gender Studies during a curriculum review meeting



A team from Quality Assurance led by Dr. Cyprian Misinde facilitating a Training session on Mapping Curricular to competence based Education across the University.



6.0 . ACADEMICS



Community engagement – Translating Gender theory into Practice

The Institute of Gender and Development Studies participated in activities around the 16 days of activism against online gender-based Violence. The 16 days of activism against Gender-Based Violence is an annual international campaign that runs from November 25 (Activities to mark the International Day for the Elimination of Violence against Women) to December 10 (Human Rights Day). Initiated in 1991, it is used by activists and organizations worldwide to coordinate advocacy and demand an end to violence against women and girls. The theme for 2025 was “End digital violence against all women and girls”. The IGDS participated in this international space through convening a public dialogue that brought together academia and the civil society organisations to reflect on, create awareness about and suggest strategies to end online gender based violence.



Participants of the GSS in attendance at Makerere University Freedom Square, led by the acting Director, Assoc. Prof. Ruth Nsibirano and Dr. Amon Mwiine.

Institute of Gender and Development Studies, Makerere University joined the 2025 campaign on 16 Days of Activism against GBV as an academic institution whose teaching, research and community engagement contributes to theorising the phenomenon of GBV. On the other hand, the Institute joined civil society advocacy as a historical member of the women's movement and as part of the collective women's effort to raise awareness about and challenge pervasive forms of GBV in our society today. As an Institute, the theme for our engagement was on ***Linking Theory and Advocacy to prevent Violence against women and girls***. In this theme, IGDS re-echo the need for African Feminist Academy to work closely with activist practitioners to inform the struggle for gender equality. While there have been moments where the two sphere operated as though they were separate and independent of each other, these can only be artificial divides.



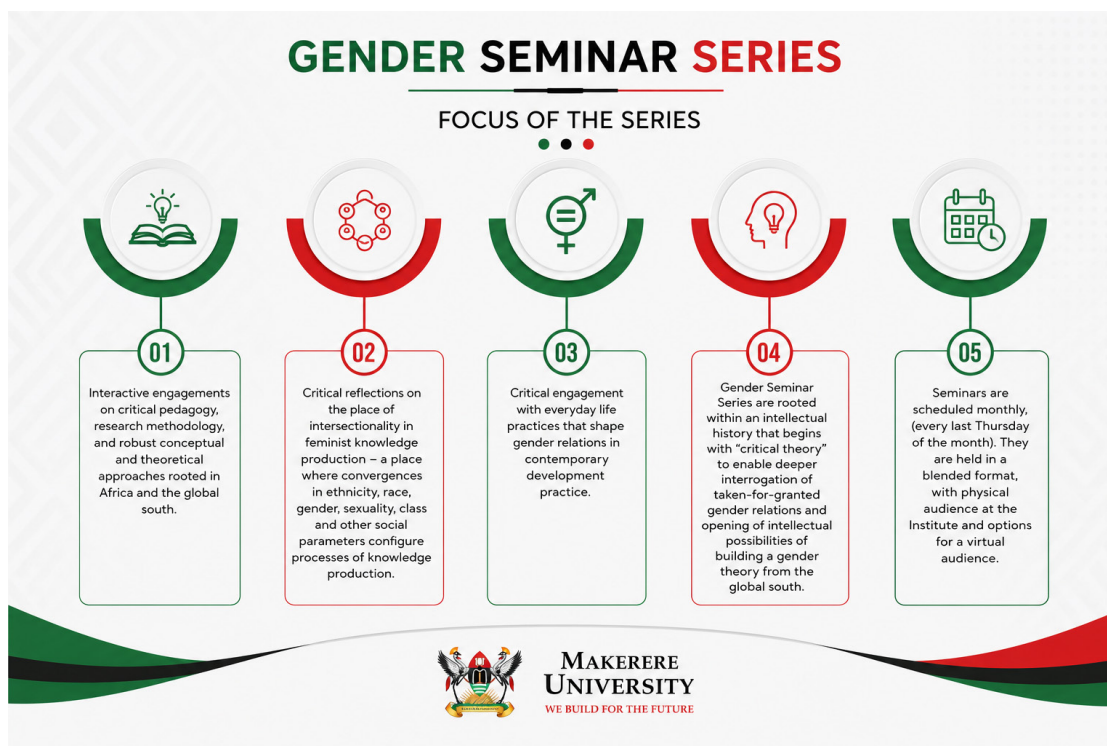


Gender Seminar Series

The Institute runs monthly Gender Seminar Series as academic spaces to nurture intellectual debates on gender/ feminist knowledge. The IGDS commits to reimagine the intellectual potential of Gender and Development studies as a transformative field of study on the African continent and beyond, Gender Seminar Series. IGDS positions Gender Seminar Series as an intellectual space in which members of staff, Graduate students, partners and visiting scholars continuously engage in reflections on intellectual debates, sharing cutting edge research and contribute to critical feminist knowledge production. These periodic intellectual engagements aim to, in the long run, contribute towards enhancing learning and knowledge production, reflections on critical pedagogy, nurturing feminist conceptual and theoretical debates from the global south within the Institute.

Focus of the Series

1. Interactive engagements on critical pedagogy, research methodology, and robust conceptual and theoretical approaches rooted in Africa and the global south.
2. Critical reflections on the place of intersectionality in feminist knowledge production – a place where convergences in ethnicity, race, gender, sexuality, class and other social parameters configure processes of knowledge production.
3. Critical engagement with everyday life practices that shape gender relations in contemporary development practice.
4. Gender Seminar Series are rooted within an intellectual history that begins with “critical theory” to enable deeper interrogation of taken-for-granted gender relations and opening of intellectual possibilities of building a gender theory from the global south.
5. Seminars are scheduled monthly, (every last Thursday of the month). They are held in a blended format, with physical audience at the Institute and options for a virtual audience.





IGDS

6.0 . ACADEMICS

Gender Seminar Series

Engaging in the space of advocacy for violence free communities demonstrates the Institute's commitment to bridge the gap between advocacy and academy, believing that when feminist theory does not speak to gender activism and when the latter does not inform the former, the unfortunate result is a half-baked and truncated feminism. The Institute envisioned the dialogue as a space "re-member" and build on the rich history of Women and Gender Studies contribution to the Uganda Women's Movement and on the great potential of her mandate of teaching, research and community engagement by students and staff to work with Women's and Civil society organisations to build violence free communities for women and men.

A DIALOGUE FOR GENDER EQUALITY AND COMMUNITY EMPOWERMENT

The dialogue was co-convened between the Institute of Gender and Development Studies and Directorate of Gender Mainstreaming Makerere University along with Non-governmental organisations:

Women of Uganda Network (Wougnet) | You have the Potential (YOHEP - Uganda) |
Warm Hearts Foundation | Touch the Slum Youth Organisation



KEY NOTE ADDRESS

"UNITE! Linking Theory and advocacy to prevent Violence against women and girls"

01

ADDRESS



PANEL DISCUSSIONS

Engaging conversations on online gender-based violence and the way forward.

02

DISCUSS



PLENARY CONVERSATIONS

Open dialogue and collective reflections on advancing gender equality.

03

ENGAGE



AEROBICS SESSION

A fun and energizing session promoting health, wellness and solidarity.

04

ENERGIZE



DONATIONS & SUPPORT

Distribution of financial and material donations to Yohep Empower Her Group - Teenage mothers in Katanga urban informal community.

05

EMPOWER



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UNIVERSITY
WE BUILD FOR THE FUTURE



IGDS

A summary of past gender seminar series

⊕ Seminars in 2026

February, 2026	Dr. Kindi Fred; <i>Interrogating Men's experience of GBV during the COVID-19 Pandemic Lockdown in Uganda.</i> Presented by Dr Kindi Fred & Discussed by Dr. Victoria F. Namuggala, the seminar interrogated the place of men and masculinities in feminist scholarship. Highlighting the context of during COVID-19 pandemic, the paper revealed masculine disruptions and reconfigurations that point to social constitution of masculinities and femininities that require attention in feminist scholarship
March 2026	Dr. Amon Ashaba Mwiine; <i>Archival Absences: Interrogating representation of African men in Colonial and Missionary Archives in Uganda.</i> The paper was discussed by Dr. Pamela Khanakwa. The paper works with colonial and missionary archives to interrogate 'archival absences' in the construction and representation of 'African' masculinities. It centrally explored how African men were constituted in the Archives; the lessons drawn from what was archived and the archival silences therefrom. It was argued that studying the archive this way is crucial for revealing epistemic injustices within colonial legacies, understanding the limitations of archival records and for forging efforts to diversify and enrich historical narratives through reimagining deliberately excluded, marginalised, overlooked and erased knowledge on African masculinities.
April 2026	Dr. Hellen Venganai; <i>Gender and Social Policy in Africa.</i> The paper was Director Gender and Diversity Center, Women's University in Africa. Venganai argued that Social Protection mechanisms perform an important function in guaranteeing access to social services and entitlements afforded by socially inclusive policies. Yet, the coverage of social assistance in low-income countries is mostly patchy, with majority of deserving populations lacking access to formal social protection. Venganai highlighted the complementary role of gender responsive, informal social welfare and protection interventions to strengthen existing social protection programmes in promoting more equitable and social justice outcomes in times of shocks.
May 2026	Prof Aili Mari Tripp; <i>Why African Autocracies Promote Women as Leaders.</i> This seminar was presented by Prof Aili Mari TrippILI MARI TRIPP, University of Wisconsin-Madison, USA and discussed by Prof Josephine Ahikire, Institute of Gender and Development Studies, Makerere University.
July 2026	Dr Victoria Flavia Namuggala; <i>Fatherhood in Childhood in Uganda.</i> The paper – discussed by Prof Paul Bukuluki, School of Social Sciences, Makerere University - highlights how Adolescent parenthood presents a contemporary global dilemma. While Adolescent motherhood with associated young women's health risks, stigma, early and forced marriages, and education drop out, has received much attention, teenage fatherhood, a closely associated social concern remains disregarded. It interrogates this disregard by foregrounding adolescent fathers' unique experiences anchored in patriarchal, social, and cultural norms, that affect their identity positively and negatively. The paper makes a call for crucial examination of adolescent fathers' experiences to inform policy and programming if sustainable solutions are to be attained.



Participants attending a Gender Seminar Presentation by Prof. Aili Mari Tripp in May 2026



6.0 . ACADEMICS

Gender Seminar Series



Ms Salama Nakiranda shares her views.

The IGDS maintains its steadfast dedication to intellectual exchange and scholarly engagement through its ongoing Gender Seminar Series. This platform serves as a vital forum for bringing together students, faculty, researchers, and practitioners to explore cutting-edge issues in gender, development, and social transformation. The seminars provide a space for critical dialogue, interdisciplinary learning, and the cross-pollination of ideas that are essential for advancing both scholarship and practice.

Student Support Activities

The Institute is deeply committed to fostering a supportive, inclusive, and intellectually stimulating environment that promotes academic success, professional growth, and the personal well-being of its students. To this end, a comprehensive and integrated range of support initiatives were implemented throughout the reporting period.

Students are encouraged and supported to participate in seminars, public lectures, conferences, and scholarly writing initiatives, to enable them to engage with contemporary debates, present their own research, and build valuable professional networks in the fields of gender and development. The Institute recognises that professional development extends beyond the classroom and is committed to providing students with the platforms and support they need to thrive as scholars and practitioners.

STUDENT SUPPORT ECOSYSTEM

We provide comprehensive support that nurtures academic excellence, personal growth and future leadership.





6.0 . ACADEMICS

Research Methodology Seminar for Graduate Students.



PhD Students and Staff, 7th August 2025

The Institute organised targeted training sessions designed to strengthen students' competencies in research design, qualitative and quantitative data analysis, academic writing, and scholarly publication. These workshops offered practical, hands-on guidance for postgraduate students navigating the complexities of dissertation and thesis development, providing them with the methodological tools and writing strategies necessary to produce high-quality research. The sessions also addressed common challenges such as literature review development, research ethics, and the dissemination of research findings.

Mentorship and Thesis Supervision



Students received continuous, individualised mentorship and academic guidance from experienced faculty members. This support extended beyond thesis supervision to include career planning, professional networking, and personal development, ensuring that students are holistically prepared for their future careers. The mentorship relationship is central to the institute's pedagogical approach, fostering intellectual growth, critical thinking, and professional confidence.



Academic Advising and Student Consultation



Dedicated staff provided academic advice to assist students progress in research and navigate university post Graduate administrative procedures. This guidance is instrumental in helping students achieve their academic goals efficiently and effectively, and it ensures that they are aware of the various resources and opportunities available to them, to enhance timely completion.



Supportive Learning Environment

The IGDS deliberately cultivates an inclusive academic community that values peer learning, collaborative research, and intellectual exchange among students from diverse cultural, disciplinary, and national backgrounds. The institute fosters a culture of mutual respect, critical inquiry, and shared intellectual curiosity, creating an environment in which all students can flourish.



Research Projects

Generating evidence to inform Policy and practice in Uganda, the region and beyond.

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7.0. RESEARCH PROJECTS

CLARE Project (WOSFER Project)

IGDS leads the Women Smallholder Farmers' Empowerment and Resilience (WOSFER) project, implemented in partnership with the Association of Uganda Professional Women in Agriculture and the Environment (AUPWAE). The project is funded by the Foreign, Commonwealth and Development Office (FCDO) and the International Development Research Centre (IDRC).

The project focuses on strengthening the empowerment and adaptive capacity of women smallholder farmers in Uganda's cattle corridor, a region characterized by increasing climate vulnerability compounded by deep-rooted gender inequalities. A baseline study conducted in Lyantonde and Katakwi districts revealed entrenched inequalities in land access, decision-making, and livelihood opportunities. Notably, only approximately 26% of women who participated in the baseline study were assessed as empowered.

The project employs the Gender Action Learning System (GALS) methodology, a participatory, visuals-based approach that enables women and men to reflect on their lives and develop solutions as equals, regardless of literacy level. The methodology was rolled out in three phases:

- Phase 1: Adaptation workshops with local leaders, religious institutions, and community representatives to build trust and adapt GALS tools to local cultural contexts.
- Phase 2: Catalyst workshops at household level to help farming couples articulate a joint vision, enabling shared planning and action.
- Phase 3: Scale-up and monitoring, with community champions facilitating peer support and accountability among participating households.

The research is led by Assoc. Prof. Florence Muhanguzi Kyoheirwe, Dr. Brenda Boonabaana, and Dr. Phionah Birungi.

Advancing gender equality must go beyond theory into practice. Concepts such as empowerment, agency, unpaid care, intersectionality, and gender transformative change become meaningful when they support communities to solve practical problems – as illustrated in the WOSFER project.

ASSOC. PROF. FLORENCE MUHANGUZI KYOHEIRWE · Dept. of Women and Gender Studies

The project employs an action research design through a gender-transformative approach, particularly the Gender Action Learning System (GALS) methodology. This participatory, visuals-based approach enables women and men to reflect on their lives and develop solutions as equals, regardless of literacy level. The project illustrates that advancing gender equality must go beyond theory into every practice, demonstrating that gender theory becomes useful only when it is translated into action. As academicians, we generate knowledge, teach theory, and contribute to policy debates. However, our work should be grounded in people's lived realities. Concepts such as empowerment, agency, unpaid care, intersectionality, and gender-transformative change become meaningful when they support communities to solve practical problems, as illustrated in the WOSFER project. Moving from theory to practice is therefore not an option but central to building just, inclusive, and equitable futures.



7.0. RESEARCH PROJECTS

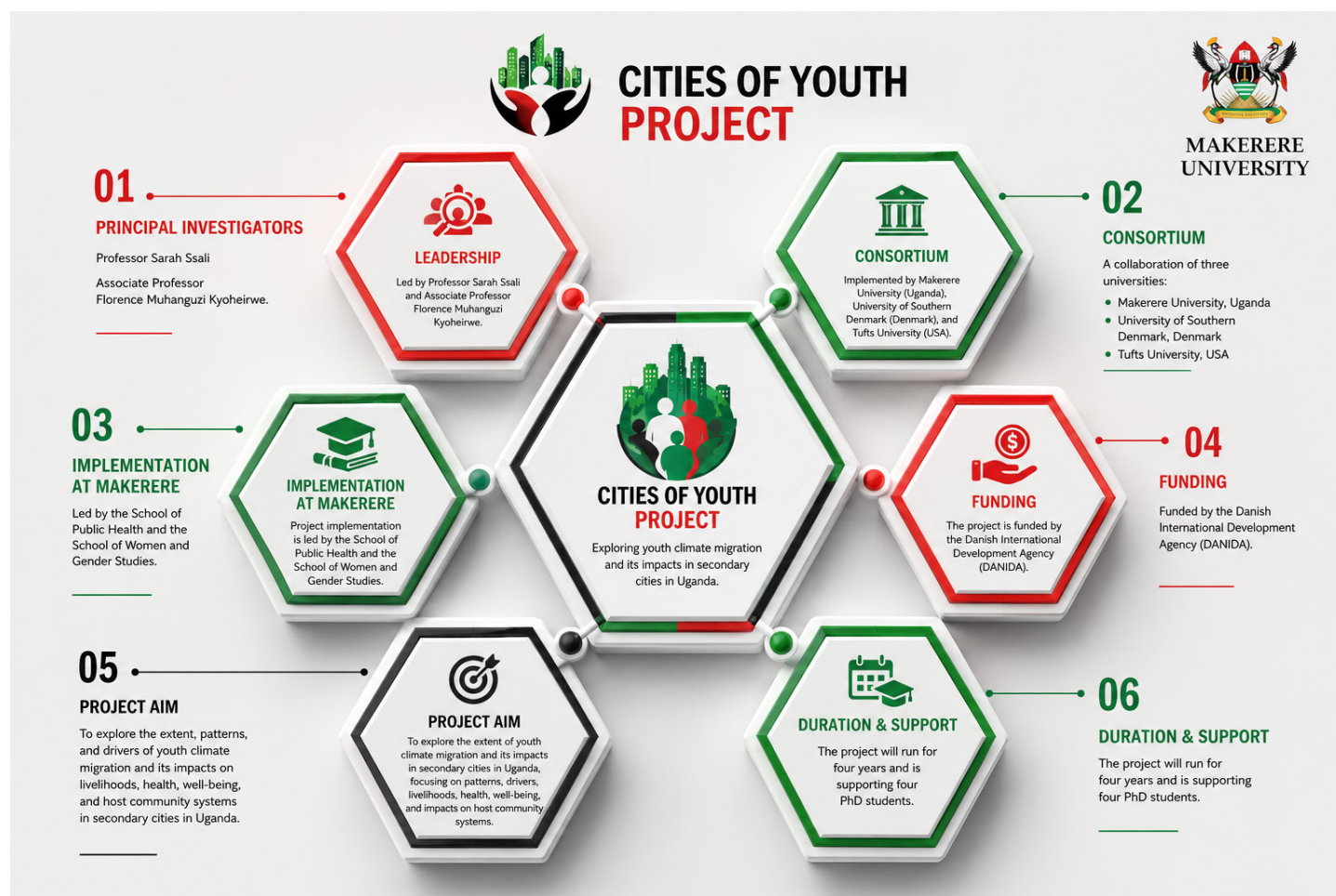
Cities of Youth Project

The principal investigators are Professor Sarah Ssali and Associate Professor Florence Muhanguzi Kyoheirwe. Cities of Youth is implemented by a consortium of three universities: Makerere University in Uganda, the University of Southern Denmark in Denmark, and Tufts University in the USA. At Makerere University,

project implementation is led by the School of Public Health and the School of Women and Gender Studies. The project is funded by the Danish International Development Agency (DANIDA).

The project aims to explore the extent of youth climate migration and its impacts in secondary cities in Uganda, with

a specific focus on documenting the patterns and drivers of youth climate migration and its influence on livelihoods and impact on the health and well-being of youths as well as host community systems in secondary cities in Uganda. It will run for four years and is supporting four PhD students.



“When research listens to the voices of young people, it transforms migration challenges into opportunities for resilient and inclusive urban development.”

7.0. RESEARCH PROJECTS

CARIS Projects



Climate Resilience Solutions in the West Nile Region of Uganda (CARIS) – University of Copenhagen

The principal investigator is Associate Professor Florence Muhanguzi. The Climate Resilience Solutions (CARIS) project is implemented in the West Nile Region of Uganda. It is a five-year project funded by the Danida Fellowship Centre (DFC) and implemented

by a consortium of institutions including Muni University, Copenhagen University, Makerere University Institute of Gender and Development Studies, and the Worldwide Fund for Nature. It aims to generate scientific evidence and community-driven solutions for

sustainable resource management. The project is supporting one PhD student and one postdoctoral fellow who is a Makerere University staff member from CAES.

The project employs a citizen science approach to engage local communities in identifying, implementing, and monitoring Nature-based Solutions (NbS) interventions, ensuring that solutions are scientifically sound and socially inclusive. The research is expected to contribute to climate adaptation, ecosystem restoration, and improved livelihoods for both host and refugee communities in the West Nile region.

Gender and Digitisation (GENDIG)

The principal investigators for this multi-site collaborative project are: Associate Professor Arnhild Leer-Helgesen, University of Agder, Norway; Dr. Simon Lulu, University of Dar es Salaam and Associate Professor Ruth Nsibirano, Makerere University. The Gender and Digitalization (GENDIG) Across Context project focuses on enhancing the understanding and application of gender studies for sustainable quality higher education and community development in Uganda and Tanzania. GENDIG is a six-year (2021-2026) project, a three-country collaboration under the Norwegian programme for capacity development in higher education and research for development (NORHED II). GENDIG is being implemented

with the University of Agder (UiA) as the northern partner, the University of Dar Es Salaam, and Makerere University.

The GENDIG project assumption was that digitalization and online supervision could increase the completion rates of the master programme in Gender Studies in the School of Women and Gender Studies. Thus, GENDIG focused on reviewing and revising the MA Gender Studies curriculum and courses so that there will be a blended MA (Gender Studies) program, building strong linkages among the partners but more so between the Southern partners, contributing to the creation of a better-qualified workforce, and generating evidence to impact applied sustainable solutions,

practices, and policies that enhance gender equality. GENDIG has supported 11 MA students, one PhD student (female university staff), two female postdoctoral university staff members, early-career research, and over 12 publications and supported online content development for MA and GLED courses.





7.0. RESEARCH PROJECTS

Centre of Excellence in Notions of Identity in Africa (ARUA)



The principal investigator is Professor Sarah Sali. ARUA has been running since 2018. The Centre Membership includes Makerere University (Uganda), University of Ghana (Ghana), Obafemi Awolowo University (Nigeria), Addis Ababa University (Ethiopia), University of the Witwatersrand (South Africa), and University of Rwanda (Rwanda).

The Centre has implemented collaborative research projects involving several African universities. This year, however, its primary focus has been hosting postdoctoral researchers from countries including Nigeria, South Africa, Tanzania, Ethiopia, and Botswana, while also organizing seminars on themes of identity. Currently, the Centre hosts postdoctoral fellows undertaking their

fellowships at Makerere University as well as at its various nodes and cores, including Addis Ababa University and the University of Nairobi.

School of Oriental and African Studies (SOAS)

The principal investigator is Professor Sarah Sali. The Feminist Centre for Racial Justice at the School of Oriental and African Studies, together with the institute, runs a split-site PhD fellowship. This project has supported two PhDs.





IGDS

7.0. RESEARCH PROJECTS

Water ESSENCE Project



Dr. Asaba Bagonza.

Dr. Richard Asaba Bagonza is a committee member and co-investigator; the principal investigator is Dr. Ronald Ssemyalo from CONAS. Water ESSENCE is a project focused on creating synergies to meet global challenges. It is a NORHED project funded by the Norwegian Agency for Development Cooperation (NORAD). The programme aims to strengthen the capacity of higher education institutions in low- and middle-income countries (LMICs) to educate more and better-qualified candidates and to increase the quality and quantity of research conducted by the countries' own researchers.

The purpose of the WATER ESSENCE project is to

co-develop, strengthen, and innovate the teaching and learning processes, enhancing the capacities and capabilities of the graduate water programs. It seeks to create mechanisms and solutions continuing well beyond the project life and strengthening partner universities' contributions to the lifelong learning of the water professionals. The partner institutions on this project in Norway include Norwegian University of Life Sciences (NMBU), Norwegian University of Science and Technology (NTNU), and University of Bergen (UIB). In Africa: Makerere University (Uganda), University of Nairobi (Kenya), Machakos University (Kenya), University of Juba (South Sudan), Addis Ababa University

(Ethiopia), University of Rwanda, University of Ghana, and University of Development Studies (Ghana).

Since 2023, the project has been providing three- to six-month fellowships to MSc, MA, and PhD students doing research in water, society, and climate change-related disciplines such as water resources management, applied hydrology and groundwater management, irrigation and water management, GIS and remote sensing in water resources, water and disaster management, water supply (engineering, technology, health, and water quality), wastewater treatment, computer applications in water and environmental engineering, hydropolitics, and climate change impacts and adaptation. The project also provides mobility fellowships at any of the partner universities in Africa, in which students and the PI, Co-PIs, and committee members travel for academic support and engagements that support the students to complete their postgraduate research and also publish their work. So far, three students from the Department of Women and Gender Studies (two master's and one PhD) have benefited from this project.

7.0. RESEARCH PROJECTS

Alliance for African Partnership (AAP)



Dr. Racheal Ddungu supports the work of the Alliance for African Partnership, a collaborative consortium established by Michigan State University in 2016 and officially launched in 2017 in Dar es Salaam, Tanzania. It brings together MSU and 11 African universities and research institutions, including Makerere University (Uganda), Egerton University (Kenya), United States International University-Africa (Kenya), University of Dar es Salaam (Tanzania), University of Botswana, University of Nsuka (Nigeria), University of Pretoria, University of Botswana (Botswana), Université Cheikh Anta Diop (Sénégal), Université Yambo Ouologuem de Bamako (Mali), Lilongwe University of Agriculture and Natural Resources (Malawi), and the African Network of Agricultural Policy Research Institutes (ANAPRI) in Zambia.



MAGNETISE Project



**Dr. Florence
Ebila**



**Dr. Peace
Musiimenta**

Dr. Florence Ebila and Dr. Peace Musiimenta are co-principal investigators. The MAGNETISE Project is a three-year European Union-funded initiative aimed at supporting Sub-Saharan Africa (SSA) Higher Education Institutions (HEIs) to introduce and implement institutional policies, structures, and practices that promote gender equality. The project focuses on strengthening institutional capacities to establish and operationalize comprehensive Gender Equality Plans (GEPs) through a holistic approach targeting university staff and students. Makerere University, together with eight partner institutions, is participating in the MAGNETISE project.

7.0. RESEARCH PROJECTS



IGDS

Learning Together to Advance Evidence and Equity in Policymaking for achieving the SDGs (LEEPS)



the Sustainable Development Goals (SDGs). This is a multi-country IDRC-funded project. The Institute of Gender and Development Studies builds capacity for gender-responsive, evidence-informed policymaking within the different hubs under this project. To drive continued and consistent progress in mainstreaming gender in policymaking, the Institute of Gender and Development Studies has developed a toolkit and training program for integrating gender into policy processes. The toolkit is designed to provide policymakers with practical resources, tools, and approaches they can use to integrate gender considerations in policy design, implementation, and evaluation. The countries involved in the project include Kenya (AFIDEP and ARIN), Nigeria, Uganda (Acres), Ethiopia, Ivory Coast, and Senegal.

The Institute also collaborated with the broader project team to review and revise the project's EIP training curriculum, incorporating a dedicated gender analysis module. The resulting gender-responsive curriculum served as the foundation for all external training provided to government officials in Kenya and ARIN Fellows across Africa.

The principal investigators are Professor Sarah Sali and Dr. Anna B. Ninsiima. The Africa LEEPS Partnership (Learning together to advance Evidence and Equity in Policymaking to achieve the Sustainable Development Goals) aims to strengthen knowledge translation, the synthesis, dissemination, and exchange of evidence in sub-Saharan Africa, with a focus on promoting gender equity at all stages of the policymaking process. The partnership brings together leading evidence organizations from across Africa to learn from each other, exchange knowledge and experiences, and jointly problem-solve as they strengthen evidence-informed policymaking to accelerate progress towards



7.0. RESEARCH PROJECTS



IGDS

Belonging and Becoming: Indigenous Perspectives on Teenage Parenthood in Uganda



PRINCIPAL INVESTIGATOR

Dr. Victoria Flavia Namuggala

Senior Lecturer, Makerere University



The principal investigator is Dr. Victoria Flavia Namuggala. This is a two-year project (2024-2026) funded by the Science for Africa Foundation in Nairobi and the Stellenbosch Institute for Advanced Study (STIAS) in South Africa. It is a decolonial research that adopts feminist and Indigenous epistemological frameworks to examine a contemporary social challenge. It is an interdisciplinary study that draws on critical cultural studies, children, adolescents, and youth sexualities. The study explored the persistence of teenage parenthood amidst legal, policy, and religious initiatives to curb the practice. It supports two MA field research students.



PROJECT DURATION

2024 – 2026

A two-year project



FUNDED BY


Science for Africa Foundation

Nairobi, Kenya

STIAS
 Stellenbosch Institute
for Advanced Study

South Africa



RESEARCH APPROACH & FRAMEWORKS

A decolonial research that adopts
feminist and Indigenous epistemological frameworks
to examine a contemporary social challenge.



STUDY FOCUS

An interdisciplinary study that draws on
critical cultural studies, children, adolescents,
and youth sexualities.



The study explored the
persistence of teenage
parenthood amidst legal,
policy, and religious initiatives
to curb the practice.



SUPPORTING NEXT GENERATION RESEARCHERS

The project supports two Masters field research students.



Beyond Gendered Textbooks: An investigation into gender(ed) discourses in secondary English language classrooms in India and Uganda



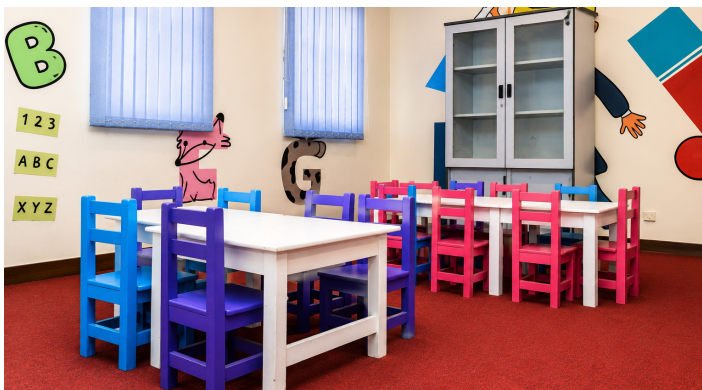
Dr. Florence Ebila is the principal investigator. This was a two-year project funded by the British Council that is concluding. The aim of this project was to investigate how gender is co-constructed in secondary school English language classrooms in India and Uganda with the view of identifying patterns that would inform gender-inclusive and responsive English language teaching and teacher education. The project has supported one master's student now in year two doing fieldwork.





Daycare and Breastfeeding Facility

The manager is Ms. Donna Keirungi. With support from UNDP, the university set up and furnished a daycare and breastfeeding facility. This facility has been in effect since 2023. The Daycare centre is overseen by a committee comprising university staff and teaching and non-teaching staff. The manager oversees the day-to-day business of the facility. By offering a secure and safe environment for their children, we empower students and staff to concentrate fully on their work, knowing their little ones are well cared for. The facility, even though functional, does not have enough staff to run the daily business of babies when they are brought.



7.0. RESEARCH PROJECTS



Gender Equality Seal Project

In partnership with the United Nations Development Program (UNDP), IGDS actively implements the Gender Equality Seal Project, which seeks to promote gender parity across Makerere University's institutional systems, processes, and policies. A flagship activity in the reporting year was the Women in Business Procurement and Business Development Training workshop, detailed under Section 4.

Advancing Gender Equality Through Strategic Partnership

In partnership with the United Nations Development Program (UNDP), IGDS actively implements the **Gender Equality Seal Project**, which seeks to promote gender parity across Makerere University's institutional systems, processes, and policies.

THE GENDER EQUALITY SEAL PROJECT AIMS TO:

- Promote gender parity across institutional systems and policies
- Strengthen institutional processes for gender equality integration
- Enhance capacity and awareness on gender mainstreaming
- Foster an inclusive university culture that empowers all

A flagship activity in the reporting year was the **Women in Business Procurement and Business Development Training workshop**.

For more details on this impactful initiative, see **Section 4** of this Newsletter.

Masculinities and Health Research Conversation

On 24th April 2026, the Department of Women and Gender Studies hosted a public conversation on men, masculinities, and medicine, held at the IGDS Conference Room. Moderated by Dr. Amon Ashaba Mwiine, the dialogue brought together academia and medical practice to examine how socially constructed ideas about masculinity shape health outcomes for both men and women. Speakers included Dr. Keith Kakame, Professor Josephine Ahikire, and Nakandi Mastula. The session explored masculine health-seeking behaviors across health contexts, including HIV/AIDS, tuberculosis, and the COVID-19 pandemic.



”

Transforming health outcomes begins with challenging harmful norms and reimagining masculinities through evidence, dialogue, and inclusion.



IGDS

7.0. RESEARCH PROJECTS

IGDS Contributes Gender Perspective to National Weather Information System Validation.



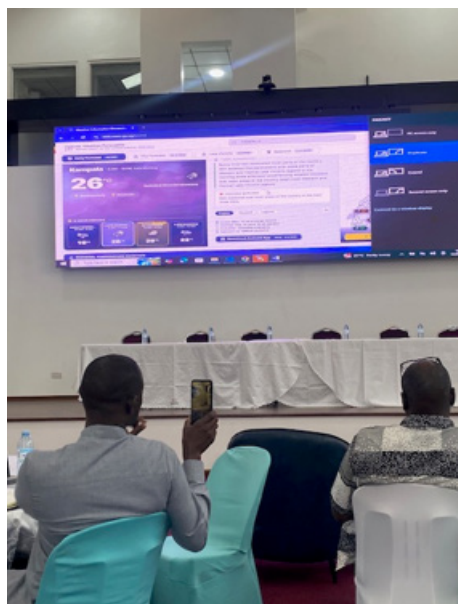
The meeting was a Validation Workshop for the Weather Information Dissemination System (WIDS), organized by the Department of Meteorological Services (DMS) under the Ministry of Water and Environment (MWE). The workshop brought together representatives from government

ministries, academia, and civil society to review and validate the functionality of the WIDS platform before its nationwide rollout. Participants assessed the system's features, usability, and ability to meet the operational needs of the Department of Meteorological Services and its intended users.

The validation workshop was held at the Ministry of Water and Environment (MWE)

through digital innovation, to improve public access to accurate weather forecasts and early warning information. Thereby supporting agriculture, fisheries, disaster preparedness, and climate adaptation.

During the validation, IGDS contributed a valuable gender perspective, with Dr. Richard Asaba recommending that the platform be made more gender-responsive to ensure equitable access and use of weather information. The Department of Meteorological Services welcomed this recommendation and committed to further engagement with IGDS on



Auditorium in Kampala. Makerere University Institute of Gender and Development Studies (IGDS) was represented by Dr. Richard Asaba Bagonza and Ms. Salama Nakiranda.

The workshop emphasized Uganda's commitment to strengthening climate resilience



integrating gender considerations into the system.

Publications

New scholarship, a landmark book launch, and a forthcoming peer-reviewed journal.

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8.0. PUBLICATIONS



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Staff Publications

IGDS staff have a couple of career papers, and more output is projected. The institute has started two journals: the Makerere Gender and Development Journal, bi-annual, with the first issue expected in January 2027. Calls sent out and now reviewing abstracts. The Makerere Contemporary Development Issues Journal is biannual, with the first issue expected in June 2027. Contacting potential editorial team members.



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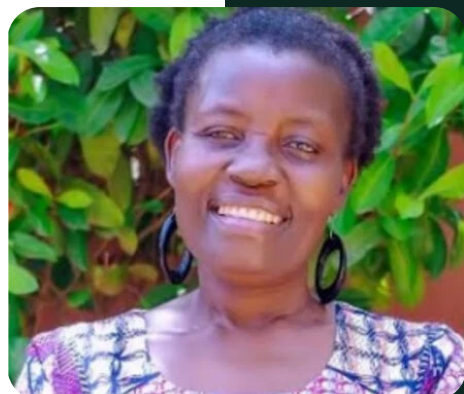
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Dr. Serwajja, E., Mwendha

Conferences

Convening women leaders, entrepreneurs, and policymakers across Africa.

09

● Women in Agribusiness Week (WAW) Conference 2025	41
● IGDS and UNDP Women Entrepreneurs in Procurement Training	44
● Elevate Her Uganda High-Level Parliamentary Convening	45

9.0. CONFERENCES



Women in Agribusiness Week (WAW) Conference 2025

From 4th to 9th November 2025, the Institute of Gender and Development Studies (IGDS), through its Department of Women and Gender Studies, co-hosted the Women in Agribusiness Week (WAW) Conference 2025 at the Yusuf Lule Auditorium, Central Teaching Facility, Makerere University, Kampala. The conference was convened in partnership with the Inter-Religious Council of Uganda (IRCU), reflecting a collaborative commitment to advancing women's economic empowerment through

unlock critical opportunities for women across four intersecting pillars: finance, technology, market visibility, and leadership. It attracted over 500 participants from Uganda, across Africa, and the diaspora, creating a vibrant, multi-stakeholder platform for dialogue, learning, and actionable collaboration. The gathering underscored the urgent need to reposition women from the margins to the centre of agricultural transformation on the continent.

The conference served as a transformative space dedicated



agricultural value chains. The



strategic multi-sectoral engagement. Held under the resonant theme, “Women Designing the Future of Climate-Smart Agriculture,” the conference was conceived as a deliberate intervention to

to celebrating, empowering, and amplifying women's leadership in agribusiness, with deliberate attention to climate-smart agriculture, digital innovation, and the development of inclusive

week-long programme was rich and varied, featuring high-level policy dialogues and expert panel discussions that interrogated the structural barriers facing women in the sector. These were complemented

9.0. CONFERENCES

**(WAW)
Conference**

by case study presentations from women agribusiness leaders across the continent, who shared practical insights and lessons from their entrepreneurial journeys. Participants also engaged in business-to-business networking and investment matchmaking

agricultural sector.

The conference drew a diverse and influential assembly of stakeholders, underscoring the multi-sectoral nature of the conversations. These included women agribusiness entrepreneurs; representatives from key government ministries, including Agriculture, Gender, Trade, and Finance; as well as agricultural finance institutions, impact investors, and civil society

extended beyond rhetoric to concrete action. First, it elevated the visibility of women-led agribusinesses, positioning them prominently within national and regional agricultural discourse. Second, it strengthened multi-sectoral and cross-regional networks, fostering peer learning, mentorship, and collaborative partnerships that transcend geographical and institutional boundaries. Third,



sessions, which facilitated tangible partnerships and access to finance. Interactive exhibitions showcasing women-led agribusiness innovations provided a window into the creativity and resilience of women entrepreneurs, while farm visits and practical climate-smart agriculture demonstrations offered hands-on learning experiences. The week culminated in a prestigious awards ceremony honouring outstanding women leaders for their transformative contributions to the

organizations.

Development partners such as the Food and Agriculture Organization (FAO), the International Fund for Agricultural Development (IFAD), UN Women, and GIZ were also in attendance, alongside agro-tech companies and academic institutions. This broad representation enriched the deliberations and reinforced the collective responsibility to advance gender-responsive agriculture.

The conference yielded several significant outcomes that

it documented best practices in gender-responsive agriculture, contributing to a growing evidence base that can inform policy and programming. Fourth, it generated actionable commitments from diverse stakeholders, signaling a renewed determination to sustain support for women in agribusiness. Importantly, the conference contributed to shaping policy and programmatic frameworks aimed at building a more gender-inclusive agricultural ecosystem, one that

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(WAW) Conference

recognises and responds to the differentiated needs and aspirations of women farmers, agripreneurs, and value chain actors.

Through this landmark engagement, the Institute

of Gender and Development Studies reaffirmed its institutional commitment to advancing gender equity in economic development. The conference demonstrated a clear and principled stance: that women must be recognised not merely as beneficiaries of agricultural progress but as its architects, innovators, and leaders, designing a resilient, inclusive, and climate-smart future

for the continent. In doing so, IGDS continues to position itself as a critical anchor in the struggle for gender justice, bridging scholarship, policy, and practice in pursuit of transformative change.



IGDS Staff shopping during the WAW conference.



IGDS and UNDP Women Entrepreneurs in Procurement Training



The Institute of Gender and Development Studies (IGDS), in partnership with the United Nations Development Programme (UNDP), held a training workshop titled “Women in Business Procurement and Business Development Training” at Yusuf Lule Central Teaching Facility, Makerere University. The training aimed at equipping women entrepreneurs with essential skills and knowledge to effectively engage in the university’s procurement processes.

Participants were trained on how to tap into opportunities available for women within both the procurement and financial sectors. The initiative forms part of the Institute’s Gender Equality Seal Project, which seeks to promote

gender parity across Makerere University’s systems and processes.

In her opening remarks, Professor Sarah Ssali, Director of IGDS, encouraged participants to always pitch their ideas with confidence and clarity:

“Even when it is not a business proposal, speak with a strong voice so that when you leave the microphone, everyone knows what your project or business is about. It is through energy and confidence that people recognize good businesses.”

Representing UNDP, Ms. Beatrice Mutali commended Makerere University’s progress under the Gender Equality Seal initiative while also highlighting persistent challenges women face in business, including limited access

to capital, inadequate information, and weak business networks. She also underscored the need to address “gender blindness” in procurement processes, noting that men often question why gender considerations are prioritized, yet they are essential for achieving equality.

The workshop reaffirmed Makerere University’s commitment, in partnership with UNDP, to creating an enabling environment where women entrepreneurs can thrive and compete fairly in business opportunities.

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Elevate Her Uganda High-Level Parliamentary Convening

On 28th March 2026, IGDS participated in the high-level convening of female members of Parliament-elect organized by Elevate Her Uganda at Hotel Africana, Kampala. The convening was themed ‘Empowered Leadership: Balancing Public Service, Family, and Financial Stewardship.’

The event was graced by the Rt. Hon. Rebecca Alitwala Kadaga, first deputy prime minister, as guest of Honour and keynote speaker. IGDS was represented by Dr. Amon Ashaba Mwiine (Senior Lecturer, IGDS) on the high-level panel ‘Navigating Leadership as a Woman in Public Office.’ Fellow panelists included:

- Hon. Hope Mwesigye: Former Minister and legislator
- Rt. Rev. Johnson Twinomujuni: Bishop, West Ankole Diocese
- Hon. Peace Mutuzo: State Minister for Gender and Culture
- Brigadier Charity Bainabaabo: Uganda People’s Defense Forces (UPDF)
- H.E. Frederieke Quispel: Ambassador of the Netherlands to Uganda newly elected women MPs that their election into office is a constitutional right, not a favor. He called on women political leaders to invest in their capacities, to claim legislative space, and to remain alert to structural patriarchy that resists women’s meaningful participation in politics



International Academic Engagements

Strengthening IGDS's global footprint through partnerships, exchanges, and collaborative research.

10

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International Academic Engagements



Female Students from UiA-Norway, met with Dr. T. Ndaruka and Dr. C. Msoka at the Institute of Gender Studies



Two PHD students on exchange visit in Norway.

As a leading centre for gender and development scholarship in Africa, the Institute of Gender and Development Studies (IGDS) continues to strengthen its global footprint through strategic international partnerships, academic exchanges, collaborative research,

and knowledge-sharing initiatives. During the reporting period, the Institute hosted distinguished scholars, expanded international networks, and deepened collaborations that contribute to advancing research excellence, innovation, and global citizenship.

These engagements reflect IGDS's commitment to fostering meaningful partnerships that bridge continents, promote South-South and South-North collaboration, and generate knowledge capable of addressing contemporary development challenges.

Hosting Dr. Katrin Sowa, University of Cologne, Germany

In August 2025, the Department of Women and Gender Studies welcomed Dr. Katrin Sowa from the University of Cologne, Germany. Dr. Sowa, who serves in the Department of Anthropology and coordinates international exchange programs at her institution, visited Makerere University to explore opportunities for academic collaboration and partnership development.

The visit provided an important platform for discussions on establishing a Memorandum of Understanding (MoU) between Makerere University and the

University of Cologne. Proposed areas of collaboration include postdoctoral research opportunities, summer schools, student and staff mobility programs, and joint grant-writing initiatives aimed at strengthening international research partnerships.

During interactions with faculty and students, Dr. Sowa emphasized the growing importance of gender-focused research within global academic discourse and highlighted the value of collaboration with institutions in the Global South. She noted

that Makerere University's long-standing reputation in gender scholarship makes it a valuable partner for generating contextually grounded and globally relevant knowledge.

The engagement marked the beginning of a promising institutional relationship that is expected to create new opportunities for research, teaching, and academic exchange while further enhancing IGDS's international profile.



Applying Research Theory to Practice Seminar



On 10 May 2025, IGDS hosted an engaging seminar titled Applying Research Theory to Practice, facilitated by Professor Morgan Nkululeko Ndlovu from the University of Johannesburg, South Africa.

The seminar brought together faculty members, postgraduate students, and researchers to explore the relationship between theoretical

frameworks and practical interventions in development and social transformation. Participants engaged in critical discussions on how research can move beyond academic discourse to inform policy, community engagement, and evidence-based decision-making.

Professor Ndlovu challenged participants to rethink conventional approaches to

research and encouraged scholars to pursue knowledge production that is responsive to societal needs and capable of generating meaningful impact. The seminar reinforced IGDS's commitment to nurturing a vibrant research culture and strengthening methodological excellence among emerging scholars.



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Theorizing African Identities: Guest Lecture



As part of its commitment to advancing African-centered scholarship, IGDS hosted a public lecture by Professor Morgan Nkululeko Ndlovu titled *Theorizing African Identities: The Front, the In-Between and the Back Stage*.

The lecture attracted students, academics, and practitioners interested in exploring

contemporary debates surrounding identity, culture, history, and knowledge production in Africa. Professor Ndlovu examined the multiple dimensions through which African identities are constructed, represented, and negotiated within local and global contexts.

The discussion highlighted the importance of reclaiming

African narratives and promoting intellectual frameworks that emerge from African experiences and realities. The event contributed to ongoing conversations on decolonizing knowledge and strengthening Indigenous perspectives within teaching, research, and public discourse.

Building Strategic Partnerships with UNFPA Uganda



On Thursday June 4th, the Institute of Gender and Development Studies (IGDS) hosted a meeting

with representatives from the United Nations Population Fund Uganda (UNFPA-Uganda) to explore opportunities for collaboration and strategic partnership. The discussions focused on areas of mutual interest such as advancing research, policy engagement, and capacity building on issues related to gender equality, population, and sexual and reproductive health. Both parties highlighted the importance of evidence-based interventions in addressing contemporary social and development challenges in Uganda and beyond.

During the meeting, IGDS and UNFPA Uganda identified several shared research priorities and expressed a shared commitment to generating knowledge that can inform policy and practice. The discussions highlighted the potential for joint research projects, knowledge-sharing initiatives, and collaborative public outreach activities. The meeting concluded with a mutual commitment to strengthen institutional collaborations that would contribute to advancing gender-responsive and inclusive development outcomes.

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Alliance for African Partnership (AAP): Advancing Global Research Collaboration



A.A.P. is a collaborative consortium established by Michigan State University in 2016 and officially launched in 2017 in Dar es Salaam, Tanzania. It brings together MSU and 11 African universities and research institutions, including Makerere University (Uganda); Egerton University (Kenya); United States International University-Africa (Kenya); University of Dar es Salaam (Tanzania); University of Botswana; University of Nsukka, Nigeria; University of Pretoria; University of Botswana (Botswana); Université Cheikh Anta Diop (Sénégal); Université Yambo Ouologuem de Bamako (Mali); Lilongwe University of Agriculture and Natural Resources (Malawi); and African Network of Agricultural Policy Research Institutes – ANAPRI (Zambia).

AAP's vision is to build a global network that uses fair, co-created research partnerships to improve lives across Africa and the world. Its mission is to strengthen

sustainable collaborations that generate innovative solutions to shared global challenges, such as health, education, agriculture, the environment, science, and youth empowerment.

The consortium is guided by a 2023–2028 strategic plan built around six key goals: building partnerships and “bridges,” transforming institutions, supporting impactful research, ensuring sustainable funding, improving governance, and strengthening learning and knowledge exchange systems. These priorities aim to enhance both institutional capacity and the real-world impact of research across member countries.

AAP operates through a consortium model that encourages collaboration between African universities, MSU, and other global partners. Its activities include joint research projects, capacity building, training in grant writing and publication, student and staff exchanges, mentorship programs,

and policy engagement across sectors such as health, agriculture, technology, and environment.

The consortium is primarily funded through an annual contribution from MSU, with additional support from member institutions and external partners. Recently, the AAP Africa Office was established at Makerere University in February 2026, where it will be hosted for three years to coordinate activities, strengthen partnerships, and support research collaboration across Africa. The office director is Dr. Racheal Ddunga Mugabi of the Institute of Gender and Development Studies, reflecting AAP's continued emphasis on African-led leadership and equitable global research partnerships.

Some photos at the host of the AAP launch with co-directors from Michigan State University and the Central Management of Makerere University.



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Erasmus+ Human Resources Academic Exchange Programme



The Institute of Gender and Development Studies (IGDS), in collaboration with the Department of Adult and Community Education, hosted 18 international postgraduate students under the Erasmus+ Mobility Programme.

The Human Response Programme is a prestigious Erasmus+ initiative that brings together universities from Europe and Africa to prepare a new generation of humanitarian professionals capable of responding to complex humanitarian crises, displacement, public health emergencies, conflict, and climate-related disasters. The programme promotes South-North collaboration, interdisciplinary learning, and practical engagement with humanitarian and development challenges.

As one of the consortium's partner institutions, Makerere

University plays a critical role in delivering the program's third semester, which focuses on development studies, social support systems, conflict and security, climate change, and field-based learning. Students undertake coursework and internships that enable them to apply theoretical knowledge to real-world humanitarian and development contexts.

The incoming cohort comprises students from diverse national, cultural, and professional backgrounds, representing several countries across Africa, Europe, Asia, and other regions. Their presence at Makerere University will enrich intercultural learning, strengthen global academic networks, and foster meaningful dialogue on contemporary development and humanitarian issues.

The exchange programme further reinforces IGDS's commitment to internationalization, academic excellence, and the promotion of locally grounded solutions to global challenges. Through engagement with students, faculty, humanitarian practitioners, and community partners, the initiative will contribute to knowledge exchange, research collaboration, and capacity building in the fields of development studies and humanitarian action.

The hosting of the Erasmus+ Human Response students highlights Makerere University's growing reputation as a leading centre for teaching, research, and professional training in development and humanitarian studies within Africa and beyond.



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Strengthening Global Partnerships for Transformative Impact



The international engagements undertaken during the reporting period demonstrate IGDS's unwavering commitment to academic excellence, global collaboration, and socially responsive scholarship. Through strategic partnerships with universities, international

organizations, research networks, and development agencies, the Institute continues to expand opportunities for students, researchers, and faculty while contributing to the advancement of gender equality, sustainable development, and transformative social change.

As IGDS continues to grow, these international collaborations will remain central to its mission of producing impactful knowledge, nurturing global citizenship, and positioning Makerere University as a leading institution in gender and development studies both within Africa and beyond.

Public Debate on the role of men in advancing gender justice in Uganda



On 09 April 2025, the Department of Women and Gender Studies, together with the Women's Pro Bono Initiative, held a public debate at Makerere University on the topic, "The role of men in advancing gender justice in Uganda." The debate was organized for purposes of engaging University students and other key stakeholders, including policymakers, academia, civil society, zonal leaders and the public in a critical dialogue on how male engagement can be used to address restrictive laws, policies, and practices to promote SRHR for women and girls in Uganda.

The debate uncovered and discussed a series of themes,

including strategies for enhancing male engagement in reproductive, maternal, newborn, child, and adolescent health (RMNCAH) services and in the prevention and response to gender-based violence in Uganda. The debate also discussed the role of men and boys in challenging long-standing patriarchal norms within our society as well as ways of ensuring that male involvement doesn't undo the feminist and women's rights wins. It also deliberated on strategies for proactively identifying and addressing toxic masculinity as a deterrence to the gender equality campaign in line with enhancing SHR care and services.



IGDS

Our Gallery



Prof. Tayebwa at the write-shop



Prof. Josephine Ahikire at the write-shop



Prof. Muyodi at the write-shop.



RUWOSA Leadership meets at IGDS.



IGDS congratulates Prof. Ssali, DVCAA.



Dr. Mugabi attending the PHD presentation.



Prof. Nsibirano speaks at the write-shop.



Prof. Ahikire speaks during 16 days of activism.



GENDIG Team at a retreat in Zanzibar



Manuscript authors at the write-shop



A group photo of the write-shop participants.



Staff from IGDS at the WAW exhibition.



Our breast feeding center signage.

Capacity Development at a Glance

Across its research and partnership portfolio, IGDS invested heavily in building the capacity of staff, students, and partner institutions to mainstream gender in policy, research, and practice.

13

Technical staff from AFIDEP, ARIN, and AIHPHS Nigeria trained in gender-responsive, evidence-informed policymaking under LEEPS.

32

Participants at the RMNCAH Scorecard Training Workshop in Eldoret, Kenya (56% male, 44% female).

28

Government officials trained on gender-responsive clean energy planning at the KCERT 2050 workshop in Naivasha, Kenya.

2

PhD students supported under the CARIS project; a further two supported under Cities of Youth.

1

Postdoctoral Fellow supported under the CARIS climate resilience project.

18

Incoming Erasmus Mundus Human Response postgraduate students to be hosted at Makerere.



12.0. APPRECIATION

Congratulations, Prof. Sarah N. Ssali

The Institute of Gender and Development Studies (IGDS), Makerere University, extends its heartfelt congratulations to Professor Sarah N. Ssali on her well-deserved appointment as the **First Deputy Vice Chancellor (Academic Affairs)** of Makerere University.

This appointment is a fitting recognition of Professor Ssali's distinguished academic career, exemplary leadership, and unwavering commitment to excellence in higher education. Throughout her tenure as Director and even before the transition from the School of Women and Gender Studies to the Institute of Gender and Development Studies, Professor Ssali provided visionary leadership that strengthened the academic profile, research excellence, institutional partnerships, and community engagement.

Her dedication to advancing gender scholarship, mentoring students and staff, and championing inclusive and transformative education has left an enduring legacy within the Institute. Under her leadership, IGDS expanded its national, regional, and international collaborations, enhanced its research and teaching programmes, and consolidated its position as a leading centre for gender and development scholarship in Africa.

As she assumes this historic role as the University's first Deputy Vice Chancellor (Academic Affairs), we express our sincere gratitude for her outstanding service, guidance, and steadfast support to the Institute.

Congratulations, Professor Sarah N. Ssali!

On behalf of the entire IGDS community



Visionary leadership, integrity, and commitment to academic excellence will continue to inspire positive transformation across Makerere University.



IGDS

Acknowledgements

The Institute of Gender and Development Studies (IGDS) extends its sincere gratitude to all staff, students, alumni, research partners, development partners, and collaborators whose dedication and support contributed to the achievements documented in this newsletter. Special appreciation is extended to:

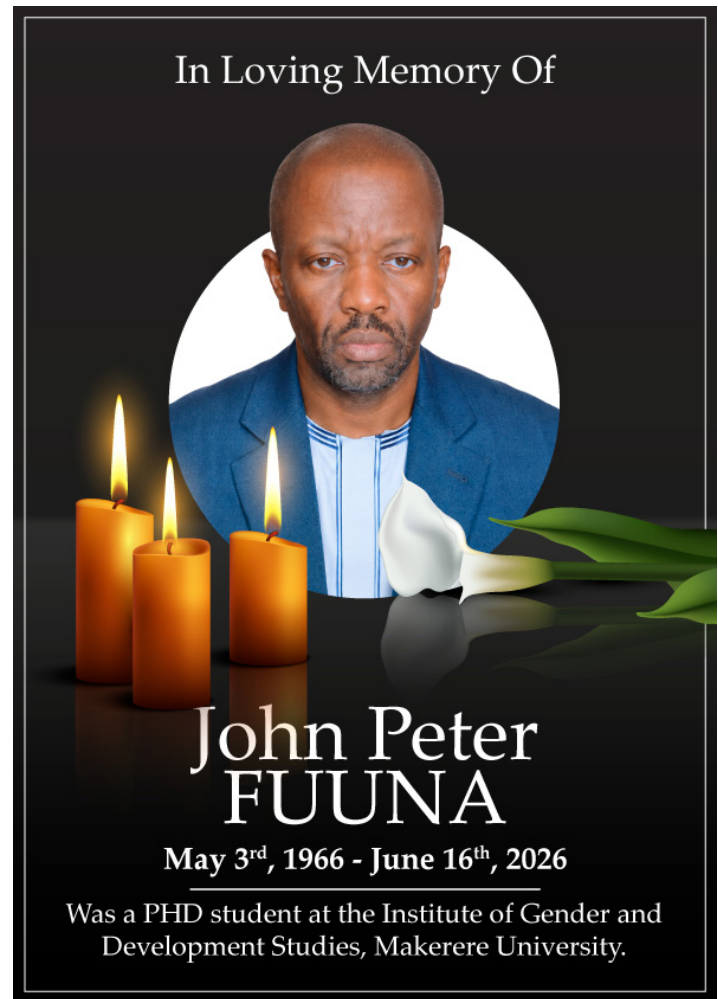
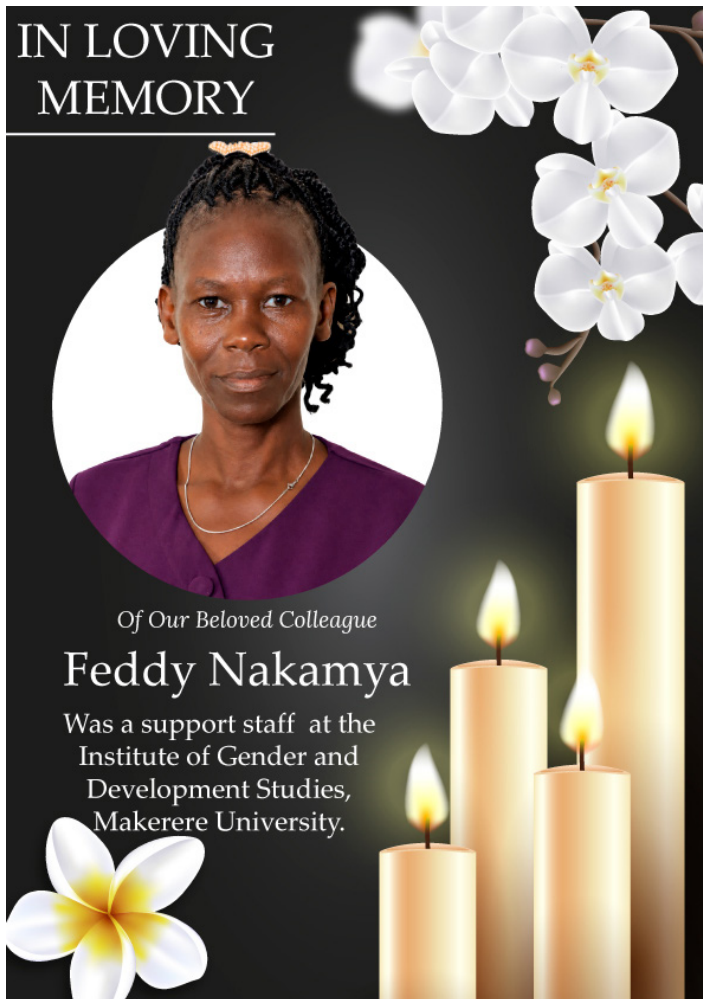
1. **The Makerere University Council**, for its strategic leadership, governance, and unwavering support towards the advancement of the Institute and the University at large.
2. **Makerere University Management**, particularly the **Vice Chancellor, Professor Barnabas Nawangwe**, and the **Deputy Vice Chancellor (Academic Affairs), Professor Sarah N. Ssali**, for their continued guidance and commitment to academic excellence.
3. **The United Nations Development Programme (UNDP)**, for its partnership under the Gender Equality Seal Project and the Women in Procurement and Business Development Training.
4. **The Foreign, Commonwealth and Development Office (FCDO)** and the **International Development Research Centre (IDRC)**, for supporting the WOSFER Project.
5. **NORHED II**, for financial support to the Gender and Digitalization Across Context (**GENDIG**) project (reference 70841).
6. **DANIDA**, for supporting the Cities of Youth Project and its two PhD students.
7. **The Danida Fellowship Centre (DFC)**, for the grant supporting one PhD student and a Postdoctoral Fellow on the **CARIS Project**.
8. **Elevate Her Uganda**, for a platform on women's leadership and governance through the High-Level Parliamentary Convening.
9. **The Impact and Innovation Development Centre (IIDC)**, **CARE International Uganda**, and **Makerere University Press**, for collaboration in knowledge generation and dissemination.
10. **The University of Cologne**, **University of Johannesburg**, **University of Agder**, and **SOAS University of London**, for valuable academic partnerships and visiting scholar engagements.
11. **The Alliance for African Partnership (AAP)** and its member institutions, for advancing collaborative research and African-led scholarship.
12. All **IGDS** academic and administrative staff, students, alumni, and stakeholders whose commitment continues to strengthen the Institute's contribution to gender equality and inclusive development.

The Institute remains grateful to all its partners and looks forward to strengthening existing collaborations while building new partnerships that advance research excellence, teaching, community engagement, and sustainable development in Uganda, Africa, and beyond.



In loving Memory of The Departed Souls

May their souls continue to Rest in Eternal Peace.



We pray for
FEDDY & PETER





GET IN TOUCH

<https://igds.mak.ac.ug>
Makerere University, Kampala, Uganda

*“Advancing Gender Equality and Inclusive
Development in Africa.”*