

**Candidate: Andrew Ojulong Reg. Number: 2020/HD05/17603U**

**Dissertation Title: Enhancing Access to Online Content in Ugandan Universities:  
A Case Study of Makerere University and Kampala International University**

**ABSTRACT**

Access to online content in higher education is fundamental for advancing learning, research, and innovation in today's digital era. Despite global progress in digital transformation, the integration of online content into academic processes within African universities particularly in Uganda remains limited. Focusing on Makerere University and Kampala International University, this study explored strategies for enhancing access to online content. Specifically, it examined enabling services, assessed the adequacy of technological infrastructure, identified prevailing impediments, and proposed pathways for sustainable improvement.

Guided by the Diffusion of Innovation (DOI) theory and the Technology Organisation Environment (TOE) framework, the study adopted a qualitative multiple-case design. Data were collected through interviews, observations, and document reviews involving institutional staff, students, and national-level stakeholders from RENU and NITA-U. Findings revealed that while universities have introduced services such as institutional repositories, e-resource databases, learning management systems, and orientation programmes, these initiatives remain fragmented and inconsistently utilised. Technologies including 4G Internet, proxy servers, federated identity systems, and e-learning platforms are deployed but not fully optimised due to infrastructural gaps, limited funding, and weak ICT governance. These challenges perpetuate inequities between public and private institutions.

The study concludes that improving access to online content is not solely a technological task but a socio-technical challenge requiring coordinated strategy and systemic reform. Accordingly, it proposes a Strategic Framework for Enhancing Access to Online Content, built upon four synergistic pillars: Policy and Governance, Technical Infrastructure, Capacity Building, and Monitoring and Evaluation. This framework offers a holistic roadmap for aligning national infrastructure with institutional readiness, ensuring that future interventions are cohesive, measurable, and sustainable. The study also extends the application of the DOI and TOE frameworks by contextualising them within higher education systems in low-resource environments.

**Keywords:** Digital Transformation, Universities, Access to Online Content, RENU, NITA-U