THE
DEVELOPMENT OF EDUCATION IN UGANDA IN THE LAST TEN YEARS

Report on the Development of Education for the 46th Session of (ice) 5th – 7th September 2001, Geneva,

MINISTRY OF EDUCATION AND SPORTS (UGANDA)

MAY 2001

Summary

This paper presents developments of Education in Uganda in the last ten years.

It highlights that Education Services like many other social services in Uganda, suffered devastation in the 1970s owing to civil strife and wars. The infrastructure in Educational Institutions was virtually run down and in addition, the country lost most of its trained manpower mainly through brain drain.

In a bid to address the situation, Government conducted studies and analysis, and produced a policy. It is on the basis of this that appropriate legal framework, organizational and Management structure, a Strategic Investment Plan and a Reform Programme were developed.

Government reform programmes were mainly to address the issues of Access, Equity and Quality. Generally remarkable progress has been made towards this but owing to rapid globalization the country faces challenges at the beginning of 21st Century.   This includes the issue of Educational content and learning strategies for the same Century. The paper also outlines achievements, challenges and lessons learnt in implementing Education Reforms in the past ten years.

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LIST OF ABBREVIATIONS

ABEK   -   Alternative Basic Education for Karamoja
AIDS   -   Acquired Immune Deficiency Syndrome
BEUPA   -   Basic Education for Urban Poor Areas
COPE   -   Complementary Opportunity for Primary Education
DFID   -   Department for International Development
ESIP   -   Education Sector Investment Plan
GDP   -   Gross Domestic Product
NGO   -   Non Governmental Organisation
NRM   -   National Resistance Movement
NTC   -   National Teachers' College
STD   -   Sexually Transmitted Diseases
UCC   -   Uganda College of Commerce
UNESCO -   United Nations Educational Scientific Cultural Organisation
UPE   -   Universal Primary Education
USAID   -   United States Aid for International Development
UTC   -   Uganda Technical College
UTV   -   Uganda Television
PTA   -   Parents Teachers Association
MTBF   -   Medium Term Budgetary Framework
NTC   -   National Teachers College
MoES   -   Ministry of Education and Sports
PIU   -   Project Implementation Unit
IMU   -   Instructional Materials Unit
CCG   -   Classroom Construction Grant
SFG   -   School Facilities Grant
ADB   -   African Development Bank
GoU   -   Government of Uganda

1.0   Introduction

1.1   Characteristics of the Education System (Pre-1990)

As a result of two decades of war and civil strife, the Education System, especially at lower levels, suffered from years of neglect. This resulted into poor quality; poor enrolment e.g. 50% at primary school level and high drop-out rates (7.8% in lower grades); high attrition rate (50%) and a low completion rate e.g. 35% at primary school level; dramatic difference in enrollment between geographical locations and individual schools; and an overall system showing very low efficiency in terms of total cost per child.

In addition Parental contributions to school maintenance (including partial support to teachers' salaries) accounted for 50 – 75% of all school financial requirements. Despite low government tuition fees. PTA dues resulted into poor parents not being able to enroll all (or any) of their children in school.

Another significant problem was the rigid, formal primary system and time- table preventing children involved in petty trade or household activities from attending school.

Generally, enrollment at primary school level was much lower before the introduction of the Education Reform. (Annex i).

1.2   However, inspired by Vision 2025, which envisaged a new Uganda, enjoying:

Prosperity with harmony in diversity and equal opportunity for all;

Adequate capacity to compete technologically;
Rapid and sustained economic growth;
Poverty alleviation;
Regional and international cooperation;
Hardworking citizenry;
Good governance and accountability;
Government embarked on situation analysis and decisive action to turn around the bleak situation.

1.3   The Education Review Commission

Soon after the National Resistance Movement (NRM) came into power, an Education Review Commission (EPRC) was setup in July 1987 to

appraise the entire existing system of Education in Uganda and recommend measures and strategies for improving the system. The Commission was to focus on improving the system in order to:

- Progressively embrace modern curriculum and pedagogic trends and development.

- Equip students with productive and modern marketable skills.

- Produce socially responsible citizens.

- Review and reformulate the general objectives of the school as a whole as well as at each level.

- Advise on the most effective way of integrating academic with commercial and technical subjects in school curricula.

- Recommend measures to improve the management of schools and tertiary institutions so as to maximise cost-efficiency.

- Reassess the appropriate system of financing schools and tertiary institutions and rendering services efficiently.

- Advise on optimal location of education institutions throughout the country.

- Review the role of qualifying examinations and adequacy of the current methods of assessment.

- Assess the role of private sector in the provision of education at all levels.

- Review the entire structures of primary and secondary schools.

1.4   The Government Education White Paper

The following work of Education Policy Review Commission, Government, through the Government White Paper of 1992, put in a set of recommendations for implementation.

2.0 Major reforms and innovations

It was considered necessary to introduce and implement major reforms in Education in line with the Education White Paper. These reforms were in the areas of policy and legal framework as well as other measures to increase access, improve quality and enhance equity at all levels of Education System

2.1 The Legal Framework of Education

By 1990 most of the legal framework in the Education sector needed updating. The Task had, however, to be preceded by:
- 17 studies to update sector knowledge
- Broad consultations with stakeholders (Education Policy Review Commission).

Guided by the White Paper, Government has developed or revised its Policy and Legal Framework to support reforms to address the above problems.

The following Laws and Acts were put in place:

- ***The National Constitution for the Republic of Uganda***. This document underscores the fact that education is a right of every Ugandan. The Constitution also stipulates the role of Government and other stakeholders in providing education.

- ***Local Government Act 1997***, which transferred Primary and Secondary Education services to Local Governments;

- ***Revised School Management Committee Regulations 2000***, which updates the Framework for managing Primary Education;

- ***The Education Bill 2000***, which revises and updates the Education Acts 1970 and provides for a more contemporary framework for managing Education in Uganda. This Bill is yet to be assented to.

- ***Hiv/aids Policy.*** Government has developed a Policy on HIV/AIDS *in* secondary including plans for addressing HIV/AIDS in the Education Sector.   Establishment of Universities and Tertiary Institutions Act 2001. The Policy framework is to follow soon.

- ***University and other Tertiary Institutions Act2001.*** Establishment of Universities and Other Tertiary Institutions Act 2001, was assented by H.E. the President,. Thus providing a legal

framework for managing institutions that fall in this category. Efforts are currently underway to establish the National Council for Higher Education (NCHE), this being the Organ to regulate the operations and oversee quality assurance issues with regard to universities and tertiary institutions.

One of the immediate benefits of the Universities and Other Tertiary Institutions Act: 2001 is that all outstanding issues in respect of Makerere University Business School have been resolved. This institution has been mandated to update the syllabi and manage the examinations of all Uganda Colleges of Commerce (UCCs), including private colleges conducting Business Education.

2.1 Decentralisation of Education Services

Background of the Plan

The decentralisation of Educational services plan constitutes a major component of the National Policy framework of decentralisation. The implementation of decentralisation policy in Uganda has in general involved the devolution of functions which hitherto has been responsibility of the Central Government to Local Government.

The GoU decentralisation policy was announced in 1992 and led to the Local Government Statute of 1993. This provided for transfer of power .. and services to Local Government. The Constitution 1995 and the Local Government Act, 1997 both further entrenched the principles of decentralisation by empowering Local Government with responsibilities for lower level local councils, sub-counties and divisions. Under these legal frameworks, control of substantial amounts of divisions and Municipal Local Governments, which are corporate bodies with the Local Government System. The merits of Decentralisation is that it has enlisted the participation of community / grass root in providing educational services.

2.2 The Organisation structure and management of the Education System

There are four levels of Education starting from: (i) Pre-primary Education, (ii) Primary Education, (iii) Secondary, (iv) Technical, Vocational and Business Education, and (v) University or Tertiary Education (annex ii and iii).

Typically, Education in Uganda is provided through multiple approaches including the Formal, Non-Formal and Informal Systems. The National Constitution in operation mandates Government to be responsible for leading in the provision of Education. However, individuals, private

sector and NGOs are all encouraged to join Government to educate Ugandans. Within the formal sector, Government encourages a diversity of opportunities including general, Vocational and Technical structures.

The Government White Paper recommended in 1997 the Macro-structure of the Ministry of Education and Sports to improve on its efficiency. The new structure in (annex i) includes 7 or 8 departments headed by Permanent Secretary and Director of Education. The Ministry also has one Minister and three other Ministers of State as political leaders. Primary and Secondary Education are legally transfer services to Local Government. The decentralisation of services is aimed at bringing services closer to beneficiaries.
Since the attainment of independence in 1962,Uganda has improved on its record pertaining to increasing access and quality of Education.

2.3   Evaluation Policies

It is a policy of Government to evaluate all aspects of reforms. The evaluation includes formative evaluation and summative Evaluation. Within the Ministry of Education there is Monitoring and Evaluation Unit. However, as a matter of principle, External Evaluation is also encouraged. For both Monitoring and Evaluation, the ministry uses the indicators shown in (annex iv).

2.4   Objectives and principal characteristics of current and forthcoming reforms

As already mentioned, the Ugandan Education Sector which was considered to be among the most well developed in the Sub – Saharan Africa in the 1960s suffered considerable decline during the years of political strive of the 1970s and early 1980s. The reforms launched to address them had to be carefully designed ensuring that they had the following principal characteristics:

- They were preceded by studies;
- They were also formulated after wide consultations;
- They were designed together with relevant stakeholders;
- They were to be implemented, monitor and supervised from time to time;
- Whenever necessary they were revised;
- Generally the reforms have contributed significantly to raising Access, Quality and Equity for Education.

3.0   Major achievements, both quantitative and qualitative

3.1   Access to Education
a)   Primary Education

i)   *Classroom construction*
There has been marked shortage of classroom resulting from the destruction of classroom during the 1970s coupled with the rapid rise in enrolment. Deliberate effort had to be made to put up additional classrooms**.**

In 1998/99 the ratio of pupils to classrooms was 131:1, before improving to 118:1 in FY 2000/01 and it is expected to reach 82:1 in the FY 2003/04. A total sum of she 53.9 bn/= was spent on classroom construction during the period 1998/9 to 1999/000. A total of 6,689 classrooms were constructed under CCG, SFG/GoU and NDB during the same period. In the financial year 1999/00, out of the planned total of 3,975 classrooms to be newly constructed/completed under School Facilities Grant (SFG), 3,331 classrooms were constructed.

In the current Financial Year, 2000/01, shs 50.2 bn/= has been earmarked for construction of classrooms. By the end of the plan period (2003) a stock of 78,152 permanent classrooms will have been built.

ii)   *Providing Free Education*
Since National independence in 1962, education has not been free in Uganda except at Public University level. This factor in its self militated against access for all in education. Government therefore has made efforts to progressively provide free basic education.

In 1997, Government declared that it would provide free Education for four children per family. Where applicable, 50% of this number was to be girls. Government continues to encourage families to send all their school going age children to school although Government sponsorship will still be limited to 4 children per family. This policy has freed poor children to access education and in 1997 – 1998 the enrolment at primary school dramatically rose from 2.9 million to 5.4 million. This rise continued and reached 6.5 million in 1999 and 6.8 million in2000.

iii)   *Grant-Aiding of Primary Schools*
To increase the number of schools at this level, Government has been taking over Community schools, staffing them with teachers and paying their salaries.

Between the year 1990 to 2000 over 4000 schools were Grant-Aided.

A total of 767 primary schools were grant aided in the FY 1999/00, raising the number of primary schools to a total of 10,597, of which 9,060 are Government and 1,481 are private, while the rest are considered community schools.

iv) *Payment of PLE Fees by Government*
Payment of Primary Leaving Examinations (PLE) fees for P7 candidates was implemented in year 2000.   A provision of shs 10.2bn/= has been included in the MTBF for this purpose for the next three financial years. This has improved retention further.

v) *Alternative Basic Education*
This programme incorporates expansion of semi-formal opportunities adopted to reach the unreached in Nomadic communities, Fishing communities and working children.
Over 19,000 pupils have been enrolled in school through this programme

b) Post-Primary Institutions
At Secondary level strategies include:

i) *Construction of Seed Schools*
Provision has been made over years,1998 – 2003 for the construction of 60 seed secondary schools and construction work at; Mukura , Serwanga Lwanga and Okwang S.S. has been completed and the schools are already commissioned while 35 million shillings has been released to the following Districts Mubende Kabarole Kamuli, Kiboga, Ssembabule, Kotido, Moroto, Nebbi, Kitgum, Kisoro.

ii) *Rehabilitation of existing schools*
In some cases the rehabilitation and expansion of existing schools has increased their capacities significantly.
Recently, 73 secondary schools have received Capital Development Grants towards their construction and rehabilitation works and 16 secondary schools have been identified for expansion and rehabilitation. The latter will serve as centres for Comprehensive Secondary Education.

iii) *Grant-Aiding of Community and Private Schools*
Government also grant aids community and private schools nnually. For example 94 Community or Privately owned schools have been Grant-Aided and staffed this financial year, 2000/2001 while an additional 180 will be Grant-Aided over the next two years. Grant aiding is generally cheaper than constructing new schools.

For Technical, Business, Vocational Education and Training, the strategies include:

i)   Establishment of Community Polytechnics beginning with the piloting of 45 colleges w.e.f. next academic year March, 2002.
ii)   Providing Grant-Aid to Private Providers.
iii)   Shillings one billion has been budgeted for rehabilitation of Technical and Farm Schools in the next three years.

c)   Tertiary Institutions and Universities

i)   Opening New Public Universities
With effect from October 2000, Government will open Kyambogo University and Northern University of Agriculture and Environmental Sciences. This will bring total number of Public University to 4.

ii)   Abolition of Cost-sharing
Government has abolished Cost-sharing in Government Tertiary Education Institutions with effect from July, 2001. This policy enables the poor but eligible students to gain access to these institutions.

iii)   Introduction of Quota System
Public Universities under Government has introduced District Quota System to ensure equitable distribution of opportunities of access to Public Universities under government sponsorship.

iv)   Expansion
Makerere University has widened access as a result of expansion of space and introduction of new courses resulting in increase of undergraduate students from 16,042 in 1998/99to 20,360 in 1999/00, while the post graduates rose from 1,000 in 1998/99 to 1220 in 1999/2000.

v)   Private Universities
As a strategy to increase access to University Education, Private Universities were licensed between 1999 and July, 2000, namely: Ndejje University and Martyrs University.

vi)   ***Free Education***
Government has doubled its sponsorship at Makerere from 2000 to 4000 and Mbarara University from 350 to 700 students with effect from October, 2001. The sponsorship is to particularly benefit poor students. In Primary Teacher Colleges Government will provide free Education for 31,900 students, while in National Teachers Colleges (NTCs) it will sponsor 9000 students. Another 13,566 students will be sponsored by Government in Technical, Business and Vocational Education and Training Institutions. The various measures to increase access in tertiary institutions has significantly increased enrollment. Refer to annex v.

3.2   Equity in Education

One important policy thrust in Uganda is to enhance equity.
In the light of Universal Primary Education's objectives there is urgent need to**:**

- Develop parameters leading to a clear definition of disadvantaged groups of children;

- Determine the rigidities in the Formal Education system;

- Determine why there are no policies to accommodate the provision of productive Education for disadvantaged groups;

- Assess the needs of the disadvantaged groups in order to formulate realistic policies and implement meaningful initiatives;

- Find out why Government has minimal direct involvement in experimentation and piloting of programmes, approaches and strategies for disadvantaged groups;

- Determine the rational for centralised curriculum, with the view of making it i.e. more flexible and realistic, in addressing the needs of the disadvantaged groups;

- Determine logical mechanisms of funding "door-funded" Education Projects and parameters leading to sustainability of such projects and programmes;

- Assess teacher management and training programme needs to include aspects of working with disadvantaged groups.

Meanwhile, there are also specific measures which have been introduced to increase equity, this includes:

i) Community mobilisation

ii) Creation of community awareness

iii) Putting in place gender sensitive policy

Other strategies to improve equity at various levels include the following: Government has provided free Primary Education for 4 children per family. This intervention has enabled children from poor families to attend school. In addition, Government has also encouraged education of children with special needs.

Table showing enrolment of children with special needs in mainstream schools

CATEGORY	MALE	FEMALE	TOTALS
Hearing Impairment	37462	18480	55942
Visual Impairment	33270	15389	48659
Mental Retardation	26951	18005	44956
Physical Handicap	42476	16148	58624
Total	**91168**	**68022**	**159190**

- Government has also provided special incentive grants for improvement of performance to girl children. This special initiative to promote Girls education aimed at increasing persistence of girls, improving performance, improving learning environment and improving parents and community support for female participation.

- Ministry of Education and Sports is running a special alternative basic education programme for disadvantaged children such as urban poor children, Nomadic children, working children, etc. Meanwhile, in tertiary institutions, Government has abolished cost sharing.

- At the University Government sponsorship is targeted at the poor but eligible students. Introduction of Quota System for admission to Public Universities is further to ensure that every District sends their children to Universities.

- Women also enjoy affirmative action to enable them to compete favourably with men.

3.3 Quality and relevance of Education

The third tenet in the Reform Programme is to improve quality of eduaction. By far this has been the most complicated but is being addressed by a multiplicity of measures at all levels of education e.g;

a) **Primary**
   i) *Teacher Recruitment*
       In December 1999, a massive teacher recruitment and deployment drive was launched. The campaign is aimed at increasing the number of teachers to meet the Establishment Ceilings for the districts.

       By October 2000, a total of 25,624 primary school teachers, including specialised teachers for the pupils with disabilities, had been recruited.

   ii) *Raising Staff Establishment Ceiling*
       The teachers' establishment ceiling was raised from 101,600 to 125,804. This will reduce the teacher-pupil ratio from 1:110 to 1:80 (P1 – P2) and 1:55 (P3 – P7).

   iii) *Payment of Incentives*
       To address many of the concerns highlighted above, Cabinet recently passed a decision to give 20% of the teacher's wage as extra pay to teachers in hard-to-reach areas. "Hard-to-reach" areas have been defined *as areas with persistent terrain, nomadic lifestyle, isolated areas like islands, poor provision and lack of social amenities, inadequate water supply, hostile communities, insecurity, and lack of housing.* Areas so far identified and approved by Cabinet are: Kalangala, Moroto, Kotido, and Buvuma Islands in Mukono District. Government will regularly review guidelines to extend the 20% incentives to other areas that will be identified as deserving.

   iv) *Provision of Instructional Materials*
       To-date, a total of 7,065,907 Core Textbooks and Supplementary Readers have been provided to Government Aided Primary Schools.

       A total of shs.67 bn has been provided for procurement of Instructional Materials for the period FY 2001/2002 – FY 2003/04. This is in addition to shs50bn under UPE Capitation Grants for Instructional/Scholastic materials.

b) Post-Primary Level

i. *Vocationalisation of Education*
Government has intensified introduction of Vocational Education in Secondary and in Community Polytechnics.

ii. *Piloting of Comprehensive Secondary*
Government is to pilot 16 semi-comprehensive secondary schools which have wider curriculum covering both vocational and academic subjects.

iii. **Tertiary and Higher Education**

iv. **Standardisation of National Vocational Skills Curriculum**

The Directorate of Industrial Training with the National Curriculum Development Centre, are developing a National Vocational Skills Training Curriculum. The on-going Training of Trainers Programmes is another way through which uniform standards can be achieved. These programmes are funded by the Government and the facilities owned by Private Providers will also be utilised with subsidy of the Mobile Training Unit.

v. *Establishment of Education Standards Agency*
The Ministry of Education and Sports has been permitted by the Ministry of Public Service to proceed with the establishment of the Education Standards Agency (ESA), which will take over the responsibility for monitoring and ensuring the maintenance of Educational Standards, thereby assuring quality in Education services. ESA is expected to replace the Inspectorate Division.

vi. *Establishment of Tutors Colleges*
Government has established 11 colleges for Tutor training for BTVET Instructors and the first batch of 76 tutors have graduated.

vii. *Increasing budgetary allocation*
Budgetary allocations have continued to rise in support of the education sector because government has put education at the top of the its priory list. Rising from a meagre 14% budgetary allocation in the mid -1980's government now allocates 33% of total government discretionary recurrent budget to the education sector of which primary education including Primary Teacher Training budget receiving more than 62% of this allocation. Secondary receives 15% of the recurrent budgetary allocation including Secondary Teacher Training and the Tertiary sector receives 18%. The remaining 5% is for institutional development i.e. for Central Ministry Organisational Development, District/School Management Development, etc.

**Expenditure towards the education sector
(% of total expenditure)**
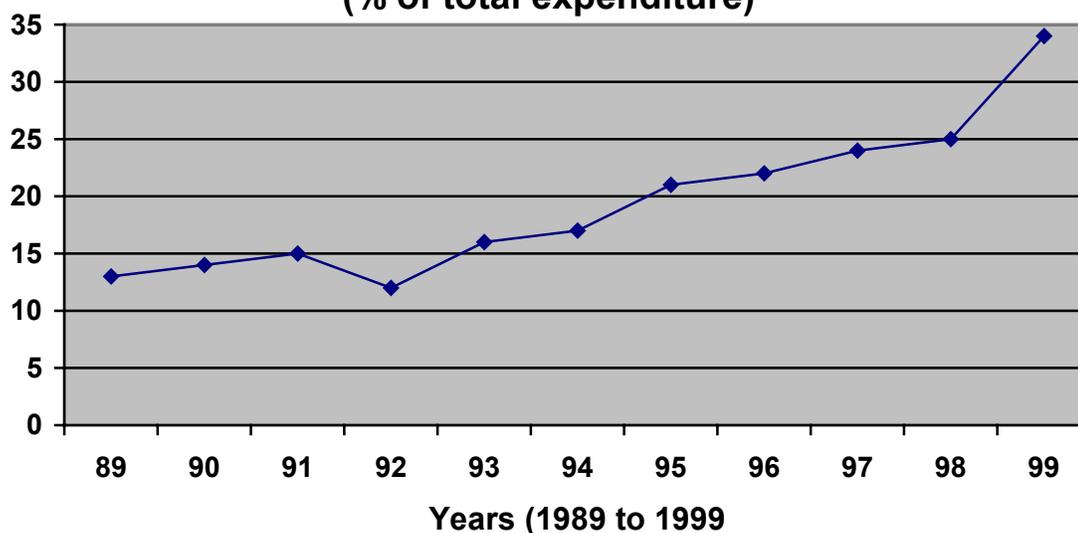
3.4 Participation by society in the process of Educational change

Throughout Uganda's history of formal education, parents and community members have tirelessly contributed towards the construction of schools for the provision of education for their children. They made the bricks and tiles carried the water, roofed the buildings and eventually provided finishing for the schools. To a large extent, this was the manifestation of parent involvement in the schools which groomed their children. They did not participate in choosing or designing the curriculum, which their children would learn. They were not involved in selecting the teachers for their children. They were not encouraged to ask questions about how money they raised were being spent. They were not often invited to the school to see how their children were being taught. Nor did anyone listen if they raised a finger at a teacher who misbehaved. The main reason was that these were pre-literate people who feared meddling in professional affairs about which they knew nothing or very little.

 Times have now changed. Schools are going to rely a great deal more on community participation. Parents are more enlightened and are becoming more vocal, demanding a hearing about the methods of teaching and the content their children are learning. Parents are becoming more watchful about how the fees are being spent. They are knocking the door, seeking audience with school officials. They are asking for ways that they can help improve the quality of Education their children receive.

The Ministry of Education and Sports, within the Reform, has articulated the need for parents to take interest and get more involved in their

children's learning. This is a crucial need. Parents are their children's first and most influential teachers. The Ministry is arguing that parents must be empowered to actively participate in making learning more effective, qualitative, and interesting.

The Ministry has, therefore, developed training materials that will guide parents to improve the quality of Education. The training approaches are easy to follow; they are participative and capable of generating insightful discussion with parents, drawing on their rich experience.

The community has been involved in doing the following among others:-
- Ensuring that children go to school;
- Meeting part of the case cost of Education;
- Participating in the construction of buildings;
- Participating in Planning process;
- Participating Monitoring and Supervision;
- Participating in Management of the school;
- Contributing to school feeding programmes;
- Contributing towards health facilities in the school;
- Tendering advice;
- Providing place and time for their children to study;
- Monitoring school's finances;
- Monitoring children's performance;
- Building healthy Parent –Teacher alliance;
- Managing family resources to enable children to go to school;
- Maintaining school discipline;

Needles to say, there is still a lot to be done in this area.

4.0 Lessons Learnt in process of changing and reforming the Education System

a) **Teacher Education**
In Teacher Education and Management Reform, the following lessons were learnt after evaluating the project:

i) Indicators of project success based on quantitative inputs (such as buildings, materials, and number of trainees) are important but they are not a sufficient measure of qualitative out comes.

ii) favorable reception of progressive projects, such as TDMS, indicates the existence of local ownership.

However, local ownership should be followed by a detailed analysis of drawbacks arising from initial implementation and formulation of suitable re-alignment strategies.

iii) In developing teacher effectiveness it is important to balance material and non-material incentives.

iv) Strategies for reducing gender disparity in all three spheres of educational participation (access/enrollment, persistence/completion and achievement/performance) need to be articulated and implemented.

v) The overall governance of a society is a key variable in social development such as in education. The implications of major government policies such as decentralization, promulgation of UPE and changes in the TE system should be subjected to detailed analysis particularly in relation to (a) requisite resources (in the immediate, medium to long-term future), and (b) changes in the existing legal and regulatory framework.

b) **Provision of Instructional Materials Reform**
In this area, the lessons learnt include:

i) The requirement for a flexible and fast reacting management capacity
for instructional materials provision to enable the system to adjust well to changes in requirements and circumstances.

ii) The need for strong and professional management of book provision activities, policies and strategies within the MoES, which enables GoU to achieve a proper balance between adequate cost and quality control and the need to encourage commercial competition, flexibility and creativity. This requires the urgent institutionalization of the IMU within the MoES after the closure of the PIU. It also requires that the IMU should be adequately staffed and equipped for its role.

iii) The need for a clear minimum instructional materials profile to support the curriculum and the specified learning objectives as the basis for detailed forward cost projections.

iv) The importance of achieving an affordable package of instructional materials based on the minimum profile and the utilization of all available cost reduction strategies consistent with the maintenance of quality.

v) The need to address the classroom usage problems associated with instructional materials in Ugandan primary schools.

vi) The urgent need to address the current serious problems of school storage and the management of physical resources. This will require coordinated work from IMU, the inspectorate, TDMS, the PTCs and district education management.

vii) The importance of creating an effective partnership with the private sector book (which has been largely achieved in Uganda) as the basis for a sustainable and high quality book provision system.

viii) The good sense of developing the local private sector book trade gradually and within the limitations imposed by real financing constraints

ix) The need for regular monitoring, evaluation, progress reviews and the assessment of performance against targets. Also, - the targets and objectives must be reassessed at regular intervals. Some of the original objectives were rapidly perceived to be redundant and were properly abandoned (e.g. the project training of textbook authorship and publishing skills and the funded development of local children's literature).

c)   Provision of Assessment and Examination

   Lessons Learnt

  i. Educational policy which leads to an expansion of student numbers and/or the curriculum will have implications for the resources needed for assessment. These need to be investigated fully before the policy is enacted.
 ii. Major reforms, such as the introduction of NAPE. Require adequate technical assistance. If long-term resident TA is not appropriate, then continuous support should be offered through a twinning arrangement with a suitable institution or consortium.
       Examining authorities need large buildings and this need should not be under-estimated in the initial design and/or costing. This is particularly true, as in this case, when a large expansion in the national assessment/examination system is planned.

   d)   Curriculum Reform

   ▪ **Lessons learnt include the need for:**

     i. Ensuring broader professional participation (organized, e.g. through PTCs and the Cts) in the process of curriculum renewal and development, locating change firmly in the daily reality of overcrowded and under-resourced schools
    ii. Following though on training and orientation with appropriate support mechanisms at the local, district level is essential
   iii. Building qualitative change into the reform process, basing innovation on research and evaluation findings.
    iv. Integrating primary curriculum change into the program of teacher education, in-service and pre-service would enhance understanding of the new curriculum by teachers.
     v. Developing more user-friendly curriculum materials which simplify the teachers' task and enhance pupil learning opportunities is critical in curriculum reform.
    vi. For curriculum review to succeed, the implications of new curriculum should be clearly worked out and adequate provisions made for the resources required.
   vii. Considering the possibility of school choice in the selection of additional subjects (i.e. from volume 2) and the impact on children's learning may be one option of introducing flexibility to address local situation and ensuring relevance at the local level.
  viii. Strengthening the linkages between curriculum change and assessment procedures is critical.
    ix. There is need for close monitoring of costs of curriculum renewal to optimize costs and benefits.

x. Carrying out regular "housekeeping" exercises to address anomalous or outmoded regulations such as the prescribed list of primary school equipment.

xi. Planning implementation more carefully and involving interest groups in the actual implementation modalities should be considered to ensure more effective curriculum

- **Factors Affecting Performance**

i)   Over-centralised procedures and lack of broader teacher participation except in subject panels, in contradiction to accepted decentralisation policies;

ii)   Lack of quality assurance procedures and strategies in the orientation to and implementation of new syllabuses;

iii) Insufficient training of new materials and approaches with lack of involvement at district levels where classroom-based curriculum development or piloting could be organised;

iv)   Insufficient training, orientation and continuing support for classroom teachers dealing with the new syllabuses;

v)   Delay in the provision of supporting learning materials and textbooks for schools;

vi)   The impact of UPE in terms of pressure on schools for space, material resources and staff;

vii) Insufficient attention paid to realistic teaching methods in the syllabuses;

viii) Insufficient research on curriculum issues to maximise effectiveness of change.

Summary

The following general lessons were learnt in the process of changing and reforming the education system.

1.   Communication technique is very important and consideration must be taken on whom to communicate, what type of communication and what is communicated.

2.   **Resistance to change**
      This occurs either due to cultural values or shift of power.

3.   Variation in context: Such as urban, rural, demographic or social differences and so forth.

5.0   The main problems and challenges facing National Education at the beginning of the 21st century.

Despite substantial progress the following remain unique problems and challenges of the 21st century:

- Extra-ordinary expansion of knowledge vis-à-vis the limited human capacity to assimilate it. This has been made worse by the persisting high illiteracy rate.
- Enhanced mobility and communication often related to increased HIV/AIDS transmission.

- Effects of international politics and unstable regional markets.
- Economic competition, with migrants and other better trained people.
- The threat to loss of individual culture and identities in favour of global cultures and identities.
- The explosive world population growth, and its implications
- The expansion of information and knowledge which places pressure on the school system to strive to adjust to cope by developing appropriate knowledge and skills, technologies.
- Debt burden, and poverty at household level;
- Protectionism, especially in the face of economic integration and trading blocs by developed countries.
- Dumping of obsolete technologies, substandard products and hazardous substances causing health problems;
- Smuggling which hurts tax revenues and stifles domestic industries.
- Donor fatigue resulting from financing programmes for too long.
- Unfavorable donor conditionalities, which emphasize short term solutions at the cost of sustainable long-term growth objectives.
- Financial markets instability that hurts small economies most.
- Brain drain therefore undermining technical competence.

6.0   The Educational content and Learning Strategies for the 21st century

Below are some of Uganda's experiences in developing educational content and learning strategies

6.1   Curriculum development principles and assumptions

6.2   The decision making

For decisions relating to curriculum issues we have involved Politicians/Policy makers, at all levels, education experts, examinations bodies, Inspectors of schools at the centre and in Local Governments; Employers, Learners, Communities and Parents. These are consulted at different levels as follows:

(i)   For the Politicians the relevance of the Curriculum to national objectives is paramount. The national concerns need to be kept in mind at the beginning of Curriculum design.

(ii)   To Educationalists, the concern about curriculum is how the Curriculum addresses the head, heart and body.

(iii)   To school practitioners the appropriateness of the Curriculum to impact various types of learners and the relationship to methods of achievements.

Employers on the other hand concern with the skills and knowledge applicable to employers.

In Uganda, Consultations starts at the grassroots to identify needs. School practitioners and Educationists then make their contributions. The technical panels make their contributions after which policy related consultations are made and the process of approving the curriculum is finalised. The final decisions are introduced in the schools and the curriculum development centre and the inspectorate lead the evaluation process

6.3   Curriculum planning and design

(i)   The principles and assumptions in the design of the current curriculum were as follows:
- It is provides practical education experience
- It is integrated.
- It is balanced.
- It is relevant to national objective and priorities
- It covers local and international concerns such as cultures, Customs and traditions.
- It is developed from grassroots level and includes Parents and Community contributions.

(ii)   Knowledge level that is selected responds to the range of learning abilities among children*;*

(iii)   It suits the age of the pupils;

(iv)   There is adequate interrelationship between subjects;

(v)   There is adequate time for teaching and learning;

(vi)   There is adequate availability of training an average teacher;

(vii) There is work availability to students completing the course.;

(viii) Funds are available to provide facilities and Instructional materials;

(ix)   Availability and proximity of public Utilities;

(x)   Availability of required infrastructure satisfies philosophy and Educational purposes of the school nation;

(xi)   Curriculum areas on subject of study provides wide basis and choices for further Education;

(xii) Special stress has been given to the instrumental subjects at the

school stage. A case in point is the study of languages. A higher degree of mastery should be acquired in one language to develop communication skills for further learning and becomes a reasonably good command over a second language is necessary to widen the scope of utilising more sources of learning.

(iii)   ***Selection and organising of curriculum***

Issues to be considered at Macro and Micro levels:

(iv)   ***B)*** *Experiences and theories considered :*
The following theories and experience have been taken with account in the development of the curriculum.

- children learn from known to unknown;
- children learn better in their mother tongue;
- children should not only learn local issues;
- Learning is best achieved by doing. To do this, appropriate instructional materials should be availed.
- Disciplined based content;
- Inter-disciplinary content;
- Subject content form;
- Process content form;
- Issues of vertical and horizontal integration;
- Consideration of potential use of content;
- Connection with hidden/latent curriculum;
- Achievement of balance.
- Preferably prepare in an integrated manner. The integration should be with in the subject and across subject areas
- There should be progressive arrangement of themes.
- The subject panels in consultations with classroom teachers' carry out the preliminary selection of subject content. These are then packaged and then pre-tested. In carrying out the selections of content they are guided by the following considerations:-
- Subjects of study should be selected in such a manner that they provide wide basic knowledge and choice for further Education both in general and professional fields
- While selecting subjects and organizing their content, the nature of individual subject must be taken into account
- Emphasis should be shifted from specific bits of knowledge, which quickly become obsolete, to those aspects, which constitute the structure of the subject, key concepts of the curriculum area, and tools and methods of inquiry specific to the subject.
- Curriculum should be arranged in a progressive manner according to learners interest, progression and ability

- Should have vital links with Educative experiences in home, community, and work situations
- Should have an appropriate mixture of work and study
- Similarly, those curriculum areas like music, drawing and fine art in general that include non-verbal as well as the so-called non- scholastic activities, apart from manual ones should also be given due place.
- At the secondary stage greater flexibility should be built into the curriculum by providing freedom for the learner in planning and conducting his own study units, choosing curriculum areas and problems of study, selecting suitable learning strategies, and so forth.
- Each subject of study selected for inclusion in the curriculum should be examined in terms of the possibility of its acquisition and applicability.

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6.4   Teaching and Learning Strategies

The following Teaching and Learning strategic issues have been considered:

Interactive teaching methodology is introduced in teachers colleges. The method is perfected through trial teaching and other considerations which include.
- Availability of competent teachers
- Development of teaching methods to achieve new goals
- What materials to use
- How to use the materials
- How learners can be made to learn
- How to promote individualised learning
- Promotion of Inter-learning
- The role of the teacher
- Appropriate research
- Re-orientation/Retooling training
- Training teachers on in active participatory methods

6.5   Assessment Policies and Instruments

a) The tools and techniques of teaching should be focussed on evaluating the extent of educability developed by individual students;

b) Appropriate emphasis should be attached to self-evaluation in order to make it an integral part of self-learning;

c) The Chief purpose of evaluation should be to improve achievement rather than just measure it, for the purpose of classifying students on issuing certificates to them.

d) The programme of evaluation for certification and graduation should be revised.

e) In order to ensure the progress, we rather than the regressive influence of evaluation on lifelong education and in order to ensure the formative rather than selective function of evaluation.

f) In place of a uniform and a single track system of evaluation, a flexible scheme should be devised which may have several alternatives and their contributions such as full self-evaluation.

g) Curriculum evaluation should be made an integral part of the total evaluation programme so that the antecedent factors of educational achievements like curriculum plans, materials and process can be constantly examined and improved.

Schools in Uganda are assessed through tests, examinations and continuous assessments where students do not meet expected standards, teachers are encouraged to provide remedial teaching.
The assessment policies should include:
- Tests
- Examination
- External evaluation method
- Internal evaluation
- Flexible and informal assessment methods
- Continuos assessments
- Involvement of the teacher and other evaluations
- Using the learner himself/herself to evaluate
- Participatory evaluation

The courses have been designed to facilitate the use of a variety of ways of assessing learning. The techniques considered appropriate were continuous assessment (progressive or formative assessment), summative / terminal examinations, project presentations and comprehensive written examinations.

The curriculum for Uganda will be examined both through continuous assessment and final written papers.

6.5.1 Continuous Assessment

Continuous assessment means keeping a record of scores using any of the formative or progressive assessment techniques over the whole course. Examination means using any or all of the same techniques only once at the end of the course.

The teacher should always mark the learner's written work, award marks accordingly and goes over the corrections with them. This will enable the teacher to identify slow and quick learners, offer timely assistance and check the effectiveness of his / her teaching.

The learners should be assessed for:

(a) Skills performance through observation. We observe the demonstrated performance.
(b) Oral communication abilities through discussion. We talk to or discuss with the learner.
(c) Written expression through written tests or examinations. Learners are exposed to and assessed in written work.
(d) Project work. This curriculum suggests a number of projects to be undertaken by learners either individually or collectively. Project work suggested in the syllabi will suitably be assessed by the teacher through careful observation of how each learner or group of learners progress with what they are required to do.

6.5.2 *Comprehensive written examination*

There will be a paper for every course. Each paper will consist of two sections, A and B. Section A will be made up of the short-answer type of questions and Section B will be made up of structured questions which require a slightly longer time to answer and call for more open-ended answers. The written examination will take place at the end of the seven-year primary cycle.

Each paper shall examine the following skills:

a) Factual recall (Knowledge).
b) Understanding of facts, concepts (comprehension).
c) Application of knowledge, skills and concepts in problem-solving.
d) Deductive and inductive reasoning.

These papers are weighted as follows.

a) Factual recall   -   20%
b) Comprehension   -   30%
c) Application   -   40%

d)   Deductive/Inductive reasoning   -   10%

Whenever possible, items can be set to test learners' skills in problem-solving. This will require the candidate to think and work out solutions to problems. In all these methods of assessment, both the teacher and the examiner should have the child's future at the centre of the learning/assessment activity.

6.5.3 *Comprehensive examination regulations*

A.   **Introductory notes**
a)   The examinations shall be administered by the Uganda National Examinations Board (UNEB).
b)   There is no age limit for candidates taking the Uganda Primary Leaving Examinations.
c)   The Headteachers of primary school may include, among his/her school candidates, learners who had left school one year before the date of the examination.
d)   Any learner who has already been enrolled and spent more than one term in a post- primary institution or secondary school will not be eligible to sit the examination
e)   The examination is designed primarily for school candidates who are presented by a school which is recognised by the UNEB.
f)   Private candidates who do not hold the Primary Leaving Certificate or an equivalent qualification may apply to UNEB through the District Inspector of schools to sit the examination.
g)   There is no limit to the previous number of items a candidate shall have sat the examination.
h)   Under no circumstance will a learner attending a recognised school be accepted for examination as a private candidate.

B.   **The Uganda Primary Leaving Certificate Examination**

a)   Entry requirements and conditions for candidacy in the Primary Leaving Examination and certificate.
        A candidate must sit for all the four papers:
        (i)   English Language
        (ii)   Social Studies
        (iii)   Integrated Science
        (iv)   Mathematics
b)   The Uganda Primary Leaving Certificate will be awarded to candidates who achieve, at one and the same sitting at the end of the course, examination results as shown below:
        Successful candidates will be placed in four divisions:

        Division one will be awarded to candidates who:

(i)   Pass in all the four papers.
(ii)   Obtain the appropriate total aggregate for the four papers:
(iii)   Obtain at least grade 6 in any of the four papers.

Division two will be awarded to candidates who:

(i)   Pass in all the four papers and
(ii)   Obtain the appropriate total aggregate for the four papers.

Division three will be awarded to candidates who: either

(i)   Pass with at least grade 6 or better in three of the four papers; and
(ii)   Obtain the appropriate overall aggregate; or
(iii)   Pass all the four papers and
(iv)   Obtain the appropriate overall aggregate.

Division four will be awarded to candidates who: either

(i)   Pass with grade 6 in at least one of the four papers taken; or
(ii)   Pass with grade 7 in at least two of the four papers; or
(iii)   Pass with grade 8 in at least three of the four papers.
Note: Those not fulfilling the conditions above will not be graded.

C.   Certificates
The certificate awarded to every successful candidate will show:
(i)   The full name and index number of the candidate;
(ii)   The name of the school;
(iii)   Attainment in all papers taken;
(iv)   The year of the examination.

Detailed information on the primary leaving examination regulations can be obtained from the examining body, i.e. the Uganda National Examinations Board.

6.5.4   *Curriculum evaluation*

There shall be regular periodical evaluation and review of the curriculum by the National Curriculum Development Centre.

7.0   Changing and adopting Educational content

7.1   The factors that have motivated or are motivating curricula change include:

(i)   global competition for job market
(ii)   changing social, political and economic environment
(iii)   need for contemporary knowledge and skills
(iv)   need for updating skills.

7.2   **The principal players** in changing and adopting Educational content include, Educational institutions, various Employers, Curriculum developers, field practitioners especially teachers, funding agencies, Politicians, and Religious Organisations.

7.3 In Uganda's case, curriculum review has included;

- Introduction of new policies
- Introduction of new disciplines
- Revision of the content
- Includes priority topics
- More practical approaches

7.4   Strategies adopted in designing and implementing, follow-up of reforms;

- Regular monitoring
- Periodic review
- Mid-term evaluations
- Final evaluation
- Development of instruments and indicators
- Training and retraining
- Identifying stakeholders
- Developing realistic target
- Developing indicators
- Training
- Producing reports

The Ministry of Education in collaboration with the Funding agencies have programmed a half yearly sector review. This is in effect and evaluation strategy which formatively fits into the management of the reform.

7.5 Achievements, Problem encountered and solutions
In respect to the curriculum the document produced is comprehensive and relatively new. The challenges it posed were;

- Teacher availability
- Teacher induction and orientation
- Need for adequate copies of the curriculum and syllabi for teachers and supervisors
- Need to develop teachers guides and supplying copies
- Need for relevant textbooks to support the new syllabuses
- Need to ensure sustainability
- Lack of public utilities
- The timing of the school day
- Adhering to the time table
- Lack of resources
- Storage facilities
- Financial provision
- Appropriateness and imaginability training of teachers
- Skills in how to manager time and space effectively
- Skill and expertise needed to identify and use resources properly
- Sources of supply of the required materials
- Means to transfer /distribute resources
- Production of resource
- Maintenance

8.0   Conclusion

There is no doubt that in the last ten years the Education Sector has benefited from reforms that have been supported by some of the most rational, policy, legal and strategic framework since attaining National independence. The implementation process has also been closely supervised by a large number of stakeholders.

Our humble experiences could be of interest to many countries especially developing countries in Africa.

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