



# QUALITY EDUCATION IN UGANDA

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By

Augustine Omare-Okurut  
Secretary General ,Uganda National Commission for UNESCO UNATCOM

# Lay Out

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- Functions of education
- Pillars of education
- Quality education
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- Quality Education in Uganda

# Introduction

Education ...

- A basic human right: UDHR, CRC, Conventions Uganda Constitution, ...
- Liberation from mental slavery
- Opens doors to total reality : our roots, tradition, culture, experience, destiny, needs of heart ...
- Provides knowledge, skills, attitudes, values, discipline...
- Teacher/educators knowledgeable, and drilled in the theory and practice of teaching and education.

# Functions of Education

Whether Formal , Non-Formal or Informal

it should:-

- Bring out God-given talent and power inherent in the human being.
- Train individuals to think for themselves not merely gather unrelated facts.
- Develop habits of study, hard work, self discipline and self-reliance.
- Foster creative thinking, individual initiative and intelligence self expression.

## Functions of Education *Cont'd*

- Prepare learners to apply their education in all manner which will benefit themselves and others;
- Promote scientific learning in such a way that the amazing discoveries of our age will serve humanity rather than master and destroy it.

## 4 Pillars of Education for the 21<sup>st</sup> Century

Jacques Delors Report: *Learning: the Treasure Within*;

identified 4 fundamental types of learning in a person's life:-

- **Learning to know:** acquire and master instruments of understanding
- **Learning to do:** Creatively act on one's environment skills competence.
- **Learning to live together:** participate and cooperate
- **Learning to be:** with others in society/community: peace and human rights, non violence.
- ++ **learning to transform self and society:** change promotion.

# QUALITY: education and training

- Access and provision of QE, UNESCO's core concerns :Jomtien(1990),Dakar, EFA 2000 etc
- EFA goal 6: quality education
- Quality: a dynamic concept linked to future-oriented thinking, anticipation;
- Quality education must take new notions into account
- Basic goal of QE: to equip learners to participate fully in their community and in the world;

## **QUALITY: education and training *Cont'd***

- Ministerial Round Table on Quality Education UNESCO, 2003 noted the following perspectives to be taken into account in Quality Education:-
  - Participation of stakeholders, transparency consultation on :aims, processes, content and outcomes
  - Emphasis on democratic citizenship, values, education for human rights and for sustainable development.



## **QUALITY: education and training *Cont'd***

- Role of teachers as purveyors of knowledge and, of the community leaders.
- Quality Education essential for equity, equality and quality of life.

## Young Voices Decalogue on Quality Education

- A survey of ASPnet schools by UNESCO(2004) for the Council of the International Bureau of Education (IBE) summarised messages on QE identified by learners into 10 broad categories:
  - Important for twenty first century;
  - requires competent and caring teachers;
  - Means stimulating and participatory learning;
  - Implies a relevant and meaningful curriculum;
  - Needs improved teaching and learning materials

## **Young Voices Decalogue on Quality Education *Cont'd***

- Requires support from within the school;
- Means social inclusion and gender equality;
- Requires attractive, safe, inspiring and well equipped schools;
- Must have support from within the community;
- Must reflect globalisation;
- Young people in their message at the 47<sup>th</sup> Session of UNESCO ICE, 2004, noted that QE is a right for all; linked to social reality and, is rooted in access, retention and performance.

## Characteristics of Education in Uganda

- Curricula fragmented and in need of harmony;
- Teaching by rote prevalent;
- Regimented pedagogy: emphasis on memory /recall information;
- Development of capacity to think and deal with world problems limited;
- Poor reading/explorative culture;
- Examination and league table focused;
- Standards often compromised /not attained;

## **Characteristics of Education in Uganda *Cont'd***

- Low motivation among teachers;
- Poor parent/community participation;
- Inadequate teaching , learning materials
- Inclusion inadequate,exclusive...

# Quality Education in Uganda

- If subjected to the Ministres' observations and the Young Voices Ten point test, may not score high marks
- Challenges
  - Numbers: big population, many schools;
  - Access and opportunities;
  - Gender equality;
  - Competencies, relevance;
  - Social inclusion/exclusion
  - Conducive conditions for teachers;
  - Resources;
  - Alliances and partnerships with parents
  - Human rights and sustainable development neglected

## Conclusion

- The desire to provide QE is there: policy and programmes e.g UPE, USE ,Education Act;
- The practice leaves many gaps...
- Attainment of EFA goals and MDGs by 2015 calls for accelerated interventions and change of mindset by all players in education .

**“Quality Education for all will be our biggest challenge and also our greatest hope”** — *Koichiro Matsuura.*