



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

**PAPER PRESENTED BY**

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**AT THE**

**ROUND TABLE DISCUSSION ON QUALITY EDUCATION IN  
DEVELOPING COUNTRIES, HELD AT PERMANENT  
CENTRE FOR EDUCATION-LUZIRA, ORGANIZED BY AVSI  
FOUNDATION**

**21<sup>ST</sup> MAY, 2010**

## **TOPIC: INTERVENTION ON QUALITY EDUCATION IN UGANDA**

I wish to take this opportunity to welcome all the distinguished participants to the Roundtable discussions on Quality Education in Uganda organised by AVSI Foundation. This conference is very important to all of us as the Government of Uganda continues to make huge investments geared towards improving the quality of Education across all levels. I wish to register my appreciation to you for inviting me.

My presentation will cover the following:

1. Background and Context
2. Global Challenges for Attaining Quality Education
3. Uganda's Experience
4. Causes of low quality Education in Uganda
5. Credible Interventions for improving Quality of Education in Uganda
6. Conclusion.

### **1.0 Background and Context**

Education has been identified as a key component of human capital that is essential for generating high incomes and sustainable economic growth. It is also recognized as an essential ingredient in poverty eradication. Consequently, quality is a key parameter for the assessment of any educational system. The call for improvement in the quality of

Education aims at a situation where people can achieve excellence. Every one should be able to achieve learning outcomes that are recognized and can be measured, particularly with regard to literacy, numeracy and other skills essential for life.

International assessments on Education highlight large achievement gaps between students in rich and poor countries. Inequality gaps exist between regions, communities, schools and even classrooms. These disparities have important implications not only in education but for wider distribution of opportunities in society.

The EFA Global Monitoring Reports indicate that developing countries have substantially higher proportion of low learning achievements compared to developed countries because of scarcity of essential resources including basic infrastructure i.e classrooms, textbooks, furniture etc. Therefore, developing countries are required to support the promotion of quality education by emphasizing the values that underpin it.

## **2.0 Global Challenges of Attaining Quality Education**

(i) **Measuring Quality-** It is not easy to say with certainty where and how the quality of education is improving. We need better indicators and more of them, so that the different aspects of quality can be assessed.

(ii) **Time and Resources-** Reforming the Education system to attain quality requires doing things differently including introducing reforms in better teaching and learning processes e.g. Provision of adequately trained teachers, learners-centred teaching methods, appropriate class size, appropriate curriculum and relevant materials need adequate planning and budgets,

(iii) **Accountable Management-**Provision and maintenance of better school environment with good facilities including

water and sanitation facilities for girls, a safe and secure environment, nutrition and health support with teachers' attitudes of respect and tolerance demand good managers at school level and within communities.

- (iv) **Capacity and Specialized Skills-** Provision of Quality Education for Everyone require special approaches and methodology for disadvantaged children and adults including those in conflict areas and emergence situations, in remote areas, orphans and those affected with HIV/AIDS,
- (v) **Relevance-**Quality education must be relevant to society needs including the circumstances of the learner and opportunities that are available in the community. Provision of such knowledge that can lead to further learning and to productive work is still a challenge in developing countries.

### **3.0 Uganda's Experience**

Following the introduction of Universal Primary Education (UPE) in 1997, enrolment in primary schools rose from 3.0 million to over 7million in 2003. This programme was therefore seen to have solved the problem of access but setting in quality challenges within Uganda's Education system. The quality concerns were manifested by low Learning outcomes that resulted into low completion rates at primary level and high internal inefficiency within the system. Consequently, for the last 10 years, the Ministry of Education and Sports has made enormous investment in the primary sub-sector to improve the quality of Education by addressing critical issues of curricula, learning environment, teaching/learning process and learning achievements.

### **4.0 Causes of Low Quality Education in Uganda**

Empirical studies carried out in Uganda have shown that some of the causes of low quality education include:-

- (1) teacher, pupil and Head teacher absenteeism;
- (2) inadequate/lack of teacher accommodation;
- (3) Inadequate school level supervision;
- (4) inadequate inspection visits by Inspectors;
- (5) non-functional School Management Committees;
- (6) poor utilization of teachers;
- (7) under deployment of teachers in districts and schools; where they are needed most;
- (8) larger class sizes in the lower grades i.e. P1-P3;
- (9) misuse of the UPE capitation grants;

## **5.0 Credible Interventions for Improving Quality Education in Uganda:**

In 2007, the Ministry of Education and Sports designed a Quality Enhancement Initiative (QEI) Program targeting 12 intensity districts with the worst quality performance indicators (*PLE results, completion rates, Net Enrollment Rate, Gross Enrollment Rate*) across the country. The Overall Objective of program was to enhance quality in primary education aiming at effectively implementing activities at school level that would enable pupils to master basic literacy (reading and writing), numeracy, and basic life skills. The QEI programme was formulated based on four pillars of Pupil; Teacher; Management, and Community. The following are activities being implemented under each Pillar:-

### **5.1 Pillar I: Pupil**

- ✓ Placing books in the hands of the pupils
- ✓ Providing Physical Education and Sports basic equipments
- ✓ Tracking pupil attendance by use of registers, monthly returns
- ✓ Monitoring pupil performance termly
- ✓ Ensuring Sanitation and Hygiene practice

### **5.2 Pillar II: Teacher**

- ✓ Implementation of the scheme of service
- ✓ Undertaking Continuous Professional Development (CPD)

- ✓ Ensuring that there is timely release of teachers' salaries by districts
- ✓ Ensuring head teacher/teacher daily attendance in schools.

### **5.3 Pillar III: Management**

- ✓ Strengthening School Management Committees and parents-Teachers Associations in schools;
- ✓ Enhancing support supervision;
- ✓ Strengthening record keeping;

### **5.4 Pillar IV: Community**

- ✓ Implementing the policy of minimum school going entry age of 6 years at P1;
- ✓ Providing Information, Education and Communication on the support for school feeding;
- ✓ Encouraging parents to participate in the assessment of school children performance and providing lunch to their children.

### **6.0 Conclusion:**

The government is committed to achieve Quality Education and has so far taken steps to implement critical activities to address the learning process, curriculum content and school management as demonstrated under each Pillar above. However, with the success of UPE; there is need to have collaborative efforts with stakeholders in the sector to address the following areas:-

- (i) Support in-service training of teachers as key guarantors of quality in addition to investing in books and equipment that can provide a stimulating learning environment,
- (ii) Support research for a better understanding and measurement of quality including taking special measures for marginalized and vulnerable groups,
- (iii) Facilitate sustainable development as an over-arching values of education and take measures to address social

outcomes of quality education with a linkage to curriculum development and teacher training;

- (iv) Facilitate exchanges and lessons learnt between different countries and regions of the world for educationalist including developing accountable management systems.

It is my conviction and hopes that by end of this workshop we should have come up with suggestions that will improve the Quality of Education in Uganda.

I wish you fruitful deliberations.

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**FOR GOD AND MY COUNTRY**  
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