



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION SCIENCE, TECHNOLOGY AND SPORTS

EXPANSION OF THE EDUCATION SECTOR 1986-TODATE



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Students training in oil and gas

In 2009, the Uganda Petroleum Institute Kigumba (UPIK) was opened and in 2010, it admitted its first batch of students. The institute was expected to train workers needed for the oil and gas sector as Uganda seeks to realize national or local content in the oil and gas sector. Makerere University also started training Ugandans in undergraduate petroleum geoscience and production studies in 2009, introducing a master's course in 2012.

Other institutes, including Makerere University Business School (Mubs), have also introduced their own oil and gas courses. Ugandans expecting to benefit from working in the oil sector have signed up for these programmes.

Uganda, as a nation, also expected the country and its nationals to benefit from the oil and gas sector with the ministry of Energy and Mineral Development's National Content Study in the Oil and Gas Sector The Petroleum (Exploration and Development) Act, 2013 (upstream law) and the Petroleum (Refining, Conversion, Transmission and Midstream Storage) Act (Midstream law) legislated on national content

Improved early childhood program

Over the years, there has been a wide gap between the pre-school enrolment and the population aged three to five years. This existing gap is enough to explain inadequate funding to boost Early Childhood Development. From 2007 when the ECD policy in the education sector was launched followed by advocacy across the country, the proportion of children attending pre-school increased from 2% in 2006 to 3% in 2007. Currently, many school for early child learning have increased.

The distribution of Early Childhood Development centers is highly driven by income levels. Areas whose population earns a high income tend to attract the ECD proprietors with an assumption that



Early childhood programme

measure of success.

This painted a picture where parents and the entire public used to look at vocational and technical institutions as places for failures. But if we are to examine and see how things were, technical and vocational institutions were highly relied on for the industrial labor force. However with the overwhelming number of graduates and school drop outs today, government has come out to introduce Skilling Uganda. In 2012, the Business, Technical and Vocational Education and Training (BTVE) act of 2008 got a boost from Government in a project called; skilling Ugandans. The BTVE curriculum has since taken a dive into a more practical and hands on approach, steadily shifting from the theoretical training.



Lugogo Vacation and Training

According to the BTVE Strategic Plan 2012/13 to 2022, the new curriculum symbolizes a paradigm shift where by BTVE training will not only focus on education certificates but also skills and competences relevant in the labor market. The program it is also targeting every member of the population in need of a particular skill and not just the school dropout as has always been perceived. The report also states that the technical-vocational skills are essential for individuals, enterprises and the economy. "Skills enable individuals to increase productivity and raise incomes. A skilled workforce enables enterprises to increase productivity and profits," it states. So to show its commitment to the skilling Uganda project, government then took to giving bursaries to those that needed the skills, in the Non- Formal training programme.

The Acting Assistant Commissioner, Business Education, Patrick Byakatonda says that this is a hands on approach to learning. He further explains that ideally skills' training is supposed to be as practical as possible which has not been the case, leading to half-baked students.

Mwesigye said the courses are 100% practical, and those trained are taught and examined in the languages they understand best. This is because of the varying academic backgrounds, so students are examined orally.

the parents and guardians will afford fees. A regional analysis on distribution of ECD centers shows that the central region had the highest number of ECD centers totaling to 2,858 (39%), followed by the eastern region with a total of 1,640 centers (22%). The western region followed with 1,098 centers (15%), while the northern region ranked fourth with a total of 831 centers (11%). The south western region had a total of 751 centers (10%) while the north eastern region with the smallest geographical area had the least number of centers totaling to 190 (3%).

The central region has the highest share of ECD centers due to the fact that the region has the highest number of urban centers and income generating activities. Although the quality has slightly improved thanks to the introduction of guidelines that saw some improvement from when everyone did what they thought was right. However, the quality of learning in most of the schools assessed still left a lot to be desired.

Introduction of ICT in schools

In 2012, the government directed schools across the country to start formal teaching of Information Communication Technology (ICT).

If the availability of teachers is a sign that some of the students are learning, then, it can be computed that the situation is dire, as the ratio of students studying computer studies to the number of teachers teaching the subject is 205:1. Indeed in many of the schools surveyed, the number of teachers teaching computer studies varied from 1 to 3 in 357 schools. The survey considered schools that admitted



Students receive instruction in the ICT laboratory

447,740 students with 18,693 teachers. Out of these only 5,288 teachers are computer literate and 544 are teaching computer studies as subject to 111,834 students. In this respect, however, UCC the ministry of Education and Sports have recently embarked on refresher training to acquaint teachers of computer studies with the ICT syllabus.

Bi-lateral Relations

The Ministry of Education Science, Technology and Sports enjoys bi-lateral relations with several countries which has resulted in large number of students to study courses: e.g. Medicine, Oil and Gas and ICT in countries like China, India, Egypt Algeria, Russia, in addition to traditional sponsors like British council and Commonwealth Countries.

Sports in schools

The department of Physical Education and Sports (PES) has the mandate to develop, coordinate all physical education and sports activities in the country as stipulated in the National Physical Education and Sports Policy (NPESP) document. The policy document is government's deliberate, integrated and systematically articulated plan and lines of action for the promotion of PES in the country.

What it has done

Oriented 2,000 Secondary schools teachers to teach physical education and sports at secondary level; Developed the Profile of a Modern Physical Education (PE) teacher to be implemented by P.E teachers training institutions. Renewed cooperation with Chinese Government which resulted into rehabilitation of Mandela National Stadium Limited as well as Chinese Volunteers coming to assist in building human resource locally; Signed Cooperation Agreement with International Association of Athletics Federation (IAAF), which led to standardization of primary schools sports competitions geared towards talent Identification and provision of age - appropriate sports activity;

Signed Cooperation Agreement with German Government resulting into German Government sending to Uganda a Sports Development Expert for four years term whose contract

expires in September 2013; Developed guidelines for conduct of sports competitions for all educational Institutions.

Ensured that Physical Education was granted Core and Compulsory Secondary School Curriculum subject and physical Education curriculum is underway;

Established 32 Government aided secondary schools as sports schools (centers of sports excellence) countrywide; with plans to have them well equipped;

Organization and coordinated of sports completions for primary, secondary, universities and other tertiary institution; Initiated programme for sports facilities development such as the rehabilitation of six Regional stadia (Jinja, Mbarara, Kabale, Gulu, Masaka, Mbale) and construction of the National High Altitude Training Centre (NHATC); Facilitated National teams to various international competitions such as All Africa Games, World Championships, Olympic Games, World University Games and East Africa Secondary Schools Games among others; and plans to build John Akii Bua.

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