



EAST AFRICAN COMMUNITY

**WORKSHOP OF UGANDA EDUCATION STAKEHOLDERS TO
VALIDATE THE FINAL REGIONAL REPORT (FRR) ON HARMONIZATION
OF EAC EDUCATION SYSTEMS**

**KAMPALA, UGANDA
14TH - 15TH MAY 2010**

REPORT OF THE MEETING

(REF: EAC/TF/38/2010)

**EAC SECRETARIAT
ARUSHA, TANZANIA
MAY, 2010.**

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**WORKSHOP OF UGANDA EDUCATION STAKEHOLDERS TO VALIDATE
THE FINAL REGIONAL REPORT (FRR) ON HARMONIZATION OF EAC
EDUCATION SYSTEMS**

**Kampala, Uganda
14th to 15th May 2010**

Report of the Workshop

1.0 INTRODUCTION:

The Workshop of Education Stakeholders was convened in accordance with the Programmed EAC Calendar of activities for the period January-June 2010.

The Workshop was attended by Education Stakeholders from Uganda. The list of participants is attached hereto, as **Annex I**.

1.1 CONSTITUTION OF THE BUREAU

In accordance with the Rules of Procedures of the EAC meetings, the workshop was chaired by Mr. Aggrey David Kibenge Ag. Under Secretary, Ministry of Education and Sports while the Rapporteur was Mrs. Florence Sembatya Musunguzi Ag. Principal Education Officer/Private Secondary Schools, Ministry of Education and Sports.

1.2 ADOPTION OF THE AGENDA

The Agenda was adopted without amendments and is hereto attached as **Annex II**.

1.3 OPENING REMARKS BY MINISTER OF EDUCATION AND SPORTS

The workshop was officially opened by Hon. Geraldine Namirembe Bitamazire, the Minister of Education and Sports, Republic of Uganda. The opening ceremony was attended by among others Dr. John Geoffrey Mbabazi, Secretary, Education Service Commission and Mrs. E.M.K. Gabona, Ag. Director Higher, Technical, Vocational Education and Training.

In her statement, the Minister welcomed participants to this very important workshop which serves as a land mark for the realisation of social, economic and political integration under the framework of East African Community.

The Hon. Minister emphasized that within the overall objective of enabling the free movement of labour, Article 11 of the EAC Common Market Protocol enjoins Partner States to:

- a) Mutually recognize the academic and professional qualifications and certifications granted in other Partner States; and
- b) Harmonize their curricula, examinations, standards, certification and accreditation of educational and training institutions.

The Hon. Minister further highlighted that the decision to work towards the harmonization of the education system in EAC is premised on Articles 102 and 103 of the EAC Treaty, which require Partner States to foster cooperation and develop common practices with the aim of harmonizing the national goals and philosophies of education.

The Hon. Minister indicated that this stakeholders' workshop provides the Partner States with an opportunity to reflect on the provisions of the Treaty and to generate consensus on the form the harmonization, of education systems, should take.

The Hon. Minister highlighted Uganda's positions on harmonization of educations systems as follows:

- a) Education is a priority area for furthering cooperation in the region, therefore education should help Uganda consolidate and strategically position itself to gain further from the Common Market.
- b) Even with varying education systems, it is possible for members of a single market or economic community to pursue common [national] development and human resources development goals and objectives.
- c) Harmonization need not narrowly be conceived to mean "a single or a uniform" system of education for the region. Harmonization contextually is about establishing common standards for measuring and determining equivalencies; promoting regulatory cooperation and recognition of other

Partner States' regulatory systems in order to enforce the mutually agreed standards.

- d) Harmonization of education systems should lay emphasis on agreed basic educational principles and outcomes rather than the transformation into a uniform [same] education system.

The Hon. Minister concluded her statement by wishing participants fruitful deliberations. The text of the Minister's speech is attached hereto as **Annex III**.

1.4 STATEMENT FROM EAC SECRETARIAT

The representative of the EAC Secretariat, Mr. Aloysius Chebet informed the participants that harmonization of education systems in East Africa is premised on the Articles of the Treaty for the establishment of the East African Community. In particular, Article 5 which highlights the Objectives of the Treaty while Articles 102 and 103 require the Partner States to undertake measures to foster cooperation in education and training.

Mr. Chebet informed participants that the study in question was carried out by the Inter-University Council for East Africa (IUCEA) on behalf of East African Community and the Report became the property of EAC on 9th November 2009.

He informed the participants that the EAC Secretariat had organized a series of workshops for experts in their respective sub-sectors (Pre-primary & Primary, Secondary, Business, Technical, Vocational Education and Training (BTJET) and Teacher Education) to study the Report with a view to validating its accuracy, adequacy and relevance to the harmonization process.

Finally, he called upon participants to carefully study the report with a view to assessing the feasibility of the recommendations therein.

2.0 GROUP WORK ON EACH EDUCATION SUB-SECTOR

The participants broke up into four sub-sectoral groups. They deliberated based on the guidance provided and reported as follows:

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2.1 Pre-Primary and Primary Education

The Group made the following observations on the accuracy, adequacy and relevance of the report:

Page No.	Observations	Recommendations
30 Paragraph 2	The data was inaccurate and the sources not indicated	The correct figure for Government aided primary schools in 2008 was 12,315 and the total primary school enrolment of 7,350,665 be inserted. The source is the Education Management Information Systems (EMIS) 2008.
Pg 49	The report refers to the "department of pre-primary and primary education", which has since been re-named "Department of Basic Education.	Adopt the new name.
Pg 82 Curriculum Content	<p>i) Pre-primary is not arranged according to subjects but learning areas while Lower Primary (P1-3), is organized under themes (Thematic Curriculum) which vary from class to class.</p> <p>ii) In the case of Upper Primary some subjects were missing.</p>	<p>i) Learning at Pre-primary level is arranged under the following learning areas:</p> <ul style="list-style-type: none"> • Developing and using my language • Interacting, exploring, knowing and using my environment • Developing, using mathematics concept in day-to-day experiences • Relating with others in acceptable way • My physical development • Creative development <p>ii) Under primary add "Creative Arts and Physical Education" which entail Music Dance and Drama, Physical Education, Art and Technology.</p> <p>iii) Production Skills should not be considered as a subject because it is an outcome of all the subjects.</p>

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2.2 TEACHER EDUCATION

Page No	Observation	Recommendation
Pgs 64-67	There was inadequate data in the report	Insert the correct data provided below <ol style="list-style-type: none"> 1. Government aided Primary Teachers' Colleges (PTCs): 45 (of these 23 are Core PTC's providing both in-service and pre-service programmes and the 22 are non-core and provide only pre-service programmes). 2. One (1) Health Tutors college and one Instructors College. 3. Eight (8) Private PTCs. 4. Five (5) National Teachers' Colleges (NTCs) training teachers at Diploma level for secondary and primary schools. 5. Public and private universities are training graduate teachers.

2.3 SECONDARY EDUCATION

Page No.	Observation	Recommendation
Pg 30 2 nd para	Total enrolment for secondary in 2008 was not correct and the source was wrong	Total enrolment increased by 17% from 814,087 students (females 370371 and 443716 males) in FY 2006/07 to 1,088,744-(499,386 females and 589,358 males) <i>Source: Education Management Information System (EMIS) 2008</i>
Pg 50	Some autonomous bodies were missed out	Under other bodies that play major roles in implementing education programmes, include <i>National Council of Sports</i> .
Pg 59 section 2.4.5 para 1,	After completion of primary cycle there was an omission of the UCE	Insert the words: "After UCE, the students join upper secondary (HSC), PTCs and BTVET institutions".
Pg. 60	Omission of other support policies. All levels of examination by UNEB are at National level	<ul style="list-style-type: none"> • under policies include <i>Physical Education and Sports Policy</i>. • under the section on Examination, Evaluation and Certification rephrase to read: <i>UNEB is responsible for conducting examinations at primary, Secondary and for the BTVET institutions.</i>
Pg. 61, 3 rd para	Lower Secondary in Uganda is not yet free	Refer to secondary education in Uganda as <i>universal</i> in the case of Uganda, instead of <i>free</i>
Pg. 62	Registration is not the mandate of ESC	under responsibility of Education Service Commission, delete <i>registration</i> of teachers. This is a

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		function of Teacher, Instructor Education and Training (TIET) Department.
Pgs. 68-69	Introduction to Chapter 3. There is very little mention about Uganda.	Additional information from pg. 30 of the report should be incorporated here.
Pg. 70, para 3.	There was no mention of Uganda's development partners	Mention should be made of Uganda's Education Development Partners (EDPs).
Pg. 80	Country position and stakeholders' views not included.	Pick from Country position paper.
Pg. 83	The curriculum menu provided in the report is not adequate.	Adjust the curriculum menu for secondary education to include the subjects listed below for Ordinary (O) and Advanced (A) levels of education.

Note:

'O' Level (Lower Secondary)

- i. English
- ii. Maths
- iii. History
- iv. Geography
- v. Physics
- vi. Chemistry
- vii. Biology
- viii. Physical Education
- ix. Christian religious education
- x. Islamic Religious Education
- xi. Latin
- xii. French
- xiii. Local language
- xiv. German
- xv. Computer
- xvi. Art and Crafts
- xvii. Music
- xviii. Agriculture
- xix. Entrepreneurship
- xx. Wood work
- xxi. Metal work
- xxii. Business studies
- xxiii. Kiswahili
- xxiv. Arabic
- xxv. Technical drawing
- xxvi. Commerce
- xxvii. Accounts

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- xxviii. Home Management
- xxix. Food and nutrition
- xxx. Clothing and textiles

A-Level (Upper Secondary)

- i. Literature
- ii. Maths
- iii. History
- iv. Economics
- v. Geography
- vi. Physics
- vii. Chemistry
- viii. Biology
- ix. Latin
- x. French
- xi. Local language
- xii. German
- xiii. Art and crafts
- xiv. Music
- xv. Agriculture
- xvi. Entrepreneurship
- xvii. Kiswahili
- xviii. Arabic
- xix. Home economics
- xx. Christian Religious Education/Islamic Education

Type and Number of Subjects taught

With regard to the proposed subjects for a harmonised curriculum, below are some of the key subjects:

1. Mathematics
2. English
3. Chemistry
4. Physics
5. Biology
6. History
7. Geography
8. Kiswahili
9. Computer Studies
10. Agriculture
11. Religious Education
12. Other Foreign Languages

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2.4 Business, Technical, Vocational Education and Training (BTJET)

Page No.	Observation	Recommendation
Pgs 8-98	BTJET sub sector was not adequately covered in the entire Report	BTJET sub-sector be adequately covered in the document.
Pgs 28-31 2.1.5	Section on Uganda does not give BTJET Sub-sector adequate coverage	Insert information on the BTJET sub-sector and include non-formal and the informal education and training. Possible source of data includes the BTJET Act 2008, the GWPE 1992 and other statutory instruments.
Pg 49	<p>under bullet two "Directorate of higher education and BTJET" the narrative statement is not strong enough.</p> <p>Bullet four "Directorate of Training" (DIT) is incomplete statement and the narrative is not accurate.</p> <p>The presentation of section 2.3.5.1 omits the key stakeholders in autonomous bodies</p> <p>Under 2.3.5.3 there is no mention of the Governing Councils for tertiary education institutions</p>	<p>Bullet two narrative to be rewritten replacing the word <u>concerned with</u> with "Charged" in the text.</p> <p>Bullet four should read "Directorate of Industrial Training". And the narrative to be rewritten as; This directorate is responsible for the quality assurance role, development of the Uganda Vocational Qualifications Framework (UVQF), Assessment and Certification of skill competences in the BTJET subsector.</p> <p>Insert the following autonomous bodies: National Council of Sports (NCS), Uganda National Commission for UNESCO (UNATCOM)</p> <p>Include Governing Councils for tertiary education institutions in the management structure.</p>
Pg 60	The sub heading paragraph " <u>Examination, evaluation and certification</u> " excluded "assessment".	<p>a) The sub heading be rewritten as "Examination, evaluation, assessment and certification".</p> <p>b) The last paragraph should be enriched to include the DIT, Uganda Nurses and Midwives' Examinations Board (UNMEB), Uganda Allied Health Examinations Board (UAHEB) and Uganda Business and Technical Examinations Board (UBTEB). The DIT assesses and awards Trade Tests and UVQF qualifications to successful candidates ranging from certificates to diplomas.</p>

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Pg 61 3 rd para	The admissions criteria for the BTVET institutions is lacking.	Refer to the Kampala and Kigali Experts reports on BTVET for the admissions criteria.
Page 63	Under para 2.5 and 2.6, the format of reporting deviated from the routine. 2.7 The overall coverage of teacher, tutor and instructor training is not exhaustive.	Para 2.5 and 2.6 report should be presented in the established pattern under each Partner State to ease comparison of diversity and commonalities. Instructor and tutor training programmes should be covered.

3.0 COMMENTS OF THE WORKSHOP ON RECOMMENDATIONS OF THE FRR

S/N	Recommendation	Viabile/ not Viabile	Reasons/Recommendations	Remarks
1.	Establishment of regional body/ committee for harmonization	Viabile/ agreeable	<ul style="list-style-type: none"> i) It will enhance and coordinate harmonization. ii) It will work out the curriculum modalities. iii) There should be equitable representation of EAC Partner States on the Committee. iv) The body should ensure compliance and quality and determine expected competencies. v) Caution be made to avoid overlaps of roles and responsibilities. We propose that this harmonisation committee/body develops ToRs for the Quality Assurance Committee rather than transform themselves into a Quality Assurance Body. 	Should be expedited
2.	Harmonization of curriculum	Viabile/ agreeable	<ul style="list-style-type: none"> i) Member states already have common elements (e.g. subjects) in their curriculum and hence a few obstacles to iron out. ii) The internal education reforms of each Partner State 	<ul style="list-style-type: none"> i) Flexibility should be catered for to accommodate uniqueness of member states ii) Interpretation

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			<p>should be recognised.</p> <p>iii) There should be inclusive assessment of learners performance.</p> <p>iv) The curriculum should deliver determined competencies.</p>	<p>of grading system should be agreed upon by the Partner States</p>
3.	Harmonizing educations structures	Viable/ agreeable	<p>i) The focus on content and depth of learning makes it viable</p> <p>ii) Secondary Education should be for ages 13-19.</p> <p>iii) Government should provide for Early Childhood Development (ECD) Centres.</p>	<p>The learning duration may not be relevant as long as content and scope is the basis</p>
4.	Learning outcomes and competencies	Viable/ agreeable	<p>i) Core subjects should be included in the Partner States' curriculum and competencies can be handled through those subjects</p> <p>ii) All EAC states should embrace ICT</p> <p>iii) A Regional Qualification Framework, once developed will address the harmonisation of competencies.</p>	
5.	Teaching capacity	Viable/ agreeable	<p>i) There is already an existing movement of teachers harmonization will enhance it.</p> <p>ii) Training and certification should be harmonized</p> <p>iii) Remuneration of teachers, instructors and tutors should be addressed to minimize imbalances and increase motivation.</p>	<p>Qualifications for teachers at primary level should be harmonized (G.V. G III)</p>
6.	Language of Instruction	Viable/ agreeable	<p>i) The mobility, knowledge sharing, and resources sharing already exists and will facilitate a common language.</p> <p>ii) Language of instruction should be determined for each learning level: ECD, Primary, Secondary and Tertiary.</p>	<p>It is recommended that common languages for upper primary be Swahili and English language and at lower primary, the language be determined by the community.</p>

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7.	Gender disparities and irregularities	Viable/ agreeable	<ul style="list-style-type: none"> i) It is already part of the national policy issues being handled/implemented ii) Gender parity should be extended to teachers and education leadership. 	The Gender Policy in Education (for Uganda) is in place.
8.	Quality and equity of the systems	Viable/ agreeable	<ul style="list-style-type: none"> i) The quality of education should be determined by the competencies attained at every level. ii) Design an affirmative policy to ensure equity issues are addressed. 	Should emphasize vocational and technical training among Partner States. This also feeds into the wider job market where available jobs require practical skills.
9.	Management, administration and good practices	Viable/ agreeable	<ul style="list-style-type: none"> i) Partner States are already on track. ii) The recommendations be retained as stated. iii) The regional body for harmonization compiles the best management practices and models for implementation in the Partner States. 	<ul style="list-style-type: none"> i) It should also emphasize vocational and technical training ii) Have agreed standards for adoption of good practices
10.	Financing	Viable/ agreeable	<ul style="list-style-type: none"> i) It is possible to agree on inclusion of a budget item in the respective budgetary frameworks of Partner States. ii) Advocacy for increased funding to cater for the identified areas of harmonization. 	

4.0 Additional Comments/Recommendations on the FRR

1. The harmonization process should review systemic issues to address teacher wastage and deployment to ensure an adequate and efficient teaching force for quality education.
2. The guidelines on education under the EAC Common Market Protocol should address the issue of teacher's conditions of service with a view to harmonizing them and to facilitate teacher mobility in the region.
3. Include all abbreviation used in the list of acronyms and abbreviations, e.g., GWPE, UCE, UACE, EPRC and USE.
4. Chapter One was missing in the Table of Contents. Include **Chapter One** in the **Table of Contents**.

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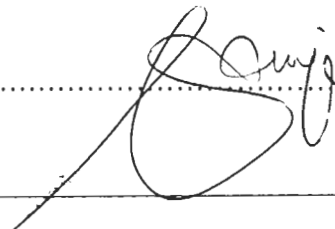
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Signed this 15th day of May 2010 by respective Commissioners as below:

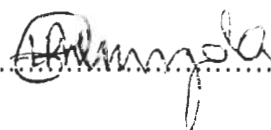
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14TH TO 15TH MAY 2010

KAMPALA, UGANDA

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EAST AFRICAN COMMUNITY

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EAST AFRICAN COMMUNITY

**MEETING OF EDUCATION STAKEHOLDERS TO VALIDATE THE FINAL
REGIONAL REPORT (FRR) ON THE EAC EDUCATION HARMONIZATION
KAMPALA, UGANDA
14TH - 15TH MAY 2010**

AGENDA

1.0 OPENING OF THE MEETING

- Constitution of the Bureau
- Adoption of the Agenda
- Opening Remarks

2.0 GROUP WORK ON EACH EDUCATION SECTOR

3.0 REPORTS FROM THE GROUPS

4.0 HARMONISING RESULTS OF THE GROUPS

5.0 DRAFTING RECOMMENDATIONS OF THE WORKSHOP

6.0 ANY OTHER BUSINESS

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