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COMMISSIONS AND
COMMITTEES ON THE
DEVELOPMENT OF THE
UGANDAN EDUCATION
SYSTEM IN 1925-2012

HERBERT SEKANDI

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Impact of Education Commissions and Committees on the Development of the Ugandan Education System in 1925-2012

Ugandan Education Commissions and Committees

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Abstract

THIS PAPER EXAMINES education commissions and committees established between 1925 and 2012 in order to demonstrate their impact on the development of the Uganda education system. Between 1925 and 1987, seven education commissions and two education committees were formed. The impact of each education commission and committee has been critically examined with mixed results. However, their impact as a whole has significantly influenced the development of the Ugandan education system between 1925 and 2012.

This paper investigates several influential education commissions and committees including the 1925 Phelps Stokes Commission (which influenced the British colonial administration to oversee educational developments in Uganda instead of leaving the responsibility up to the various missionary societies), the 1940 Thomas Education Committee (which helped establish the Board of Governors for post-primary educational institutions), the 1952 de Bunsen Education Committee (which helped establish boarding schools in Buganda and reduce the denominational aspect of education), the 1963 Castle Education Commission (which helped to create the 1963/64 Education Act, which removed religious bodies from administering education in Uganda) and the 1987 Senteza Kajubi Education Commission (which introduced Universal Primary Education (UPE)).

In contrast, this paper also elucidates several negative

impacts on the development of education in Uganda. This includes the 1940 Thomas Education Committee and the 1952 de Bunsen Education Committee; both committees recommended administering education along religious lines, resulting in disunity in the Ugandan society. Another negative impact was the by-product of the recommendation of the 1963 Castle Education Commission in which it created a belief in the Ugandan society that education was for job seeking and not for job creation, a phenomenon which the education system today is still trying to reverse.

Introduction

UGANDA'S EDUCATION SYSTEM has been shaped through advice from education commissions and committees since 1925. Such appointed education commissions and committees were required to perform the task of first examining the existing education system and then recommending new developments which should occur in the following 10-year period. Uganda was administered under the British rule beginning in June 1894 (Ingham, 1959). During the colonial period, the Colonial Office in London selected a group of people to form a commission and oversee vital affairs in the colony. In addition, when the administering governor of the colony selected a group of people to oversee pertinent issues in the colony, they formed a committee. Therefore, in the British colonial administrative system, commissions were appointed from London and committees were appointed by the governor of the colony.

With regard to the Ugandan situation between 1925 and 1962, there were totally seven education commissions sent from the Colonial Office in London. During the same period, two education committees were appointed by the respective governors in Uganda. After Uganda regained independence in 1962, the Ugandan government created three education commissions. The purpose of this paper is examining the impact of the above education commissions and committees.

Pioneering Work of Missionary Education in Uganda

when the British administration was established in Uganda in June 1894, the British colonial administration initially concentrated on establishing their administrative duties. However, they faced significant resistance from Omukama Kabalega of Bunyoro, Kabaka Mwanga of Buganda and Chief Awich of Payira in Acholi. Thus, the British colonial administration did not focus on establishing and instead delegated educational activities to the missionaries in exchange for security and tax rebates (tax holidays) on scholastic materials imported from Europe and for teachers engaged in educational work.

However, historically, missionaries actually preceded the British administration. For example, missionaries of the Church Missionary Society arrived in Kampala in 1877, while the White Father Missionaries arrived in the same city in 1879. By 1900, the missionaries had established numerous schools throughout Uganda and began to feel the financial burden of administering the existing schools and establishing new ones. They subsequently reminded the British colonial administration of their responsibility towards education in the country. As a result, from 1908, the British colonial administration began to provide an annual grant to the missionaries in order to assist them in their educational activities. This grant increased annually and by 1920, the amount had grown so much that it attracted the interest of British officials to participate in the expenditure (Ssekamwa, 2008). In 1923, the British government passed a policy on social services in the British colonies, which was influenced by Germany's successful experience in Tanganyika (modern-day Tanzania).

After the end of World War I in 1918, the League of Nations assumed administrative control over the former German African

colonies and requested that Britain administer Tanganyika on its behalf. However, the British discovered that people in Tanganyika had cherished the Germans and their culture because after the signing of the 1886 Anglo German Agreement, the German administration in Tanganyika involved itself fully in educational affairs. To help endear the Africans to their British administrators, the 1923 British policy on social services in the British colonies urged the British colonial administration to oversee educational development in its colonies.

The Colonial Office in London also requested that the British governors should work towards educational development in their colonies and establish clear guidelines with experienced educationists. In pursuance of this request, the British government in London applied for financial assistance from the Phelps Stokes Fund in the United States. These funds helped to establish a commission of education experts who would visit each British colony in Africa and advise each respective governor as to how he should approach educational developments (Phelps Stokes, 1925).

Phelps Stokes Commission

The Phelps Stokes Commission was chaired by Jesse Jones Phelps Stokes, brother of the founder of the Phelps Stokes Fund. It consisted of several American and British educationists as well as Kweigir Aggrey, an African from Ghana who had been educated in the United States (Phelps Stokes, 1925).

The Phelps Stokes Commission arrived in Uganda in November 1924 and departed in early January 1925. Therefore, it is referred to as the 1924/25 Phelps Stokes Commission. Although the British colonial administration in Uganda was by then providing a significant amount of money to the missionaries for educational purposes, the entire education system was in the hands of

the missionaries. In addition, those in charge rarely witnessed the presence of the colonial administration in the education system other than Makerere College, which it had established in 1922.

In light of the remarkable educational work in Uganda achieved by the missionaries, the Phelps Stokes Commission praised their missionary efforts. According to the Phelps Stokes Commission Report, Apart from the government possessing only one school called Makerere College, the missionaries had established thousands of schools all over the country with very little financial assistance from the government' (Phelps Stokes, 1925).

However, the Phelps Stokes Commission found that the missionary curriculum was too academic and lacked the ability to provide tangible skills to students. The commissioners stated that the missionaries were educating the Ugandans unrealistically only for so-called white-collar jobs in government offices and companies. The type of education which the commissioners recommended was called education for adaptation to the environment'. This type of education taught skills such as farming. However, the Ugandans did not prefer this type of education and viewed it as a significant delay to their overall development towards global trends.

The Phelps Stokes commissioners advised the colonial administration in Uganda to oversee the education system of the country and be responsible for policies regarding educational developments. The commission also advised that the colonial administration devote adequate funds for the administration of the education system and establishment of new schools in the country. The commission further advised that the colonial administration not supplant the missionaries but to allow them to continue their existing role while the British administration established a department of education and passes a law governing the educational affairs of the country. After

providing the above advice, the Phelps Stokes Commission left Uganda for Kenya in early 1925.

Impact of the Phelps Stokes Commission on the Development of Education in Uganda

As requested, the British colonial administration established the Department of Education and appointed Eric Hussey as its first Director of Education. Then, it began providing finances for the development of education as its obligation, which eliminated the need for the missionaries to request financial assistance from the colonial government. Finally, the Department of Education became the official coordinator of the curriculum. Until 1925, there were three different curricula in the education system of Uganda. These curricula were modelled against or based on the curricula of different countries to which the different missionary societies belonged. For example, the Church Missionary Society missionaries and the Mill Hill Fathers who came from Britain were using a curriculum modelled on the British curriculum. Meanwhile, the French White Father missionaries were using a curriculum modelled on the French curriculum, while the Italian Verona Father missionaries were using a curriculum modelled on the Italian curriculum.

The resulting situation was confusing since there were three entirely different curricula being used in the country. It was even different to ascertain the equivalence of the standards reached by the students who attended the various schools under the different missionary organisations. Therefore, to avoid such confusion, the Phelps Stokes Commission made four pertinent recommendations: 1) the colonial administration should direct and control the development of education; 2) the Department of Education should enforce the

use of the curriculum modelled after the British system; 3) the Department of Education was responsible for the certification, which is the role of the current Uganda National Examinations Board (UNEB) and 4) the British colonial administration should pass a law regarding educational affairs in the country (the 1927 Uganda Education Ordinance, which was the first official law regarding education in Uganda).

The Phelps Stokes Commission also focused on the type of education being provided by the missionaries. In reaction to the criticism that the education was too academic and unrealistic, the Department of Education endeavoured to create a balance between academic education and practical education. As a result, the Department of Education made the following arrangements:

- 1) At the primary school level, agriculture was taught theoretically in classrooms and practically in school gardens. The Department of Education also created a new subject which it called 'handwork', in which pupils were taught tangible skills which could be used to produce actual products. Such skills ranged from how to build doors and other wooden items to making ropes and baskets. This type of education which combined agricultural skills and simple technical skills was used until 1952 when the de-Bunsen Education Committee introduced a new approach.
- 2) At the secondary school level, two types of schools were established: middle schools (academic in nature) and central schools (vocational skills). The central schools focused on everyday skills which included everything from farming and carpentry to brick making and plumbing. Unfortunately, these schools were

closed down by 1940 for two overall reasons. First, both parents and students preferred academics to vocational education. In this regard, the son of Sir Apollo Kaggwa stated, 'Canon H. M. Grace, headmaster of King's College Budo, is teaching us how to drive bull wagons instead of giving us real education' (Ebifa, 1932). Second, students who scored lower marks on the Primary Leaving Examination (PLE) were selected for the central schools, while those who scored high marks were selected for the academic middle schools. This approach to the selection of students sent a message to the society that vocational education was for either the less gifted students or outright failures. This point of view has continued to influence the attitude of many people in Ugandan society.

In this regard, this is truly unfortunate because vocational or technical education requires a high degree of initiative and inventiveness. In fact, it is meant for students who exhibit higher intelligence. However, the Ugandan education system sends those with higher intelligence to academic institutions in which students only cram other people's ideas and throw them back to the examiners'. According to late William Senteza Kajubi, 'A student who is able to remember when John Speke visited the source of the Nile in 1862 is thought to be more intelligent than a student who is able to make a chair', (Senteza Kajubi, 2008).

1937 de La Warr Commission

This commission is another education commission which visited Uganda during the colonial period. It was prompted by Sir Philip Mitchell who was the governor of Uganda from

1935 to 1940. On his arrival in Uganda in 1935, Sir Philip Mitchell fell in love with Makerere College, and he began to use the college to produce African assistants for his British officials. At the same time, Makerere College had begun to attract students from Kenya, Tanzania and East Africa who were sponsored by their respective governments. Consequently, Makerere College became a school of higher learning for students who were eventually employed as assistants for British officials all over the East African region (Macpherson, 1968).

Eventually, Sir Philip Mitchell aspired that Makerere College should become a university for entire East Africa. In pursuance of this aspiration, he persuaded the Colonial Office in London to send a commission to East Africa in order to examine the possibility of establishing such a university. As a result, the Colonial Office in London sent the 1937 de La Warr Commission to determine the viability of such a proposal.

Upon arrival in Uganda, the de La Warr Commission emphasised the vocational aspect of education in Uganda, as recommended by the Phelps Stokes Commission. However, the Department of Education had already taken steps to create a balance between academic education and vocational education. Therefore, the commission emphasised that rather than merely teaching vocational skills, teachers should also emphasise creativity (de La Warr Commission Report, 1937). This recommendation in this regard was a so-called bomb shell and an utter disappointment to Sir Philip Mitchell. In this case, the commission examined the possibility of turning Makerere College into a university and judged that Makerere College had no such potential because the Bagandan Land owners near the college had refused to sell their land for the development of the college. Consequently, the Commission recommended that the university should either be established

on Kololo hill in Kampala, which was then a jungle with plenty of unoccupied land. Alternatively, it recommended that the university be established in Kenya as a secondary school.

After the departure of the de La Warr Commission, Sir Philip Mitchell refused to implement its recommendation. Since Makerere College included students from Kenya and Tanzania, he persuaded his fellow governors to vote in order to continue developing Makerere College and they obliged. Since this expenditure did not cost the British Treasury, there was no opposition from London (Macpherson, 1968). If it had not been for the keen interest of Sir Phillip Mitchell to promote the prospects of Makerere College, the institution presently seen on the Makerere Hill today would not have existed. Today, Mitchell Hall is named after this influential founder.

The land issue for Makerere College was eventually resolved by Martin Luther Nsibirwa, the Katikkiro (Prime Minister) of the Buganda Kingdom. In fact, he forced the Baganda land owners to sell their land for the development of Makerere College. However, this partially led to his assassination in 1945. Today, Nisibirwa Hall (formerly North Cote Hall) is named after him (New Vision Thursday, 2012.)

1940 Thomas Education Committee

As explained earlier, the governor of a colony appointed an education committee in the British colonial administrative arrangement. The Thomas Education Committee was established by Sir Philip Mitchell in 1940 before he was transferred to Kenya. Its mission was to examine the educational situation after the Phelps Stokes Commission 1924/25 and recommend new developments for the following 10-year period.

The impact of the recommendations of the Thomas Education Committee on the education system of Uganda

focused primarily on several issues. First, the Committee wanted to familiarise the Ugandans with the education system so that once the British officials and missionaries departed, it would remain in effect. In this respect, the Committee recommended the establishment of a Boards of Governor for post-primary institutions, which exists even today. The Committee also recommended that the local governments should be responsible for planning, establishing, administering and financing primary education in their areas. This recommendation is still seen in the operation of primary education in Uganda today in which the districts are responsible for primary education, while secondary education is administered by the Ministry of Education and Sports.

However one unfortunate recommendation of the Thomas Education Committee was its recommendation that education should be administered along denominational or religious lines. This led to disunity in the Ugandan society, as each denomination namely Protestants (Anglicans), Roman Catholics and Muslims separately established their own schools and denied admission to those who did not belong to their particular denomination. In addition, each denomination preached against the others and remained religiously prejudiced against students. In many instances, this led to fights among students of different denominations. This aspect was unfortunately reflected in the formation of two opposing political parties during the mid-1950s: the Democratic Party (DP) supported by the Roman Catholics and the Uganda People's Congress (UPC) supported by the Protestants (Anglicans)

1945 Asquith Commission

After World War II ended in 1945, this Commission was established by the Colonial Office in London in order to

promote higher education in British colonies, use Makerere College to serve entire East Africa and make arrangements as to how the college would be under the auspices of the University of London and its academic programmes. This resulted in Makerere College offering academic programmes of the University of London from 1949. However, this arrangement ceased in 1963 when three independent governments of East Africa formed the University of East Africa as a symbol of independence. This university consisted of three constituent university colleges: Makerere University College, University College of Nairobi and University College of Dar-es-salaam. The students within East Africa were free to attend any university college of their preference.

1951 Binns Study Group

After World War II, owing to pressures brought about by the Atlantic Charter, the United States and Soviet Union as well as the United Nations Organization (UNO), all European powers which had colonies in Africa were being urged to offer independence to their colonies because imperialism was viewed as one of the primary causes of wars. In addition, World War II severely weakened the European powers economically, and as a result, they would rather concentrate on rebuilding their economies than supporting African colonies.

However, Britain's concern was that if she left her colonies, then there would be a critical mass of qualified men and women to carry forward the work started in those colonies. In this regard, the Colonial Office in London established two education commissions: the Jeffreys Commission for the British West Africa and the Binns Study Group for British East Africa and British Central Africa. The mission of these education commissions was to examine the state of the education system in

each colony and recommend developments geared towards producing a critical mass of qualified men and women who could be entrusted to perform the work after the British depart.

The Binns Study Group, which arrived in Uganda in 1951, discovered three aspects in terms of education in the country. First, education standards by and large were extremely low. Second, the students disliked technical education. Third, there were Ugandans who had initiated private schools to be run side-by-side with missionary schools. This third phenomenon excited the commissioners because independence required the Africans to initiate developments without waiting for the support of either the government or the missionaries. Unfortunately, this initiative was missing in many colonies. Therefore, the Binns Study Group recommended that academic standards should be improved at all levels and the number of schools and intakes should be increased. In addition, to reverse the feelings of disdain against technical education by the students, the Binns Study Group recommended that all secondary schools should conduct both academic and practical courses and students should select a combination of both elements.

Since 1925, when the private school movement began in Uganda, the missionaries insisted that the government should outlaw such schools. Consequently, the private school proprietors continued running their schools even under pressure. These private schools managed to survive because some people began to appreciate the fact that they provided additional facilities which could not be provided by the missionaries. The Binns Study Group, which had been impressed by the initiative of private school proprietors, recommended that the private schools become a part of the formal education process. In addition, it suggested that there should a section

in the Department of Education responsible for advising private schools holistically and offering financial aid to promising ones (Binns Study Group Report, 1951). Since then, the private school movement grew substantially, and today, such schools are accepted educational institutions in the Ugandan education system.

1952 de Bunsen Education Committee

In 1952, after the departure of the Binns Study Group, Sir Andre Cohen (the Governor of Uganda) appointed an Education Committee in which its mission was to guide the government as to how the recommendations of the Binns Study Group would be implemented. The Education Committee was chaired by Sir Bernard de Bunsen, the principal of Makerere University College. The impact of the de Bunsen Education Committee can be seen through some of the following developments. The Committee did not implement the recommendation of the Binns Study Group of establishing comprehensive secondary schools to reverse the reluctance of the students to study practical courses. Instead, it established a system of semi-technical/vocational schools to run side-by-side with academic secondary schools. These schools were known under various names such as Rural Trade Schools, Farm Schools and Home Craft Centres. However, these schools faced the same fate as the central schools of the 1930s because the society also viewed them as schools for the failures. By the 1960s, the enrolments into such schools began to decrease.

Around the time of the country's independence in 1962, one of the most desirable personal characteristics in the Ugandan society was confidence. Consequently, the 1963 Castle Education Commission transformed the

semi-technical/vocational schools into purely academic secondary schools on the basis of the following question: 'Shall we build the nation on the backs of failures who have been made to feel so by our education system? (Education in Uganda, 1963).

On a positive note, the de Bunsen Education Committee recommended the establishment of non-denominational secondary schools under the oversight of the government. Such secondary schools had already existed in Buganda and Busoga in order to provide educational opportunities to those in the region. The recommendation for these secondary schools to be under the government was intended to reduce the missionary 'hold' on the Ugandan education system. This resulted in the establishment of schools such as the Ntare School in Mbarara, the Kigezi College Butorere in Kabale, the Kabalega Secondary School in Masindi, the Mvara Secondary School in Arua, the Sir Samuel Baker Secondary School in Gulu, the Lango College in Lira and the Teso College Aloet in Soroti. These schools quickly gained prominence and were on par with such secondary schools as King's College in Budo, St Mary's College in Kisubi and Mwiri College.

However, the de Bunsen Education Committee faced embarrassment, especially because there was a terrible shortage of qualified men and women in the various departments of the newly independent government. Therefore, the recommendation of the de Bunsen Education Committee was that between 1953 and 1960, all secondary schools in Uganda would be producing 500 O-level candidates.

One of the obvious causes of such a shortage of qualified men and women during after the country's independence was that Britain originally believed that the transition would be

achieved within approximately 20 years. This point of view was supported by Sir Andrew Cohen, the former Governor of Uganda (1950-1957) who had worked hard to prepare the Ugandans for independence. However, at one of Uganda's independence celebrations in 1962, the surprised Cohen stated, 'We thought we had an indefinite time ahead of us' (Ssekamwa, 2008). Meanwhile, the de Bunsen Education Committee, continued to support the divisive denominational nature of education in Uganda as it had been established in 1940.

1963 Castle Education Commission

When Uganda gained independence on 9 October 1962, the concerns of the new government were directed towards the education system for two reasons. First, the government wanted to produce critically required and highly qualified human resources. Second, it wanted to create a new ethos among the Ugandans to boost their confidence for developing their newly independent country. Consequently, in 1963, it appointed the Castle Education Commission named after the chairperson and British educationist Edgar B. Castle. The impact of the 1963 Castle Education Commission is considered with regard to three aspects: human resources, new ethos and unity.

In terms of human resources, the Castle Education Commission was concerned about quickly producing a critical mass of highly qualified Ugandans for undertaking the numerous jobs which were vacated by the departing British officials. Consequently, the government began building new secondary schools and enlarging the existing ones in order to create facilities for as many students as possible in the hope that the successful graduates would fill these positions.

This was an optimal situation for students, especially since jobs were awaiting them upon graduation or qualification. Unfortunately, this created the attitude in the Ugandan society that education was for job seeking and not for job creation, even though the education system consistently states that 'education for job creation and not education for job seeking'.

In terms of creating a new ethos among the Ugandans, the Castle Education Commission directed its attention to the curriculum. In this respect, there were tremendous efforts to make the Ugandans realise that not only subject content based on the European and American environment mattered but also the content based on the Ugandan environment. For example, during the colonial days, in the Cambridge biology examinations, O-level candidates were required to dissect rats and cockroaches flown directly in from London as if Uganda did not have rats and cockroaches.

In terms of increasing confidence in the Ugandans, the Castle Education Commission recommended that particular ideologies should be developed and inculcated in the students' thinking. This resulted into creating such ideologies as 'African identity' and 'African personality' in order to increase confidence and the feeling of equality with other races.

With regard to unity, one remarkable recommendation of the Castle Education Commission was the removal of religious groups from the administration of the education system, which had been recommended by the 1910 Thomas Education Committee and the 1952 de Bunsen Education Committee. Administration of the education system along religious lines had caused significant disunity among the Ugandans during the colonial period. In this case, the government passed the

1963/64 Education Act, which removed the religious bodies from administering education. The responsibility was then placed under the government through the Ministry of Education and Sports (Education Act, 1963/64). As a result of the Education Act, such religious disunity is not observed in the Ugandan society.

1977 Senteza Kajubi Education Commission

According to popular belief, there should be an education commission in a country every 10 years because societal changes such as population increase and advancements in technology generally occur within this time frame. In this respect, the education system is required to accommodate such changes in order to keep the students up to date. For example, the concern of the Ugandan society in 1962 was to produce adequate qualified human resources. By 1973, the issue of producing qualified human resources had been resolved. Therefore, the recommendation of the 1963 Castle Education Commission for producing qualified human resources was no longer applicable.

In light of the 10-year time frame, by 1973, Uganda was due for a new education commission, but no such commission was appointed because General Idi Amin Dada had seized power from Apolo Milton Obote on 25 January 1971. By 1973, he was still consolidating his powers, and educational affairs were not one of his priorities.

However, Idi Amin did establish an education commission in 1977 in which assigned duties were conducted and a report was produced which was ultimately unpublished because Obote's guerrillas (assisted by Nyarere's soldiers) intensified their attack on Idi Amin in order to overthrow his administration (Senteza Kajubi Education, Commissions Report, 1989;

Sekandi-William Senteza Kajubi interview, 2011). Since the above commission did not publish its recommendations there was no impact on the development of education in Uganda.

1987 National Education Policy Review Commission

When the NRM government assumed power in 1986, it created the National Education Policy Review Commission in 1987 and appointed William Senteza Kajubi as the chairperson, who was the Vice Chancellor of Makerere University. The commission published its report in 1989, which the government used as a basis for its 1992 Government White Paper. This commission, which is now referred to as the Senteza Kajubi Education Commission, has been the longest running commission in the Ugandan education system. Many of the recommendations of the Senteza Kajubi Education Commission were accepted by the Ugandan government through its Government White Paper of 1992. As of 2012, many recommendations made by the Senteza Kajubi Education Commission have been implemented.

Let us now look at the implemented recommendations of the Senteza Kajubi Education Commission and assess their impact on the development of education in Uganda on the basis of five of the aims originally stipulated by the commission.

- **Aim No. 1:** To enable individuals to acquire functional literacy, numeracy and communication skills in one Ugandan language and English
- **Impact of Aim No.1:** Through the Thematic Curriculum (i.e. from pages 1 to 3), children are taught their mother language plus English as the second language. This approach to teaching enables a student to gain functional literacy. Children gain fluency in English, which

enhances their overall communication skills in that language (pages 4 to 7)

- **Aim No. 2:** To develop and maintain sound mental and physical health
- **Impact of Aim No. 2:** The school curriculum teaches students physical education, games and sports in both primary and secondary schools. The education system arranges competitions between schools at the sub-county, country, district and national levels. In addition, the Public Health Department and the Ministry of Health introduced a program in schools which offers immunisation and complete physical medical examination.

- **Aim No. 3:** To develop cultural, moral and spiritual values in life

- **Impact of Aim No.3:** In this respect, the school curriculum includes the teaching of music, dance and drama in order develop culture in the students. It also teaches SST at the primary level and RE at the secondary school level, through which students are taught spiritual and moral values. At the same time, many schools encourage their students to attend religious services to enhance their spiritual and moral development.

- **Aim No. 4:** To inculcate understanding and appreciation for the protection and utilisation of the natural environment by using scientific and technological knowledge

- **Impact of Aim No. 4:** The curriculum in schools teach the value of protecting the environment through the

establishment of talking compounds in which slogans such as 'leave me green', 'don't cut me down' and 'don't walk on me' are displayed through the school. In terms of offering scientific and technological orientation, at the primary school level, the curriculum uses visual aids such as running trains fire-equipment vehicles and other motor vehicles by using dry-cell batteries. The curriculum further provides practical lessons such as repairing punctured bicycle tubes, inflating tyres and using fire extinguisher equipment. At higher levels, students are taught science subjects such as chemistry, biology, physics and agriculture as well as food nutrition through experiments in school laboratories. This type of approach orients the minds of students towards the use and application of scientific and technological knowledge.

- **Aim No. 5:** To develop a sense of patriotism, unity, an understanding of one's rights and responsibilities and appreciation of the need to actively participate civil matters
- **Impact of Aim No. 5:** Students learn about patriotism by saluting the national flag every morning before they go to class, singing the national anthem, carrying the flag for specific occasions and wearing caps which show the official emblem of Uganda. In terms of national unity, students are also taught to sing the national school song as prescribed by the Ministry of Education and Sports (Minimum Requirements for Schools, 2004). Human rights are taught by insisting that students follow and obey school rules and regulations, and in cases where a student offends another

one, the offended student should immediately report the infraction to the school authority. Responsibility and participation in school community activities are taught by making students keep the school environment tidy and clean. The activities include everything from cleaning the compound and classrooms to learning about civil duties through elections for pertinent positions within the school such as mess prefect, class monitor and officers in school clubs.

In contrast, some of the aims of the Senteza Kajubi Education Commission have not made an impact on the Ugandan education system. This may be due to the overall difficulty of implementing them. For example, Aim No. 8 reads as follows: To develop adequate practical skills for making a living. Implementing this aim requires an extraordinary financial expenditure which the Ministry of Education and Sports may find impossible to provide. In this regard, let us consider the following scenario in which a primary school with 500 students decides to teach carpentry to all of them. One can imagine the amount of wood required per year as well as the money to purchase the appropriate supplies. In addition to this challenge, there is negative attitude of parents, teachers and students towards this type of practical education.

In conclusion, education commissions and education committees have made a tremendous impact on the development of education in Uganda since 1925 through their recommendations.

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AND LECTURERS DO NOT DO
RESEARCH, DO NOT PUBLISH AND
DON'T PRODUCE PATENTABLE
ARTICLES, IS A GLORIFIED
A LEVEL SECONDARY SCHOOL”

- PROF SENTENZA KAJUBI. AT A SENATE
MEETING ON 22-MARCH 2007

This book examines education commissions and committees established between 1925 and 2012 in order to demonstrate their impact on the development of the Ugandan education system. Between 1925 and 1987, seven education commissions and two education committees were formed. However, their impact as a whole has been significantly looked at in this book.

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