

THE FIRST BUSOGA EDUCATION CONFERENCE BRIEF

Obwa'Kyabazinga Bwa Busoga in conjunction with Camel Communities organized an education conference to examine the current state of education in Busoga focusing on Pre-Primary and Primary Education and coming up with a mechanism for engaging all stakeholders in the delivery of quality education in the kingdom. The conference was conducted on 9th. March, 2018 at the Civil Service College Uganda in Jinja district starting from 8:00AM to 6:00PM. Obwa Kyabazinga Bwa Busoga is the legally recognized cultural institution for Busoga and Basoga. Headed by HRH the Isebantu Kyabazinga of Busoga, the Institution is focusing on education as one of its priority areas in its current Strategy for the socio-economic transformation of Busoga and Uganda. Camel Communities is a national not for-profit organization registered as a company limited by guarantee. Camel communities focus on building the capacity of local institutions to engender their role in transforming society.

The theme for the conference was “*Are our Children Learning – Making education everybody’s business in Busoga*”. This summarized the rationale for the conference.

The overall **purpose** of the conference was to examine the current state of education in Busoga initially focusing on Pre-Primary and Primary Education, and coming up with a mechanism for engaging all stakeholders in the delivery of quality education in Busoga. According to the 2017 Primary Leaving Examinations results, the kingdom again performed badly with the districts of Kamuli, Mayuge, Buyende, Kaliro and Namayingo dominating the last positions in the country thereby warranting a concerted effort to redress the obscure situation.

This conference was in line with the vision of His Royal Highness (HRH) the Kyabazinga of Busoga, William Wilberforce Gabula Nadiope IV of taking a central role in improving education standards in the kingdom, and the region as well as bringing back the former glory of Busoga as a leader in education in Uganda. A number of interventions had already been undertaken including provision of bursaries and scholarships to over 1000 bright and disadvantaged children for the last 3 years of his reign and establishment of the Busoga Kyabazinga Examination Board. This conference underpinned interventions by government and other stakeholders to get a comprehensive strategy to address current education challenges and cause a paradigm shift in the planning and delivery of education in the kingdom.

CONFERENCE OUT-PUT

The following outputs were realized at the end of the conference.

1. Participants agreed that busoga kingdom needed a strategic plan to give education development in the kingdom direction.
2. Key stakeholders were mapped out and the kingdom was guided on how to enlist their contributions towards improving education in Busoga kingdom.

3. From the participants, a network of committed individuals and institutions were created to promote quality education in Busoga kingdom.

CONFERENCE PARTICIPANTS



Some of the participants having lunch.

A total of 112 participants attended the Conference from the following institutions:

- Obwa Kyabazinga Bwa Busoga
- Ministry of education and sports
- Members of Parliament from Busoga
- Senior Central government Civil Servants from Busoga
- District Chairpersons, Secretaries for education, CAOs, DEOS, MEOS and DIS
- Municipal and town Mayors and their Secretaries for Education
- Religious leaders and their secretaries for education
- NGOs and CSOs dealing with education in Busoga
- All the 11 Royal Chiefs and their Prime Ministers in the Obwa'Kyabazinga

- Representatives of Head teachers and teachers
- Representatives of Parents
- Representatives of SMCs, BOGs and Directors
- Senior educationists
- All media houses in Busoga
- Representatives of Basoga in the Diaspora
- Representatives of youth, women and disabled organized foras
- Representatives of Universities and tertiary institutions
- Senior civil servants from Busoga
- Abasoga Nsette Leadership and institutions of learning.



Owek. Rashid Kiswiriri Chairing the SCOT Analysis of Education in Busoga.

KEY NOTE ADDRESS ONE: DR. JOSEPH MUVAWALA

This was delivered by Dr. Joseph Muvawala the Director National Planning Authority of Uganda. The following were the highlights in Dr. Joseph Muvawala's Key Note Address;

Owek. Joseph Muvawala the Kingdom Prime Minister who doubles as the director National Planning Authority outlined the history and heritage of Busoga kingdom, the prevailing situation, key regional education indicators, explained the cause for the current deterioration in education and a proposed a strategic direction for the kingdom to take.



The kingdom is over 100 years old. It is the source of most water bodies in Uganda. Fertile soils and wild life.

The Busoga emblem summarizes Busoga's heritage and most cherished values; There is rich wild life and water, power of unity and mobilization symbolized in the motto "Okwisania Busoga Namaani", the spears represent power to protect the people and their property.

Despite such strong attributes, the poorest Ugandans now live in Busoga (75%-80% of rural Basoga are poor), 26% of our households in the kingdom are headed by children and teens, one in five mothers is a child mother. The kingdom currently has lower average years of schooling (than national average), 62% of children aged 10-12 in the kingdom are not enrolled in school, learning environments in most schools are in a sorry state. There is high education wastage reflected in class repetition, school drop-out especially of the girl child due to early pregnancy

and marriage as well as petty trading for boys. Most of Busoga districts lie in the bottom 20 least performing districts at PLE.

Several factors have combined to create the ugly state of affairs above in the kingdom. Among these are poor governance and school management structures in most schools in the kingdom resulting into absenteeism of teachers and pupils, Poor learning environment, Poor Sanitation, Government automatic promotion policy, Failure for parents to provide scholastic materials and meals to pupils among other factors.



Dr. Hamis Mugendawala who represented Dr. Joseph Muvawala

He proposed the following as probable strategic direction for the kingdom:

- Create enabling environment in schools focusing on social norms, legislation and strong accountability mechanisms.
- Ensure that schools are availed with essential school inputs and adequate staffing.
- Access [focus on retention and completion]
- Quality[ensure children acquire the expected knowledge and skills for their grades]
- Treat Education in Busoga as a planning issue (Entrench it in NDPIII)
- Kingdom to continue claiming greater responsibility in provision of quality education
- Old boys and girls should adopt their village schools
- The Diaspora should invest in Quality Education [Busoga yaiffe, Busoga Twegaite]
- Revive the community Child Philosophy

- Start with the sleeping giants [previously good schools]



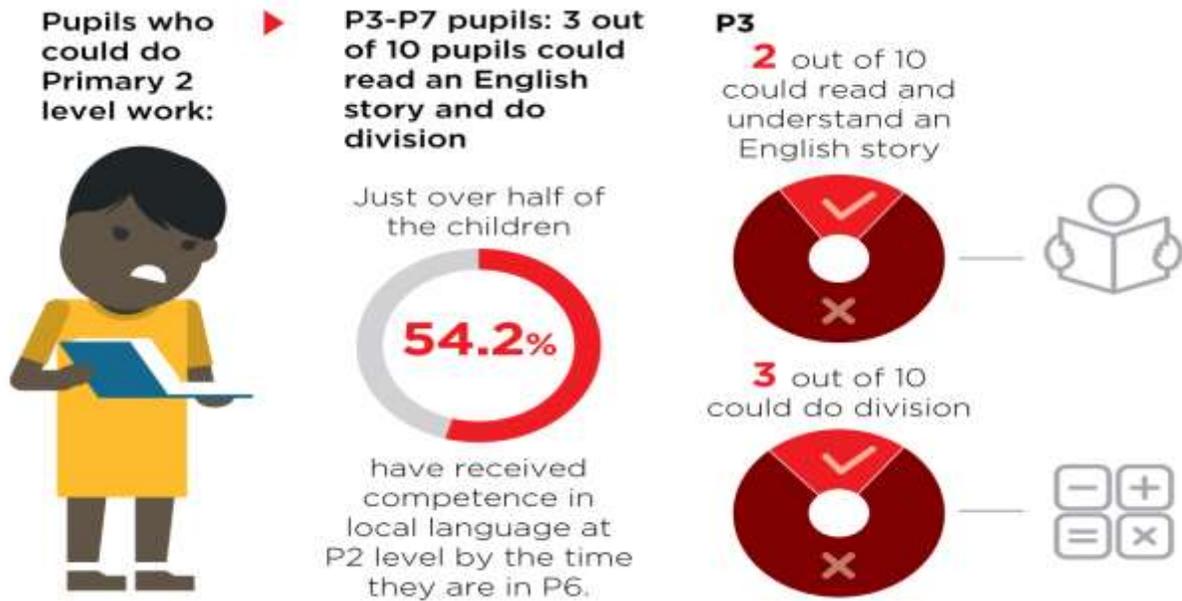
Some of the Conference Participants listening in.

KEY NOTE ADDRESS TWO: DR. GORETTI NAKABUGO

This was delivered by Dr. Gorreti Nakabugo - Country Lead UWEZO Uganda, the following were observed. Her address had the title "Are Our Children Learning?"

Key Findings: UWEZO learning assessments focus on 6-16 Year Olds, testing basic competences to provide evidence on the actual status of learning. This UWEZO 6th report based on assessment was conducted in Sept-Oct 2015 and released last year eastern and northern Uganda performed poorly in this assessment as revealed in the figures below.

Low learning outcomes nationally



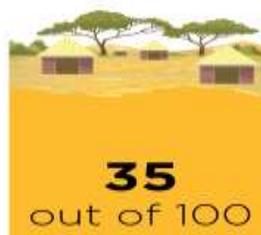
Rural-urban inequality

P3-P7 pupils who could do P2 level work

Read and understand an English story:



Urban areas

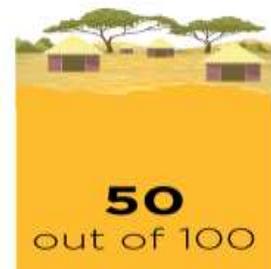


Rural areas

Do division:



Urban areas



Rural areas

Regional inequality

P3-P7 pupils who could read a P2 level English story and do P2 division

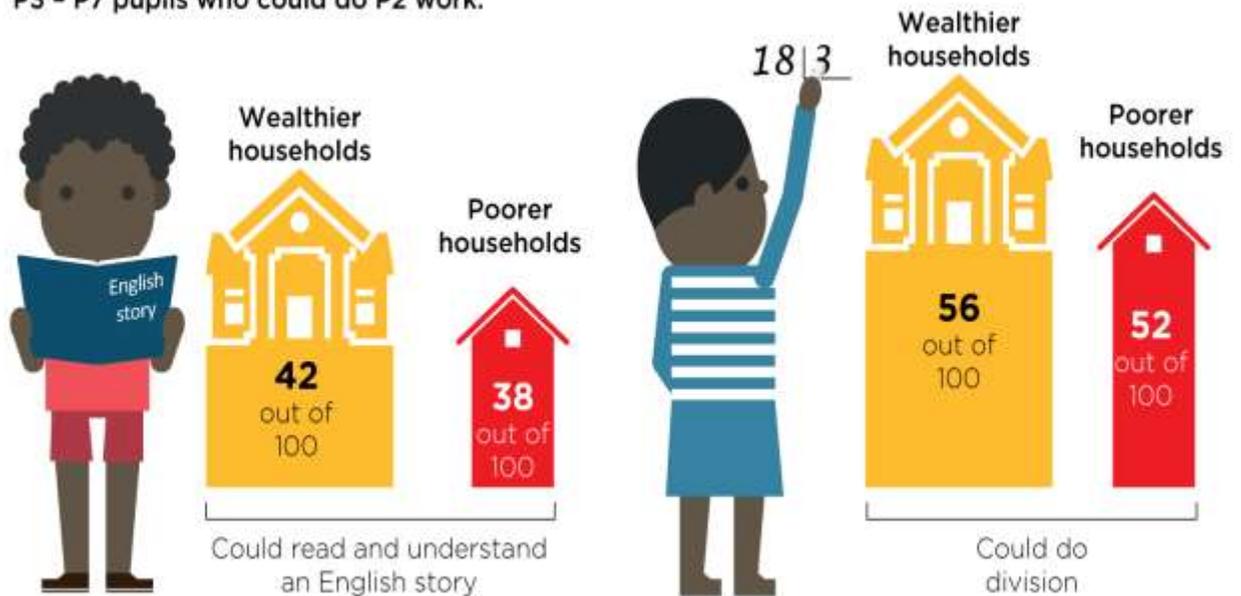


Bottom 20 districts were all in northern and eastern regions

Top 20 districts were all in western and central regions

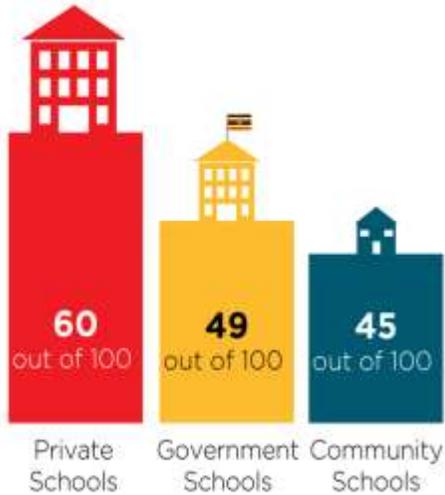
Socio-economic inequality

P3 - P7 pupils who could do P2 work:



Private-public education disparity

P3 - P7 pupils who could read and understand a P2 English story and P2 division:

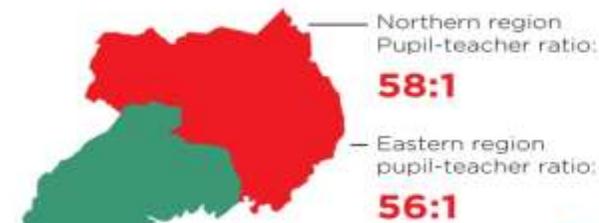


P3-P7 pupils who could do P2 work

Category	Remedial	No Remedial
English Story	54	36
LL Story	46	32
Numeracy	60	50

Teaching quality challenges

Pupil-teacher ratio is **46:1**



Teacher presence

71%

2014

82.4%

2015

Teacher presence in private schools

90.4%

Teacher presence is better in central and western regions.



- 30% schools with one or more teachers with some training in special educational needs
- 61% schools with a feeding program (teachers teaching hungry children)
- 54% teachers had attended in-service training (CPD) in the last two years

POLICY RECOMMENDATIONS

1. Improving learning must be a policy priority
2. Provide more support to disadvantaged populations
3. Eliminate shortage of classrooms and teachers in the north and east
4. Maintain and enhance support to teaching of literacy in local languages
5. Provide adequate text books to learners to fast-track progress in literacy and numeracy
6. Clarify policy on automatic promotion and class repetition
7. Teacher motivation and accountability makes a difference

THE CONFERENCE IN PICTURES





Dr. Mawanda presenting on Emerging Issues in Education Focusing on ICT Integration in Education.



Namayingo DEO giving a Situational Report.



Chairperson DEOs giving a Situational Report.





Andrew and Stella from Camel Communities listening in.





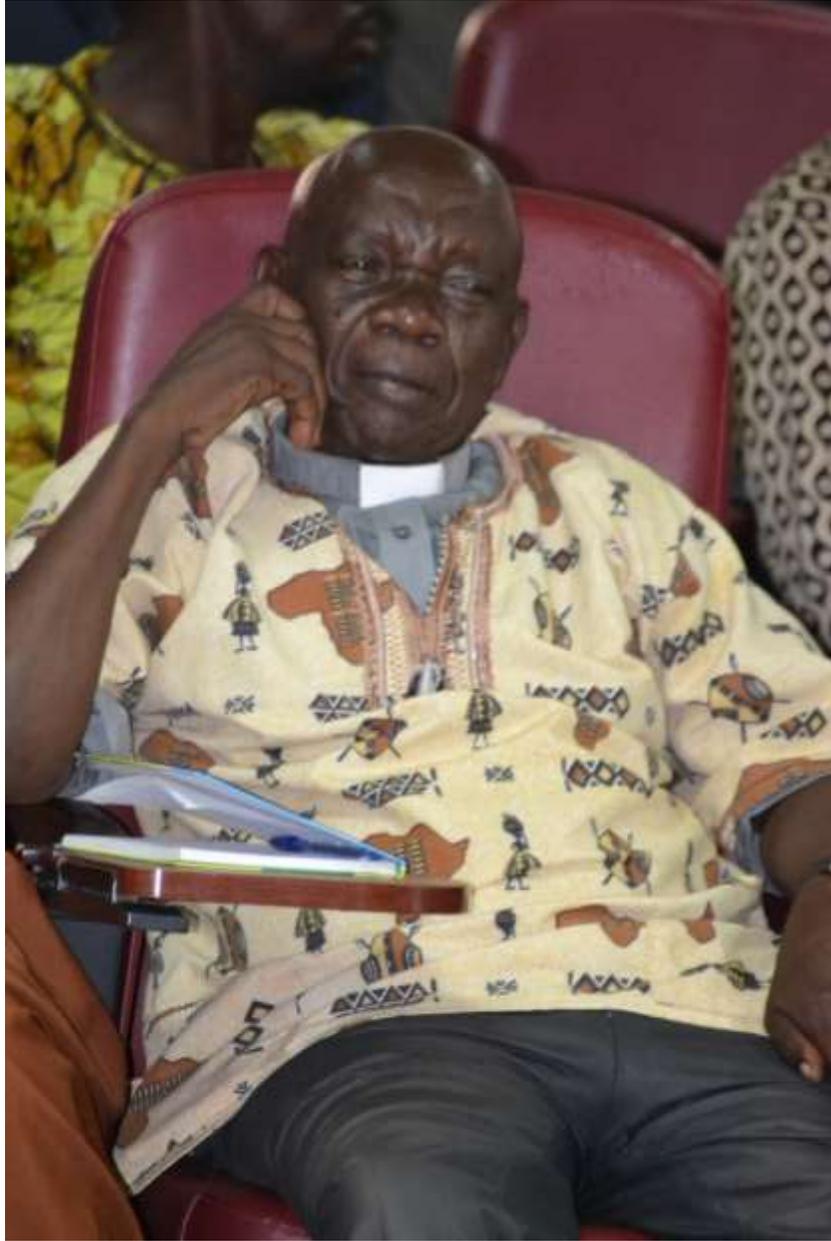


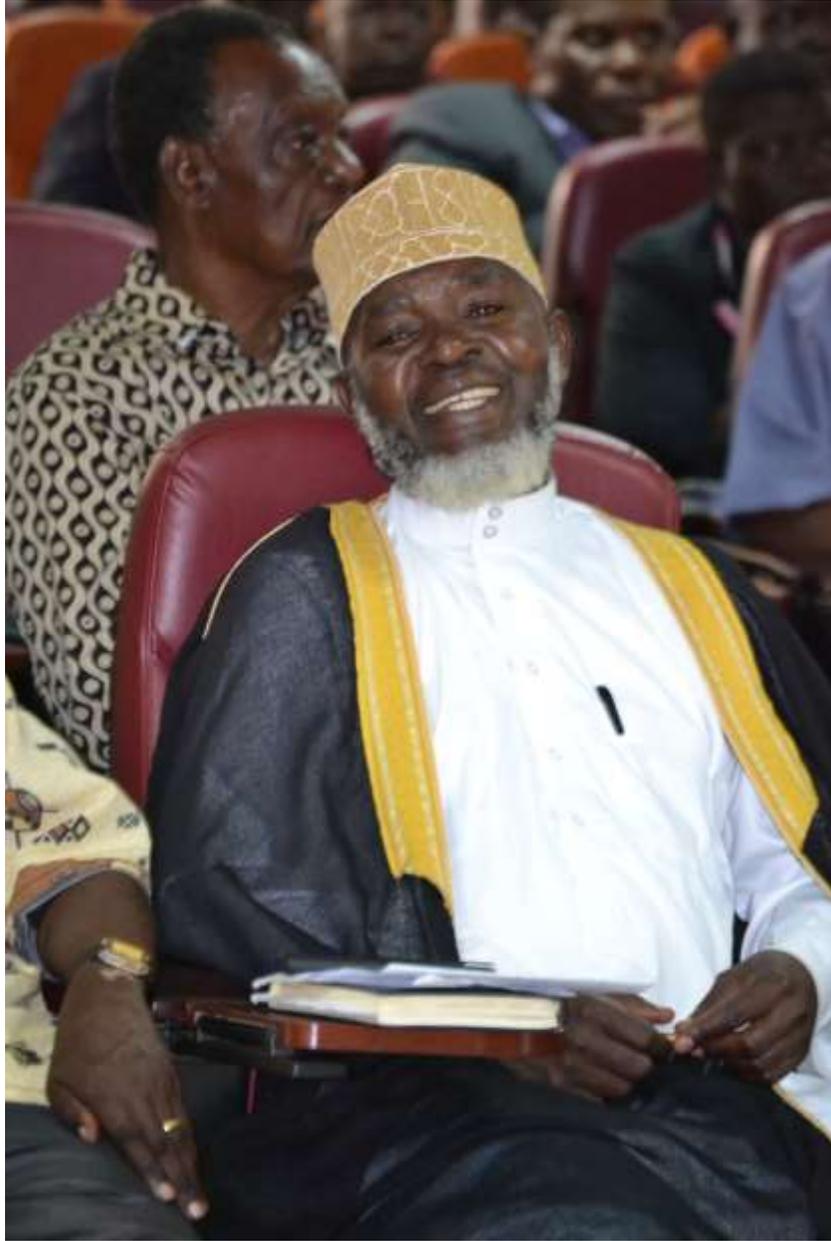
















OUR NEW PARTNERS

OBWAKYABAZINGA BWA BUSOGA



THE CIVIL SERVICE COLLEGE - JINJA



MINISTRY OF EDUCATION AND SPORTS



