

Information and Communication Technology in Secondary Schools of Uganda: Examining the Trends and Hurdles

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BY Dr. Ndawula Stephen
CICE Hiroshima University



Abstract

Uganda is one of the developing countries located in East Africa. In Uganda generally children join secondary schools between the age of 12 and 16 years and finish between 16 to 18 years. Uganda Secondary Education is composed of four years (O. Level) and two years of advanced level (A. Level) education. Efforts have been made to introduce ICT in secondary schools of Uganda so as to equip learners with the necessary skills and tools. Though Educational ICT plays a crucial part of the school curriculum, in Uganda the adoption level is still low at secondary schools.

There are also variations from school to school in terms of scope and depth, content coverage, timing, use of materials and resources. This paper explores the concept of educational ICT, progress and setbacks in secondary schools of Uganda.



At CICE
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Anyone Welcome!! どなたでも聴講できます

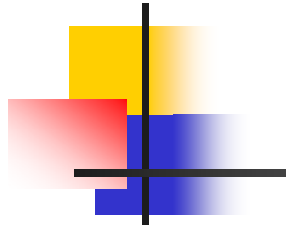
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Center for the Study of International Cooperation in Education

(CICE: 教育開発国際協力研究センター)

Email: cice@hiroshima-u.ac.jp / TEL: 082-424-6247





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OF UGANDA:
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TRENDS AND HURDLES**

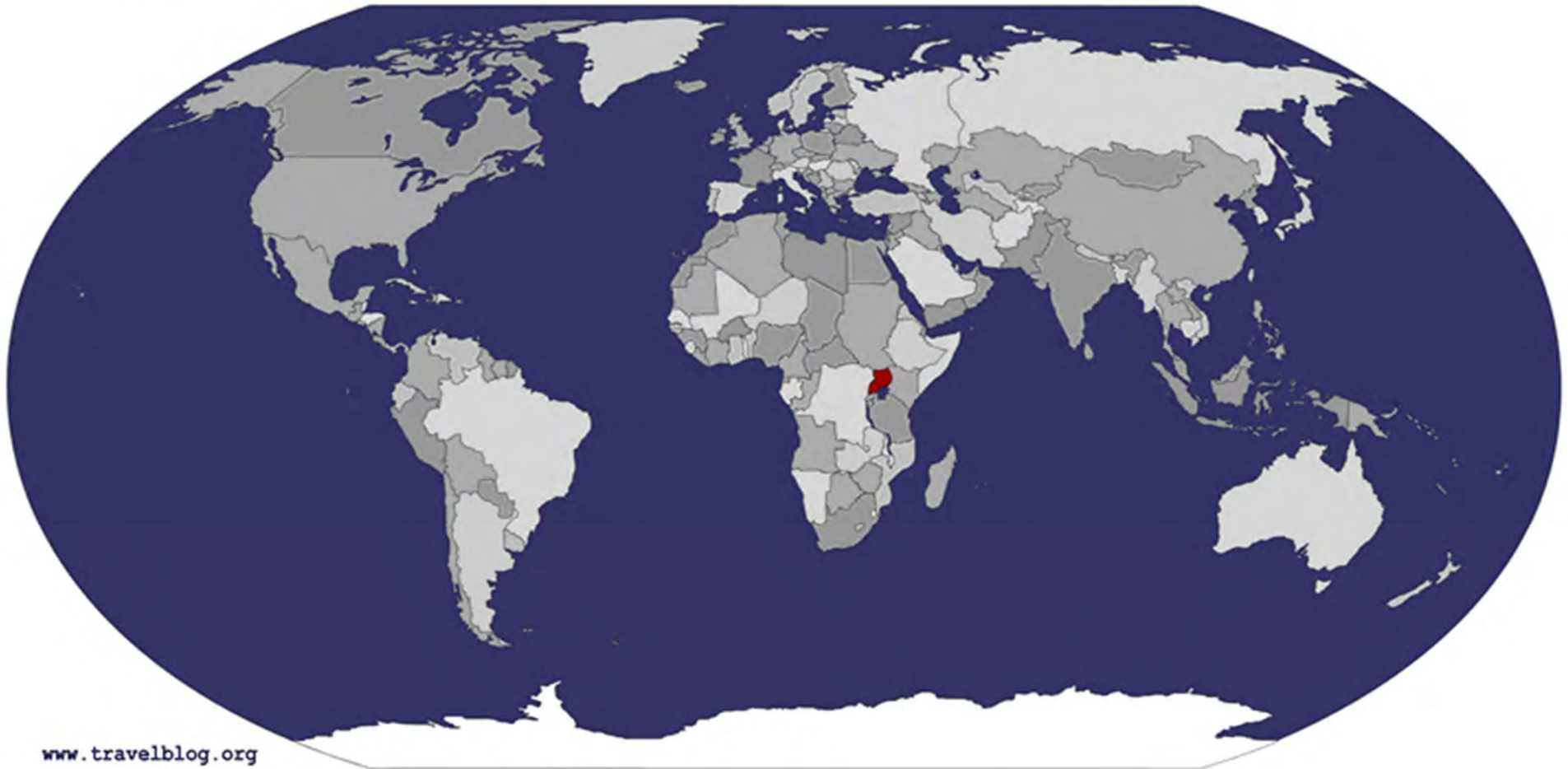
By

Ndawula Stephen (PhD)

**Lecturer of Educational Technology, Kyambogo
University Uganda East Africa**

Visiting Professor (CICE), Hiroshima University

Location of Uganda





Secondary Education in Uganda: An overview

- **Introduction of Secondary Education in Uganda**
- **Secondary Education and the colonial government**
- **Secondary Education of the newly independent Uganda**

The concept of ICT in education



- **What is ICT?**

Information and communication technology (ICT) is defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information (Blurton, 2002).

- **ICT in Education**

A situation where ICT is in operation for educational purposes (Chan, 2002).



TRENDS IN ICT EDUCATION IN UGANDA (Secondary Schools)

- The birth of ICT policies in Uganda was in (1998)
- Uganda ICT Policy and Secondary schools
- Educational Sector ICT Policy

ICT in the Curriculum Uganda



The three main dimensions of the ICT curriculum in Uganda

- **ICT as an academic subject**
- **ICT as a teaching and learning tool.**
- **ICT increase productivity, efficiency and effectiveness of secondary school management system.**

The three main dimensions of ICT curriculum in Uganda

The ICT curriculum in Uganda

ICT as an academic subject

ICT as a teaching and learning tool.

ICT for effective school management system.

The ICT Teaching Syllabus in Uganda



- The ICT teaching syllabus has been developed by the NCDC (Computer Studies). Allocated three (3) periods per week for the 12 school weeks in a term from S.1 to S.4.
- A total of 36 periods per term in the school calendar year (NCDC, 2005).
- The allocation provides both theory and hands-on practice.
- The ICT teacher is responsible for providing enough resources for practice to the learners in the given time.



ICT School Staff

- Both the government of Uganda and mainly schools management make arrangements to recruit and manage ICT School Staff.
- Teaching staffs and Non teaching staffs
- Teaching staffs have a major role of interpreting the ICT designed by the NCDC, making schemes of work and lesson plan, handling IT lesson and assessing students' achievement.
- Non teaching staffs, e.g. the computer lab technicians, lad attendant and guards.

Common ICT Facilities and Equipment in Uganda secondary Schools



Source: www.ntareschool



Facilities and Equipment (cont....)

- **ICT Laboratories**
- **Classroom PCs**
- **Speakers**
- **School servers**
- **Digital camera**
- **Printer**
- **Scanner**
- **Projector**
- **Television**
- **DVD player**
- **Radios**
- **Tape-recorder**



Mode of Assessment

- **Continuous assessment:**

Practical sessions or exercises, tests, class and student projects, open quizzes, oral questions and answers and experiments.

- **Summative assessment:**

Conducted at the end of 4 years of the ordinary level of education by UNEB; in two major papers, with Paper 1(841) theory and practical Paper 2 (842)



Sustainability of ICT in Secondary Schools of Uganda

- The national ICT policy lays emphasis on providing infrastructure to secondary schools (Infodev, 2007).
- Student tuition
- Using 'old' technologies
- Donors and Projects

Educational ICT Donors and Projects in Uganda



International Donors

- (IDRC)
- The World Bank
- UNESCO
- UNDP
- USAID (Leland Initiative)
- The Department for International Development (DFID- UK)
- The UN Economic Commission for Africa (Partnerships in ICTs in Africa- PICTA)
- European Union (National ICT Infrastructure- NICI)
- The Swedish International Development Agency (Sida)
- Netherlands' International Institute for Communication and Development (IICD)



Educational ICT Donors and Projects in Uganda

ICT Projects in Uganda

- SchoolNet Uganda
- School-Based Telecentre (SBT) Project
- School-Based Telecentre (SBT) Project in
- VSAT project
- Content Development at National Teachers Colleges, Uganda
- Uconnect
- I-Network Project
- CurriculumNet Uganda



HURDLES TO EDUCATIONAL ICT IN SECONDARY SCHOOLS OF UGANDA

- Lack of computers
- Low income
- Limited Power supply
- Shortage of teaching staff
- Weak support of the school administration and management
- Gender a major hurdle to utilization
- Socio-Cultural Barriers



HURDLES TO EDUCATIONAL ICT IN SECONDARY SCHOOLS OF UGANDA (Cont....)

- Electronic waste crisis
- High student- Computer Ratio
- Unsteady and sluggish Internet connectivity
- Security /computer viruses
- Limited time for practice school time tables
- Government policy of removing the payment of institutional
- Current teacher training has not mainstreamed ICT in the curriculum

Electronic waste crisis

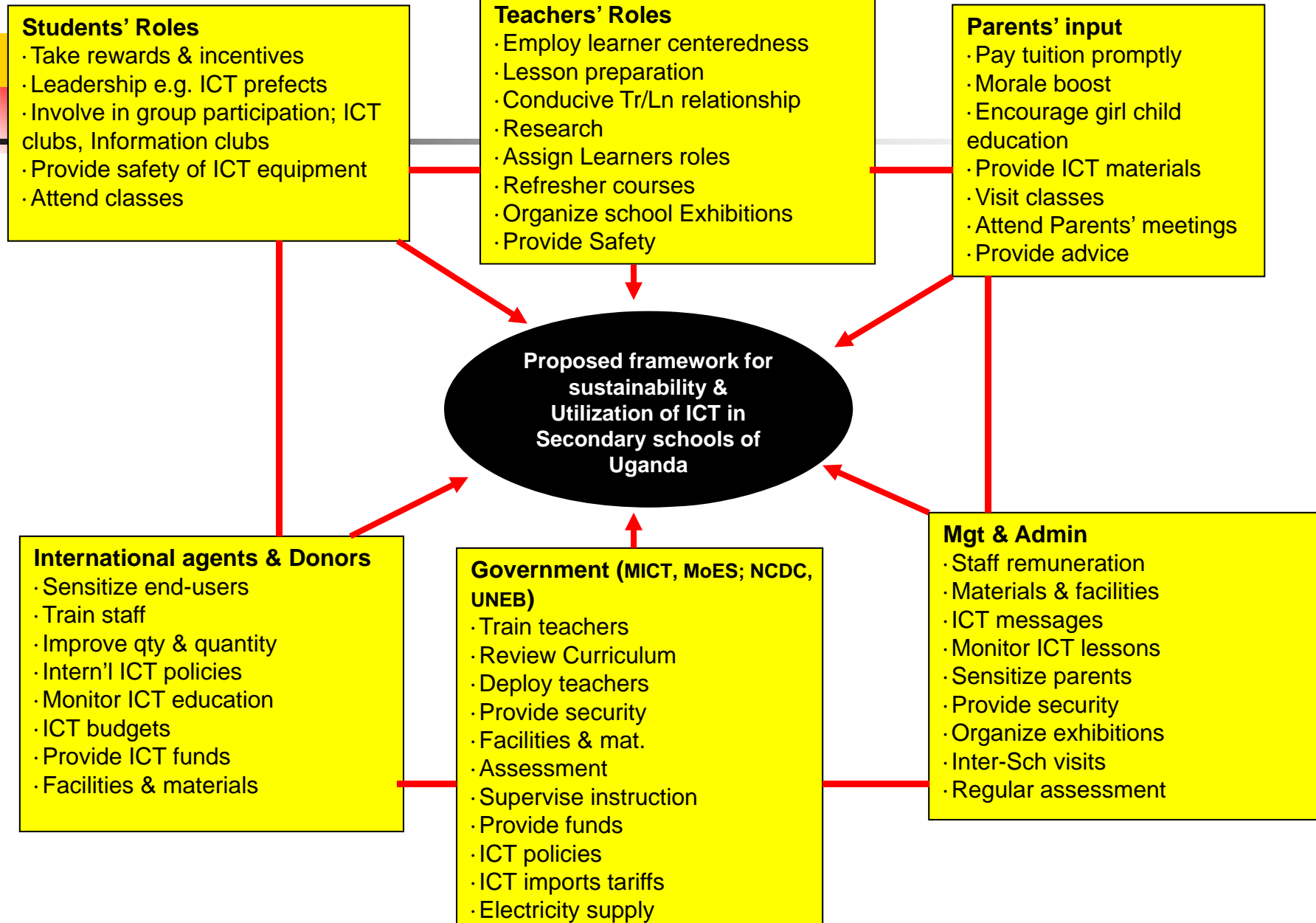


High student- Computer Ratio

Source: www.kcbudo.sc.ug



Proposed framework for Sustainability & Utilization of ICT in Secondary Schools of Uganda





Conclusion



Acknowledgement

**Management of Hiroshima University,
Director and the Centre for the Study of
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**Fellow scholars and Staff -CICE,
Graduate students' body,**

Ladies and gentlemen,

**Kyambogo University Uganda,
The Japanese embassy in Uganda.**



Reference

Refer to the handouts