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ENTREPRENEURSHIP EDUCATION IN UGANDA

AN OVERVIEW OF UGANDA

Uganda is found in Africa and in the East African Region with an estimated population of 35 million people. In 2012 she celebrated 50 years of independence from the British Colonial Government.

LOCATION OF UGANDA ON THE MAP OF AFRICA



UGANDA'S EDUCATION SYSTEM

The existing structure of the education system in Uganda has been in force since the early 1960s. The Ugandan Education system follows a fairly similar pattern to that in Britain, her former colonial master. The Ministry of Education and Sports is responsible for overseeing the running of all private and public academic institutions in the country.

Education System in Uganda

Education	School/Level	Grade From	Grade To	Age From	Age To	Years	Award
Pre Primary & Primary	Primary Education	-	-	3	5	3	
Primary	Primary Education	1	7	6	12	7	Primary Leaving Examination
Middle	Lower Secondary - Ordinary Level	1	5	13	16	4	Uganda Certificate of Education
Secondary	Upper Secondary, Advanced Level			17	18	2	Uganda Advanced Certificate of Education
Vocational	Voc/Tech/Tert.			19+		2+	

The Ugandan school year starts in February and ends in December. The first term runs from February to April, the second term from May until early August, and the third term from September to December. The Ugandan school system is very competitive. There are so many children who want education, that schools all over the country are able to pick and choose the best students in order to improve their grade average and national standing. Testing is relentless for students, as every term they have to take exams as well as having ongoing assessments of their performance; based on their results they are given a grade and a position in their class. If the child is successful, they can move in to the next class in the New Year. However, if their performance is poor they may have to repeat the class. The Ministry of

Education introduced automatic promotion, amidst resentment from teachers and head teachers.

This paper focuses on education at Secondary level. It is divided into the Ordinary level and Advanced level. Lower secondary consists of 4 years of schooling at the end of which students undertake Ordinary-level exams (O-level) in at least 8 subjects with a maximum of 10 subjects. Upper secondary consists of 2 years of schooling at the end of which students sit Advanced-level exams (A-level) in 3 principle subjects.

The Uganda National Examinations Board (UNEB) administers final examination and awards certificates at every end of cycle.

The curriculum for lower secondary is currently being reformed by the National Curriculum Development Center, and a new curriculum is expected to be rolled out in 2017.

THE INTRODUCTION OF ENTREPRENEURSHIP EDUCATION IN UGANDA

The introduction of Entrepreneurship Education in Uganda was based on the following policy documents:

1. The Government White Paper on Education (1992)
2. The Curriculum Review Task Force (1993), this was put in place by government to study the decisions and recommendations of the White Paper and recommend to government possible Implementation Strategies.

All the above documents advocated for the vocationalisation of Secondary Education Curriculum in order to meet some of the nation's manpower needs, by providing students with skills for immediate personal application and for productive employment on leaving school and providing basic business and management skills relevant to students' daily living. Upon this recommendation, Entrepreneurship Education was introduced.

3. The National Stakeholders Workshop (1998). During this workshop participants unanimously agreed to have Entrepreneurship Education introduced in secondary schools. This Workshop followed a National Baseline Survey, which confirmed the need for Entrepreneurship Education as a teaching subject at Secondary Education level.

Strategic Reasons for Introducing Entrepreneurship Education in Uganda

Several reasons provided the stimulus for the introduction of Entrepreneurship Education in Uganda. They included:

1. Desire to reduce the macroeconomic problem of youth unemployment

The youth in Uganda compose the biggest proportion of the population in the world, with 77% of its population being under 30 years of age. The unemployment rate for young people aged 15–24 is 83%. This rate is even higher for those who have formal degrees and live in the urban areas.

According to statistics from the Uganda Bureau of Statistics (UBOS) and Uganda Investment Authority (UIA), of more than 400,000 young Ugandans who enter the labour market each year, only about 113,000 are absorbed in formal employment, leaving the rest to forage for jobs in the informal sector.

While the national unemployment rate stands at 3.5 per cent, that of the youth is a whopping 32.2 per cent and even higher for degree holders at 36 per cent.

This can be evidenced by the picture below:



Youth checking their names on the shortlist for public service jobs

This situation compelled the government of Uganda to consider ways of empowering the youth into creating their own jobs thus introduction of Entrepreneurship Education.

2. There was increase in students' enrolment and high dropout rate.

Given that the UPE programme had been introduced in 1997, it became a big challenge for the government of Uganda and other stakeholders to manage the UPE thrust for the beneficiaries to continue to secondary and post-primary institutions in 2004 and beyond.

To prepare for such challenges, in 2000, the Ministry of Education and Sports introduced Entrepreneurship Education as one of the interventions to impart practical skills to the learners, in order to help them create their own jobs at any level they leave school.

Accordingly, regional and international organizations supported the National Curriculum Development Centre (NCDC) to develop the first Entrepreneurship Education Curriculum. They include:

- The United Nations Industrial Development Organisation (UNIDO)
- Private Sector Foundation Programme (PSFP)
- Capital Markets Authority (CMA)
- Uganda Revenue Authority (URA)

Strategy Uganda Opted For

In 2000, the Ministry of Education and Sports through the National Curriculum Development Centre (NCDC) constituted two subject panels which developed Entrepreneurship Education Syllabi, Teachers' Guides and Text Books for Ordinary and Advanced Levels of Secondary education. The two panels also designed Training Manuals and Monitoring Tools. The piloting of Entrepreneurship Education curriculum started in 2001 in Senior One and 2002 in Senior Five of Ordinary and Advanced Levels of Secondary education respectively, in 10 schools from the four regions of the country. However, due to popular demand, the pilot was hijacked by Secondary schools before the exercise could be completed. It was introduced in schools as an optional subject.

The implication was that with the coming on board of several schools, many teachers started teaching Entrepreneurship Education without any formal training.

Enrolment

Over the years, Entrepreneurship Education became a very popular subject especially at 'A' level where it was taken as a fourth principle which has seen enrolment growing at an astronomical rate as seen below:

CANDIDATES SITTING 'O' AND 'A' LEVELS FROM 2003-2013

YEAR	UCE CANDIDATES	UACE CANDIDATES
2003	-	156
2004	363	399
2005	428	1,004
2006	427	4,641
2007	997	14,667
2008	2557	29,131
2009	5667	45,187
2010	12,012	35,932
2011	13,395	43,692
2012	15,050	34,647
2013	15,859	22,149

Source: UNEB

As seen from the above table, enrollment at 'O' level registered a steady increase every year. The rate of increase in enrolment at 'A' level was very high until 2009 after which it started fluctuating. In 2013 enrolment reduced partly due to the revocation of the three principle policy by the Ministry of Education and Sports. This meant, every student was to study only 3 Principle subjects and 2 subsidiaries unlike before when students would study 4 principle subjects. This decline occurred to many subjects.

KEY STEPS IN THE PROCESS OF DEVELOPING THE ENTREPRENEURSHIP EDUCATION CURRICULUM IN UGANDA

They included the following:

1998 -1999

- Conducted the base line survey and produced a report
- Conducted a National Stakeholders Workshop
- Constituted 2 Subject panels of 18 people at both levels
- Conducted exposure visits for benchmarking to Botswana, South Africa, United States of America and Canada.

2000-2001

- Developed the curriculum materials
- Presented draft curriculum materials to the Quality Assurance Committee for quality checks
- Approval of draft curriculum materials by the Academic Steering Board and the Governing Council for pilot.
- Oriented teachers from the piloting schools
- Developed and presented the Examination Format and the Sample Question papers to the Uganda National Examinations Board to prepare and administer National Examinations

2008- 2009

- Revision of text books guided by the feedback from the pilot schools.

2010-2012

- Revision of the 'A' level Entrepreneurship Education Curriculum
- Orientation of teachers for 'A' level to the revised curriculum
- Changed the Examination Format and developed Sample Question Papers and introduced the third paper to make assessment practical.
- Monitoring and evaluation of the implementation of the revised curriculum.

Challenges faced in the implementation of the Entrepreneurship Education Curriculum and how they were overcome.

SN	CHALLENGE	MITIGATION
1	There was shortage of funding provided by government to revise the Entrepreneurship Education Curriculum to make it more relevant and practical.	NCDC sought for funding from the ILO-YEF which was provided. The 'A' level curriculum was revised and made more relevant and practical.
2	Due to its popularity, the subject was hijacked by many schools before the piloting phase was completed. As a result, many teachers started teaching the subject without the requisite skills to teach Entrepreneurship Education	Over 1000 in service teachers were oriented to the curriculum to build their capacity in teaching Entrepreneurship Education using relevant learner centered methodologies. However, there is still need to continuously build the capacity of the teachers in teaching the subject.
3	Until 2010, no teacher training institution had started to train pre service teachers for Entrepreneurship Education despite the popularity of the subject	Approached several universities to develop Teacher Education programmes for Entrepreneurship Education. Currently many universities have a programme for training pre-service teachers for Entrepreneurship Education as one of the teaching subjects.
4	Entrepreneurship Education was not recognized by Universities and other Tertiary institutions during admissions. The subject attracted a low weight (0.5) taken as desirable. While there were no courses students of Entrepreneurship would qualify to study.	A meeting with Academic Registrars of Public Universities was conducted to have universities raise the weight of Entrepreneurship Education in university admission. As a result, the Entrepreneurship Education was raised to match the traditional subjects like Economics, History, Geography etc and a number of courses now recognize the subject as an 'essential' and 'relevant' subject. However, a lot still needs to be done to have more courses consider Entrepreneurship Education.
5	There was a lot of overlap in the content of Entrepreneurship	The 'A' level curriculum was revised with the support of ILO-YEF and was

	Education for 'O' level and 'A' level and between Entrepreneurship Education and other business subjects like Commerce, Principles of Accounts and Economics.	rolled out to schools in 2012. The revised curriculum is more relevant and practical and content overlap between levels and between subjects was reduced.
6	A lot of emphasis had been put on the breadth rather than the depth of the syllabus content coverage. As a result, universities took Entrepreneurship Education to be shallow, cheap and below standard.	During the revision of the 'A' level Entrepreneurship Education Curriculum, universities that had resisted the subject were made to be part of the panel and the content depth was strengthened. Universities now accept the syllabus and the content.
7	The subject was taught mostly theoretically as a result of the theoretical nature of the examinations. Whereas practical projects had been suggested in the syllabus, the examinations remained theoretical. Consequently, schools abandoned the practical projects.	During the revision of the "A' curriculum, a third paper was introduced to examine the practical aspects of entrepreneurship education including case studies, field trips, school business clubs and field attachment. Schools now put emphasis on them and the subject appears relevant and practical. In addition, UNEB examiners were trained on the skills of assessing the practical aspects in the revised Entrepreneurship Education
8	There was misinterpretation of information sent to schools by NCDC and UNEB. Some schools continued following the old syllabus after the revision while others were following the revised one.	To have harmony in the teaching and reduce the challenges among schools, NCDC and UNEB decided to hold joint cluster meetings with school administrators and teachers in all the 4 regions of the country. This was achieved.

Current Status of Entrepreneurship Education Curriculum Implementation in the Country

Currently Entrepreneurship Education is one of the optional subjects studied at 'O' level and 'A' level.

SOME SUBJECTS AT 'O' LEVEL	SOME SUBJECTS AT 'A' LEVEL
<p>CORE SUBJECTS Biology Chemistry Physics Mathematics English History</p> <p>ELECTIVE SUBJECTS Geography Christian Religious Education Islamic Education</p> <p>Entrepreneurship Education Commerce Principles of Accounts Literature A foreign language A local language Fine Art Music Technical Drawing Wood Work Metal Work</p>	<p>CORE SUBJECT General Paper</p> <p>ELECTIVE SUBJECTS Biology Chemistry Physic Mathematics Literature Geography History Economics Swahili A foreign language A local language</p> <p>Entrepreneurship Education Fine Art Music</p> <p><i>A student can select any 3 subjects to form a subject combination either in sciences of Arts.</i></p>

1. National Diploma Programs offered in Uganda Technical Colleges (UTCs)

Programme: National Diploma in Information and Communications Technology (NDICT)

- Computer Repair and Maintenance
- Web-Based Application Development
- **Entrepreneurship and E-commerce**
- Ethics in Computing
- Graduation Project

2. Uganda Colleges of Commerce (UCCs)

Programme: National Diploma in Accountancy (NDA)

- Financial Accounting 1
- Business Economics
- Information and Communication Technology
- Business communication skills
- Business Law
- **Entrepreneurship development**

3. Technical/ Vocational Institutes

Programme: National Certificate in Electrical Installation Systems and Maintenance (NCEI)

- Applied Technician Mathematics II
- **Entrepreneurship Skills**
- Basic Kiswahili
- Electrical Installation Design, Estimation and management
- Equipment repair and maintenance and Basic Refrigeration and Air conditioning
- Industrial Installation and sequential control systems
- Electrical Machines and Basic Electronics
- Project II

4. Farm / Vocational Institutes

Programme: National Certificate in Agriculture (NCA)

- Information and Communication Technology
- Functional English
- Functional Mathematics
- **Entrepreneurship and Business Planning**

- Entrepreneurship Education is a cut a cross course unit in almost all university courses.
- Entrepreneurship Education is also studied in all BTVET institutions in Uganda as a core course unit.
- Teacher Training Institutions have pre service teacher training programmes for Entrepreneurship as a teaching subject.

Hilton High stars praise entrepreneurship

By Cecilia Okoth

The former students of Hilton High School, Mukono yesterday attributed their success in Uganda Certificate Examinations to entrepreneurship, a subject they did at O'level.

Michael Kidani got aggregate 10 whereas George William Ochole, Emmanuel Ijala and Sandra Nakalembe all got aggregate 12.

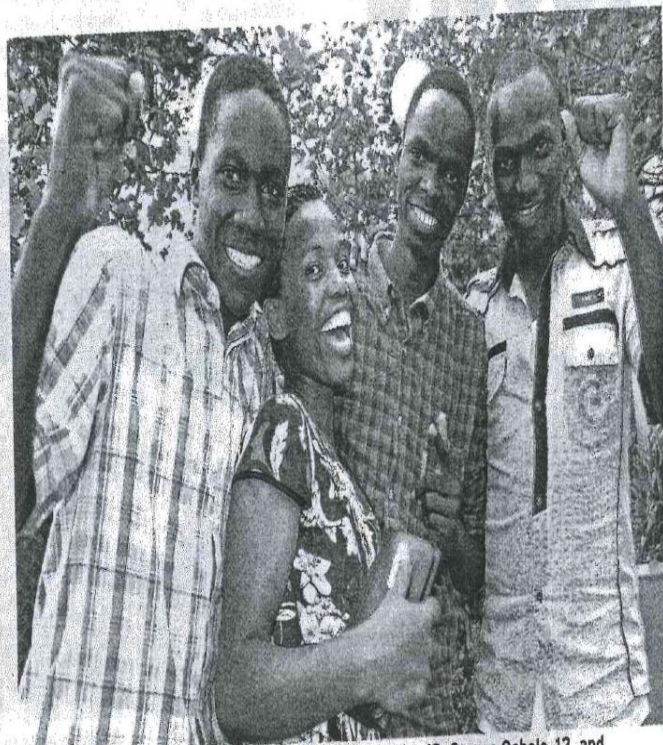
"I have been managing my mother's business during my vacation and I must say I improved it a great deal. Thanks to the interpersonal and communication skills I learnt from the entrepreneurship class," Nakalembe said.

Kidani said he learnt skills that will help him create jobs.

"It is better to have practically taught subjects like entrepreneurship because they are applicable," Ochole said.

All the students said they will go back to their former school to do science subjects.

They were accompanied by their classmates Alex Nsimbi, Bridget Nalwadda and Charles Mark Lubega who scored aggregate 17, 18 and 19 respectively.



Hilton High School's Michael Kidani, 10, Sandra Nakalembe, 12, George Ochole, 12, and Emmanuel Isala, 12. Photo by Juliet Kasirye



Chapatti maker gets eight

By Damali Kisakyie

Making and selling chapattis during school holidays paid Bashir Mubiru's school fees. He got aggregate 8.

Mubiru, who is a former student of Pride College School in Mpigi, is the son of Prossy Nakiwala, a housewife who lives in Rubaga.

He paid fees for two years through his chapatti business and as a result of his excellent performance, he got a bursary from his school.

"My mother is illiterate, but she worked hard to ensure that I have enough scholastic materials. It is no doubt that I have made her and my school very proud through my academic performance," said Mubiru.

Point Extracts

1. Students of Hilton High School who studied Entrepreneurship Education reported a difference in their behaviour during their 2014 Senior Four vacation due to the knowledge and skills gained from Entrepreneurship Education.

2. Nakalembe, an Entrepreneurship student, said that she had been managing her mother's business during vacation and she had improved it a great deal using the interpersonal and communication skills she acquired from Entrepreneurship Education.
3. Kidani, another student, said he had learnt skills from Entrepreneurship Education that will help him create jobs.
4. Bashir Mubiru, a former student of Pride College in Mpigi District, was making and selling Chapattis during school holidays and raised school fees. This was all due to the Entrepreneurial mindset developed from the subject. His attitude towards work had changed despite his level of education; he could make Chapattis, work mainly done by illiterate people.
5. One student of Pride S.S Mityana had failed to enter university because he lacked tuition in 2013. He started a mandazi making business and this year he had enough money to join university as his business continued.
6. At Gulu Central High School in Gulu District, Senior Six students of 2013 operated a School Business Club and shared the profits accumulated after their course, each getting Uganda Shillings 78,000 (equivalent to 30US dollars).

TEACHERS' TESTIMONIES

1. Rev. Oryema William, teacher at Lagwai Seed Secondary School in Pader District, confessed in a cluster meeting held on 15th May, 2014, that after the war in the Northern Uganda he started a small business with just 50,000 Shillings but after one year, he had accumulated a profit of 3,000,000 Shillings. He boasted that he now had a car, had

built a good house for his family, educated his children in good schools and runs a good business.

2. One teacher confessed in a cluster meeting that Entrepreneurship Education has helped him greatly. He was a borrower at school all the time but now he is the lender using the skills he gained from Entrepreneurship Education.