



Institute for National Transformation

Lecture 25

Education and Human Resource Development for National Transformation

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Developing value-grounded, no-excuse leaders that will transform their organizations, communities and nations to greater levels of performance and achievement



ERNEST T. KATWESIGYE

INT CLASS 17

Individual Project:

**PROVIDING HOLISTIC CHRISTIAN –
PRINCIPLED EDUCATION TO YOUTHS
THROUGH TRANSFORM EDUCATIONAL
CENTRE A Private Christian Secondary School in
Kasangati Town Council**



09/03/2015 17:53



OUTLINE

1. Education: Some Foundational Thoughts
2. The basic tenets of education
3. The International Policy Framework
4. Uganda relative to rest of the world
5. Status of Education in Uganda
6. Way Forward
7. Taking Personal Responsibility



WHAT IS EDUCATION?

Education = LIFE

Education is the communication of life from the living to the living, from one generation to the next generation. It is the **communication** of **values**, **beliefs** and **culture**.



What is Education?

“Education involves more than just acquiring knowledge or learning facts. It is the impartation of morals and principles.”

Biblical Democracy by Edward Cain. Mariam Cain



The Role of Education?

*“The ideas imparted through schools will grow over the years and **produce fruit in the personal, social, political and economic life of the nation. They will lead to liberty or bondage**”*



The Role of Education

1. To develop individual capacity to successfully pursue private and corporate goals.

Studies show that:

“ quality education, beginning with primary education, is fundamental to endow individuals with the capacity to successfully pursue their private goals, while at the same time equipping them with the knowledge and skills as well as values and attitudes, necessary to contribute effectively to their societies ”

The World Bank



The Role of Education

- 2. Quality education ensures the balance between academic achievement and psycho-social development of the student.***

*“The essence of education lies in **drawing out** the **very best** that is in you”*

Mohandas K. Gandhi



The Role of Education?

3. Shapes the **minds of people and nations for development.**

“One can change the way people think and behave by manipulating the information and knowledge they get.”

Biblical Democracy by Edward Cain. Mariam Cain

The Role of Education

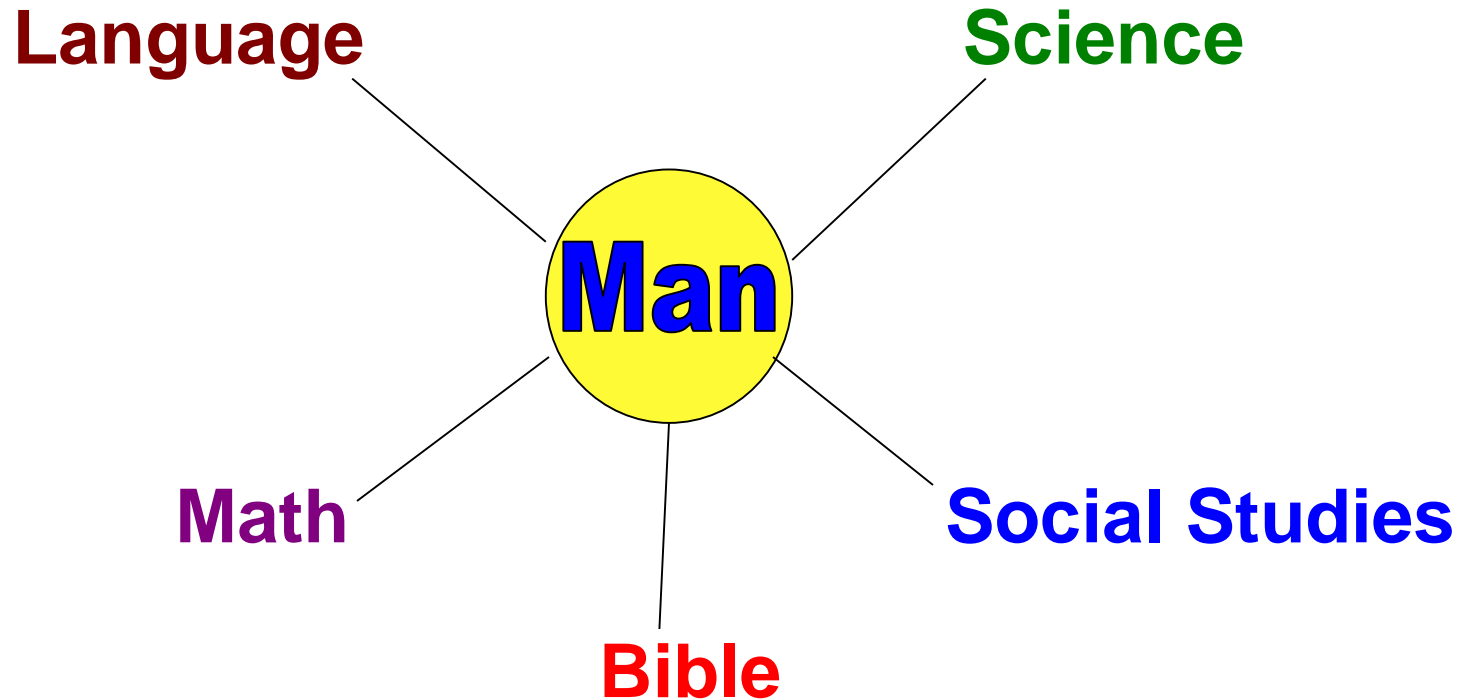


“The most significant and sustainable strategy for alleviating poverty in a nation is education”

MOULDS



HUMANIST WORLD VIEW

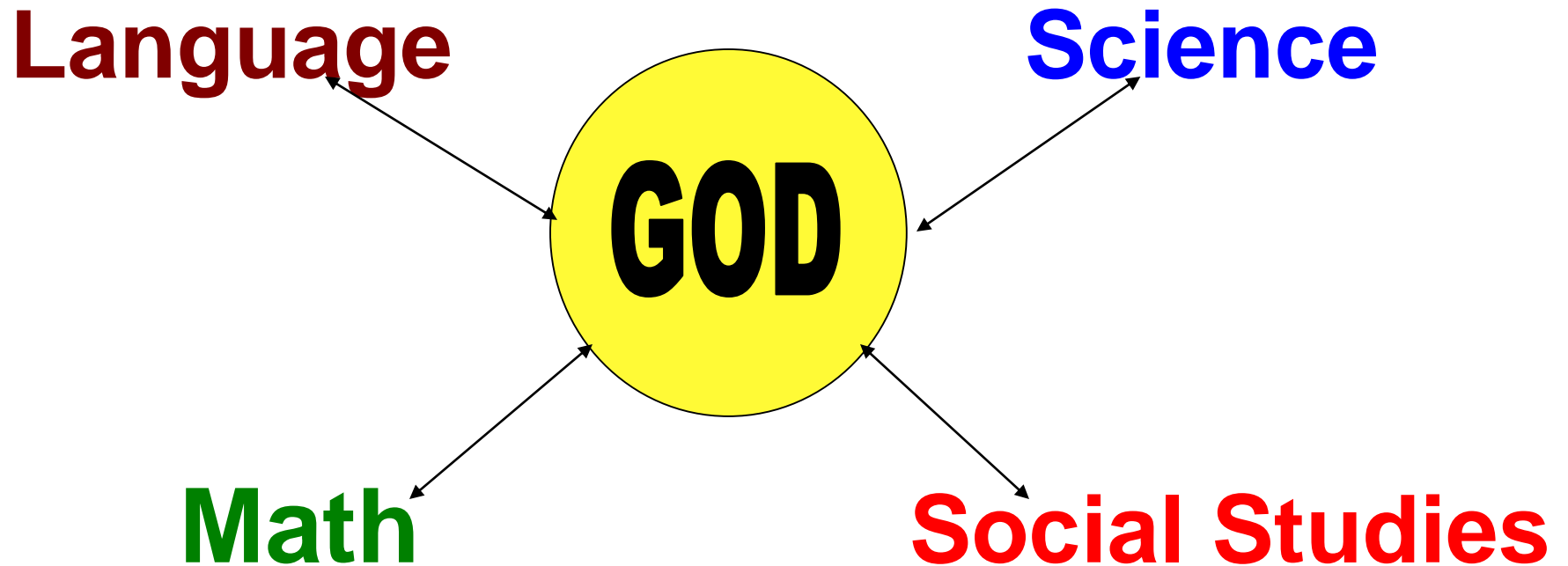


This is Atheism and humanism. They say, “We begin with man”



BIBLICAL WORLD VIEW

GENESIS 1





Impact of Education in Germany

During the time of the Reformation in the early 1500's, Martin Luther built schools in Germany that were based on Biblical principles.

As a result, a reformation begun that lasted for more than 200 years and took Germany to the period of the Hapsburgs, a period of economic and political prosperity



Impact of Education in Switzerland

Meanwhile, John Calvin visited Martin Luther and went back to Geneva and built the Academy of Geneva which has become known as the University of Geneva

He developed a curriculum and began building schools using that academy as a pilot academy

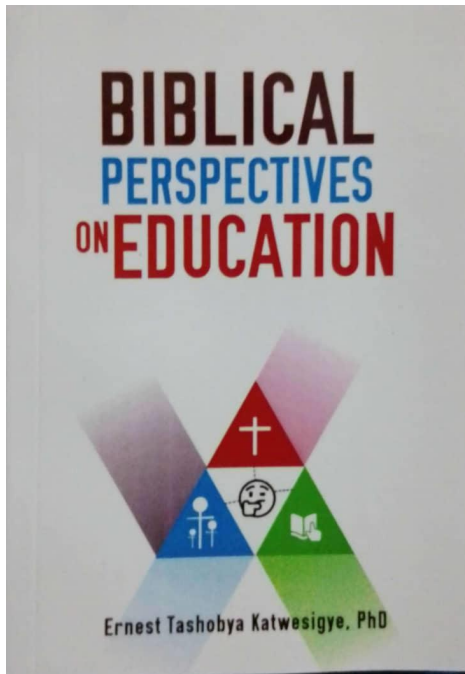
He developed an economic system from the Bible that brought Swiss Culture to a point where it was the envy of the world

Impact of Education in Britain

- John Knox visited John Calvin and went back to Scotland and developed an education system based on Biblical principles
 - In one generation the Scottish peasants were the best-educated people in the world.
 - The system spread throughout England and the British awakening resulted

BIBLICAL PATTERN OF EDUCATION

The Garden of Eden



- God Empowers Human beings
 - Image (Character)
 - Likeness (Creative-ability)
- Clarifies the task/purpose
 - To Till
 - To keep

(through being fruitful, multiply, fill the earth, subdue it and have dominion)
- Provides for success – food, rain
- Gives clear guidance on how to accomplish the task – what to eat and what not to eat

BIBLICAL PATTERN contd

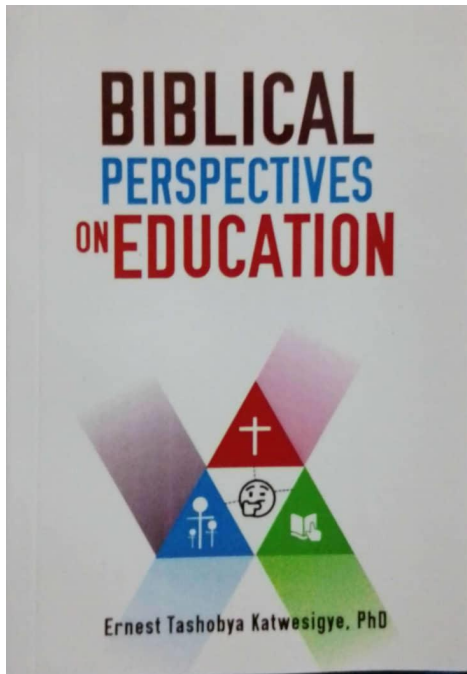
- Education part of life (not separate venture)
- To be passed on from parent to child (God to Adam and Eve to their offspring)

The Fall

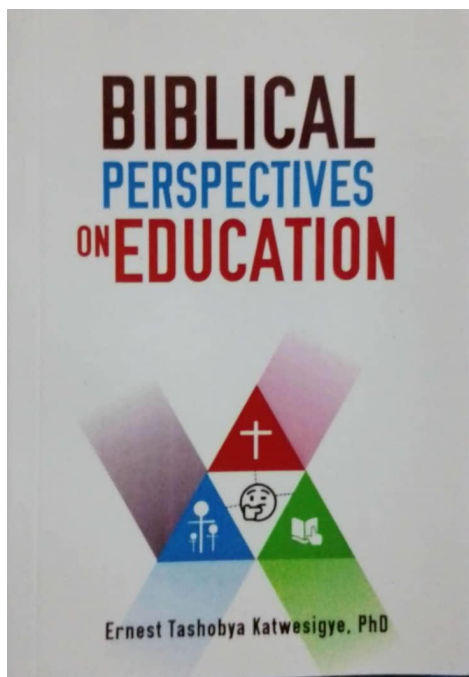
- The Serpent introduces worldly wisdom, which distorts education
- Result is death, loss of purpose & pain

God's Providence

- God instructs Moses
- Moses & Priests instruct the people
- The people instruct their children Jesus redeems and restores purpose: his example, his death and resurrection.



BIBLICAL PATTERN contd



Redemption of Education

- Jesus' example (Teaches disciples as part of life; practical)
- Redeems all of life, including education by his death, resurrection and glorification
- Restatement of mandate – Go to all the nations ... and teach them to obey ...



BASIC TENETS OF EDUCATION

1.KNOWLEDGE

2.UNDERSTANDING

3.WISDOM

BASIC TENETS OF EDUCATION contd

- **The power of Knowledge, Understanding, and Wisdom:**

Proverbs 3:19-20a (NIV) By wisdom the Lord laid the earth's foundations, by understanding he set the heavens in place; by his knowledge the deeps were divided.

- **The need for Knowledge, Understanding, and Wisdom:**

Proverbs 24:3-4 (NIV) By wisdom a house is built, and through understanding it is established; through knowledge its rooms are filled with rare and beautiful treasures.

- **The source of Knowledge, Wisdom, and Understanding:**

Proverbs 2:6 (NIV) - For the LORD gives wisdom; from his mouth come knowledge and understanding (NIV)



KNOWLEDGE

Knowledge is facts.

Society organises knowledge into subject categories like

- Math,
- Science,
- Language and
- Social studies



UNDERSTANDING

- This is the ability to reason, relate, interrelate, discern and apply the facts to daily life.
- Understanding includes five major skills. The ability to:
 - Speak
 - Listen
 - Reason
 - Read
 - Write

Those that control the media control the values and behavior of a people.



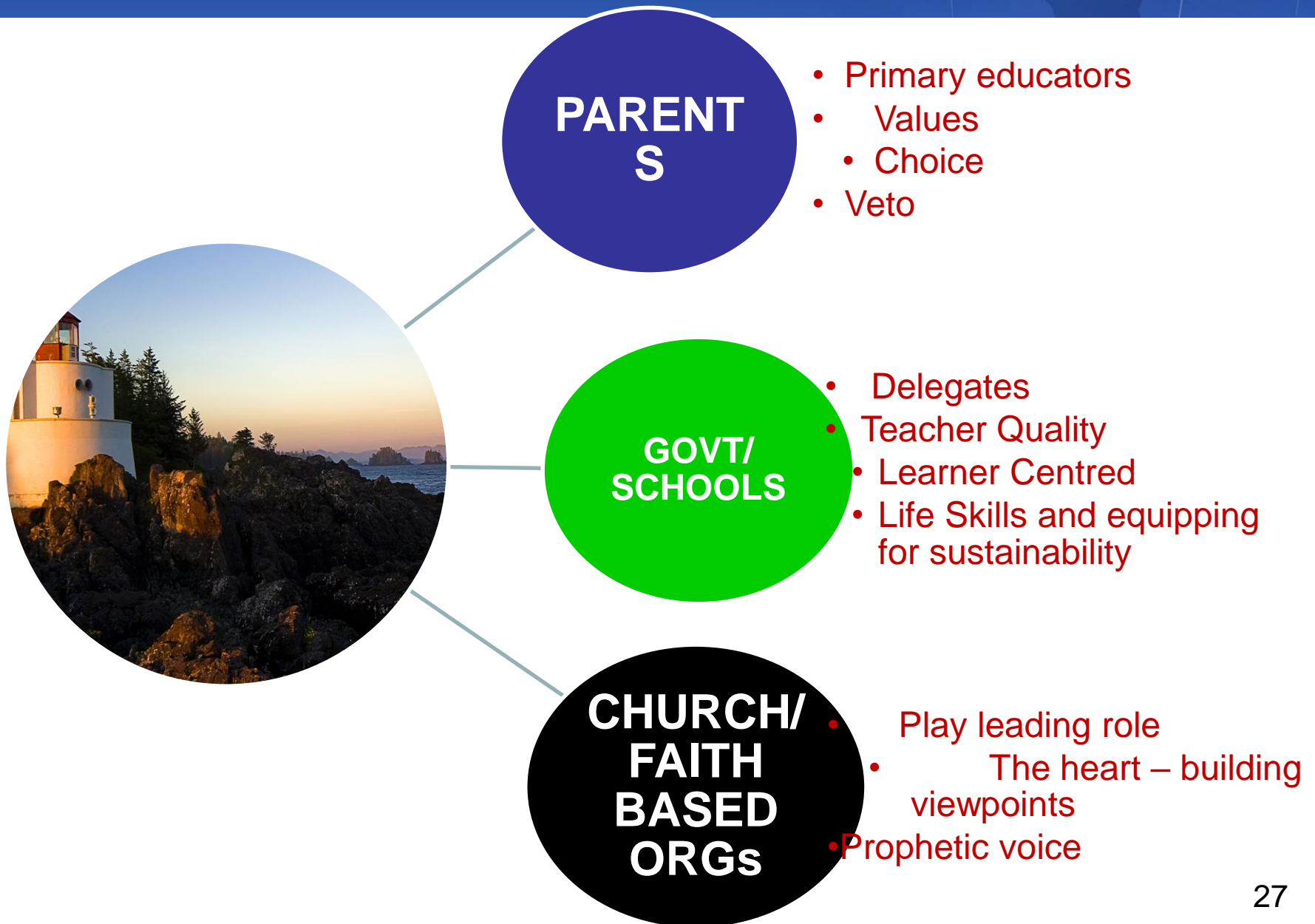
WISDOM

Wisdom is observable biblical character in action. It is the very character of God.

“Wisdom is the principle thing. Therefore get wisdom.” Proverbs 4: 7

We read for knowledge, we study for understanding and we memorise, meditate and personalise scripture for wisdom.

The Providers of Education in Society



INTERNATIONAL POLICY FRAMEWORK

There are two main international policy frameworks that guide education:

1. Millennium Development Goals (MDG), which were replaced by the Sustainable Development Goals (SDGs)
2. The Education for All (EFA)
 - The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults.
 - At [the World Education Forum](#) (Dakar, 2000), 164 governments pledged to achieve EFA and identified [six goals](#) to be met by 2015.



The 6 Education For All (EFA) goals

Adopted at the World Education Forum (2000) by 164 countries:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

The 6 EFA goals contd

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.



The 6 EFA goals

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.



Millennium Development Goals (MDGs)

Approved by world leaders at the United Nations Millennium Summit in 2000 and reaffirmed at the UN World Summit in 2005 the MDGs form an agenda for reducing poverty and improving lives.

MDG 2 Achieve universal primary education

Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling



MDGs to SDGs

Key MDG Achievements:

- More than 1 billion people have been lifted out of extreme poverty (since 1990)
- Child mortality dropped by more than half (since 1990)
- The number of out of school children has dropped by more than half (since 1990)
- HIV/AIDS infections fell by almost 40 percent (since 2000)

Sustainable Development Goals (SDGs) replaced the MDGs in 2012

SDGs

SDG GOAL 4:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

GOAL 4 TARGETS

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

SDG 4 Targets Contd

- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, e.g persons with disabilities, indigenous peoples and children in vulnerable situations
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



SDG 4 Targets Contd

- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states



Status of SDG 4 achievement so far

- Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out of school
- More than half of children that have not enrolled in school live in sub-Saharan Africa
- An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas
- 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women

Global Education for All Monitoring Report 2016 - UNESCO PROJECTIONS

- ✿ The world will be 50 years late in achieving its global education commitments: **On current trends, universal primary completion will be achieved in 2042; universal lower secondary completion in 2059; and universal upper secondary completion in 2084.**
- ✿ The poorest countries will achieve universal primary education **over 100 years later than the richest.**
- ✿ The poorest countries will not achieve universal lower secondary completion **until the end of the century.**
- ✿ The richest countries are **also not on track** to achieve global education commitments: Even at the fastest rate of progress ever seen in the region, 1 in 10 countries in Europe and Northern America would still not achieve universal upper secondary completion by 2030.



Projected attainment rates in 2030 and year of achieving universal attainment in the trend scenario, by education level

	Primary 2030	Universal attain	Lower Sec 2030	Universal attain	Upper Sec 2030	Univers al attain
World	91.5	2042	84.4	2059	68.6	2084
Caucasus and Central Asia	99.8	Achieved	99.4	Achieved	96.4	2044
Eastern and South-eastern Asia	99.3	2015	96.9	2040	76.5	2080
Europe and Northern America	99.7	Achieved	99.5	Achieved	96.8	2044
Latin America and the Caribbean	96.6	2042	90.0	2066	72.7	2095
Northern Africa and Western Asia	92.3	2048	87.0	2062	77.1	2082
Pacific	99.7	Achieved	99.3	2020	96.8	2045
Southern Asia	95.1	2051	89.0	2062	73.5	2087
Sub-Saharan Africa	77.1	2080	62.1	2089	42.4	After 2100



PROJECTIONS

- ✱ And yet even if key provisions of the global education goal will not be met in time, modest progress can make a big difference to other development outcomes.
- ✱ Achieving universal lower secondary education for women by 2030 in sub-Saharan Africa would prevent up to 3.5 million child deaths from 2050-2060.
- ✱ Universalising upper secondary education in low income countries could increase per capita earnings by 75% and lift 60 million people out of poverty.
- ✱ Universal upper secondary completion by 2030 would prevent up to 50,000 disaster-related deaths per decade by 2040-2050



KEY MESSAGE FROM THE REPORT

1. The urgent need for new approaches. On current trends only 70% of children in low income countries will complete primary school in 2030, a goal that should have been achieved in 2015. We need the political will, the policies, the innovation and the resources to buck this trend.
2. We must act with a sense of heightened urgency, and with long-term commitment
3. We must fundamentally change the way we think about education and its role in human wellbeing and global development. Now, more than ever, education has a responsibility to foster the right type of skills, attitudes and behavior that will lead to sustainable and inclusive growth.

THE INCHEON DECLARATION FOR EDUCATION 2030

- In May 2015, the World Education Forum in Incheon (Republic of Korea), brought together 1,600 participants from 160 countries with a single goal in mind: how to achieve SDG 4
- Thus the **Incheon Declaration for Education 2030**
- ✓ The ultimate goal of this agenda is to leave no one behind
- ✓ To ensure inclusive and equitable quality education and lifelong learning for all by 2030 in accordance with SDG 4.



Human Development Index 2019

Posn	Country/Region	HDI	Life Expect	GDP (USD) 2018
1	Norway	0.953	82.3380,79	81,695
61	Seychelles'	0.797	73.38	16,472
139	Kenya	0.59	66.44	1,857
150	Tanzania	0.538	65.15	1,134
153	Rwanda	0.524	68.75	791
157	Uganda	0.516	63.08	724
180	Burundi	0.417	61.36	307
182	South Sudan	0.388	57.68	303
184	Niger	0.354	62.16	378
	Arab states	0.687		
	East Asia and the Pacifics	0.720		
	Europe and Central Asia	0.756		
	Latin America & Caribbeans	0.751		
	Sub-Saharan Africa	0.523		
	Least developed countries	0.508		
	Entire World	0.717		



Based on 12 Pillars of Competitiveness:

Basic Requirements

1. Institutions
2. Infrastructure
3. Macroeconomic environment
- 4. Health and Primary education**

Efficiency Enhancers

- 5. Higher education and training**
6. Goods market efficiency
7. Labour market efficiency
8. Financial market development
9. Technological readiness
10. Market size

Innovation and Sophistication

11. Business sophistication
12. Innovation

Global Competitiveness Report 2019

(World Economic Forum)

Select African Countries

Top Countries Worldwide

1. Singapore 84.8
2. United States 83.7
3. Hong Kong 83.1
4. Netherlands 82.4
5. Switzerland 82.3
6. Japan 82.3
7. Germany 81.8
8. Sweden 81.2
9. United Kingdom 81.2
10. Denmark 81.2

Top African Countries:

52. Mauritius 64.3
60. South Africa 62.4
75. Morocco 60.0
76. Seychelles 59.6
87. Tunisia 56.4

East African Countries

95. Kenya 54.1
100. Rwanda 52.8
117. Uganda 48.9
113. Tanzania 48.2
135. Burundi 40.3



EDUCATION IN AFRICA

CRISIS

- Dysfunctional educational institutions - no proper teaching or learning; social economic development cannot take off in the absence of PROPER education (RSA 80% - Africa Check)
- Poor teacher supply: tens of thousands leaving the profession each year; fewer and fewer youth joining the profession; insufficient training of teachers;
- Irrelevant curriculum - many still serving the interests of colonialists 50 years ago



EDUCATION IN AFRICA

CRISIS contd

- Primary school enrollment in African countries is among the lowest in the world.
- 33 million primary school-going age children in Sub-Saharan Africa do not go to school - 18 million of these children are girls.
- In Sub-Saharan Africa, only two-thirds of children who start primary school reach the final grade.
- Although literacy rates have greatly improved in Africa over the last few decades, approximately 40% of Africans over the age of 15, and 50% of women above the age of 25 are illiterate.

Africa – Crisis contd

- Most of Africa's school systems are described as “still struggling”
- Many schools in poor condition
- Teachers are often inadequately trained
- High drop-out rate; low-transition rate
- Some countries have now began automatic promotions to next class regardless of achievement
- No linkage between required skills and education











Overview of Education in Uganda

The Vision for the Ministry of Education and

Sports is

"Quality Education and Sports For All"



Uganda

The Mission is

"to provide for, support, guide,
coordinate, regulate and promote quality
education and sports to all persons in
Uganda for national integration,
individual and national development".

Uganda

Strategic Objectives

1. To ensure universal and equitable **access to quality basic education** for all children through Early Childhood Care and Development; Universal Primary Education; and education for the disadvantaged groups from 6 years to 18 years.
2. To **improve the quality of education** at the Primary and Post-primary levels.
3. To **ensure equal access** by Gender, District and Special Needs at all levels of Education.
4. To **build capacity** of districts by helping Education Managers acquire and improve on their knowledge, skills and attitudes to be able to plan, monitor, account and perform managerial functions.



Uganda

- Uganda has the youngest population in the world (mean age is 15 years)
- 0 – 24 years – 68.5%
- Highest dependency ratio in the world 1:12
- Highest youth unemployment in the world
- 3rd highest population growth in the world (3.2%).
- Fertility at 5.8 children/woman
- 34.6 million in 2014
- Projected to be 65 million in 2030
- 103 million in 2050

Uganda – Education Levels

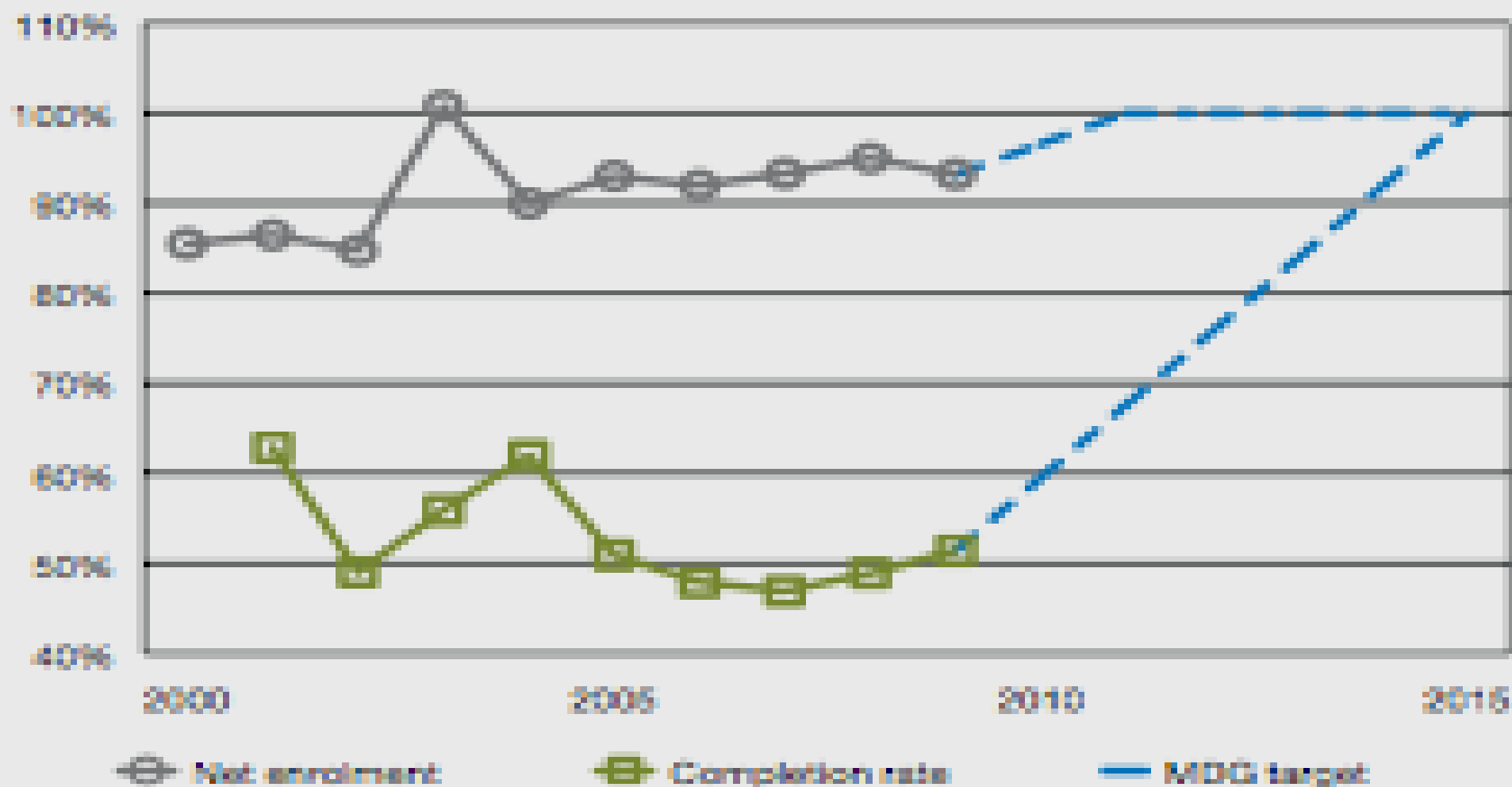
- 87% of Primary going age in School (6 – 12)
- 10% of Primary going age have never stepped in school at all
- 15.8% of Secondary – going age children attending School (UNICEF, 2015)

Education attainment

- None – 18.9
 - Primary – 58.4
 - Secondary – 18.5
 - O level – 15.4
 - A level – 3.0
 - Tertiary – 4.3
-
- 72% able to read and write at least a simple sentence

Figure 12

PRIMARY NET ENROLMENT RATIOS AND COMPLETION RATES



Development of Education in Uganda

- Education originally carried on informally through social functions such as story telling around the fire, initiation rites such as circumcision, and apprenticeship.
- Reading and writing introduced by the Arab merchants and traders around 1844
- Formal education introduced by European missionaries in the early 1900s - Namilyango (1902), Mengo (1903), Gayaza (1905), Budo (1906), and St. Mary's College Kisubi (1906) (Ssekamwa, 2000).
- The Protectorate Government left Education largely to the missionaries, with minimal interference or direction.
- 1963, the government nationalised and took over all denominational schools

Development of Education in Uganda CONTD

- By 2009, only 5.1% of the 3,149 Registered Secondary Schools in the country were Government founded as compared with 38.5% started by religious institutions
- However, Government lost control of education in the anarchy of the 1970s'.
- Rise of Parent Teachers Associations (PTAs) and Private Schools.
- Private Schools increased because of liberalisation policy of the NRM government in the 1980s'.
- By 2009, 14% of the Schools in the country (441) parent founded, 32% (1014) entrepreneur founded! (MoES, 2009).
- In 2009, 57.3% of the secondary schools fully private funded while only 31.4% government funded.

Development of Education in Uganda contd

- UPE introduced in 1997
- Increases enrollment
- However, compromises quality of education
- Traditional Government aided Primary Schools fall in performance
- New Private Schools take centre stage
- USE introduced 2007
- Traditional Secondary Schools shun it
- New Schools come up to compete with the dominant government schools – Kitende, Namirembe Hillside, etc
- Cost of education sky-rockets
- Now working at regulating private education
- Increased interest in International curricula

Steps taken by Government to Improve Sector

1. Introduction of a thematic curriculum in Primary.
2. Reformed Lower Secondary Curriculum to reduce load, make it learner centred, provide for continuous assessment, and promote outside class learning
3. Customised performance targets for head teachers to comply with set school management standards.

Steps taken by Government to Improve Sector

4. Introduction of basic requirement minimum standards
5. Establishment of Directorate of Education Standards
6. Passing of BTVET Policy
7. Adoption of new Teacher Policy



Private Steps

1. Private Christian Schools Growing and taking Root
2. Association of Christian Schools International –
Uganda
3. International Curricula – ACE, ABEKA, Cambridge etc
4. Home Schooling
5. Imaginal Learning
6. Third African Education Revolution

VISION 2040

Direction of Education during Vision Period

- ❖ Provision of Universal primary and secondary education will be considered as a human right and consolidated as basic education.
- ❖ Primary school years will be maintained at seven years while the secondary school years will be reduced to four.
- ❖ During that time, emphasis will be on character formation and talent identification.



VISION 2040 contd

- ❖ All Government-supported tertiary education will be devoted to skills development according to the talents and aptitudes identified.
- ❖ Students will be accorded opportunities to excel in whichever skills area they are placed.
- ❖ i.e .Sports and the arts, technical and vocational, research and academic pursuit.



VISION 2040 contd

- ❖ national service will be introduced to promote work ethics, patriotism and voluntarism.
- ❖ The entire education system will be changed to emphasize practical skills, aptitude and moral values.
- ❖ Undergraduate courses will include a full year of internship in addition to course specific industrial training in order to produce a human re-source that is ready for the workplace.



VISION 2040 contd

- ❖ The education curriculum, ex-amination and instruction methods will be revised to suit the proposed changes in the education system as well as being responsive to the market demands.
- ❖ Talent identification will be an on-going exercise throughout the education system so that the system is robust enough to capture and nurture excellence and innovation at point.



VISION 2040 contd

- ❖ Emphasis will be placed on keeping girls in school and improving their completion rates through address-ing both institutional, gender and cultur-al barriers in collaboration with social, cultural and community groups



The Education Sector Strategic Plan 2017-2020

Strategic Objectives:

1. Achieve equitable access to relevant and quality education and training
2. Ensure delivery of relevant and quality education and training
3. Enhance efficiency and effectiveness of education and sports service delivery at all levels

This Strategic Plan currently under review

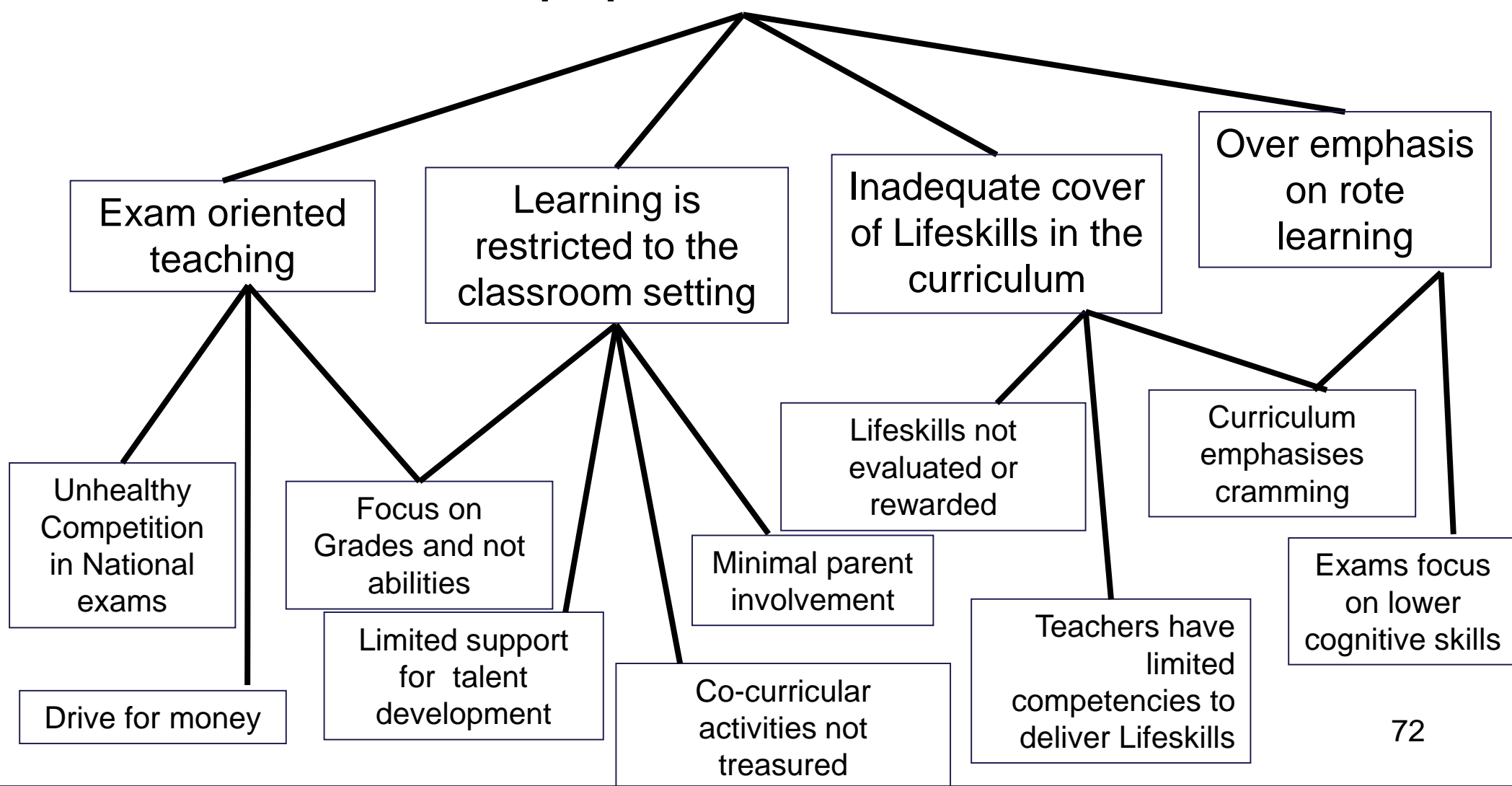


The Problem



Challenges faced by the Education System

Education system that inadequately prepares one for life





Education as a tool for National Transformation

At least 15% of population should have attained tertiary education if a nation is to transform

For Uganda:

15% of 45.8 million is 6.87 million

Current Percentage: 4.3%



Tertiary Education

There has been some strides

From one University to 12 public and about 39 private Universities (65 Degree awarding Institutions) currently

However, a number of challenges:

- Outdated Curriculum (issues of relevance)
- Inadequate Infrastructure
- Low Carrying Capacity
- Funding Issues – inadequate and misapplied
- Commercialisation

ISSUES TO PONDER

- ❖ What skills do we really need?
- ❖ What portions of University vs Tertiary vs Vocational?
- ❖ What type of vocational skills do we need?
- ❖ Promotion of Science: What type of Science do we need? Pure or Applied?
- ❖ With current levels of unemployment, how do we raise the right skills? How do we equip our young people to be productive?



ISSUES TO PONDER

- ❖ How do we improve work ethics?
- ❖ IMPACT OF COVID on Education. Can we continue business as usual?
- ❖ Are all learners actually learning?
- ❖ How do we incorporate ICTs in learning?

WAY FORWARD: GENERAL OUTLAY

Parents

- ✓ Play your primary role

Church

- ✓ Take back education

FBOs – Strategic Intervention

- ✓ UCTA – Teachers
- ✓ FOCUS – University/Tertiary
- ✓ SU, CEF – Schools

Schools/Government

- ✓ Policy/Standards
- ✓ Open up space – the MIE challenge

Way Forward if Education is to play meaningful role in Human Resource Development and hence National Transformation

- ✓ Link education to Vision 2040 and NDP
- ✓ Prioritisation for funding
- ✓ Human resource planning – e.g. Singapore
- ✓ Proper Career Guidance – not blind emphasis on Science
- ✓ Practical Science
- ✓ Embrace alternatives – promote private, parent-led education

Way Forward if Education is to play meaningful role in Human Resource Development and hence National Transformation

- ✓ Meaningful emphasis on development oriented vocationalisation
- ✓ Review teacher training requirements
- ✓ Implement teacher policies e.g. career development, postings, transfers, etc
- ✓ Overhaul curriculum
- ✓ Support New Lower Secondary Curriculum

Way Forward if Education is to play meaningful role in Human Resource Development and hence National Transformation

- ✓ Coordination of various stakeholders in Education – ESA, NCDC, UNEB
- ✓ Focus on ECD
- ✓ Provide framework for Home Schooling
- ✓ Learn from international curricula e.g. ACE
- ✓ Effective Inspection (Strategic plan: 2 per term)



Way Forward CONTD

- ✓ Review operational framework of private educational Institutions
- ✓ Think of mandatory professional qualifications for key professions in the form of LDC, CPA, ACCA, etc
- ✓ Mandatory National Service
- ✓ Link Education to Industry



Institute for National
Transformation

NEXT STEPS: JOIN THE OAKSEEDS' EFFORTS

The OakSeeds logo is centered on a blue rectangular background. It features a stylized globe with a white seedling growing out of the top. The seedling has two yellow leaves and a white pot with a grid pattern. The text 'The OakSeeds' is written in a white, serif font, with 'The' in a smaller size than 'OakSeeds'.

The OakSeeds

Alumni of the Institute for National Transformation

WHAT ARE OAKSEEDS DOING ABOUT EDUCATION?

- ✓ You are not alone
- ✓ The Oakseeds Association – INT Alumni Association
- ✓ Education Sphere active
- ✓ Developed “First 40 Days in Office” proposal to Minister when she was appointed
- ✓ Reviewed Proposed Reformed Lower Secondary Curriculum. A number of our suggestions adopted

WHAT ARE OAKSEEDS DOING ABOUT EDUCATION?

- ✓ Participated in Teacher Policy Review
- ✓ STEP – The biannual International INT Conference held in Kampala 2019 focused on Futures of Education in Africa
- ✓ Held weeklong workshop on Imaginal Learning
- ✓ A number of Oakseeds involved at all levels of Education: Policy, Oversight, Governance, Private Schools – both International and National curricula
- ✓ Piloting of Imaginal Learning
- ✓ Third Educational Revolution – some Oakseeds part



Individual Project: Providing Christian Education through Transform Educational Centre (Secondary, Kasangati)





BIBLICAL BASIS

3 Hs: Head (Knowledge); Hands (Understanding); Heart (Wisdom)

a) The power of Knowledge, Understanding, and Wisdom:

Proverbs 3:19-20a By wisdom the Lord laid the earth's foundations, by understanding he set the heavens in place; by his knowledge the deeps were divided.

b) The need for Knowledge, Understanding, and Wisdom:

Proverbs 24:3-4 By wisdom a house is built, and through understanding it is established; through knowledge its rooms are filled with rare and beautiful treasures.

c) God, the source of Knowledge, Wisdom, and Understanding:

Proverbs 2:6 For the LORD gives wisdom; from his mouth come knowledge and understanding (NIV)



GENERAL GOAL:

To provide holistic education that is based on Christian principles to youths

GENERAL OBJECTIVE

To increase the number of youths having access to holistic education based on Christian principles by 2000 in the next five years.

SPECIFIC GOALS

- i. To raise youths in the fear of the Lord
- ii. To enable youths to become all that God meant them to be
- iii. To provide affordable post-primary education to youths
- iv. To provide high quality post-primary education to youths
- v. To equip youths with skills through practical post-primary education

OBJECTIVE 1:

To increase the number of disciplined mature young Christian adults by 2000 in the

ACTIVITIES:

1. Establish fully fledged Chaplaincy – Competent Chaplain, Services & daily devotion, furnished Chapel
2. Evangelistic missions – Destiny Missions with Churches and other Schools around
3. Regular Scripture Union fellowship & Bible Study
4. Publications – Books, Destiny Newsletter, Website
5. Trainings - theology, leadership, discipleship, mentorship, youth ministry, social work

RESULT: 2000 mature young Christian adults by the end of 2020.





OBJECTIVE 2:

To enhance the ability of 2000 youths to become self reliant and fulfilled by the end of 2000

ACTIVITIES:

1. Transform Youth Mentorship Program – Using resources recommended by INT e.g. 7 Habits of Highly Effective people, Buy the Future, etc
2. Publications – Destiny Newsletter, Website, The Transformer Newsletter, Books
3. Trainings –
Certificates, Diplomas

RESULT: 2000 self reliant and fulfilled young people by the end of 2020





OBJECTIVE 3: To enhance the access to quality Secondary education of 1500 young people in the next five years

ACTIVITIES

1. Establish School farm to subsidise costs
2. Develop fully fledged bursary scheme
3. Exchange Program

RESULT: 1500 young people will have obtained high quality Secondary education by 2020



OBJECTIVE 4:

To improve the academic performance of 1500 Secondary Students by at least 50% in the next five years

ACTIVITIES

1. Competent & motivated staff – annual appraisal, training, & availability
2. Personalised student academic journey
3. Adequate academic facilities - library, lab, computer room

RESULT: 1500 young people will have improved their academic performance by at least 50% by 2020

OBJECTIVE 5:

To enhance the employability of 2000 young people in next five years

ACTIVITIES

1. Establish & promote Clubs
2. MDD & Sports
3. Student Income Generating Activities
4. Transform Youth Mentorship Program
5. Publications – Student & teacher Newsletters, Website, books
6. Trainings - skills



RESULT: 2000 young people will have obtained adequate skills to enhance their employability by 2020

OBJECTIVE 5: To enhance the employability of young people in next five years

ACTIVITIES

1. Establish & promote Clubs
2. MDD & Sports
3. Student Income Generating Activities
4. Transform Youth Mentorship Program
5. Publications – Student & teacher Newsletters, Website, books
6. Trainings - skills

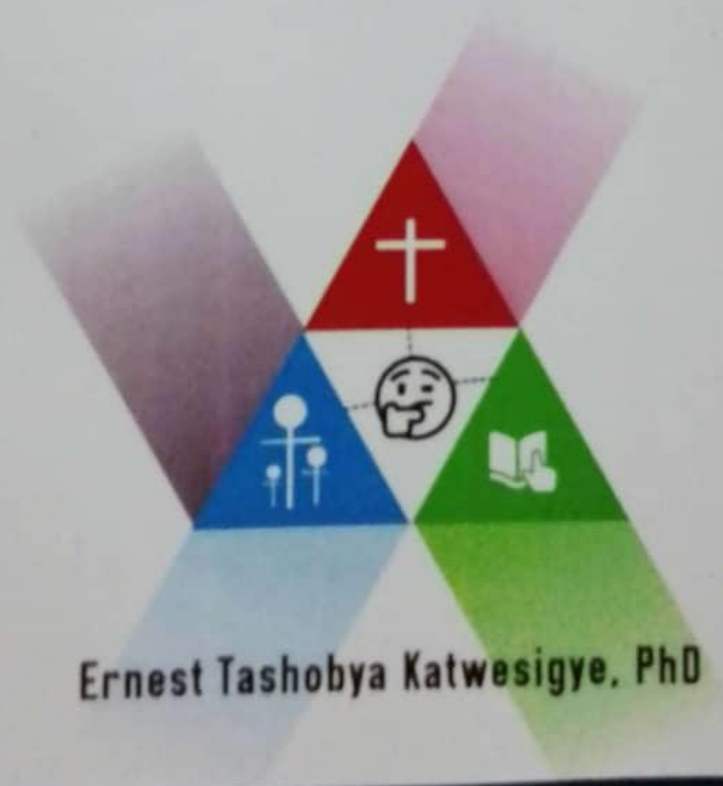


RESULT: 2000 young people will have obtained adequate skills to enhance their employability by 2020

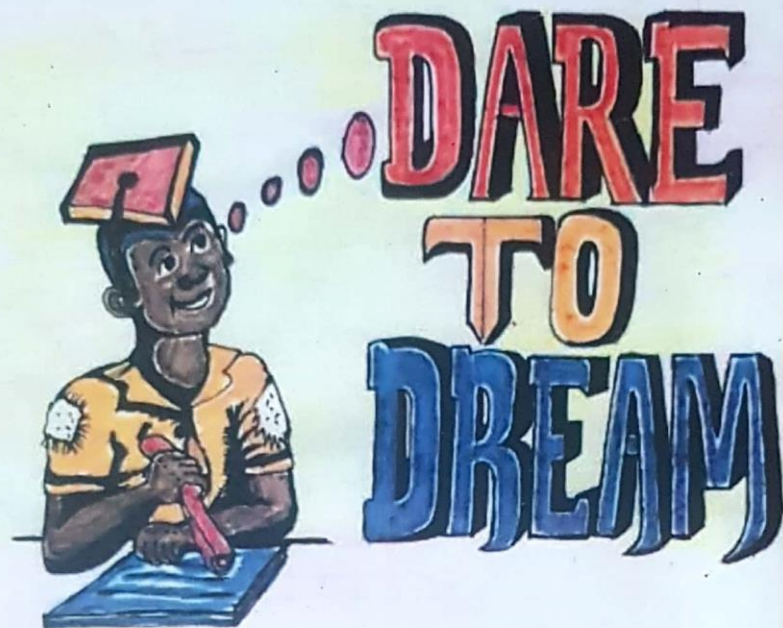


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BIBLICAL PERSPECTIVES ON EDUCATION



Ernest Tashobya Katwesigye, PhD



Life Skills Junior Teen Story Series
'by teens for teens about teens'

Vol 1.

Editor: Ernest Tashobya Katwesigye



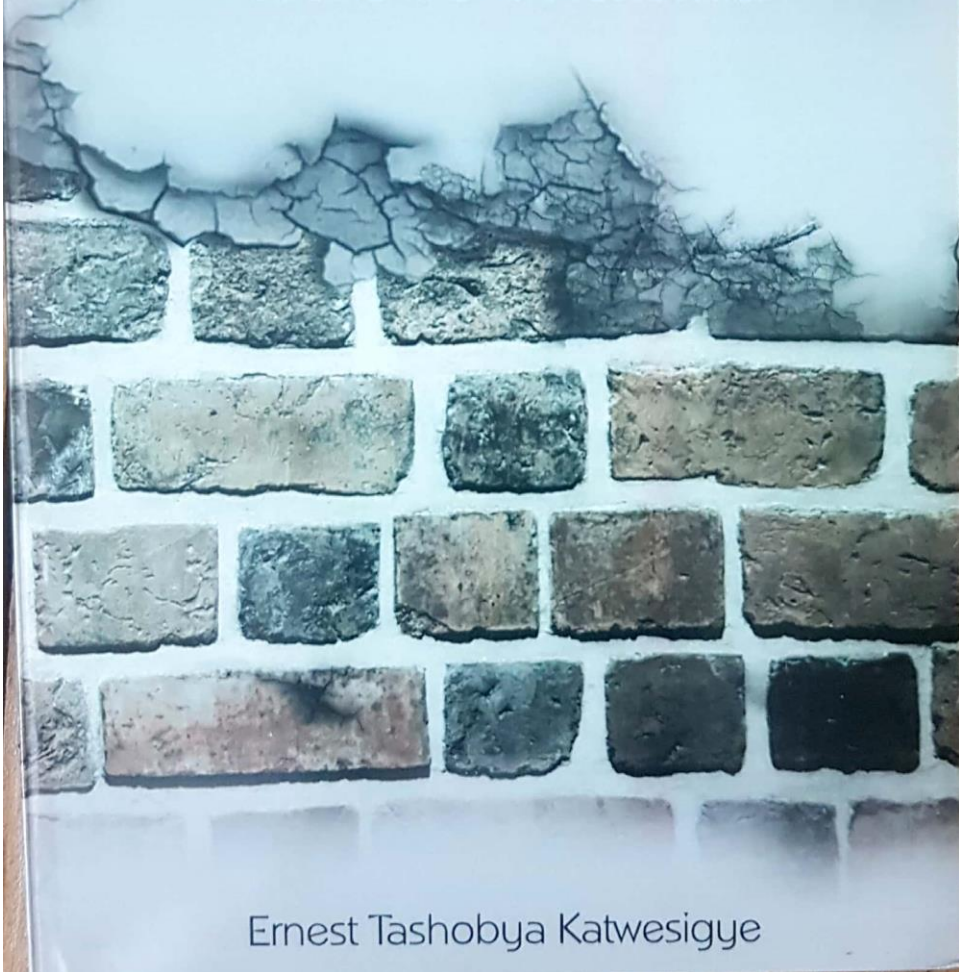
Ernest Tashobya Katwesigye



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REBUILDING WALLS

Lessons from Nehemiah



Ernest Tashobya Katwesigye

Swimming Against the Tide

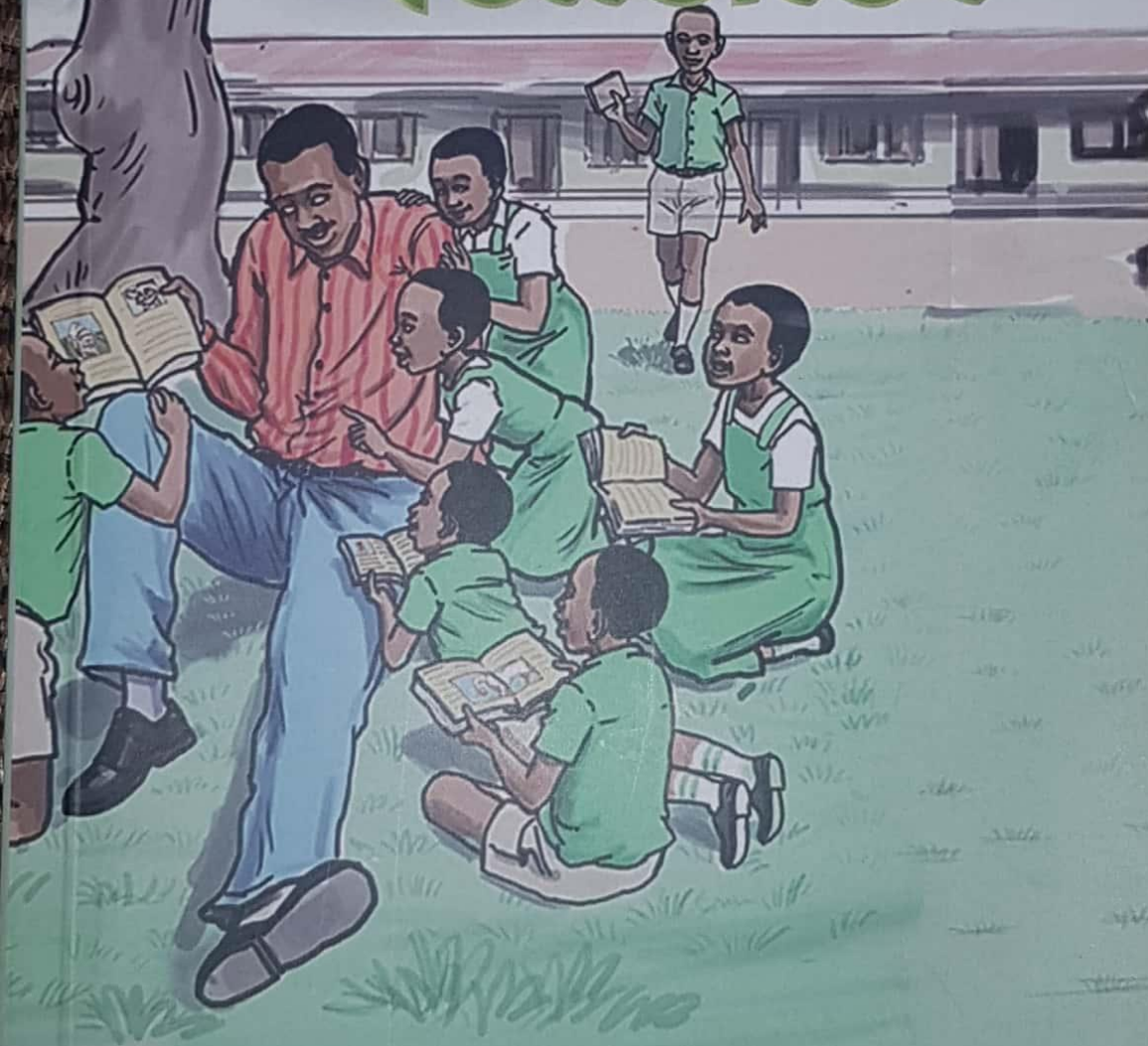
How to Be Different as a Born - Again Teen



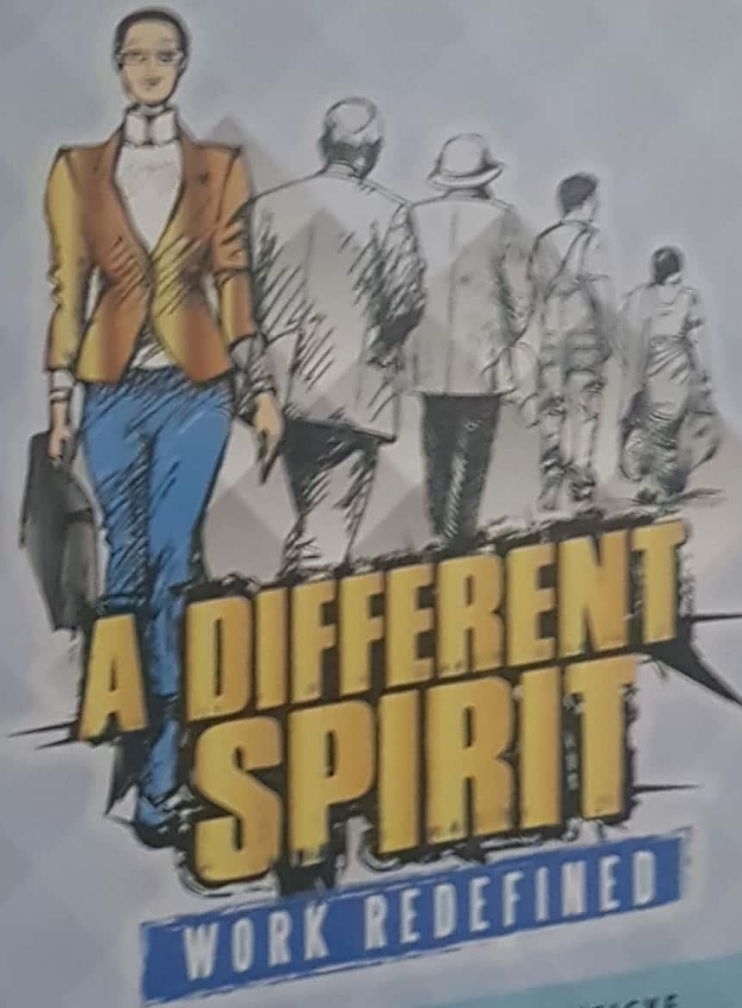
KASANGATI FULL GOSPEL CHURCH
DISCIPLESHIP SERIES

Edited by Ernest Tashobya Katwesigye

Portrait Of A Great Teacher



ERNEST TASHOBYA KATWESIGYE.



ERNEST TASHOBYA KATWESIGYE



CHALLENGE

What can I do as a No-Excuse National Transformer to Create the Education System I desire to see?

An Education System that is developing appropriate Human Resource?

FOR GOD AND MY COUNTRY!