ICT in Teacher Education in Uganda

Dr Jane Egau Okou
Teacher Education Department
Ministry of Education, Science Technology & Sports
Uganda developed its national ICT policy in 2003.

Objective 2 of the policy addresses human resource capacity-building with strategies that include:

- Integrating ICT into mainstream educational curricula to provide for equitable access for all students regardless of level
- Developing and managing ICT centres of excellence to provide basic and advanced ICT training
- Setting up mechanisms that promote collaboration between industry and training institutions
- Promoting the twinning of training institutions in Uganda with those elsewhere to enhance skills transfer
Ministry of ICT in Uganda

- A Ministry of ICT was established to address the convergence of ICT and to provide co-ordination of policy development.

- The mandate of the ministry is to:
  - Oversee and harmonize operations of its affiliated agencies: the Uganda Communications Commission, the National Information Technology Authority, the Broadcasting Council, and the proposed Information Management Commission.
  - Collaborate with the National Planning Authority to spearhead activities for developing sectoral ICT plans for integration into the National Development Plan.
  - Oversee periodic policy reviews for the telecommunications sub-sector for both mobile and fixed-line telephony, postal, Internet, and e-mail services.
  - Oversee and guide the implementation of the Uganda e-Government Strategy Framework by various government ministries and agencies.
  - Develop and implement a prudent monitoring and evaluation system for the ICT sector.
Education sector Policy on ICT

- Highlights of the Policy include:

- Review curricula at primary, secondary and tertiary levels in order to improve the quality of education and introduce new learning methods;

- Improve the level of investment in educational ICT equipment, and connectivity at all educational levels.

- Impart teachers with the necessary ICT skills in order to enable them use ICTs in the teaching and learning process;

- Establish educational networks for sharing educational resources;

- Promote the growth and implementation of e-learning; and

- Create opportunities and providing assistance for the disadvantaged, people with special needs, women and the youth to acquire ICT skills.
ICT on-going Interventions

- Training teachers in ICT skills.
- Acquisition of ICT infrastructure is on-going and ICT budget for all schools is now required.
- Some ICT infrastructure has been provided to schools.
- Subsidized rates from ICT service providers are negotiated.
- O’ and Advanced level curriculum on ICT is in place and examinable.
Implications in Teacher Education

- Developing ICT policy at TTI level, which has started

- Review TTIs curriculum to include ICT, which has started

- Providing the necessary infrastructure e.g. computer labs, studios, workstations, which is on-going.

- Continuous staff training, which has started.

- Development of ICT Competence framework for teachers, which is being developed.

- Enhancing collaboration and linkages with partners, institutions, and organizations local and abroad.

- Need to sensitize students and teachers to enable them develop positive attitudes toward the e-technology.
Key enabling factors for ICT Integration

- ICT Infrastructure
- ICT Content
- ICT Human resource

Thank You For Your Attention