



Management of Social Services

WEEK 3: EDUCATION AS A
SOCIAL SERVICE(MANAGEMENT)

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Recap – previous week

- **Trends (history) in education in Uganda**
- **Structure of education delivery**
- **Comparative analysis**

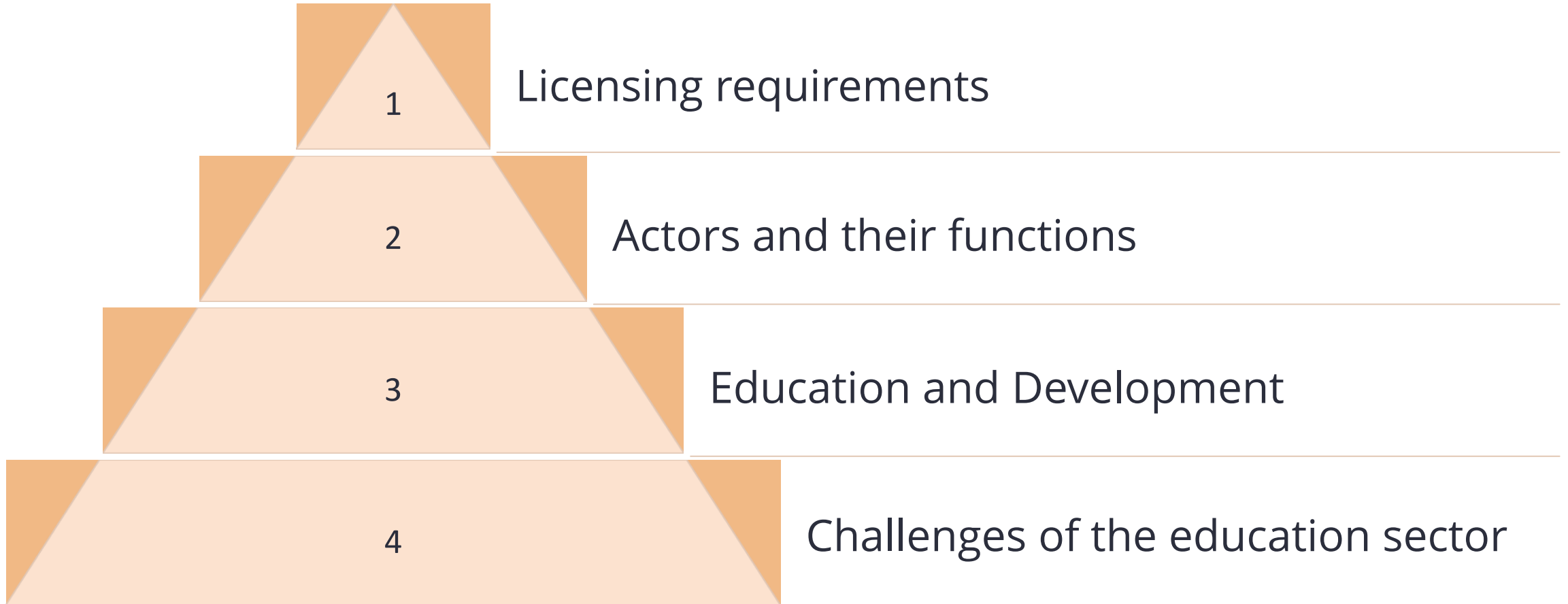
This week...

Education as a social service

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Education management and administration





Education Sector Management in Uganda

Uganda's education system is governed by comprehensive legislation including the **Education Act**, **University Act**, and **Tertiary Institutions Act**.

The government has decentralised public services, empowering District Councils to manage nursery, primary, special, and technical schools under the Local Government Act of 1997.

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National Education Priorities

Universal Education

Provision of Universal Primary and Secondary Education (UPE and USE) with community sensitisation programmes.

Teacher Excellence

Improving teacher training programmes and making teachers central to the education system.

Infrastructure Development

Progressive provision of construction materials for schools and tertiary institutions nationwide.

STEM Focus

Enhancing science, mathematics, technical and technology education at all levels.



Private School Licensing Process

01

Initial Application

Proprietor seeks written permission from Commissioner for Education to establish school.

03

One-Year Licence

Commissioner grants provisional licence valid for one year of operation.

02

District Assessment

District Inspector and Health Inspector conduct detailed facility inspections.

04

Full Registration

School applies for permanent registration after demonstrating compliance with minimum requirements.

Higher Education Regulation

National Council for Higher Education

Statutory watchdog for quality higher education established under the Universities and Other Tertiary Institutions Act, 2001.

Key Statutory Instruments:

- Private university establishment (SI 80/2005)
- Quality assessment indicators (SI 80B)
- Institutional standards (SI 85/2005)
- Quality assurance regulations (SI 34/2008)

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Key Education Sector Bodies/ Actors

Ministry of Education & Sports

Core Mission

Providing, supporting, guiding, coordinating, regulating and promoting quality education and sports for national integration and development.

Policy Setting

Responsible for establishing national education policy and monitoring standards across public and private institutions.

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Education Service

Commission

- Recruits teachers into government service,
- Reviews terms and conditions, and
- Disciplines teachers for misconduct across public and private institutions.



National Curriculum Development

Centre

Initiates, develops, monitors and evaluates curricula for primary, secondary, technical, and vocational levels.



Joint Admissions Board

Manages student admissions to tertiary education, sets minimum entry points and prevents double admissions to institutions.

Uganda National Examinations Board



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Semi-autonomous body conducting national examinations and awarding certificates:

- Primary Leaving Examinations (PLE)
- Uganda Certificate of Education (UCE)
- Uganda Advanced Certificate of Education (UACE)
- Business Education Certificates (BEE)
- Technical Education Certificates (UTE)
- Junior Technical Certificates (UJTC)

National Council for Higher Education

Quality Regulation

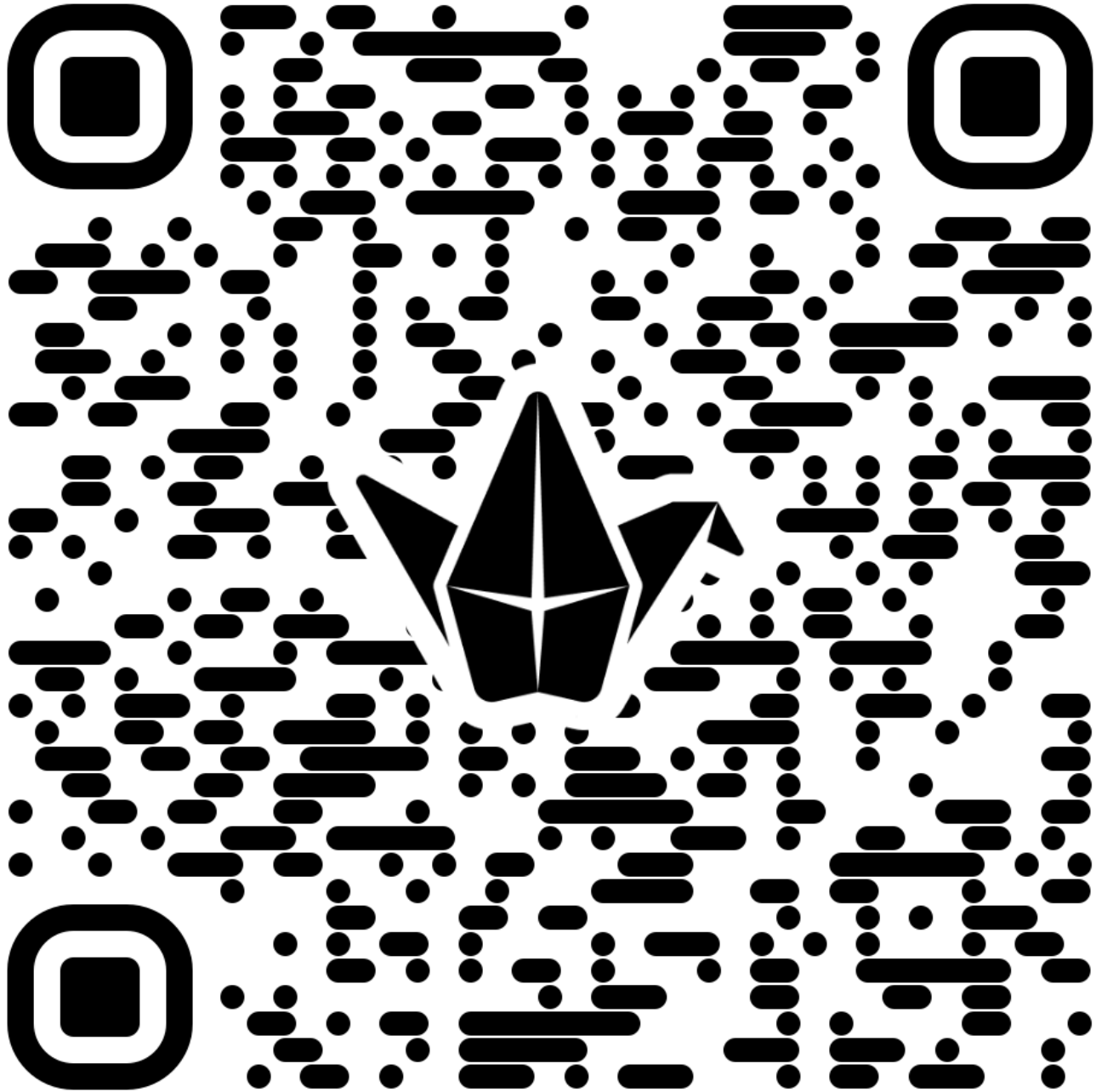
Regulating quality of higher education and equating qualifications whilst advising government on policy issues.

Accreditation

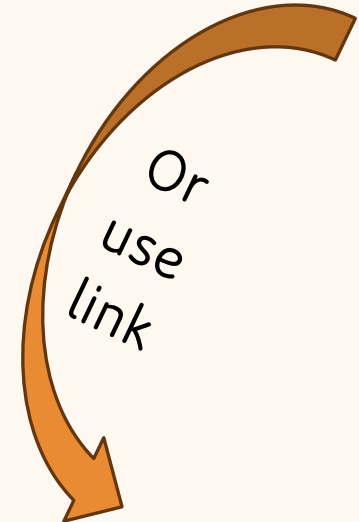
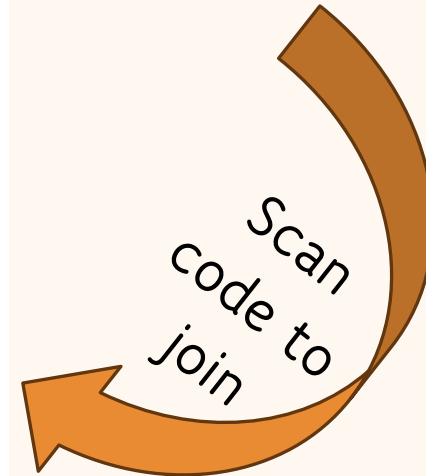
Establishing accreditation frameworks, investigating complaints and evaluating national manpower requirements.

Standards Setting

Setting national admission standards and ensuring adequate physical structures and educational facilities.



PADLET



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Education Management & Administration: A Comparative Analysis

An in-depth examination of educational governance, funding, and outcomes across Kenya, The Netherlands, China & Uganda in 2025

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Why Compare These Four Countries?

Economic Diversity

From developing economies (Kenya, Uganda) to highly developed nations (Netherlands, China), these countries represent different stages of economic development and educational investment capacity.

Governance Models

Varied approaches from centralised state control to decentralised local autonomy provide rich comparative insights into effective educational administration.

SDG4 Pursuit

All four nations are working towards Sustainable Development Goal 4: Quality Education for All, but face distinctly different challenges and opportunities in this journey.

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Education governance structure

Highly Centralised

- Strong Ministry of Education control
- Standardised curricula nationwide
- Uniform policy implementation
- Central performance monitoring



School leadership and management

Structured Leadership

Principals implement central policies with rigorous adherence to national standards. Comprehensive performance monitoring systems ensure consistent quality across all educational institutions.



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Funding and resource allocation

~4% of GDP investment

Significant government commitment with priority given to infrastructure development and comprehensive teacher training programmes. Strong emphasis on technology integration and STEM education facilities.

Actual delivery

Dominantly public

Public schools – overwhelming dominant, state is primary provider
Minor private provision

Education governance structure

Decentralized

- Municipal autonomy
- Independent school boards
- Strong parental involvement
- Local decision-making power



School leadership and management

Autonomous Governance

School boards and principals enjoy significant autonomy to innovate and adapt. Strong emphasis on accountability measures and meaningful community engagement in educational decision-making.

(Inspectorate of Education. (2023)).



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Actual delivery

Public-private mix

Privately run schools (65%), but publicly funded

Minority purely private

Funding and resource allocation

~5% of GDP funding



Robust public investment supporting vocational education pathways and inclusive learning environments. Strong financial backing for special needs education and multilingual support systems.



School leadership and management

Head Teacher Impact

Head teachers play critical roles in school success (Otieno 2018). Management factors directly correlate with pupil achievement outcomes, highlighting the importance of leadership training.

Education governance structure

Mixed Model

- National policy framework
- County-level management
- School-based implementation
- Ongoing decentralisation efforts



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Funding and resource allocation

Actual delivery

Public- private mix

Public – majority provider in primary and day secondary v- free education

Private schools – significant especially in urban areas – better quality and results

~5% of government budget

Limited per-capita funding creates resource challenges, particularly in rural areas. Free Primary Education policy shows commitment, but implementation faces significant financial constraints. (Kenya National Bureau of Statistics (KNBS))

Challenges & Innovations

Developing Nations: Kenya & Uganda

- **Teacher Shortages:**

Critical gaps in qualified educators, particularly in STEM subjects

- **Infrastructure Deficits:**

Limited classroom space, inadequate sanitation facilities

- **Equity Gaps:**

Persistent disparities between urban and rural educational opportunities

- **Digital Innovation:**

Piloting mobile learning platforms and community-based education programmes



Challenges & Innovations

Developed Systems: China & Netherlands

China:

- Balancing exceptional quality with equitable access.
- Tackling rural-urban educational disparities whilst integrating artificial intelligence and advanced technology in classroom learning.

Netherlands:

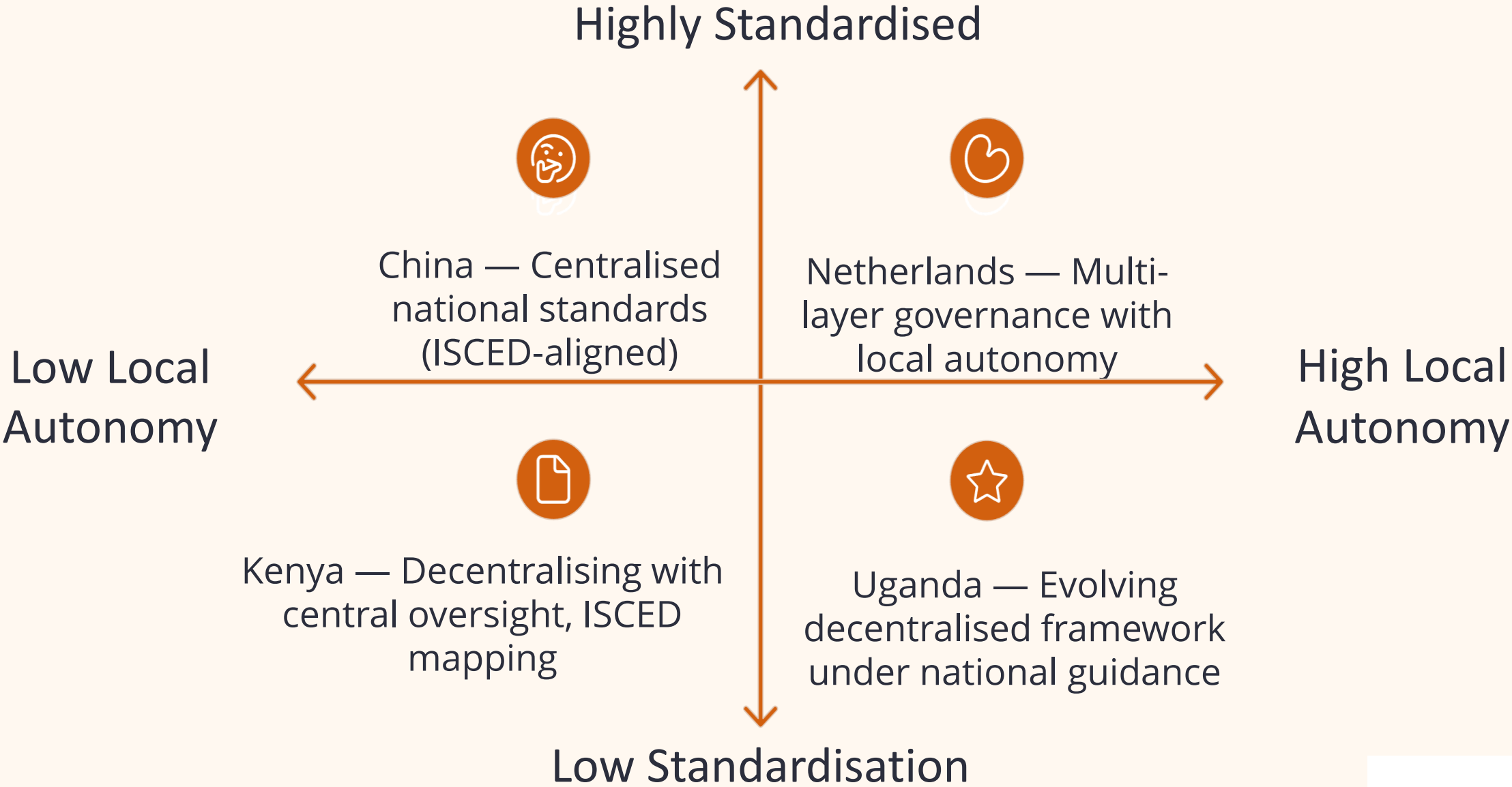
- Managing increasing cultural diversity and inclusion.
- Adapting vocational education to meet evolving labour market demands and implementing sustainability education initiatives.



Visual Comparison

This structural comparison illustrates the diverse approaches to educational governance across the four case studies. China's highly standardised system contrasts sharply with the Netherlands' locally autonomous model, whilst Kenya and Uganda represent transitional systems balancing central guidance with increasing local empowerment.

Visual Comparison



COUNTRY	EDUCATION MANAGEMENT AND ADMINISTRATION		
	Governance	Leadership and management practices	Funding and resource allocation
UGANDA	Central to local transition (centralized decentralization) – focus on access	Decentralised, private and public	Free education – primary, secondary
KENYA	Mixed model (devolved centralization) – focus on competency-based reforms	Head teacher impact	Percentage of gov't budget – free primary education
NETHERLANDS	Decentralized – school driven – Focus on equity and quality through funding	Autonomous – school boards and principals take lead	5% of GDP funding – robust public investment
CHINA	Highly centralized, ministry dictates major aspects – Focus on academic excellence, patriotism	Centralized – central policy implementation	4% of GDP investment

COUNTRY	EDUCATION MANAGEMENT AND ADMINISTRATION	
	Actual provision	Quality and outcomes
UGANDA	<p>Public / private mix. Public dominant in primary education Private dominant in secondary and higher education</p>	<p>Increased enrolment Quality concerns and Significant variations</p>
KENYA	<p>Public / private mix. Public dominant in primary and day secondary Private vibrant in urban especially</p>	<p>Stronger learning outcomes Challenges of inequality</p>
NETHERLANDS	<p>Privately run schools but fully funded by government Minority – purely private schools</p>	<p>Among top performance in Europe Early tracking OECD. (2022).</p>
CHINA	<p>State is primary provider at all levels Small percentage of private schools</p>	<p>Tops global rankings Urban-rural divides OECD. (2022).</p>

Lessons & Pathways Forward



Balanced Governance

Effective education management requires careful equilibrium between central policy guidance and meaningful local autonomy in implementation.



Strategic Investment

Investment in leadership capacity and educational resources proves critical, particularly in developing contexts where foundation building is essential.



Cross-Country Learning

Kenya and Uganda can adapt successful decentralisation and community engagement models from the Netherlands, whilst incorporating China's quality assurance practices.

Conclusion

Education remains fundamental to social and economic development across all contexts. Strategic management and thoughtful administration form the essential foundation for educational success, regardless of a nation's current development stage or governance structure.

"Education is the most powerful weapon which you can use to change the world." — Nelson Mandela



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Next week ...

Health as a social service

National health care system

Healthcare Structure

Comparative analysis