

ETHICAL IMPLICATIONS OF UGANDA'S EDUCATION SYSTEM ON GRADUATES

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ABSTRACT

This is a multidisciplinary research that examines Uganda's formal education system and its graduates (products) through the lens of moral theology—Judeo-Christian ethics. It looks at the rightness or wrongness of the existing education system and what it means to graduates in realising their Divine Mandate in Genesis 1:28: "Be fruitful, multiply, fill, and subdue the earth"—full potential. The question at hand is: "Does the formal education given and received in Uganda meet the standard of what God mandated humanity to do?" Answers to this question raise critical ethical issues about how Ugandan graduates, or human capital, should be trained to manage population growth, propel Uganda's development, and deal with issues related to technological advancement. The study seeks to bridge the knowledge gap on how an appropriate education enables graduates to realise their Divine Mandate. To investigate this, the study was guided by three specific objectives: (i) To explore the philosophy guiding Uganda's formal education system since independence and its implications on graduates' Divine Mandate. (ii) To examine the general purpose of Uganda's formal education system in relation to graduates fulfilling their Divine Mandate. (iii) To create a pathway for an appropriate education necessary for graduates to realise their full potential. The study was designed as an Action Research and it used mixed methods. In view of the framework of analysis, the system has unethical cases that result in providing inappropriate education that prevents most graduates from doing what God mandated them to do due to unclear philosophy and truncated purpose. Given this, I suggest a model for re-designing Ugandan's formal education system for graduates to realise their full potential.