



THE STATE OF UGANDA POPULATION REPORT 2015

“Quality Education; A foundation for achieving Uganda’s middle income status”

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THE REPUBLIC OF UGANDA





Foreword

The Demographic Dividend is the accelerated economic growth that may result from a rapid decline in a country's fertility and the subsequent change in the population age structure. Education is vital to initiating a demographic dividend because of its contribution to human capital development as well as initiating the needed fertility decline. Secondary education helps girls delay marriage and first pregnancy and opens up new opportunities for women beyond their traditional roles in the home. Education for girls especially at the secondary and higher levels is a key development strategy because it increases the number of skilled adults who can participate in the labourforce.

Variation in secondary school enrollment ratios suggests uneven opportunities for realizing a demographic dividend throughout Uganda. In 2014, 28% of girls and 32% of boys were enrolled in secondary school in Uganda, compared to 92% and 88%, respectively, in southern Africa. With such variations in the regions and between boys and girls, some regions will lag significantly in achieving demographic dividend without investing more in education.

Improvements in the quality of education and school completion prepare young women and men with the abilities they need to move into formal-sector jobs, earn higher wages, and contribute to a demographic dividend. Governments need to invest in raising the quality of education to adequately build the skills of the youth, while also providing more opportunities for vocational training to adapt to changing workforce needs. Post secondary education programmes must adapt to the changing needs of the global economy by focusing efforts on human capital and other marketable skills that will make Uganda more competitive in the international labour market.

To realize a demographic dividend, strategic investments are essential especially in improving the quantity and quality of schooling. Education systems must focus on ensuring that young people complete school and giving youth the skills to adapt to the changing labour market. Expand school enrollments, especially for girls, and ensure minimum standards of quality as driving force for improved quality of life and for lowering fertility. The education provided should be relevant for the skills needed in the workforce, and provide equal educational and job training opportunities for girls and boys. Ensure that secondary school, tertiary and university education is of high quality and relevant to the needs and aspirations of the country as expounded in the NDP II and Vision 2040.

Uganda needs many more teachers; existing ones are unevenly distributed across the country. Traditional approaches to education delivery, which focus on teacher-led instruction within physical classrooms no longer meet the challenges faced by the education sector. To meet the challenges faced by the education sector, use of technology to deliver content and capacity building of teachers are key to ensuring that the educational system improves and prepares the future generation for better opportunities.

It is also important to note that attaining the demographic dividend is not an overnight process. It is something you build today and reap the benefits later. Timing is therefore critical. If Uganda is to benefit from the demographic dividend, the time to invest in education is now. The most important resource for development as such is human capital — investment in people.

The State of Uganda Population Report, 2015 synthesizes the content of the 2014 report by focusing on the Education sector as one of the drivers/wheels for harnessing the Demographic Dividend in Uganda. It analyzes the implications of the education development policies and programmes for the outlook of quality education that would contribute to a demographic dividend and socio-economic transformation in Uganda. This report attempts to make an analytical contribution to the implementation of Uganda's national development strategy. The report is intended for a wide audience, including policy and decision makers, opinion leaders, researchers, academia, Government and other stakeholders engaged in improving the quality of life of the people of Uganda.



Hon. David Bahati, M.P.

Minister of State for Finance, Planning and Economic Development (Planning)



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Acknowledgement

The State of Uganda Population Report (SUPRE) development process is a result of consultative meetings under the leadership of Population Secretariat. Population Secretariat therefore recognizes the fundamental inputs of all stakeholders who participated in the production of this report through the consultative meetings. This year's report comes after the launch of the National Development Plan II (NDP II) for the period 2015/16 – 2019/20 and therefore captures and reflects on the key education sector development strategies contained therein.

This report is a continuation of the SUPRE 2014, which focused broadly on Harnessing Uganda's Demographic Dividend for Social Transformation. The SUPRE 2015 focuses on the drivers/wheels for harnessing the demographic dividend particularly in the education sector. In order to have a well-equipped, quality educated population with requisite skills and qualifications, Uganda needs to enhance education both from the supply and demand side. The Government needs to equip Ugandans with education that embraces modern technology and wider practical skills; and educational resources need to be oriented so that they respond to the changing demands of the national and global markets. This should be anchored on provision of "Quality Education as a firm foundation for achieving Uganda's Middle Income Status" as expounded in the NDP II and Vision 2040.

Population Secretariat is particularly grateful to the United Nations Population Fund (UNFPA), and the Government of Uganda for the financial support that enabled them to develop and produce this fifteenth edition of the State of Uganda Population Report with the theme *"Quality Education: A Foundation for Achieving Uganda's Middle Income Status"*.

The fifteenth edition of the State of Uganda Population Report was prepared by a team of selected authors and Population Secretariat recognizes and appreciates their role in the process of developing the chapters of this report. The authors are: Mr. Joseph Eilor, Mr. Carthbert Mulyalya and Ms. Irene Lubega (MoESTS), Mr. Paul Corti Lakuma (EPRC), and Mr. James Asile Droti (NCDC). We are also grateful to Mr. Paul Corti Lakuma (EPRC) for reviewing and providing invaluable comments and advice on each of the draft chapters as well as the report's outlay.

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Charles Zirarema
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List of Acronyms

ADEA	Association for the Development of Education in Africa
AED	Academy for Education Development
AIDS	Acquired Immune Deficiency Syndrome
A-Level	Advanced Level
ASC	Annual Schools Census
BOG	Board of Governors
BTVET	Business, Technical and Vocational Education and Training
CA	Continuous Assessment
CBOs	Community Based Organization
CBET	Competence Based Education and Training
CMTBF	Central Medium Term Budget Framework
CNDPF	Comprehensive National Development Framework
CSOs	Civil Society Organizations
CURASSE	Curriculum Assessment and Examination Reforms
DES	Directorate of Education Standards
DIT	Directorate of Industrial Training
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EDPs	Education Development Partners
EFA	Education for All
EFA	Education Funding Agency
EPRC	Economic Policy Research Centre
ES	Education Standards
ESC	Education Service Commission
ESCC	Education Sector Consultative Committee
ESSIP	Education Sector Strategic and Investment Plan
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
FAWE	Federation of African Women Educationists
FAWEU	Federation of African Women Educationists of Uganda
FY	Financial Year
GCS	Governing Council
GDP	Gross Domestic Product
GEM	Girls Education Movement
GER	Gross Enrolment Rate
GOU	Government of Uganda
GWPE	Government White Paper on Education

HDI	Human Development Index
HIV	Human Immuno-Deficiency Virus
ICT	Internet Communication Technology
JAF	Joint Assessment Framework
JBSF	Joint Budget Support Framework
LG	Local Government
MDG	Millennium Development Goal
MoFPED	Ministry of Finance, Planning and Economic Development
MoES	Ministry of Education and Sports
MoESTS	Ministry of Education, Sciences and Technology and Sports
MoPS	Ministry of Public Service
MPS	Ministerial Policy Statement
MTBF	Medium Term Budget Framework
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NCHE	The National Council for Higher Education
NCS	National Council for Sports
NDP	National Development Plan
NDP II	National Development Plan (Second)
NER	Net Enrolment Rate
NFE	Non Formal Education
NGOs	Non Governmental Organizations
NTC	National Teachers’ College
OECD	Organization for Economic Cooperation and Development
O-Level	Ordinary Level
OPM	Office of the Prime Minister
PAF	Poverty Alleviation Fund
PCR	Pupil Classroom Ratio
PEAP	Poverty Eradication Action Plan
PISA	International Students Assessment
PLE	Primary Leaving Examination
PMA	Plan for Modernization of Agriculture
PPET	Post Primary Education and Training
PPP	Public Private Partnership
PS	Permanent Secretary
PTC	Primary Teachers College
SACMEQ	Southern and Eastern Consortium for Monitoring Education Quality
SACs	Structural Adjustment Controls
SAPs	Structural Adjustment Programmes
SDGs	Sustainable Development Goals
SMC	School Management Committee
SMEs	Small and Medium Enterprises
SMT	Senior Men Teachers
SNE	Special Needs Education

SST	Science and Social Studies
SWAps	Sector Wide Approaches
SWT	Senior Women Teachers
TDMS	Teacher Development and Management Service
TIET	Teacher, Instructor Education and Training
TMM	Top Management Meeting
UACE	Uganda Advanced Certificate of Education
UAHEB	Uganda Allied Health Examination Board
UCE	Uganda Certificate of Education
UBOS	Uganda Bureau of Statistics
UBTEB	Uganda Business and Technical Examination Board
UDHS	Uganda Demographic and Health Survey
UGAPRIVI	Uganda Association of Private Institutions-
UJTC	Uganda Junior Technicians Certificate
UN	United Nations
UNATCOM	Uganda National Commission for UNESCO
UNCRC	United Nations Convention on the Rights of the Child
UNEB	Uganda National Examination Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population Fund
UNHS	Uganda National Household Survey
UNISE	Uganda National Institute for Special Education
UNMEB	Uganda Nurses and Midwifery Examination Board
UPE	Universal Primary Education
UPOLET	Universal Post Ordinary Level Education and Training
UPPET	Universal Post Primary Education and Training
USE	Universal Secondary Education
UShs	Uganda Shillings
US\$	United States Dollar
WG	Working Groups





Chapter 1: Education and Socio- Economic Transformation

1.1 Introduction

The second National Development Plan recognizes education as an engine for empowerment, economic growth and social transformation. In this chapter, a situational analysis of education vis-à-vis socio-economic transition in Uganda is presented. The development context is then reviewed and key challenges that impact the education sector in Uganda are discussed. This chapter also presents policy options necessary for improvement of the education sector in Uganda.

1.2 Background to Education Service Provision

Education has long been acknowledged as one of the key tools to improve the lives, especially of the very poor. It is one of the most influential determinants of an individual's knowledge, attitudes, and behavior. Various studies show that educating women produces positive outcomes not only for themselves, but also for their children. Women with more years of education have lower fertility rates and the children of educated mothers are more likely to be educated as opposed to children of uneducated mothers. There is also a strong positive relationship between education and wages. In a study of South Africa, Moll (1996) suggested that education could lead to a 35.5 percent increase in wages. Education can be the primary tool for poverty reduction, development of a society's stock of human capital and socio-economic transformation.

In recent times, many developing countries have embarked on significant education reforms aimed at rapidly expanding the supply of education. The demand for education reforms has largely been catalyzed by changes in the global economy, demographic change, a need for a more efficient use of scarce public funds given

competing priorities, and findings emerging from academic research on economic growth, returns to education, and user fees, among many other factors. The reforms are mainly aimed at achieving equity in the provision of education and significantly improving the quality of education. Some of the implemented reforms have radically transformed budget priorities of many developing countries, changed the approach that governments use to provide education services, invigorated public-private partnerships, and introduced new systems of accountability.

On the other hand, the international community has made education a priority on the development agenda through a number of initiatives such as the Millennium Development Goals (MDGs) and the post 2015 Sustainable Development Goals (SDGs), which reaffirm the international community's commitment to Universal Primary Education. The Government of Uganda introduced Universal Primary Education (UPE) and Universal Secondary Education (USE) in 1997 and 2007 respectively. The UPE programme abolished tuition fees for public primary education. The USE programme, on the other hand, introduced a cost sharing mechanism where the government pays for tuition fees, in both government aided and private schools, and students pay for boarding fees, scholastic materials, uniforms and medical care among others costs.

The implementation of the UPE program resulted in increased enrolment, from 2.5 million in 2007 to 8.5 million pupils in 2013. Gender parity in enrolment of girls at primary level has also been achieved (MoES, 2013). However the UPE program faces significant challenges such as a high pupil/book ratio, teacher absenteeism, inadequate infrastructure such as classrooms and significant inequality between urban and rural areas due to limited capacity to mobilize

and use funding. Although Uganda has taken some considerable steps to skill the Ugandan labour force, the economy still faces substantial skills gaps in key sectors. This calls for curriculum reform to respond to the current labour needs in productive sectors of the economy such as agriculture, tourism, minerals, and oil and gas so as to achieve socio-economic transformation.

The achievement of aspirations as articulated in the Vision 2040 largely depends on the quality and ability of the education system to create competitive citizens able to succeed in the global economy. A reversal of enrolment could occur if nothing is done to stop the deterioration of quality of schooling. This could impact negatively on the country’s ability to reap the demographic dividend, as envisioned by the second NDP, if the young are not educated adequately to exploit their ability.

By easing some of the financing constraints encountered by poor households through elimination of user fees at primary level, improving access to high quality secondary schools, and enhancing the quality of schools through facilitation of inspection and construction of classrooms, the UPE and USE programmes have significantly benefited children from poor households.

The rapid expansion of the UPE program has, however, weakened the absorption capacity of some regions, which intensifies regional disparity in the quality of primary education. Table 1 below shows that rural regions of Acholi, Busoga and Karamoja tend to have fewer qualified teachers, a higher pupil – teacher ratio and crowded classrooms. These regions do not have the ability of the more urban regions such as Buganda and Ankole to absorb a sudden increase in enrolment.

1.3 Situational Analysis of Education in Uganda

1.3.1 The Medium-Term Effect of UPE and USE on Access and Quality of Services

The Universal Primary Education (UPE) scheme was established in 1997 with the aim of eliminating monetary costs for all children attending public primary schools. The major objective of the UPE program is eradicating illiteracy in Uganda while equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development. In addition, Uganda became the first country in Sub-Saharan Africa to introduce Universal Secondary Education (USE) in 2007. USE is pivotal in ensuring the continuity and sustainability of UPE by absorbing UPE graduates into secondary education (Lakuma et. al., 2014).

The UPE and USE programmes have expanded access to primary and secondary education since it was introduced in 1997 and 2013. For instance, from 1997 to 2013, primary enrolment increased from 2.5 million to 8.5 million pupils, while secondary enrolment increased from 954,328 in 2007 to 1.4 million in 2013 (MoES, 2013).

Table 1: Spatial Primary Schools Classroom Indicators, 2013

Region	Pupil Teacher Ratio	Pupil Classroom Ratio	Share of Qualified Teachers (%)
Acholi	61	65	3.9
Ankole	37	38	9.4
Buganda	36	45	29.4
Bukedi	57	79	5.6
Bunyoro	45	54	5.2
Busoga	47	64	11
Elgon	51	68	5.4
Karamoja	60	74	1.3
Kigezi	38	41	5.3
Lango	59	74	5.5
Teso	58	76	5.2
Toro	45	57	6.8
West Nile	60	88	6.6
National	46	57	100¹

Source: MOES, 2013

The USE program, on the other hand, has widened the disparity between households in terms of access to quality private secondary schools across regions. From table 2, only 0.5 percent of households in the northern region had access to a private secondary school while 16.7 percent of households in the central region had access in 2012/13 (UBOS, 2014). In general, households with relatively more income in the central region are in a better position to exploit the government subsidy (the USE program) by paying an out of pocket top up fee to access private schools. Urban households also enjoy wider choices in high quality private schools (19.8 percent) not otherwise available to their rural counterparts (3.8 percent). There is no significant variation between regions in access to government secondary schools (table 2).

Table 2: Percent Access to Secondary Schools by Households by Region and Residence, 2012/13

Region	Government Secondary School	Private Secondary School
Central	3.7	16.7
Eastern	3.7	10.9
Northern	2.3	0.5
Western	2.8	11
Rural	2.4	3.8
Urban	4.4	19.8

Source: UBOS, 2014

The effects of elimination of user fees in the UPE and USE programs may vary by gender. There is a tendency for households to enroll more boys than girls as the cost of education drops. Table 3 shows that while there are no significant difference between males and females that had never attended school before, the proportion of females attending schools tends to drop with age. Although more females (87.3 percent) attend the formative years of education (primary school) than males (85.5 percent), the proportion of females in school falls at a faster rate than that of males at the secondary (age 13 – 18 years) and tertiary level of education (age 19 – 24 years). This result is consistent with the 2012/13 Gender Parity Index, which was less than 1 for both primary and secondary education (0.96 and 0.89 respectively). This suggests that there are more learning opportunities for males than for females in higher levels of education in Uganda. More males are likely to participate in education than females. Among the key reasons advanced for high female dropout rate is pregnancy and marriage (UBOS, 2014).

Table 3: Percent Schooling Status of Persons Aged 6 -24 Years, 2012/13

Age Group/Sex	Never Attended	Attended School in the Past	Currently Attending School
6 -12 years			
Male	12.3	1.9	85.5
Female	11.3	1.4	87.3
13 - 18 years			
Male	2.2	14.4	83.4
Female	3.1	19.5	77.4
19 - 24 years			
Male	4.6	69.2	26.2
Female	7.2	81.2	11.6

Source: UBOS, 2014

1.3.2 The Medium-Term Effect of Tertiary Education on Access and Quality of Services

The tertiary institutions in Uganda's education system include both degree and non-degree awarding institutions of different categories. Among the recognized categories are Universities, National Teachers' Colleges (NTC), Technical Colleges, Uganda Colleges of Commerce, Cooperative Colleges, Management institutions, Health/Medical institutes, Agriculture/Forestry institutions, Theological colleges, Media and Communication institutions, Hotel and Tourism, Law Development centre, Meteorological centre,

and Aeronautical centre (MoES, 2013).

A total enrolment of 201,376 students (113,746 males and 87,630 females) was registered from all tertiary institutions across the country in 2013. Only 42 percent of students enrolled in degree awarding universities were female (refer to table 4). University affiliated colleges have the highest students per Lecturer/Tutor ratio (57:1), whereas tourism institutions have the least students per Lecturer/Tutor (6: 1). Table (4) below indicates that 59 percent of all degree awarding institutions are in the central region. There are no tourism colleges in the north and no commerce colleges in the central region.

Table 4: Percent Enrolment, Student Lecturer Ratio and Spatial Distribution of Tertiary Institutions, 2013

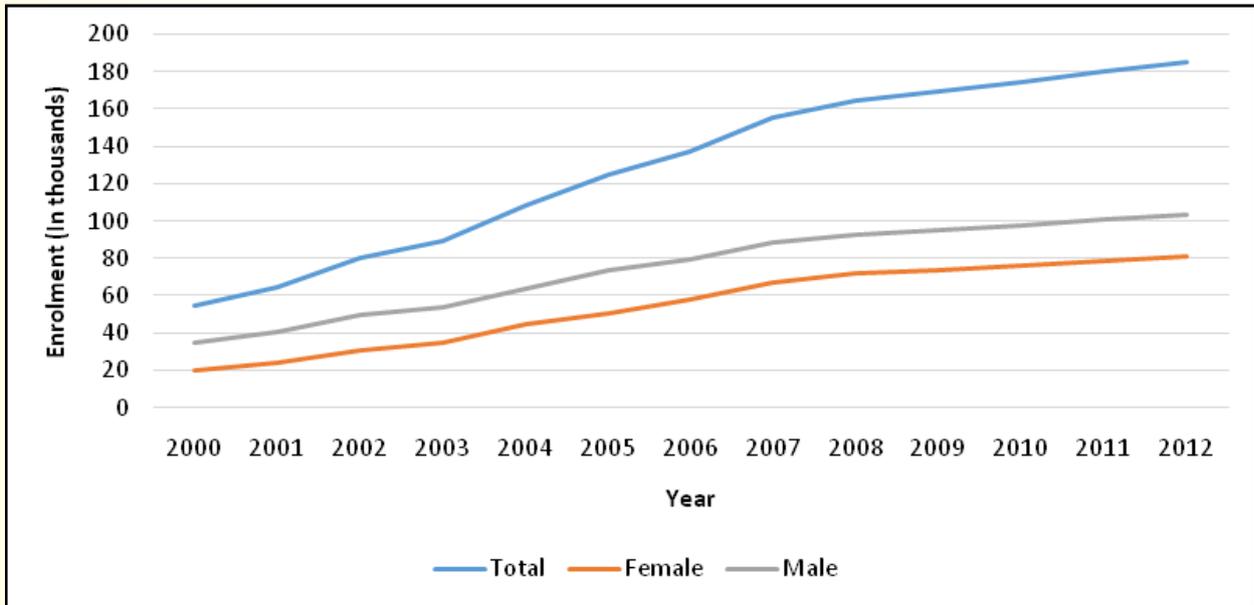
Institutions	Female Enrolment (%)	Student Lecturer/Tutor Ratio	Regional Distribution of Tertiary Institution			
			Central	Eastern	Northern	Western
Degree Awarding Universities	42	54	59	18	6	18
Non-University Degree Institute	42	43	18	100	0	0
University Affiliate Colleges	54	57	67	33	0	33
Agriculture Colleges	39	10	67	0	33	0
Health College	43	18	48	33	5	14
Theological Colleges	28	9	64	21	0	14
Media Colleges	40	16	80	0	0	0
Colleges of Commerce	52	18	0	50	50	0
Teachers Colleges	34	25	29	14	43	14
Tourism and Wildlife	39	6	50	25	0	25
Technical College	8	14	38	13	25	25
Management	36	11	62	8	8	23

Source: UBOS, 2014

From figure 1.1, enrolment in tertiary education has grown steadily since 2000. Total enrolment moved from 54,444 in the year 2000 to 184,864 in 2012. More males access tertiary education than females, the trend is however, upward in both gender groups. Also, the tertiary education system in Uganda is not equipped to absorb the

growing demand that has resulted from broader access to secondary education created by the USE programme. As many students complete upper secondary education, policymakers in Uganda should expect further pressure to expand the tertiary education system in order to meet the rising demand.

Figure 1.1: Enrolment in Tertiary Institution (in thousands), 2000-2012



Source: MOES, 2013)

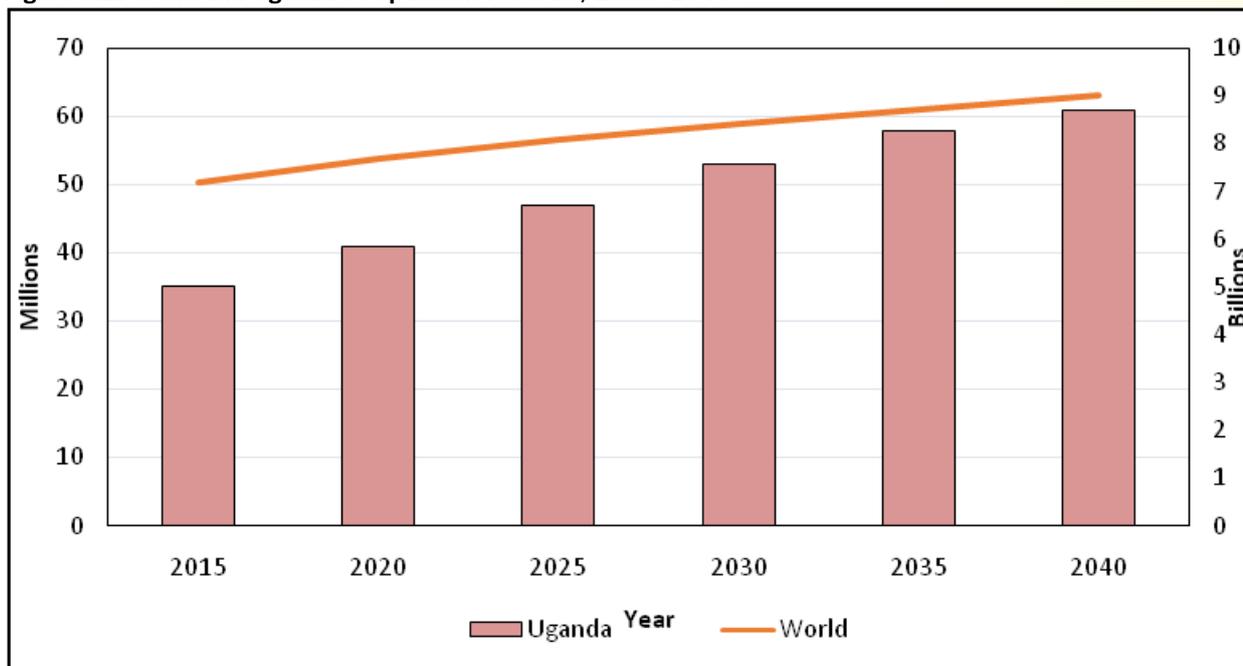
1.4 Development Context of Education in Uganda

1.4.1 Demographic Change

The world population of 7.2 billion in mid-2013 is projected to reach 9 billion by 2040 (United Nations, 2004). Much of this increase is projected to take place in high-fertility countries in Africa such as Uganda. Uganda's population is expected to reach 46.7 million by 2025 and 61 million by 2040 (see figure 1.2). A consequent growth in the middle classes in emerging and developing countries will lead to a surge in global demand for natural resources, food items and manufactured goods to service middle class life styles (NPA, 2015). Uganda can benefit

from this growth in global markets for food, natural resources and light manufactured goods by leveraging its demographic transition by educating and imparting its population with skills necessary in increasing the volume, diversity and quality of goods and services in agriculture, manufacturing and mining. In addition, the size of the young Ugandans is expected to decline significantly due to declining fertility as working age population rises, this present Uganda with demographic dividend, which if properly harnessed through education could propel the rate of economic growth.

Figure 1.2: World and Uganda’s Population Forecast, 2015- 2040



Source: United Nations, 2004

1.4.2 Human Capital Development

Uganda’s human development has been improving over the years. The non-income Human Development Index (HDI) for Uganda is 0.511 on a scale of 0 to 1. This is mainly on account of increased access to non – monetary drivers of welfare such as education, health and housing conditions. From table 5, there has been a significant increase in the proportion

of individuals using mosquito nets, and the proportion of households in which all children have shoes has also increased since 2002/03. Improved health, resulting from such changes, boosts individual ability to attend school, which enhances employability, labour productivity and income earning opportunities in the long run.

Table 5: Percent Non – Income Measures of Household Welfare, 2012/13

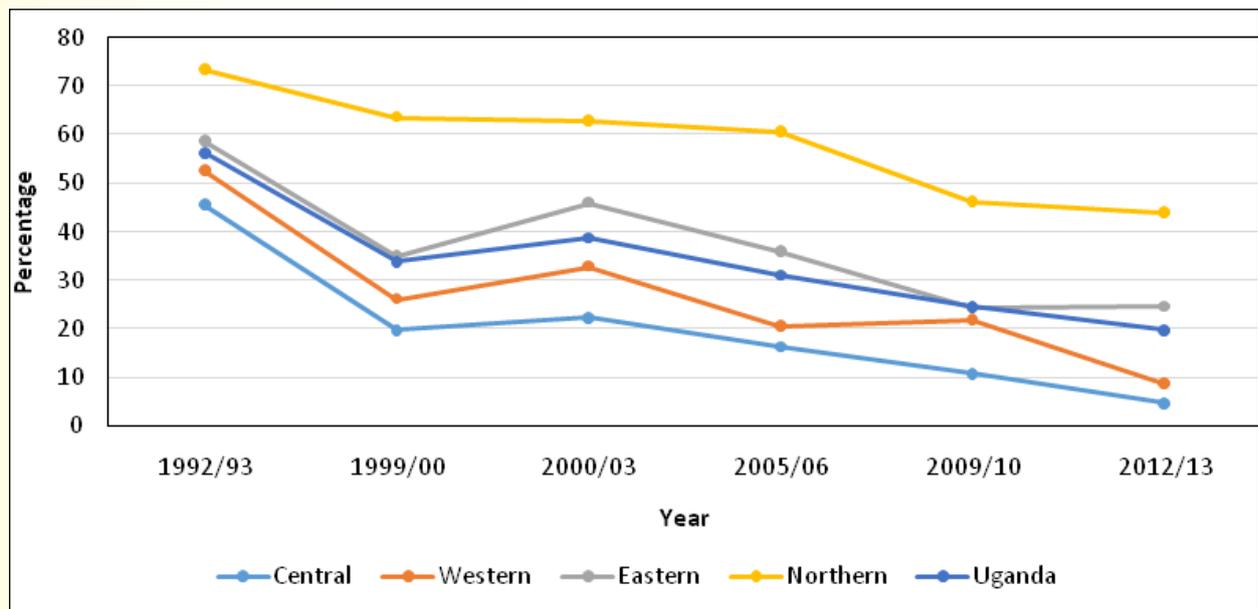
Year	Having a mobile phone	Having Iron roofed House	Having a Mosquito net	All Children Having a pair of shoes	Agriculture is a major source of earning	Non- Agriculture enterprises as a major source of earning
1992/93	7	63	11	45	38	
2005/06	17	61	17	50	49	19
2009/10	46	62	41	58	42	21
2012/13	60	68	53	57	42	24

Source: MoFPED, 2014

Due to rapid economic expansion in the last two decades, Uganda has registered a significant reduction in income poverty. However, Uganda has also experienced a reduction of 11 percent in income measures of human development in the last two decades. Figure 1.3 reveals that while the population living below the poverty line fell from 24.5 percent to 19.7 percent between 2009/10 and 2012/13, the Northern region lags behind other regions in all the years in the sample. In the period, the Eastern region registered a marginal increase in poverty from 24.3 percent to 24.5 percent (Figure 1.3). The greater incidence of poverty in the northern and eastern region is related to dependence on rain fed agriculture, insecurity and high food prices (MoFPED, 2014).

It suffices that people with limited core capabilities, such as education and health are less likely to live the lives they value. It is apparent that inappropriate and inadequate education and health systems limit the capability of households in Uganda to deal with man made and environmental threats. In this case, development of appropriate skills and imparting relevant education can go a long way in reducing income poverty and inequality in Uganda. To strengthen Uganda’s transformation and harness the demographic dividend as envisioned in the vision 2040, there is need to align the education system to facilitate the development of appropriate human capital to increase production, productivity and technological growth.

Figure 1.3: Percent Poverty Trends in Uganda from 1992/93 -2012/13



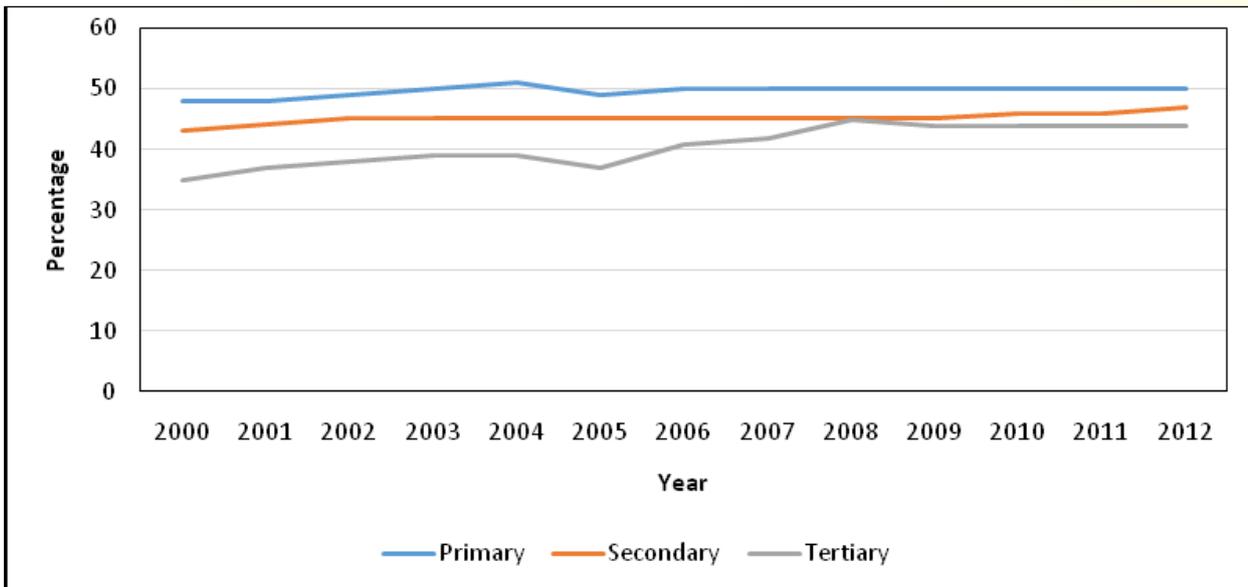
Source: MoFPED, 2014

1.4.3 Gender, Environment and Governance

Gender: Uganda has made significant progress in strengthening gender equality and women’s empowerment, especially in access to education. There exists a gender responsive regulatory framework, gender planning in the education sectors, and increased collection of gender disaggregated data and information at all levels

of education to facilitate research for gender sensitive policies and strategies. This progress has seen the gender gap in primary schools narrow to less than 1percent between 2000 and 2012 (Figure 1.4). Despite the progress made, there was an average of more than 5 percent deficit in the number of females enrolled in secondary school and 10 percent deficit in the number of females enrolled in tertiary institutions between 2000 and 2012.

Figure 1.4: Enrolment of women in Primary, Secondary and Tertiary School 2000 – 2012

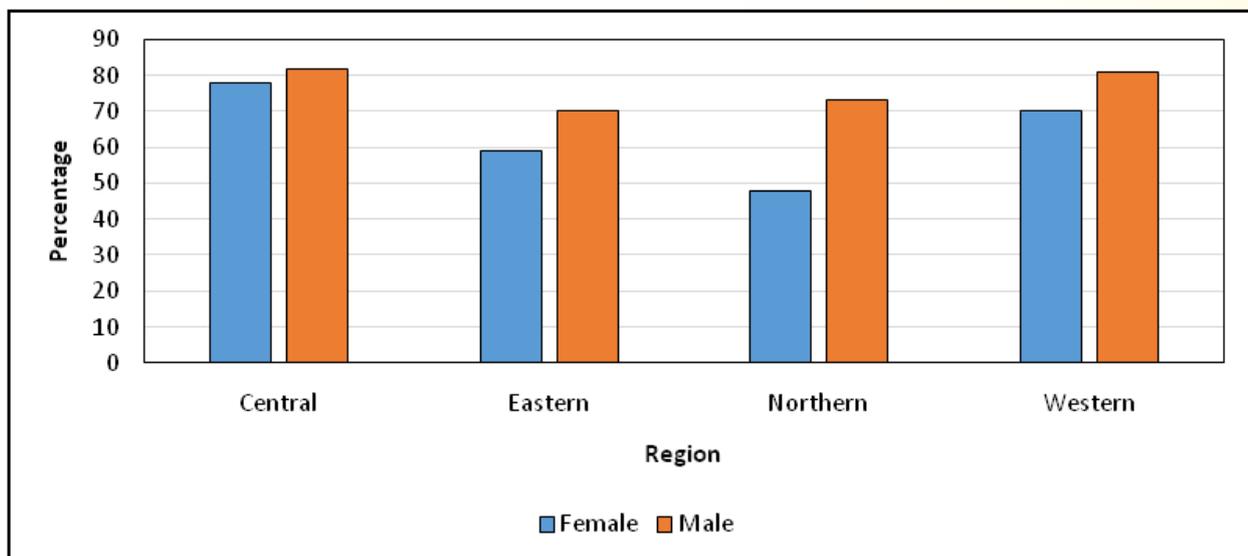


Source: MOES, 2012

Furthermore, gender disparities in literacy have a spatial dimension. Figure 1.5 demonstrates that while gender disparity in literacy rates have narrowed in the central region in 2012/13, it has

widened in the eastern and northern region in favour of men by 11 and 25 percent respectively in 2012/13.

Figure 1.5: Percent Literacy for Persons aged 10 years and above by Regions, 2012/13



Source: UBOS, 2014

Environment: Uganda is gifted with unique weather and climate that supports resilient ecosystems and biodiversity which in turn support activities such as food production, tourism and other services. Environmental management is critical for sustainability of these benefits.

However, low levels of physical planning and a poor land tenure system have partially caused a challenge for environmental management, which exacerbates the incidence of poverty (especially in urban areas), high unemployment levels and curtails water supply. Environmental degradation if not controlled can manifest into severe challenges

of crime, crowding, congestion and pollution. Long impacts of environmental degradation and climate change is one of the challenges Uganda faces in realization of Vision 2040. Climate change has brought about more frequent and longer drought periods which impact differently on education services. Students may take time off school to look for pastures or fetch water and firewood, limiting the time spent on studies, which affects literacy rates and skill acquisition.

Governance: Good governance provides a setting for the equitable distribution of benefits from economic growth. The Constitution of Uganda requires that the state promotes balanced development for all regions of the country between rural and urban areas. It also requires the State to take special measures to develop Uganda's least developed areas and to pay special attention to the problems of the marginalized. The Local Government Act (1997) of the Republic of Uganda provides the mechanism for decentralization of provision of primary and secondary education sector in Uganda (Lakuma et. al. 2014). However, since 95 percent of primary and secondary education is financed by the central government through fiscal transfers to district local governments, the impact of decentralization on access to UPE and USE programmes largely depends on the existing capacity to be accountable and to mobilize resources at the district level. Given that newly created districts have a relatively lower fiscal capacity (newly created districts raise less than 1 percent of resources transferred to them) in comparison to Original districts, the gap in quality of education between the original districts and newly created districts is expected to widen over time. The fight against corrupt practices such as teacher absenteeism in schools and leakage of public resources, through participatory monitoring, is particularly important in regard to the reduction of poverty and inequality (Barr et. al., 2012).

1.5 Key Challenges Facing the Education Sector

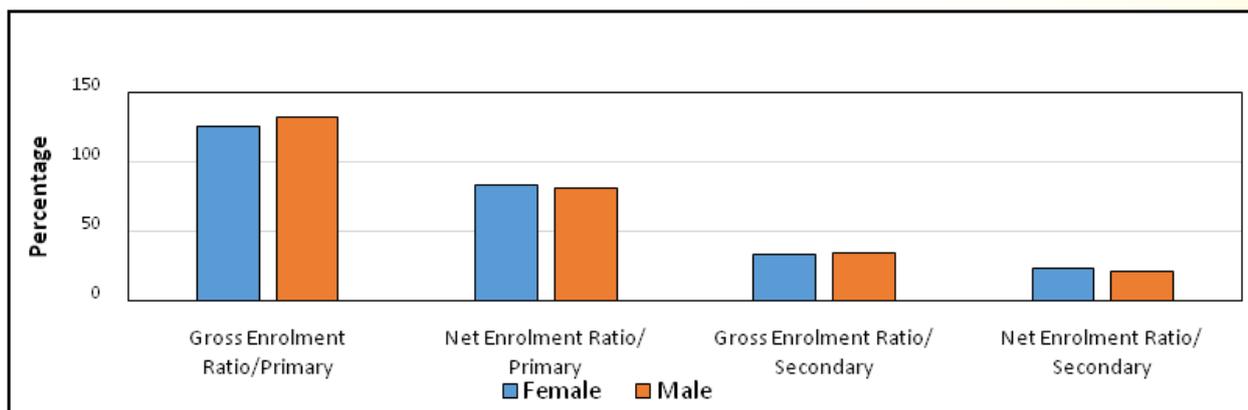
1.5.1 High Enrolment and Lack of Access

The UPE program has seen an increase in enrolment, especially for poor households. The increase in enrolment was facilitated by significant construction of classrooms and in some cases, new schools. The government also recruited new teachers and provided schools with text-books and learning materials. However, the sharp increase in enrolment has led to deterioration in quality due to pressure on educational infrastructure such as classrooms, text-books and teachers. From figure 1.6, the Gross Enrolment Ratio (GER)² for males and females in primary schools were higher than 100 percent in 2012/13, which suggest that 26 percent of females and 32 percent of male were schooling at the age above the official schooling age largely due to repetition. While the Net Enrolment Ratio (NER)³ in secondary schools has improved from that of 2007 (10 percent), it remains low at 23 percent for females and 21 percent for males, which suggest that a large proportion of secondary school age children are not enrolled in secondary schools due to lack of fees, absence of secondary schools in some districts, pregnancies, and lack of interest, among other issues (UBOS, 2014). The evidence above suggests that an expansion of education services at the lower level (primary) may have little long term impact on employment prospects if it is not matched with expansion at the higher levels (secondary and tertiary institutions).

²GER shows the ratio of the number of student who live in a country to those who qualify for a particular grade

³NER shows the ratio of the number of student of school going age enrolled to number of students of school going age

Figure 1.6: Percent Gross and Net Enrolment Rates in Primary and Secondary Schools 2012/13



Source: UBOS, 2014

1.5.2 Internal Inefficiency of Primary Schools

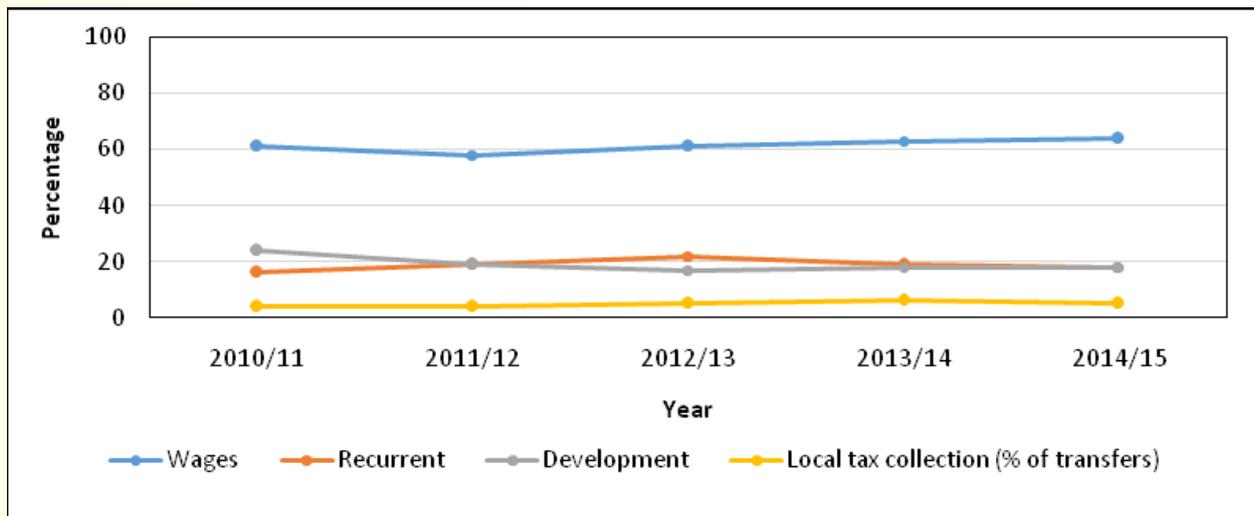
Much of the resource flow from the central government to local governments in terms of grants, materials and construction funds are for the UPE program (Lakuma et. al., forthcoming). However, the internal efficiency of primary education is low. Primary education inefficiency is largely correlated to leakage of resources between the central government and the school through ghost teachers; and pupils; misuse of UPE grants by district local governments; teacher and headmaster absenteeism; a policy of deployment of teachers that is not responsive to need; and the per capita criteria of allocation of resources within government schools, where class sizes are largest in the early grades and smallest in the later grades. World Bank Group (2008) calculates that at least one-third of the expenditures on primary education are wasted or used inefficiently. However, the incidence of resource leakages has decreased over time, largely due to public expenditure reforms which has tried to bring a semblance of accountability in public school reducing the incidence of ghost teachers and teacher absenteeism. To illustrate the consequences of inefficiency in resource allocation, MoES (2013) estimates that there is a stock of 117,305 permanent classrooms, which translates into a Pupil Classroom Ratio (PCR) of 72 pupils per class. However, if we count the temporary classroom (see table 1) the overall stock of classrooms increases to 148,711, which reduces the PCR to 57 (68 government and 31 private). Private schools have attained the government standard of 53 while government schools have relatively more crowded classrooms.

1.5.3 Limited Fiscal Space to facilitate the USE Program

More than 25 percent of annual central government’s revenue is allocated as fiscal transfers to local governments. Transfers to education constitute more than 60 percent of fiscal transfers. Altogether, grants to UPE account for 70 percent of transfers to education sector and almost one half of total grants to local governments (Lakuma et. al., 2014). This leaves relatively little resources to facilitate the USE program, which is insufficient to run the program. The USE cost sharing mechanism has had a short run impact on households’ welfare and to some extent the cost lessened the demand for secondary schooling. Furthermore, much of the funds transferred to support the education system at the district levels go into wage payments. This suggest that parents fund the short-fall for school development through an out of pocket (top-up fees) contribution. However, some poor households cannot raise the shortfall thus children from such households end up dropping out of school.

Local governments have limited fiscal capacity and can raise only 5 percent of transfers from the central government in taxes, which cannot fund development of school infrastructure such as classrooms, teachers’ housing and text-books. There is also inequality in spending levels where some districts receive more allocation per student than others; these inequalities reflect unequal distribution of teachers between districts. Figure 1.7 shows that since 2010 more than 60 percent of transfers to districts have been going into wages, which leaves less than 20 percent for development financing.

Figure 1.7: Percent Transfers to Local Governments from 2010/11 – 2014/15



Source: UBOS, 2014

1.5.4 Mismatch between Uganda's Education System and Skills demanded by Industry

The skills being generated by the education sector are not aligned with the human resource needs of the productive sectors of the economy. The current education system gives an incentive for students and teachers/lecturers to focus on examinations, instead of learning and or imparting essential skills which are required by industry/productive sectors. As a result, even though the enrolment in tertiary education has increased, very few university graduates are self-employed or can find jobs. A study by Kirumira et. al. (2003) shows that secondary school leavers are either unemployed or self-employed while many university graduates are dissatisfied with the relevance and quality of their education. Parents' education levels and occupations also have a major influence on the level of school completed, particularly for girls. However, it should be noted that the slow growth of the private sector culminating in little absorption of the graduates into private enterprises also contributes to the unemployment problem in the country.

1.6 Policy Options

1.6.1 Harnessing Opportunities in Agriculture, Tourism, and Minerals, Oil and Gas Sectors

Agriculture: Under the second National Development Plan, Uganda has prioritized three growth opportunities: Agriculture, Tourism, and Minerals, Oil and Gas. Agriculture has been and remains central to Uganda's economic growth and poverty reduction. In addition to providing employment to more than 66 percent of the population, it is a major source of raw materials for the manufacturing sector, contributes 24 percent of GDP, provides a market for non-agricultural output, and is a source of surplus for investment. Despite employing largest proportion of population, the Agricultural sector is the slowest growing and least productive sector. Thus the sector can only be effective in social transformation if Uganda's education system responds to developing technological needs required to increase production and the productivity of the sector.

Tourism: The tourism sector saw an annual growth of 25 percent and contributed 9 percent of GDP, US\$ 1.7 billion, in 2012. As a foreign exchange earner, the sector is estimated to account for about 19.6 percent of total exports, over 60 percent of total revenue inflows from services and over 400,000 direct and indirect jobs annually. It is imperative to tailor the education system to respond to the need to develop local capacity in hospitality and hotel management in order to leverage the employment opportunities and diversify the stock of tourism products.

Minerals, Oil and Gas: Uganda’s potential in minerals, oil and gas remains largely unexploited. The minerals sector currently contributes only 0.3 percent of GDP mainly driven by gold and cement exports. Government has put a lot of emphasis on attracting private investment in mineral resources exploration and development through the provision of geo-scientific information on minerals. The upstream oil and gas sector has so far attracted foreign direct investment amounting to US\$ 2.5 billion. To participate fully, the education system needs to accommodate the labour needs of the minerals, oil and gas sector by developing the relevant skills such as generating geo-scientific information on minerals, drilling, conducting geochemical and geophysical surveys, and petroleum exploration, development and production

1.6.2 Gender Equality and Empowerment

Gender equality and women empowerment is essential for accelerated socioeconomic transformation. Women constitute 51 percent of Uganda’s population and should play a role in the development process. Uganda should consolidate achievements made in mainstreaming gender issues to alleviate the hardships faced by women in accessing education at all levels, employment in skill-based industries other than agricultural employment; financial resources and inheritance rights. Educated women have lower fertility rates and are more likely to access health services reducing mortality rates. There is need to end all forms of discrimination against women and girls in Uganda by implementing reforms enshrined in the constitution to give women equal rights to education, economic opportunities and ownership of property.

1.6.3 Skills Development

The current curriculum needs to be reformed at all levels of schooling to produce skills that are relevant to the market. There is a need to strengthen the coordination, regulation and certification of both formal and non-formal training. Skills development should focus on imparting technical and engineering skills to leverage untapped opportunities in sectors with growth potential such as mining, electricity and agro-processing. Skills development should be aimed at developing the youth skills to identification of opportunities to start and manage their own business, and improve employability of youth with the aim of harnessing the demographic dividend. As such, skills development policies need to be fully integrated into the economic development strategy as well as the education policy. An employment and skill database needs to be established in place to provide information to policy makers and employers on timeframes within which skill targets can be met and the specific volume of skills to be produced by tertiary institutions.

1.6.4 Expenditure Reform

There is need to match the expansion of supply of education at the lower levels of education(primary schools) by a proportionate expansion of supply at the higher levels of education (secondary and tertiary institutions)with a view for future employment. The expansion of education programs should also pay attention to quality issues such as the number of pupils per teacher, number of pupils per classroom and the number of pupils per text book. To remove inequality in public spending, the government should ensure that the Pupil Teacher Ratios (PTRs) are the same across regions and districts. Over time, the government needs to develop the productive capacity and the ability to collect taxes by district’s to support social services so as to reduce the dependency on central government transfers. Additionally, the quality of teaching can be improved by the pre-service and in-service training the teachers receive.

1.6.5 Financing Reforms

The cost sharing mechanism in USE programs should be maintained but the fees should be reduced considerably to make secondary education affordable to poor households. Cost sharing schemes are important in cases where the resources mobilized from parents are used to improve the quality of the education services provided. Over time, the investments in quality may, in turn, increase the demand for education. The revenues collected in cost sharing schemes may also be used to finance education expansion directly. Cost sharing also improves teacher accountability with respect to parents and fosters competition between private and public schools, on condition that the public sector does not face capacity constraints on improving the quality of education.

1.6.6 Management and Institutional Reforms

Causes of teacher absenteeism vary and reflect a wide array of factors from weak incentives and unfavorable working conditions. Therefore, there needs to be an improvement in teachers' working conditions and community involvement in the management of schools. Additionally, all stakeholders should institute management practices and key policies that promote quality, support enrolment and retention, and increase access. Key policies and practices include financial allocation and accountability, teacher standards and training, curriculum reform and public oversight of education system performance.

1.7 Conclusion

Reform of the educational system is needed to make improvements in the quality of education and to develop the skills necessary in the market. Such improvements will help to guarantee a literate, healthy, economically productive population that can fully participate in society and contribute to its growth as envisioned in the second NDP and Vision 2040. This calls for an urgent reform to the curriculum to leverage change in the population structure in order to reap the demographic dividend.

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Chapter 2: Overview of the Education System in Uganda

2.1 Introduction

Education is critical to Uganda's national development both as a human right and principal element for human capital development. As a human right, education is responsible for individual freedom and empowerment (through provision of basic social skills and knowledge required by individual to live as useful members of society). With regard to Human Capital, education is the primary means for development of knowledge, skills, competencies and attitudes required in the labour market.

The Uganda Vision 2040 identifies human capital development as one of the key fundamentals for sustained national transformation and harnessing of the demographic dividend. The availability of appropriate and adequate human capital, increases production, productivity and technological growth of a country thus making it one of the key endogenous drivers of economic growth.

2.2 History of Formal Education in Uganda

Formal education in Uganda owes its origins to the activities of early missionaries who came to Uganda prior to the inception of British colonial rule in Uganda. At its inception, formal education was restricted to only privileged children of the nobles, prominent families, tribal heads and the clergy. The situation persisted until 1925, when the colonial government started exercising control over education. However, following attainment of independence in 1962, the post-colonial government prioritized the expansion and development of the education system to

cater for the rapidly expanding number of school going age children as well as manpower needs of the country. Because Uganda was a British protectorate, the education system was shaped along British Education System which is 7-4-2-3 tier and pyramidal system (*i.e. Seven years of primary education, followed by four years of lower secondary or Ordinary level - "O level", two years of upper secondary or advanced level - "A level" and three to five years of tertiary education and training*).

Expansion in education was possible partly because the government of the day adopted a partnership policy in education provision that involved the parents and community contributing and supporting the education of their children (through provision of direct labour, building materials and finances). The role of the government on the other hand focused on infrastructure development, policy formulation, monitoring and supervision, assessment, payment of teachers' salaries and capitation grants to schools. Unfortunately these positive developments were prematurely brought to a halt by the coup d' etat of 1971.

2.2.1 Development in the Education Sector during the 1970s and 1980s

As result of the prevalent civil strife during the 1970s and early 1980s, the education sector, like other sectors of the economy, was virtually destroyed. The sector became characterized by severe shortages of physical infrastructure; instructional materials; and qualified teachers. The proportion of unqualified teachers for instance, surpassed 40%, while serving teachers were not paid for several years. To crown it all,

the strategic functions of the sector (*i.e. planning, budgeting, Monitoring & Evaluation; school inspection; curriculum development; assessment and general management*), also collapsed.

The outcome of this state of affairs was not unexpected; thus the quality of education deteriorated at all levels; over 50% of the school going-age children failed to accessed primary education and transition rate to post primary reduced to an old-time low to 10%. This poor state of education in the country created significant manpower gaps in the labour market that have been hard to fill since then.

2.2.2 Post Conflict Education Development

From 1986 and throughout the past two and half decades, the education sector has witnessed unprecedented policy reforms that have put it decisively on the development path. The main thrust of these reforms is focused on establishing an enabling environment for reconstruction of the sector as well as its development, which is geared towards enhancing equitable access across all levels. The policy framework that has guided reform process is based on the Government White Paper on Education (GWPE, 1992), the Poverty Eradication Action Plans (PEAPs, 1997 - 2009) and the Comprehensive National Development Planning Framework (CNDPF, 2007). These policy frameworks have been translated into action through the Education Sector Investment Plan (1998-2003), the Education Sector Strategic Plan (ESSP 2003-2018) and the National Development Plan I (NDPI, 2010 – 2015).

2.3 Structure of the Education System

The structure of education system in Uganda comprises formal, non-formal and informal education as shown in figure 2.1

2.3.1 Formal Education

Uganda’s current formal education system is a four tier structure that is modeled along a 7-4-2-3 year progression pattern: Seven years of primary education, followed by four years of lower secondary or Ordinary level (“O” level), two years of upper secondary or advanced level (“A” level) and three to five years of tertiary education. In parallel, there is an alternative technical and vocational transitioning route consisting of a wide variety of training programs that follow immediately after primary education and three or four year post-secondary technical/vocational programs. The structure of education has remained in force since attainment of independent over 50 years ago.

Primary school completers, have the option to proceed with secondary education or joint P.7 enrolling Business, Technical, Vocational Education and Training (BTVET) institutions or join the labor market. ‘O’ level/UCE completers on the other hand have several options; these include proceeding with Advanced Level (UACE) education, enrolling for a two year advanced course in BTVET institutes, or enrolling for a two-year grade three primary teacher training program in Primary Teachers’ Colleges, or joining the labour market.

‘A’ level/ UACE completers also have several avenues for progression to higher education/ training. These are summarized in Box 1 below..

Box 1: Progression Avenues for ‘A’ Level Completers

- Proceeding to University;
- Joining a two year course in a National Teachers’ College;
- Enrolling for a two year course in the Uganda Technical College;
- Proceeding to Uganda College of Commerce; and,
- Joining any of the programmes of Departmental Training.

It is important to note that alongside the formal education structure, there is Non-Formal Education (NFE) and informal education.

2.3.2 Non-formal Education

As defined by UNESCO (1997), NFE is any organized and sustained educational activities that do not correspond exactly to the definition of formal education, but may take place both within and outside educational institutions, and cater for persons of all ages. In Uganda, NFE takes the following forms:- Early Childhood Care and Education (ECCE); Supplementary Education; Complementary Education; Literacy with Skills Development; Personal Development; and, Professional and Vocational Training. Most of the non-formal education programs are implemented by Civil Society Organizations (CSOs), Faith Based Organizations (FBOs) and Community Based Organizations (CBOs).

2.3.3 Informal Education

Informal education is the ‘learning that goes on in daily life of children and can be received from daily experience such as from family, peer groups, the media and other influences in a person’s environment, Onate (2006). In Uganda informal education involves among others listening to radio broadcasting or watching TV, playing didactic games etc.

2.4 Levels of Education

Uganda’s current Education system is comprised of five levels: - Pre-primary, Primary, Secondary, Technical and Vocational, and Tertiary.

2.4.1 Pre-Primary Education Level

Internationally, pre-primary education is part and parcel of Early Childhood Care and Education (ECCE), which in Uganda is popularly known as Early Childhood Development (ECD). In Uganda, although Pre-primary schooling was introduced to the country by the colonial administration, its full recognition in the education structure is a recent development, which was ushered in by the Education Act (2008). Despite this, pre-primary education is still largely not considered the first level of formal education by ordinary people

(*except in urban centers*) since Government has not established any public pre-primary schools. Officially, children aged 3 -5 years are expected to be enrolled for pre-primary education such that by the age of 6 years, they are ready to proceed to primary one. Attendance of pre-primary education is not compulsory and services are provided on a fee-paying basis.

As results, a majority of Ugandan children (93%) do not access pre-primary education. The gap between children actually enrolled for pre-primary schools and the total population aged 2-5 years (that are eligible for pre-primary continues to widen). For instance, the pre-school age going population was 3,055,122 in 2007, it increased to 5,085,170 in 2011 (UBOS, 2011) and was estimated at 6,506,765 (UBOS 2014). Out of the 6,506,765 estimated children in 2014, only 457,186 were enrolled in pre-primary (*giving a net enrolment rate of 7.02%*).

Provision of pre-primary education is exclusively private sector-led, with the public sector only providing an enabling environment (*i.e. policy, legal and regulatory framework, inte-sectoral coordination mechanisms, finance, monitoring, inspection and support supervision*) to promote the provision of pre-primary education services. In order to streamline the operations of the private sector and to ensure that they are harmonized with the broader policy thrusts of the sector, the Ministry of Education, Science, Technology and Sports performs oversight functions that include: licensing and monitoring supervision and curriculum development.

(a) The Significance of Pre-Primary Education

Early Childhood Care and Education (ECCE), for which pre-primary education is a constituent part, is widely recognized as a critical period in children’s physical, mental and psycho-social development. A holistic ECCE, incorporates education, physical, social and emotional care, health care and nutrition. In some cases it also includes the support a family and community need to promote children’s healthy development. This implies that all young children (aged 0-8 years) need to be nurtured in a safe and caring environment that allows them to become healthy, alert, secure and better able to learn.

Research conducted by UNICEF (UNICEF, 2013) indicates that in Uganda, the benefit-to-cost ratio for pre-primary education is 1.6 implying that money invested in pre-primary schooling has a return of 60% in terms of future incomes, productivity and health.

(b) The Current State of Pre-Primary Education

Since Independence, the provision of pre-primary education in Uganda has firmly remained a collaborative effort between the private sector (*profit making*) and the community (non-profit making), with the private sector being the dominant actor. Until 2000, the state, which had hitherto remained more or less indifferent, began to take interest in this highly neglected sub-sector in earnest. Perhaps the most significant action of the GoU in this regard was when for the first time, it established a division for Pre-primary Education within the Basic Education Department.

2.4.2 Primary Education Level

Primary education is the largest sub-sector of education in Uganda in terms of enrolment, human resource requirements and the budget. It has a seven year cycle (i.e. P.1 – P.7). Options for primary school completers include either proceeding with secondary education, three year crafts course in a technical school or joining the labour market.

In accordance with the 1995 Constitution (which made the provision of free primary education government’s responsibility), the provision of primary education is mostly public-led (99%); the remaining 1% is by the private sector (for profit). The Government of Uganda budget pays for capitation grants, pre-service and in-service training, registration and supply required teachers, prescription of a national curriculum and providing textbooks, and provision of administrators and inspectors. In addition, it undertakes all the infrastructural development work and provides sanitary facilities, furniture and other educational inputs. However, parents are required to provide uniform and scholastic materials, and cater for feeding of children. Officially primary education in Uganda is targeted at children age 6 to 12 years; however, the subsector attracts both under age and over age children.

The Significance of Primary Education

Primary education develops the capacity to learn, to read and use math, to acquire information, and to think critically about information. It is also the gateway to all higher levels of education that train the scientists, teachers, doctors, and other highly skilled professionals that every country, no matter how small or poor, requires. Microeconomic research has established unequivocally that education improves individual incomes; Psacharopoulos and Patrinos (2002) estimate an average global private return on primary education of 27 percent. The evidence indicates that primary education not only affects the ability to earn regular incomes from work and contribute to national development (Jaiyeoba, 2007), but also affects broader workforce outcomes such as participation in the formal labour market and work in more modern sectors (particularly for women). Finally, primary education increases effectiveness of investments in health and sanitation, which depend on good basic knowledge especially among villagers.

2.4.3 Secondary Education Level

Secondary Education is the second largest sub-sector of education in the country. Secondary education is provided through a network of schools comparing three types (i.e. Government-owned, private sector-owned and community owned). Government schools comprised a mix of schools established by government and grant aided schools that were once community owned but have been taken over by government. Private secondary schools are founded and owned by private individuals, community, religious bodies or NGOs (MoES 2009). There are also a very small number of international schools that deliver foreign curricula (NPA 2010). According to (MoES, 2013), government owned secondary schools are 914 (31.4%), Private secondary schools are 1,666 (57.3%) and community schools are 328 (11.3%). 37.8% of all secondary schools are located in the rural areas; however, it is important to note that although the majority of existing schools (i.e. over 68.6%) are either privately or community-owned, they cater for a smaller proportion of less than 52.8% of total enrolment at this level.

Secondary school is divided into: - Lower/ Ordinary level ("O" level) and the Advanced level ("A" level). At the end of the 4 years, students take the Uganda Certificate of Education (UCE) national examination. Ordinarily level / UCE completers have several options; these include proceeding with Advanced Level (UACE) education, enrolling for a two year advanced course in BTVET institutes, or enrolling for a two-year Grade III primary teacher training program in Primary Teachers' Colleges, or joining the labour market. For the last seven years, the Government of Uganda has been implementing the Universal Secondary Education with the main objective of increasing access to quality secondary education. Additionally, to consolidate the gains already made under USE, program, in 2011, the Government introduced the Universal Post "O" Level Education and Training (UPOLET).

Financing of secondary education is a shared responsibility between the GoU and the society. The GoU provides capitation grants; basic equipment and materials; infrastructure, and teachers to government owned schools. The society/ households on the other hand bear the direct costs (*i.e. cost of uniform, books & supplies and other expenses*) and opportunity costs (*i.e. the value of that time spent in school which could have been spent in the best alternative activity*).

The Significance of Secondary Education

Secondary education in Uganda is a turning point in education pathways. It prepares the youth for higher education, the world of work (work places), and participation in the society as adults. The importance of secondary education is further underscored by the Dakar Framework of Action which states that "no country can be expected to develop into an open economy without a certain proportion of its workforce having completed secondary education" (UNESCO, 2000).

2.4.4 Business, Technical Vocational Education and Training Level

Business, Technical, Vocational Education and Training (BTVET) is an integral part of Post Primary Education and Training (PPET). It constitutes both the second and third levels of the education

system. The BTVET second level education system is comprised of those technical and farm schools that are at the secondary school level (*i.e. those that admit P.7 completers*), while the third level BTVET education system comprised of those institutions which admit "O" level as well as "A" level secondary education completers. The BTVET sub-sector is exceedingly diverse with education and training institutions spanning from business, health, and agriculture, technical, vocational to paraprofessional fields (Xiaoyan Liang, 2002).

There are basically two broad categories of BTVET institutions in Uganda: - formal and non-formal BTVET. While formal BTVET is delivered by formal training institutions (both public and private), non-formal BTVET is delivered by multiple providers that include Private Training Providers; Private Companies and Rural -based informal providers. Although the total number of public and private formal training BTVET institutions is known (*i.e. 136 and 450 respectively*), the numbers of both non-formal training providers and informal centres remain indeterminate, but estimated at over 1000 and 600 respectively.

2.4.5 Tertiary Education Level

Tertiary Education constitutes the third level of Education which follows secondary level. This level of education provides more advanced level of learning than secondary and normally serves older adolescents, young adults and increasingly older adults. It is comprised of institutions that include universities (*degree awarding*) and other tertiary institutions comprising a collection of institutions which offer *diplomas and certificates* (*i.e. Technical, Agricultural Business, and Teacher Training Colleges*). The provision of tertiary education in Uganda is a partnership between the Public and the private sector (*underpinned by public private partnership policy*).

The duration of tertiary education ranges from two to five years depending on the duration of the course enrolled for. By 2014, there were a total of 152 tertiary education institutions (*i.e. 51 public; 101 private*). The university level, had 28 institutions (*i.e. 5 public; 13 chartered and licensed; and 10 unlicensed universities*), while "other tertiary institutions" were 124 (*i.e. 46 public; 78 private*). In addition to these tertiary

institutions, there are two public ‘other tertiary institutions’ which do not fall in either category (*i.e. the Uganda Management Institute, which is a degree-awarding institution mainly at the postgraduate level and the Law Development Centre, which is a diploma-awarding institution mainly for postgraduate law studies*).

2.5 Education Services and Delivery

The right to education is both a human right and an enabling right (*i.e. education provides knowledge and skills that people need to arrive at their full potential and to exercise their other rights and well-being*).

2.5.1 Education Services

Education Services in this context refer to the variety of education programs made available by the public and private sectors to the society (*i.e. formal, non-formal and informal*). The formal education service is typically defined by referring to the different categories of education levels (*i.e. pre-primary and primary, secondary, higher education and BTVET education services*). The non-formal education services on the other hand is defined as any organized and sustained educational activities that do not correspond exactly to the definition of formal education, but may take place both within and outside educational institutions, and cater for persons of all ages. Informal education services is the ‘learning that goes on in daily life and can be received from daily experience such as from family, peer groups, the media and other influences in a person’s environment.

Formal education services are provided through Public-Private Partnership approach (*i.e. both public and private sector*). Currently, the formal education services is provided in a total of 4,956 pre-primary, 18,113 primary, 4,640 (1,021 Government; 3,619 private) Secondary, 801 BTVET (131 government and 670 private) and 201 tertiary institutions. Non-formal education services on the other hand are mainly provided through a number of non-formal centres and adult literacy centres. While the number of schools/ institutions and centres that offers formal and non-formal

education services can easily be established, the numbers of institutions that offers informal education services are hard to establish because of the diverse nature of informal education.

2.6 Institutional Framework for Delivery of Education Services

2.6.1 Legal Framework

The Education sector’s legal framework is delineated in the Constitution of the Republic of Uganda (1995); Children Statute (1996), which among other things codified the rights of Ugandan Children with basic education being one of these inalienable rights. The constitution (1995), for the first time since the country attained her political independence (1962), made it obligatory for the Government of Uganda (GoU) to provide basic education to all its citizens as a basic right. This is enshrined in Articles 30 and 34 of the constitution of the Republic of Uganda shown in box 2 below.

Box 2: Articles 30 and 34 of the constitution of the Republic of Uganda

Article 30 sub-section.... States“ All persons have right to Education” While Article 34 Sub-section....¹ Provides that.....“A child is entitled to basic education which shall be the responsibility of the State and the parents of the child...²”

Similarly, the Principals and Objectives of State Directive XVIII states that the state shall promote free and compulsory basic education and take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible.

¹ The constitution of The Republic of Uganda 1995: Article 30: The right to education.

² The constitution of The Republic of Uganda 1995: Article 34: The rights of children

Other legal framework which complemented the constitution towards education service delivery includes among others; the Uganda Children’s Act 2004 and the Equal Opportunities Commission Act (2007). The Uganda Children’s Act continued to echo out children’s rights to education and this is articulated in Part II; section 5 shown box 3 below.

Box 3: Uganda Children’s Act, Part II; section 5.

Section 5 states that..... It shall be the duty of a parent, guardian or any person having custody of a child to maintain that child and, in particular, that duty gives a child the right to education and guidance.....

The Equal Opportunities Commission Act (2007) puts into operation the states’ constitutional mandate of eliminating discrimination and inequalities against any individual or group(s) of people on the grounds of sex, age, race, colour, ethnic origin etc. This Act emphasizes the elimination of gender discrimination in all spheres (education inclusive).

The national legal framework for education service delivery in the country is further reinforced by the international commitments that Uganda had earlier on accented to. These include among others; the Universal Declaration of Human Rights (1948), United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of All Forms of Discrimination Against Women (1979) the United Nations Convention on the Rights of the Child (1990), the Education for All (EFA) Agenda (1990) and the Millennium Development Goals (MDGs).

At the regional level, Uganda ratified the African Union Protocol on the Rights of Women in Africa (2003). In this Protocol, member states (Uganda inclusive), reaffirmed their commitment to promotion of gender equality. This protocol provides for the rights to education and training

and promotion of gender equality as enshrined in the Consultative Act of the African Union. This is all enshrined in Article 12 sub-section 1 and 2 shown in box 4 below.

Box 4: African Union Protocol on the Rights of Women in Africa (2003) Article 12

Article 12 sub-section 1 of the protocol states that.....States Parties shall take all appropriate measures to: eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training; eliminate all stereotypes in textbooks, syllabuses and the media, that perpetuate such discrimination; integrate gender sensitization and human rights education at all levels of education curricula including teacher training.....

Article 12 sub-section 2 states that.....States Parties shall take specific positive action to: promote literacy among women; promote education and training for women at all levels and in all disciplines, particularly in the fields of science and technology; promote the enrolment and retention of girls in schools and other training institutions and the organization of programs for women who leave.....

At the sub-regional level, the East African Community Draft Bill on Rights (2009), provides that all persons in the member states have rights to Education. This is articulated in Article 24 sub-section 1 and 2 shown in box 5 below.

Box 5: East African Community Draft Bill on Rights (2009), Article 24

Article 24 sub-section 1 states that... All persons have a right to; basic primary and secondary education which shall be compulsory and free to all to access to technical and vocational education in its different forms; and further education, including adult basic education, which each Partner State, through necessary measures, shall make progressively available and accessible...

Article 24 sub-section 2 states that..... State shall consider all necessary measures to provide educational alternatives, including single medium institutions, taking into account- (a) equity; (b) quality (c) practicability; and (d) the need to redress the results of past discriminatory laws and practices.....

At the sector level, the Education Sector Policy as contained in the Government White Paper on Education (1992) and various Policy initiatives formulated hereafter (i.e. the UPE Policy; USE/UPPET policy, science education policy etc) plays very important roles towards education service delivery. The Government White Paper recommended for the adoption of education as a human right and recommended for free universal education in Uganda. It is from this White Paper that UPE, USE and other education policy reforms were shaped. This framework is complemented by new legal framework. These legal frameworks include among others: The Education Bill (2000), revised School Management Committee

Regulations (2000); NCDC Act (2000) and Education Act (2008).

The Education Bill (2000), provided for more modern framework for managing education in the country. Its significance is that for the first time in the history of Uganda, basic education was made compulsory and punishable by law for those who deny children the right to basic education as stipulated in the constitution of the Republic of Uganda. It actually calls for more contemporary structure for managing education to demand for more volatile arrangement to cater for the demand of education during the decade.

In accordance with the provision of Education Act (2000), School Management Committee regulations were revised in the same year (i.e. 2000), and this revision demanded for the establishment of a more robust structure for managing primary education at the school level.

In 2008, the Education Act was ratified as an Act to revise, consolidate update the already existing laws relating to the development and regulation of education and training in the country. It was to revoke the earlier Education Act and to provide for other related matters which were not earlier on covered. As were the case with other legal framework, the 2008 Education Act is important to the education service delivery because it re-emphasized the notion of Education as rights to all. This is articulated in Article 13 sub-section 4 shown in box 6 below.

Box 6: Education Act 2008, Article 13 Sub-section 4

Article 13 sub-section 4 states that ..., Basic education shall be provided and enjoyed as a right by all persons. and that provision of education and training to the child shall be a joint responsibility of the State, the parent or guardian and other stakeholders

2.6.2 Policy Framework

At the sector level, the Government White Paper on Education (1992), the Physical Education and Sports Policy (2004) as contained in Education

Sector Strategic Plan (2007-2015), the USE/UPPET Policy (2007), Affirmative Admission Action Policy (1997), National Policy Guidelines on HIV/AIDS (2006), and Early Childhood Development Policy (2007), Gender in Education Policy (2009), remained the main policy framework.

a) **Physical Education and Sports Policy (2005):**

This policy was introduced in 2005, and it aims at; improving planning, management and coordination of Education and Sports in the country; improving and sustaining physical education through formal and non-formal programs; identify talents in games and sports among children and youth both at school and those out of school for further training and specialization. This policy is of particular importance to Education for All in that, programs and initiatives undertaken under this policy contribute to enhancing retention and completion rates in schools; inculcate positive values and life skills, and empowering and promoting inclusion of marginalized groups into the education system.

b) **Education and Sports National Policy Guides on HIV/AIDS (2006):**

This policy provides a framework for responding to HIV/AIDS in the Education and Sports Sector. It provides a guide to the entire Education and Sports sector institutions on HIV/AIDS. The policy addresses HIV/AIDS issues among Teachers, Learners (i.e. Pupils and students), educators, education and sports managers and other categories of employees in the education and sports sector. It also provides a guide for HIV/AIDS prevention, care treatment and support program, interventions and initiatives in the sector. Its major objectives include; ensuring that learners, students, education managers, educators and other sector employees access HIV/AIDS prevention, treatment, care and support services.

c) **Basic Education Policy for Disadvantaged Groups (2006):**

Basic Education Policy for Disadvantaged Groups; Basic Education Policy for Educationally Disadvantaged Children 2006 (*Note: This Policy has been revised to be called Non-Formal Education Policy 2011 – still in draft*). It was introduced in September 2006 to ensure that the children who drop out of school, and are often excluded because of the rigidity of the formal school system, are catered for by providing viable complementary basic

education programs and by easing entry into the formal school setting. This would further encourage reviewing of the programs in place for better access and quality education for the educationally disadvantaged children.

d) **USE/UPPET policy 2007:**

These policies provide guiding principles on the equitable provision of quality Post Primary Education and Training to all Ugandan students who have successfully completed Primary Leaving Examination (PLE). The policy targeted at lower secondary (S.1 to S.4). Successful student to take part in this policy are those who scored between 4 and 28 aggregate on the PLE. These students became eligible to attend a participating government or private school schools without having to pay tuition fees. It underpins the Universal Secondary Education (USE) Program and the Universal Post Primary Education Program in the country. It aims at addressing the challenge of low transition of P.7 leavers to secondary. Since its inception in 2007, more than half a million secondary school children are studying under the USE policy. Consequently, total enrolment in secondary education has increased by 71% from 814,087 (443,716 boys; 370,371 girls) in 2006 to 1,391,250 (738,391 boys; 652,859 girls) in 2014.

e) **Early Childhood Development Policy (2007):**

The policy is meant to guide different service providers on their roles, coordinate actors and guarantee government support for ECD. Specifically, the policy is to: clarify the role of government in the provision of and support for ECD services and indicate its commitment to the welfare of children; Consolidate and systematize existing programmes and activities related to ECD for the maximum benefit of all children; clarify the roles and responsibilities of different stakeholders in the provision of children’s learning and wellbeing; provide guidelines and standards for those wishing to develop quality ECD programmes; and promote and strengthen the coordination mechanisms that foster partnership, networking and linkages in the provision of ECD services.

Since the inception of the Early Childhood Development policy, the proportion of children attending pre-school increased from 2% in 2006 to 9.7% in 2014. Currently, the proportion

of children in pre-school expressed as a percentage of the population aged three to five (*3-5 years old*) is 9%, which translates into a gap of 91%. The existing gap is likely to persist if the government does not come up with affirmative action to avert the status quo.

- f) **Local Language Policy (2007):** This policy provides guidelines required to underpin the implementation of the thematic curriculum in lower primary (i.e. P.1 to P.3). The implementation of this policy has evolved overtime. The implementation policy was first made effective for P.1 in 2007 and subsequently for P.2 and P.3 in 2008. In this context, the curriculum is delivered using Mother Tongues as languages of Instruction. Teachers’ Resource Books have been developed in nine (9) Local Languages (*Runyankore-Rukiga, Runyoro-Rutooro, Lugbarati, Ateso, Acholi, Luganda, and Rukonzho, Ngakarimojong and Lusoga*) to help teachers use Local Languages as media of instruction. This policy is of importance for education because it aims at encouraging early break through to literacy by the development of basic language skills for lifelong learning, mastery of numeracy and life skills.
- g) **Gender in Education Policy (2009):** This policy guides all education stakeholders in planning, resource allocation, and implementation with a gender viewpoint. It enforces the Education and Sports agenda on gender equity in all aspects. It emphasizes gender mainstreaming in planning, resource allocation, budgeting at all levels. It specifies roles and responsibilities of key education stakeholder in addressing and eliminating gender disparities in education and sports sector. The overall objective of the Gender in Education Policy is to establish mechanisms to eliminate all gender disparities in education, training and sports in terms of; enrolment, performance, achievements, transition, retention, completion, and learning outcomes.
- h) **The Special Needs and Inclusive Education Policy (2011):** This policy enhances the participation and completion of schooling by persons with special learning needs. Specifically, the policy aimed to increase enrolment, participation and completion of schooling by persons with special learning needs; strengthen and systematize initiatives/

programs on SNE and enhance participation of stakeholders in the management and implementation of SNE programs in Uganda.

2.6.3 Planning Framework

Vision 2040 currently provides the overarching planning framework for national development, including education. This Vision is operationalized by the National Development Plan (NDP), which currently has been succeeded by NDP II. NDP prioritized human development and creation of skilled manpower for national development (*which is the institutional mandate of the Education, Science, Technology and Sports Sector*). NDP II (2015/16-2019/20) as the predecessor of NDP I places emphasis on the expansion of access to equitable and quality basic education as well as skilling of Ugandan youth for the transformation of the national economy.

At the sector level, the planning process is centred within the Education Planning and Policy Analysis Department and is based on the Sector Wide Approach (SWAp). Medium term sector priorities are articulated in the Education and Sports Sector Strategic Plan (ESSP, 2007-2015), BTVET Strategic Plan (2012 – 2022), and the Universal Secondary Education Strategic Plan (2009-2018), and their focus is on expansion of equitable access to quality education at all levels, as well as efficiency in delivery.

2.7 Institutional framework

The Institutional Framework for Education, and Sports service delivery comprises the Central Government (*represented MoES headquarters, Line Ministries, Agencies and Departments*), District Local Governments and Authorities (*Districts and Municipalities*), as well as schools and institutions (*both public and Private*) see table 6 below.

Table 6: Institutional Framework for Education, Science, Technology and Sports Service Delivery

<p>1. CENTRAL GOVERNMENT</p> <p>(a) MoESTS Headquarters</p> <p>(i) Departments under MoESTS</p> <ul style="list-style-type: none"> • Private Schools and Institutions • Special Needs Education • Guidance and Counselling • TIET • BTVET • Higher Education • Secondary Education • Pre-Primary and Primary • Education Planning and Policy Analysis • Finance and Administration • Directorate of Education Standards • Physical Education and Sports • Directorate of Industrial Training <p>(ii) Affiliate organisations under MoESTS</p> <ul style="list-style-type: none"> • NCDC • UNEB • UAHEB • UBTEB • UNMEB • ESC • NCHE • UNATCOM <p>(b) Line Ministries</p> <p>(i) Ministry of Finance Planning and Economic Development(MoFPED)</p> <p>(ii) Ministry of Public Service (MoPS)</p>	<p>(c) Government Departments and Agencies</p> <ul style="list-style-type: none"> • Office of the Prime Minister • National Planning Authority • Uganda Bureau of Statistics <p>2. LOCAL GOVERNMENT</p> <ul style="list-style-type: none"> • District Local Governments • Municipalities <p>3. SCHOOLS AND INSTITUTIONS</p> <p>(a) Schools</p> <ul style="list-style-type: none"> • Pre-primary Schools • Primary Schools • Secondary schools <p>(b) Institutions</p> <p>(i) BTVET institutions:</p> <ul style="list-style-type: none"> • Technical institutes • Farm schools • Technical Colleges • Private BTVET institutions of all categories <p>(ii) Teacher Training institutions</p> <ul style="list-style-type: none"> • Primary Teacher Colleges • National Teacher Colleges • Instructor/BTVET Training Institute <p>(iii) Universities</p> <ul style="list-style-type: none"> • Public Universities • Private Universities
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2.7.1 Central Government

The Central Government is responsible for planning, policy development, resource mobilization, monitoring and evaluation, and accountability. These tasks are spearheaded by the Ministry of Education, Science, Technology and Sports, which is constituted by 12 departments and 10 affiliate bodies. The operations of the Central Government are based on the Sector Wide Approach (SWAp), which was adopted in 1999. The Sector-Wide Approach has created new structures that are intended to foster holistic and forward looking policy development, planning, and management as well as enhanced participation by stakeholders. These new structures include the Top Management Meeting, Education Sector Consultative Committee, three Cross-cutting Working Groups (*i.e. Sector Policy Management Working Group, Monitoring & Evaluation Working Group and Budget Working Group*), eight Departmental/Sub-sectoral Working Groups and the Annual Education and Sports Sector Review (ESSR) process.

At sectoral level, Article 174 of the Constitution of the Republic of Uganda (1995) mandates the Permanent Secretary as the overall head of the Ministry of Education and Sports. He/she is the Accounting Officer and the Executive Officer. The present line administrative structure of the MoESTS comprises eight (11) departments, namely: Finance and Administration, Education Planning and Policy Analysis Pre-primary and Primary, Secondary, Higher Teacher Education, Special Needs Education, Guidance and Counselling, Physical Education and Sports, Private Schools and Institutions, Business Technical and Vocational Education and Training (BTVET), Higher Education and, Teacher, Instructors Education and Training (TIET).

There are also three units approved as part of the establishment of education sector. These include: Procurement Unit, the Construction Management Unit, and the Instructional Materials Unit. These units are headed by Assistant Commissioners each.

In addition, there are several semi-autonomous

institutions that have been established to handle the more specialized functions of the Ministry. These are:

1. Uganda National Examination Board (UNEB)
2. National Curriculum Development Centre (NCDC);
3. Education Service Commission (ESC);
4. Uganda Business and Technical Examination Board (UBTEB);
5. Uganda Allied Health Examination Board (UAHEB);
6. Uganda Nurses and Midwifery Examination Board (UNMEB);
7. Uganda National Commission for UNESCO (UNATCOM);
8. National Council for Sports, and,
9. National Council for Higher Education (NCHE).

2.7.2 Local Governments/Authority

The District Local Government is constituted by the District Local Government and Municipalities. Its Education and Sports service delivery structures include District/ Municipal Councils, Chief Administrative Officers/ Town Clerks, District/Municipal Education Departments, and District Service Commissions. The Local Governments/Authorities are responsible for planning, management, supervision, as well as monitoring and evaluation of education service delivery within their respective jurisdictions.

2.7.3 Schools/Institutional Level

Schools and Institutions constitute frontline service delivery points for education and sports. Structures established to facilitate service delivery at this level include; Schools (both public and private), institutions of all categories, governance structures (School Management Committees- (SMCs), Board of Governors – BoGs, and Governing Councils), management structures (that include Head Teachers /Principals / Directors), and, service delivery structures (*i.e. classroom teachers/ instructors/ lecturers*).

2.8 Management and Coordination

At the national level, the Ministry of Education, Science, Technology and Sports plays various roles and responsibilities. The current management and coordination functions of the MoESTS as spelt out in the Public Service's restructuring report of 2000 are:

1. Develop and implement appropriate education policies, laws and regulations, and strategies regarding the management and delivery of education and training, including Sports services
2. Plan, mobilize and ensure availability of resources to support and promote development and service delivery in the entire Sector.
3. Ensure equitable and fair allocation and proper utilization and accountability of all the resources within the Sector.
4. Ensure formulation and periodic review of the National Education System, Sector Strategic Plans, and education and training Curricula and Publications.
5. Establish and maintain strategic collaboration linkages with Industry and International Fora to ensure relevance of education and training, to the National development aspirations and the International job market.
6. Coordinate, monitor, evaluate and ensure Implementation of all Government Policies, plans and Programs relating to the Education and Sports Sector.
7. Set, disseminate, monitor, periodically evaluate and ensure quality and achievement of the National Education and Sports standards.
8. Establish and ensure strict adherence to an efficient, effective, fair and credible system of Assessment and Certification of education and training qualifications at all levels.
9. Ensure timely appointment and effective management of the affairs of the Board Governors (BOGS) and Governing Councils (GCS) in Education and Training Institutions.
10. Ensure implementation of a proper Registration, Licensing 'and Deregistration

system for education and training schools/ institutions.

11. Ensure a fair and equitable system of allocating and managing National and International scholarship/bursary schemes in liaison and consultation with other stakeholders.
12. Establish and maintain an up-to-date Information Management and Communication system for the entire Sector; and,
13. Support and promote appropriate professional training and development of the various trainers including cadres of Teachers, Instructors and Tutors.

Affiliate organizations on the other handle more specialized functions of the Ministry and these affiliates include; (a) the Education Service Commission (ESC); (b) the Directorate of Education Standards (DES); (c) the National Council of Sports (NCS); (d) the National Curriculum Development Centre (NCDC); (e) the Uganda Board (i.e. UNEB, UBTEB, JAHEB and UNMEB), (f) the National Council for Higher Education (NCHE); (g) Directorate of Industrial Training (DIT); and (h) Public Universities and other tertiary institutions (e.g. Makerere University, Mbarara University of Science and Technology, Kyambogo University, Gulu University, Makerere University Business School and the Uganda Management Institute).

At the district level, under the Local Government Act of 1997, nurseries, primary schools, and schools for primary school age going children with special needs fall under the administration and management of the District Councils. Within the district/ municipal administration, the education department is responsible for the implementation of UPE, supervising the disbursement of the UPE capitation grants, and ensuring the successful administration and management of primary education at the district.

School and institutions are the levels at which the education and training services are delivered. Schools/ Institution's committee prepare schools/ institutions improvement plans, in cooperation with School Management Committees (SMCs). While the Head teachers/principals and their deputies supervise the teaching and learning process of the schools/institutions.

2.8.1 Education Management Structure

The Constitution of the Republic of Uganda mandates the MoESTS to be the overall in-charge of all the affairs pertaining to the education sector. The current education management structural arrangements is that the Ministry is headed by the Permanent Secretary as the chief Executive and Accounting officer, assisted by three Directors each heading a Directorate. Besides the Permanent Secretary, the Ministry also has one cabinet Minister and three other Ministers of State (*i.e. for Primary Education, Higher Education, Science and Technology, and Sports*) as political leaders.

Among the Directorates include: Directorate of Basic and secondary Education; directorate of Higher, business, Technical and Vocational Education and training; and Directorate of Education Standards (MoPS, 2000). Each Directorate has Departments and units arranged under it as follows:

- a) **Directorate of Basic and Secondary Education.**
 - i) Department of pre-primary and primary education;
 - ii) Department of secondary Education;
 - iii) Department for private Schools/ institutions.
- b) **Directorate of higher Business, Technical and Vocational Education and Training**
 - i) Department of Higher Education;
 - ii) Department of Teacher/Instructor/ Tutor Education and Training;
 - iii) Department of Business, technical and Vocational Education and training.
- c) **Directorate of Education Standards**
 - i) Department of Basic Education Standards
 - ii) Department of Secondary Education Standards
 - iii) Department of Technical and Vocational Education and training Standards;

- iv) Department of primary Teacher education Standards.

d) **Other Departments and Divisions/Units**

In the same management arrangements, the following departments and Division/ Units report directly to the office of the Permanent Secretary. These departments, Division/Units include the department of; Education Planning and Policy Analysis, Finance and Administration, Special Needs Education; Guidance and Counselling; and Physical Education and Sports. Divisions and units that report directly to the office of the permanent secretary include; Instructional Material Unit/Division; Construction unit/Division; procurement Unit/Division and internal Audit Unit.

2.8.2 New Structures Occasioned by the Sector Wide Approach (SWAp)

SWAp was introduced in the education sector in 1996 during the preparation of the Education Sector Strategic Plan (ESIP 1998 – 2003) as a response to the failure of a majority of donor funded interventions to deliver accessible and equitable quality education in the country. Addressing this challenge however, required a different orientation to GoU/donor partnership accompanied by higher levels of commitment to increased financial support. SWAp was therefore, adopted as an alternative modality for addressing the shortcomings of predominantly donor driven project assistance that included fragmentation of policy development and allocation of resources; poor ownership and sustainability of initiatives undertaken; and inadequate institutional capacity building. Redressing these shortcomings was expected to promote a holistic and forward approach to planning; better harmonization of GoU/donor activities; removal of overlaps/ duplication of efforts; participation by stakeholders and common reporting, monitoring and evaluation systems.

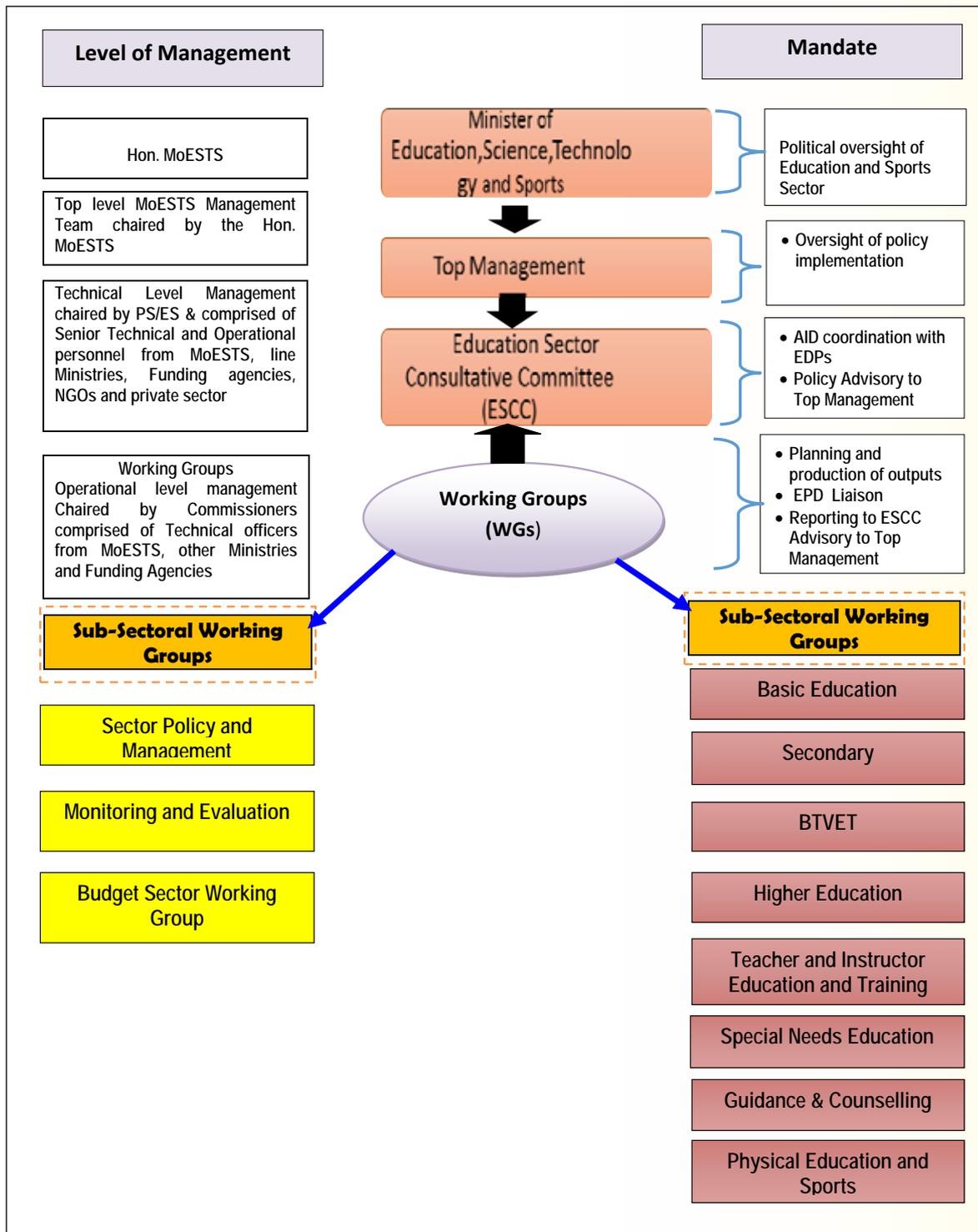
The Adoption of SWAp prompted many changes. Not only has it introduced different policy, but also a change in a way of working as well as creation of new structures to support MoESTS mainstream

operations and inter-donor coordination (see figure 2.2).

To enhance donor coordination, Education Funding Agency Group-EFA (which is now called the Education Development Partners -EDPs) was created. The establishment of EFAG/EPDs represented a mutual agreement among education funding donors/ Development Partners to coordinate their policies, programmes, reduce

duplication of interventions, minimize overlaps and adopt common/simplified administrative and reporting procedures for aid to the education sector. EPDs bring together all Education development Partners (i.e. both those who prefer either budget support or project assistance). It is thus a platform for harmonization and alignment of donor policies and activities.

Figure 2.2: Education Sector Wide Approach Management and Implementation Structure



The new structures created by the Sector Wide Approach include:

- i) The Top Management Meeting
- ii) The Education Sector Consultative Committee
- iii) The Working Groups (Policy Management, Monitoring and Evaluation and the Financial Management groups).

The Top Management Meeting (TMM): This is the highest decision making organ of the Ministry with the final authority over all the ESIP programs. The Committee is steered by the Minister of Education and Sports and is specifically charged with the onus of approving any initiatives directed to the education sector and the determination of new policy directions to be pursued.

The Education Sector Consultative Committee (ESCC): The ESCC was established by top management (*i.e. the ministers, PS, Directors, Heads of affiliate organizations and heads of Departments*) to render technical advice. It is composed of senior technical and operational staff of the MOES, other line ministries, representatives of the Education Development Partners and NGOs as well as representatives of the private sector. The ESCC is programmed to meet bi-monthly under the chairmanship of the Permanent Secretary.

Working Groups (WGs): These comprise of the Policy Management, Monitoring and Evaluation and the Financial Management groups. Theirs is to kick-start the execution of the SWAp process by preparing detailed proposals that are later forwarded to the ESCC for further refinement before getting tabled before the TMM for approval. Figure 2.1 reflects the current management structure of MoESTS.

2.9 Financing of Education Service Delivery

Funding for Education Service delivery is a cooperative responsibility of Government, Education Development Partners, Private Sector, NGOS, the Community and Parents. Government funding is provided annually through the sector budgets appropriated by Parliament. It reflects domestic and Official Donor Aid resources

allotted for educational service provision and development. External resources are provided by donors working under the umbrella of Education Development Partners (EDPs).

The private sector complements government through direct investment in education service provision particularly in the establishment of privately owned educational institutions at all levels. NGOs also support education service provision in marginalized communities or areas; while parents remain the backbone of education funding and service provision. They not only provide complementary funding for pedagogic materials (*e.g. pens, pencils, exercise books etc*), but are also solely responsible for non-pedagogic costs such as uniform, feeding, health care and accommodation. The communities provide supplementary funding to the sector in terms of direct labour, financial contributions, voluntary participation in School Management Committees and other school activities.

2.9.1 Financing Framework

Since 2000, the financing framework for the Education Sector has been constituted by:

- i) **Medium Term Expenditure Framework (MTEF):** MTEF is a rolling three-year GoU master expenditure planning framework. It is based on the annual budget and reviewed regularly in a participatory manner. MTEF is the main financing framework for rolling out the SWAp process in the sector. The education sector plans are based on guidelines set by the MTEF, which indicates the resources that are likely to be available for the sector during the next three years. It also ensures that all sector finances are provided within the overall sector policy in order to increase the predictability of GoU/donor expenditure over the medium term. This reduces the volatility that comes with donor funding.
- ii) **Ministerial Policy Statement (MPS):** At the beginning of each Financial Year, the Honourable Minister of Education and Sports is obliged to present to Parliament the Education Sector Policy Statement. This statement outlines the sector’s short-term thrusts and thus justifies the budget estimates proposed for appropriation of expenditure.

iii) **Joint Budget Support Framework (JBSF):**

Since the Government of Uganda together with Development Partners established the Joint Budget Support Framework in 2008, Joint Assessment Framework (JAF) has remained its principle instrument for assessing the performance of Government programs upon which decision for disbursement of budget support funds is based. It outlines the desired outcomes and performance indicators for their assessment and as well as prior actions that Government needs to implement and whose achievement is the basis for disbursement of budget support funds.

iv) **Poverty Action Fund (PAF):** From mid 1990s, both internationally and at the domestic level, there was a general dissatisfaction with the outputs and outcomes of the huge financial and Technical Assistance provided by multinational and bilateral organizations. The way Structural Adjustment Credits and Structural Adjustment Programmes (SACs and SAPs) were negotiated and managed became questionable. The resulting burden of debt from such negotiation led to discussions on debt Relief/Debt forgiveness. Consequently, there was need for inter-sectoral and intra-sectoral coordination, allocative and operational efficiency which later led to international debate about sector wide approaches, basket funding and targeting of resources on programmes that would eradicate poverty. This led to the emergence of the Poverty Eradication Action Plan (PEAP) and the Poverty Action Fund (PAF).

The savings arising from debt relief extended under HIPC I and II have been channelled into a Poverty Action Fund (PAF) to finance poverty reduction programmes. In Education sector UPE and USE is among these programs. It was also agreed that, in case a particular donor does not subscribe to the general budget support, such donor should channel such support to the Poverty Action Fund. The Gou also made a commitment to continue increasing the PAF expenditures as a share of the overall discretionary GoU budget and to protect PAF expenditures from cuts arising from resource shortfalls or supplementary expenditure demands from other sectors.

v) **Public Private Partnership (PPP):**

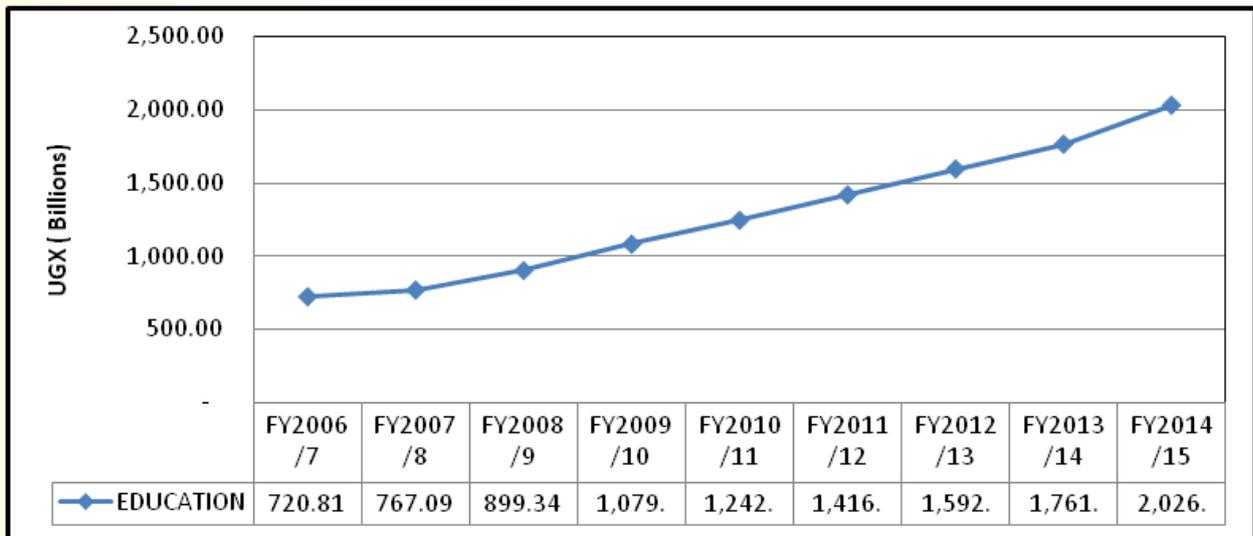
Government recognizes that in order to cope with the rapid changes in science and technology amidst a little resource envelope, there is need for Public and Private forces to work hand in hand so that they can complement each other's strengths for cost effectiveness and national development at large. This was after a realization that old argument as to whether public ownership was always best or whether privatization was the only answer is simply outdated. The Government firmly believes it will only deliver the modern, high quality education services that the public wants and increasingly expect if it draws on the best of both public and private sectors.

In this way, private schools/institutions are solely responsible for their financial/budget requirements. In some instances the Government and donors come in to give support to these schools/institutions, in form of instructional materials, hard cash meant to serve a specialized purpose/project and in any other way that may be deemed necessary.

2.9.2 Trends in Education Sector Budget, 2000/01-2014/2015

During the development of the Education Sector Strategic Investment Plan (ESSIP -1998-2003), the MFPED anticipated that the budget for education would increase by 76% between 2003/04 and 2014/15. However, in nominal terms, the budgetary allocation to the Education Sector has been increasing. For instance, when one compares the **Ushs. 2,026.63 billion**, which was allocated to the Education Sector in FY 2014/15 against the **Ushs. 720.81 billion** allocated in FY 2006/07, it looks like a huge increment. However, putting into consideration the inflation rates and also the incremental enrolment rates of beneficiaries, it reveals that the allocation to the Education Sector has been declining in real terms (see figure 2.3).

Figure 2.3: Trends in overall budget allocation to the education sector (FY 2006/07-2014/15)

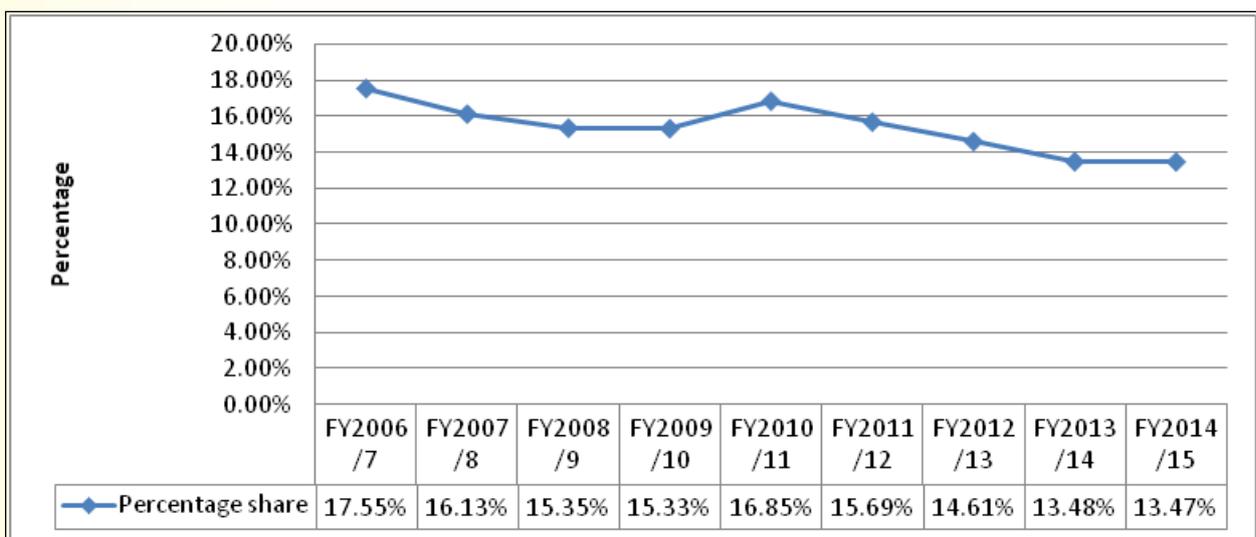


Source: Budget Framework Paper 2006/07 -2014/2015

Further analysis of the share of education as a total government expenditure shows that the allocation declined from 17% (2006/07) to 16 % (2007/08) to 13.48% and 14.47% in 2013/014 and 2014/015 respectively. This decline is due to the fact that Budget allocations continue to face pressure from competing priorities from other sectors such as energy, infrastructure among others.

The Ratio of the education sector budget as a share of the national resources has fluctuated 12%, 18%, and 11% over the same period (i.e.2003/04-2013/2014). Although it somehow stabilized at 15% between FY 2008/09 – 2009/010, it steadily slipped into declining trends from 2012/013 and slowly and steadily it has continued the downward trends. Figure 2.4 illustrates the ration of the education budget Sector share of the National budget.

Figure 2.4: Ratio of the Education Sector Budget in the National budget, 2006/07-2014/15



Source: Budget Framework Paper 2006/07 -2014/2015

In terms of recurrent expenditure by sub-sector, primary education expenditure remained the highest over the same period, followed by secondary education, tertiary and BTVET in

that order. Figure 2.5 presents GoU recurrent expenditure by education sub-sector (i.e. FY-2003/04-2013/14).

Figure 2.5: GoU Recurrent Expenditure by Sub-Sector, 2003/04-2013/14

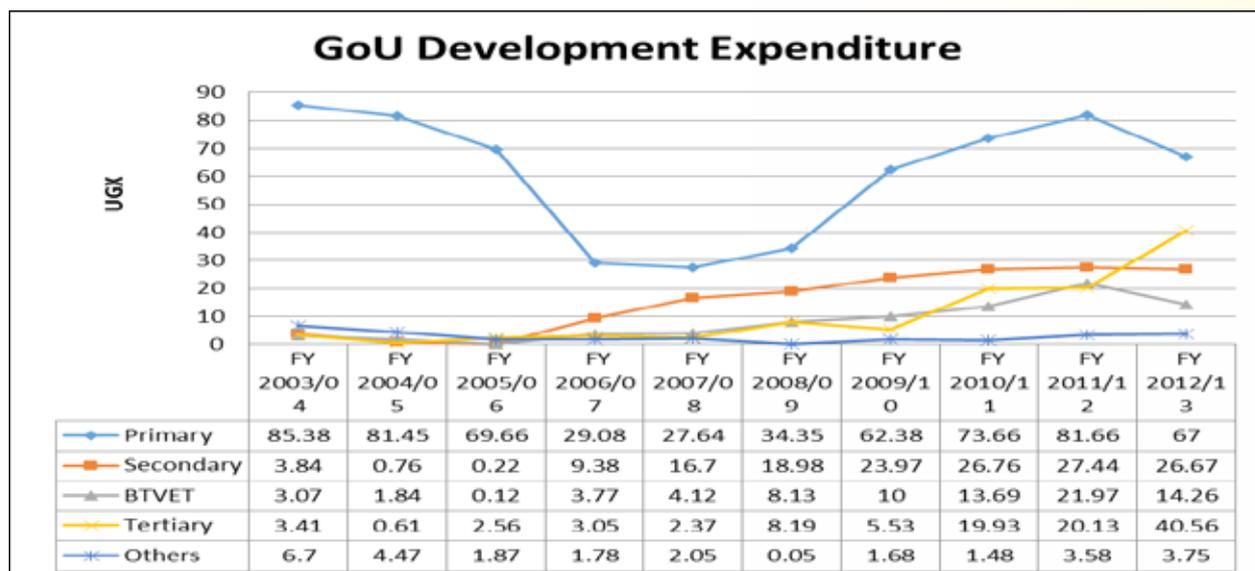


Source: Budget Framework Paper 2003/04 -2013/2014

In terms of development expenditure, primary subsector continued to have the highest share of the education development expenditure. Primary development expenditure was highest in the early 2000 following the launch of UPE program

in 1997. Since 2007, secondary education development expenditure also began to increase to the implementation of USE program (see figure 2.6).

Figure 2.6: Education Development Expenditure by sub-sector (FY 2003/04-2012/13)



Source: Budget Framework Paper, 2003/04 -2012/2013

However, overall from 2009/10, all the education subsectors have registered rising trends in their development expenditures. For instance, primary education development expenditure increased from 34.35 billion (2008/09) to 81.66 billion (2011/12) before declining to 67.0 billion (2012/13). Secondary education expenditure also increased from 18.98 billion (2008/09) to 27.44 billion (2011/12) before declining to 26.67 billion (2012/13).

2.10 Main Challenges

The education sector faces multiple challenges- some of the key ones are outlined below:

1. Weak Policy Framework

The dynamic policy environment under which the education sector currently operates necessitates frequent policy reviews which the sector is currently unable to undertake. The Government White Paper (1992) is now 22 years old and is incapable of providing a robust Policy Framework for the current sector challenges. It has also created policy gaps that include:-

- a) Absence of a clear policy on quality assessment at all levels. Current assessment methods do not measure innovations and only require learners to reproduce what they have crammed; and,
- b) Poor linkages of ECD with Primary Education: The structure of the current ECD lacks curricula and pedagogical continuity. There is no ECD linkage with Primary Education.

2. Limited Access to Pre-Primary Education

In 2014, only 9.5% of Uganda' children of pre-primary school going age (3-5 years) were enrolled in pre-primary education. This means that for every 100 children of pre-school going age only 9 are enrolled. This translates into a gap of 90.5%, meaning over 5 million children do not attend pre-primary education. Low access to pre-primary education is attributed to the following factors:

- a) The fact that the private sector (the main provider of pre-primary services in the

country), only invests in areas of high economic potential where it can recoup its investments;

- b) Rapid expansion of the pre-primary school age population;
- c) The private-led pre-primary education service excludes the majority poor households (which constitute over 80% of the population) because the private sector charges high fees. There are no alternative and affordable delivery mechanisms for the poor, marginalized and disadvantaged children.

3. Inadequate Budgetary resources for planned initiatives which undermines policy implementation

The share of the Education and Sports Sector budget as a proportion of the national budget has continued to decline despite increasing demand for education services. This has continued to critically impact on the implementation of various education policies.

4. Inadequate Infrastructure

Inadequate infrastructure especially classrooms and sanitation facilities, occasioned by rapid expansion of enrolment that outstrips capacity to provide this infrastructure. Surging School enrolment at all levels (*as a result of rapid population growth estimated at 3.0% per annum*) that put pressure on the existing resources and facilities. Uganda has one of the highest proportion of young children (*age 0-14 years*) currently estimated at 50%.

5. Inefficient and Ineffective Service Delivery

The inefficiency and ineffectiveness is attributed to:

- a) Unacceptably high Head teacher, teachers' and Learner absenteeism estimated at 20% the average, a primary teacher is estimated to be absent for at least 2 days a week;

- b) Limited investment on EMIS, DEMIS as well as on monitoring and evaluation. The current EMIS is incapable of generating real time data/information for planning, policy development, and decision making mainly on account of inadequate investment. For instance, EMIS and DEMIS are beginning rolled out but there is no budget to operationalize their interface. The M&E section is also inadequately resourced to cope with the ever expanding scope of investment in the sector.
- c) Low teacher’s motivation which is attributed to low salaries; limited promotional avenues and lack of accommodation (particularly in hard-to-reach areas);
- d) Inadequate school inspection services which is exacerbated by limited collaboration between schools inspectors, the schools communities and primary teacher training institutions.
- e) Persistent phenomenon of “ghost” schools, teachers and learners which is draining the sector of the scarce resources.
- f) Growing attrition rate of primary teachers currently estimated at 4% per annum.

The impact of HIV and AIDS on the supply of qualified teachers and participation in education by those infected and affected by HIV/AIDS. HIV/AIDS has left many school-age children as orphans. Most of these children are out of school system and even, after enrolling in school, they normally drop out of the system.

6. Inadequate and Inefficient Teaching and Learning

This results from high absenteeism among head teachers, teachers and pupils. High Head teacher and teacher absenteeism (*especially at primary level*) poses a serious problem to the efficiency of primary education. Available evidence indicates that on average head teachers are estimated to be absent for at least 3 days a week.

Teacher absenteeism is also very rampant in Uganda and is currently estimated at 20-30% (EMIS, 2014). On the average, a primary teacher is estimated to be absent for at least 2 days a

week. This implies that 20-30% of the wage bill is spent on services that are not delivered. The problem seems to be greatest in the northern and eastern districts and more serious in rural areas than in urban areas. Teacher absenteeism has a highly negative impact on learning achievement because low attendance rates of teachers reduce effective contact time (*which is key factors in improving the quality of education*). One of the main reasons advanced for high teacher absenteeism is low teacher motivation which is attributed to factors that include lack of teachers’ houses and career development opportunities as well as the perceived low salary.

7. Poor Quality Graduates of the Education System

A mismatch continues to persist between training content and the actual skills required in the labour market. This creates a large number of graduates who continue to be unemployed because the skills they have acquired fall- short of those required by the labour market. As a result, the employment rates of graduate’s remains low, and is currently estimated at less than 53%.

8. The Persistent Phenomenon of “Ghosts” Schools, Teachers and Learners

The Education & Sports sector is one of the sectors that continue to receive one of the largest shares of the GoU budget. However, leakages attributed to the existence of “ghosts” are undermining the efficient use of these resources. Various study findings indeed confirm that ghost teachers, schools and pupils exist and persist within the Sector. This phenomenon is costing government unwarranted loss currently estimated in billions of shillings annually paid out in terms of fake capitation grants, school facilities grant, teachers’ salaries and instructional materials. Furthermore, the problem of ghosts has undermined the credibility of official MoES statistics which often creates serious controversy in the public and disagreements with Ministries of Finance, Planning and Economic Development (MoFPED), Public service and District Local Governments regarding the actual numbers of beneficiaries at different levels of the education system.

The situation is exacerbated by the existence of parallel data systems within the sector which not only duplicate each other but also lead to an increase in transactional costs as a result of involvement of different levels of education system in data collection activities as well as operations and maintenance of multiple data systems. Both MoFPED and MoES are in agreement that the problem of “ghosts” remains real in the Education Sector and requires a multi-sectoral approach to address it.

2.11 Conclusion

There is no doubt that the rational policy, legal, financial and institutional framework adopted by the sector since attainment of independence, has supported its growth and development. The provision of education services in the country has since remained a collaborative efforts. Developing countries, especially in Africa could borrow a leaf from Uganda’s experience.

2.12 Policy Recommendations

- a) Formulate and enforce national service delivery standards for education at all levels. This will facilitate effective management and coordination of the sub-sectors as well as enhancing quality of services provided.
- b) Attach a pre-school to every primary school beginning with the underserved areas. This option is however costly as it would involve recruiting new teachers, construction of additional classrooms and providing capitation grants.
- c) Increase funding for Universal Primary Education Programme through efficiency measures that include:
 - Reformulation of the UPE programme to target only poor rural households;
 - Introduction of cost recovery in urban schools
 - Elimination of ghosts in the primary and secondary subsectors
 - Reduction of head teacher, teacher and pupil’s absenteeism
- d) Strengthen school inspection and support supervision. This could be achieved

through centralization and alignment of the school inspectorate and support supervision under the Directorate of Education Standards. Presently, the central inspectorate is not aligned to the district inspectorate (since district inspectorate is a decentralized function); and Increased funding.

- e) Improve education quality to motivate learners to stay in school. Government should ensure quality education in order to motivate learners to stay at school. This can be achieved by re-tooling and motivating teachers, and improving the participation and monitoring of learning by the local government and communities.

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Chapter 3: Education Curriculum in Uganda

3.1 Introduction

This Chapter describes the evolution of Uganda's Education curriculum, including past and planned curriculum reforms. Countries use their educational systems as one of the strategies to meet their development goals and aspirations. In order to ensure quality education, countries plan and develop elaborate curricula and also put in place elaborate implementation strategies for their different educational levels. Similarly, Uganda also has had its education curricula planned, developed and implemented to meet the country's goals and aspirations.

The effectiveness of each curriculum is determined by the performance of its products, using the curriculum aims, national goals and expectations as indicators. If the performance of the curriculum products falls short of the national expectations, efforts are usually made to identify the causes and problems. These may be the curriculum itself in its totality or one of its objectives, content, methodology and/or evaluation frameworks. The problems may also be identified in its implementation strategies. If the curriculum is found to be defective, it is revised.

3.2 Background

Uganda has been developing and revising its curricula, since the pre-colonial/missionary education days, to harmonize it with changing national situations and expectations. The latest revision of the primary education curriculum started in 2005 and ended in 2011. However although many reviews have been undertaken, there has never been a major reform (overhaul) of the lower secondary education curriculum in Uganda.

On a global perspective, science educators continue to convey the need for reforms in science education in an effort to promote a more critical scientific literacy (Bybee, 1997; Hodson, 1998). While Uganda is experiencing a period of steady economic growth, sustaining the growth requires a flexible and technologically literate labour force at all levels. There is a lot of evidence that the existing curriculum is not addressing these needs adequately. It is not the very top academic elites that contribute most to GDP growth but the much larger groups of competent middle-level technicians. It is these groups in society that the current system does not serve well. As such, the Government of Uganda through the Ministry of Education, Science, Technology and Sports (MoESTS) has taken a decision to undertake a thorough reform of the lower secondary education curriculum, having reviewed the primary one. This is intended to come up with quality curriculum that meets international benchmarks, is affordable, and relevant to the development needs of Uganda. It is expected that the expanded secondary curriculum will be designed to meet the needs of middle-level technicians as well as those of the academic elite (Clegg et al., 2008).

It has been acknowledged that the existing secondary school curriculum was inherited from the colonial era and has not undergone any fundamental reform since independence. Although periodic updating has introduced more modern content, little has been done to remove the old and redundant material to make room for new additions, which is the reason for the current overload. The existing curriculum is unable to accommodate the increasingly large changes demanded of it so that it adequately addresses emerging fields of knowledge, particularly

those related to technology (for example, areas of the science curriculum significant by their absence include earth sciences, space science, electronics and logic circuits). Uganda’s curriculum (in common with that of many countries that are either developing or in transition) is static. Learners are driven by the need to succeed in a high-stakes examination and are forced to learn a mass of knowledge that is largely abstract, fact-centered, decontextualized and irrelevant (Clegg et al 2008).

The challenge therefore is to create a curriculum that builds meta-cognitive abilities and skills so that individuals and the country are better placed to adapt to the changing workplace and their changing roles in society. This therefore, means that there must be a move from ‘knowing that’ to ‘knowing how’ and a move from absorbing factual knowledge to developing knowledge competences. This includes, for example, abilities to:

- a) learn how to learn, learn how to think and be a self-directed learner;
- b) be an innovator and problem solver;
- c) assess and critically evaluate knowledge, selecting information that is useful from the mass of information available in society.
- d) work constructively in teams;
- e) develop active and productive citizenship skills and be globally aware;
- f) apply knowledge and skills effectively to novel or difficult situations;
- g) create, change and transfer knowledge; and
- h) communicate knowledge effectively using a variety of media.

These are all rather abstract-sounding competencies, but well-constructed and organized modern competency-oriented curricula are able to build all of them into clear curriculum statements across the range of subjects and levels. Modern assessment programmes are able to assess them and, above all, well-constructed interactive teaching and learning materials and methods can emerge that are appropriate for inculcating them.

To meet these demands, the Government of Uganda through the Ministry of Education and Sports (MoESTS) and the National Curriculum Development Centre (NCDC) has proposed to undertake a thorough reform of the lower secondary education curriculum. The proposed reform is intended to:

- a) promote effective learning and acquisition of skills by developing a curriculum that builds meta-cognitive abilities and skills so that individuals are better placed to adapt to their evolving roles in society and the dynamic workplace
- b) reduce content overload.
- c) address the needs of all students and lay a foundation for improved pedagogy and assessment procedures that allow learners to more effectively realize their full potential.
- d) address the social and economic needs of the country by meeting the educational needs of the learners who wish to attain higher academic learning as well as those that wish to transit to the labour market.
- e) allow flexibility to absorb emerging fields of knowledge.

The curriculum reform is also intended to remove many of the inefficiencies that are built into the current system. For example, it intends to address inefficiencies associated with implementation, those associated with the system structure and also those associated with the cost-effectiveness of teaching individual subjects that are built into the curriculum statements (for example, the existing science subjects are typical of the high cost syllabuses characteristics of the 1970s).

3.3 Pre and Post-Independence Education Curriculum in Uganda

3.3.1 Pre-Independence Education Curriculum

The youths used to be given indigenous or traditional forms of education. The following were the main aims of such education:

- a) to mould children to fit into their respective societies.
- b) to promote harmony in the societies.
- c) to enable the youths to solve individual and societal problems.
- d) to equip the youths with production skills.
- e) to promote cultural heritage.
- f) to develop character training and respect for elders among the youths.
- g) to enable the youths to acquire and apply life skills.

The following were the main characteristics of indigenous education:

- a) there were no formal institutions, like schools, for this education.
- b) there was no formal curriculum. The curriculum was the sum total of the societal experiences with regard to culture, customs, beliefs and values.
- c) instruction was basically given freely by elders and peers.
- d) instructional methods were through demonstrations, modeling, stories, folklore, songs, etc.
- e) evaluation was through observation of an individual's performance in real situations in life, for example through battles, production, marriages, civic duties and leadership.

3.3.2 The Early Pre-Colonial and Post- Missionary Period (1877-1924)

The Catholic and Protestant missionaries were sent to Uganda, like anywhere else they went, by their respective societies to preach Christianity to, and spread it among the different peoples of the country. One of the ways which these missionaries conceived to be most effective was to make sure that converts refreshed their religious knowledge in their homes by reading the Bible and other simple books.

Between 1877 and 1879, children and adults were taught religion, reading, writing and arithmetic. The missionaries' houses and compounds formed the initial formal schools. In 1901, a chief and a practicing catholic, Stanislaus Mugwanya, requested the missionaries to start a school that would mainly teach English. It was this that made the missionaries think of offering a form of education designed to help build character of pupils and prepare them for the changing world in which they lived.

Therefore, between 1902 and 1906, seven boarding schools were opened to serve this purpose. The majority of these schools were attended mainly by children of chiefs and influential families who, it was assumed, would sooner or later hold positions of responsibility in the society. The curriculum consisted of religion, reading, writing, arithmetic, English grammar, geography, mathematics, music and games. However, one weakness of the missionary education was that instead of producing educated Ugandans, it produced educated Catholics and Protestants, who progressively cherished Western culture more than their own. Furthermore, the Missionaries schools operated with little or no Protectorate Government financial assistance. They designed their own school curriculum to suit their missionary purposes.

3.3.3 The Post-Independence Curriculum

Uganda attained independence from Britain in October 1962. The Government of the day attempted to re-examine the education situation. It therefore set up the Castle Education Commission of 1963.

a) **The Castle Education Commission (1963)**

This Commission was given the following three terms of reference:

- i) to examine the content of education in Uganda and the structure of education in Uganda consistent with the approved recommendations of the World Bank Survey Report, Uganda's financial position and future manpower requirements.
- ii) to consider how education in Uganda could be improved and adopted to the needs of the country.
- iii) to make other recommendations.

The Commission considered the needs identified by the following people:

- i) the members of the Commission themselves; and
- ii) the members of the public through memoranda.

One memorandum, for example, criticized the curricula for concentrating on physical training, spiritual training and character building and neglecting science and technical education. On the curriculum aspect, the Commission found out that the missionaries still had firm control on the education system. The Commission recommended the primary education syllabus to be revised to prepare the pupils for life. Agricultural and Technical education were to be included. These recommendations guided curriculum development efforts up to the late eighties.

b) **The First Post-Independence Primary Education Curriculum**

Revision of the first post-independence

primary school curriculum was started in 1963 and completed in 1965.

Each subject was handled by a National Syllabus Panel. Each panel comprised of the subject classroom teachers, teacher educators and school inspectors. The panels were first based in the Ministry responsible for Education. In 1964 the responsibility was transferred to the National Institute of Education at Makerere University.

Aims of the First Post-Independence Primary Education Curriculum

The first two Independent Uganda Constitutions (1962 and 1967) had the following seven national goals and principles:

- i) forging national unity and harmony.
- ii) evolving democratic institutions and practices in all sectors of life.
- iii) guaranteeing fundamental human rights, including personal security and property rights and the rule of law for all citizens.
- iv) creating national wealth needed to enhance better quality of life and self-reliance.
- v) upholding and maintaining national independence and patriotic feeling.
- vi) promoting moral and ethical values in citizens.
- vii) promoting a feeling of humanitarianism and cooperation in the citizens.

However, according to the Education Policy Review Commission Report (1989), the public was not aware of the above national goals and principles. Moreover, there is no evidence to show that the national goals and principles were ever translated into a national policy on education. They had never been translated into practical and feasible national aims and objectives of education either. For example, in the 1965 Primary School Curriculum, the broad aims of the education curriculum, and the aims of the individual subjects, were not deliberately guided by national aims of education. Each subject panel determined its own subject aims, objectives and content arbitrarily.

The first post-independence (1965) Primary Education Curriculum had two broad aims:

- i) to meet the needs of the school leavers in the new society.
- ii) to indicate to the children their place as citizens of Uganda and Africa.

The 1965 Primary Education Curriculum was first revised in 1967. It again underwent another major revision twenty two years later in 1989 by the National Curriculum Development Centre.

3.4 Existing Education Curriculum

The education system in Uganda running today was first enacted in 1918 by the British Parliament. It has since then served to prepare a minority of students for higher education and public service. This has left behind a huge number of the graduates of the curriculum unemployed and not fitting in the practical world.

Since the establishment of the National Curriculum Development Centre (NCDC) in 1973, there has not been any significant change in the curriculum. Content has been added but major areas remain excluded, including important cross

cutting topics such as democratic education, HIV/AIDS, health education, environmental education, financial literacy and interactive skills.

When the content additions by NCDC became too many, with some overlapping content becoming obviously outdated, the institution decided in 2006 to reduce the ‘O’ Level subjects from 43 to 31 and make sciences compulsory for Lower Secondary. Then in 2009, another Ministry of Education and Sports Policy Statement recommended that schools teach only 14 subjects; eight compulsory subjects and six electives.

Despite these efforts, Uganda’s O-Level leavers still lack basic skills such as: communicating effectively in oral and written, in English; ability to follow written and diagrammatic instruction; understand abstract concepts; use mathematics; and computer literacy. They cannot solve problems, test hypotheses and also lack adequate interactive skills.

Primary school became free for Ugandan families in 1997, which increased attendance by 70% in just one year. Today, teacher-to-student ratios are at a low level of 1:57, while the gender gap in enrollment between boys and girls is only 1.1% in first grade but it reaches 16% by seventh grade. Moreover, up to 80% of children who enter rural primary schools do not complete this level.

Figure 3.1: A picture showing Primary School Pupils in a classroom in Bukedea District



Source: Bukedea Carepoint

Of those who do finish, only 40% continue on to secondary education. This means that out of 100 rural children who enter primary grade one, less than 30 complete primary grade seven and only 12 children join secondary school. A good secondary education in Uganda costs between **Ushs. 2,100,000 to 2,800,000** and more (**US\$600 – US\$ 800+**) per year, which is far beyond the means of Uganda’s subsistence farmers who make up 85% of the population. With the second youngest population in the world (50% of Ugandans are under the age of 15), quality education is crucially needed to ensure the country’s future economic growth and stability.

The current curriculum way falls short of the expected pillars of learning in the 21st century. The four pillars of learning are fundamental principles for reshaping education:

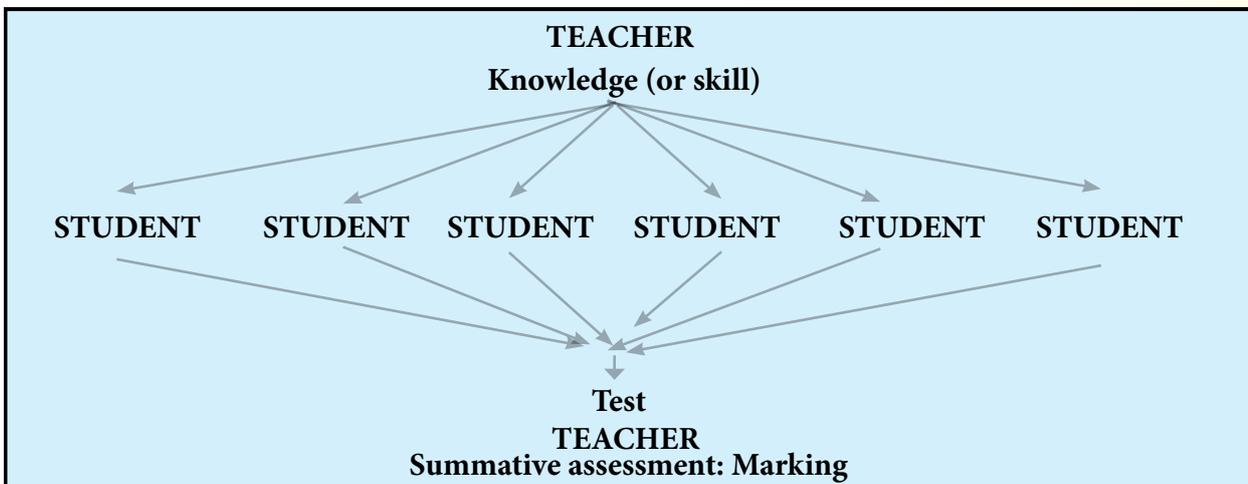
- a) **Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide

an appropriate and adequate foundation for future learning.

- b) **Learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society.
- c) **Learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential psychosocially, emotionally as well as physically, for an all-round ‘complete’ person.
- d) **Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding, respect, peace at all levels of society, and building human relationships to enable individuals and societies to live in peace and harmony.

The characteristic of the current education curriculum is shown diagrammatically in figure 3.2 below:

Figure 3.2: Current Teacher-Centred Model: Knowledge-Based Approach (Banking Education)



Source: *PEDAGOGY OF THE OPPRESSED* by Paulo Freire

Knowledge based approach (Banking education)

1. The main aim is to give knowledge to the students.
2. This presumes that the teacher has the knowledge and their job is to pass this on to the students.
3. The student is regarded as an empty vessel

to be filled with knowledge, like filling a bank account.

4. The teacher’s job is to pass this knowledge on to the students by telling them, explaining to them or giving them notes to learn.
5. The students’ role is mainly to listen, remember and take notes.
6. At the end of the process the teacher tests the students to find out how much knowledge the ‘bank’ contains.
7. It does not matter if the students have understood what they have been taught, as

long as they can repeat it in the words of the teacher.

8. Because the students are regarded as empty vessels, no attempt is made to relate the knowledge to their own lives or experiences.
9. The knowledge passed on is chosen because it has traditionally been taught in schools or universities, and students are not encouraged to challenge that knowledge.

In other words, the current curriculum depicts what many years ago an educator in Brazil, Paulo Friere (1993), called **Banking Education Approach**. This kind of education is dictatorial and does not tap the potentials of the learners at the opportune time.

Figure 3.3: A picture showing Students Using a Computer



Source: POPSEC 2014

3.5 Review of Uganda’s Education Curriculum

Vision 2040 proposes to accelerate government reforms in the education system and the curriculum to obtain a globally competitive human resource with skills relevant to the development paradigm (see figure 3.3).

The literacy rate for persons aged ten years and above increased from 69 per cent in 2006 to 73 percent in 2010 with that of males being higher than that of females. This is attributed to the implementation of universal primary and secondary education policies and programs.

According to the Vision 2040 the education curriculum, examination and instruction methods will be revised to suit the proposed changes in the education system as well as being responsive to the market demands (NPA, 2010). 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 any point.

The reform programme code named CURASSE (Curriculum Assessment and Examination Reform) kicked off in 2011 and aims at shifting from an old tried and trusted model of secondary education which was designed for a minority of children in order to prepare them for higher education and public service to a broader more

inclusive curriculum designed to satisfy needs of all abilities. The underlying philosophy for the reform is **“a holistic education for personal and national development”**.

Uganda has for a long time boasted of a powerful education system. Students from East African countries have for years studied in Ugandan schools. However, the curriculum used in Ugandan schools was developed during the colonial times. It merely changed name to the East African Curriculum after independence. With the collapse of the East African Community, it became the Ugandan Curriculum. The changes of names however did not result in change of content. As has already been explained, new cross cutting issues which were included in the curriculum in form of either new subjects or additional content put a burden on the learners.

Between 1987 and 1989, the Kajubi commission made a report that resulted into a Government White Paper that guides the philosophy of education in the country. It states the aims of education in Uganda as: promoting citizenship; including moral, ethical and spiritual values; promoting scientific, technical and cultural knowledge, skills and attitudes; eradicating illiteracy; and equipping individuals with basic skills, knowledge, and ability to contribute to the building of an integrated self-sustaining and independent national economy (Senteza-Kajubi, 1992).

Published in 1992, the White Paper called for the reform of the education curriculum. Among the suggestions was to reduce the load on the learner through merger of subjects at lower secondary. This was the crux of the plan to guide the reform process from development of the curriculum to final implementation (GOU, 1992).

The Education Sector Strategic Plan 2004-2015 and Education Sector Investment Plan urge for reforms to improve education access, quality, equity, and efficiency in order to ensure achievement of national development goals.

In 2007 the National Curriculum Development Centre (NCDC) with support from the Ministry of Education, Science, Technology, and Sports developed a road map to guide the reform process of the lower secondary school education curriculum (S1 – S4). This kick started the curriculum reform project named Curriculum,

Assessment, and Examination Reform Programme (CURASSE) to be implemented by National Curriculum Development Centre (NCDC) in 2017. The implementation of the new curriculum is intended to start with senior one.

A curriculum reform is termed as an overhaul of the curriculum which involves doing away with overlaps, introducing new concepts, eliminating obsolete content, removing and providing improved methodologies of teaching and assessment. The CURASSE project commenced in 2011 and involved various processes. After consultations and several discussions, it was agreed that subjects be merged and integrated. The result of this led to the birth of eight learning areas.

The curriculum reform code named CURASSE has the following objectives:

- a) to promote effective learning and acquisition of skill.
- b) to address the needs of all students and lay the foundation for improved pedagogy and assessment procedures which allow learners to more effectively realise their full potential and demonstrate their achievements.
- c) to address the social and economic needs of the country by meeting the educational needs of learners who will take jobs in the world of work, become self-employed people or pursue academic studies beyond senior four.
- d) to allow flexibility to absorb emerging fields of knowledge in a rapidly-changing world.
- e) to reduce content overload by specifying a realistic set of expected learning outcomes with a range of essential generic skills at the heart of the curriculum

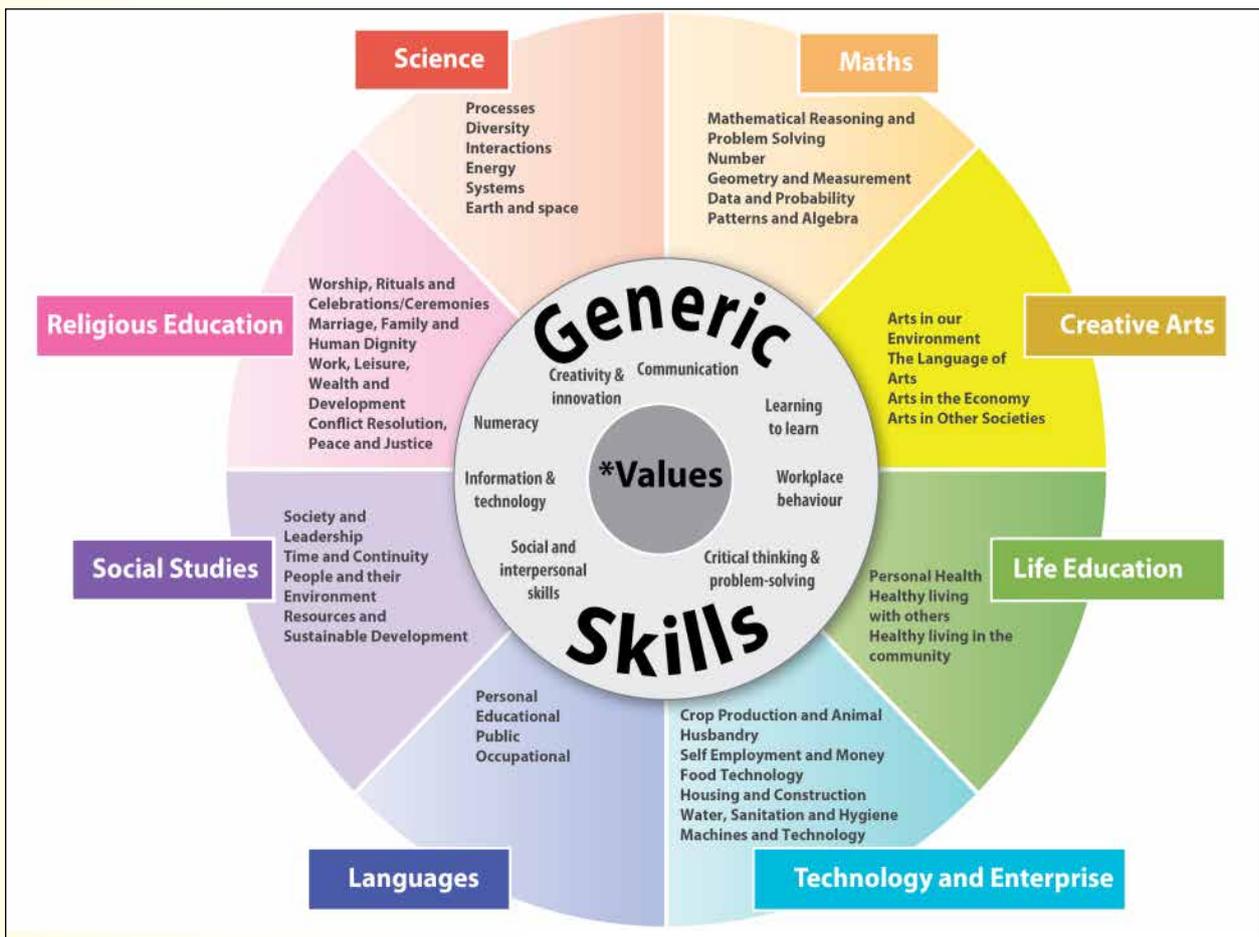
Figure 3.4 below shows the key learning areas as agreed under the curriculum reform project named Curriculum, Assessment, and Examination Reform Programme (CURASSE);

1. Creative Arts
2. Languages
3. Life Education
4. Mathematics
5. Science
6. Social Studies

7. Religious Education, and
8. Technology and Enterprise.

It was also agreed that learners also acquire generic skills. A generic skill is the capability to function effectively as an educated person in today’s world. They are grouped in eight and are at the centre of the Curriculum as illustrated in the diagram.

Figure 3.4: A Venn diagram showing the Key Learning Areas of the New Curriculum



Source: NCDC – Curriculum Framework

3.6 Reformed Lower Secondary Curriculum in Uganda

Uganda’s Ministry of Education, Science, Technology and Sports under the mandate of NCDC has decided to shift from an outdated model of secondary education designed to prepare a minority of children for higher

education and public service, to a broader, more inclusive curriculum designed to satisfy all abilities. For example, in all Learning Areas, the main concepts will be made accessible to all at different levels. Each Learning Outcome has a number of Evidences of Achievement statements graded according to levels of difficulty. Less able learners will achieve the earlier, simpler concepts.

The later, more difficult, concepts will challenge the more able learners. For instance in SST the sub-strand on ‘Globalization’:

- Asks learners to list things they use which come from overseas, where they come from and how we get them;
- Explores how we can communicate with areas overseas;
- Asks how many of learners’ friends and relatives have been overseas, where they have been to etc.

It then:

- Introduces the concept of globalisation and the ‘Global village’
- Asks learners to decide on the advantages and disadvantages of globalisation for individuals, communities and the country as a whole.

Less able learners can answer the first parts and from these answers grasp the concept of globalization at a simple level. Many more able learners will be challenged by the last parts.

In the syllabus, Section 10 on Assessment discusses this ‘incline of difficulty’ approach to assessing the achievement of Learning

Outcomes. This approach means each sub-strand and Learning Outcome is broken down into a series of small steps involving a variety of activities leading learners towards a general concept.

The learning activities are varied and involve many different types of skill, including fieldwork and looking at photographs, maps, diagrams and graphs. There are also many group discussion activities by which learners can learn from each other and share ideas. The fieldwork, group discussions and other activities involve learners thinking about and reporting on their own lives outside school. The fieldwork involves going out of the school and relating to people in their own communities where possible.

Even the learners with physical disabilities will be taken care of. For example, the visual impaired will have their learning materials brailled or printed in large prints. Figure 3.5 is an example of an approach used to make the syllabus accessible to all levels of ability.

Figure 3.5: An example of a Learning Aid in the Science Learning Area for the visually Impaired



Source: NCDC – SNE Department

3.7 Competence Based Approach (Problem Posing Education)

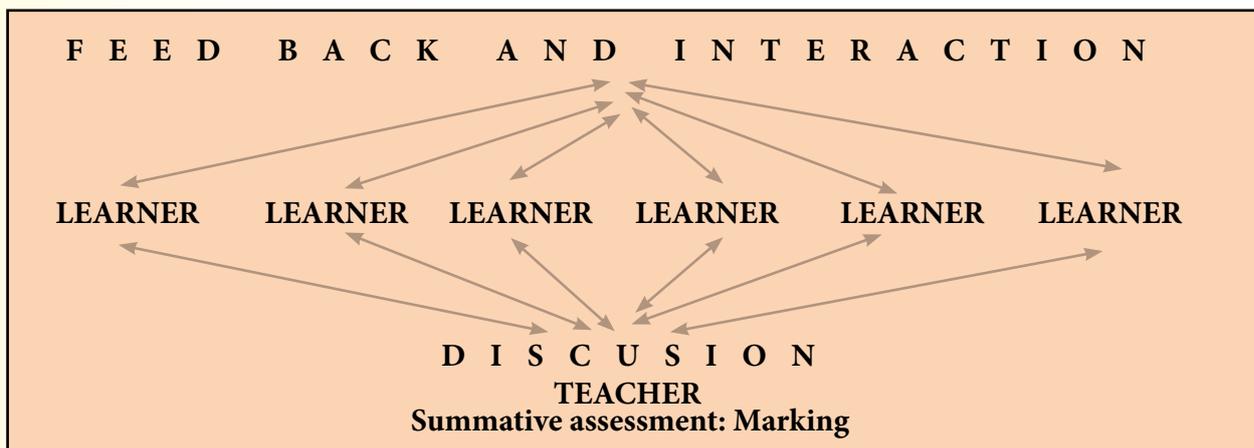
Competence approach/problem posing education is clearly illustrated in figure 3.6 and the key approaches are outlined below

- Students become learners
- The main aim is to enable learners to understand and be better able to participate in the world around them.
- This presumes that the learners have knowledge and experience which they can bring to the learning process.
- A lesson often starts from the learners’ own knowledge and experience.
- The teacher’s job is to build on that knowledge

and experience, by adding new knowledge and ideas which the learners can connect with what they already know.

- The teacher does this by posing problems about the learner’s own knowledge and experiences, to help them think about these and understand them more clearly.
- The teacher and the learners work together to understand these problems.
- The learner’s role is to think for themselves and participate in the learning process.
- To enable them to do this, learners are taught skills and values as well as knowledge so that they can form their own opinions.
- The teacher is successful if the learners can apply what they have learnt to their own lives in a useful way.

Figure 3.6: Outcomes based approach teacher activity based on Stimulus material



Source: Pedagogy of the Oppressed by Paulo Freire

3.8 New Education Curriculum and the Vision 2040

Uganda’s Vision 2040 as approved by Cabinet in 2007 is “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years” . It aims at transforming Uganda from a predominantly peasant and low income country to a competitive upper middle income country.

The question is, “how will the new curriculum promote the attainment of the Vision?” The Lower Secondary Curriculum has been developed based on the philosophy “A Holistic Education for Personal and National Development”. This reformed curriculum is in line with the Vision

2040. It is an inclusive curriculum that aims at empowering learners to acquire functional knowledge, understanding, skills, and attitudes and values for personal and national development.

The re-conceptualised curriculum will develop the learning skills needed to ensure that all graduating students can think critically and study effectively, that they possess the range of generic skills to be successful in their personal and social lives, in making a living, and rendering them employable in the widest sense.

These reforms will address the social and economic needs of Uganda – helping it to move towards a system where the needs of all learners are met and their full potential is released.

3.9 Game Changers in Education

The game changers for the Education sector to achieve the demographic dividend is categorised under 3 areas. These are; education relevance, unmet need and education financing.

3.9.1 Education Relevance:

- a) Teaching methods that hardly develop students into problem solvers
 - i) In service training of teachers;
 - ii) Assessment methods that encourage creativity;
 - iii) Abolish examination at PLE;
 - iv) Use continuous assessment.
- b) Curricula that are relevant to the development aspirations of Uganda
 - i) Review curricula to promote problem solving.
 - ii) Apprenticeship/industrial training;
 - iii) Ensure strong linkages between research on the one hand and teaching, technology and innovation on the other;
- c) Establish lower level technical education institutions;
 - i) Ensure sufficient funding of lower level technical institutions;
 - ii) Ensure sufficient staffing of lower level technical institutions;
 - iii) Train instructors for lower level technical institutions;
- d) Establish technical schools that are centres of excellence;
 - i) Establish technical institutions that are centres of excellence (2 in every region) having trained instructors;
 - ii) Train instructors for technical institutions;

3.9.2 Unmet Need

- i) Ensure education and training for all; for example, textbooks should be brailled for the visual impaired learners.
- ii) Leverage on the private sector for the

provision of education, which ordinarily is located in urban areas;

- iii) Government should concentrate on provision of education and training in areas where the private sector cannot reach;
- iv) Return mission schools to their owners. Such schools should operate as purely private schools, which would enable government to switch financial resources to more critical interventions;

3.9.3 Education Financing

- i) Partnership between Government, Private sector, and Households;
- ii) Government should mainly serve the under-served, research, science, technology and innovation;
- iii) Recognition by Government that private schools are partners and not competitors in the provision of education;

3.10 Conclusion

In conclusion, Quality Education is the foundation for achieving Uganda’s middle income status as stated in vision 2040. It is therefore important, that the education curriculum be aligned to the needs of the learners so as to produce the human capital that can drive the country to attain the expectations of the vision. In order to achieve this, the education curriculum, examination and instruction methods all have to be revised to respond to market adequately demands.

The reform of the existing old curriculum and the production of the new one are both necessary. The new curriculum contains new content areas which, if well implemented, will produce learners with the necessary knowledge and understanding, practical skills, attitudes, values and behaviours that will enable them to contribute positively to the development of Uganda in a rapidly changing local and global situation. The Government’s strategy of supporting UPE and USE ensures accessibility of education for all so as to acquire basic primary and secondary education for the world of work.

3.1.1 Policy Recommendations

For Uganda to achieve a middle income status by 2040, policy makers and leaders need to put in place strategies and policies that will promote Quality Education. The following areas can help Uganda achieve the expected middle income status through quality education and dependable curriculum:

- 1. Teaching Time.** This should be restricted to what is stated in the programme of study. This will help the learners to be able to practice what is learned in the classroom or transfer knowledge into practice. It will also help to create time for the learners to interact with the community rather than being isolated because they spend all their time in classrooms cramming for exams.
- 2. The Gender Gap.** The proposed curriculum reform should address the participation of girls at every level of training, especially in mathematics and the sciences. The curriculum needs to clearly spell out interventions that will support girls' participation in mathematics and the sciences.
- 3. Teacher Training Programmes:** There is need to reform the current initial teacher education programmes to address the proposed changes and to put in place a robust and sustainable in-service programme. Other support systems should similarly be put in place to ensure effective implementation. These include ICT support to schools, construction of more laboratories or science rooms, and provision of relevant science learning resources.
- 4. Textbook Policy:** Text books are delivery vehicles of the curriculum. NCDC is the only institution mandated to design and develop the curriculum, and hence, they know how to interpret syllabuses so as to come up with interactive and learner-friendly text books. Therefore, the textbook policy should be revised so as to make NCDC the sole organ writing and publishing textbooks.
- 5. Assessment and Examination:** The assessment criteria should be changed to include more of assessment for learning (formative), which culminates into continuous assessment rather than assessment of learning (summative). This is where assessment comes at the end of a chapter or end of the term or learning cycle. This will eliminate rote learning, which kills the learner's ability of critical thinking, problem solving, to mention but a few.
- 6. The Secondary Schools Curriculum Reform** should link with similar reforms at the lower and higher levels of education. The BTVET area also needs major curriculum reforms in order to attract more and better students to the sector, which is critical to this country's industrialization drive. Consideration should be given to curriculum scope, integration into local culture and environment including Indigenous Knowledge, everyday use and supportive implementation and assessment practices.
- 7. Accelerate Government Reforms** in the education system and the curriculum to obtain a globally competitive human resource with skills relevant to the development paradigm.
- 8. Develop and Implement a Specific Policy** to attract and retain top rated professionals in the Universities to make Uganda a Centre of Excellence in Education in the region.

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Chapter 4: Performance of Education System In Uganda

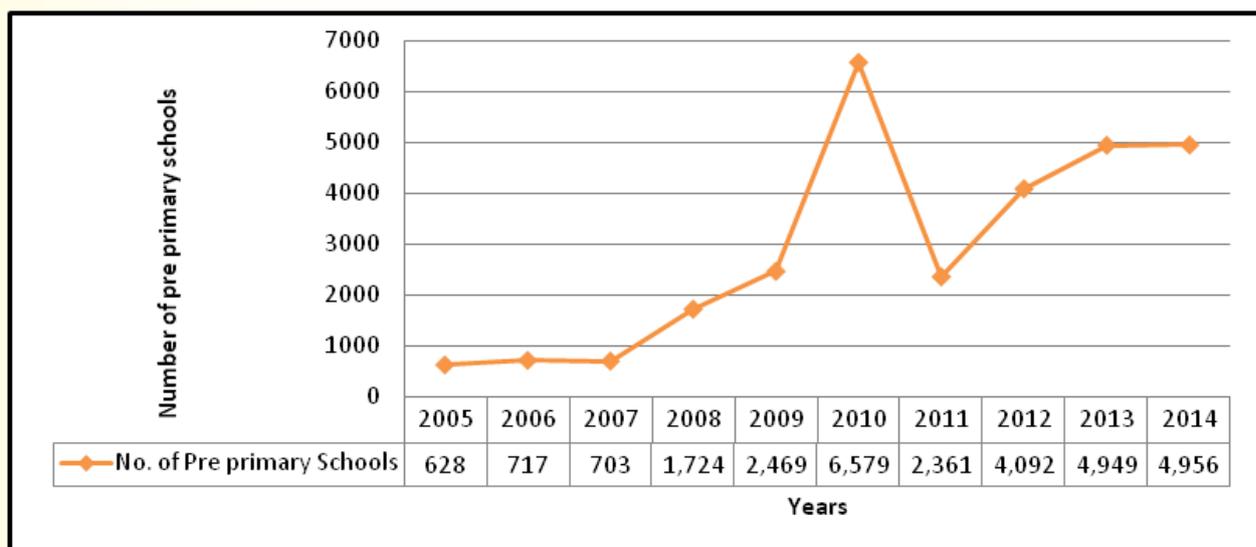
4.1 Introduction

This chapter provides highlights of the education sector performance, from 2005 to 2014, in relation to the sectors' broader strategic objectives of; (a) Increasing and improving equitable access to quality education at all levels; (b) improving the quality and relevance of education at all levels; and (c) enhancing effectiveness and efficiency of education service delivery through improved education outcomes. Expansion of access and equity at all levels to ensure equal and inclusive education for all Ugandans has remained the strategic objective of the education sector over the years. This strategic direction was underpinned by the first National Development Plan (NDP 1) 2010 – 2015; and the Education Sector Strategic Plan 2007 – 2015, which prioritized human development and creation of skilled manpower for national development.

4.2 Early Childhood Development (Pre- Primary School)

In Uganda, children aged 3-5 years are expected to be enrolled in pre-primary school such that by the age of six they proceed to primary one. Ever since the development of the ECD curriculum by the Government, a considerable number of pre-primary schools are involved in Early Childhood Education. In addition, the liberalization of the education system in Uganda saw an influx of private investors in the education sector. As a result, the number of private pre-primary schools and those attached to primary schools has continued to increase as indicated in the figure 4.1 below:

Figure 4.1: Number of Pre-primary (ECD Centres) Schools

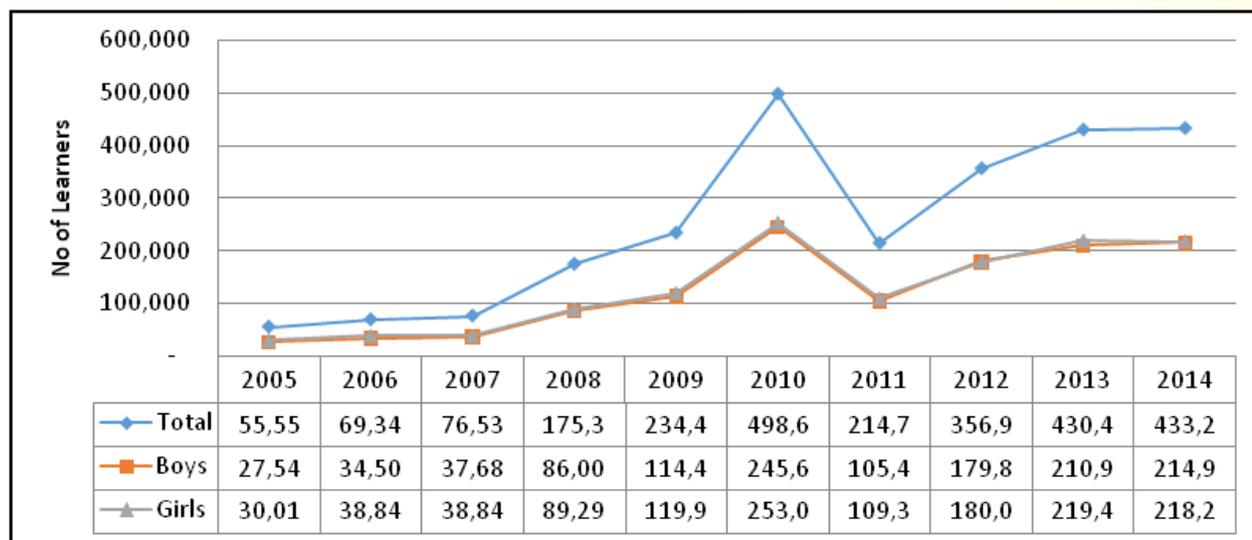


Source: Education Management Information System (EMIS) 2014

Figure 4.1 shows the growth in the number of ECD centres between the years 2005 to 2014. The interventions of licensing and registration of private pre primary schools by the sector have resulted into increased number of these schools from 628 centres in 2005 to 4,956 centres in 2014. These numbers are captured annually through the Annual Schools Census (ASC) conducted by the

Planning Department of the Ministry of Education, Science, Technology and Sports. However, it should be noted that the sharp increase in the number of schools recorded in 2010 is attributed to the comprehensive ECD mapping exercise that was conducted to map out all the ECD centres in the country.

Figure 4.2: Enrolment in ECD Centres by Sex



Source: EMIS 2014

4.2.1 Enrolment in ECD centres

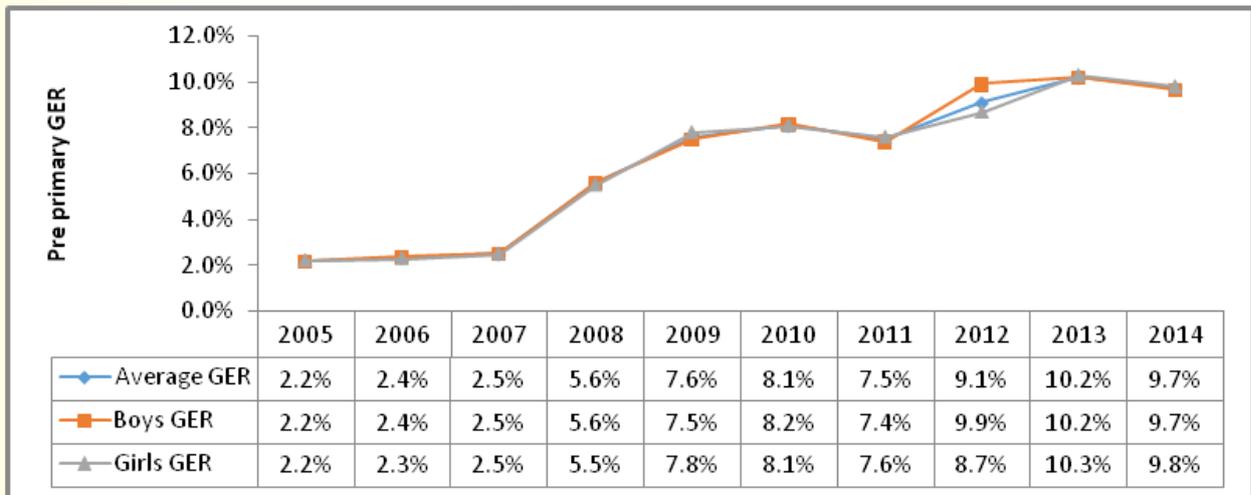
Majority of children aged 3-5 years in Uganda do not access pre-primary school educational opportunities despite the growing numbers ECD centres over the years. In 2002, only 78,257 (38,581 boys; 39,676 girls) pupils were enrolled in the pre-primary sub-sector and by 2011 the enrolment had almost tripled to 214,797 (105,428 boys; 109,369 girls). Currently (2014), a total of 433,258 (214,996 boys; 218,262 girls) children are enrolled in Early childhood centers. The increase in enrolment is mainly attributed to government efforts in advocating for early childhood development over the last four years.

From figure 4.2, it can be noted that there was expanded access to Early childhood education as shown by the increase in enrolment from 55,558 (27,548 boys; 30,010 girls) in 2005 to 234,428 (114,473 boys; 119,955 girls) in 2009 representing a percentage increase of 322%. In 2010, following comprehensive ECD mapping exercise, the enrolment in ECD centres was recorded as 498,644 pupils.

4.2.2 Gross Enrolment Ratio in ECD Centers

The GER at pre-primary level measures the proportion of all pupils attending pre-primary schools regardless of age to the total number of children aged 3–5 years in the population.

Figure 4.3: Gross Enrolment Ratio in Pre-Primary Schools



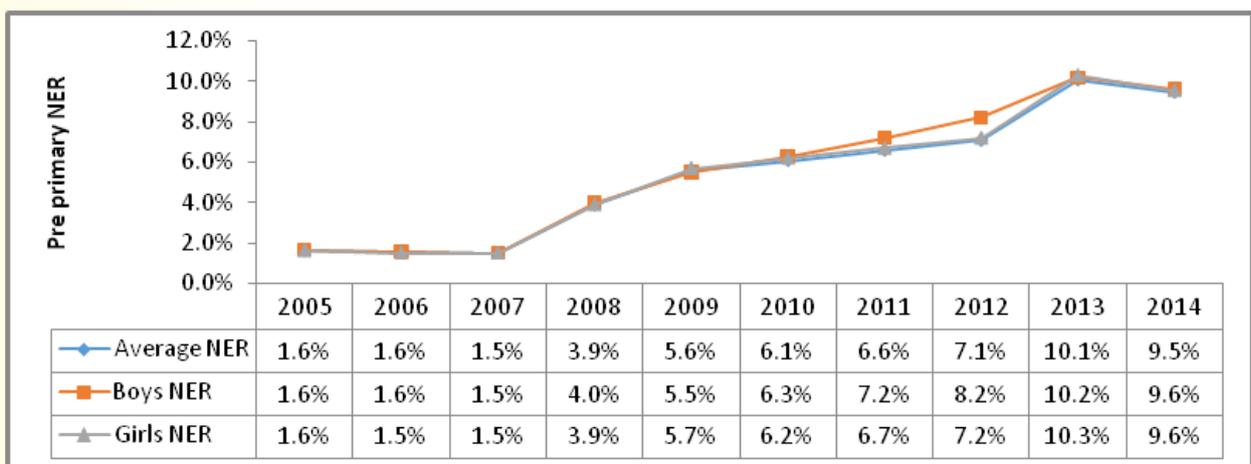
Source: EMIS 2014

From the figure 4.3, it can be seen that very few children (9.7%) aged 3-5 years and below were attending nursery schools implying that over 90% of children in this age group do not attend nursery schools. However, it should be noted that the GER has been increasing over the years implying that the number of children attending pre-primary schools has been increasing. Between the years 2005 and 2014, the GER has increased by 7.5 percentage points from 2.2% (2.2% boys; 2.2% girls) to 9.7% (9.7% boys; 9.8% girls).

4.2.3 Net Enrolment Ratio in ECD centers

Net enrolment ratio measures the number of children of the official age group, in this case, 3-5 years who are attending nursery schools expressed as the percentage of the corresponding population.

Figure 4.4: Net Enrolment ratio in Pre-primary schools

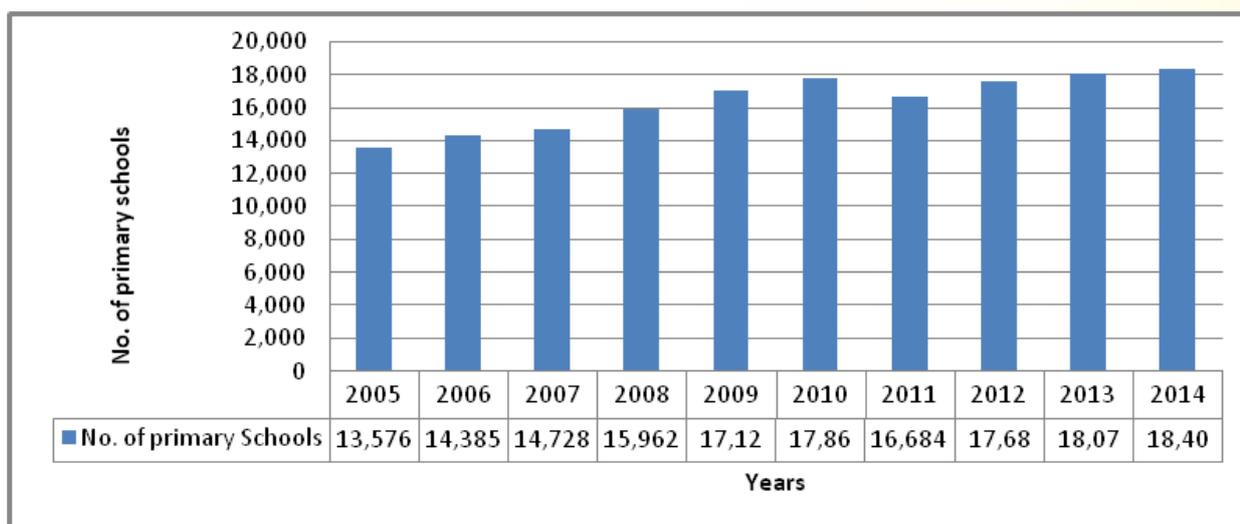


Source: EMIS 2014

The figure 4.4 indicates that the number of children of official age group attending early childhood centers has been increasing over the years. This is attributed to numerous interventions that include among others; Continuous licensing and registration of ECD centres under Public Private Partnership in the provision of early childhood education and development, Development and implementation of the ECD policy, Provision of school facilities grant and Emergency construction

and rehabilitation of primary schools project. The NER between 2005 and 2014 increased by 8 percentage points from 1.6% in 2005 to 9.6% in 2014. However, this increment has been marginal implying that the targeted 100% is unlikely to be met by 2020. More so, the figure indicates that over 90% of the pre-primary schools going children were unable to access nursery schools.

Figure 4.5: Number of Primary Schools



Source: EMIS 2014

4.3 Primary Level

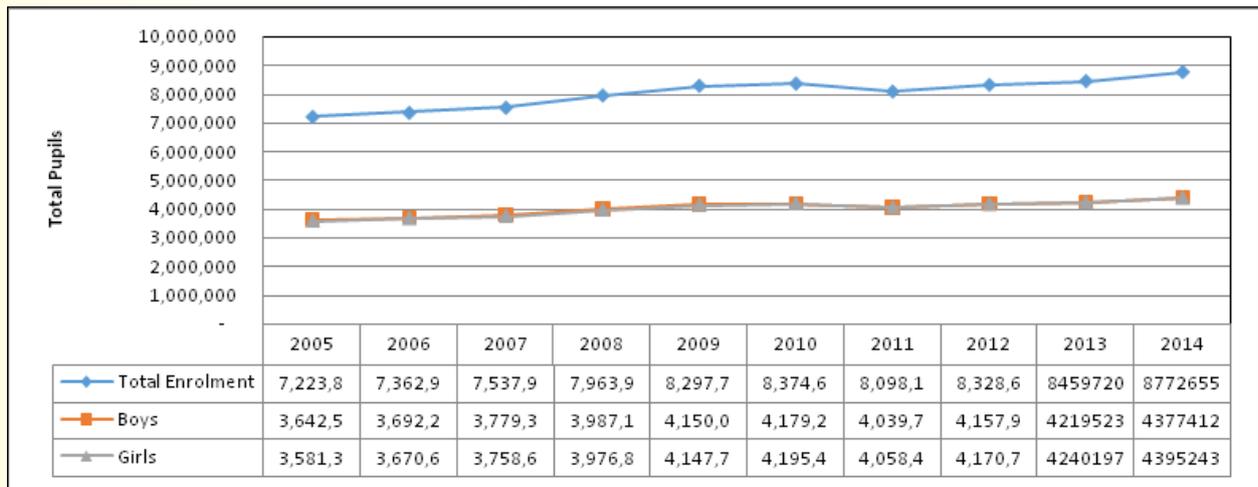
Primary level enrolment in Uganda has experienced a persistent increase since the introduction of Universal Primary Education in 1997. The total number of primary schools has also increased over time as shown in the figure 4.5.

The combined interventions of establishment of new schools, grant aiding of community schools and licensing and registration of private schools have resulted into increased number of primary schools in the sector. The figure 5 indicates that the total number of primary schools (both government and private) increased from 13,576 in 2005 to 18,408 in 2014.

4.3.1 Enrolment in Primary schools

In the first year of UPE, there were 2.5 million children accessing primary education in Uganda. The years following the introduction of UPE were characterized with drastic enrolment growth for both boys and girls. Primary school enrolment has been increasing over the last ten years. In 2002, a total of 7.3 million children were enrolled in primary school. This number has since grown to 8.7 million (boys 4.37 million; girls 4.39 million) as recorded by the annual School census 2014 (see figure 4.6).

Figure 4.6: Primary School Enrolment by Gender

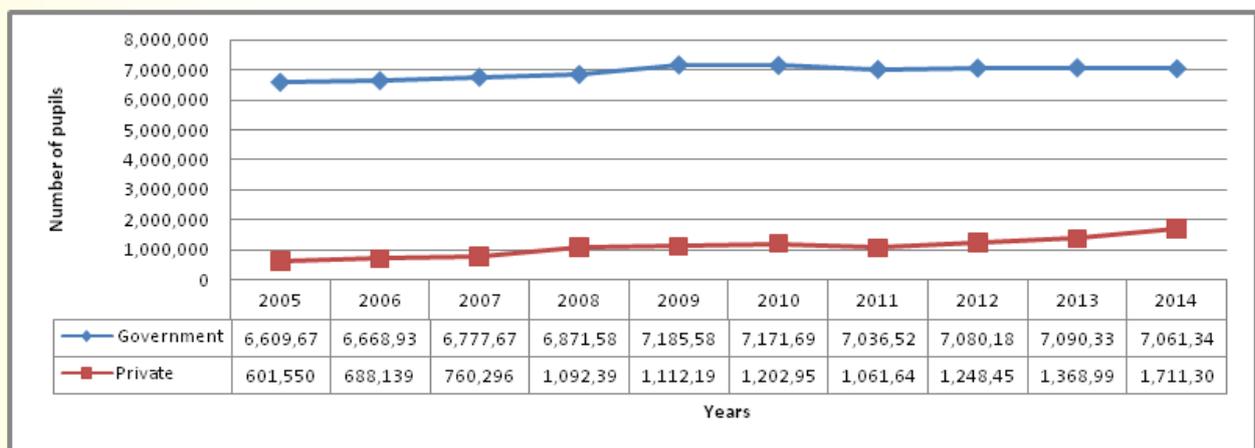


Source: EMIS 2014

The enrolment in primary schools increased from 7,223,879 (3,642,568 boys; 3,581,311 girls) in 2005 to 8,772,655 (4,377,412 boys; 4,395,243 girls) in 2014 representing a percentage increase of 21.4% for the period of ten years. Furthermore, since 2010 the number of girls attending primary schools exceeded that of boys implying that gender parity was achieved

in primary education. Among the key factors that favored enrolment increase were; increased construction of new schools and rehabilitation of existing infrastructure, continued implementation of the USE programme, provision of support to education of disadvantaged children (particularly in Karamoja) and support to educate children in War affected areas (especially northern region).

Figure 4.7: Primary School Enrolment by Ownership



Source: EMIS 2014

Analysis of primary school enrolment by ownership indicates that the biggest percentage of primary school pupils are enrolled in government aided primary schools as shown in figure 4.7. This could be attributed to the bigger number of government aided schools especially in rural areas. For

example, looking at the year 2014, 80.5% of the pupils enrolled in primary schools were attending government aided schools. Table 7 below gives a more disaggregated trend analysis of primary school enrolment by Government and Private ownership.

Table 7: Enrolment in primary schools by Ownership

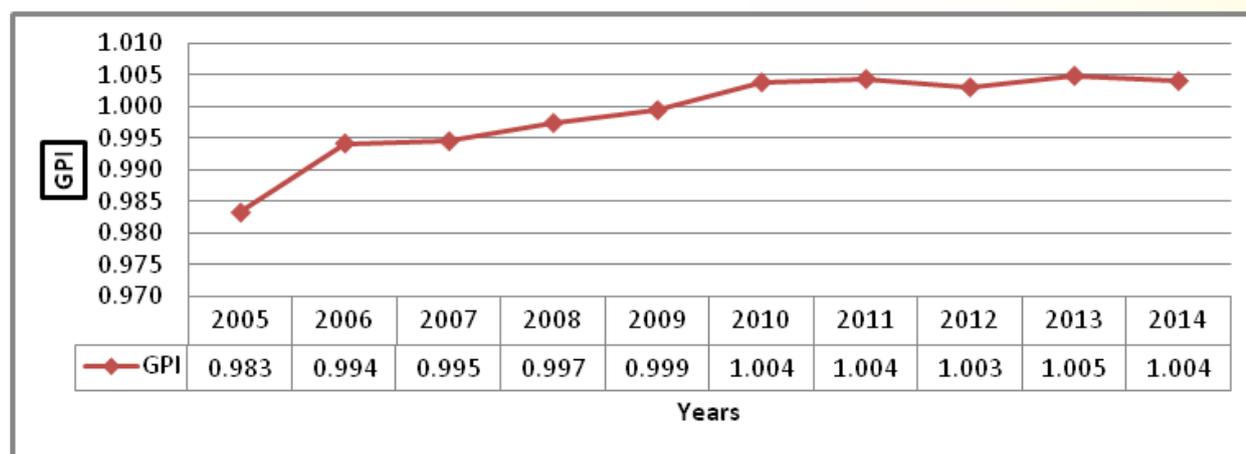
Year	Government			Private			Grand Total
	Male	Female	Total	Male	Female	Total	
2005	3,337,040	3,272,637	6,609,677	299,316	302,234	601,550	7,211,227
2006	3,345,502	3,323,429	6,668,931	343,721	344,418	688,139	7,357,070
2007	3,402,191	3,375,484	6,777,675	377,147	383,149	760,296	7,537,971
2008	3,443,507	3,428,081	6,871,588	543,653	548,738	1,092,391	7,963,979
2009	3,595,831	3,589,753	7,185,584	554,206	557,990	1,112,196	8,297,780
2010	3,583,383	3,588,307	7,171,690	595,865	607,093	1,202,958	8,374,648
2011	3,512,815	3,523,714	7,036,529	526,919	534,729	1,061,648	8,098,177
2012	3,538,689	3,541,496	7,080,185	619,243	629,212	1,248,455	8,328,640
2013	3,542,217	3,548,121	7,090,338	677,109	691,889	1,368,998	8,459,336
2014	3,531,910	3,529,439	7,061,349	845,502	865,804	1,711,306	8,772,655

Source: EMIS 2014

Making a further critical analysis, it can be seen that proportion of pupils attending government primary schools has been going down over the years. For example, in 2005, 91.7% (6,609,677 out of 7,211,227) of the enrolled pupils were in government schools but this proportion declined

to 85.6% in 2010 and further declined to 80.5% in 2014. This could be attributed to the fact that many parents transferred their children to the good performing private schools for better grades.

Figure 4.8: Gender Parity in Primary Schools



Source: EMIS 2014

4.3.2 Gender parity index in primary schools

Furthermore, Uganda has attained gender parity in primary education. Since 2010, there were more girls enrolled in school as compared to boys. Among the key factors that favored enrolment increase were; increased construction of schools and sensitization of parents to educate their children among others. 4.3.2 Gender parity index in primary schools

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were more girls enrolled in school as compared to boys. Among the key factors that favored enrolment increase were; increased construction of schools and sensitization of parents to educate their children among others.

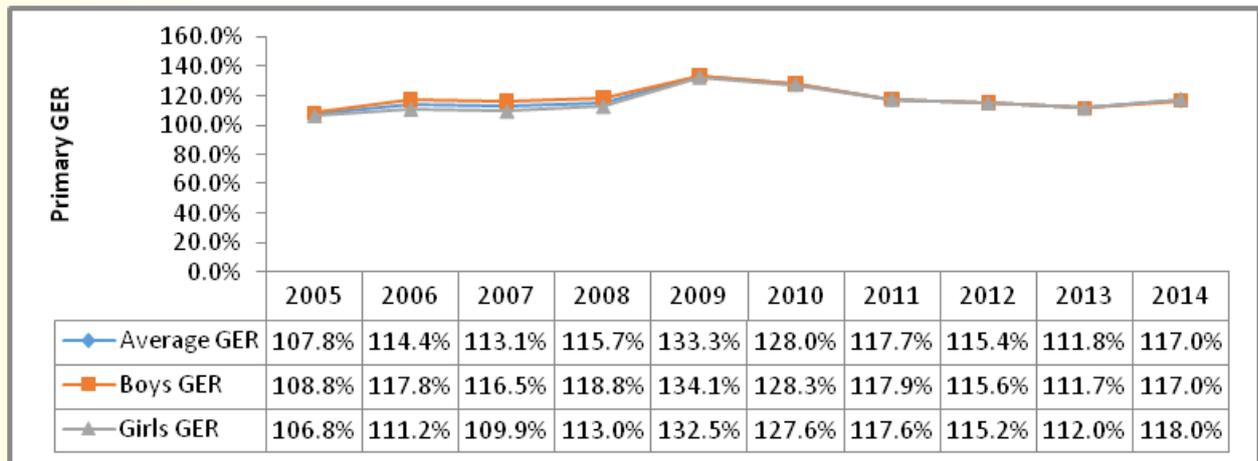
From the figure 4.8, it can be seen that between 2005 and 2009, there was a slight disparity in primary schools in favor of boys which averaged at 0.99, however, from 2010, gender parity in primary schools was achieved which remained consistent at 1.004 up to 2014 implying that a little more girls were enrolled in primary schools than boys.

4.3.3 Gross Enrollment Ratio in Primary schools

Gross enrolment ratio in primary schools measures the proportion of all pupils attending primary schools regardless of age to the total number of children aged 6 – 12 years in the population. The introduction of Universal Primary

Education in 1997 has substantially contributed to the tremendous increase in the number of girls and boys attending school. Very many children both under-age and over-age started attending primary schools resulting in a Gross enrolment ratio of above 100%. Figure 4.9 below shows the gross enrolment trends in the primary schools from 2005 to 2014.

Figure 4.9: Gross Enrolment Ratio in Primary Schools

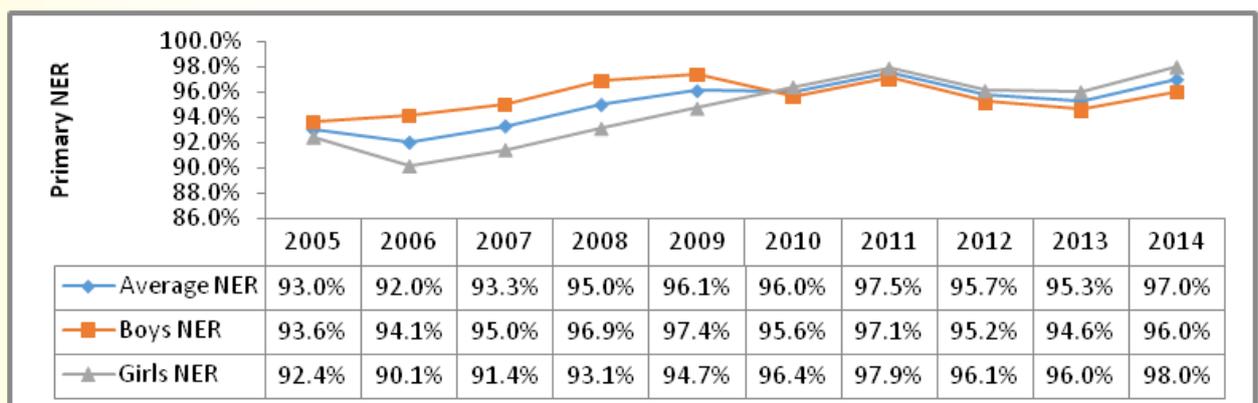


Source: EMIS 2014

From the figure 9, it can be seen that the Gross Enrolment Ratio was more than 100% for the entire period implying that many children who are not of official primary school going age are still enrolling for primary education. For example, in

the year 2005, the GER stood at 107.8% implying that 7.8% of the pupils enrolled were not of official age (6 – 12 years).The same applies for 2014 where 17% of the pupils were either under aged or over aged.

Figure 4.10: Net Enrolment Ratio in Primary Schools



Source: EMIS 2014

4.3.4 Net Enrolment Ratio in Primary Schools

This indicator measures the number of children of the official age group (6 -12 years) who are attending primary schools expressed as the

percentage of the corresponding population.

Uganda's NER at primary school level has been improving over the years from 93% (boys 93.6%; girls 92.4%) in 2005 to 97% (boys 96%; girls 98%) in 2014. It should be noted that the number of girls

aged 6 – 12 years surpassed that of boys in the year 2010 and this trend has been maintained over the years, which has resulted into achievement of gender parity at primary school level.

Survival rate measures the holding power and internal efficiency of an education system. It illustrates the situation regarding retention of pupils from one grade to another, and conversely the magnitude of drop-out and repetition by grade. As a result, with the implementation of the UPE programme and Quality Enhancement Initiatives, the size of the cohorts of pupils that enroll in P.1 and successfully reach P.5 stands at 60.6% compared to 33.1% recorded by the cohort of pupils that enroll in P.1 and successfully reach the final grade of P.7. (Refer to figure 4.10 for a detailed enrollment trend analysis).

4.4 Post Primary (Secondary and BTVET) Enrolment

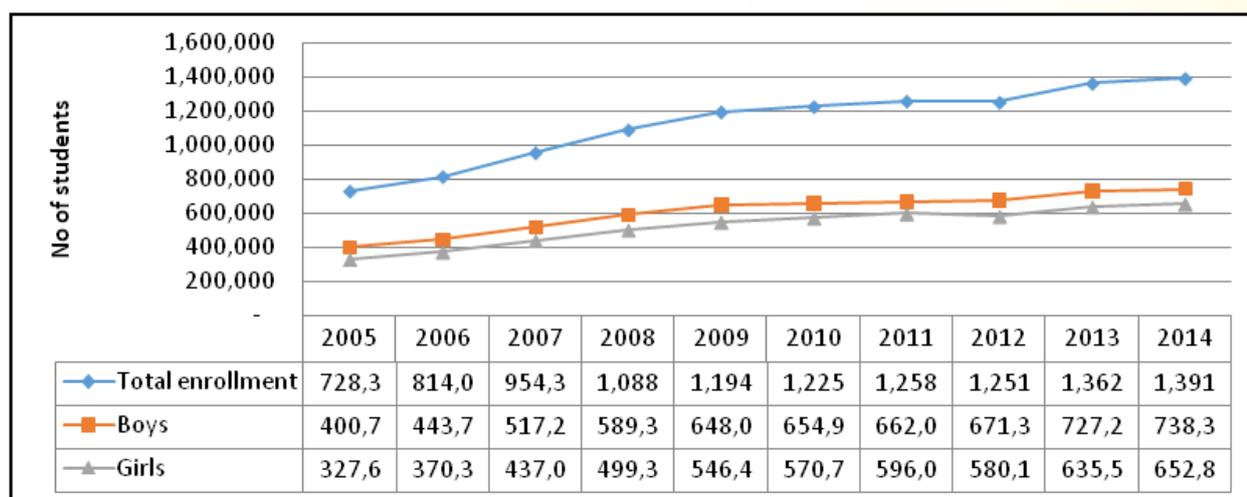
Immediately after the introduction of UPE, there was a spontaneous increase in enrolment that resulted into too much pressure being imposed on the existing facilities in the Post Primary Education and Training (PPET) institutions, which could only absorb 50% of these Primary School Leavers. To handle the pressure that was created

by the introduction of UPE and to enhance its sustainability, the Ministry of Education and Sports and the Cabinet had to come up with a number of policies at the Post-Primary Levels (*Secondary, BTVET and Universities*) and Post-Primary Education and Training

In April 2002, the Ministry of Education and Sports instituted a Task Force to draft a Post – Primary Education and Training Policy and a costed framework that made provisions for absorbing the UPE bulge into the post-primary sub-sector of education. This policy was approved in 2003 by the cabinet and endorsed in the Eighth Education Sector Review as an undertaking to meet and harmonize the increasing demand for PPET within the limited resource envelope.

The Universal Post Primary Education and Training program (UPPET) that took off in 2007 aims at improving transition of P.7 leavers to Post Primary Education and Training (i.e. Secondary Education and Business, Technical, Vocational Education and Training (BTVET). Secondary level enrolments have subsequently continued to rise from 954,328 (517,254 males; 437,074 females) recorded in 2007 to 1,391,250 (738,391 males; 652,859 females) in 2014. The S.4 completion rate has improved over the past decade from 30% in 2005 to 39.1% in 2014.

Figure 4.11: Enrolment in Secondary Schools by Sex

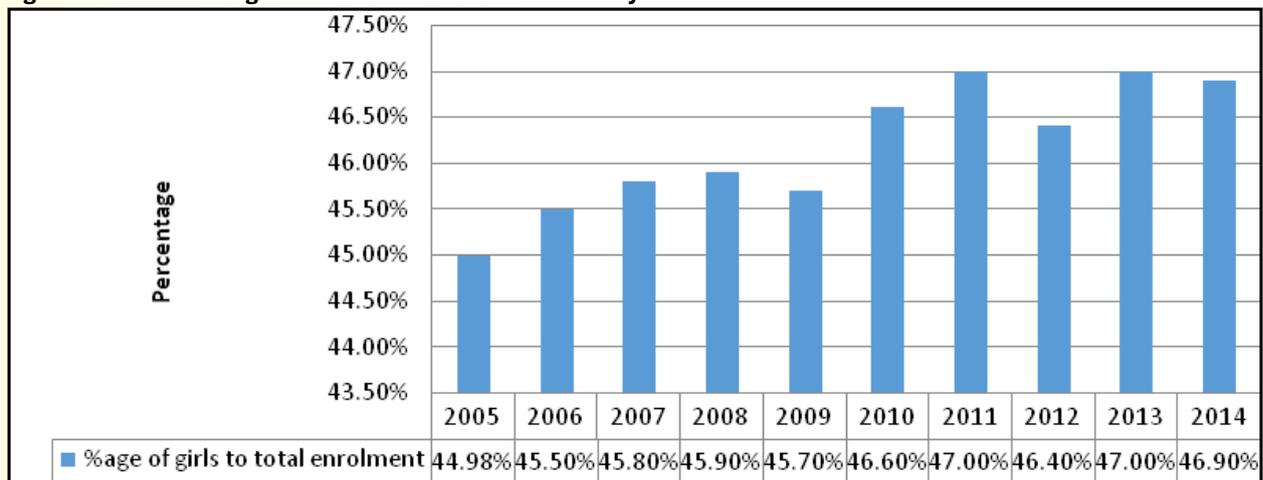


Source: EMIS 2014

It can be seen from the figure 4.11 that enrolment in secondary schools has been increasing steadily over the past decade due to many interventions undertaken by the sector to expand access to secondary education. These interventions include among others; construction of schools and implementation of the USE programme. Between the years 2005 and 2006 before the introduction of the USE programme, enrolment in secondary schools had increased by 11.7% from 728,393 students in 2005 to 814,087 in 2006. However, after the introduction of the programme in 2007, enrolment grew by 14.1% from 954,328 students

in 2007 to 1,088,744 students in 2008. It should be noted that currently, enrolment has increased by 45.8% between 2007 and 2014 from 954,328 (517,254 males; 437,074 females) to 1,391,250 (738,391 males; 652,859 females) respectively. In addition, whereas enrolments have been increasing in absolute terms, the enrolment of females is still lagging behind that of males. The gender gap is likely to reduce overtime since the sector has provided for various affirmative action’s and other initiatives to bring and keep girls in school.

Figure 4.12: Percentage share of Girls to Total Secondary Enrolment

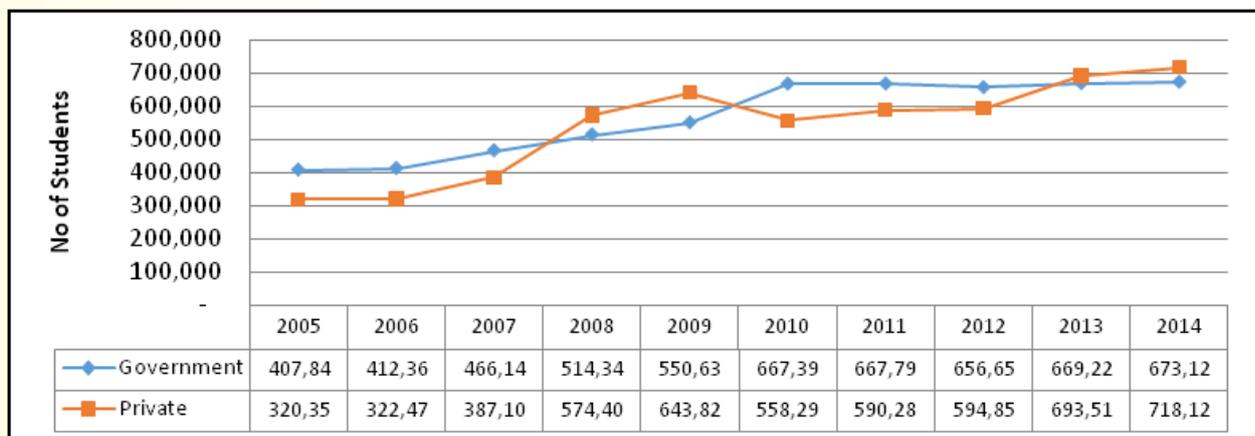


Source: EMIS 2014

Gender disaggregated analysis indicates that gender parity is yet to be achieved within the secondary subsector as shown in the figure 4.12. It can be seen that the percentage share of girls to the total enrolment in secondary education is still

less than that of boys though it’s been marginally increasing. The proportion of girls attending secondary schools has been oscillating between 44.9% in 2005 and 46.9% in 2014.

Figure 4.13: Secondary School Enrolment by Ownership

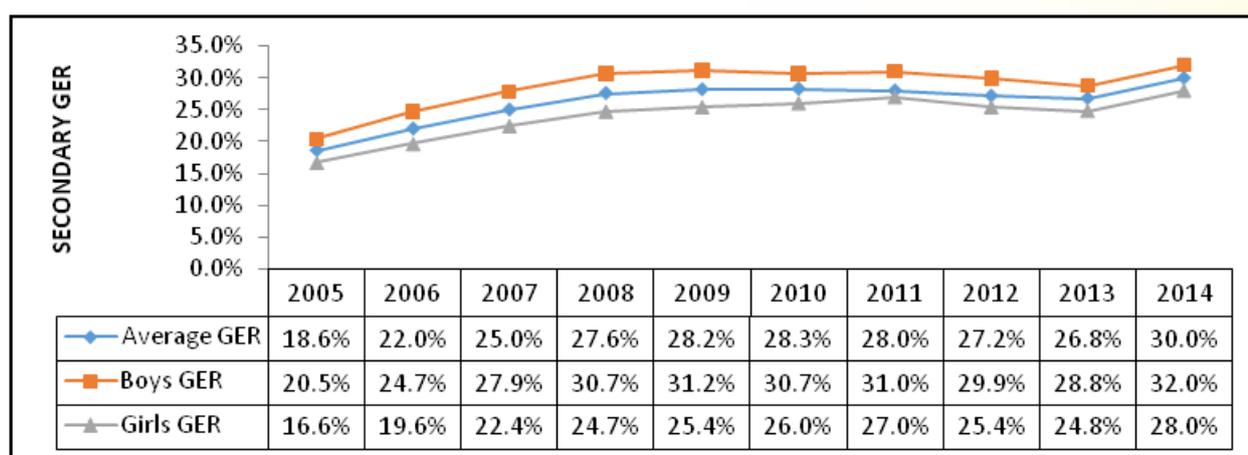


Source: EMIS 2014

Further analysis by ownership indicates that the number of students enrolled in the private secondary schools is higher than those enrolled in public secondary schools as shown in figure 4.13. This could be attributed to the fact that there are many private secondary schools than the government schools in the secondary sub-sector and also the Public Private Partnership in the USE programme could have resulted into many

students joining private schools. For example, between 2005 and 2007, many students were enrolled in government schools than in private schools (i.e. 466,148 students in government schools against 387,101 students in private schools in the year 2007). After the introduction of USE programme, the number of students in private schools surpassed that in government schools as indicated in figure 4.13 above.

Figure 4.14: Gross Enrolment Ratio in secondary schools



Source: EMIS 2014

4.4.1 Gross Enrolment Ratio in Secondary schools

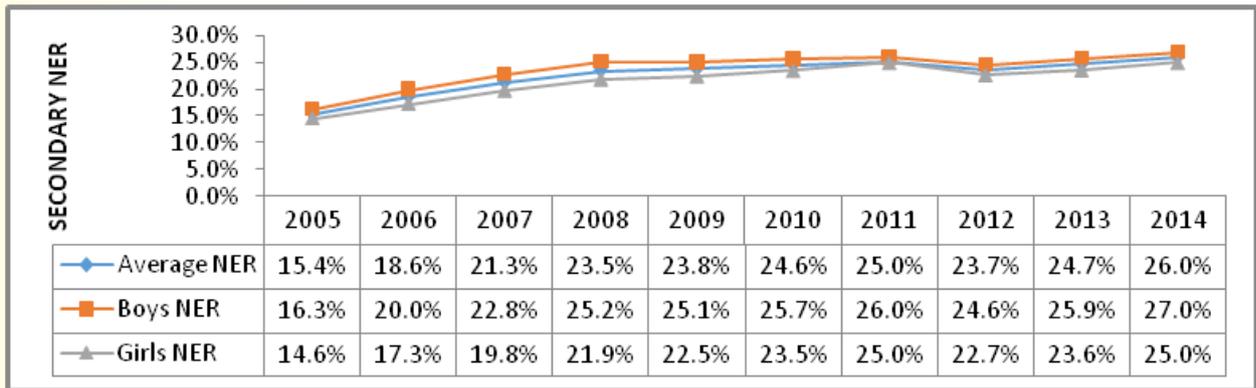
Gross Enrolment Ratio in secondary schools measures the proportion of all students attending secondary schools regardless of age to the total number of children aged 13 –18 years in the population. The introduction of Universal Secondary Education in 2007 has substantially contributed to an increase in the number of girls attending schools as well as improving gender equity. The figure 4.14 below shows the GER at secondary level.

Figure 4.14 shows gross enrollment trends at secondary level. It should be noted that there has been some improvement in the gross enrollment even though this is still below the target of 100%. Between the years 2005 and 2014, the GER at secondary increased from 18.6% (boys 20.5%; girls 16.6%) to 30% (boys 32%; girls 28%) translating into an increment of 11.4 percentage points. However, over the years, the number of girls accessing secondary education has been below that of boys which has resulted in a huge gender disparity in favour of boys.

4.4.2 Net Enrollment Ratio in Secondary schools

The figure 4.15 indicates that over 70% of children of secondary school going age are not accessing secondary education. For instance, in the 2014, only 26% of secondary school going age children was in school. Despite the limited number of children in secondary schools, an increase in the number of those attending has been registered over the years from 15.4% in 2005 to 26% in 2014, translating into an increment of 10.6 percentage points.

Figure 4.15: Net Enrolment Ratio in Secondary Schools



Source: EMIS 2014

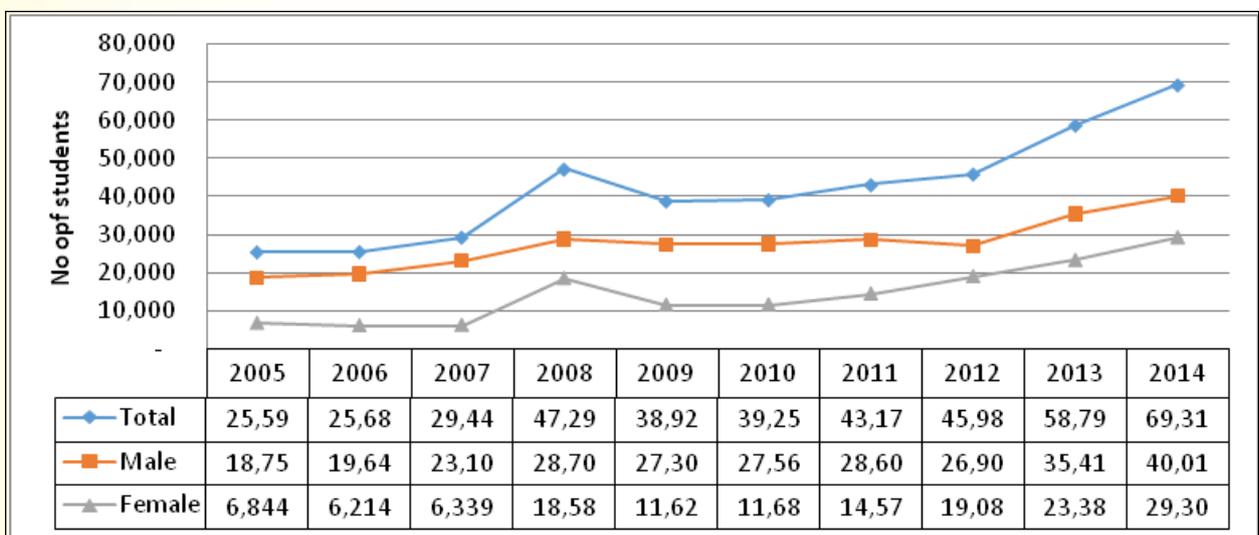
4.4.3 BTVET

Expanding access in the BTVET sub-sector has been at the fore front of the government's policy plunge. This is geared towards producing a competent and flexible work force with relevant skills to contribute to sustainable economic growth and social transformation as well as to meet the challenges of globalization. To achieve this objective, the government introduced Universal Post Primary Education and Training Programme (UPPET) that aims at improving transition of P.7 leavers to Post Primary Education and Training (Secondary and BTVET). This has been evidenced through the extension of free education to Business, Technical, Vocational education and Training (BTVET) institutions and the Universal Post Ordinary Level Education

and Training (UPOLET) programme. Figure 4.16 shows enrolment trends in BTVET institutions over the past decade.

In regard to post primary (BTVET and PTCs), enrolment has also continued to increase from 29,441 (23,102 males; 6,339 females) in 2007 to 69,319 (40,014 males; 29,305 females) in 2014. Whereas enrolment in BTVET institutions has been increasing, the sector has continued to register a gender disparity in favour of boys and this has been increasing over the years. For example, in 2005, the gender parity stood at 0.73 in favour of males but this declined to 0.65 and further to 0.51 in 2008 and 2011 respectively but later picked up to 0.73 in 2014. This rise is attributed to the introduction and implementation of UPOLET programme in 2012.

Figure 4.16: BTVET Enrolment by Sex



Source: EMIS 2014

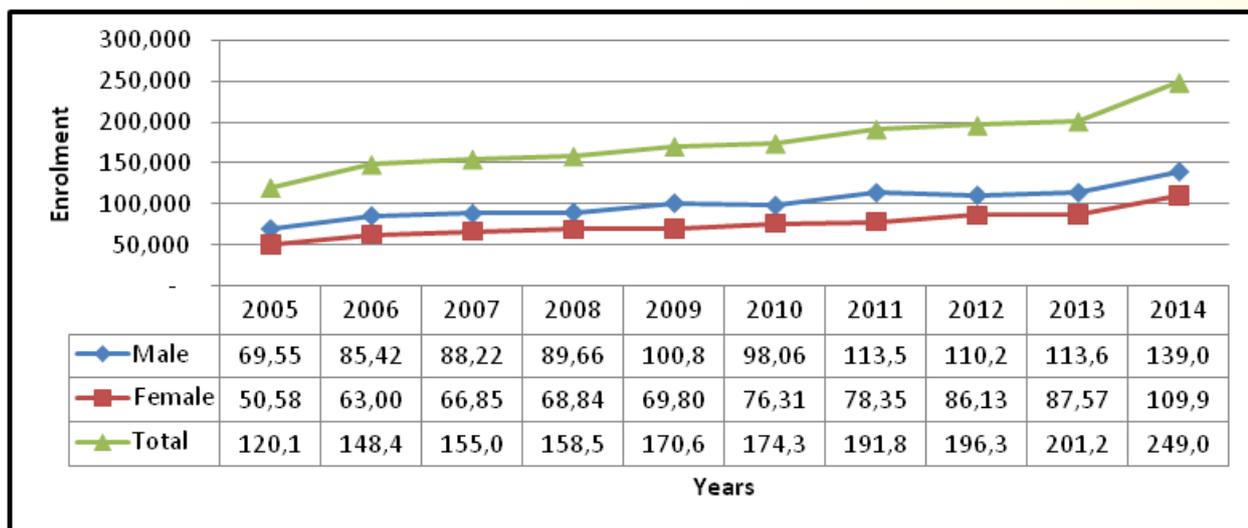
4.4.4 Tertiary Enrolment

In order to foster increased access to Tertiary education, Uganda has for the past two decades pursued affirmative action with regard to admission to public universities and other tertiary institutions. This policy has among others, involved an award for all female candidates to assist them gain tertiary admission. As a result of this policy the proportion of female enrolment at tertiary level has grown more rapidly than at secondary level. Tertiary enrolments (*both degree awarding and non-degree awarding*) have risen from 120,145 (69,558 males; 50,587, females) in 2005

to 249,046 (139,092 males; 109,954 females) in 2014. Refer to figure 4.17 for a detailed enrolment trend analysis.

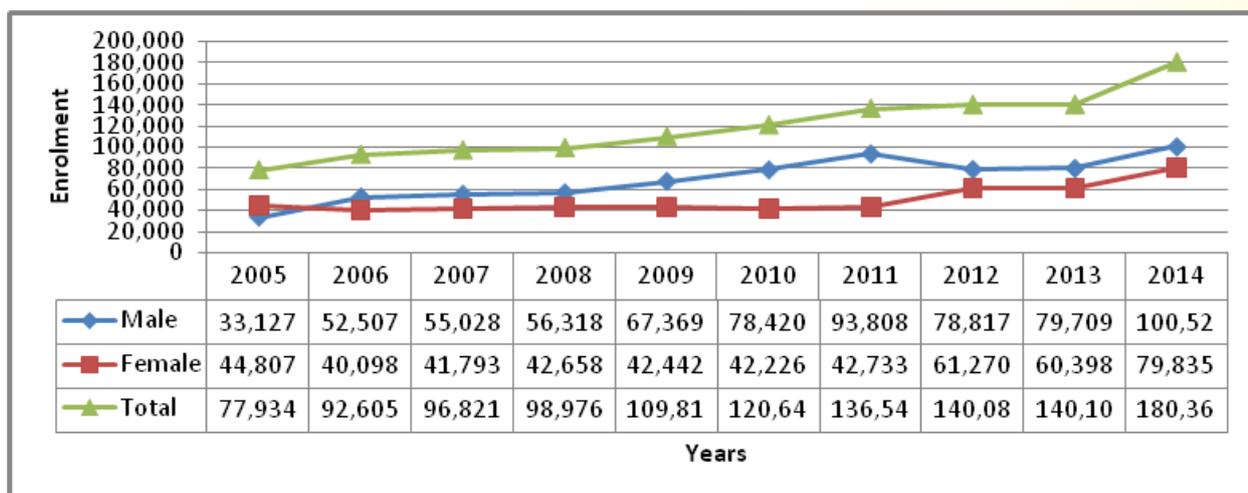
Combined interventions such as accreditation of programs, licensing of private universities and other degree awarding institutions and funding research in public universities has resulted into an increase in university enrolments. Figure 4.18 shows the growth in enrolment in universities whereby enrolment increased by 131.4% in a period of ten years from 77,934 (33,127 males; 44,807 females) in 2005 to 180,360 (100,525 males; 79,835 females) in 2014.

Figure 4.17: Enrolment Trends in Tertiary Institutions (2005 – 2014)



Source: Ministry of Education Science Technology and Sports (MoESTS)/EMIS 2014

Figure 4.18: Enrolment in Universities



Source: MoESTS/EMIS 2014

4.5 Analysis of Trends of Education Sector Budget

Funding for Education Service delivery is a shared responsibility of Government, Education Development Partners, Private Sector, NGOs, the Community and Parents. Government funding is provided annually through the Sector Budgets appropriated by Parliament. It reflects domestic and Official Donor Aid resources allotted for educational service provision and development. External resources are provided by donors working under the umbrella of Education Development Partners (EDPs).

The private sector also complements government through direct investment in education service provision particularly in the establishment of privately owned educational institutions at all levels. NGOs also support education service provision in marginalized communities or areas; while parents remain the backbone of education funding and service provision. They not only provide complementary funding for pedagogic materials (e.g. pens, pencils, exercise books etc.), but are also solely responsible for non-pedagogic costs such as uniform, feeding, health care and accommodation. The communities too provide supplementary funding to the sector in terms of

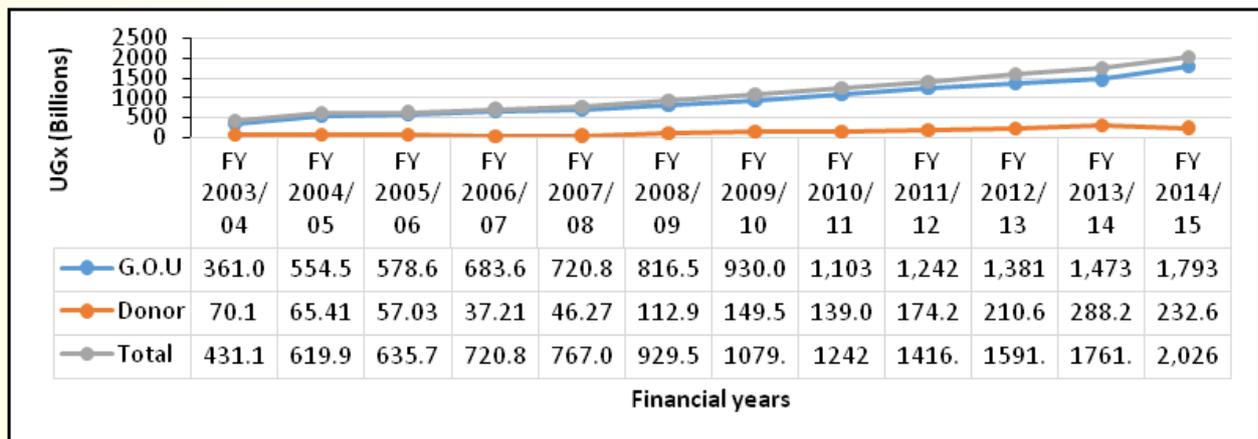
direct labor, financial contributions, voluntary participation in School Management Committees and other school activities.

During the development of the ESSIP 2000-2007, MoFPED anticipated that the budget for education would increase by 76% between 2003/04 and 2013/14 but budget allocations continue to face pressure from competing priorities from other sectors such as energy, infrastructure, among others.

From the figure 4.19, it can be seen that the total budgetary allocations to the education sector has been increasing over the years. For example, the total budget allocation (Government of Uganda and donor funding) between the financial years 2003/04 and 2014/15 increased by 370% from 431.14 billion shillings in FY 2003/04 to 2,026.63 billion shillings in FY 2014/15. However, it can be noted that the decline in Donor funding coincides with election periods notably during the financial years FY 2006/07, FY 2010/11 and FY 2014/15.

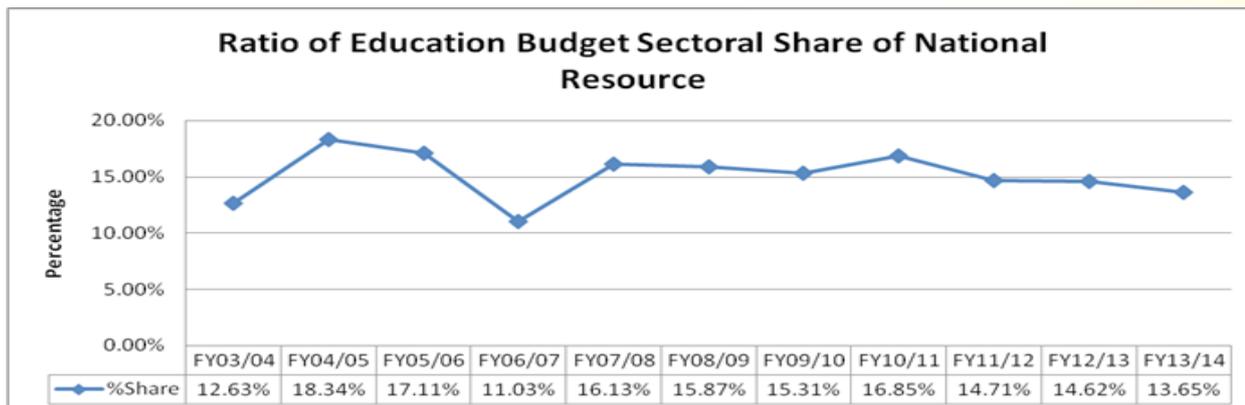
From Figure 4.20, it can be noted that the share of the total national budget going towards the education sector continues to decline despite a continuous increase in enrolments at all levels.

Figure 4.19: Trends in overall budget allocations to the Education Sector



Source: MoESTS Annual Budget performance reports

Figure 4.20: Education Sector Budget as a percentage of the Total National Budget



Source: MoESTS Annual Budget Performance Reports

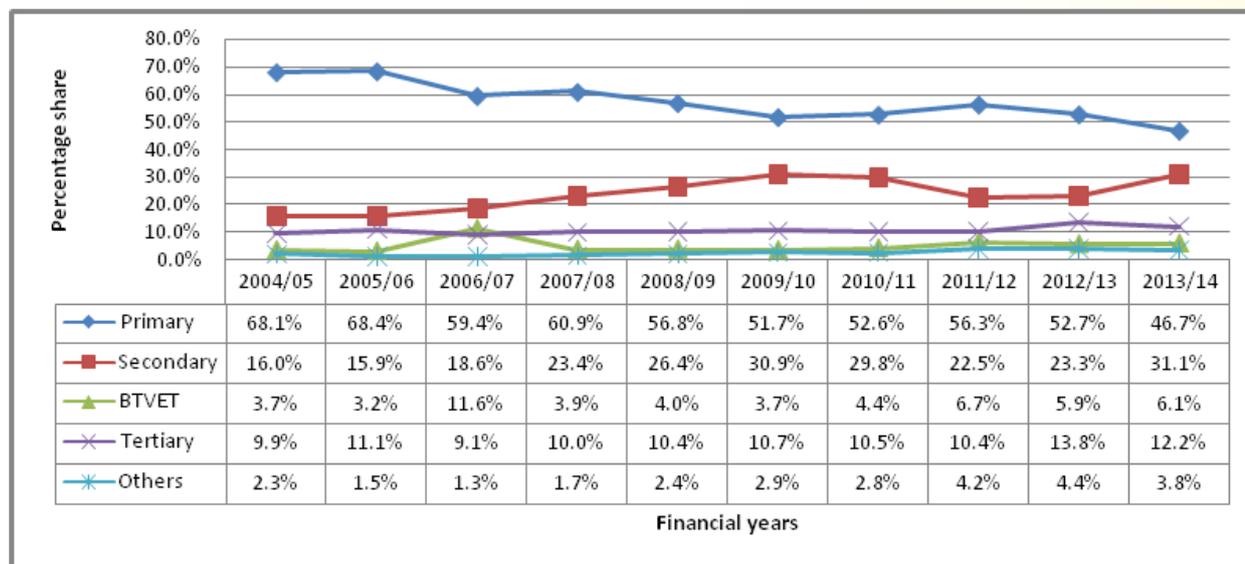
4.5.1 Education Sub-Sector Budgetary Shares

Overall, it can be seen that the greatest part of the education sector budget goes towards the primary subsector as reflected in figure 4.21;

From the figure 4.21, it can be seen that the primary sub sector has been taking the biggest

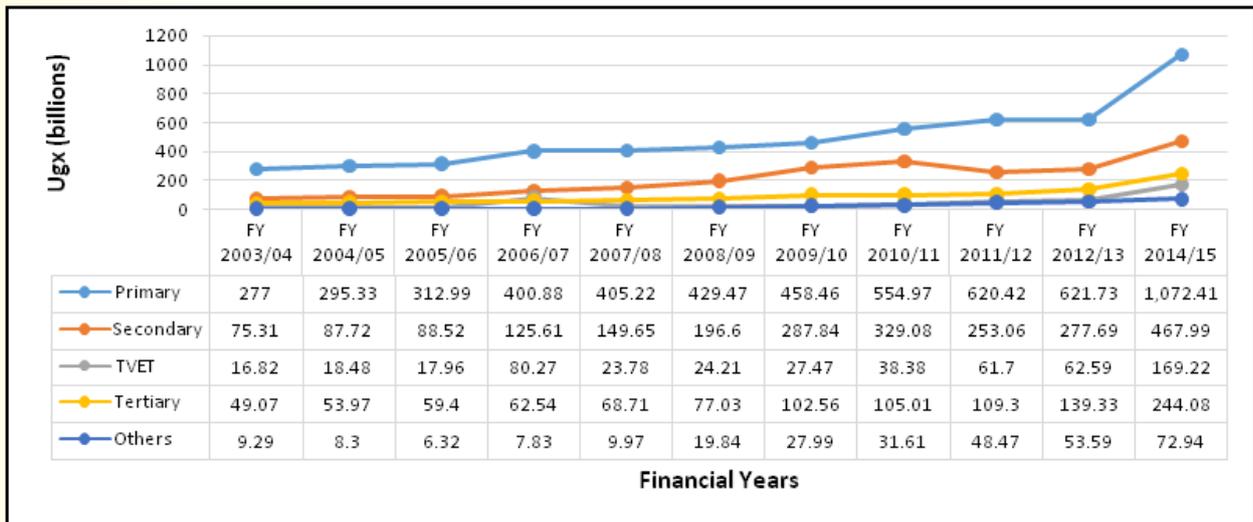
share of the sector budget over the years followed by the secondary sub- sector, tertiary, BTVET and others in that order. For example in 2004/05, Primary sub sector took over a half of the budget with a proportion of 68.1%, however; this has never been stable whereby it’s been declining and increasing over the years with the most recent standing at 46.7%.

Figure 4.21: Education Sub-Sector Budgetary Shares



Source: MoESTS Annual Budget performance reports

Figure 4.22: GoU Recurrent Expenditure by Sub-Sector

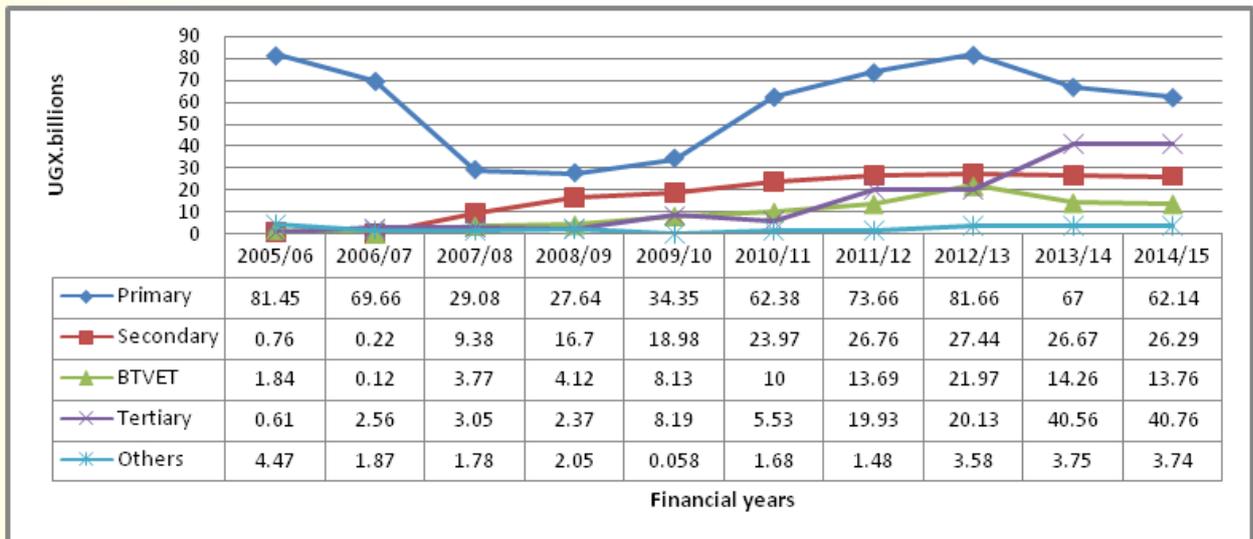


Source: MoESTS Annual Budget performance reports

The biggest recurrent expenditure, according to the figure 4.22, has been incurred by the primary sub-sector followed by secondary sub-sector. It should be noted that these expenditures have been increasing over the years whereby the biggest percentage has been going into wages and salaries. Expenditure in primary has increased by 242.6% from 312.99 billion shillings during the financial year 2005/06 to 1,072.41 billion shillings during the FY 2014/15.

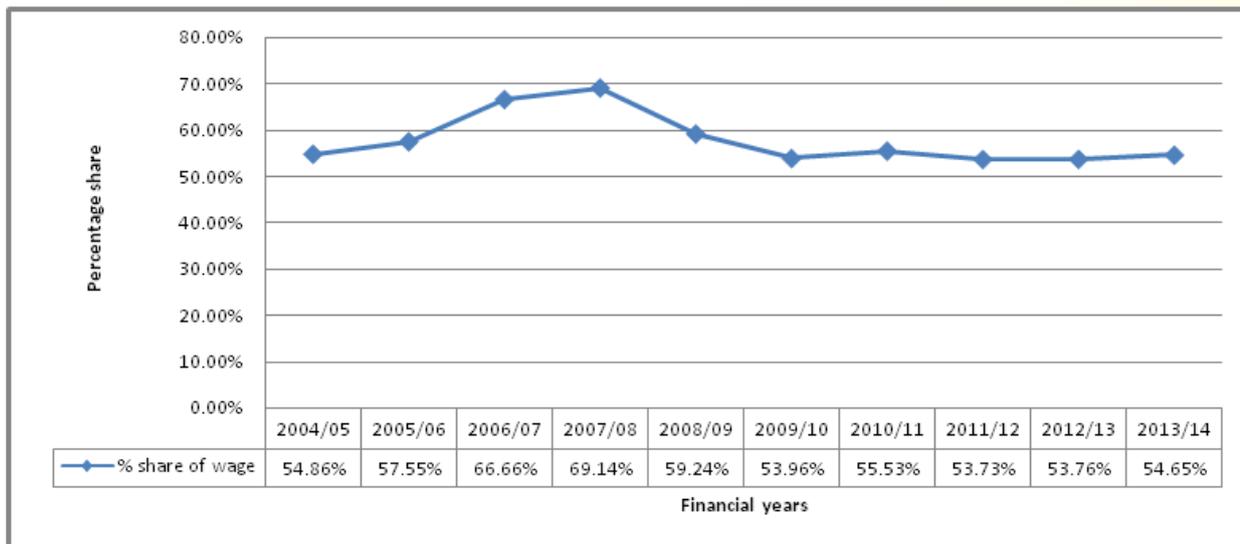
Further disaggregation by recurrent and development expenditure indicates that the primary subsector continues to take the lion’s share of the education sector budget recurrent budget followed by secondary, tertiary, TVET and others respectively. In regard to the development budget, primary subsector gets the highest share followed by tertiary, secondary, TVET and others respectively (see figure 4.23).

Figure 4.23: GoU Development Expenditure by Sub-Sector



Source: MoESTS Annual Budget performance reports

Figure 4.24: Proportion of Education Wage Bill to the Total Education Budget

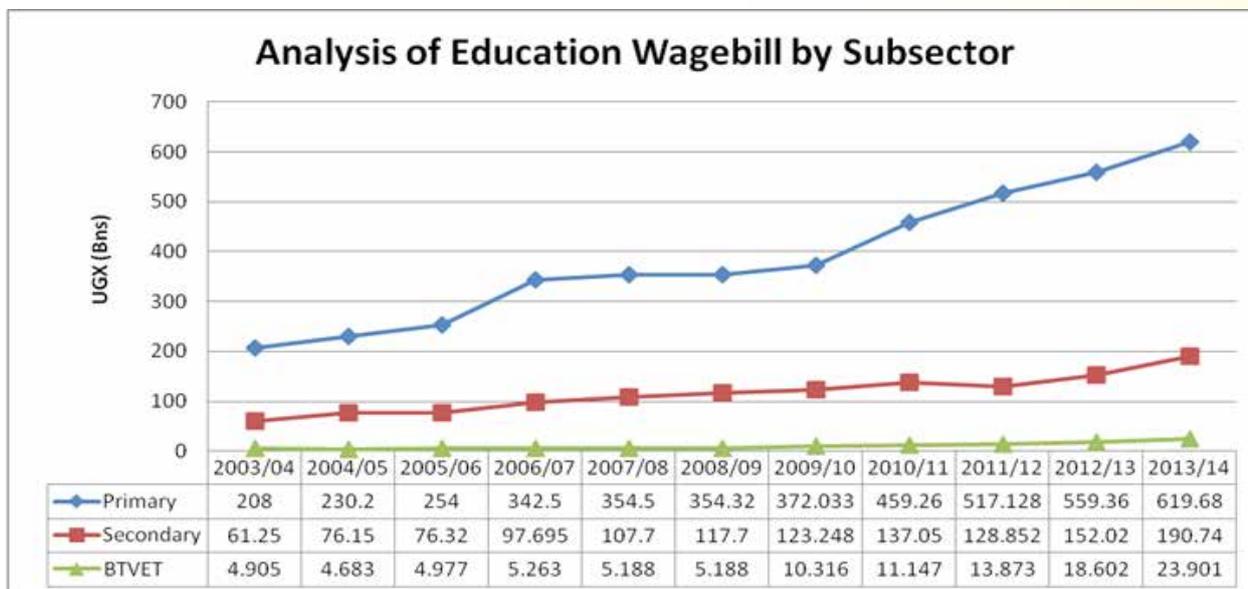


Source: MoESTS Annual Budget performance reports

From figures 4.24, it is evident that the education sector wage bill and its percentage share of the total education sector budget has continued to

rise over the years. Furthermore, it can be seen from the figure 4.25 below that the bulk of the wage bill is consumed in the primary sub-sector.

Figure 4.25: Analysis of the Education Wage Bill by Sub-Sector



Source: MoESTS Annual Budget performance reports

4.6 Budgetary Allocation to Flagship Programmes

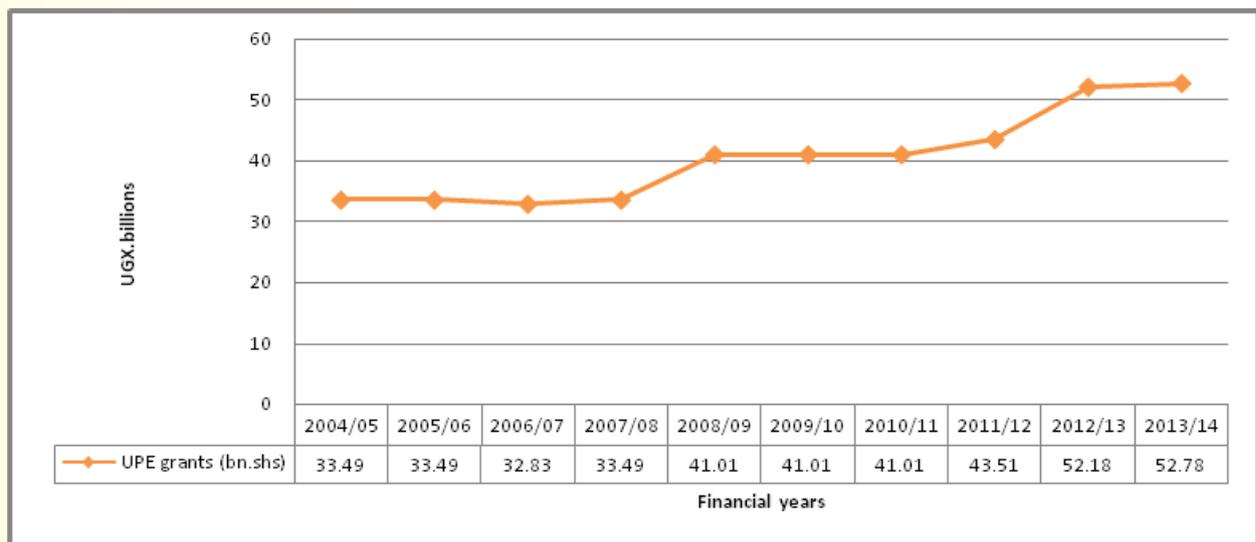
4.6.1 UPE Capitation grants

UPE introduced in 1997 has grown in terms of impact and numbers enrolled although the current unit cost of Ushs.7000 per pupil per year supposed to cover operational expenses and co-curricular activities is still insufficient. Below is a

trend of allocation to UPE over time.

From figure 4.26, below it can be seen that the UPE capitation grants remained constant at 33.49bn during the financial years 2004/05 and 2005/06. However, there was a slight decline of around 2% from 33.49bn to 32.83bn in the financial year 2006/07 but later increased from 33.49bn in financial year 2007/08 to 52.78bn during the financial year 2013/14. It should be noted that the increase in capitation grant is largely correlated with the increase in enrolment over the years.

Figure 4.26: Trends of UPE Capitation Grants



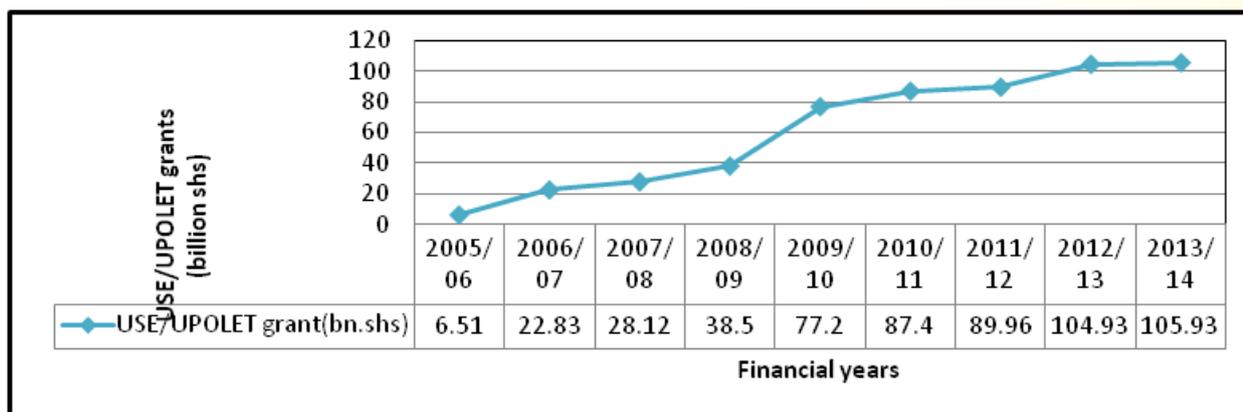
Source: MoESTS Annual Budget performance reports

4.6.2 USE/UPOLET Capitation grants

In 2007, the government commenced the Universal Post Primary Education and Training commonly referred to as Universal Secondary Education (USE) with the overall objective of increasing access to quality education and skills development. In 2012, the government introduced Universal Post O-level Education and Training (UPOLET) to cater and absorb the big numbers of USE graduates. These two programmes have greatly transformed education and skills development in the country through expanding access to secondary education and BTVET.

The USE/UPOLET capitation grant has been increasing over the years. It can be noted from the figure 4.27 above that there has been a steady increase in budgetary allocation to the USE/UPOLET programmes. This increase can be attributed to the increasing number of students benefitting from the programmes. The grant increased from 6.52bn shillings during the financial year 2005/06 to 105.93bn shillings in 2013/14.

Figure 4.27: USE/UPOLET Capitation Grants Allocation



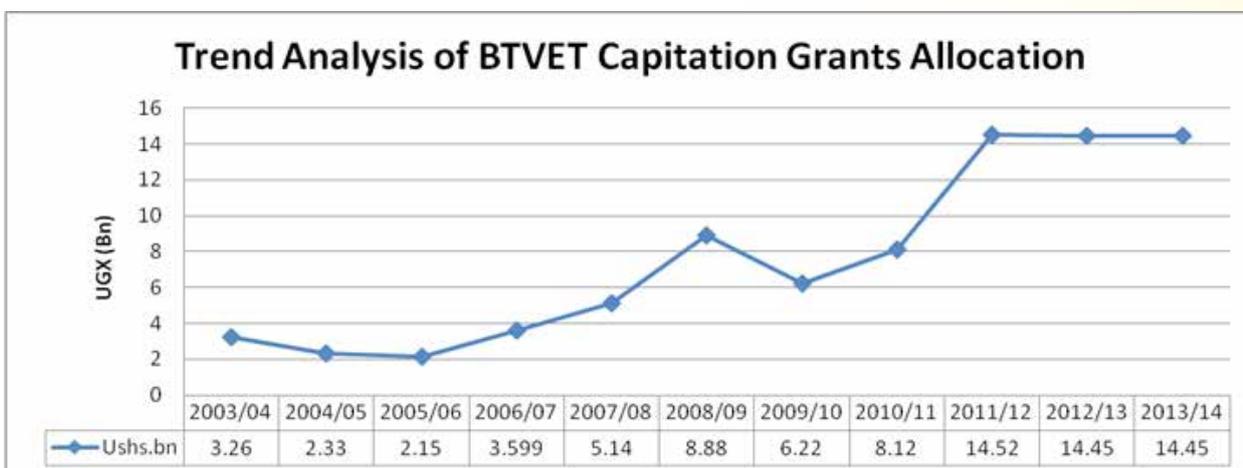
Source: MoESTS Annual Budget Performance Reports

4.6.3 BTVET (Skilling Uganda)

Figure 4.28 indicates that the allocation of capitation grants to BTVET institutions under UPPET/UPOLET programmes were increasing between 2005/06 and 2008/09. In 2009/10, the capitation grant declined from 8.88bn to 6.22bn

and this decline is attributed to the drop in the number of students that were benefitting from the programme during that period. However, after that period, the allocations continued to rise up to 14.4 5bn in 20013/14.

Figure 4.28: BTVET Capitation Grants Allocation



Source: MoESTS Annual Budget performance reports

4.7 Analysis of Quality Indicators

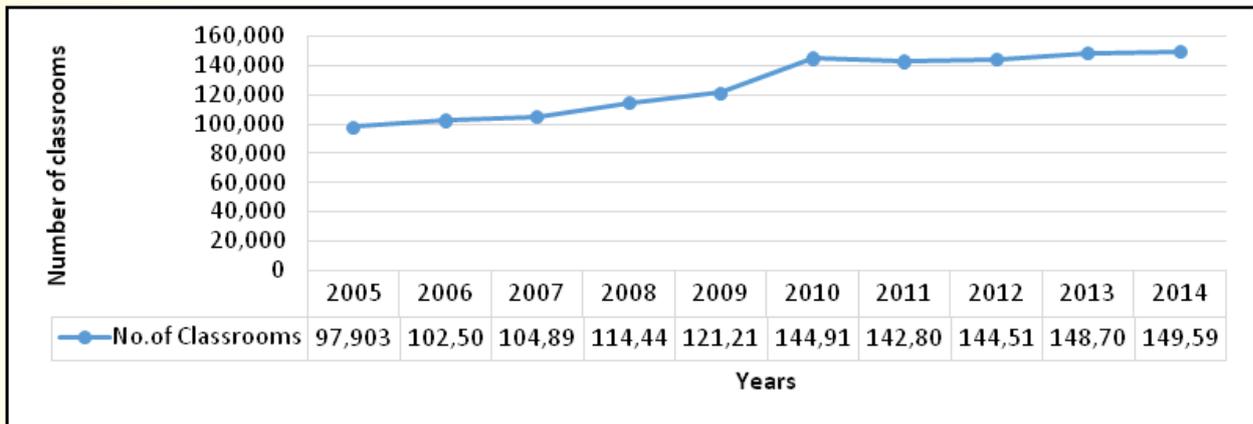
4.7.1 Growth in the stock of classrooms in primary and secondary schools

The sector with support from the development partners has continued to construct, expand and rehabilitate both primary and secondary schools in order to increase the number of classrooms. However, the demand for more classrooms

continued to rise given the ever increasing enrolments in both primary and secondary schools.

Through the public and private initiatives, the stock of classrooms increased from 97,903 in 2005 to 149,591 in 2014 (See figure 4.29). This therefore translates into an increment in the stock of classrooms of 53% in a decade. According to the standard guidelines, 53 pupils are supposed to be allocated one classroom in primary schools.

Figure 4.29: Number of Classrooms in Primary Schools

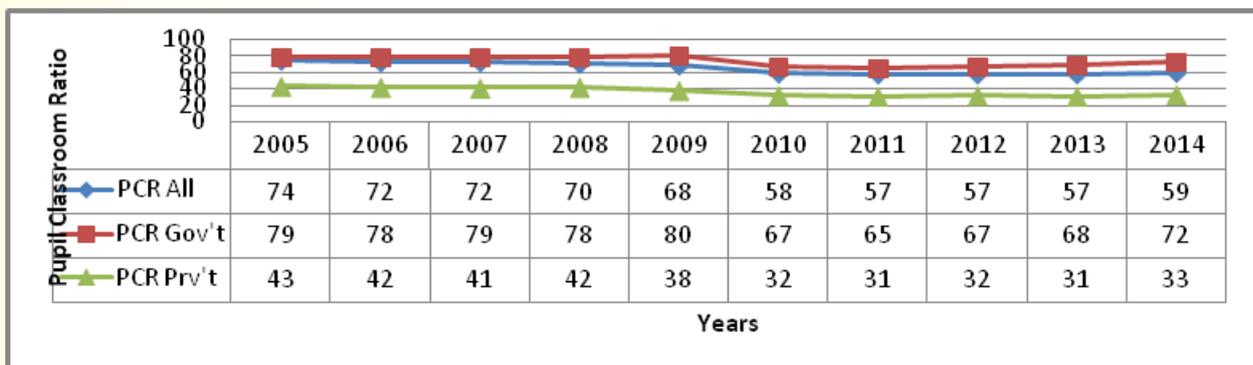


Source: MoESTS/EMIS 2014

Figure 4.30 shows the Pupil Classroom Ratio in primary schools both Public and Private. Basing on the education standards, the ideal Pupil Classroom Ratio should be 53:1. This ratio has been achieved by private schools over the years but it’s still desired in government schools. This

could be attributed to the big number of pupils enrolled under the UPE programme. Overall, the sector is striving to achieve the standard PCR, which is evidenced by the improvement in the PCR from 74:1 in 2005 to 59:1 in 2014.

Figure 4.30: Pupil Classroom Ratio (PCR) in Primary Schools

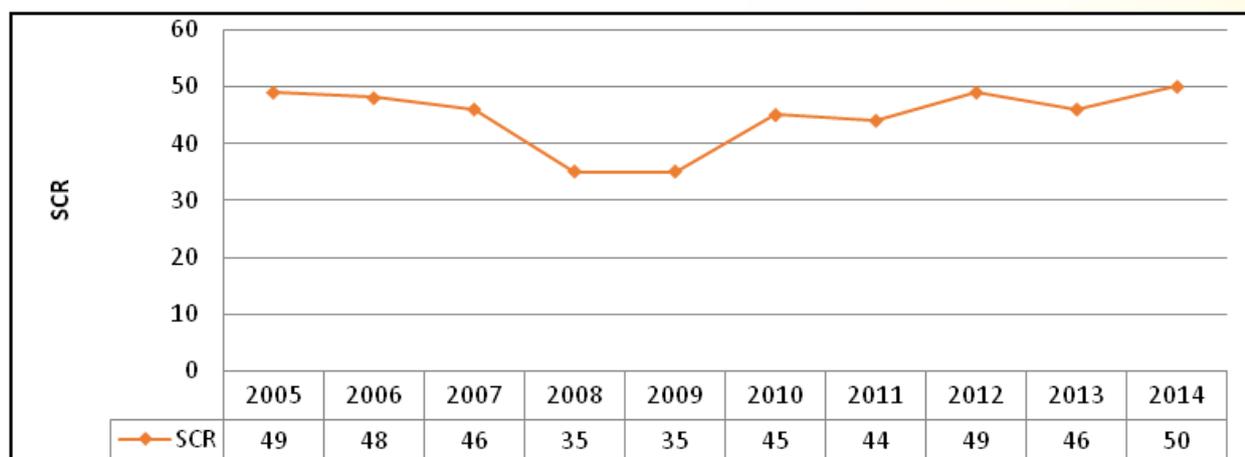


Source: MoESTS/EMIS 2014

Figure 4.31 shows the Student Classroom Ratio in secondary schools. The standard Student Classroom Ratio at secondary level is 60:1. The sector has over the years achieved this ratio though it has been sort of cyclical where it has

been improving between 2005 and 2009 from 49:1 to 45:1 respectively and then declining from 45:1 in 2010 to 50:1 in 2014.

Figure 4.31: Student Classroom Ratio (SCR)



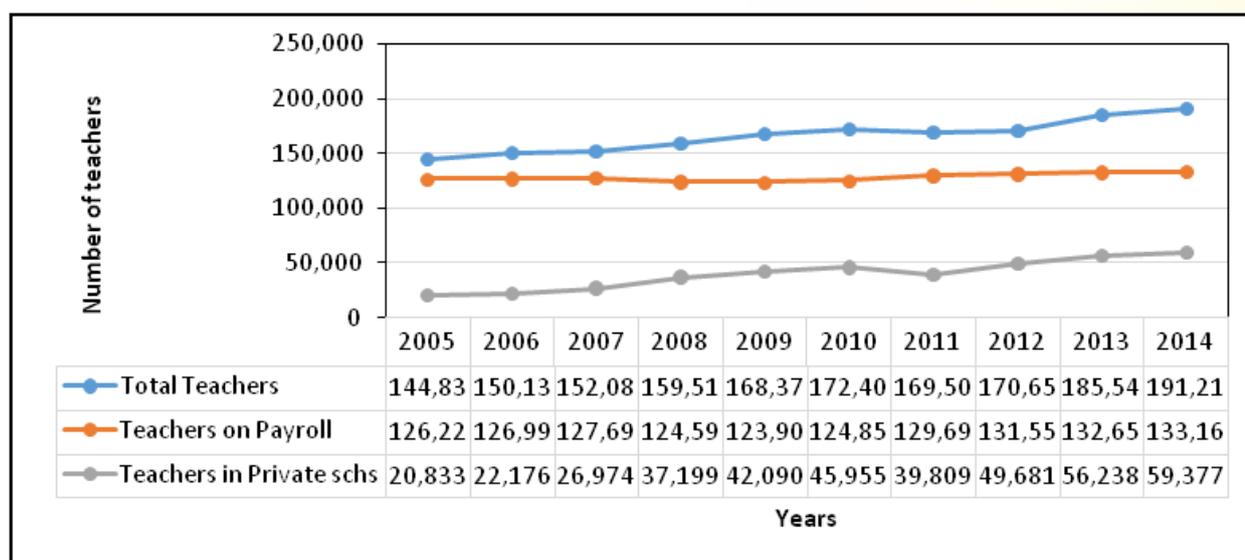
Source: MoESTS/EMIS 2014

4.7.2 Teaching Staff in Primary and Secondary Schools

From figure 4.32, the number of qualified teachers over a decade increased by 32% from 144,832 during the year 2005 to 191,217 in 2014. This increase in the number of qualified teachers in the sector was mainly attributed to use of the new teacher recruitment guidelines distributed to private schools. These guidelines require

each class to be allocated at least one teacher for the start and then extra teachers could be recruited basing on the enrolment in the school. During the same period, total number of teachers on the payroll increased from 126,227 in 2005 to 133,163 in 2014. The number of teachers in private schools also increased from 20,833 in 2005 to 59,377 in 2014.

Figure 4.32: Number of Teachers in Primary Schools



Source: MoESTS/EMIS 2014

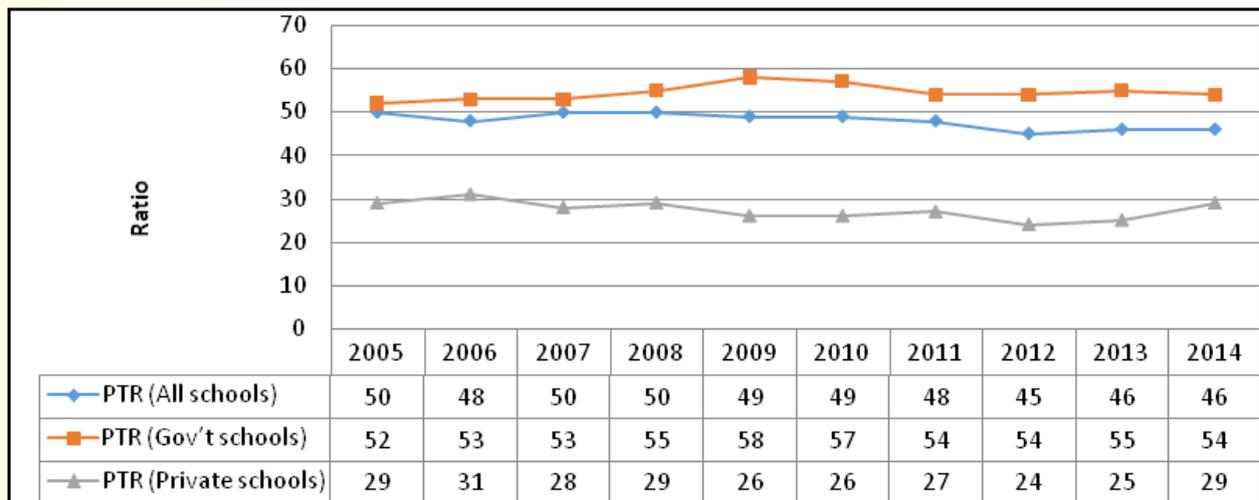
4.7.3 Pupil Teacher Ratio (PTR) - Primary

An analysis of PTR of primary schools indicates that government schools continue to record a high PTR vis-à-vis their counterparts in the private subsector as shown in figure 4.33.

Basing on the education standards, the ideal Pupil Teacher Ratio should be 53:1. This ratio has been

achieved by private schools over the years but it's still desired in government schools. The PTR in government schools declined between 2005 and 2014 from 52:1 to 54:1 respectively. This could be attributed to the big number of pupils enrolled under the UPE programme which is not the same with the number of teachers recruited. Overall, the sector has achieved the standard PTR which currently stands at 46:1.

Figure 4.33: Pupil Teacher Ratio (PTR) in Primary schools

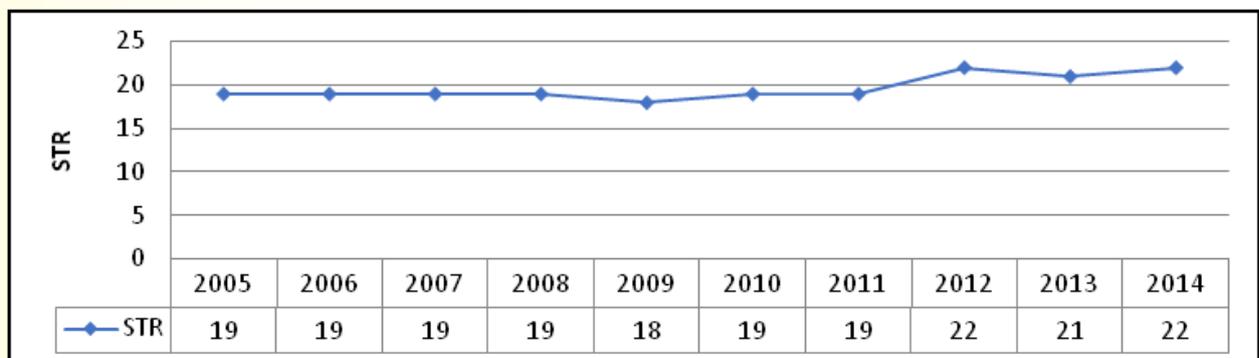


Source: MoESTS/EMIS 2014

Overall, the sector has attained the standard Student Teacher Ratio of 35:1 at secondary school level. However, it can be noted from figure 4.34 that the STR has declined between 2011 and

2014 from 19:1 to 22:1. This could be attributed to the ever increasing number of students enrolled under the USE/UPOLET programmes.

Figure 4.34: Student Teacher Ratio (STR) in Secondary Schools



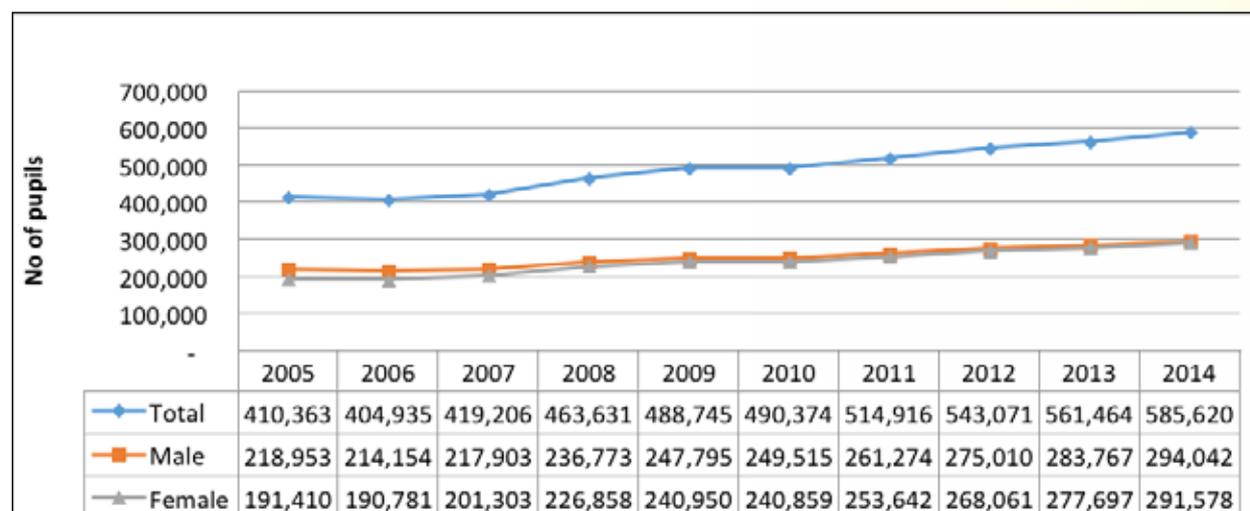
Source: MoESTS/EMIS 2014

4.8 Analysis of PLE, UCE and UACE Performance of Education System

PLE is an end of cycle assessment taken at the end of the primary seven consisting of four compulsory papers: English (Literacy), Mathematics (Numeracy), Science and Social Studies (SST). Each paper is graded on a nine-

point scale: 1 to 9, where 1 is the best grade and 9 the worst. The grades for all four subjects are then averaged to obtain the overall grade referred to as Division 1 to 4 in which Division 1 is the best. Over the years, the number of pupils sitting and passing has increased as detailed in the respective figures 4.35 and 4.36 below;

Figure 4.35: Pupils who sat PLE Examinations (2005 – 2014)

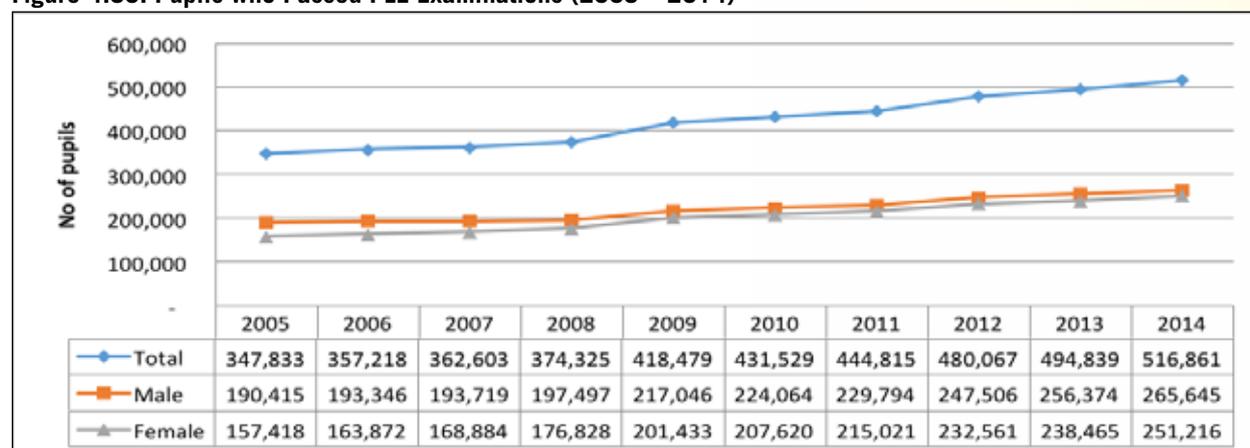


Source: UNEB/EMIS

Results on figure 4.35 show that the number of candidates sitting PLE at primary school level has been increasing. For example, between 2005 and 2014, the number of candidates increased by 42.7% from 410,363 (218,953 boys; 191,410 girls) to 585,620 (294,042 boys; 291,578 girls). By comparing boys and girls, it can be seen that there has been a larger proportionate growth in the number of girls sitting for PLE with a percentage

increase of 52.3% against 34.3% for boys. This could be attributed to various interventions such as Enhancement of equitable access to primary education through continued strategic linkages with various partners and players in the education sector including Federation of African Women Education of Uganda (FAWEU) and Girls Education Movement (GEM) whereby girls have been empowered through scholarships.

Figure 4.36: Pupils who Passed PLE Examinations (2005 – 2014)

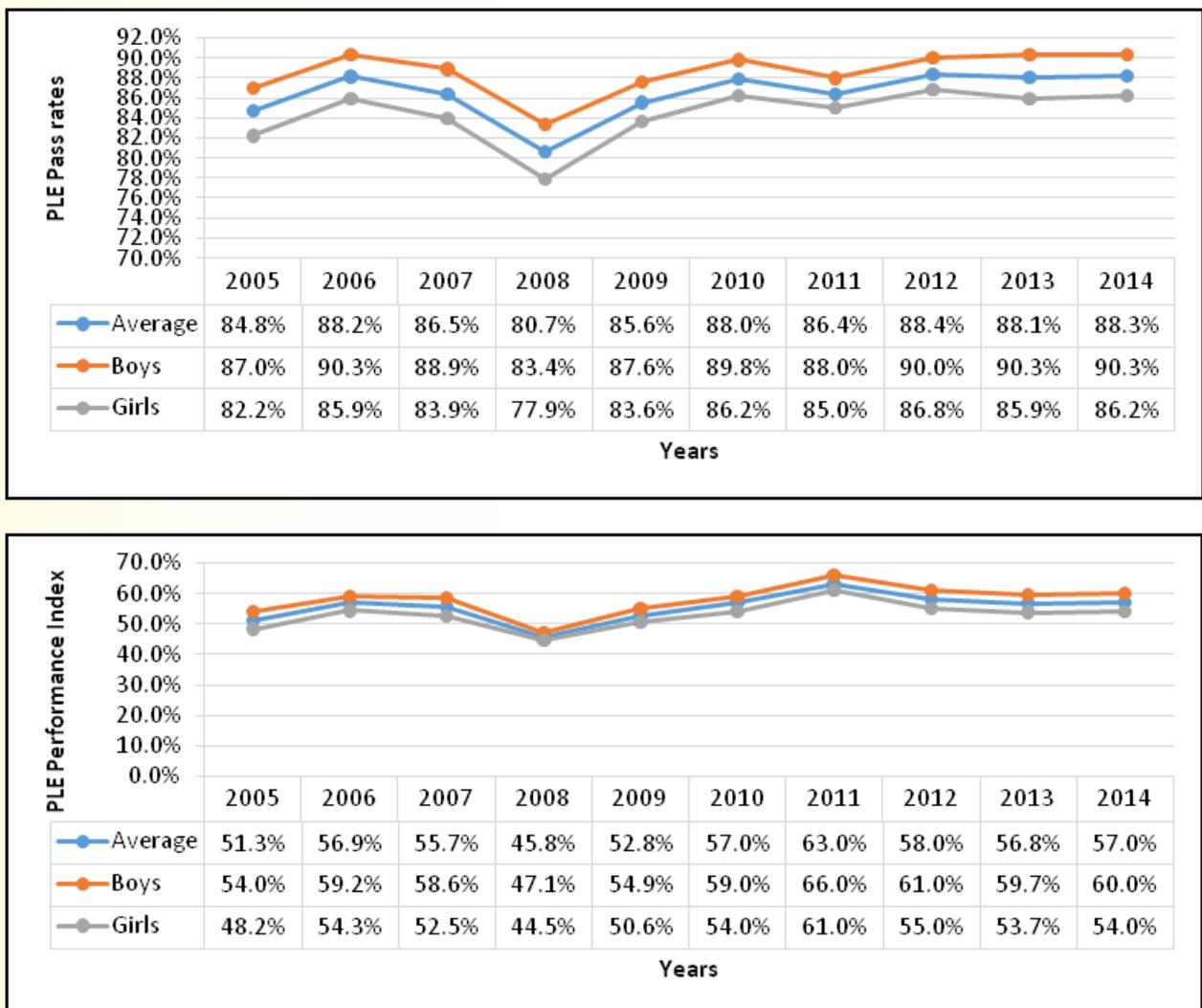


Source: UNEB/EMIS

The performance index measures the quality of passing. Candidates are weighted according to the grade of passing with the highest grade (Division one) carrying the highest weight, then the actual weight is summed up and expressed as a ratio of the expected weight for maximum performance (number of candidates that sat multiplied by the weight for the highest grade). Figure 4.36 shows the quality of pupil’s performance in PLE.

From figure 4.37 above, the PLE pass rates have been on an average of 86% over a decade. Looking at the period between 2005 and 2014, the pass rates increased from 84.8% (87% boys; 82.2% girls) to 88.3% (90.3% boys; 86.2% girls) translating into a 3.5 percentage points increment. Also, results show a gap of 43 percent for Uganda to attain a quality of 100 percent. Among other factors, Early Childhood Development would play a vital role in scaling up the quality of PLE learning outcomes.

Figure 4.37: PLE Pass Rates and Performance Index (2005 – 2014)

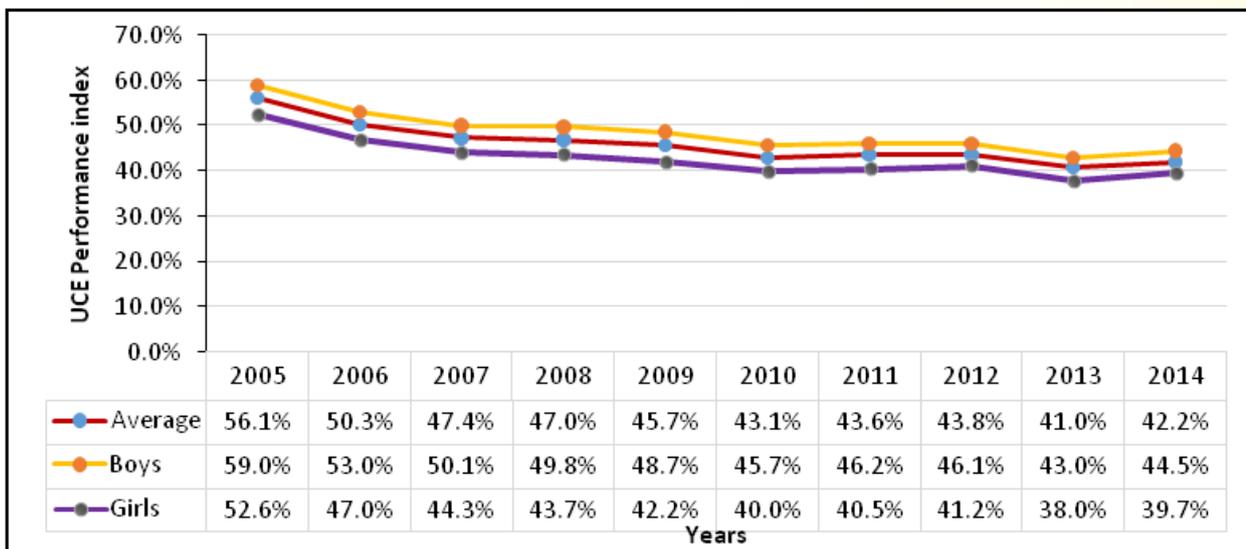
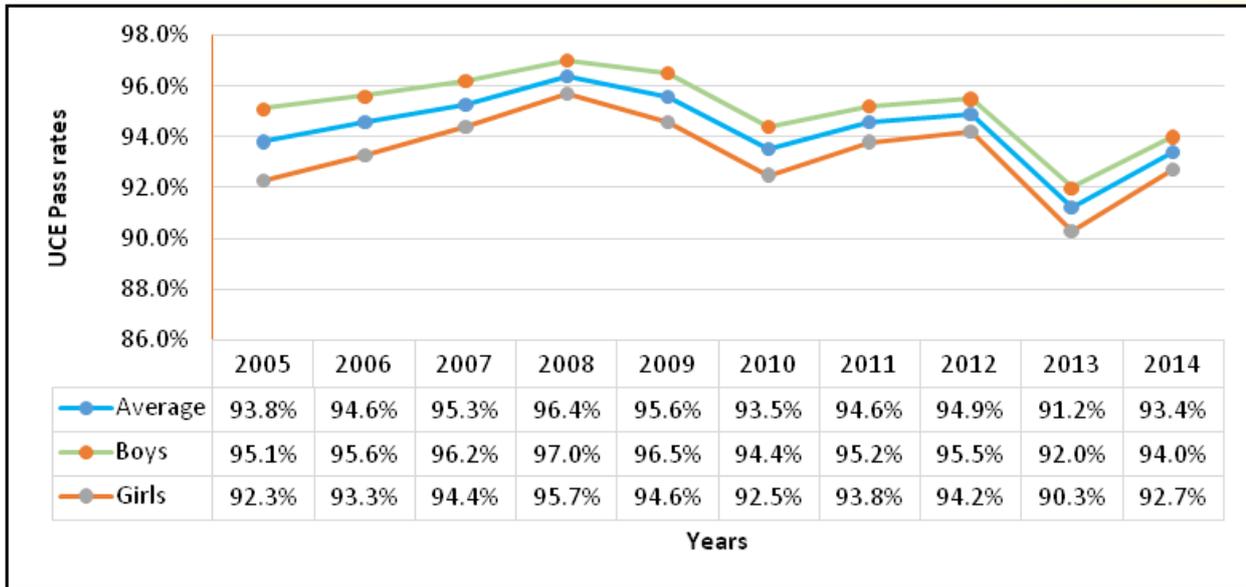


Source: Uganda National Examination Board (UNEb)/EMIS

Figure 4.38 indicates that UCE pass rates have exhibited a cyclical trend over the years whereby they have been increasing and decreasing over a decade. However, it can be seen that the performance index declined from 56.1% (59%

boys; 52.6% girls) in 2005 to 42.2%(44.5% boys; 39.7% girls) in 2014. This decline could be attributed to the policy of compulsory science subjects which started at Ordinary level

Figure 4.38: UCE Pass Rates and Performance Index (2005 – 2014)

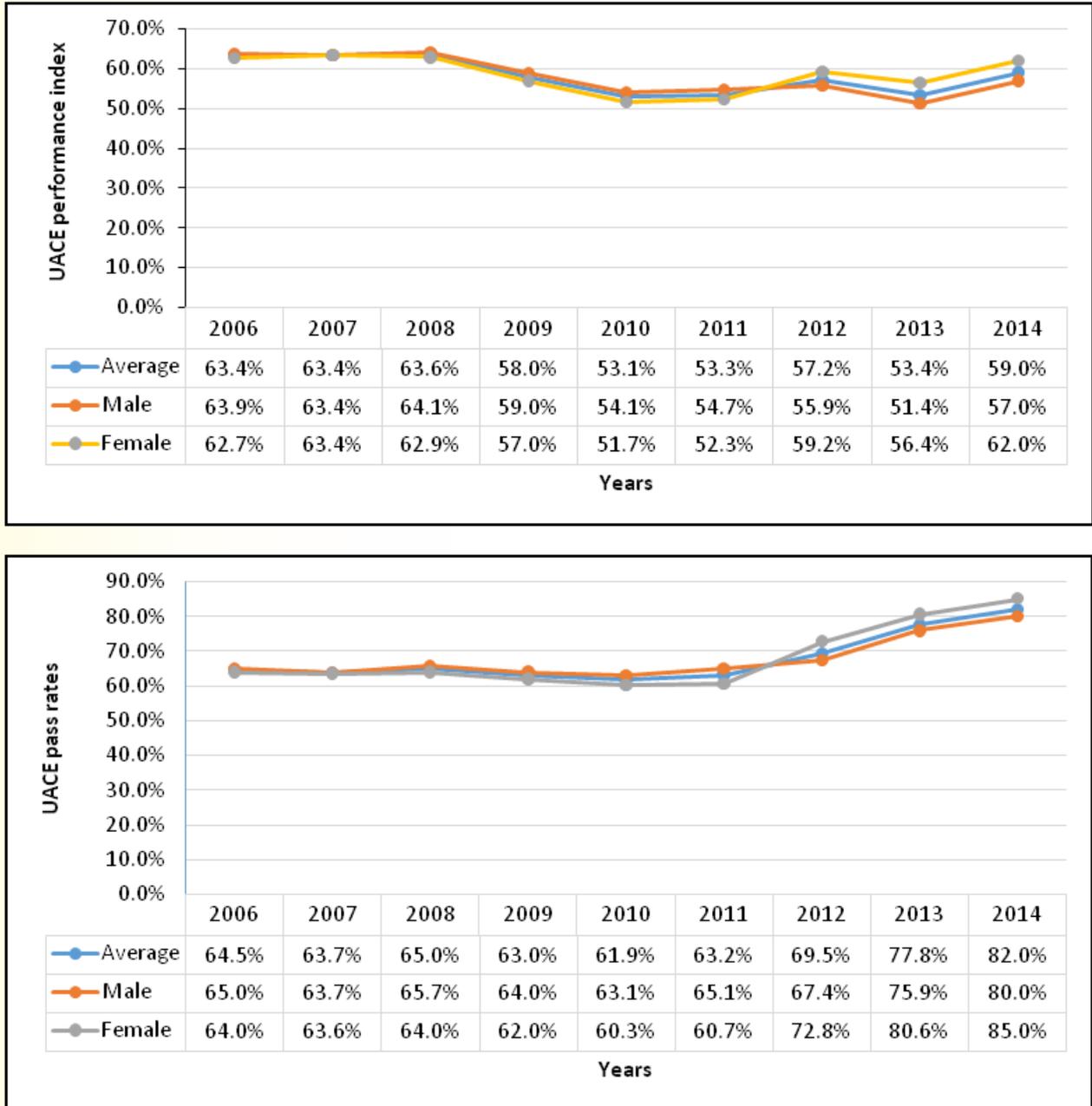


Source: UNEB/EMIS

From the figure 4.39, the number of candidates passing Uganda Advanced Certificate of Education over the years has increased from 64.5% (65% male; 64% female) in 2006 to 82%(80% male; 85% female) in 2014 translating into an increase of 17.5 percentage points.

However, a decline was noted in the performance index from 63.4% in 2006 to 59% in 2014 implying that very few candidates were managing to score at least a principal pass in their subject combinations.

Figure 4.39: UACE Pass Rates and Performance Index (2005 – 2014)



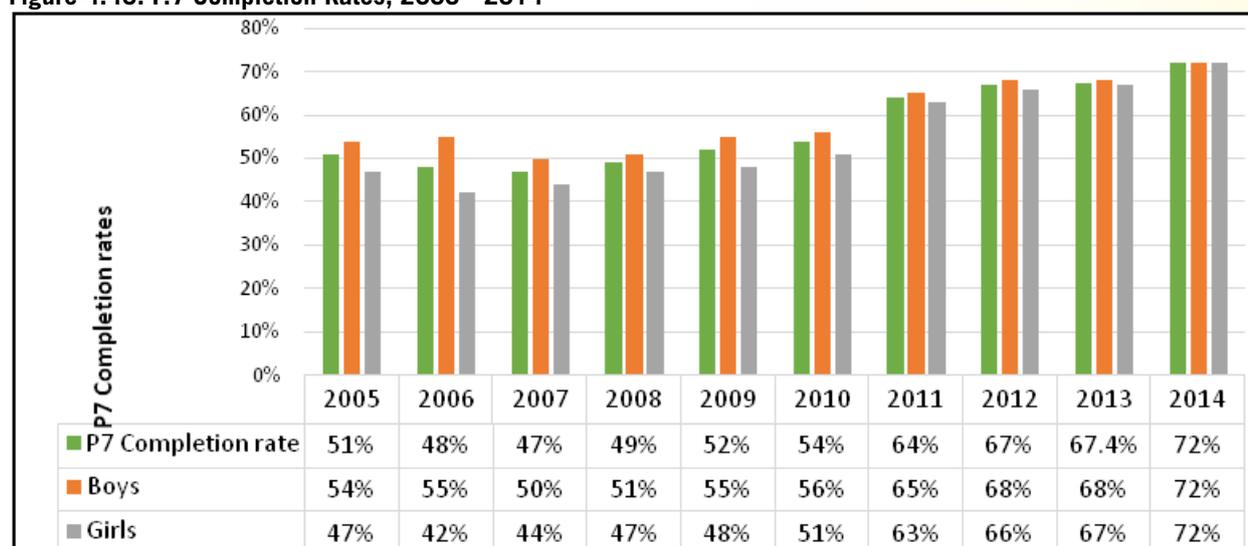
Source: UNEB/EMIS

4.9 P.7 and S.4 Completion rates

The Completion Rates for primary education remained below the desired target of 100% by the end of 2014. In spite of that, the gap in the Completion Rate is steadily narrowing. Figure 4.40 below shows Uganda's Primary Completion rate for the last ten years.

In 2014, the Completion Rate improved by 4.6% age points from 67.4% in 2013 to 72% (72% male; 72% female) in 2014. Based on studies conducted in Uganda and elsewhere in the world, enhancement of financial support to ECD would result into improved completion rate and perhaps meeting the desired 100 percent target.

Figure 4.40: P.7 Completion Rates, 2005 - 2014

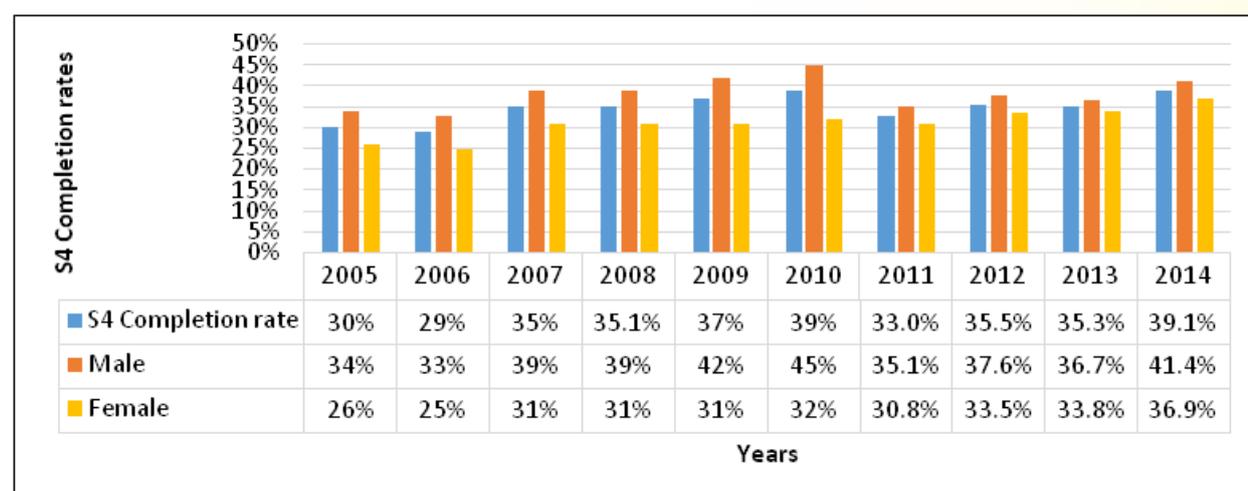


Source: MoESTS/EMIS

From the figure 4.41, the Senior four completion rates improved from 30% (34% male; 26% female) in 2005 to 39% (45% male; 32% female) in

2010 and thereafter declined to 33% in 2011 and again increased to 39.1% in 2014.

Figure 4.41: S.4 Completion Rates, 2005 - 2014



Source: MoESTS/EMIS

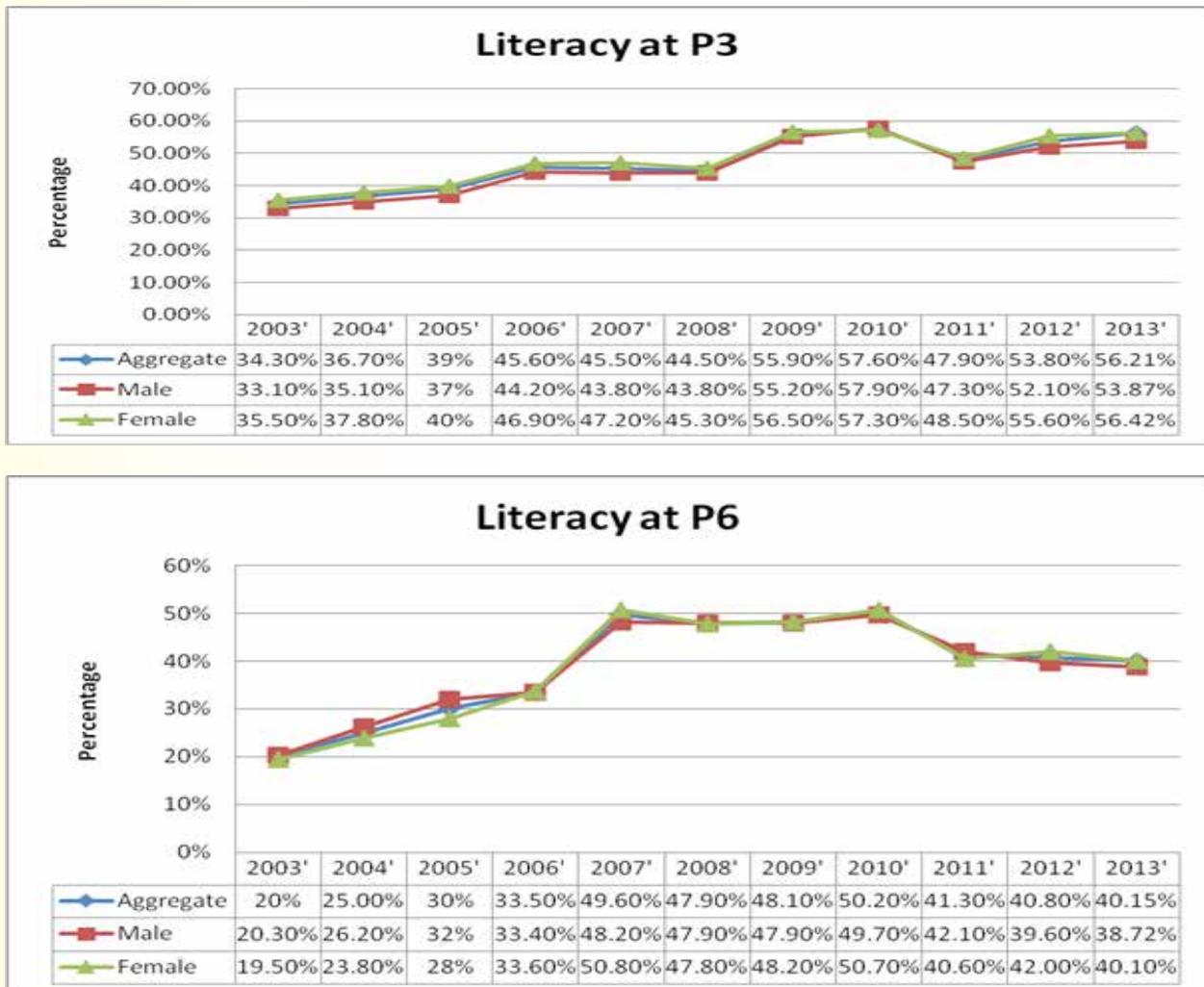
4.10 Proficiency in Literacy and Numeracy

Goal six of Education for All (EFA) targeted 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. For this matter, Government through Uganda National Examinations Board set up realistic mechanisms for measuring pupil’s achievement. The Uganda National Examinations Board (UNEB) has been conducting the National Assessment of Progress in Education (NAPE) for primary three and six in a sample of selected schools. An analysis showing the progress in performance in literacy and numeracy is shown in the figure 4.42 below.

of P3 and P6 Pupils rated proficient in literacy. Generally, literacy levels at both primary three and six has remained low. Results show that the trends haven’t been consistent over the years, characterized by small increases and decreases. The percentage of pupils rated proficient in literacy at P3 has increased by 22 percentage points from 34.3% (33.1% boys; 35.5% girls) in 2003 to 56.2% (53.9% boys; 56.4% girls) in 2013. At primary six, the percentage of pupils rated proficient in literacy has increased at a decreasing rate whereby it increased from 20% (20.3% boys; 19.5% girls) in 2003 to 50.2% (49.7% boys; 50.7% girls) in 2010 but later on decreased to 40.2% (38.7% boys; 40.1% girls) in 2013. A report by NAPE (UNEB, 2010) indicates that pupils who had gone through pre-primary schools performed better than their counterpart which calls for the need to enhance support towards Early Childhood Development to achieve literacy results.

Figure 4.42 shows the trends of the percentage

Figure 4.42: Proficiency in Literacy at P.3 and P.6

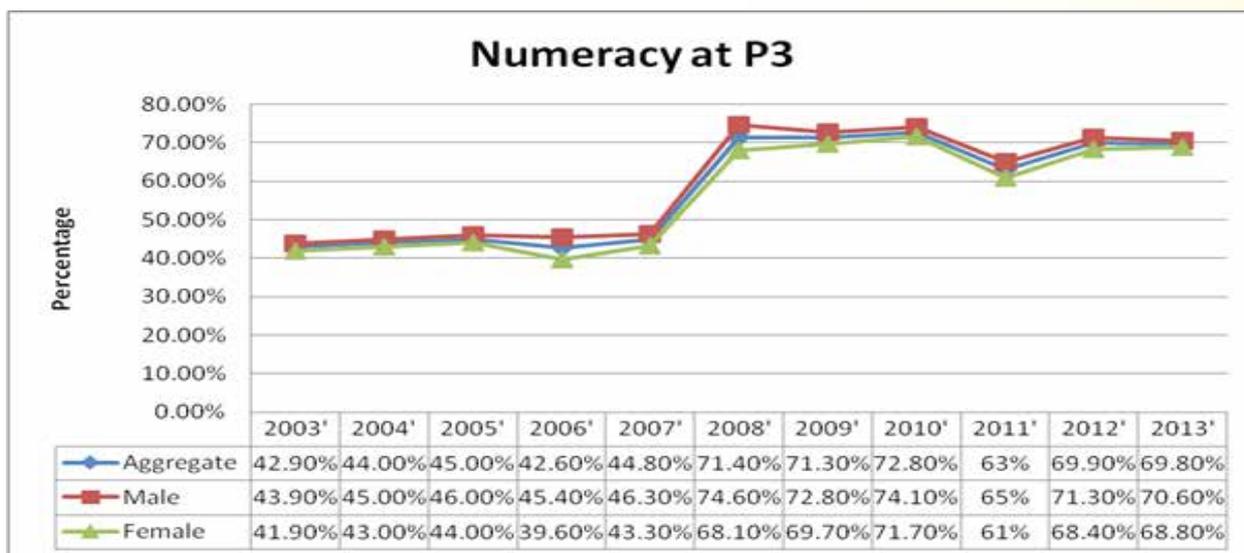
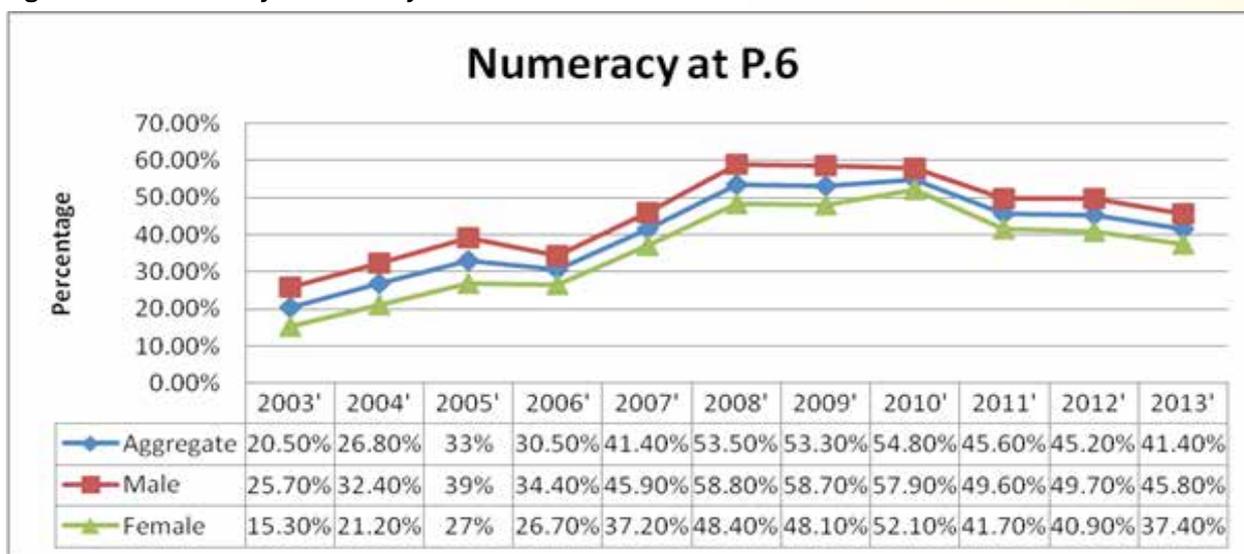


Source: UNEB/NAPE

In order for one to become numerate, mastery of the basic symbols and processes of Arithmetic cannot be avoided. For learners to be considered numerate, they must be in position to use numbers to make simple additions, subtractions, multiplication and divisions, weights and measures, money counting among others. Figure 4.43 above shows the trends of the percentage of primary three and six pupils rated proficient in numeracy.

Overall, the percentage of pupils rated proficient in numeracy at primary three improved. In 2003, only 42.9% of the pupils were proficient in numeracy. This performance remained relatively constant over a period of 5 years between 2003 and 2007. From 2007 to 2010, the sector registered improvement to 72.8%. However, in 2013, there was a decline in the percentage of primary three pupils rated proficient in numeracy of 69.8%.

Figure 4.43: Proficiency in Numeracy at P.3 and P.6



Source: UNEB/NAPE

4.11 Conclusion

In conclusion, from the trends analysed in respect to the different education subsectors, it can be noted that the education sector initiatives have evidently resulted into improved access to education as shown by the increased enrolments registered at all levels of education as well as the growing number of educational schools and institutions over time. These achievements however continue to be challenged by the inadequate numbers of teaching staff; instructional materials and infrastructure among others which if well addressed will result into improved delivery of quality education services.

4.12 Policy Recommendations

1. Enforcement of Primary school age entry of six years;
2. Public Private Partnership in the provision of education at all levels;
3. Enforcement of the 'Placing Books in the hands of the pupils' policy;
4. Enhanced school inspection and support supervision;
5. Increased availability of and access to instructional materials and relevant equipment;
6. Infrastructural development; and establishment of new schools;
7. Enhanced school inspection and support supervision.
8. Increase participation and competition of learners at all levels of education in community, national and at international level in different sports and games;
9. Affirmative action for access to higher education by sports men and women;
10. Empower students learning abilities in class through play, recreation, organized and or competitive sport and games;
11. Review of the Teaching Service Regulations (1994) and Teachers' Code of Conduct (1996);
12. Implementation of the teacher probation curriculum for newly qualified teachers to hasten the process of confirmation in the education service;
13. Implementation of the Scheme of Service for teachers;
14. Implementation of TDMS program for pre-service, in-service and continuous development of teachers; and,
15. Strengthen school inspection and support supervision.

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National Planning Authority (2010). The first National Development Plan (NDP 1) 2010/11 – 2014/15

Uganda National Examination Board (UNEB) (2010). The Achievement of Primary School Pupils in Uganda in Numeracy, Literacy in English and Local Languages

Education Management Information System (EMIS 2014)



Chapter 5: Strategies for Good Foundation and Quality Education in Uganda

5.1 The Concept of Quality Education in Uganda

World over, education systems are often structured around what is believed to be a shared vision of quality by that particular country on one hand, and its development partners on the other.

Uganda is also signatory to the United Nations Convention on the Rights of the Child (UNCRC 1989), which states that "providing quality basic education is a fundamental human right for all children of school going-age". In addition, Uganda is also a signatory to the Jomtien World Conference declaration of 1990, which was re-affirmed under the 2000 Dakar World Education forum, and the Sustainable Development Goals (SDGs), which are set to replace the Millennium Development Goals (MDGs) at the end of the 2015. The thrust of the declarations, among others, aim at ensuring "equitable quality access to education".

Out of this shared vision, the regulatory, policy, national development and sector frameworks have been designed. For instance, the Constitution of the Republic of Uganda (1995), which is the supreme law of the Land (Chap. 1, Article 2), prioritizes education. It states that (Chapter 4: Protection & promotion of fundamental and other human rights and freedom, Sub-section 30), "all persons have a right to quality education". The National Development Plan (NDP II 2014/15) and Uganda Vision 2040 are currently the planning frameworks for Uganda. Both documents underscore the importance of education in the development of human resources needed to transform the economy. The country's Vision 2040 approved by Cabinet in 2007, is "A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years"

5.2 Why Quality Education

Quality education is a powerful tool that can transform society, by inculcating positive moral and cultural values, building people's intellectual and ideological principles, and steering the country towards social economic growth and development. It is one of the key tools for liberating people from the vicious cycle of poverty, dependence, ignorance, disease and indignity, and achieving national goals of unity, democracy, economic progress and security for all. It is also viewed as a tool for ensuring sustainable growth and development.

Perhaps to clearly underscore the significance of a quality education system, and also to be able to come up with strategies for a good foundation for a quality education system, it is important to first appreciate:

- a) What is meant by a quality education system in the Ugandan context (i.e. articulated in the NDP II & Vision 2040)?
- b) Which aspects, indicators, and benchmarks are used in the country to gauge the status of education quality at foundation level?

5.2.1 Quality Education System, Aspects and Benchmarks used for Measurement

According to the Hand book for School Inspectors in Uganda (2006), a quality education is one that is efficient in the use of the available resources, effective in meeting locally and nationally agreed goals relevant to the needs, rights, and expectations of the learners, the community and

the society at large and is accessible to all.

An attempt to measure “quality” must put into focus: (i) inputs (availability of materials and human resources, and the effective management of these resources); (ii) learner characteristics (what learners bring to the learning experience namely, pre-school experiences, socio-economic background, place and nature of residence, health, cultural and religious background); (iii) context (societal values and attitudes, economic status, national policies for education); and (iv) outcomes (expressed in terms of measurable learning objectives through test and examination performance).

In line with the above, strategies for setting a good foundation for quality education must address the existing challenges and expectations of Early Childhood Development (ECD); Primary; Secondary; and Post-primary education in Uganda. In this regard, the following benchmarks are being used to measure and influence the quality, and applicability of Uganda’s education system to its social, economic and political realities.

1. Input indicators

a) Human resources

- Teacher learner ratios
- Average teaching load per teacher per week
- Teacher distribution by teaching load, gender and experience
- Teacher attrition rates
- Teacher absenteeism rates
- Teachers ability to prepare lesson plans
- Teacher out of class interfaces with learners
- Availability of refresh and development trainings/courses

b) Management of human resource

- Availability of School administrators
- Availability of functional School Management Committees (SMCs)
- Availability of Boards of Governors (BoGs)
- Ability of School Heads to monitor and

supervise teachers

- Number of staff meetings held
- Number of school inspections conducted
- Amount of actual teaching and learning that occurs in the classroom
- Number of actual teacher - student contact hours per week, per school year and per subject
- Rate of absenteeism of teachers and pupils
- Frequency of homework given and corrected
- Frequency of inspection/ supervisory visits, per teacher
- Frequency of teacher contacts with other advisory bodies
- Availability and location of teacher resource centers
- Management style of school heads
- School climate

c) Text books and Instructional materials

- Number of textbooks per pupil
- Number of teacher guide per school
- Delays in textbook distribution
- Relevance of available textbooks/ teacher guides
- Total amount and (actual) availability of budget for textbooks
- Instructional materials
- Use of textbooks by pupils

d) School buildings, facilities and equipment

- Total number of available classrooms
- Total number of permanent classrooms
- Total number of temporary classrooms
- Availability of offices for administration
- Availability of storage space for textbooks/ teacher guides
- Number of toilet facilities by gender
- Availability of teachers’ houses
- Availability of sports facilities
- Availability of dining facilities
- Availability of clean water
- Availability of hand washing facilities

2. Learner characteristics

- Academic achievement of parents
- People with whom learners stay at home
- Number of orphans
- Student absenteeism
- Student enrolment
- Repetition rate
- Completion rate
- Retention rate
- Learners age
- Physical condition of learners
- cultural and religious background
- Socio-economic background of parents

3. Context

- Recommended teaching and learning methods.
- Number of teaching hours per subject
- Achievement levels of pupils in key areas of the curriculum
- Rate of government investment in education
- Availability and effect of policies to promote and monitor quality
- Inclusiveness of existing policies
- Parents/community involvement and support

4. Outcomes

- Number of national examinations at different levels
- Number of learners who pass and proceed to the next level of education
- Number of learners with basic knowledge in numeracy and literacy
- Illiteracy and literacy levels
- Learners ability to influence change in their communities and families in areas of hygiene and primary health care
- Unemployment rates
- Learner's ability to use acquired competencies to start up self-help money generating projects.

5.2.2 The Current State of Quality in Education in Uganda

Based on the above indicators, the current state of quality in Education is made reference to using: (i) National Assessment of Progress in Education (NAPE) results essentially on the proficiency of learners in Numeracy and Literacy at primary level, and English, Biology and Mathematics at secondary level; (ii) end of cycle assessment of learners at Primary, and Secondary; (iii) Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) project study III. Table 8: below shows the assessments results from different parts of Southern and Eastern Africa.

Table 8: SACMEQ III Results, 2007

Country	Reading		Mathematics	
	Mean Score	S.E.	Mean Score	S.E.
Tanzania	577.8	3.40	552.7	3.51
Seychelles	575.1	3.10	550.7	2.45
Mauritius	573.5	4.92	623.3	5.83
Swaziland	549.4	2.98	540.8	2.39
Kenya	543.1	4.92	557.0	3.98
Zanzibar	536.8	3.11	489.9	2.35
Botswana	534.6	4.57	520.5	3.51
Zimbabwe	507.7	5.65	519.8	4.98
Namibia	496.9	2.99	471.0	2.51
South Africa	494.9	4.55	494.8	3.81
Uganda	478.7	3.46	481.9	2.92
Mozambique	476.0	2.82	483.8	2.29
Lesotho	467.9	2.86	476.9	2.61
Zambia	434.4	3.37	435.2	2.45
Malawi	433.5	2.63	447.0	2.89

Source: Kenneth Ross, Demus Makuwa et al., 2010

These results confirm the fact that, in general, most of the students don’t reach the level of achievement expected according to the grade where they are enrolled. The quality of education is therefore an issue the education system must tackle. In fact, given its current performance, the system will have to deal with other challenges.

In addition, according to NAPE UNEB results 2014, Pupils’ proficiency in Numeracy and Literacy stands at 72.8% and 57.6% at Lower primary, and 50% and 40.8% at Upper primary respectively. On the other hand, learners’ proficiency at secondary level in English and Mathematics stand at 48% (50% Males & 46% Females), and 47% (53% Males & 41% Females) respectively. Furthermore, pupils perform better in areas that necessitate them to answer simple guided instructions like picture stories, as compared to areas that need creativity and imagination like producing a continuous piece of writing. The performance in oral reading stands at 46.80%, with a 20% point in favour of urban pupils.

The overall Primary Leaving Examination (PLE) Pass Rate stands at 88.83 % (90.10% male; 87.74% female). On the other hand, the pass rates in Uganda Certificate of Education (UCE) stands

at 93.5%, (96.0% Males & 95.10% Females). Furthermore, the transition rate from senior four to senior five stands at 28.30% (23.3 for Females).

The survival rates of primary school pupils to grade 5 stand at 63.4% (67% males & 59.9% females), and 32.1% (32.3% males & 31.9% females) at the last grade of the primary cycle.

5.3 The Role of the Teacher/Caregiver

A teacher/caregiver is very critical in stimulating and enabling a child to reach its potential. In line with this notion, a British Philosopher stated that:

Box 7: Quote from a British Philosopher

Unlike animal learning which is based on the principal of trial and error, human learning is essential insight. There is something in human beings, which when switched on leads to a mysterious insight of knowledge. The teacher acts as a catalyst in this process of insight learning.-

-Robert Jense-

A good quality teacher can guide the learning process of children, making learning relevant and stimulating. S/he can impart knowledge and skills that will help children to secure their educational rights, improve their health and self-esteem, and gain fair employment. A teacher can also be a role model by embracing the principles of social justice and treating all students equally without discrimination, while encouraging each student’s unique strengths. Indeed, a dedicated and well-trained teacher can provide children with the essential skills to critically analyze, challenge, and improve the discriminatory attitudes or behaviour that may be present in their homes, schools and communities.

5.3.1 Different descriptions of a good teacher

The OECD report “Quality in Teaching” (1994) defines teacher quality in five dimensions: (a) *knowledge of substantive areas and content*; (b) *pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies*; (c) *reflection and ability to be self-critical, the hallmark of teacher professionalism*; (d) *empathy and commitment to the acknowledgement of the dignity of other*; and (e) *managerial competence, as teachers assume a range of managerial responsibilities within and outside the classroom”* (OECD, 1994, p. 13 - 14). Another interesting approach to describe a good teacher is the ten competences identified by Perrenoud (1999): (a) *Organizing student learning opportunities*; (b) *Managing student learning progression*; (c) *Dealing with student heterogeneity*; (d) *Developing student commitment to working and learning*; (e) *Working in teams*; (f) *Participating in school curriculum and organization development*; (g) *Promoting parent and community commitment to school*; (h) *Using new technologies in their daily practice*; (i) *Tackling professional duties and ethical dilemmas*; and (j) *Managing their own professional development*.

5.3.2 The Role of the Community

Under the decentralized education system, government engages and organizes committees to actively demand for and monitor the delivery of quality education services. The Local Government Act (1997) and the Education Act (2008) empower communities and parents to oversee management and planning for schools (primary) and also represent the parents and local community’s interests in the school. The community is engaged in school activities through the School Management Committees (SMCs) for primary, and Board of Governors for secondary schools.

SMCs/BoGs are mandated to take part in goal setting and planning for the schools and also establishing linkages with the parents and community at large. This encourages parents to take an interest and be key players in the education of their children, through social auditing which promotes transparency and accountability.

Some of the key engagements of the community in enhancing quality education are:

- a) making contributions for construction of various infrastructure, hygiene and sanitary facilities in schools;
- b) donating land for construction of schools;
- c) setting up by-laws and LG ordinances in support of education;
- d) providing food to the learners;
- e) monitoring learners’ involvement in classrooms;
- f) supporting teachers financially, materially, and morally; and,
- g) ensuring that learners go to school, reach school and complete the full training cycle.

5.3.3 The Role of the Teacher’s Unions

Teachers’ unions mainly play two major functions: (a) monitoring and promoting the expectations and aspirations of the teaching profession; and (b) providing a platform for lobbying and promoting the legitimate rights and expectations of the teachers as workers who are professionals.

The key activities of unions include: advocacy; collective bargaining; research; training; publications and information sharing; lobbying

and policy engagement; and multi-stakeholder partnership.

5.4 Government Support to Improve Quality of Education

Government’s support to improving quality of education is through: (a) providing the necessary legislation in the MoESTS to guide the operations; (b) integration of education specific priority areas into national goals, which form a basis for sector policy formulation to address existing challenges and direct the sector towards achieving its national aims/aspirations; and (c) providing the needed financial support to facilitate performance.

5.4.1 Key Regulations in Support of Quality Education

1. **Education Act (2008):** consolidates and streamlines the existing law relating to the development and regulation of education and training in Uganda. It re-affirms the Sector’s vision which is provision of “Quality Education, Science, Technology and Sports for All.”
2. **The Business Technical Vocational Education and Training (BTJET) Act (2008):** provides for the Institutional legal framework, defines the scope, levels of different BTEVT programmes as well as the roles of different providers. The Act distinguishes between the functions of training provision and quality assurance, describing the criteria and access requirements for the BTJET programs. It also establishes institutional management arrangements for defining qualifications and for providing training in formal and non-formal institutions.
3. **The Equal Opportunities Commission Act (2007):** is derived from Chapter 4 of the Constitution, Sub-section 30. Its aim is to eliminate discrimination and inequalities against any individual (s) or group of persons on grounds of sex, age, race, colour, ethnic origin, tribe, birth, creed/religion, health

status, socio-economic standing, and to take affirmative action in favour of marginalized groups.

4. **The Universities and Other Tertiary Institutions Act (2001):** regulates the higher education sector, and provides for the establishment of a body to monitor and regulate performance.
5. **The Local Government Act CAP 243:** ²Local Government Act CAP 243, states that the District Education Department, which is the technical arm of the Local Government (LG), is directly responsible for all education issues in the LG. On the other hand, Part VI (25): Control and Management of Schools, specifies the Powers of the Inspectors of Schools and other Standing Committees under the Local Government set-up
6. The National Youth Council Act (1993, amended 2003 & 2006), the National Council for Children Act (1996), and **the Children’s Act (2003)** re-echoed constitutional obligations concerning children in Uganda. For instance, the right to quality education is re-echoed in Part II; Section 5 of the Children’s Act. It states that “*It shall be the duty of a parent, guardian or any person having custody of a child to maintain that child and, in particular, that duty gives a child the right to education and guidance*”.

Out of the above highlighted legal frameworks, regulatory and assessment bodies for monitoring and enhancing quality education are born. These include:

1. **Directorate of Education Standards (DES):** Is responsible for standards in all education institutions (Pre-Primary, Primary and Post-Primary) in Uganda. The specific objectives of the directorate are to: (a) set, define and review standards in educational practice and provision through planned series of inspections; (b) assess the achievement of standards and to evaluate the effectiveness of education programmes of institutions and agencies throughout Uganda; (c) develop systematic approaches to inspection

and evaluation, and to encourage evaluation and self-evaluation systems, using appropriate quality indicators, within the education service; (d) provide and disseminate regular reports on the quality of education at all levels; (e) to develop the use of the reports as a mechanism to provide support for and the dissemination of good practice, and thus improve the quality of practice in the education service as a whole; (f) provide independent expert commentary and advice on educational provision and practice at all levels of education; and (g) give advice to the Minister on such matters related to quality control in education.

2. **National Council for Higher Education (NCHE):**

Is responsible for: (i) regulating and guiding the establishment and management of institutions of higher learning; and (ii) regulating the quality of higher education, equating of higher education qualifications and advising Government on higher education issues. The main functions of the council are to: (a) advise the Minister on higher education policy issues; (b) license higher education institutions; (c) accredit all academic and professional programs taught in higher education institutions; (d) set national admission standards and ensure that higher education institutions meet those standards; (e) publish information on higher education; and (f) determine the equivalence of academic qualifications obtained elsewhere with those awarded by Uganda higher education institutions for recognition in Uganda.

3. **Uganda Vocational Qualifications Framework (UVQF):**

Is responsible for course profiling, modularization and designing of assessment tools in vocational schools. It works closely with the Directorate of Industrial Training (DIT) as a quality assurance and assessment body supervised by the Industrial Training Council (ITC 1972), industry associations, trade unions, UGAPRIVI (an umbrella body for private institutions); and the department of BTVET in the MoESTS. In addition,

it has a working group consisting of experts from the Small and Medium Enterprises (SME), institutions, as well as government enterprises that require/use applied knowledge and skills.

4. **National Curriculum Development Centre (NCDC):**

Is responsible for developing relevant curricula and instructional materials for quality education that promotes national development. Its key roles are to: (i) investigate and evaluate the need for syllabus revision and curriculum reform at primary, secondary, pre-primary, teacher education and tertiary levels of education; (ii) initiate new syllabuses, revise existing ones, carry out curriculum reform, research testing and evaluation to bring up-to-date and improve syllabuses for schools and college courses; (iii) draft teaching schemes, textbooks, teachers’ manuals and examination syllabuses, in cooperation with teaching institutions and examining bodies; (iv) design and develop teaching aids and instructional materials; (v) devise, test and evaluate examination questions and methods of examining students with other appropriate teaching and examining bodies; (vi) organize and conduct in-service courses of institutions for the acquisition of knowledge and professional skills by persons intending or required to teach new courses developed at the center; (vii) organize and conduct courses in the objectives and methods of curriculum development for persons required to participate in curriculum development work; (viii) collect, compile, analyze and abstract statistical information on curriculum development and matters related to curriculum; and (ix) disseminate and promote general understanding of new curricula, teaching methods and teaching aids.

5. **Uganda National Examination Board (UNEb):**

Is responsible for continued improvement of quality, validity and reliability of assessment and evaluation of curriculum learners’ achievements. It

conducts the following examinations: (i) Primary Leaving Examinations (PLE); (ii) Uganda Certificate of Education (UCE); (iii) Uganda Advanced Certificate of Education (UACE); (iv) Uganda Business Education Certificate of Education and Diplomas in various classes; and (v) Uganda Technical Education Certificate and Diplomas of various classes. UNEB also conducts the Continuous Assessment (CA) and the National Assessment of Progress in Education (NAPE). CA is used mainly to determine the progress of an individual pupil for the purpose of making immediate instructional decisions. NAPE on the other hand, aims at monitoring the performance of a system or sub-system as reflected by the proficiency levels of the pupils.

6. **Uganda Business and Technical Examinations Board (UBTEB):** is a professional Examinations Board with the mandate to streamline, regulate, coordinate and conduct credible examinations and award Certificates and Diplomas in the Business, Technical and Vocational professions. The Board conducts Business, Technical and Vocational examinations, including Applied science specialties such as Biological Sciences (Agricultural, Fisheries, Wildlife, Forestry, Bee Keeping and other related fields), Physical Sciences (Meteorology, Surveys, Land Management, and other related fields), Cooperative, Social Development, Hotel, Catering, and Tourism. UBTEB is committed to conducting quality applied knowledge and skills examinations with an ultimate goal of enabling the students to access further upward academic progressions and employment in the world of work.
7. **Uganda Allied Health Examination Board (UAHEB):** Is responsible for streamlining, regulation and coordination of examinations and awards in Allied Health Profession in Uganda. It is composed of thirteen (13) members drawn from the constituencies involved in Health Training.

8. **The Uganda Nurses and Midwives Examinations Board (UNMEB):** Empowered to conduct Nursing & Midwifery examinations for institutions which are legally established by law. It is responsible for streamlining training programs in the country in order to harmonize the curriculum assessment and professional qualifications awarded to the candidates by the various departments.

5.4.2 Improving Quality of Education and Aspirations of Vision 2040

Vision 2040 articulates that for the country to achieve its mission of transforming the economy from peasantry to a middle class economy by 2030, the sector needs to prioritise the following issues;

1. Carry out a comprehensive review of the education curriculum, examination and instruction methods so that they are responsive to the market demands;
2. All Government-supported tertiary education must be devoted to skills development especially in the areas of oil and gas exploration and management, agricultural extension services, mineral exploration and development, and tourism.
3. The entire education system must be changed to emphasize practical skills, aptitude and moral values. Undergraduate courses must include a full year of internship in addition to course specific industrial training in order to produce a human resource that is ready for the workplace;
4. The provision of universal primary and secondary education must be considered as a human right and consolidated as basic education. Primary school years must be maintained at seven years, while the secondary school years must be reduced to four. During that time, emphasis will be on character formation and talent identification;

5. Emphasis must be placed on keeping girls in school and improving their completion rates through addressing both institutional, gender and cultural barriers in collaboration with social, cultural and community groups;
6. There should be introduction of social protection systems to respond to the specific needs of these vulnerable groups.

5.4.3 Ministry of Education, Science, Technology and Sports (MoESTS) and the Articulations of Vision 2040

a) Policy Framework

The policy framework is a platform for policy design and analysis, coordination, monitoring, planning and budgeting in the MoESTS Sector. It accommodates the President's manifesto, the International Commitments to which Uganda is signatory (*namely Education For All (EFA) and the Sustainable Development Goals (SDGs), which are set to replace the Millennium Development Goals (MDGs) at the end of the 2015*), key national development plans articulated in Vision 2040, NDP II, and PMA, among others.

In line with the above, the MoESTS has set targets for each sub-sector, which are amalgamated into what is called the Education Sector Strategic Plan (ESSP). ESSP provides a platform for coordinating of different sector undertakings, as well as a basis for lobbying for support from the International community. It outlines the broad as well as the specific targets for each sub-sector. It is from this that development partners offer part or full support in addressing specified targets.

Under the ESSP, budgeting for the prioritized sector and sub-sector undertakings takes place in the Medium Term Budget Framework (MTBF). This is also in accordance with the Central Medium Term Expenditure Framework (CMTEF), coordinated under the Ministry of Finance

Planning and Economic Development (MoFPED).

The MTBF is prepared by the Education Sector Working Group (ESWG), which consists of the central government representatives, education sub-sectoral representatives, members of the Joint Assessment Fund (JAF) / development partners, and NGOs, among other stakeholders. ESWG, along with the Top Management of Ministry of Education, Science, Technology and Sports (MoESTS):

- i) allocate MTEF resources in accordance with ESSP priorities, recommendations of the Education Sector Reviews (ESRs), and the budget ceilings defined by the MoFPED;
- ii) produce the Budget Framework paper for onward submission to the MoFPED and subsequent incorporation into the National Budget Framework Paper (NBFP);
- iii) Initiate the process of appraising new education programs before they are forwarded to the MoFPED for final evaluation by the National Development Committee (NDC) and,
- iv) preparing the Aide-Memoire.

JAF members meet every month, and its representatives meet the technical team of the Ministry of Education, Science, Technology and Sports every two months, through the Education Sector Consultative Committee (ESCC) whose members are MoESTS heads of department, representatives of donors, NGOs, relevant line ministries and semi-autonomous bodies under MoESTS, as well as secretaries of departments and cross-cutting working groups.

Technical assistance is pooled and managed through a consolidated fund. One of the key advantages of ESSP is that all sub-sectors are assured of financial resources on a quarterly basis. It also eliminates duplication of effort in sub-sectors because activities to be done per quarter are designed in accordance with the set sector targets. Furthermore, it also provides a common monitoring framework for the entire sector.

b) Curriculum Review

The curriculum review process has and continues to focus on: (a) reviewing the curriculum at all levels; (b) integration of physical education and sports; (c) the development of literacy, numeracy and life skills at lower primary; (d) the use of themes for immediate learning and relevance to the learner, through which to teach key concepts in order to develop a foundation for literacy and numeracy; (e) emphasize the acquisition of knowledge and vocational skills and on development of healthy attitudes among children rather than factual knowledge; and (f) align the curriculum with global and national socio-economic needs.

Key developments thus far include:

- i) **Introduction of a Thematic Curriculum in lower primary and Special Needs Education (SNE)**, to emphasize literacy and numeracy. The curriculum is largely delivered using local languages/mother tongues as languages. The content, concepts and skills of subjects such as science and social studies have been rearranged within themes that are familiar to young children’s experiences. One of the fundamental highlights of this curriculum is that it “emphasizes the learner”, while the teaching methodology emphasizes children’s activities. The teachers’ significant amount of class time is taken up by activities that involve group, pair work, or individual children working independently of the teacher. **Introduction of a Thematic Curriculum for Special Needs pupils (SNEs)**; to enable learners in this category to acquire a firm foundation for literacy. The curriculum covers the following areas: Visual, Hearing, deaf, blindness, dyslexia, and specialized guidance and counseling skills for learners with learning barriers.
- ii) **The Sector has introduced “Transitional Curriculum” at Grade 4.** This curriculum is expected to: (i) enable learners to acquire English skills, both oral and written; (ii) transfer

all competencies acquired in the first or familiar language to English; (iii) build on the content, knowledge and competencies already acquired through the theme based curriculum to subject based; and (iv) apply the developed skills and ability of learners to think creatively in English using knowledge and concepts acquired at lower level. Under the transitional curriculum, learners are introduced to seven subjects; English language, Mathematics, Integrated Science, Social Studies, Local language, CAPE with three independent learning areas of Creative Art and Physical Education; Music, Dance and Drama; Physical Education and Creative Art and Technology, Religious Education where there is Christian Religious Education and Islamic Education. Out of the seven subjects, there are now ten (10) learning areas.

- iii) The curriculum for primary teacher education has been revised in line with the new curriculum for primary education. Orientation in the implementation of the Thematic Curriculum is on-going in the 45 Primary Teachers Colleges (PTCs) since 2010. The review of the teacher training curriculum also covers other realities of life namely: HIV/AIDS, gender, guidance and counselling, inclusive education, education for children with special needs and ongoing assessments.
- iv) The review of the Secondary curriculum started in 2007, and is still on-going. Once completed, it will be implemented in a progressive manner, starting with S.1 in 2017. The new curriculum will have Eight Learning Areas (i.e. Languages; Mathematics; Social Studies; Life Education; Religious Education; Science; Technology and Enterprise; and Creative Arts), based on ten principles. (See figure 5.1 below) These have already been benchmarked from countries like Botswana and Namibia, among others, which are performing well in the **International Student Assessment (PISA)**.

c) Promoting Sports and Talent

Government has put in place a National Physical Education and Sports Policy (2004). The policy (among others) aims at: improving and sustaining physical education through formal and non-formal programs; and identifying talent in games and sports among children and youth both at school and out of school for further training and specialization. In addition, a fully-fledged Physical Education and Sports department has also been established in the MoESTS to oversee and coordinate all sports activities. Furthermore, Physical Education and Sports has been made a compulsory subject and is part and parcel of the primary school timetable, while in tertiary institutions, government is rewarding special talent with 1.5 mark-up points. Government has also made it mandatory to reward all sports personalities who have represented the country and excelled at the world stage with a monthly salary. Track and field facilities have also been established in high altitude areas of Kapchorwa district for athletes.

d) Enhancing Skills Development

Government has put in place a mature age-entry scheme in higher education (CBET). This scheme is meant to establish

linkages between mainstream education and its parallel sub-sectors (like BTJET) such that students can also get chances of upgrading.

Government has also introduced Competence Based Education and Training as shown in Table 9 below. CBET is centered on a modular curriculum; it ensures that the content is relevant to the world of work and assessment is based on industrial work standards (MoESTS, 2014). Focus is on outcomes of training and these outcomes are derived from the requirements of employment in the industries / Industry Standards. Under the CBET, the Ministry is currently implementing an approved curriculum that is demand driven and is developed in collaboration with practitioners. The curriculum is categorized into three (Health, Business and Technical).

ICT has been fully integrated into BTJET. The MoESTS contracted a firm to provide computers to all government and private institutions on top of expanding use of the Internet at subsidized fees. In addition, UGAPRIVI, through assistance from donors, has established regional computer laboratories and supplied computers to private institutions at affordable prices.

Table 9: Categorization of Courses under CBET

S/No.	Areas	Composition
1.	Health	Diploma in Clinical Medicine and Community Health, Diploma in Medical Laboratory, Certificate in Medical Laboratory, Enrolled Midwifery
2.	Technical	Welding, Refrigeration and Air Conditioning, Tailoring and Garment Design, Electronics, Brick Laying and Concrete Practice, Agricultural Mechanization, Pottery, Painting, Shoe Making, Ceramics, Electrical installation, Motor Vehicle Engineering
3.	Business	National Diploma in Business Management, Marketing, Accounting, Catering and Secretarial

e) Addressing Gender associated Inequalities and Ensuring Retention and Completion

To address the gender related inequalities, as well as enhance retention and completion rates, government has:

- i) *Initiated the Girls’ Education Movement (GEM).* GEM is a child-centered, inclusive, girl-led movement, whose goal is to promote access to quality education for girls, retention, completion and achievement in their education. The core principle of GEM is to promote the involvement of children and young people as key players in realizing their rights to education, by engaging them in identifying and addressing challenges affecting their education.

GEM clubs are composed of both girls and boys, and managed by the Executive Committee led by the GEM club patron. The activities of the clubs include:- advocacy, community mobilization and sensitization about the value of education, introduction of bylaws making primary education compulsory by making parents send their children to school, promoting

sports and games in schools, guidance and counselling, mentoring, and distribution of thematic materials, to oversee the GEM club activities but also mentor and provide guidance. Box 7 below illustrates one of the activities of GEM clubs.

ii) Deploying of More Females to Rural Schools

Government has recruited and deployed more female teachers in rural schools. This has been underpinned by various studies on the importance of female teachers in enhancing girls’ retention. For instance, UNESCO (2006) articulates that the presence of women in schools impact positively on girls’ retention in school and on their achievement. A female role model can support and encourage girls to successfully complete their studies and maybe even continue studying to become teachers themselves. She can be there to listen to problems and provide guidance when necessary. Female teachers can help make the school environment safer for girls according to Mulkeen, A. and Chen, D. (2008). Bernard (2002) also noted that although a number of measures have been undertaken to have an impact on the retention of girls in school, one of the important factors that remained and may undermine the efforts already made is lack of female teachers.

Box 8: Go Back to School Campaign

Go Back to School campaign is one of the interventions undertaken for the restoration of education in conflict affected areas of Uganda.

The main aim of this intervention was to accelerate enrolment, retention and completion of pupils (most especially girls) as well as reduce gender disparity in primary schools in the war ravaged districts of Gulu, Amuru, Lira, Kitgum Amolatar, Oyam Apac, Dokolo, and Nakapiririt.



A schoolpupil decorated during the go-back-and stay in school campaign. 2010

iii) Counseling and guidance for girls in primary and secondary schools

This program involves various activities that enhance girl’s participation and completion of education. Activities involved include: regular check-up of girls for pregnancy so that psychosocial support is extended to them (i.e. in terms of food supplements, & moral support to encourage them to stay in school.....); meetings between teachers and girls; and straight talk clubs that provide guidance and counseling sessions by senior female / male teachers on issues that affect girls and boys at school. Schools have appointed senior female and male teachers (SWT and SMT respectively) to provide counseling and guidance to the female and male pupils / students respectively in both primary and secondary schools. Management of sexual maturation and reproductive health form part of the Guidance and Counseling manual for primary schools. In addition, a reader on menstruation and menstrual management has also been developed, and copies are available in school libraries for learners to read. It provides information on the issues of growing up especially the body changes in both boys and girls, and also dispels existing myths about menstruation.

iv) Establish regulation to protect girls and boys from sexual harassment in schools at local government and community levels

Government has and continues to support local governments and communities in the set-up of customized bylaws and ordinances to support of girls’ education. The bylaws and ordinances address existing violations and lapses in different communities namely *rape, sexual harassment, intimidation, teasing and threats*.

v) Integrating Gender in the Instructional Materials

Under this process, the instructional Materials Unit based at MoESTS deals with the process of translating the curriculum into materials to be used in schools. The actual translation of the curriculum into textbooks is out-sourced among the writers

and publishing houses. The Ministry however, ensures that gender is incorporated in the textbooks. This is to discourage negative messages to boys or girls in books, and to discourage dominance of one sex over another. The Ministry also ensures that concerns for people with disabilities are considered. The scoring procedure for selection of textbooks takes gender as one of the items to look out for in the text books (MoES, 2013c).

5.5 Challenges of Education Sector in Realizing the Vision 2040 Aspirations

- a) There is inadequate funding for skills development. Currently, the BTVET sub-sector (which is charged with Formal Skills development) receives only about 6% of the Education and Sports sector total budget. The limited financial resources have constrained institutional activities such as renovation of infrastructure, purchase of equipment and training materials.
- b) Despite the massive female recruitment drive currently ongoing, the sector is still short of the expected. Few female teachers in schools mean some girls still have no voice or females to promote their interests in school and also no positive role models to look up to especially in rural schools. Female teachers who qualify are not willing to take up postings in faraway districts especially after marriage. Also, the top-up allowance for teachers teaching in hard-to-stay and hard-to-reach areas is not adequate to convince them to stay on the job.
- c) High dropout rates in primary and secondary schools due to early marriages, teenage pregnancy and social cultural factors. 15% girls still get married at the age of 15 years, while the median age of first marriage for girls is 17.9 years (UDHS, 2011).
- d) High poverty levels in the populace, whereby majority of the parents cannot afford the basic school necessities of their children such as scholastic materials. It

is evident in some places that parents cannot even afford a meal for their families. Such parents send their children to school without pens, books or lunch.

- e) Cultural diversity and existence of cosmopolitan societies especially in urban areas pose a serious challenge to implementation of the thematic curriculum. We have over 42 tribes in Uganda, and each has its own language, yet the thematic curriculum is delivered in only thirteen (13) languages:- Runyankore-Rukiga; Runyoro-Rutooro; Lugbarati; Ateso; Dhopadhola; Acholi; Luganda; Rukonzho; Ngakarimojong; Lusoga and Lango. In urban and coastal areas where there are a lot of intermarriages and people living together for work related matters, the language of instruction is a big challenge.

5.6 Policy Recommendations

1. **There is an abundance of evidence that ECD can be a key tool for addressing gender inequality, building confidence in children, and setting a solid foundation for literacy** (Bartlett et al., 2003). Therefore to enhance retention and improve on literacy and life skills amongst learners, there is need to: (a) universalize pre-school access by attaching a community based ECD center to all rural primary schools both government and private; (b) Increase advocacy and public awareness campaigns about ECD and its benefits to an individual, the family, the community and to the nation in order to bring positive change in attitudes and behaviors towards children’s survival, protection and development within the context of the National Early Childhood Development Policy; and (c) enhance the capacities (technical & financial) of national and district local government staff especially the ECD focal point officers and the Sub-County Chiefs to enable them to play their role of guiding, supervising, monitoring and ensuring that basic requirements and minimum standards are maintained in the delivery of ECD services and programs.

2. **There is need for more funding across all sub-sectors**, as well as enhanced management of those resources; The World Bank analysis of low-income countries states that countries that are on track to achieve 100% enrolment and 80% of children completing Grade 5 by 2015, exhibit a “powerful combination of relatively high education spending on primary education (2-3% of GDP).

According to the NDP II, budget allocations to the Education sector is expected to rise to 19.1% in 2014/15, but will continue to face pressure from competing priority sectors such as energy, infrastructure among others. Currently, schools under the Universal Primary Education (UPE) program receive a threshold of Ushs. 150,000/= per month for nine months, totaling to about Ug.sh 16.5bn. In addition, schools also share about Ushs. 33.2bn on the basis of enrolment (i.e Ushs. 8,100/= a year per pupil). According to the capitation grant guidelines, 35% of the grant is for extra instructional materials, 20% for co- curricular activities 15% for school maintenance and management, 10% for administration.

Although this amount of money is significant in absolute terms, it is very minimal in terms of unit cost per pupil per annum, and also in terms of the rate at which the shilling is fluctuating against the dollar. Consequently, schools are unable to adequately provide for both school consumables, and equipment.

3. **Create an independent Pre-primary Department** within the Ministry of Education, Science Technology and Sports. The department should be tasked to handle the whole aspect of Early Childhood Development (ECD) in the education sector (i.e. from Kindergarten/ pre-school, up to Grade 3). The department should act as a link between the education sector, and other line ministries handling the different aspects of children. In line with its mandate, the department should in collaboration with key line ministries design and manage a

consolidated and comprehensive Child Management and Information System with information and data regarding child development and delays, implications and opportunities especially in the early years consolidated from the various policies, programs and practices by different government sectors, international agencies and civil society organization.

4. **There is need for a universal school feeding program.** Although the Education Act (2008), and the UPE and UPPEP guidelines, obligate parents/ guardians to provide food to their children, as a prerequisite for effective learning, available evidence (*i.e in monitoring reports by the MoESTS, World Bank, and independent researchers*) reveal that parents in many areas of the country cannot afford due to high poverty levels. Currently through bilateral agreement with World Food Program has been providing food to education institutions in Karamoja Sub-region. However, this needs to be rolled out to all districts, and fully prioritized in the government budgeting process. Without a universal school feeding program, challenges of retention, absenteeism, and poor learning ethic will continue to persist in the education sector.

5. **Government should consider supplying sanitary pads to all schools** as this is a detriment to girls ability to stay in school. Currently, there are two types of sanitary pads in Uganda: disposable pads, and re-usable pads. A disposable pad is a sanitary napkin of absorbent material worn by girls and women during menstruation and thrown away after use. On the other hand, re-usable pads are washable fabric /pad worn by girls during monthly menstruation and not thrown away but are instead properly washed and used again. There are two types of re-usable sanitary pads: Homemade re-usable pads, made from locally available materials including cloth and cotton (see Figure 5.1), and factory made re-usable pads (see Figure 5.2)

Figure 5.1: Homemade Re-Usable Pads



Figure 5.2: Factory Re-Usable Pads



To minimize expenditure on sanitary ware, government should partner with local firms manufacturing re-usable pads namely AFRIpads Uganda, to supply pads to schools, as well as train school girls in how to make homemade re-usable pads. For instance, AFRIpads in conjunction with UNICEF, Plan Uganda, Marie Stopes Uganda, Child Fund International, Concern for the Girl Child, Norwegian Refugee Council, and numerous Rotary Clubs, has trained girls in Masaka and parts of the Northern region in how to make their re-usable pads.

6. **Effective implementation of the Monitoring Learning Achievement model in schools.** ESR 2011 acknowledged that whereas there are different levels of assessments (namely: national assessment which evaluates the effectiveness of the education system; & classroom based assessment which occurs simultaneously with learning designed to improve the learners ability to learn), the school level assessment seeks to evaluate individual schools and leads to the development of action plans to address identified problems.

The school based strategy unlike what has been in place places emphasis on: (a) identifying what skills each student possesses, and challenges; (b)

community’s critical thinking of the existing education system and their aspirations based on their social, cultural, political, geographical and economic thinking; (b) individual school based good practices and thus progressively builds on this foundation. On the other hand, the school based model also introduces a shift in the inspection methodology, and focuses on the learner as opposed to the clinical approach of lesson observation

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Early Childhood Care and Development (ECCD) centres in Uganda are giving children a happy and healthy start to their education.



Students in a Science Laboratory at Wobulenzi Town Academy, Luwero District

Uganda's Population And Development Data Sheets

KEY INDICATORS	APPENDIX 1: DEMOGRAPHIC, HEALTH AND SOCIAL ECONOMIC AND DEVELOPMENT INDICATORS 1994/1995 – 2014/2015				
	1994/95	2001/2002	2005/06	2010/11	2014/15
A: POPULATION OUTCOME AND PROCESS INDICATORS					
Crude Birth Rate per 1,000 population per year	52.1	-	-	-	42.1
Crude Death Rate per 1,000 population per year	17.2	-	-	-	-
Total Fertility Rate	6.9	6.9	6.7	6.2	6.2
Sex Ratio (%)	96.5	95.3	-	-	94.5
Annual Population Growth Rate (%)	2.5	3.2	3.2	3.2	3.02
Total Population (millions)	19.3	24.4	26.7	-	34.9
Percent Urban Population	11.3	12.3	15.0	-	18.0
Population Density (persons per sq. kms.)	95	123	-	-	174
Average Household Size	4.8	-	-	-	4.7
B: HEALTH INDICATORS					
Infant Mortality Rate (IMR) per 1,000 live births	81	98	76	54	54
Under Five Mortality Rate per 1,000 live births	147	152	137	90	90
Maternal mortality Ratio per 100,000 live births	506	505	435	438	438
Contraceptive Prevalence Rate (%)	14.8	22.8	23.7	30	30
HIV Prevalence Rate (%)	6.0	6.4	6.4	7.3	7.3
Percent of Births Delivered by a Skilled Provider (%)	39	39	41	57	57
C: SOCIAL INDICATORS					
Literacy Rate (%)	54	68	69	73	73
Pupil – Teacher Ratio (Primary School)	-	52	57	49	49
Pupil – Classroom Ratio (Primary School)	-	97	72	58	58
Student – Teacher Ratio (Secondary School)	-	-	-	19	19
D: ECONOMIC INDICATORS					
GINI Coefficient (inequality measure in household consumption)	-	0.428	0.408	-	0.426
Urban Unemployment Rate (%)	-	12.2	6.9	-	9.5
GDP Growth Rate (%)	-	-	-	-	5.5
GDP per Capita Income (US \$)	-	280	370	-	532
E: HUMAN DEVELOPMENT INDICATORS					
Human Development Index (HDI)	-	0.489	0.581	0.514	-
Life Expectancy (year)	48.1	50.4	50.4	-	54.5
Percent of Population below the Poverty Line (%)	-	38.9	31.1	-	19.7
F: GENDER EMPOWERMENT INDICATORS					
Gender Empowerment Index	-	0.549	0.583	-	-
Female Adult literacy rate (%)	-	59	68	-	61
Share of women in wage employment in the non-agricultural sector (%)	-	-	37	-	43.7
G: ENVIRONMENTAL INDICATORS					
Proportion of Households using Biomass for cooking	98	97	-	-	-
Proportion of population with access to Electricity for Lighting	5.6	7.7	-	14	16
Proportion of Households using Tadeoba for Lighting	-	74.9	-	-	-
Proportion of Households with access to Toilet facilities (%)	71.6	82.6	-	69	-

Proportion of Households with access to safe drinking water (%)						
H: BURDEN OF DISEASES						
Disease	2008/10	2010/11	2011/12	2012/13	2011/12	73.9
Malaria (%)	39.0	36.0	36.0	36.9		Average for 4 yrs
Cough or Cold (%)	19.0	19.0	24.2	29.1		36.7
Intestinal Worms (%)	5.0	5.0	5.5	5.6		22.8
Skin Diseases (%)	3.0	3.0	3.0	3.1		5.2
Acute Diarrhoea (%)	3.0	3.0	3.2	2.6		3.0
All Others (%)	32.0	34.0	29.1	22.9		2.9
Total	100.0	100.0	100.0	100.0		29.4
I: TOP FIVE LEADING CAUSES OF MORTALITY IN UGANDA (ALL AGES)						
Cause of Mortality	Under 5 Years			5 Years and Over		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Malaria	27.1	28	24.9	26.4	17.7	17.4
Pneumonia	11.4	14.8	13.6	8.7	6.7	10.1
Anaemia	12.1	9.6	12.7	7.4	3.7	9.0
Respiratory Infection	2.7	8.7	-	2.0	3.3	-
Tuberculosis	0.9	1.5	0.3	8.9	3.9	3.1
Other Causes	45.8	37.4	49.5	46.6	64.7	60.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
I: NATIONAL BUDGET ALLOCATION FOR KEY SECTORS AS PERCENT OF GROSS DOMESTIC PRODUCT FOR THE PERIOD FY 2010/11 - 2012/14						
Sector	2010/11	2011/12	2012/13	2012/14	Average Allocation	
Education and Sports (%)	19.3	16.5	17.4	16.2	17.4	
Health (%)	10.6	8.4	8.5	9.4	9.2	
Water and Environment (%)	3.7	3.1	3.9	3.3	3.5	
Production and Marketing (%)	5.2	4.9	4.2	3.4	4.4	
Works and Transport (%)	14.7	13.4	16.1	20.6	16.2	
Energy and Mineral Development (%)	5.7	15.8	14.5	14.5	12.6	
Other Sectors (%)	40.8	39.0	35.5	32.3	36.7	
Total	100.0	100.0	100.0	100.0	100.0	

Source: Statistical Abstract 2010, 2011, 2012, 2013 and 2014; UDHS 1995, 2000/01, 2005/06 and 2010/11; Population and Housing Census Main Report 1991 and 2002, 2014 National Population and Housing Census, Provisional Results;

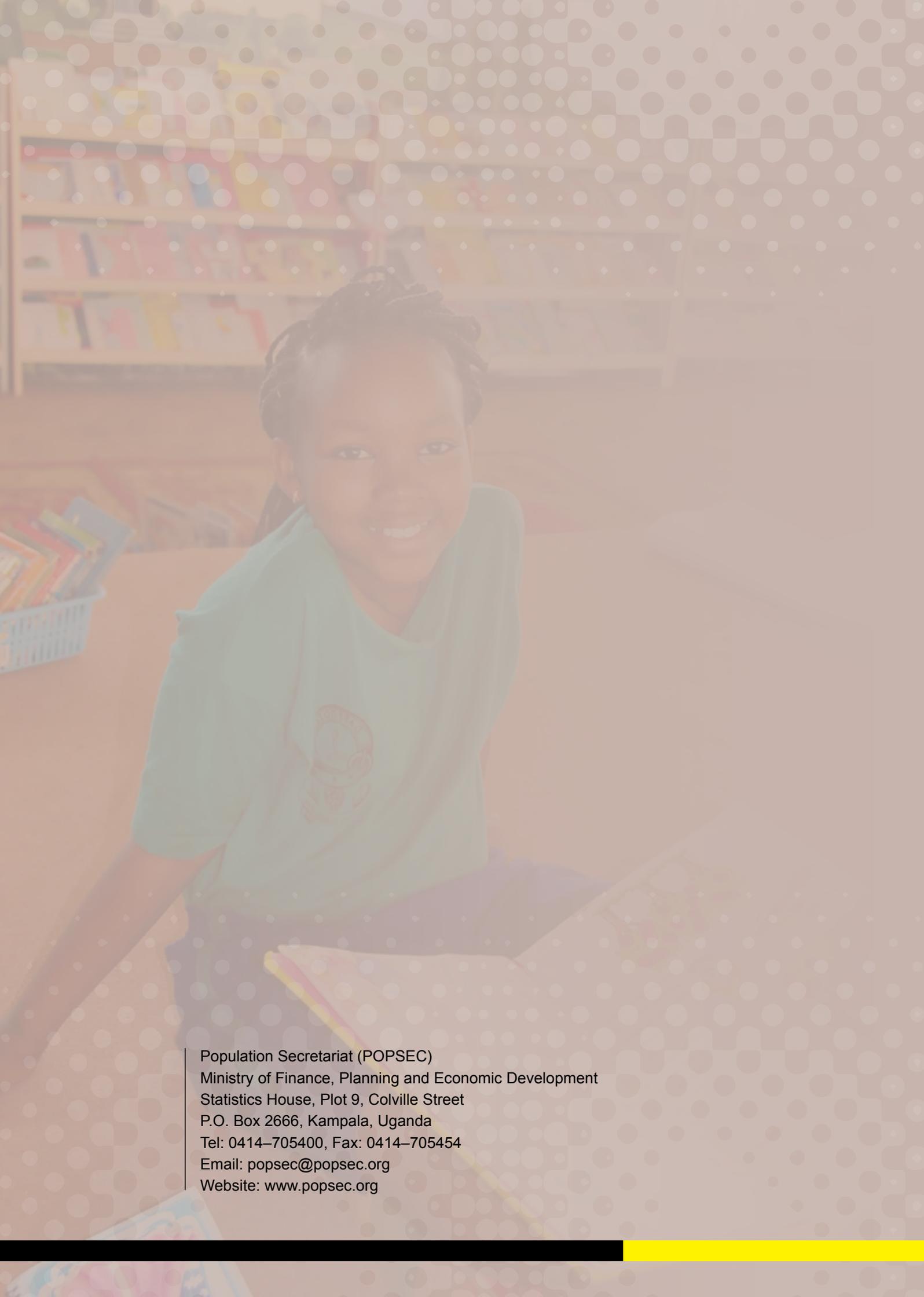
Background to the Budget FY 2011/11, 2011/12, 2012/13, 2013/14 and Human Development Report 2010, 2012, 2014, Uganda AIDS Indicator Survey Report 2011, Annual Budget Performance Reports (FY 2010/11 - 2013/14).

APPENDIX 2: PERFORMANCE OF INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT (ICPD) AT 20 YEARS IN UGANDA, 1994/95 – 2014/15						
International Conference on Population and Development (ICPD) Indicators		Progress in Achievement of ICPD Since 1994				
		1994/1995 Baseline	2000/2001	2005/2006	2010/2011	2014/2015
Mortality						
Infant Mortality Rate per 1,000 live births		97	89	76	54	54
Under-5 Mortality Rate per 1,000 live births		203	152	137	90	90
Maternal Mortality Ratio per 1,000 live births		505	505	435	438	438
Life Expectancy (years)		48.1	50.4	-	-	54.5
Education						
Gross Primary enrolment	Male	49	-	117.8	117.9	117.0
	Female	36	-	112.2	117.6	118.0
Gross Secondary Enrolment	Male	-	-	24.7	31.0	32.0
	Female	-	-	19.6	27.0	28.0
Percent illiterate (age above 15 years)	Male	36	22.2	16	21	21
	Female	55	42.3	39	36	36
Reproductive Health						
Contraceptive Prevalence	Any method	15	19	24	30	30
	Modern Method	9	14	19	26	26
Unmet Need for Family Planning		25	35	41	34	34
HIV Prevalence Rate (%), 15-49 years		6.3	6.7	-	7.3	7.3
Women Age 15-19 that have begun childbearing (%)		43	31	25	24.9	24.9

Source: UBOS Statistical Abstract 2012, UDHS 2011, UNHS 2009/10, 2002 Population and Housing Census Main Report (2005), 1991 Population and Housing Census, Analytical Reports (1995), Volumes I, II and III, and Uganda AIDS Indicator Survey Report 2011, EMIS, 2014.

APPENDIX 3: PERFORMANCE OF MILLENNIUM DEVELOPMENT GOALS (MDGs) AT 15 YEARS IN UGANDA, 2000/2001 – 2014/2015							
Goal	Millennium Development Goal	Tracking MDGs Progress from 2000 - 2015					MDG Target 2015
		2000/01	2005/06	2010/11	2014/15	2015	
1.	Eradicate extreme poverty and hunger	1. Percent of Population that is living below the poverty line	39.31.1	31.1	24.5	19.7	29.0
		2. Poverty gap	10.0	8.7	6.9	-	-
		3. Percent of underweight children (under 5 years)	22.9	16	17	17	12.5
2.	Achieve universal primary education	1. Net enrolment ratio in primary education	84.0	81.9	81.1	-	100.0
		2. Literacy rate of 15-24 year olds	81.0	76.3	76.1	-	-
3.	Promote gender equality and empowerment of women	1. Ratio of girls to boys in primary schools	0.95	0.95	0.99	-	1.00
		2. Ratio of girls to boys in secondary schools	0.79	0.91	-	-	1.00
		3. Ratio of girls to boys in tertiary education	-	0.92	-	-	1.00
		4. Proportion of seats held by women in parliament	19.0	30.1	43.7	-	50.0
4.	Reduce child mortality	1. Infant mortality rate per 1,000 live births	894	76	54	54	31.0
		2. Under-five mortality per 1,000 live births	159	137	90	90	56.0
		3. Percent of 1 year old children immunized against measles	56.9	69.1	76	-	90.0
5.	Improve maternal mortality	1. Maternal mortality ratio per 100,000 live births	505	436	439	-	131
		2. Percent of births attended by skilled health personnel	39.0	41.1	57	-	90.0
6.	Combat HIV/AIDS, malaria and other diseases	1. HIV prevalence rate among 15-49 year pregnant mother	6.0	6.4	7.3	-	-
		2. Condom at last higher-risk sex among 15-24 years old	49.9	52.9	-	-	-
		3. CPR among married women 15-49 years	23.0	22.6	30	-	-
7.	Ensure environmental sustainability	1. Proportion of land area covered by THF forest	21.3	19.3	-	-	-
		2. Proportion of urban population with access to improved water	87.0	84	92.2	-	100
		3. Proportion of rural population with access to improved water	57.6	63.6	69.5	-	70
8.	Develop a global partnership for development	1. Debt service as percent of export of goods and services	20.4	15.9	17.1	-	-
		2. Telephone fixed line subscriptions	59,472	100,777	464,949	-	-
		3. Cellular/Mobile subscribers	605,627	1,525,125	16,696,992	-	-
		4. Fixed internet subscribers	9,500	30,000	89,786	-	-
		5. Mobile wireless subscriptions	-	359,229	977,500	-	-
		6. Estimated internet users	-	1,000,000	4,900,000	-	-

Source: UBOS Statistical Abstract 2012, UDHS 2000/01, 2005/06, 2011, UNHS 2009/10 and Uganda AIDS Indicator Survey Report 2011



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