

ACRONYMS/ABBREVIATIONS

ADB	Africa Development Bank
AICAD	African Institute of Capacity Development
ARVS	Anti-Retro-Viral Supplements
ASC	Annual School Census
ATPs	Assessment and Training Packages
Bn	Billion
BoGs	Board of Governors
BPO	Business Processing Outsourcing
BTVET	Business, Technical, Vocational Education and Training
CBET	Competence Based Education and Training
CBO	Community Based Organization
CCs	Coordinating Centres
CCT	Coordinating Centre Tutor
CMU	Construction Management Unit
COPE	Complementary Opportunities for Education
CPD	Continuous Professional Development
CPTs	Customised Performance Targets
DEO	District Education Officer
DIMP	Decentralised Instructional Materials Procurement
DIS	District Inspector of Schools
ECD	Early Childhood Development
ECNC	Enrolled Comprehensive Nursing Curricula
EFA	Education for All
EFAG	Education Funding Agencies Group
EMIS	Education Management Information System
EPD	Education Planning Department
ESA	Education Standard Agency
ESC	Education Service Commission
ESCC	Education Sector Consultative Committee
ESIP	Education Strategic Implementation Plan
ESSAPR	Education and Sports Sector Annual Performance Report
ESSP	Education Sector Strategic Plan
ESSR	Education and Sports Sector Review
EU	European Union
FY	Financial Year
GCs	Governing Councils
GEM	Girls' Education Movement
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GoU	Government of Uganda
GWPE	Government White Paper on Education
H.E.	His Excellency
HE	Higher Education
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
HRH	Human Resources for Health
HTI	Health Training Institution
HTTI	Hotel and Tourism Training Institute
IAYS	International Alliance for Youth Sports
ICT	Information Communication Technology
IDP	Internally Displaced Persons
IDPC	Internally Displaced Persons' Camp
IEC	Information Education Communication
IMU	Instructional Material Unit
IT	Information Technology
IUCEA	Inter University Council of East Africa

JAB	Joint Admissions Board
KYU	Kyambogo University
LGs	Local Governments
MDG	Millennium Development Goal
MDGs	Millennium Development Goals
MHCP	Minimum Health Care Packages
MNSL	Mandela National Stadium Limited
MoES	Ministry of Education & Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoH	Ministry of Health
MoLG	Ministry of Local Government
MP	Member of Parliament
MTAC	Management Training and Advisory Centre
MTBF	Medium Term Budget Framework
MUBS	Makerere University Business School
MUK	Makerere University, Kampala
MUST	Mbarara University of Science and Technology
N/A	Not Applicable
NAPE	National Assessment of Progress of Education
NCDC	National Curriculum Development Centre
NCHE	National Council of Higher Education
NCS	National Council of Sports
NER	Net Enrolment Rate
NFE	Non Formal Education
NGO	Non- Government Organization
NIR	Net Intake Rate
NPES	National Physical Education and Sports
NTC	National Teachers' College
NUSAF	Northern Uganda Social Action Fund
OPM	Office of the Prime Minister
OVC	Orphans and Vulnerable Children
PCR	Pupil Classroom Ratio
PE&S	Physical Education and Sports
PEAP	Poverty Eradication Action Plan
PhD	Doctorate in Philosophy
PHC	Primary Health Care
PIASCY	Presidential Initiative on AIDS Strategy for Communication to the Youth
PIN	Personal Identification Number
PLE	Primary Leaving Education
PPE	Pre-Primary and Primary Education
PPET	Post Primary Education and Training
PTA	Parents Teachers' Association
PTC	Primary Teachers' College
PTE	Primary Teacher Education
PTP	Private Training Providers
PTR	Pupil Teachers' Ratio
REPLICA	Revitalising Education Programme Participation and Learning in Conflict Areas
RTP	Right to Play
ROM	Results Oriented Management
SE	Secondary Education
SFG	School Facilities Grant
SMC	School Management Committee
SNE/CGC	Special Needs Education/Carrier Guidance and Counselling
SWAp	Sector Wide Approach
TE	Teacher Education
TMM	Top Management Meeting
ToTs	Training of Trainers

UACE	Uganda Advanced Certificate of Education
UACP	Uganda AIDS Control Project
UBOS	Uganda Bureau of Statistics
UCC	Uganda College of Commerce/ Uganda Communications Commission
UCE	Uganda Certificate of Education
UJTC	Uganda Junior Technical Certificate
UNATU	Uganda National Association of Teachers' Union
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education and Scientific Organization
UNICEF	United Nations International Children Education Fund
UOC	Uganda Olympics Committee
UPE	Universal Primary Education
UPPET	Universal Post Primary Education and Training
US	United States
USD	United States Dollar
USE	Universal Secondary Education
UTC	Uganda Technical College
UVQF	Uganda Vocational Qualifications Framework
WFP	World Food Program

CURRENT TOP LEADERSHIP OF THE EDUCATION AND SPORTS SECTOR



Hon. Geraldine Namirembe Bitamazire (MP)
Minister of Education and Sports



Hon. Peter Teko Lokeris (MP)
***Minister of State for
Primary Education***



Hon. Gabriel Opiyo (MP)
***Minister of State for
Higher Education***



Hon. Charles Bakkabulindi (MP)
***Minister of State for
Sports***



Mr. F.X. K. Lubanga
***Permanent Secretary,
Education and Sports***



Hon. Geraldine Namirembe Bitamazire (MP)

FOREWORD

Government of the Republic of Uganda continues to commit increased resources to the education sector to achieve equitable access to quality education for all Ugandans. Through Sector Wide Budget Support and with the collaboration of Development Partners, the education sector is implementing reforms to consolidate the gains so far made at all levels and to enhance quality, efficiency and growth in the system.

Following the successful implementation of Universal Primary Education, UPE over the past ten years, 1997 to date, the sector reforms have targeted improvement of quality and efficient management and utilization of resources. A Thematic Curriculum for P1-P3 was launched this year, 2007 and preliminary reports indicate a degree of success in terms of stimulating learning among the children.

Mother Tongue as a medium of instruction was adopted to facilitate learning and acquisition of literacy skills at the early stages of the children's school career. The Primary Teachers Education Curriculum is also under review to ensure that the teachers acquire relevant pedagogical skill for implementing the curricular reforms at primary level of education.

Diagnostic studies and surveys have been conducted to identify the policy and implementation gaps in the UPE programmes that need strategic interventions to achieve the stated medium and long term objectives in the global EFA and MDG Covenants.

A draft Education Bill 2007 has been discussed by Cabinet, and it is now before Parliament pending enactment. The Bill makes primary education compulsory and makes general provisions for policy, regulation and control of the education sector at National and at Local Government levels.

At the Post-Primary Education and Training level (PPET) Government introduced Universal Secondary Education (USE) this year and 155,000 had enrolled in USE secondary schools by March 2007. A public private partnership model was adopted where 355 private secondary schools are implementing the USE programme under a bursary scheme.

The USE policy is targeting the bright but needy children especially those in the rural remote communities and districts. With increased access to equitable quality education at the Post primary level the country will address issues of poverty and will achieve competitiveness in the emerging knowledge based economic regimes. The policy is also targeting imparting of knowledge and skills to facilitate the macro economic development programmes in the public and private sectors.

The Secondary School Curricular Review is already under way to address the relevancy and quality of education at that level and to achieve cost effectiveness in the implementation

strategies.

The UPPET policy covers Business, Technical, Vocational Education and Training (BTVET) where young boys and girls after primary seven programme are enrolled to take certificate courses leading to direct entry into the labour market. A total of 46 Government Vocational Education and Training institutions are participating in the program and by March 2,626 students had enrolled. The private sector providers of BTVET have also been brought on board under this programme.

Over the FY 2006/2007 Government continued to prioritize education as a strategy towards the transformation of society and the improvement of people's quality of living. A total budget of Ug. Shs. 683.63bn (excluding direct donor support of shs. 37.21 bn) representing 17.6% of the Government expenditure was allocated to education, compared to Ug.Shs.609.14bn/- during the FY 2005/06. The increase in the sector ceiling under budget support arrangement but excluding direct donor support facilitates the implementation of the reforms and programmes listed above.

At the Tertiary and University levels, some moderate expansion has been achieved especially through the growing participation of the private sector in offering education and training at that level. There are now over fifteen private Universities and five Public Universities including Busitema University which opened on 3rd October 2007.

The sector will soon finalize the re-costing of the ESSP 2004-2015. The need to provide adequate funding to the sector cannot be over emphasized. However, measures to improve the quality of the teaching and learning processes at school levels are being reviewed focusing on improving the learning outcomes by the pupils and students.

The improvement of the training of teachers and their management are areas which are given attention under the overall strategies to improve quality. An increase in the primary teachers' salaries effected last FY 2006/07 is a step in the right direction on the part of Government.

Education Sector Services in Emergencies

The recent floods in a total of 25 districts in the North and North East of the country pose yet a new and serious challenge to the sector. The Needs Assessment Surveys so far done indicate that plans should address:

- (1) Construction and rehabilitation of the educational infrastructure in the affected districts;
- (2) Staffing of the schools in the area with teachers qualified to handle children emerging from the emergency situations;
- (3) Equipping of schools with instructional materials to facilitate learning;
- (4) Provision of flexible programmes to suit the learning conditions and the needs of the youth who have missed school for over twenty years;
- (5) Sensitization and mobilization of the communities, parents and local leaders on the need to send the children **back to school and to keep them in school**; and,
- (6) Increased funding of the education sector services in the North and North East to accelerate the rehabilitation process of the education service delivery plans and programmes.

Conclusion

With growing government and political support to the education sector through increased budget allocation, advocacy and mobilization by policy makers, politicians, stakeholders and the general public, the sector reforms and programmes are all on track. The challenges in funding and management to achieve both efficiency and quality form the priority areas and the ESSR 2007 is called upon to give guidelines leading to solutions. The Political and Technical Leaders and staff in the sector pledge to work as a team and to promote the partnership as a strategy to achieve the stated sectoral goals.

I thank all the development partners, EFAG in particular, for their contribution to the success recorded during the FY 2006/2007 and I thank all the stakeholders for the support given to the education sector.

Let me thank all the distinguished participants for coming to attend the fourth ESSR Conference, 2007.

I thank you.

Hon. Geraldine Namirembe Bitamazire (MP)
MINISTER OF EDUCATION AND SPORTS

OCTOBER 2007

EXECUTIVE SUMMARY

1.0 Background

This is the 4th Edition of the Education and Sports Sector Annual Performance Report (ESSAPR). Its purpose is to appraise the achievements made by the Education and Sports Sector during FY 2006/2007.

The ESSAPR will be used to inform the 14th Education and Sports Review process which commences on 22nd October 2007.

2.0 Overview of the Sector Policy Framework

During the period under review, the Sector policy thrusts continued to prioritise access, equity, quality, relevance and efficiency at all levels. In addition, the implementation of international covenants on education (as represented by MDGs and EFA goals) was emphasized.

3.0 Overview of the Financial Year 2006/07 Budget

Overall, the budgetary resources allotted to the sector continued to reflect the priority placed on education by Government of Uganda as articulated in the PEAP and ESSP. It enhanced progress towards the achievement of MDGs and EFA goals by 2015.

3.1 Highlights of the Budget

The following were the key features of the FY 2006/2007 budget:

- 3.1.1 The sector budget grew by 13.39 percentage points in nominal terms from Ug. Shs. 635.74 bn shillings (FY 05/06) to Ug. Shs. 720.81bn direct donor project support inclusive;
- 3.1.2 Increase in the wage bill of 31.2% to cater for increase in salaries for primary teachers and recruitment of 2,230 additional secondary teachers to support USE implementation;
- 3.1.3 Increase of non-wage recurrent budget by 11.5 percentage points to cater for USE capitation grant; and,
- 3.1.4 Continued prioritization of primary education as it was allocated Ug. Shs. 435.493bn or 63.7% total discretionary recurrent budget

3.2 Budget Outturns

The budget outturns for the period under review were as follows:

- 3.2.1 Education and Sports sector release share of the national discretionary expenditure was 31.2% since Ushs. 628.79bn was released to the sector out of the total discretionary current expenditure of Ushs. 2,014.91bn.
- 3.2.2 Primary Education sub-sector share of the total release was 60% since it received a total of Ushs. 675.64bn (both recurrent and development).

3.3 Overall Budget Performance

The combined performance of the recurrent and development Sector budget was as reflected below:

- 3.3.1 Non-wage recurrent budget for Vote 013 MoES over performed at 108.9%, on account of supplementary resource amounting to Ushs. 3.16bn released for 3rd party compensation.
- 3.3.2 Enhancement of salaries is attributed to the over performance by Kyambogo University salaries (i.e. at 124.7%). Similarly over performance was realized for the non-wage recurrent budget vote for MUBS at 111.7%, Makerere University at 102.1% and Gulu University at 140.1% respectively on account of provision of their wages under subventions.
- 3.3.3 Total release to the sector (i.e. for both recurrent and development expenditure amounted to Ug.shs. 675.64bn translating into overall performance of 98.8% of the approved budget.
- 3.3.4 The recurrent budget release was Shs. 628.79bn against the budget of Ug.shs. 636.55 giving overall performance of 98.8%.

3.4 Overview of the FY 2007/08 Budget

The FY 2007/'08 budget is characterized by the following features:

- 3.4.1 Total budgetary provision is Shs. 767.07bn (inclusive of direct donor support). This represents an increase of Ushs. 46.23bn in nominal terms at 6.41% over the current budget. This increase is projected to be slightly above the inflation rate implying a slight increase in real terms.
- 3.4.2 The recurrent budget (wage and non-wage) will increase to Ushs. 666.23bn from Ushs. 636.57bn in FY 2006/07. The increase is accounted for by increases in wage provisions for public universities and salaries for secondary teachers.
- 3.4.3 Development budget is increased to Ushs 100.8. This increase is accounted for by provision of funds earmarked for the construction of seed secondary schools.
- 3.4.4 The overall sub-sectoral shares for the FY 2007/08 budget will be as reflected below:

Primary	-	61.0%
Secondary	-	22.19%
BTVET	-	3.79%
Higher Education	-	10.62%
Others	-	2.30%

3.5 Physical Outputs from the Approved Budget for FY 2006/07

Below is a summary of the main sub-sectoral physical outputs from the approved budget.

3.5.1 Pre-primary and Primary Education

(i) Primary Teachers' Wage Bill

Ug.Shs. **342.50bn** out of the Budgeted **Ug.Shs. 342,500 bn** was released to pay salaries for **128,371** primary teachers, out of the targeted number of **129,000** primary teachers;

(ii) Payment of UPE Capitation Grant

A total of **Ug.Shs. 31.03bn** out of the budgeted **Ug.Shs. 32.830 bn** was released as UPE Capitation Grant to all Local Governments for **6,672,523** pupils, out of the targeted number of **6,672,523** pupils.

(iii) School Facilities Grant (SFG)

By the end of June 2006, **Ug.Shs. 16.25bn.** had been released out of the budgeted amount of **Ug.Shs.16.420 bn**, for:

- Construction of 837 classrooms out of the targeted 925 new classrooms. Also 26 classrooms were rehabilitated;
- Procuring 11,812 pupil desks out of the targeted 17,498 3-seater desks;
- Procured 353 pieces of office furniture out of the targeted 723 pieces of office furniture;
- construction of 1,399 pupils Latrines stances out of the targeted 1,676 pupils Latrine stances;
- construction of 24 teachers houses out of the targeted 42 teachers' houses;
- construction of 18 kitchens out of the targeted 26 kitchens; and,
- Construction of 18 teachers' latrines out of the targeted 42 teachers' latrines.

3.5.2 Secondary Education

By the end of FY 2006/07:

- a total of **Ug.Shs. 88.37bn** out of the budgeted **Ug.Shs. 97.695bn** had been released to pay salaries of **21,403** teaching staff in secondary schools, out of the targeted number of **21,403** teachers in the payroll;
- **Ug.Shs. 22.75bn** out of the budgeted amount of **Ug.Shs. 22.830bn** had been released to Pay for Capitation Grants for **155,176** students admitted in S1 as USE eligible students with 4-28 aggregate range (i.e. 89,546 male; **65,630** female) in **845** Secondary Schools, out of the targeted number of **845** government secondary schools;
- **Ug.Shs. 1.6bn** out of the budgeted amount of **Ug.Shs. 1.6bn** had been released under the bursary scheme to pay for the fees of **9,250** bright but needy/poor students, out of targeted number of **9,250** students; and,

- **Ug.Shs. 3.098 bn** had been released to pay fees for **36,384** students whose parents live in IDP Camps.

3.5.3 Business Technical Vocational Education and Training

By the end of period under review:

- **Ug.Shs. 4.001bn** had been released to pay for wages of **71** Tutors/Lecturers in Uganda Technical Colleges and **67** Tutors/Lecturers in Uganda Colleges of Commerce; and,
- **Ug.Shs. 3.17bn** out of the budgeted **Ug.Shs. 5.263bn** had been released to pay for **391** Tutors/Lecturers in Community Polytechnics and **1,282** teachers.

3.5.4 Tertiary Education

During the period under review, the sector operationalised salary enhancement scheme as follows:

- ✓ A total of **Ug.Shs. 34.86bn.** was released to pay salaries for **2,730** members of staff, out of the targeted number of **4,116** staff in Makerere University; and,
- ✓ A total of **Ug.Shs. 9.81bn.** was used to pay salaries for **1,112** members of staff at Kyambogo University.

4.0 Main Achievements in meeting Policy Objectives of access, equity, quality and efficiency

During the period under review, a number of interventions were undertaken under various sub-sectors to meet the broad sector policy objectives. These are summarized below.

4.1 Pre-primary and Primary Education Sub-sector

4.1.1 Access and Equity

Efforts to expand access continued to be emphasized and revolved around the implementation of UPE (*targeted infrastructure development under SFG in districts with the poorest PCRs*), collaboration with private sector providers, coding and validation of NFE centres by the Education Service Commission, and “*go to school, back to school and stay in school*” campaigns in the districts of Soroti, Gulu, Lira and Kotido. As a result of these interventions:

- Total enrolment in primary education increased from 6,519,063 pupils in 2006 to 6,684,513 in 2007. The decline observed from 683,525 in 2003 to 6,519,063 in 2006 signifies success in the mop-up effect of UPE Programme in depleting the reserve of non-schooling children within the relevant age group.
- Both GIR and GER (although still are over 100%) declined. This is a positive development indicating a reduction in the percentage of under age and or overage children in the primary education system.
- Apart from the GER all other indicators of access (i.e. NER, GIR and NIR) showed

an upward trend between 2006 and 2007 as follows:

- NER increased from 92% (2006) to 92.1% (2007);
 - GIR increased from 123.9% (2006) to 129.2% (2007); and,
 - NIR increased from 63% (2006) to 56% (2007).
- The decline of the GIR from 112.2% to 111.7% is attributed to a reduction in the female GER from 109.1% (2006) to 108.8% (2007).

4.1.2 Quality and Efficiency

The main achievements in the quality efficiency efforts in the Pre-primary and Primary subsector were as follows:

- ✚ The Thematic Curriculum was rolled out to the whole country and 13,926 Head teachers and 28,333 primary teachers were trained for this purpose;
- ✚ Monitored double shift in 36 primary schools and paid salaries to all teachers practicing the **Double shift teaching system**. Ug.shs. 92m was spent to pay wages to a total of 184 teachers deployed to teach double shift in 36 schools;
- ✚ Ug.Shs.215,832,000 million was spent on hard to reach allowances for a total of 1,405 teachers teaching in 7 districts as follows: Moroto (332), Kotido (157), Kabong (209), Abim (341), Kalangala (130), Nakapiriprit (170), Mukono - Kome Island (66). Each teacher received 20,500; and,
- ✚ 40 Primary Head teachers were trained in the management of school attendance records.

4.2 Secondary Education Sub-sector

4.2.1 Access and Equity (Main Achievements)

Interventions to address access and equity concerns mainly focused on the implementation of Universal Secondary Education (USE), the bursary scheme for bright but needy students and expansion of facilities.

The main achievements were:

- an increase in total enrolment at secondary school level from 814,087 to 842,683 (i.e. a 4% increase). However, gender disparities at this level remain a main concern.
- a total of 9,250 poor/needy but bright students benefited from the bursary scheme during FY 2006/07 compared to the 7,400 beneficiaries who benefitted during FY 2005/2006; and,
- textbooks were procured and distributed to 66 Seed Secondary Schools that started operating during FY 2006/2007.

4.2.2 Quality and Efficiency

Management and Governance of secondary schools was enhanced as follows:

- A total of 200 headteachers and their deputies have been trained on supervision skills, while 47 heads of departments were trained as subject specialists;
- 850 head teachers of government aided secondary school and 500 head teachers from private secondary schools were trained in management and governance;

- 250 BoGs were trained in management and governance of secondary schools; and,
- 4173 teachers were recruited and deployed under the USE programme

4.3 Business, Technical, Vocational Education and Training

4.3.1 Access and Equity

- Equalisation activities under BTVET resulted in a total of 2600 skilled craftsmen being tested, from which 2,105 qualified for certification; and,
- Grade I (930) and Grade II (1670) candidates were tested, out of which 911 and 1,194 candidates passed for Grade I and Grade II respectively.

4.3.2 Quality and efficiency

- Financial Management and accountability was enhanced through development and distribution of Accounting manuals were to all Health Training institutions.
- In the same vain, governance and management of BTVET was enhanced through appointment of Governing councils for 5 UCCs, 4 UTCs, 46 specialized institutions, 33 Technical Institutions and 16 Community Polytechnics. In addition, an orientation course was organized for all members of this newly appointed Governing Councils.
- Activities of former departmental training institutions were integrated into the Education Sector Strategic Plan (2004- 2015).

4.4 Higher Education Sub-sector

4.4.1 Access and Equity

Access in higher education was boosted with the opening of a new public university in Eastern Uganda called Busitema University. Equity enhancing initiatives under Higher Education led to all 81 districts having 11 students each being admitted on government sponsorship to Public Universities under the Quota System of admission

4.4.2 Quality and Efficiency

To enhance quality and efficiency,

- ✚ A Costed Strategic Plan for Higher Education was approved.
- ✚ All public universities have established Quality Assurance Units to minimise duplication of programmes, and to ensure minimum level of human and materials resources required to effectively deliver university programmes.
- ✚ NCHE began enforcement of minimum requirements in Public universities for delivery of academic programmes.

4.5 Teacher Education Sub-sector

4.5.1 Quality and Efficiency

- (i) Continued implementation of the policy of 100% government sponsorship of students joining Primary Teachers Colleges and government sponsorship of 80% of

students joining National Teachers Colleges resulted in:

- 71% of the Grade III candidates passing Grade III teachers' examinations,
 - 89% passed year I to II Promotional examinations; and,
 - 95% of the candidates presented for diploma in secondary education passed the examinations.
- (ii) All the Pre-service students from the 45 Government aided PTCs received training on how to deliver the Thematic Curriculum using the Thematic approach.
- (iii) All P.1 teachers were trained in the use of Thematic Curriculum by PTCs.

4.6 Sports Sub-sector

Policy to procure PE&S literature and equipment was adopted by the ministry and its implementation is underway.

5.0 Progress in achieving Targets for Cross – Cutting Issues

5.1 HIV/AIDS

Under PIASCY Programme;

- (i) Training of 151 National Facilitators, 531 CCTs as trainers and 6,468 as Master Trainers in various HIV/AIDS competencies. These are expected to head behaviour change communication, guidance and counselling in schools and communities around the school.

The distribution of handbooks dealing on how to develop talking school compounds environment in 12,974 schools resulted in over 10,000 primary school having talking compounds with messages on guidance and counselling.

5.2 Gender

As a result of combined initiatives in advocacy, sensitisation, and IEC activities under the gender desk;

- (i) enrolment in primary in Kotido district increased from 7,679 children (3,478 girls, 4,201 boys) in 2006 to 11,727 (5,583 girls, 6,144 boys) in 2007;
- (ii) a total of 1,725 children (i.e. 934 girls and 791 boys) were registered in primary schools through GEM sensitization and mobilization activities;
- (iii) a total of 5,719 children (2986 girls, 2733 boys) registered in ECD centers in Amuru district; and,
- (iv) 100 girls continue to benefit from USAID scholarship being managed by FAWE Uganda.

5.3 Information Communication Technologies (ICT)

During the period under review, the main achievements were:

- (i) The sector made a breakthrough in the approval of the sector specific policy on ICT. This policy firmly lays the foundation for ICT in education.
- (ii) 1,325 teachers were trained by Cyber School of Technology Ltd and are using ICT to teach science in 100 secondary schools.
- (iii) Out of 100 pilot secondary schools under the Cyber School Technology Ltd, 93 received computer hardware and software during the period under review.
- (iv) Under the ICT enabled learning and Training - E-learning (Easy Learning) Pilot Program:
 - The sector established on-line training platform to access on-line courses at Uganda web portal; <http://campus.easylearning.org/uganda>.
 - 300 trainees under the pilot program have acquired different on-line certifications in IT, Desktop skills and Professional Development courses using the new learning method and training.
 - A linkage between MOES and Ministry of ICT has been created through the creation of a Business Process Outsourcing (BPO) technical team by the Ministry of ICT to formulate a BPO model and position the country as a "Preferred Destination for BPO".

1. INTRODUCTION

This is the 4th Edition of the Education and Sports Sector Annual Performance Report (ESSAPR), produced by the Ministry since 2004. The report, which is now published every October, presents a summary appraisal of the overall challenges encountered by the sector in its efforts to realise the broad policy objectives of providing equitable access to quality education to a Ugandan citizenry in an efficient manner.

1.1 The Purpose of the ESSAPR

ESSAPR is intended to satisfy the feedback imperative to stakeholders in order to enhance transparency and accountability in the implementation and management of Education and Sports Sector activities.

Specifically however, the ESSAPR is prepared to:-

- (i) Render accountability for resources accorded to the Education and Sports Sector in the preceding fiscal year; and,
- (ii) Inform the Annual Education and Sports Review (ESSR) process.

Over the years, ESSAPR has increasingly taken center stage during the annual review process as a major source of information on overall performance of the sector during the previous financial year.

In this regard, ESSAPR provides a basis for decision making and participation by stakeholders in the ESSR process. Consequently, it informs not only the review but also sets the agenda for the entire review process. The 4th ESSAPR is thus expected to continue playing this critical role during the 14th Education and Sports Sector Review process.

1.2 Overview of the 14th ESSR Process

The 14th ESSR process is scheduled to start on 22nd October 2007 with a week long regional field visits. The field visits will be followed by a four day national ESSR Workshop scheduled to commence on 29th October and end on 1st November 2007.

1.2.1 Regional Field Visits

This is one of the key activities of the October 2007 ESSR process which will be undertaken jointly by MoES staff, EFAG members, Line Ministries and host district officials.

A total of five (5) days field visits are planned; four will be undertaken in the four traditional regions of the country (i.e. East, West, North and Central), while the 5th will specifically target Karamoja Sub - Region.

The overall goal of these field visits is to provide an opportunity to both MoES staff and members of EFAG to appreciate the realities of education provision in the various

regions of the country.

Specifically however, the visits are intended to:-

- (i) Confirm overall progress made towards the achievement of broad policy objectives of enhancing access, equity, quality and efficiency as reported by ESSAPR and other relevant documents;
- (ii) Provide fora for district and institutional based actors to review various implementation constraints encountered during the period under review in the hope of finding lasting solutions.

1.2.2 The Education and Sports Sector Review (ESSR) Workshop

The overall goal of the national workshop is to enable stakeholders to participate in the planning and implementation of the Education and Sports sector activities. However, the workshop is expected to:

- (a) Review and discuss;
 - (i) Overall progress made by the education and Sports Sector towards achieving its broad policy objectives during Financial Year 2006/07.
 - (ii) Joint Position Paper on the progress made to implement critical and process undertakings endorsed by the 13th ESSR in October 2006.
 - (iii) Implementation constraints encountered during the period under review.
- (b) Approve a new set of undertakings for the 15th ESSR expected to take place in October 2008. These undertakings will constitute recommended remedial actions to overcome implementation constraints and challenges outlined by both ESSAPR and JPP.
- (c) Issue an Aide Memoire as a true record for agreed positions for the 14th ESSR process at the end of the workshop.

As usual, the Central Workshop is expected to draw participants from District Local Governments, Parliament, NGOs and Civil Society Organisations, Line Ministries and Organisations, Education Funding Agencies Group (EFAG), The Private Sector, Educational Institutions and MoES headquarters.

1.2.3 Approach and Methodology

The ESSR process will be broadly based on collective and multi stakeholder participation in the Education and Sports sector activities. This approach was endorsed by MoES in 1999 following the adoption of the Sector Wide Approach (SWAp) as a modality for policy dialogue, planning, management, monitoring and evaluation, and reporting on progress in the sector. However, in order to facilitate the achievement of the specific objectives of the sector review, strategies reflected in Box 1.1 shall be employed.

Box 1.1: Summary of main strategies for the 14th ESSR process

(i) Preparation of two key documents to inform the review (i.e. ESSAPR and JPP).

- The ESSAPR will present summary appraisal of sector progress, achievements, implementation constraints and challenges for Financial Year 2006/07.
- JPP will present progress and achievements in the implementation of the October 2006 ESSR undertakings.

(ii) Five regional visits (i.e. west, east, north, central and Karamoja) for one week to confirm progress and issues contained in the ESSAPR, JPP, EMIS 2006 Statistical Abstract and District League Tables.

(iii) Four-day national ESSR workshop for:

- in depth discussion of the ESSAPR and JPP;
- approval of future undertaking and,
- adoption of the 14th ESSR Aide Memoire.

1.2.4 Main Activities

Based on the objectives and strategies adopted, the October 2007 annual review will have three broad activities. These are:

- (i) Preparation and presentation of the ESSAPR and Joint Position Paper (JPP).
- (ii) Regional Field Visits including preparation and presentation of field visit reports to ESSR Workshop plenary.

and adoption of the October 2007 ESSR

Box 1.2: Summary of tasks involved in each of the activities.

Activity	Tasks
1. Regional Field Visits	<ul style="list-style-type: none">- Identification and approval of districts and schools to be visited;- Visiting selected schools in various districts in all the regions of the country;- Preparation of the field reports; and- The fieldwork will be guided by the ToRs, attached as Annex 2.
2. Central Workshop Activities	<ul style="list-style-type: none">- Opening and closing remarks by hon. MES and Coordination EFAG.- Presentation of the Joint Position Paper, ESSAPR and other documents- Presentation of four field reports- Plenary discussions- Preparation and adoption of the Aide Memoire for the 14th ESSR during plenary; and,- Press Conference.
3. Post-ESSR Workshop activities	<ul style="list-style-type: none">- Final editing & formatting of Aide Memoire- Printing of the Aide Memoire- Dissemination of the Aide Memoire- Extraction of actionable issues contained in the Aide Memoire for follow up- Communication of agreed positions relevant to respective departments for implementation; and,- Monitoring of the implementation of undertakings.

1.2.5 Expected Outputs and Outcomes

The main outputs of the October 2007 ESSR process will include;

- (i) Education Sector and Sports Annual Performance Report (ESSAPR);
- (ii) Joint Position Paper;
- (iii) Regional Field Visit Reports;
- (iv) Aide Memoire for October 2007 ESSR; and,
- (v) A central workshop proceedings report.

Arising from the above outputs, the main results of the 14th ESSR are expected to include:

- (a) Increased ownership of sector programmes and activities as a result of enhanced multi-stakeholder participation provided by the ESSR process; and,
- (b) Approved Undertakings that constitute the sector's strategy for responding to implementation constraints and challenges highlighted by both ESSAPR and the JPP.

OVERVIEW OF SECTOR POLICY FRAMEWORK

This chapter is a new addition to the ESSAPR. It outlines the key sector policies that continue to underpin reforms, programmes/projects and activities of the sector.

2.1 Evolution of the Current Education Policy

The overall policy of the Education and Sports Sector derives from the recommendations of the Education Policy Review Commission (EPRC 1989), that was subsequently refined into the Government White Paper on Education (GWPE 1992).

The policy is under pinned by the current vision and mission of the sector (see box 2.1).

Box 2.1: Vision and Mission of the Education Sector

Vision

The vision of the Ministry of Education and Sports is "Quality Education and Sports for All".

Mission

Its mission is to "guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for National integration, individual and national development".

Following the formulation of the Poverty Eradication Action Plan (PEAP) in 1997, the Education and Sports Sector objectives (like those of the other sectors) were integrated to form part and parcel of PEAP objectives. In the current PEAP, Education and Sports sector constitutes Pillar 5 (i.e. Human Development Pillar), which is devoted to all the social sectors.

Since 1997, the PEAP has grown to become the overall national plan for fighting poverty.

It also provides a framework for planning and management in the public sector, attainment of the MDGs including Education for All (EFA) - First Track Initiative (FTI) targets by 2015.

2.1.1 Overall Policy Thrusts

The current major Education and Sports policy thrusts prioritise access, equity, quality, relevance and efficiency. As a result, the policy objectives include:

- (i) Making significant and permanent gains in achieving equitable access to education at all levels,
- (ii) Improving the quality of education and ensure an education system that is relevant to Uganda's development goals,
- (iii) Enhancing the effective and efficient management of education service delivery at all levels; and
- (iv) Developing the capacity of MoES to plan, programme and manage an investment portfolio that will effectively and efficiently develop the education sector.

These policy objectives are being operationalised by the Education Strategic Investment Plan (ESIP 1 1998 - 2003), and Education Sector Strategic Plan (ESSP 2004 - 2015). The ESSP is currently undergoing a re-costing to

accommodate emerging priorities and reforms.

2.2 Sub-Sectoral Policy Thrusts

Following the approval of the Government White Paper on Education (GWPE 1992), the Education and Sports Sector adopted comprehensive policy reforms intended to stem the rapid decline experienced throughout the 1970s and 1980s. These reforms were also expected to usher in development of education

system after two decades of regression. Quite evidently, the reform process is responsible for the massive investments in the education system that have triggered off phenomenal growth and development hitherto not witnessed in the sector. A steady trend in the improvement of overall indicators for access, quality, equity, relevance and efficiency is a clear manifestation of this.

2.2.1 Pre - Primary and Primary Education

2.2.1.1 Policy Response

As a response to the increasing quality concerns, the sub-sector during the period under review implemented four mutually reinforcing initiatives namely; Universal Primary Education (UPE), Thematic Curriculum for lower primary, Customised Performance Targets (CPTs) for Headteachers and Deputies and Early Childhood Development (ECD) policy.

(i) Universal Primary Education (UPE) Policy

- **Purpose**

To democratize access to Primary Education

- **Target**

All children of school going age nation wide (*i.e. 6 years to 12 years*)

- **Main Achievements**

The main achievements of the UPE Programme during the period under review are reflected in box 2.2

Box 2.2: Status of Primary Education in Uganda

1. Main Achievements

- Expansion of access from 7,362,938 (2006) to 7,414,880 million children (2007).
- Number of trained teachers recruited (by both public and private schools) increased to 145,000 (2007)
- Decrease in the proportion of untrained teachers to 12% in 2007
- The number of schools (both public and private) increased to 15,000 (2007).
- The stock of classrooms increased to 102,648 (2007) from 102,507 (2006)
- PTR decreased to 48:1 (2007)
- PCR decreased to 74:1 (2007)
- GIR decreased to 129.2% (2007) from 123.9% (2006)
- NER increased to above 92:1 in 2007 from 92:0 (2006)
- Percentage of pupils that passed PLE increased to 82% (2006) from 55% (2005).
- NAPE Competency test results in Literacy for P3 increased to 45.5% (2007); for P6 increased to 49.6% (2007) from 34.3% in 2003 for P3 and 20% in 2003 for P6 respectively.
- In numeracy for P3 - decrease from 45% (2005) to 42.6% (2006) and for P6, a decrease from 33% (2005/06) to 30.5% (2006/07).

Source: MoES (EMIS, 2007)

(ii) Thematic curriculum for lower primary

• **Purpose**

This is intended to stem rapidly declining proficiency levels of primary pupils. Empirical evidence suggests that proficiency levels in the NAPE tests (literacy and numeracy) for both P3 and P6 though slightly improving are still below average *i.e.* **P3: Literacy 45.6%, Numeracy 42.6%; P6: Literacy 33.5%, Numeracy 30.5%.**

The Thematic Curriculum (centred around the interests and needs of infant children P1 - P3) is planned to enhance early mastery of critical skills particularly those of Literacy (*i.e.* reading and writing) in the respective local languages of children. It is thus a competency based approach to Literacy and Numeracy using mother tongue as a medium to facilitate first learning and entrench literacy.

• **Target**

- (a) P1 to P3 nationwide
- (b) Instruction in mother tongue in each locality

• **Main Achievements**

- (a) The policy was successfully piloted in the 15 districts of Kabarole, Arua, Gulu, Amuru, Moroto, Kumi, Bukedea, Namutamba, Iganga, Kampala, Rakai, Lyantonde, Rukungiri, Kasese and Nakasongola. 90 primary schools are involved in the pilot exercise. Results of the pilot exercise were positive as follows;
 - 90% of the participating schools reported improvement in their reading competency levels from 47% to 90%.
 - 70% of the participating schools reported improvement in their numeracy competency levels from 45% to 76%.
- (b) Phase I of the national roll-out of the new curriculum targeted at P1 only and was completed early this year.
- (c) The pilot-testing of the draft curriculum and teachers guides for P2 has been completed; roll-out is planned for early 2008. The feedback from the

pilot exercise was used to finalise the curriculum.

- (d) Design and development of P3 curriculum and teachers guides commenced in January 2007 and expected piloting is slated for 2008 and full implementation in 2009 academic year.

- **Challenges**

- (i) Teacher training and re-training
- (ii) Additional funding and other resource needs required for effective implementation;
- (iii) Sustaining continued sensitization and advocacy for key stakeholders including the private sector;
- (iv) The need to train CCTs to provide backup support for the development of locally available teaching and learning materials as well as in-service training of teachers in mother tongue for instruction; and,
- (v) Provision of Teacher Resource Books in more than 9 local languages.

(iii) Customized Performance Targets (CPTs) for Head teachers and Deputies

- **Purpose**

The Government of Uganda spends about 30% of the national budget on the Education Sector. Over 65% of these funds are invested in the primary education sub-sector to run Universal Primary Education (UPE) programme. While the UPE programme has made substantial gains in broadening access to primary education as reflected in the increase in enrolment, an improvement in school infrastructure, there still remains teething problems relating to the quality of education.

Despite the heavy investment in the subsector, it is quite startling to note that pupils are yet to attain desirable learning competencies in literacy and numeracy.

The problem of failure on the part of pupils to achieve acceptable competencies in illiteracy and numeracy has been to a considerable degree attributed to the slackness and lack of commitment on the part of headteachers and teachers in UPE schools.

The laissez-fair attitude adopted by some headteachers, deputy headteachers and teachers has affected the learning interests of the pupils and CPTs is one of the interventions to improve the quality of education under the UPE programme.

The objectives of the CPTs are:

- (a) Define key measurable performance indicators;
- (b) Link performance to learning outcomes;
- (c) Revitalise and motivate the headteachers and teachers to perform or produce desired results;
- (d) Reduce or minimise lethargy among headteachers and teachers in the performance of their duties;
- (e) Enhance productivity of headteachers and promote quality in primary education; and,
- (f) Roll out Results Oriented Management (ROM) to the schools.

The Expected Outcomes of the Policy include:

- (a) Enhanced pupil learning achievement;
- (b) Effective teaching process;
- (c) General school management and leadership;
- (d) Financial management and control;
- (e) Sanitation;
- (f) Effective utilisation of and innovativeness in instructional materials;
- (g) Human resource management;
- (h) School records management; and,
- (i) Mitigation of HIV/AIDS in schools.

- **Target**

Will initially cover headteachers and deputy headteachers of UPE primary schools and will later be expanded to cover all primary school teachers.

- **Main Achievements**

- (a) Brought on board the political leadership both at national and local levels. H.E the President met with the UNATU, where he was informed about the CPTs, and welcomed the idea. Local Governments have been sensitized on CPTs, thus enabling them to buy into its concept;
- (b) Managed to win the support of UNATU after extensive consultations. UNATU has since become the lead flag bearer of CPTs, to the effect that sensitization works on CPTs at the district level are run by UNATU; and,
- (c) Printed 30,000 copies of documents on CPTs and successfully distributed 25,000 copies to the districts to enhance the implementation of CPTs.

- **Challenges**

- (a) A number of districts/ Local Governments have remained complacent, yet the implementation of the policy rests on their good-will as well;
- (b) The 5% UPE Capitation Grant that was designated for monitoring CPTs at the districts has not been utilized as stipulated by some districts. The CPTs are therefore not regularly and effectively monitored in such districts.

(iii) **Early Childhood Development (ECD) Policy**

- **Purpose**

The policy is designed to reinforce the positive impact of Early Childhood Development (ECD) on the quality of subsequent levels of education. The policy acknowledges the role of the private sector as the sole provider of early childhood education in the country. The role of MoES will be focused on policy and curriculum development; training of teachers and care givers; coordination, monitoring and evaluation.

- **Target**

- (a) Children below eight years;
- (b) Teachers and care givers of these children; and,
- (c) Parents Communities, Local Leaders and ECD service providers

- **Main Achievements**

- (a) The main achievement so far is the development of the policy.
- (b) Development of the learning framework for early childhood.

2.2.2 **Post Primary Education and Training**

2.2.2.1 The Policy Response

(i) Universal Post Primary Education and Training (UPPET) Policy

(a) Secondary Education

- **Purpose**

This policy on UPPET was launched in 2007, to address inequitable access to PPET in the country. The basic tenets of UPPET are reflected in box 2.3.

- **Target**

The policy is designed to target P7 P.7 completers who hitherto were unable to enrol in Post Primary Education and Training (PPET) due mainly to unaffordability of fees at post primary level.

- **Main Achievements**

The implementation of the UPPET policy (which is now in its 8th month) is a tremendous success. Box 2.4 summarizes significant achievements that have been made within the first eight months of its implementation.

Box 2.3: Basic Tenets of UPPET Policy

- Deliberate targeting of poor areas or social groups of the country;
- Abolition of user fees by target groups;
- Creation of a conditional grant to cater for operational costs (variable costs) of target institutions;
- Entering into a collaborative arrangement (based on a signed Memorandum of Understanding) with selected private providers of PPET in the country.

Box 2.4: Achievements of the UPPEP Policy

- (i) A total of 794 Government Aided Secondary schools (2nd Headcount, August 2007) are participating in the programme. The 1st National Headcount (March 2007) had 794 Government Aided Secondary Schools.
- (ii) A total of 120,954 eligible students were enrolled in government aided secondary schools. The number of eligible students by the 1st headcount exercise of March 2007 was 157,889 while the number of eligible students by the 2nd headcount of August 2007 was 161,549.
- (iii) A total of 363 private secondary schools are participating in the programme with a total of S1 enrolment of 40,595 eligible students (2nd headcount). There was an increase in the number of eligible students in private secondary schools between March and August 2007. The total increase in the number of eligible students was thus 4,361 in private secondary schools under USE.
- (iv) A total of 161,554 students (92,459 males and 69,095 females) are eligible for USE in 1,155 schools.
- (v) Construction of seed secondary schools has progressed with 38 sites out of the 41 targeted already constructed under Phase I comprising two classroom block, partial administration block and latrines for girls and boys. Phase 1 has been completed in 22 out of the 38 and the remaining 16 works is to be completed latest 30th October 2007. Furniture has been delivered to all the 22 completed sites.
- (vi) Civil works for Kiyuya Seed Secondary school is to commence in October 2007, bringing the total number of seed schools to 39.
- (vii) Phase II - construction of seed secondary schools will involve two (02) additional classrooms and a teachers' toilet in the 38 sites where construction is in progress.
- (viii) Construction of 25 seed secondary schools under the ADB is to commence in October 2007.
- (ix) Shs. 7,000,000/= threshold grant was disbursed to each of the 728 government aided secondary schools and shs. 5,000,000 to the 64 seed secondary schools for term 1.
- (x) The threshold grant using a sliding formula based on enrolment was also disbursed to government schools as follows in term II.

Total No. of Students	Amount
Below 30 students	600,000
30-60 students	1,000,000
61-120 students	2,000,000
121-240 students	3,000,000
241 - 420 students	4,000,000
421 - 540 students	5,000,000
541 and above	7,000,000

- (xi) USE grants at a rate of Shs. 47,000/= per student per term for both term I & II were disbursed to all 362 of the 363 private secondary schools under the USE programme.
- (xii) A total of 1500 science kits were procured and distributed to 600 deserving secondary schools participating under USE.
- (xiii) A total of shs. 18,265,304,980 has been so far released to USE participating schools to cover Term I and Term II.
- (xiv) An assortment of textbooks in the key subject areas including Science, Mathematics and English language were distributed to the 64 seed secondary schools.
- (xv) A total of 2,329 teachers were recruited in FY 2006/07. By the 2nd headcount exercise a total of 2,101 teachers had reported to their new stations.
- (xvi) An additional 2000 secondary school teachers are to be recruited in FY 2007/08.
- (xvii) Analysis of the existing/available classrooms space has been done and a total of 258 classrooms in 79 most deserving schools is planned to be constructed in FY 2007/08.
- (xviii) In the BTVET institutions, a total of 2,502 (1995 males and 307 females have benefitted from Universal Post Primary Education and Training (UPPET).

Source: Secondary Department, 2007

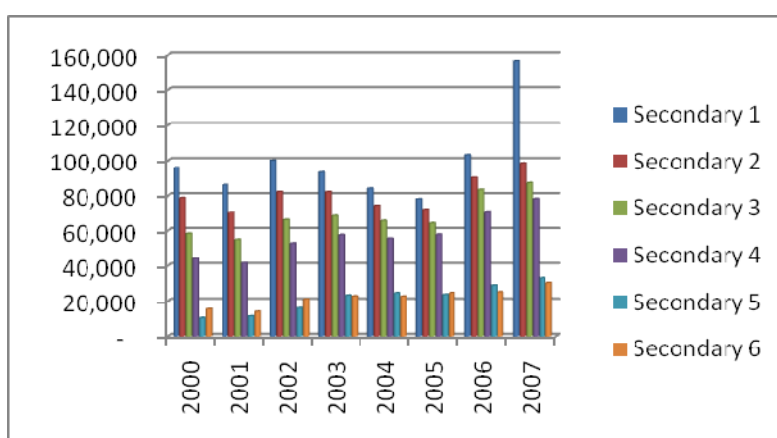
Table 2.1: Enrolment Trends in Government Aided Schools 2000 - 2007

	2000	2001	2002	2003	2004	2005	2006	2007

Secondary 1	95,953	86,042	100,033	93,173	84,071	78,006	103,148	156,632
Secondary 2	78,677	70,560	82,156	82,092	74,351	72,168	90,144	98,480
Secondary 3	58,304	54,908	66,097	68,382	65,535	64,252	83,353	87,161
Secondary 4	44,000	41,444	52,823	57,553	55,531	57,842	70,978	78,138
Secondary 5	10,342	11,287	15,924	23,282	24,579	23,658	28,941	33,076
Secondary 6	15,363	13,881	21,112	22,765	22,633	24,622	25,156	30,344
Total	302,639	278,122	338,145	347,247	326,700	320,548	401,720	483,831

Source: MoES, (EMIS, 2007)

Figure 2.1: Enrolment of Government Schools 2000 - 2007



Source: MoES, (EMIS 2006)

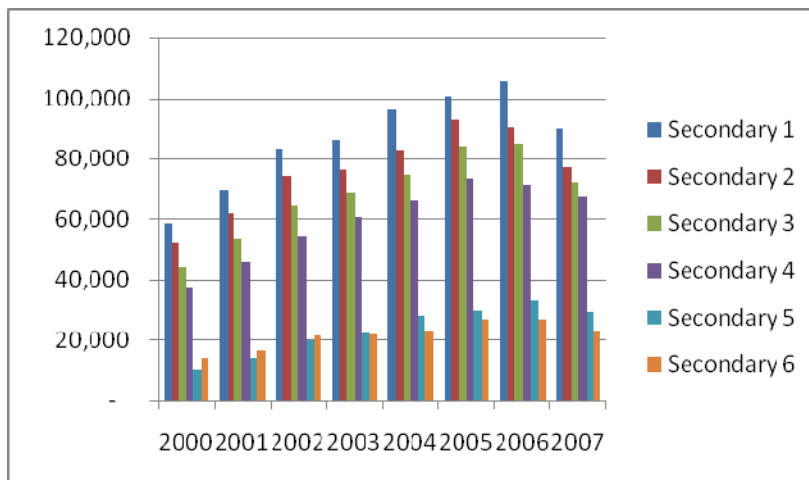
The plateauing in enrolment observed in table 2.1 and figure 2.1 with regard to Government aided secondary schools, actually indicates that the majority of USE beneficiaries are the poor who are located in rural areas (sub-counties without any form of secondary schools) where most of the partnership schools are found.

Table 2.2: Enrolment Trends in Private Schools 2000 - 2007

	2000	2001	2002	2003	2004	2005	2006	2007
Secondary 1	58,508	69,895	83,224	86,132	95,996	100,787	105,713	89,727
Secondary 2	52,143	61,787	74,198	76,380	82,905	92,913	90,326	77,319
Secondary 3	43,972	53,409	64,162	69,059	74,726	83,998	84,889	72,177
Secondary 4	37,190	45,759	54,636	60,532	66,062	73,424	71,394	67,377
Secondary 5	10,364	14,183	19,947	22,342	28,011	29,769	33,125	29,151
Secondary 6	14,115	16,631	21,639	21,917	23,107	26,954	26,920	23,063
Total	216,292	261,664	317,806	336,362	370,807	407,845	412,367	358,814

Source: MoES, (EMIS 2006)

Figure 2.2: Enrolment of Private Schools 2000 - 2007



Source: MoES, (EMIS 2006)

Table 2.2 indicates that access to S.1 in 2007 increased by 48.2% (or 50,919 students). This is attributed to the participation of the private sector in the implementation of USE (i.e. the outcome of the public private partnership). Figure 2.2 on trends of enrolment, graphically illustrates the impact of USE on SI enrolment in private schools. It is highest seen over the recent past.

- **Challenges**

- (i) The under subscribed USE schools may not survive under the planned unit cost funding arrangement following the decision of the Minister, Finance, Planning and Economic Development to apply only “capitation grants” which are strictly number driver. There is need to adopt a separate funding arrangement for such schools.
- (ii) Inadequate supervisory mechanism/capacity both at national and institutional level.
- (iii) Management capacity in schools especially private schools is weak. There is need to develop a tailor made capacity building programme for those schools.
- (iv) Inadequate funds to monitor USE activities
- (v) High demand/need for infrastructural facilities which the budget may not be able to support.
- (vi) Acute need for additional teachers in the majority of USE schools.

(ii) **Promotion of Science Education Policy**

- **Purpose**

The overall goal of the policy on science education is to improve the quality of lives. Specifically it is intended to contribute to enhanced economic growth in order to ensure sustainable poverty eradication. In addition, it is intended to enhance the country’s competitiveness.

- **Target**

All levels of education nation wide.

- **Main Achievements**

- (a) All students at 'O' level take sciences as non-optional subjects. First sitting of all students was in 2006.
- (b) All the 54 laboratories which were constructed under ADB II Programme were completed, handed over and are fully operational.
- (c) 1728 Science Kits were procured and distributed to schools to ensure that at least each government secondary school has 3 science kits.
- (d) Expanded the SESEMAT programme from the original 3 districts of Tororo, Butaleja and Masaka where 430 teachers were trained, to another 32 districts (*i.e. Bundibugyo, Kabarole, Kyenjojo, Kasese, Kamwenge, Mbarara, Kiruhura, Isingiro, Bushenyi, Ntungamo, Kabale, Kisoro, Rukungiri, Kanungu, Iganga, Buduuda, Mbale, Manafwa, Soroti, Kumi, Arua, Moyo, Koboko, Lira, Apac, Amolatar, Pader, Dokolo, Namutumba, Mayuge, Kapchorwa and Bukwa*) where 1,800 teachers were trained.
- (e) The recruitment of teachers in this period has mainly focused on science, mathematics and English language teachers.
- (f) Under the SESEMAT project, science clinics were held at Kololo - National Inset Centre, aimed at equipping teachers with best methods of teaching science and mathematics.
- (g) 4 additional trainers were recruited for the project and 108 district trainers trained to handle the ToTs at district level.
- (h) Established 8 inset centres at Nyakasura school, Ntare school, St. Mary's Rushoroza school, Lango College, Sebei College, Iganga S.S. and Sacred Heart Mushanga.

- **Challenges**

- (i) The sector urgently needs to design training programmes on oil management to ensure a trained cadre of nationals who are competent to man the oil industry.
- (ii) The general performance is still low, with over 30% of the students failing Science subjects at 'O' level.
- (iii) Over 50% of the schools in the country lack properly constructed and equipped laboratories.
- (iv) There is need for more science apparatus and chemicals in schools.
- (v) Need for more commitment on the side of schools and district management committees to sustain the Promotion of Science Education Policy.
- (vi) The need to ensure that at least each rural school has 3 teachers of science and mathematics.
- (vii) There is need to require all the schools to organize Science Fairs at School level as a policy.

(b) Business, Technical, Vocational Education and Training (BTJET)

2.2.2.1 Policy Response

(i) Establishment of Uganda Vocational Qualifications Framework (UVQF)

Hitherto, Uganda had no framework for standardizing vocational training curricula, assessment and subsequent award of qualifications. For instance there was no way of determining the equivalent of a diploma attained in a particular trade from private provider institutions or abroad with a diploma in a similar trade obtained from a public institution.

• **Purpose**

This policy is intended to rationalize curricula for vocational training in the country in order to improve assessment and competency levels in the work place.

• **Target**

All Vocational Training Institutions in the country.

• **Main achievements**

- (i) Cabinet approved the appointment of an Industrial Training Council (ITC) to replace the BTJET Advisory Board (BAB). Consequently, in consultation with the Ministry of Labour, Gender and Social Development, members of the ITC were duly appointed.
- (ii) Principles of the BTJET Act were developed, presented and approved by Cabinet;
- (iii) Draft BTJET Bill was developed in line with the approved principles of the Act.
- (iv) The Draft Assessment Regulations were developed with wide stakeholder consultations spearheaded by the ITC.

• **Challenges**

The main challenge pertains to delays in the roll-out of UVQF policy reforms. The delays have been experienced in the development and approval of the BTJET Bill and Assessment Regulations.

(ii) EU Supported Project on Developing Human Resources for Health

The European Union is supporting a five-year 17m Euro project, in collaboration with the Government of Uganda, aimed at developing Human Resources for Health (HRH). This project support is being funded under the National Indicative Programme 8th European Development Fund and is targeted towards the attainment of a well-trained and motivated workforce that can meet the current and future health needs of Uganda.

• **Purpose**

- (a) Improve co-ordination between stakeholders involved in human resources for health including both Government of Uganda and NGOs.

- (b) Develop HRH training and training management capacity in line with health policy requirements.
- (c) Upgrade physical infrastructure and equipment in 15 selected health training schools to enable Primary Health Care (PHC) staff to deliver the Minimum Health Care Package (MCHP) in line with health policies and strategies.

- **Target**

All health training institutions targeted for human resource development, but 15 are selected for rehabilitation.

Table 2.3: List of schools to be rehabilitated and equipped

No	Institution	District	Status
1.	Arua School of Enrolled Comprehensive Nursing	Arua	Government
2.	Kuluva school of Nursing and Midwifery	Arua	Private-not-for-profit
3	Masaka School of Registered Comprehensive Nursing	Masaka	Government
4	Ibanda School of Nursing and Midwifery	Mbarara	Private-not-for-profit
5	Kabale school of Enrolled Comprehensive Nursing	Kabale	Government
6	Ngora School of Nursing and Midwifery	Kumi	Private-not-for-profit
7	Jinja School of Comprehensive Nursing	Jinja	Government
8	Kiwoko School of Nursing	Luwero	Private-not-for-profit
9	Lira school of Enrolled Nursing	Lira	Government
10	Kibuli School of Nursing and Midwifery	Kampala	Private-not-for-profit
11	Mulago school of Nursing and Midwifery	Kampala	Government
12	Rubaga School of Nursing and Midwifery	Kampala	Private not-for profit
13	Nsambya school of Nursing and Midwifery	Kampala	Private-not-for-profit
14	Mengo school of Nursing and Midwifery	Kampala	Private-not-for-profit
15	Virika School of Enrolled Comprehensive Nursing	Fort Portal	Private-not-for-profit

Source: BTJET Department, 2007

- **Main Achievements**

The project has been able to:

- (a) Initiate a fellowship programme that has enabled over 50 tutors upgrade their skills from diploma to higher diplomas, degrees and to masters levels both from within the country and at AMREF Nairobi.
- (b) Develop 15 occupational profiles and revise curricular for eight health cadres.
- (c) Develop a library manual and train librarians in the use of the manual as well as computerized library information management.
- (d) Develop an accounting manual and software to facilitate financial management and train 20 Bursars and 61 Principals on financial practices
- (e) Develop training programmes for Governing Councils as well as student leaders in these institutions
- (f) Train 30 clinical instructors in teaching methodologies as we recognize the shortage of trained tutors
- (g) Purchase 6 vehicles for fieldwork as well as provide direct financial support and PHC training
- (h) Benchmark our standards and operations with other countries in the region through study visits

- (i) Develop supervision, mentoring and self-evaluation instruments for quality assurance
- (j) Improve assessment practices by introducing new initiatives such as Objective Structured Practical Examinations and clinical laboratories for training.
- (k) Develop career guides to market health courses across all levels of education to aim at better quality entrants
- (l) Initiate and encourage research and production of health learning materials by the health tutors.
- (m) Initiate and sustain the Principals conference for the third time this year
- (n) Initiate and encourage research and production of health learning materials by the health tutors.

2.2.3 Teacher Education

The Primary Teacher Education Curriculum was last reviewed in 1994. This curriculum laid emphasis on subject/discipline knowledge (i.e. content) with little focus on pedagogy (i.e. how to teach content). Over the years, this curriculum not only bloated but also out moded. It was also out of tune with the new Thematic Curriculum at the primary level.

2.2.2.2 Policy Response

(i) Review of Primary Teacher Education Certificate curriculum

- **Purpose**

Revision of Primary Teacher Education Certificate Curriculum is intended to bring it in tandem with the emerging concerns in the sector. The reformed curriculum emphasises pedagogy among other themes. Its aim is to enhance teacher competencies to deliver thematic curriculum at lower and upper primary classes. In addition, because the new curriculum is designed with a more child-centered approach to learning, it is expected to increase learning outcomes at primary education level.

The new PTE Certificate Curriculum also responds adequately to the key cross-cutting issues that include among others HIV/AIDS, gender, special needs education and psychosocial education.

- **Target**

This is a national policy that targets all Primary Teacher Education Training Institutions in the country.

- **Main Achievement**

A draft curriculum for Primary Teacher Education Certificate is in place.

(ii) A 100% sponsorship of teacher trainings at Primary Teachers Colleges and 80% at National Teachers Colleges Policy

In order to attract well-qualified students into Primary Teachers Colleges

(PTCs) the government had to offer 100% sponsorship to the students.

Up to 2001 Government was paying 100% of the entire total enrolment in NTCs. Later it was realized that the purpose under which NTCs, were created was changing direction. The purpose by that time was to produce enough secondary school teachers through the 10 NTCs and this was being done massively.

Later the number of Graduates, from the Public and Private Universities was also on the rise.

Hence the cost sharing in NTCs was introduced to check government expenditure in NTCs where the numbers were already in excess in some disciplines especially Arts. Window one and window two were introduced in 2001 further to check on government expenditure. This brought in 80% government sponsorship and 20% self-sponsorship.

- **Purpose**

To attract highly qualified candidates for better teachers and lay a firm foundation of qualitative education at Primary school level.

- **Target**

All legible students of PTCs and NTCs under a competitive environment.

- **Main Achievements**

Since the implementation of the above policy the sector has achieved a lot in terms of qualitative input and output (now some students passing with grade I at 'O' level opt for joining Primary Teachers' Colleges other than 'A' level as was the case before. In case of NTCs, the sector admits on average of 2 good principal passes and above. Some of the students admitted are a lot better than those admitted on self-sponsorship level at the Universities).

Similarly the output from PTCs and NTCs has been of improving quality year by year.

- **Challenges**

- (i) The changing cost of living renders the capitation grant of 1,500/= as a unit cost, inadequate.
- (ii) The limited resources in terms of capital development leaves the institutional infrastructure wanting.

(iii) The Scheme of Service for teaching personnel in the Education Service

The Scheme of Service for the teaching personnel is a human resource framework for career progression and development of the teachers in the

Education Service. It has been designed in such a way that it addresses those issues that have made the profession increasingly unattractive to potentially good teachers in order to make teaching the profession of choice for bright students. It will put in place attractive terms and conditions of service that will restore confidence in and make education a respectable profession once again. This will also bring the teaching personnel into tandem with other public servants who have well defined career paths.

- **Purpose**

- (a) To describe the minimum training required of the teaching personnel in the Uganda Education Service.
- (b) To establish standards for recruitment, training and professional growth.
- (c) To stipulate minimum professional growth a teacher is expected to undergo during his/her active service within the Education service.
- (d) To institute clearly designed professional promotional ladders for the classroom teaching personnel that will attract, motivate and retain qualified and competent teachers in the profession.
- (e) To specify well-defined job descriptions, roles, duties and responsibilities of teachers at all levels.

- **Target**

It covers all the cadreships of teaching personnel in Institutions under the jurisdiction of the Education Service Commission namely:

- (i) Primary Schools
- (ii) Secondary Schools
- (iii) Primary Teachers Colleges
- (iv) National Teachers Colleges
- (v) Technical Colleges
- (vi) Colleges of Commerce
- (vii) Technical Institutes
- (viii) Technical Schools
- (ix) Farm Schools
- (x) Community Polytechnics.
- (xi) Community Polytechnic Instructors College
- (xii) Former Departmental Institutions that were transferred to the Ministry of Education and Sports.

The Scheme is expected to bring about equity in the civil service. The teaching profession is the only one without a Scheme of Service and this has contributed to low morale and standards in the sector. If implemented it will:

- a) Eliminate the discriminatory grading system in schools.
- b) Create promotional ladders which will create hope among the teacher.
- c) Create a sense of recognition of hard work and experience.
- d) Will motivate the teachers to work hard.

- e) Lead to improved conditions of service for the teachers.
- f) Remove salary distortions of other cadres in the same salary scales.
- g) Will eliminate ad hoc methods of solving teachers' grievances and avoid spiral effect.
- h) Create responsibility centres, which will ensure proper implementation of Government policies.
- i) Provide for Continuous Professional Development.

- ***Achievements***

- (a) The exercise started in March 2003 with field research that included consultations with various categories of stakeholders throughout the country.
- (b) An Inter Ministerial Task Force from the Ministries of Public Service, Finance, Planning and Economic Development, Education and Sports as well as the ESC was established and charged with the task of costing the recommendations.
- (c) The ESC adopted the revised recommendations and commenced on getting approvals from the education sector:
 - Monitoring and Evaluation Working Group in April.
 - Sector Policy Management Working Group in May 2005
 - The Education Sector Consultative Committee (ESCC) in June 2005.
- (d) Top Management of the Ministry of Education approved the Scheme and its implementation awaits the re-costing and funding of the ESSP.

- ***Challenge***

The Sector is faced with a challenge of raising resources for the implementation of the Scheme of Service. It should however, be noted that the design of the scheme has taken into account all the resource constraints and tried to minimize them where possible making it sustainable in the long run.

- ***Way forward***

The Commission recommends phased implementation in all sub sectors. This will reduce costs and will give time to the teachers who do not have the required qualifications to acquire them.

2.2.4 Higher Education

2.2.4.1 Policy Response

(i) **Establishment of National Council of Higher Education (NCHE)**

• **Purpose**

- (a) To regulate and guide the establishment and management of higher/tertiary institutions
- (b) To equate the same professional or other qualifications as well as the award of degrees, diplomas, certificates and other awards by the different institutions.

• **Target**

All higher/tertiary institutions of learning.

• **Main achievements**

A Quality Assurance Framework was developed and the following were achieved:

- (a) Statutory instrument No. 1 of 2007 regulation on naming of institutions was gazetted.
- (b) Minimum standards for courses of study in the following undergraduate programmes have been developed:
 - Bachelor of Medicine and Bachelor of Surgery
 - Bachelor of statistics and Bachelor of Science in Actuarial Sciences
 - Basic Sciences
 - Social Sciences
- (c) State of Higher Education in Uganda Books was published in 2006.

• **Challenges**

- (a) Inadequate funding
- (b) The attitude of some higher/tertiary institutions to view NCHE as inspectors rather than partners in the advancement of quality higher education.

(ii) **Increased access to Universities Education**

• **Purpose**

To expand equitable access to university education through liberalization of higher education and continued government sponsorships in public Universities.

• **Target**

Bright students, students admitted on district affirmative action (district quota system) and students with special needs or talent.

• **Main Achievement**

A new public university in Eastern Uganda, Busitema University, has been established. The new university has:

- A special niche in Science and Technology which has resulted in the careful and

purposeful choice of programmes that include: Science, Education, Agricultural Mechanisation & Irrigation and Computer Engineering.

- An initial enrolment of 150 students under government sponsorship have joined.

- **Challenge**

The discovery of oil deposits dictates that universities and other institutions of higher learning should immediately start running courses on oil exploitation and management. The sector urgently needs to design training programmes on oil management to ensure a trained cadre of nationals who are competent to man oil industry. However, extra budgetary resources are required to facilitate this exercise.

(iii) Infrastructure development/expansion

- **Purpose**

To facilitate expansion of equitable access to public universities through public, community and donor support.

- **Main Achievements**

(a) Development/expansion of facilities was completed as follows:

- The Laboratory block for the Faculty of Agriculture and Environmental Science at Gulu University;
- The Faculty of Science Mbarara University; and,
- The Faculty of Computing and Information Technology at Makerere University.

(b) Funds have been secured for the construction of a library at Makerere University Business School (MUBS).

(iv) Review of the curriculum for Higher Education

- **Purpose**

To enhance the quality and relevance of higher education to local, national and international development needs.

- **Target**

All Public Universities

- **Main Achievement**

The process of curriculum review commenced and is still underway.

- (a) Minimum standards have been developed in the Basic Science, Social Sciences, Bachelor of Medicine and Surgery, Bachelor of Statistics and Bachelor of Science in Actuarial Science.
- (b) Training in quality assurance conducted by NCHE and Inter-University Council for

East Africa for all Academic Registrars in universities.

- **Challenge**

- (a) Meeting raised national expectations for a curriculum with strong forward and backward linkages with the world of work including industry and the academia.
- (b) Formulating a curriculum with strong linkages between institutions of higher learning and the labour market.
- (c) Needs for extra resources to design training courses for the effective management of the new oil industry.

(v) **Strengthening Research and Publication**

- **Purpose**

To promote and strengthen research.

- **Target**

All Public Universities

- **Main Achievements**

- (a) Research Committees have been established in all Public Universities. Their role is to approve the allocation of research funds to target beneficiaries. They also manage exchange programmes for Professors with foreign universities.
- (b) As a direct outcome of research, Gulu University has made several inventions that will have a high impact on socio-economic welfare of the local population (i.e. improved nutrition; higher house hold incomes and thereby contributing to poverty eradication; etc). These include invention of;
 - a solar dryer that can make powdered tomato;
 - a radio transmitter with a range of 4-5kms which is under testing. A license has been applied for from Uganda Communications Commission (UCC); and,
 - Namasagali Chicken which is a result of selections from local chicken and grow to full maturity in 9-11 weeks.

- **Main Challenge**

- (a) Inadequate funds for research and publications in all universities.
- (b) Inadequate number of staff with PhD and those at Professor level.

(vi) Establishment of Quality Assurance Committees

- **Purpose**

To increase efficiency by mitigating or eliminating un warranted overlaps/duplication through vetting of new academic programmes before they are approved by University Senates.

- **Target**

All Public Universities

- **Main Achievements**

- (a) Programmes which were duplicated are being harmonised.
- (b) Duplication is minimized through quality assurance approval process.

(vii) Retention of academic staff

- **Purpose**

To attract and retain highly qualified academic staff through salary enhancement.

- **Target**

All Public Institutions of higher learning.

- **Main Achievements**

- (a) A salary enhancement scheme for academic staff of public higher institutions of learning was established during FY 2006/07.
- (b) As a result of the above, a salary package commensurate with the qualification of the academic staff has been instituted. A Professor is currently paid a salary of Ug. Shs. 2.8m.
- (c) Ug. Shs. 3billion earmarked for the salary enhancement scheme for academic staff during FY 2007/08 has been secured and disbursed to Public Universities and Makerere Business School.

- **Challenge**

Resources to match increased budget.

2.2.5 Sports Subsector

In a major sub-sectoral policy achievement, the first Physical Education & Sports Department was established during the period under review following Cabinet's adoption in May 2004 of the first ever national PE&S Policy.

The new PE&S Department assumed the responsibility to lead in implementing the policy whose major objectives are to streamline and improve management and administration of PE&S in the country,

improving the quality of and access to PE&S and developing a cadre of elite athletes on a sustainable basis.

The new Department will initiate and coordinate activities leading to the review and harmonization of related sub-sectoral and ministerial policies and legislation that affect PE&S in the country.

The Department will through its activities therefore enhance access to, and the quality of PE&S in the country.

2.2.5.1 Policy Response

Establishment of the Department of Physical Education & Sports.

- **Purpose**

Establish as provided in the national PE&S Policy the PE&S Department to lead and coordinate implementation of the policy.

- **Achievements**

- (a) Approval of the Departmental Structure was secured from the Ministry of Public Service and a relevant wage and recurrent budget line through a new funding programme 12 under Vote 013.
- (b) 5 officers (Commissioner, Assistant Commissioner, Principal Education Officer, Senior Education Officer and Education Officer and one support staff for the Department were recruited in accordance with approved structure of the Ministry of Public Service. A request to recruit 3 support staff was put in.
- (c) The policy on special admissions to Public Universities under the scheme for excelling sportsmen/women continued with a provision of 40 places from the initial 20.
- (d) A total of Ushs. 387,069,395 was secured and provided to support various national teams' participation in international competitions over the review period.
- (e) A draft statutory instrument to regulate and guide operations of National Associations was prepared.
- (f) The Restructuring of Mandela National Stadium Ltd (MNSL) continued. New senior officers including the General Manager, Finance Manager and Marketing Manager were recruited.
- (g) 6 new Chinese experts arrived at MNSL under a renewed bilateral training protocol with China to train Ugandan technicians.
- (h) The sub-sector entered into MoUs with sports development partners including the **International Alliance for Youth Sports (IAYS)**, USA and **Right to Play (RTP)**, Canada with whom capacity building and youth sports activities have been undertaken.

- **Challenges**

- (a) Inadequate staff at the MoES during the review year. The recruited staff assumed duty only in April 2007 but are now set to move the Department on. Three (3) support staff are to be recruited.

- (b) Lack of a data-base to inform appropriate decisions. This problem is a key challenge that will be addressed appropriately through the baseline survey.
- (c) There still exists low and inadequate capacity and quantity of sports personnel e.g. coaches, managers, teachers, doctors, etc. A programme to build capacity has been started.
- (d) Structural weaknesses exist with regard to roles and responsibilities of key stakeholders (e.g. MoES, NCS, UOC, etc) in overall sports administration thus a review of NPES policy and NCS Act will be done. A statutory Instrument to regulate activities of the sports bodies will also be put in place.

2.2.6 Northern Uganda

For over two decades, Northern Uganda experienced a devastating civil war waged by the Lords Resistance Army (LRA) against the Government. This war not only resulted in massive displacement of the entire population to protected camps, but also in the abduction of at least 26,662 children. In addition, the conflict severely disrupted the provision of education throughout the region.

2.2.6.1 Policy Response

- (i) Strategic Plan for the provision of Education in conflict and post conflict districts in Uganda.
- (ii) Provide bursaries to children in IDP camps.
- (iii) Implement policy on “Go to School, Back to school and stay in school”.
- (iv) Implement policy on accelerated NFE programme.
- (v) Flexibility of SFG implemented in Kaberamaido.

• Main Achievements

(i) By Ministry of Education and Sports

- (a) Through out the years of conflict, the sector in collaboration with NGOs and other line ministries continued to provide equitable access
- (b) Initial phase of rehabilitation of school facilities and infrastructure (22 science laboratories, 1,953 classrooms, 976 staff units, 9 libraries and 28 dormitories) has been achieved through Northern Uganda Social Action Fund (NUSAF) Programme under Office of the Prime Minister (OPM).
- (c) Bursaries and scholarships were given to all students whose parents live in Internally Displaced Peoples’ (IDP) camps enrolled in post primary institutions in all the districts affected by the LRA insurgency.
- (d) Information Education and Communication (IEC) inform of campaigns (e.g. “go to school”, or “back to school”, or “stay in school” campaigns) were regularly conducted in partnership with UNICEF.
- (e) Peace education meant to assist pupil/students including teachers interact peacefully and live in harmony with each other continues to be promoted in all the schools that are operating.

- (f) Psychosocial support continues to be provided to children in conflict and post-conflict areas to help them settle down to resume normal lives as well as increase their confidence in school. This support is also being extended to children who are orphaned, traumatized and those still affected by atrocities and violence of war.
- (g) Adoption of an inter-ministerial approach involving key line ministries including Office of the Prime Minister (OPM), Ministry of Health (MoH), Ministry of Local Government (MoLG) and Ministry of Finance, Planning and Economic Development (MoFPED) in the delivery of education service in the north.
- (h) Various Needs Assessment Surveys have jointly been conducted by NGOs, Multi-national Organisations (EFAG, and UNICEF), OPM and Ministry of Education.
- (i) *Provision of Bursaries*
 - MOES has already compiled the list of NGO operating in the field of education, detailing their operations. It also included beneficiaries of the bursary provisions for learners in the North
- (j) *Go to school, back to school, stay in school campaign*
 - Assorted instructional materials was procured at cost of USD 500,000 with support from UNICEF and arrangements have been made to have them delivered to the schools in the North.
 - Go to school, back to school; stay in school campaign was launched in Pader.
- (l) *UPPET Programme*
 - MOES has paid 35% of the variable cost to all secondary schools and the sliding threshold grant to all USE schools in the North.
 - MOES disbursed Ushs. 2,451,356,000/= as fees for 166,487 (i.e. 106,542 male and 59,945 female) students whose parents live in the IDP camps.
 - MOES has provided three science kits to 45 schools with large USE enrolment.
- (m) *BTVET*
 - Ground breaking ceremony was held at Lira Nurses Training School to launch the construction of various structures in the health training institutions country wide
 - MOES has released UG shillings 200 million to Obyem Community Polytechnic for the construction of workshops and dormitory for girls and civil works has started.
 - Amugo Agro Technical Institute has shifted back to their base from UTC Lira.
 - Minakulu Technical Institute received 46million for land compensation.
 - Kumi Technical School received 5,000,000 for roofing dormitories.
- (n) *Tertiary*
 - Monitoring of the construction of Faculty of Medicine in Gulu University with support from Italian Government continued during the period under review.

(ii) Public Private Partnership Activities - NGOs

(a) Under USAID Funded Project (UNITY)

- REPLICA activities in the north was undertaken.
- HIV mitigation Plan for schools in the north commenced. This covers PIASCY, guidance and counseling in PPET institutions, provisions of HIV readers to schools, printing of HIV works policy documents and support to thematic curriculum.
- The provision of psychosocial support to post primary schools in the North commenced.
- Aghakhan contracted to revitalize basic education in the North.

(b) AVSI an NGO operating in the districts of Kitgum and Pader continued to support education provision in the north focusing on provision of:-

- scholastic materials,
- psychosocial support,
- accelerated non formal education,
- ECD,
- Funds for construction and rehabilitation of learning centers,
- Funds to support sensitization of communities; and,
- Training for various categories of teachers (*see annex 7.2 for details*).

(c) World Food Program (WFP) continued to support the districts of Karamoja region, Acholi, Lango Teso and West Nile sub-regions. The following activities were conducted;

- provided daily mid morning porridge to 744 000 (318 000 girls) pupils in 1342 beneficiary schools;
- constructed 120 permanent and semi permanent teachers' house in the districts of Adjumani, Mororto, Gulu, Lira, Pader, Kaberamaido, Katakwi, Soroti, and Amuria;
- installed 131 water tanks to selected schools in Kitgum and Pader,
- installed 112 energy saving stoves to selected schools in Lira and Pader;
- constructed 31 pit latrines in Pader and Amuria;
- established 193 one acre school woodlots to selected schools in Adjumani, Soroti Kotido and Lira; and,
- established 125 school demonstration gardens to selected schools in Pader, Soroti and Kotido.

(d) GOAL continued to support educational institutions in Pader district with the following;

- Up grading of Pajule secondary school is on going;
- Rehabilitation of primary schools in Aruu County;
- Construction of latrines, bathing shelters and Urinals to selected schools in Pajule Sub County;
- Conducted fire education training to schools of Nimaro, St Peters, Dr Amboseli, Kalaongo, Paimol, Kabala Aleda, Lira Kato and Pacer;
- Distributed 1200 tree seedling to eight schools in four sub counties
- Installed rain water harvesting system in 13 schools; and,
- Provision of sanitary facilities to ten schools in Kalongo.

- (e) *Taso Gulu* under funding from UNICEF supported education provision activities in the districts of Gulu and Amuru. The following were achieved during the period under review:-
- It provided educational supports to 750 Orphans and Vulnerable Children (OVC) in Gulu and Amuru districts
 - provided scholastic materials(uniforms, shoes, socks to 892 pupils in the primary school
 - Provided tool kits and start up capital to 150 (59 female, 91 males) older children
 - Conducted thorough needs assessment to 204 households in Gulu and Amuru
 - Established 9 drama groups to create awareness raising on HIV Aids
 - Placed 150 apprentices in different institutions
- (f) *Norwegian Refugee council (NRC)* supports education provision through:
- Construction of schools in the North; and,
 - Training of tutors and teachers in peace education

(g) *Northern Uganda Social Action Fund (NUSAF)*

• ***Introduction***

Communities in northern Uganda have continued to put priority on education. De facto, of all the funded (2,405) subprojects since inception, education sector has 1,144 subprojects constituting 44.5%. This serves to point out that people in northern Uganda affirm that education is an essential foundation for enabling individuals and communities to realise their potential and make the most of their resources.

• ***Achievements***

During the FY 2006/2007, communities continued to demand for and implement education facilities. It was also observed that more districts opted for science laboratories. In the last FY, NUSAF through communities financed 22 science laboratories in 5 districts, raising the cumulative number of science laboratories financed by NUSAF to 155. However, the demand for classrooms still tops the demand in the education sector. This is certainly in response to both Universal Primary and Secondary Education (UPE and USE) respectively.

By end of June 2007, NUSAF had financed a cumulative total of 1,953 classrooms, 976 staff units¹, 9 libraries, 28 dormitories and 155 science laboratories classrooms². Of these, 911 classrooms, 487, staff house units and 33 science laboratory classrooms have been completed. Going by the number of completed classrooms, the education facilities are expected to serve at least 49,194 pupils (about 9,840 households). In addition, 4,808 desks and 23 classrooms for vocational training centres (VTC) have been provided. Potentially, NUSAF's support to communities in northern Uganda will contribute greatly to the education sector (see table 1 below). This contribution will go a long way to the

¹ A unit accommodates one family and comprises of two bedrooms and 1 seating room. The package also provides a kitchen, VIP/pit latrine and bathing shelter.

² Most of the science laboratories provide the national standard of 3 classrooms with a chemical store, except where schools requested for the renovation such as Aduku SSS in Apac.

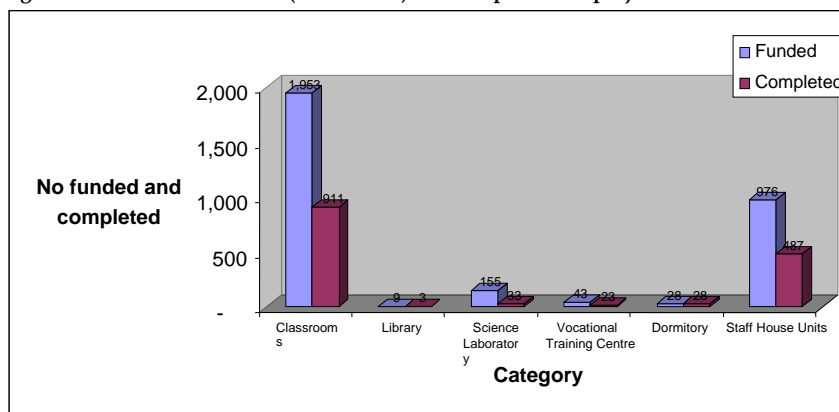
achievement of the education sector objective of reducing the classroom pupil ratio to 1:54 as well as the achievement of the MDGs goal of attaining universal primary education by the year 2015.

Table 2.4: Summary of potential contribution of NUSAF support to the education sector

Facility	No Funded	No completed	Immediate Beneficiaries	Potential beneficiaries
Classrooms	1,953	911	49,194	527,310
Libraries	9	3	180	2,700
Science Lab	155	33	1,980	46,500
Dormitories	28	28	2,240	11,200
Desks	26,156	4,808	14,424	392,340
Staff Houses	976	487	487	4,880
VTC	43	23	1,242	11,610

Source: NUSAF, 2006

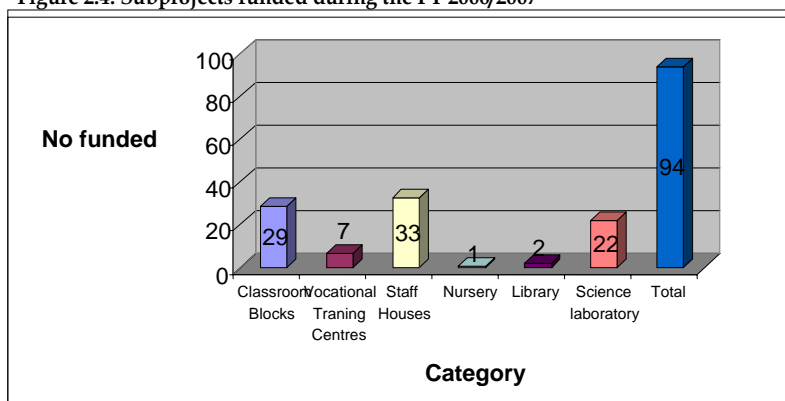
Figure 2.3: Number of funded (cumulative) and completed subprojects in the education sector



Source: NUSAF, 2006

It is also hoped that this contribution from NUSAF will eventually increase the literacy rate in the region from the current 54 percent, which is lower than the national average of 68 percent according to the 2002 Uganda Population and Housing Census.

Figure 2.4: Subprojects funded during the FY 2006/2007



Source: NUSAF, 2006

Table 2.5: Subprojects funded in the education sector in 2006/7

DISTRICT	Classroom Blocks	Vocational Training Centre (VTC)	Staff Houses	Nursery	Library	Science Laboratory	TOTAL	Amount Funded
Adjumani								
Apac	1		1				2	95,600,000
Arua								
Gulu	10	7	16	1		1	35	690,452,754
Kaberamaido						4	4	326,057,800
Katakwi								
Kitgum								
Kotido								
Kumi	11		6			7	24	712,216,442
Lira	2				1		3	171,820,500
Moroto	1		2		1		4	146,360,700
Moyo								
Nakapiripirit								
Nebbi						2	2	203,490,412
Pader								
Pallisa						8	8	829,598,624
Soroti	4		8				12	410,374,200
Yumbe								
TOTAL	29	7	33	1	2	22	94	3,585,971,432

Source: NUSAF, 2006

Issues

- (a) Operation and maintenance of completed facilities.
- (b) Quality of services as a result of improved facilities.

- **Challenges**

- (a) There is need for collaboration and coordination among the different organizations operating in Northern Uganda, so as to avoid duplication of services provided;
- (b) The Government should conduct a thorough Needs Assessment in all the districts affected by the war in Northern Uganda, if education in that part is to be effective;
- (c) A lot of resources need to be channeled towards the north for purposes of rehabilitating and reconstructing socio-economic infrastructure; and,
- (d) Psychosocial support needs to be provided to parents, teachers and the children, especially the children who either disabled, living in IDP camps and those who have returned, having been abducted by the LRA rebels.

2.3 Key Policy Thrusts for Cross Cutting Issues

Cross-cutting issues are those that touch on all aspects of education development and therefore, demand a multi-sectoral or sector wide response.

2.3.1 Special Needs Education

2.3.1.1 Policy Response

(i) Framework was developed to cover other Special Needs Education aspects for inclusion such as NFE

- **Main achievements**

- (a) 381 NFE learning centers have been coded.
- (b) Validation of non-formal education teachers has been finalized by the various district service commissions.
- (c) Distribution of assorted equipment and instructional materials to support the teaching and learning of the deaf, blind, physically handicapped and mentally retarded (*i.e.* 37 television sets, 25 generators, 36 DVDs, 36 video decks, 36 radio cassettes, 4500 sports wear, 100 wheel chairs, 2,520 whistles, 200 calipers and 200 crutches, 70 exercise mats and 100 large balls and 100 Walking aids, 600 grosses of exercise books, 600 bundles of newsprint, 800 packets of scissors, 100 prep books, 2,340 reams of Braille paper, 400 magnifying glasses, 70 therapy balls and 400 white canes).
- (d) Construction of schools for the Deaf in Wakiso district.

- **Challenges**

- (a) More dialogue and sensitization of stakeholders is needed to enable them appreciate SNE, in totality.
- (b) Weak implementation linkages between MoES, MoLG and MoPS with regard to special needs education service provision still persist.

(ii) Guidance & Counselling

- (a) The Department developed guidelines on Roles and Responsibilities of stakeholders in the implementation of Guidance and Counseling in Educational Institutions.
- (b) As a strategy to deliver quality education to learners in conflict areas and also to support teachers with requisite skills for handling learners with unique experiences of war and conflicts, the Department came up with the REPLICA (Revitalizing Education Participation and Learning in Conflict Areas) programme.

- **Main Achievements**

- (a) 21, 000 copies of the policy guidelines on roles and responsibilities of stakeholders in the implementation of Guidance and Counselling were printed and distributed to Primary schools, Secondary schools and BTVET institutions.
- (b) Relevant materials for Psychosocial Care and Support, Peace Education, Leadership and Governance, Community Integration, Performing Arts and Learning in Schools and Promotion of Girls Education, for the REPLICA programme, tailored for War Affected Districts were developed and distributed to 30 schools per district in 10 most affected districts by war/conflict in the North and

North East as follows: Amuria, Katakwi, Kaberamaido, Soroti, Amolatar, Lira, Apac, Gulu, Kitgum and Pader.

- (c) Dialogues with various stakeholders including cultural leaders, district leaders, religious leaders, NGOs/CBOs, etc were held in all the 10 districts to solicit views/opinions on policy directions on Psychosocial Care and Support/Guidance and Counselling.
- (d) One Academic seminar was held with leading academicians on Peace Education/Guidance and Counselling.

- **Challenges**

- (a) More dialogue and sensitization of stakeholders is needed to bring everybody on board.
- (b) Efforts should be made to strengthen service provision in Post-Primary Institutions/Tertiary and the Universities.
- (c) Increased efforts to strengthen service provision in Post-primary Institutions/tertiary and the university, required.

2.3.2 Information Communication Technology (ICT)

2.3.2.1 Policy Response

(i) Development of a sector specific policy on ICT

- **Purpose**

To enhance the achievement of the quality imperative of the sector as well as to add value to the education system of the country.

- **Target**

All schools and education institutions at all levels are targeted as the launching pad to a computer literate society.

- **Main Achievements**

- (a) Many schools have taken on the subject. In 2006, 2,319 students sat for the subject compared to 186 who sat in 2002.
- (b) 365 teachers' were trained in the period under review.
- (c) With support of Nepad-e-school initiative computer laboratories were established at Kyambogo College School, Bukuya SS, St. Andrews Ss Kasaala. Also a computer refurbishment is under construction at Kyambogo College School. This will help in training teachers to repair and maintain computers besides helping school to acquire cheap and affordable computers.
- (d) 156 teachers have been trained in the 3 Nepad-e-schools and are using ICT in teaching.

- (e) 52 teachers have been trained under school Net (U) in 13 schools and are using ICT in teaching.
- (f) 1325 teachers have been trained under Cyber School Technology Ltd and are using ICT to teach science in 100 secondary schools. Out of 100 pilot secondary schools, 93 benefitted from computer hardware and software (each school receiving 6 computers).
- (g) Follow up training by Cyber School was done in 52 out of the 100 pilot secondary schools, to ensure compliance.
- (h) The development of the sector specific policy is a breakthrough for the sector as it lays a firm foundation of ICT in education. This is in itself a major achievement.
- (i) ICT is now being integrated into various curricula at different levels of education in the country.
- (j) All public universities have integrated ICT into their programmes/process.
- (k) At the end of 2005, a total of 687 computers were being used by academic staff in all public universities, giving a Computer Staff Ratio (CSR) of 1:8. In addition, 2,649 computers were at the disposal of students in public universities during the same period.

- **Challenges**

- (a) Many schools lack computers.
- (b) Many teachers have taken interest in acquiring ICT skills. There is need to organize for more ICT skills training for teachers.
- (c) The majority of the schools still lack computers, computer labs and hardware for ICT and can not use this methodology of ICT in teaching/learning process.
- (d) Lack of energy to power computers in most rural schools is slowing the pace of expansion of ICT related initiatives.
- (e) The size of the computer screen is too small especially in cases of large classrooms.

(ii) ICT enabled learning and Training - E-learning (Easy Learning) Pilot Program

In 2005, an e-learning pilot program was adopted to provide an alternative method of training in Information Technology, Desktop Skills and Professional Development courses for regular students to acquire skills and busy civil society or the general public to upgrade their skills conveniently online anytime-anywhere. This is in response to government commitment to support and provide E-learning technologies, widely used in developed economies, as a new training methodology in the country and create e-learning [centers](#) especially in Institutions of higher learning throughout the country.

E-learning refers to the provision and delivery of an education programme by electronic applications and processes such as computer-based learning, Web-based learning using Learning Management Systems (LMS), virtual classrooms and digital collaboration. The instructional or study material in content and study is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, interactive video or a CD-ROM, from the course providers to the learners. Learners overcome timing and travel difficulties, hence accessing learning on demand conveniently. E-learning is a concept of self-paced, self-regulated, anywhere-anytime, life-long learning. Lifelong

Learning is an acknowledgement that due to the rapid development of technology and society “knowledge society”, the pressure is placed on institutions of Higher Education to deliver students that are ready for the world of work in increasingly competitive world with instant information and up-to-date curriculum, which can easily be achieved by on-line education delivery, as opposed to convectional textbook curriculum.

- *Planned Activities*

- (a) Mainstream e-learning as one of the training methodology in the country. As a result of the expression of interest by Universities, a revolving fund is expected to be established using the residual 27,976 e-learning cards available from the Pilot Project, to initially advance them to Universities that requested them and remit the funds to MOES.
- (b) A general public promotion of e-learning as a new method of training will be carried out through advertising by printing informative posters and placing them on notice boards of; Institutions of Higher Learning, Ministries, Public and Private Corporations, to create more awareness to the general public domain. The procurement process is in progress.
- (c) The Ministry of ICT will work closely with the Ministry of Education and Sports to initiate targeted training and retooling using the residual 27,976 e-learning cards for entry-level job skills in BPO such as customer care, Effective Communication, Call Center, Contact center courses etcetra.

- *Progress and Achievements*

The Ministry;

- (a) Engaged an ICT consultant on e-learning to implement an e-learning pilot project termed as “Easy Learning”
- (b) Created awareness through seminars and lectures among University students and teaching staff about the new learning methodology.
- (c) Established on-line training platform to access on-line courses at Uganda web portal; <http://campus.easylearning.org/uganda>
- (d) Learning Management System (LMS) can produce different reports such as; course completion, Test Result/Transcripts, course assessments, Course Launch and duration.
- (e) Currently, about 300 trainees under the pilot program have acquired different on-line certifications in IT, Desktop skills and Professional Development courses using the new learning method and training.
- (f) Some of the major Universities have been designated through ICT infrastructure assessment to qualify them as e-learning centers.
- (g) These Universities have officially requested the MOES to provide them with e-learning training materials approximately 100,000 (e-learning cards) to commence their training. These include; Makerere University Department of Computing and Information Technology, Islamic University In Uganda (Mbale), Kampala International University, Mbarara University of Science and Technology, Busoga University, Mountain of the Moon University (Fort Portal), Makerere University Business School, Ndejje University, Management Training and Advisory Center, Nakawa (MTAC).

- (h) A linkage between MOES and Ministry of ICT has been created through the creation of a Business Process Outsourcing (BPO) technical team by the Ministry of ICT to formulate a BPO model and position the country as a “Preferred Destination for BPO”. The ICT consultant on e-learning is a member of this team representing the MOES in terms of creating a Critical Mass using the e-learning program as part of the training for required skills to attract the BPO jobs. This report is expected to be presented to cabinet before the end of this year 2007.

- **Challenges and Solutions**

- (a) **Low bandwidth**

Low bandwidth and slow internet connection renders slow online course downloads from the Internet. However, with the laying of the fiber optic cable currently underway, linking Kampala to Entebbe and Jinja, in the first phase, and second phase link to the boarder with Kenya, Mbarara and Masindi, will provide speed internet access. On-line course accessibility and learning will become much easier due high bandwidth available to Universities, Internet cafes at a much cheaper cost and much faster Internet connectivity.

- (b) **Lack of or limited electricity in rural schools**

The erratic electricity supply or lack of it in rural school as a major obstacle for the use and development of ICTs such as e-learning as a challenge, has been partly solved by the new inventions; the low cost INVENEO computers powered by solar energy. This computer uses much less power compared to traditional desktop computers, which leads to low cost of running ICT centers in the long run. This computer has been tested and introduced in the country and other neighboring countries with similar problems. Uganda Communication Commission is currently conducting a pilot project at Nsangi Secondary School and Kitebi Secondary schools to develop a model for other rural schools. Twenty more schools are expected to benefit from this new computer technology before the end of the year.

2.3.3 Gender

2.3.3.1 Policy Response

Multiple including all interventions targeted at access, equity and quality. Others include Information Education Communication (IEC) activities, Career Guidance and Counseling; Girls Education Movement (GEM) clubs, teaching of sexual maturity and re-productive health life skills; provision of separate sanitation and hygiene facilities for girls (e.g. latrines, bathrooms, changing rooms, etc) and promotion of child friendly basic education and learning programmes.

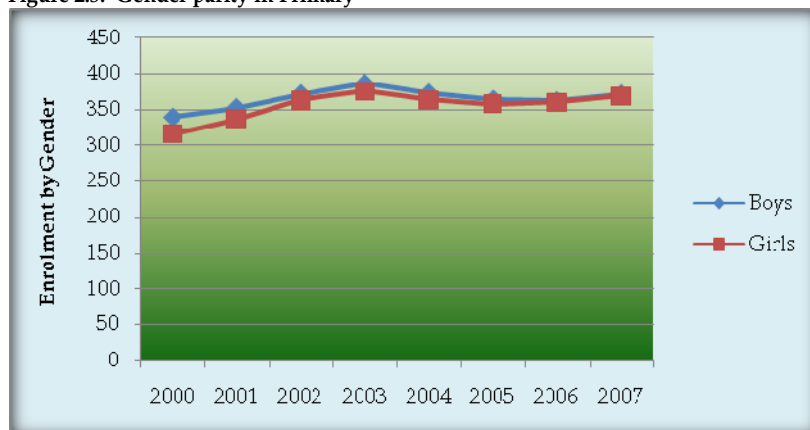
- **Target**

The entire education system, with a focus on primary education level where the number of girl-children is greatest.

- **Main Achievements**

- Gender parity in enrolment was achieved in 2005 (See figure 2.5). Increasing resources are being devoted to girls education.
- The multiplicity of programmes is an indicator of this.

Figure 2.5: Gender parity in Primary



Source: EMIS 2006

- The 1.5 affirmative action continues to apply for girls at entrance to university and other tertiary institutions.
- Gender mainstreaming operational.

- **Challenges**

- At the secondary sub-sector, gender disparities are persistent and remain wide (see table 2.6). In 2000 for instance, there were 290,176 boys and 228,755 girls representing a nominal difference of 61,421 of boys than girls. In the year 2006, there were more boys than girls (i.e. 73,378). This difference is still very high.

Table 2.6.: Enrolment into Secondary Schools

Year	2000	2001	2002	2003	2004	2005	2006	2007
Boys	290,176	301,814	359,494	374,659	383,652	400,758	443,575	458,819
Girls	228,755	237,972	296,457	308,950	313,855	327,635	370,197	383,864

Source: EMIS 2006

- Gender disparities remain high in upper primary school classes (i.e. P5 - P7) as a result of high drop-out. This level is therefore, characterized by low retention, high repetition and drop out leading to low completion rates.
- Negative cultural norms and values of some social groups continue to undermine girl education efforts (i.e. early marriages, teenage pregnancies, etc).
- The need for resources to bridge the gap between male and female in science based programmes through innovations like bridging programmes.

2.3.4 HIV/AIDS

2.3.4.1 The Policy Response

Multiple and include: MoES HIV/AIDS Sector Policy Guide, MoES HIV/AIDS Workplace policy, PIASCY and curriculum reviews to integrate HIV/AIDS.

- **Purpose**



- (a) Guide future policy thrusts;
- (b) Prevention and mitigation of the impact of HIV/AIDS; and,
- (c) Behavior Change communication to the youth

- **Target**

Learner, employees, managers and administrators

- **Main Achievements**

- (a) Over 3,450 teacher trainees and 18,820 primary school teachers trained in HIV/AIDS competency; and,
- (b) The successful formulation of the sector HIV/AIDS policy guidelines and sector HIV/AIDS workplace policy constitutes a major milestone in the sector's efforts to fight HIV/AIDS pandemic.

2.3.5 Environment Education

2.3.5.1 The Policy Response

Curricula reviews to integrate environment education.

- **Main achievements**

- ✚ Environment already integrated into the primary school curriculum and is an examinable subject i.e. integrated into science and social studies (volume II) is also included in the Thematic Curriculum P1-P3.

- ✚ Courses and programmes in the field of environment are offered and due attention is paid at Makerere University.

- ✚ **Global Learning and Observations to Benefit Environment (GLOBE)**

- Uganda hosted the African Regional Teachers Workshop organised by Ministry of Education and Sports where 32 teachers were trained on five protocols (*i.e. atmospheric measurements, water quality, soils, land cover and plant biology*). During the same workshop, GLOBE Africa Consortium was formed.
- The Ministry participated in the regional GLOBE teachers' training workshop and the first GLOBE Africa Consortium Annual General Meeting held in South Africa.
- About five institutions (*i.e. Kabojja S.S., Kings College Budo, Wanganye Girls S.S, Makerere College School and Entebbe S.S.*) have adopted GLOBE observations and data sent to USA via internet. Kabojja S.S. received two awards for having collected and sent earth data reports to the GLOBE office.

- ✚ **Nile Basin Initiative (NBI)**

- MoES participated in three regional workshops meant to plan for NBI regional activities directed towards raising environmental education and awareness. These activities are implemented by the national working groups of each member country.

- A number of programmes were approved and have been implemented under the NBI. These include essay competitions in schools and colleges on topics related to River Nile and three research grants to post graduate students in universities on topics related to Nile Basin.
 - A student from Mwiri College won an award for the Essay competition in Uganda during the NBI conference of Ministers of Environment.
 - Three students in Makerere and Nkozi Universities received scholarships to undertake research in areas related to Nile Basin.
- ✚ **Tree planting in Schools and Colleges**
- A proposal to put a policy for tree planting in schools was developed during the period under review.
- ✚ **Indoor Air Pollution (AIP)**
- A proposal to alleviate the use of firewood in schools under poorly ventilated kitchens was developed during the period under review.
- ✚ **Environment Inspectors**
- Three officers of the Ministry (from ESA, BTVET and UNEB) were trained as Environment Inspectors by NEMA as part of its programme to integrate environmental matters in all the ministries. Their main task is to take up any matters related to environment in MoES.

2.3.6 Agriculture Education

2.3.6.1 The Policy Response

Multiple involving:

- (a) Development of a specific education sector agriculture policy;
- (b) Curriculum review at primary level to make it an examinable subject;
- (c) Promotion of a practical approach to agriculture at the primary teachers colleges and their cluster schools; and,
- (d) Provision of agricultural equipment, teaching and learning materials to facilitate agricultural education and training.

- **Purpose**

To impart skills targeted at improving agricultural productivity in the country thereby improving economic growth. In addition the policy is targeted at improving the quality of life and to create positive attitudes to agriculture among the youth in all education institutions.

- **Target**

All levels of education system

- **Main Achievements**

- (a) Revision of the primary school curriculum with agriculture as an examinable subject;
- (b) Provision of agricultural teaching and learning materials;
- (c) Revision of curriculum for agricultural colleges and its implementation; and,
- (d) Formulation of education sector specific agriculture policy

2.3.7 Public Private Partnership

2.3.7.1 The Policy Response

Multiple, but revolve around the SWAp process. It has been enhanced by implementation of programmes that include; UPE, BTVET & UPPET.

- **Purpose**

Enhance effective participation by stakeholders in sector activities; transparency and accountability; ownership; and increased funding for sector expansion and development.

- **Target**

All sub-sectors of education, private sector, EFAG & NGOs/CSOs.

- **Main Achievements**

- (a) A total of 450 private institutions are now registered with the Uganda Association of Private Vocational Institutions (UGAPRIVI);
- (b) Under the assistance given by the Grant of the Federal Republic of Germany, channelled through the German Development Bank (Kfw), a total of 59 private BTVET training providers received support in Phases I-II (from 2000 - 2006). In Phase III, which commenced in February 2007, 17 more private BTVET training institutions will receive support besides 13 public BTVET institutions;
- (c) Enhanced sector coordination and policy dialogue;
- (d) Rationalization of sector operations as a result of elimination of overlaps;
- (e) Participation of the private sector in curriculum development programmes/activities;
- (f) A foundation for direct public/private collaboration has been laid through UPPET programme. As a result, Government and private providers are collaborating in co-financing:-
 - 355 secondary schools; and,
 - 16 BTVET Private Institutions.
- (g) Government and NGOs are largely collaborating in the provision of education in the north. For instance, while MoES provides teachers, instructional materials and physical infrastructure, NGOs provide bursaries/scholarships, meet welfare costs of food/medical care, sponsor IEC activities, compliment infrastructure provision initiatives; and support curriculum implementation/enhancement.
- (h) During the period under review, MoES commenced the process of updating the post-conflict data base on NGOs and private providers of education operating in Northern Uganda.

- **Challenges**

- (i) Weak management capacity in some private schools.
- (ii) Inadequate involvement of stakeholders in education activities at institutional levels.
- (iii) Mushrooming schools and institutions in sub-standard infrastructures and floating registration procedures.
- (iv) Need to develop uniform curricula, admission criteria and assessment.

EDUCATION AND SPORTS SECTOR INDICATORS FACT SHEET (2000/01 – 2006/07 UPDATE)

SN	Educational level/Type	Indicators	Source	2000	2001	2002	2003	2004
1	Pre Primary	(a) Total Enrolment	EMIS	NA	59,829	78,257	64,484	41,775
		(i) Boys	EMIS	NA	29,589	38,581	32,148	20,596
		(ii) Girls	EMIS	NA	30,240	39,679	32,336	21,179
		(b) GER	EMIS, UBOS	NA	NA	NA	3.21	2.24
		(i) Boys	EMIS, UBOS	NA	NA	NA	3.12	2.21
		(ii) Girls	EMIS, UBOS	NA	NA	NA	3.30	2.26
		(c) NER	EMIS, UBOS	NA	NA	NA	2.15	1.47
		(i) Boys	EMIS, UBOS	NA	NA	NA	2.09	1.45
		(ii) Girls	EMIS, UBOS	NA	NA	NA	2.22	1.49
2	Primary	(a) Total Enrolment	EMIS	6,559,013	6,900,916	7,354,153	7,633,314	7,377,292
		(i) Boys	EMIS	3,395,554	3,528,035	3,721,135	3,872,589	3,732,928
		(ii) Girls	EMIS	3,163,459	3,372,881	3,663,018	3,760,725	3,644,364
		(b) %age of girls to total enrolment	EMIS	48.23%	48.88%	49.81%	49.27%	49.40%
		(c) Enrolment by Ownership						
		Government	EMIS	5,351,099	5,917,216	6,575,827	6,835,525	6,707,845
		(i) Boys	EMIS	2,778,292	3,033,047	3,335,756	3,472,493	3,397,082
		(ii) Girls	EMIS	2,572,807	2,884,169	3,240,071	3,363,032	3,310,763
		private	EMIS	1,148,208	891,568	768,842	779,219	658,340
		(i) Boys	EMIS	585,791	447,857	380,827	390,415	330,389
		(ii) Girls	EMIS	562,417	443,711	388,015	388,804	327,951
		(d) %age of Private to total enrolment	EMIS	17.51%	12.92%	10.45%	10.21%	8.92%
		(e) Repeaters	EMIS	635,021	655,862	774,314	1,014,272	1,017,573
		(f) Repetition Rate	EMIS	10.10%	10.00%	11.22%	13.79%	13.33%
		(e) Dropouts:	EMIS	297,529	325,918	325,107	343,204	
		(i) Boys	EMIS	150,954	164,986	162,034	170,691	
		(ii) Girls	EMIS	146,575	160,932	163,073	172,899	
		(g) Total No. of Teachers	EMIS	110,366	127,038	139,484	145,587	147,242
		(h) Teachers on Gov't Payroll	EMIS	82,148	101,818	113,232	121,772	124,137

(i) Number of Classrooms	EMIS	50,370	60,199	69,900	73,104	78,403
(j) Enrolment Growth Rate	EMIS	NA	11%	11%	4%	-2%
(k) GER: Gross enrolment ratio proportion of pupils attending primary schools (P1-P7) to the number of children aged 6-12 in the entire population	EMIS, UBOS	128	130	126.3	127.45	104.42
(i) Boys	EMIS, UBOS	132	133	128.4	129.88	107.55
(ii) Girls	EMIS, UBOS				125.05	101.39
(l) NER: Net enrolment ratio is a ratio of primary school children aged 6-12 years to the number of children of the same age range in the population. Ten districts within the poorest quartile will be targeted	EMIS, UBOS	85.5	86.5	84.8	100.77	90.01
(i) Boys	EMIS, UBOS	88.8	87	83	101.16	92.51
(ii) Girls	EMIS, UBOS	82.3	86	99.8	100.39	87.60
(m) GIR: Apparent (gross) intake rate (GIR1): new entrants in primary grade 1 regardless of age as a percentage of the population of official entry age:	EMIS, UBOS	192	194	155	155.74	147.11
(i) Boys	EMIS, UBOS	191	193	152	156.86	144.99
(ii) Girls	EMIS, UBOS	191	195	158	154.59	149.34
(n) NIR: Net intake rate (NIR2): new entrants to primary grade 1 who are of the official primary School - entrance age as percentage of the corresponding population.	EMIS, UBOS	69.6	70	57.8	59.05	55.89
(i) Boys	EMIS, UBOS	69	69	55.9	59.06	54.26
(ii) Girls	EMIS, UBOS	70	72	59.7	59.04	57.60
(o) PTR	EMIS	65	58	56	52	50
(p) Text-book - Pupil Ratio	EMIS	NA	2.46	NA	3.0	1.6
(q) PCR	EMIS	106	98	94	87	79
(r) Survival Rate: Survival rate to grade 5 (percentage of a pupil cohort actually reaching a grade)	EMIS	88.4	58.5	68.3	52	55.7
(i) Boys	EMIS	88.3	58.9	65.9	52	55.2
(ii) Girls	EMIS	88.5	58	70.8	51	56.2
(s) Completion Rate: Completion rate to P7	UNEB	NA	62.9	49.1	56%	62%
(i) Boys	UNEB	NA	71.1	58.8	66%	72%

	(ii) Girls	UNEB	NA	54.9	41	47%	54%	
	(t) Literacy Rate: Percentage of pupils reaching defined level of competency in literacy at							
	(i) P3	NAPE UNEB	18.0%	NA	NA	34.3%	34.3%	
	(ii) P6	NAPE UNEB	13.0%	NA	NA	20.5%	20.0%	
	(v) Numeracy Rate: Percentage of pupils reaching defined level of competency in numeracy at							
	(i) P3	NAPE UNEB	39.0%	NA	NA	42.9%	45.0%	
	(ii) P6	NAPE UNEB	41.0%	NA	NA	20.5%	22.0%	
	NB: Current drop out rate is 5% at Primary level							
3	*Secondary	(a) Total Enrolment	EMIS	518,931	539,786	655,951	683,609	697,507
		(i) Boys	EMIS	290,176	301,814	359,494	374,659	383,652
		(ii) Girls	EMIS	228,755	237,972	296,457	308,950	313,855
		(b) %age of girls to total enrolment	EMIS	44.08%	44.09%	45.19%	45.19%	45.00%
		(c) Enrolment by Ownership						
		Government	EMIS	216,292	261,664	317,806	336,362	370,807
		(i) Boys	EMIS	126,642	152,741	179,753	191,718	211,244
		(ii) Girls	EMIS	89,650	108,923	138,053	144,644	159,563
		private	EMIS	302,639	278,122	338,145	347,247	324,856
		(i) Boys	EMIS	163,534	149,073	179,741	182,941	171,480
		(ii) Girls	EMIS	139,105	129,049	158,404	164,306	153,376
		(d) %age of Private to total enrolment	EMIS	58.32%	51.52%	51.55%	50.80%	46.57%
		(e) Repeaters	EMIS	10,557	10,825	12,904	14,181	185,019
		(f) Repetition Rate	EMIS	3.82%	2.09%	2.39%	2.16%	28.21%
		(g) Total No. of Teachers	EMIS	30,384	30,425	37,227	38,549	37,313
		(h) Teachers on Gov't Payroll						
		(i) Number of Classrooms	EMIS	11,216	10,159	11,923	13,433	14,440
		(j) Enrolment Growth Rate	EMIS					
		(k) GER: Proportion of students attending secondary schools (S1-S6) to the number of children aged 13-18 in the entire population.	EMIS/UBOS	13.00%	13.19%	19.64%	19.90	17.20

		(i) Boys	EMIS/UBOS	15.00%	14.69%	21.10%	21.38	19.09
		(ii) Girls	EMIS/UBOS	12.00%	11.73%	18.12%	18.36	15.34
		(l) NER: Net enrolment ratio (NER) A ratio of secondary school students aged 13-18 years to the number of children of the same age range in the population.	EMIS/UBOS	12.89	12.93	16.71	16.90	14.55
		(i) Boys	EMIS/UBOS	13.96	14.4	17.25	17.41	15.52
		(ii) Girls	EMIS/UBOS	11.82	11.49	16.16	16.36	13.59
		(o) PTR	EMIS	17	18	18	18	19
		(p) PCR	EMIS	46	53	55	51	48
		(q) Transition rate to S1	EMIS	65%	61%	69%	59%	62%
		(i) Boys	EMIS	61%	56%	65%	57%	61%
		(ii) Girls	EMIS	70%	66%	74%	63%	63%
		(r) Transition rate to S5	EMIS	43%	31%	41%	42%	39%
		(i) Boys	EMIS	42%	34%	43%	45%	43%
		(ii) Girls	EMIS	43%	28%	49%	39%	33%
		(s) Completion rate Senior 4	EMIS	16%	21%	22%	18%	25%
		(i) Boys	EMIS	18%	23%	25%	20%	28%
		(ii) Girls	EMIS	14%	19%	19%	17%	22%
4	BTVET	(a) Total Enrolment	EMIS	14,077	14,314	20,314	26,313	25,514
		(i) Male	EMIS	12,614	12,726	15,499	18,271	17,860
		(ii) Female	EMIS	1,463	1,588	4,815	8,042	7,654
		Post Primary Enrolment	EMIS	533,008	554,100	676,265	709,922	723,021
		(b) BTVET as %age of Post Primary Enrolment	EMIS	2.64%	2.58%	3.00%	3.71%	3.53%
		(c) Enrolment in PTCs	EMIS	13,071	15,703	17,960	19,477	18,742
		(i) Males	EMIS	6,477	8,430	10,901	11,311	10,742
		(ii) Females	EMIS	6,594	7,273	7,059	8,136	8,000
5	Tertiary	(a) Total Enrolment	NCHE/EMIS	54,444	64,216	79,857	88,922	108,295
		(i) Male	NCHE/EMIS	34,441	40,366	49,179	53,932	40,400
		(ii) Female	NCHE/EMIS	20,003	23,850	30,678	34,990	63,574
		(b) Enrolment at universities	NCHE/EMIS	33,588	42,584	57,144	65,212	N/A
		(i) Male	NCHE/EMIS	20,251	25,675	33,762	39,374	N/A
		(ii) Female	NCHE/EMIS	13,337	16,909	23,382	25,285	N/A
		(c) Enrolment in Other Tertiary institutions	NCHE/EMIS	20,755	21,632	22,713	32,118	N/A

	(i) Male	NCHE/EMIS	14,190	14,691	15,417	14,558	N/A
	(ii) Female	NCHE/EMIS	6,666	6,941	7,296	9,705	N/A
	(d) GER:						

Source: MoES (EMIS, 2007)

* Preliminary Results

EDUCATION AND SPORTS SECTOR BUDGET PERFORMANCE – F/Y 2006/2007

T*his chapter presents overview of the performance of the budget during the period under review, as well as a synopsis of the 2007/08 proposed budget to the sector.*

3.1 Financial Budget Performance for FY 2006/07 and Expected Outputs

The total approved budget for the Education and Sports sector in FY 2006/07 was Ushs. 720.81bn including direct donor project support of 37.21bn. In comparison to the budget for FY 2005/06 for Ushs. 635.74bn/=, this represented an increase of 13.39 percent in the budget allocations.

The additional resources were as a result of an increase in the wage of the sector by 31.2 percent, mainly arising from the increase in salaries for primary teachers and the wage for 2,320 secondary school teachers recruited in the financial year to support the new USE programme. The non-wage recurrent budget increased by 11.5 percent mainly on account of additional resources provided for USE capitation. On the other hand, the domestic development budget declined by 35.6 percent due to the re-allocation made on the SFG resource, Shs 34.68bn/= for Local Governments to enhance the primary teachers salaries and for the support of the USE programme, while direct donor project budget resources declined by 34.8 percent due to projects which ended in the financial year.

In the FY 2006/07 GOU recurrent budget allocation to the Education and Sports Sector was Shs. 636.55bn of the total discretionary recurrent budget of Shs. 1,935.16bn, translating into a share of 32.89 percent. At the same time, the total education and sports sector budget (recurrent and development) allocation was Shs. 683.63bn (net of direct donor project aid), of which Shs. 435.493bn was allocated to primary education sub-sector, resulting in a 63.7 percent share.

3.2 Analysis of the Financial Budget Performance Outturn for FY 2006/2007

According to the Budget Financial Performance outturn for the FY 2006/07 from the MoFPED, a total release of Shs. 628.79bn was made to the education and sports sector out of the overall discretionary recurrent expenditure of Shs. 2,014.91bn translating into a release share of 31.2% of the total national discretionary recurrent expenditure. This performance is in line with the undertaking made to the education sector donors of 31%. Similarly out of the total Education Sector budget (recurrent and development) release of Shs. 675.64bn, the primary education sub-sector received Shs. 403.23bn, which is 60% share of total release.

3.2.1 Overall Recurrent and Development Budget Performance

The budget performance with respect to releases for FY 2006/07 for both recurrent budget and development budget is shown in Table 3.1. Tables 3.2

and 3.3 show the recurrent and development expenditures respectively. The over-performance of the non-wage recurrent budget for Vote 013 MOES (108.9%) was due to a supplementary resource (Shs 3.16bn/=) released for third party compensation to provide for purchase of land and structures on William Street in Kampala for Kololo High School. The over-performance for the sector wage budget was noted for Kyambogo University (124.7%), while the over-performance for the non-wage recurrent budget for MUBS (111.7%), Makerere University (102.1%) and Gulu University (140.1%) Votes were also driven by their wages as they are provided for under subventions.

Total release for (recurrent and development expenditure) amounted to Shs. 675.64bn translating into a performance of 98.8% of the approved budget. The recurrent budget release was Shs. 628.79bn (98.8%) against the budget of Shs. 636.55bn.

The FY 2006/07 overall sector GoU budget financial performance with respect to releases is shown in table 3.1 below.

Table 3.1: The FY 2006/07 Budget Performance: Sector Approved Budget and Releases

Code	Vote	FY 2006/07 Approved Budget				FY 2006/07 Budget Release				FY 2006/07 Budget Performance			
		Wage	Non-wage Rect	Domestic Devt	Total Excl. Donor	Wage	Non-wage Rect	Domestic Devt	Total	Wage	Non-wage Rect	Domestic Devt	Total
140	Uganda Management Institute	-	0.40	-	0.40	-	0.40	-	0.40	0%	100.0%	0.0%	100.0%
13	Education and Sports (Incl Prim Educ)	8.64	38.62	28.04	75.30	7.79	42.06	27.65	77.50	90.2%	108.9%	98.6%	102.9%
136	Makerere University	-	34.14	0.16	34.30	-	34.86	0.16	35.02	-	102.1%	100.0%	102.1%
137	Mbarara University of Science and Technology	4.06	2.37	0.41	6.84	4.06	2.37	0.41	6.84	100.0%	100.0%	100.0%	100.0%
139	Kyambogo University	7.87	4.93	0.28	13.08	9.81	4.93	0.28	15.02	124.7%	100.0%	100.0%	114.8%
132	Education Service Commission	0.51	2.18	0.05	2.74	0.41	2.01	0.41	2.83	80.4%	92.2%	820.0%	103.3%
138	Makerere University Business School	-	4.19	0.50	4.69	-	4.68	0.50	5.18	0.0%	111.7%	100.0%	110.4%
149	Gulu University	-	3.12	1.20	4.32	-	4.37	1.20	5.57	0.0%	140.1%	100.0%	128.9%
501-850	District Primary Educ. Incl SFG	342.50	32.83	16.42	391.75	342.50	31.03	16.25	389.78	100.0%	94.5%	99.0%	99.5%
501-850	District Secondary Education	97.70	22.83	-	120.53	88.37	22.75	-	111.12	90.5%	99.6%	0.0%	92.2%
501-850	District Tertiary Institutions	16.70	8.65	-	25.35	13.46	8.64	-	22.10	80.6%	99.9%	0.0%	87.2%
501-850	District Health Training Schools	2.56	1.77	-	4.33	2.42	1.86	-	4.28	94.5%	105.1%	0.0%	98.8%
13	Busitema University	-	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	0.0%
	TOTAL	480.54	156.03	47.06	683.63	468.82	159.96	46.86	675.64	97.6%	102.5%	99.6%	98.8%

Source: MoFPED (Annual Budget Performance Report FY 2006/07)

Releases to the Education and Sports Sector totaled Shs. 663.49bn excluding donor, since the approved budget allocation was Shs. 683.63bn, the sector registered an overall performance of 97.05%. Wage releases performed at 97.04%, non-wage performed at 97.44% and development budget (domestic) performed at 95.88%.

The overall performance in the wage category was driven by Primary Teachers salaries (102.04%), Ministry of Education and Sports (95.9%), Education Service Commission 80.4%), Secondary Teachers salaries (89.4%), Kyambogo University salaries (100:1%), and Mbarara University (100%).

3.3 FY 2006/07 Expenditure

Table 3.2: Vote 013 Recurrent Budget Performance FY 2006/07

	DETAILS	Approved Budget FY 2006/07	Revised Budget FY 2006/07	Cumulative Release FY 2006/07	Cumulative Exp. FY 2006/07	% Release / Budget	% Exp. / Release
1	Headquarters	8,517,857,000	3,160,000,000	11,689,680,000	11,682,087,469	100.1%	99.9%
2	Pre-Primary and Primary Education	23,196,000,000		23,181,792,736	23,154,889,432	99.9%	99.9%
3	Secondary Education	24,751,000,000		24,734,948,894	24,733,331,966	99.9%	100.0%
4	Teacher Education	4,657,400,000		4,303,356,782	4,303,072,763	92.4%	100.0%
5	Business, Technical and Vocational Education	8,325,300,000		7,823,453,061	7,822,314,235	94.0%	100.0%
6	Special Education and Careers Guidance	498,200,000		497,386,353	496,409,600	99.8%	99.8%
7	Higher Education	2,908,903,000		2,808,896,442	2,808,374,821	100.0%	100.0%
8	Education Planning	1,352,100,000		1,350,427,611	1,336,417,195	99.9%	99.0%
9	Education Standards Agency	755,000,000		747,786,389	744,411,576	99.0%	99.5%
10	National Services Health Training Colleges	3,692,907,000		3,565,020,395	3,564,984,485	96.5%	100.0%
11	Departmental Training Institutions	1,881,533,000		1,880,745,991	1,880,709,889	100.0%	100.0%
12	Sports	467,001,000		725,000,000	724,599,792	91.5%	99.9%
13	Internal Audit	16,565,000		16,565,000	-	0.0%	0.0%
	Sub-Total 1:	81,019,766,286.57	3,160,000,286.57	84,338,201,000	83,251,603,509.57	98.7%	99.9%

Source: MoES, 2006

Table 3.3: Vote 013 Development Budget (GOU Counter part Funding) Performance FY 2005/06

Proj	Details	FY 2006/07 Approved Budget	FY 2006/07 Total Release	FY 2006/07 Actual Expenditure	% Release / Budget	% Expenditure / Release
0172	ADB II Education	2,873,000,000	532,473,331	3,508,170,973	123.0%	99.3%
0180	District Capacity Building	1,729,000,000	2,277,718,214	2,277,398,909	131.7%	100.0%
0183	Est. B/Prim. Sch. - Traumatized Children	700,000,000	623,000,000	622,772,269	89.0%	100.0%
0191	Reh. Nat. Health Service & Dept. Train. Inst	2,400,000,000	2,159,000,000	2,040,323,710	90.0%	94.5%
0210	WFP/ Karamoja	600,000,000	534,000,000	533,978,000	89.0%	100.0%
0897	Development of Secondary Education	5,200,000,000	7,852,220,667	7,818,502,813	151.0%	99.6%
0942	Development of BIVET	250,000,000	222,000,000	221,982,557	88.8%	100.0%
0943	Emergency Construction & Reh. Prim. Schl	1,800,000,000	1,482,500,000	1,458,343,221	82.4%	98.4%
0944	Development of Primary Teachers' Coll	5,800,000,000	4,178,999,998	4,146,178,124	72.1%	99.2%
0946	Support Public University Eastern Uganda	500,000,000	499,900,000	499,900,000	100.0%	100.0%
0949	ADB III Post Primary Education & Training	1,508,000,000	1,401,722,788	1,392,046,914	93.0%	99.3%
0971	Development of TVET P7 Grad. Enrl. Inst. & BIVET	920,000,000	729,802,002	729,394,076	79.3%	99.9%
0984	Relocation of Shimon PTC & Primary School	3,760,000,000	2,158,000,000	2,157,874,336	57.4%	100.0%
		28,040,000,000	27,843,799,000	27,400,537,003	99.3%	99.1%

Source: (MoES)

Vote 013 Recurrent and Development total expenditure by the end of the FY 2006/07 stood at Shs. 106.662bn, against the release of Shs.110.632 bn representing a performance rate of 96.4%.

3.4 Key Physical Outputs arising from the Approved Budget FY 2006/07

Table 3.4.: Expected and Actual Physical Outputs in FY 2006/07 by Sub-Sector by Key Activities

Sub-Sector	Activities	Annual Budget Shs. Bn	Expected Output	Actual Exp. FY 06/07 Shs. Bn.	Actual Outputs	Remarks
Recurrent Budget						
Pre-Primary and Primary Education	(i) Wages	353.933				
	<i>o/w Wages for Primary Teachers</i>	342.50	Payment of salaries of 129,000 teachers.	342.50	Paid a total of 128,371 teachers	
	Wages for PTC tutors	11.433	Salaries for 1,285 tutors		Salaries for 1,285 tutors	
	<i>o/w wage PTC pre-service staff</i>		Pay Salaries and Allowances to 1,285 tutors (including CCTs)			
	<i>o/w PTC outreach wage</i>					
	(ii) Non-Wage	58.816				
	<i>o/w UPE Capitation Grant</i>	32.830	Capitation to benefit 6,672,523 pupils	31.03	UPE releases to all Local Governments for 6,672,523 pupils	Some LGs delay in submitting the progress reports and some fail to comply to the UPE guidelines.
	<i>o/w PLE Fees</i>	4.040	Pay fees for 404,000 Pupils for printing PLE papers, setting and moderation and marking.	4.000	Setting, moderation, printing and distribution; supervision, invigilation and marking of 2006 PLE for 435,062 students. (392,551 UPE and 42,511 non-UPE). Started on the registration process of candidates for the 2007 national examinations.	A report by NAPE on the achievements of P3 and P ⁴ pupils in literacy and numeracy was also produced.
	PTC Capitation Grants	11.713	Capitation to 16,239 students		Capitation to 16,239 students	
	<i>o/w Non-wage pre-service PTC</i>	4.573		4.393		
	<i>o/w Non-wage PTC outreach</i>	3.070		2.949		
	<i>o/w Transfer to PTCs</i>	1.007		0.967		
	<i>o/w Double Shift Allowances</i>	0.170	242 teachers to be paid		Payment of allowances to 173 teachers participating in the programme in the districts of Masaka(30), Luwero (71), Hoima (42) and Nakasongola (30).	
	<i>o/w Multi-grade Learning Approach</i>	0.106	Tutors and teachers inducted; Reviewing of 15 Modules; writing 20 Manuscripts and printing of 15 modules			
	<i>o/w Hardship Allowances</i>	0.300	Payment to 1,405 teachers	0.272	Paid 1,405 GIII teachers from the districts of Kaabong(209), Nakapiriprit(170), Mukono /Kome (66), Kalangala(130), Kotido(157) and Abim(341)	

	<i>o/w Instructional Materials</i>	8.640	<i>Payment for supply Kits for Students with special needs; payment for curriculum review; payment of taxes; facilitation of Decentralised instructional Material Procurement programme; consolidation of instructional materials</i>	8.640	<i>Delivered 90,000 copies of Curriculum support materials to all government aided primary schools through DIMP programme; Conducted curriculum review activities by NCDC; Printed and supplied curriculum documents to all government aided primary schools and carried out the routine operational activities by the coordination office.</i>	<i>Procurement of SNE kits was only partially done for the work under UNICEF funding; MoES (IMU) could not afford it due to the constrained budget of which NCDC over-shot their budget provision.</i>
	<i>o/w EMIS</i>	0.817	<i>For data collection and data capture on line to compile statistical abstract on all institutions of learning in LGs.</i>		<i>Data collection of 2006 completed for all institutions in the country</i>	
	<i>o/w PIN</i>	0.200	<i>Printing pupils cards for 1,200 schools and carry out 2 consultative workshops</i>		<i>Procured 2,000,000 pupil record cards and 4,500 registers for distribution to schools.</i>	
Secondary Education	(i) Wages	97.695				
	<i>o/w for Secondary School Teachers</i>	97.695	<i>Payment of salaries for 21,403 teachers on the payroll</i>	88.37	<i>Paid a total of 21,403 teaching staff in secondary schools.</i>	
	(ii) Non-wage	29.078				
	<i>o/w Capitation Grant for Secondary Schools</i>	22.830	<i>Payment of capitation to 845 government secondary schools</i>	22.75	<i>Paid capitation to 845 secondary schools; 155,176 students (89,546 male; 65,630 female) were admitted in S1 as USE eligible students with 4-28 aggregate range</i>	
	<i>o/w Bursary Scheme</i>	1.600	<i>Payment of bursary to the 9,250 bright but poor students</i>		<i>Provided bursaries for 9,250 the bright but poor students</i>	
	<i>o/w Fees for IDPs</i>	3.098	<i>Pay fees to students whose parents live in IDPs</i>		<i>Paid fees for 36,384 students</i>	
	<i>o/w Capitation Grants for NTCs</i>	1.392	<i>Fees to 23,408 students</i>		<i>Paid fees for 23,408 students</i>	
BTJET	(i) Wages	9.264				
	<i>o/w Headquarter based Institutions</i>	4.001	<i>For 71 tutors/lecturers in Uganda Technical Colleges; For 67 tutors/lecturers in Uganda Colleges of Commerce.</i>		<i>Wages paid to 71 tutors/lecturers in Uganda Technical Colleges; Wages paid to 67 tutors/lecturers in Uganda Colleges of Commerce</i>	
	<i>o/w District based institutions (Technical Schools/Institutes)</i>	5.263	<i>For 160 tutors/lecturers in Community Polytechnic; For 1,282 teacher; For 164 tutors/lecturer; For 67 lecturers</i>		<i>A total of Shs. 3.17bn was paid representing a performance of 75%.</i>	
	(ii) Non-Wage	5.369				
	<i>Capitation grant to Technical Schools & Institutions</i>	1.771	<i>Number of students 18,100</i>		<i>18,100 students benefited</i>	<i>The funds mainly cater for students feeding, examination students industrial training and community based activities</i>
	<i>Community Polytechnics</i>	0.772	<i>Number of students 2,300</i>		<i>2,300 students benefited</i>	

	Uganda Technical Colleges	0.395	Number of students 3,490		3,490 students benefited
	Uganda College of Commerce	0.661			All beneficiary students
	o/w Health Training College Capitation	1.770	Number of students 2,622		2,622 students benefited
	Specialised Institutions Capitation Grant				All beneficiary students
Tertiary Tertiary Educ	(i) Wages	11.930			
	o/w Mbarara University	4.06	Pay 419 staff salaries	4.06	Paid 419(160 academic and 256non-academic) staff salaries.
	o/w Kyambogo University	7.87	Pay staff wage for 1,112 staff	9.81	Pay staff wage for 1,112 staff
	o/w Makerere University Business School	0.0			
	(ii) Non-Wage	49.150			
	o/w Makerere University	34.14	Pay 4,116 staff salaries; extension of main library; pay for 112 staff perusing development programmes; rehabilitation of Block C – Lumumba.	34.86	Paid salaries for members of staff (2,730) on payroll; Construction of the extension for the university library to be completed
	o/w Makerere University Business School	4.19	Construct a 3 level lecture hall; renovation of buildings and reseal access roads; procurement of a Bus and 2 pick-ups	4.68	Renovation of buildings in progress.
	o/w Mbarara University	2.37	Pay students allowance, food accommodation and utilities for 2,464 students.	2.37	Paid students allowances, food, accommodation and utilities.
	o/w Gulu University	3.12	Pay salary for 240 staff with addition 40 and 15 non-teaching staff; pay NSSF; Living out allowance for 570 gov't students; Faculty allow. for 240 1st year gov't students; TP for 200 science education students; clinical allowance; council/ senate meetings. Build 2 laboratories for faculty of Agriculture & Medicine; procurement of fixtures & fittings for laboratory	4.37	Paid salaries for members of staff on payroll with addition 40 and 15 non-teaching staff; pay NSSF; Living out allowance for 570 gov't students; Build 2 laboratories for faculty of Agriculture & Medicine
	o/w Kyambogo University	4.93	To pay for students capitation for 2,700 students.	4.93	To pay for students capitation for 2,700 students; carried out infrastructural development on campus
o/w Uganda Management Institute	0.40	To upgrade the Navision Financial Accounting system; increase on the teaching/	0.40	Upgrade the Navision Financial Accounting system; six small rooms were combined to form three large classrooms; Introduce courses through Outreach	

		learning space; Introduce courses through Outreach programmes.		programmes.	
Other Programmes					
	(i) Wages	0.888			
	<i>o/w Ministry HQ (Finance & Adm and Planning)</i>	0.428	<i>Pay salaries for members of staff on pay roll</i>	<i>Paid salaries for members of staff on pay roll</i>	
	<i>o/w Education Service Commission</i>	0.460	<i>Pay salaries for members of established staff</i>	<i>Paid salaries for members of established staff</i>	
	(ii) Non-Wage Recurrent	6.143			
	<i>o/w Ministry HQ</i>	1.807			
	<i>o/w UNEB</i>	0.174	<i>Clean/accurate registers of candidates for the 2006 PLE, UCE, UACE & UJTC exams and the June/July BTVET exams; Printing of PLE, UCE, UACE, UJTC & BTVET exams for February 2006; Distributed exam question papers; Supervision and invigoration of exams for Nov/Dec 2005.</i>	<i>Clean/accurate registers of candidates for the 2006 PLE, UCE, UACE & UJTC exams and the June/July BTVET exams; Printing of PLE, UCE, UACE, UJTC & BTVET exams for February 2006; Distributed exam question papers; Supervision and invigoration of exams for Nov/Dec 2005</i>	<i>6.43m question papers were distributed for PLE, UCE, UACE & UJTC;</i>
	<i>o/w Education Service Commission</i>	2.180	<i>Recruit: 56 Head Teachers, 56 Deputy Head Teachers, 754 Graduate Teachers, 1,192 Grade Five Teachers, 710 Non teaching staff for Secondary Schools; 609 teaching staff for BTVET institutions, 4 MoES officials ,114 non-teaching staff for BTVET institutions 157 Tutors,Validate 6000 appointments.Regularise and formalise 220;Disseminate Scheme of Service Issue Guidelines to DSCs</i>		<i>ESC is fully constituted.</i>
	<i>o/w ESA</i>	0.755	<i>Pay salaries to 52 senior staff and 29 support staff; developing quality indicators to monitor math, science, BoG, Gender & District inspectors; Develop Basic Requirements and Minimum requirements for BTVET, PPE and Non Formal schools; Development of competences for monitoring learning achievements for Numeracy, Literacy & Life skills for P4 – P7; Capacity building for secondary head teachers.</i>	<i>Paid salaries to 52 senior staff and 29 support staff; developing quality indicators to monitor math, science, BoG, Gender & District inspectors; Develop Basic Requirements and Minimum requirements for BTVET, PPE and Non Formal schools; Development of competences for monitoring learning achievements for Numeracy, Literacy & Life skills for P4 – P7; Capacity building for secondary head teachers.</i>	

			monitoring learning achievements for Numeracy, Literacy & Life skills for P4 – P7; Capacity building for secondary headteachers.		
	<i>o/w NCDC</i>	0.783	<i>Paying salaries to 100 staff members; A draft Thematic Curriculum for P1; A draft teacher's guide for P1; Training of teachers on the curriculum for P1</i>	0.782	<i>Paid salaries to 100 staff members; A draft Thematic Curriculum for P1; A draft teacher's guide for P1; Training of teachers on the curriculum for P1, Trained the core team of 20 people to prepare training of P1 teachers in schools countrywide on the Thematic Curriculum, Trained master trainers (70) in preparation to handle regional TOT training before the training of teachers on Thematic Curriculum, Trained 30,000 P1 and non formal instructors on Thematic Curriculum, Trained Regional ToT's (640) to be facilitators in training of 30,000 P1 teachers on Thematic Curriculum</i>
	<i>o/w National Council of Sports</i>	0.444	<i>Pay salaries to 20 staff members and 27 support staff. Facilitation of operational activities</i>		<i>Paid salaries to 20 staff members and 27 support staff. Facilitation of operational activities.</i>
Development Budget	Total	29.080			
	<i>(i) o/w School Facilities Grant (SFG)</i>	16.42	<i>Target to construct 925 new classrooms, 26 classrooms Rehabilitated, procurement of 17,498 3-seater desks and 723 office furniture; 1,676 pupils Latrines constructed and 42 teachers houses, 26 kitchens and 42 teachers latrines done.</i>	16.25	<i>By the end of June 2006, a total of 837 classrooms were ready for use while 114 had not taken-off for construction; 11,812 pupil desks were procured and 353 office furniture procured; 1,399 pupils Latrines stances constructed and 24 teachers houses, 18 kitchens and 18 teachers latrines ready for use</i>
	<i>(ii) Development of PTCs</i>	5.800	<i>6 libraries constructed at Kabwangasi, Buhingiro, Paidha, Busikho, Bundibugyo, Bwera and Kotido. Construct 10 classrooms at Masindi, Kapchorwa, Busikho Erepi, Kabukenge, Rakai; 2 girls dormitories, Library block and science Laboratory at Bukinda</i>	4.146	<i>Completed the construction of laboratories at: Paidha, Bwera, Bundibugyo and Busubiizi PTCs, Libraries were constructed at Rakai, Kapchorwa, Bukedea, Kamurasi, have been roofed and are finishes level (plastering, lighting system and furniture). , While construction at Kiyooro and Rukungiri roofed windows are fixed. Libraries at Busubiizi and Lodonga were commissioned on 20th April 2007. In Busikho the Library was commissioned on 8th June 2007, While in Paidha, library was handed over by CMU commissioning. Constructed additional facilities at St. Noah Mawagali PTC, Busubiizi Core PTC Mityana district</i>
	<i>(iii) Primary School for the War Traumatized Children</i>	0.700	<i>Operationalisation of the Traumatized school, procurement of food stuffs, scholastic materials, drugs, school uniforms and maintenance of school plant.</i>	0.623	<i>Assorted scholastic material, stationery, drugs, foodstuffs and firewood procured; Four school site visits done to ensure smooth running of the school.</i>
					<i>All items require procured.</i>

(iv) WFP/Karamoja	0.600	<p>a. Pay salaries to 23 staff.</p> <p>b. Monitoring visits once per term to each of 233 schools – 699 visits – allowances paid to 13 staff (7 field monitors, 3 operation mgrs, 3 drivers & Coordinator.</p> <p>c. Provision of school gardening implements and supplies to 45 schools: 134 ha. ploughed; 1800kgs bean seeds; 354 bags cassava cuttings and assorted hand tools and supplies distributed; 50,000 tree seedlings planted.</p> <p>d. Provide counterpart funding for food transport, handling and storage.</p> <p>e. Procure machinery & equipment for Nakapiripirit office</p> <p>f. Operate and maintain 1 truck, 4 pickups and 6 motorcycles.</p> <p>g. Administrative support (printing & stationery; telecoms)</p>	0.534	<p>0.063 18</p> <p>0.061 699 visits</p> <p>0.074 45 schools</p> <p>134 ha</p> <p>1800kgs</p> <p>354 bags</p> <p>Assorted</p> <p>50,000</p> <p>0.103</p> <p>4,339M/Tons</p> <p>0.005</p> <p>0.210</p> <p>0.007</p>	<p>Only Shs. 0.524bn was released out of the total budget of Shs. 0.6bn. 99.69% of funds released was utilized.</p> <p>Food tonnage supplied under this project is off-budget support and is considered WFP assistance to the districts of Karamoja, hence is out of the MoES MTEF.</p>
(v) Emergency Construction & Rehabilitation of Primary Schools.	1.800	<p>Rehabilitation and construction of Namukunyu P/S and Nawanyango P/S in Kamuli, Kapeeka P/S in Luvwero, Sekanyonyi C.O.U in Mityana District.</p>	1.458	<p>Rehabilitated primary schools (Namukunyu P/S, and Nawanyango P/S in Kamuli district), Rehabilitated 3 primary schools in Wakiso district (Sanga P/S, St. Aloysius and Mpango P/S).</p>	<p>All sites were in progress and payments to be effected because a total of 850m was released up to Qtr 2.</p>
(vi) Relocation of Shimon PTC and Primary School	3.760	<p>Construction of storeyed blocks for Shimon PTC and Primary school procurement of furniture and equipment.</p>	2.158	<p>Shimoni PTC was temporarily relocated to Nyondo PTC, Rehabilitated 2 girls' dormitories at Ursula Wing Nyondo; one pit latrine of six stances and twelve shower room shed for girls, Rehabilitated 2 boys' dormitories at St. John Bosco Core PTC – Nyondo, Mbale and two pit latrines of six stances each.,Rehabilitated four houses to accommodate the Principal and Deputy Principal of Shimoni Core PTC and Tutors.,Contributed to the development and harvesting of water from Nabumali Gravity Water Project,Constructed 14 classrooms, 2</p>	<p>Insufficient funds released much of the construction works still outstanding.</p>

					offices and water borne toilets at East Kololo Primary School; temporary home for Shimoni Demonstration P/S. A compound was well designed and well set. Water and electricity was provided for accessibility to the school
Secondary Education	Total	6.708			
	(i) o/w Development of Secondary Education Project	5.200	In-service Training of national tutors in Science and Maths subjects; pay contract staff salaries and payment of utilities, Construction of 2 classroom blocks in 41 sub-counties without any form of sec. School.	7.819	Procured 160 science kits and ICT related facilities to enhance science teaching, Organised workshops to train teachers in science, mathematics and ICT, 44 National Trained of Trainers (NToTs) trained, Commenced with the Construction of 38 Seed Secondary Schools, Construction commenced in all districts apart from Masindi/Pakanyai and Mukono/Kabanga sites., 2-classroom blocks and Admin. block and 2-VIP latrines were completed in 16 districts while construction in 23 districts is nearing completion.
	(ii) o/w ADB III Post Primary Education & Training	1.508	Pay project contract staff salaries, allowances to technical staff during site meetings, financing of Studies and Tours under UPPET.	1.392	Workshop on formulation of a new education project to rehabilitate and develop selected existing secondary schools in Uganda was conducted, A stakeholders' workshop was carried out on 20th June 2007, comprising of officials from different districts in Uganda, representing central, southern, northern and western, Paid salaries for 11 Project Coordination Unit (PCU) staff and 7 STEPUP staff, Initiated the procurement process of office equipment, local area network and internet connection, a consultancy for supervision of civil works, contractors for the seed schools and technical institutions of Rukungiri and Madera and Jinja Vocational Institute. The procurement processes are all in the final stages, Contracted a consultant i.e. M/S Arch Design Ltd to speed up the process of acquiring land titles for the seed schools construction Procured Small equipment for technicians in STEPUP. Funds for operationalising installed equipment under STEPUP Install Local Area Network and Internet Services, Supported UVQF to develop 8 profiles, Test item Development for 4 occupations,
BTVET	Total	3.570			
	(i) O/w Development of BTVET	0.250	Construction of administrative block at UCC Soroti and Library at UCC Aduku and procurement of Instructional Materials (textbooks) for all UCCs	0.222	Commenced on the construction of a library at UCC Aduku, Procurement of Textbooks, The tender for the construction of an administration block at UCC Soroti was awarded. Textbooks not yet procured difficulty in getting a supplier for technical books.

	(ii) O/w Development of TVET P 7 Graduate Enrolling Institutions and UVQF	0.920	Pay salary to 12 contract staff, field visits to UVQF/A national activities, consultative stakeholder's workshops and workshops to develop occupational profiles; Procurement of assorted stationery, construction works of office block at DIT Lugogo and renovations to Technical schools.	0.7294	Undertook field visits to UVQF/A inter-national activities, One officer went to Namibia sponsored by GTZ ,Monitored 42 institutions (technical schools & CPs) to participate in the UPPET Organised training workshops on occupational profile development, 8 occupations were profiled, 4 assessment instruments were developed, Twenty (20) resource facilitators were trained in profiling and instrument development, Procured classroom chairs, desks & benches, office desks and shelves for the institutions, Sixty two head teachers/Principals of private and public institutions were sensitized on how to the guidelines for UPPET so as to implement the program successfully
	(iii) Reh. Nat. Health Serv. & Dept Train. Inst	2.400	Payment of staff salaries to 1 secretary, monitoring of construction and renovation works in Health Train. Inst.; Training of 20 Tutors in Bachelors & Masters programmes, conduct other training courses in financial management and research in health Train. Inst.; procurement of assorted supplies and services, procure consultancy for technical assistance in strategic planning; and preparation of tender documents for construction/renovation works; procurement of 14-seater Minibuses for Survey Training Sch and Public Health Nursing Sch; procure 32-seater minibuses for 10 nursing training institutions; procurement of assorted machinery and equipment for Uganda Nurses and Midwives Examination Board.(UNMEB)	2.040	Oriented 30 tutors on the new curriculum, provided 15 institutions with text books, constructed a 3- classroom block at Mulago Paramedical, procured 10 vehicles for Arua, Virika, Kuluwa, Kivoko, Ngora, Public Health Nurses' College, Institute of survey, Butabika school of Psychiatry Clinical Officers and BTVET Department.
	Total	1.20			
Tertiary Education	(i) o/w Makerere University	0.160			
	(ii) o/w Mbarara University	0.410	Construction of a science block phase 1B; construction of a Conference Hall.		Conference Hall completed at a cost of 0.204bn
	(iii) o/w Kyambogo University	0.028			

	(iv) o/w Gulu University	0.130			
	(v) o/w Support Public Univ. Eastern Uganda	0.500	Pay salaries to 21 members; Procure assorted stationery; Procure Three 4-WD station wagons for the Taskforce; procurement of furniture and fittings and maintenance of vehicles.		Paid salaries to all staff, procured 1 station wagon double cabin pickup for the vice chancellor, paid allowances to the staff.
Others Programmes	Total	4.602			
	(i) o/w District Capacity Building Project	1.729	Pay salary to contract staff including district based Engineering Assistants; supply of assorted stationery; Pay consultancy firm to support the DMTBF Taskforce in monitoring the implementation of decentralised MTBF to local governments; fuelling and repair of 56 motorcycles for DEAs & project M/V	2.2774	Under took a consultancy on the decentralised Medium Term Budget Frame work which was completed, Hired contract staff to input annual statistical data for the year 2006 45 contract staff were hired and the Annual Education Statistical Abstract 2006 completed on time. Supported District Engineering Assistants (DEAs) in local governments receiving the School Facilities Grant (SFG) in the year 2006. This has led to increased quality of construction in the local governments
	(ii) o/w ADB II Education Project)	2.873	Payment of salaries for technical officers and driver supporting the ADB II project, purchase of reference books, carry out a final audit for FY 2005/06	3.058	Paid salaries for 5 contract staff, gratuity for 12 contract staff plus arrears for NSSF and PAYE amounting to Shs. 60m; paid retention fees and GoU 10% contribution for civil works under Gender Component totalling to Shs. 984m; paid for the extra reference books for 54 laboratories and 13 libraries; carried out audit of the financial accounts for FY 2005/06 covering 33 districts for SFG, 14 districts for Agriculture and 56 districts for Gender component amounting to Shs. 66m.

3.5 Overview of the FY 2007/08 Education & Sports Sector Budget

The education sector was provided a total budget of Shs. 767.07bn inclusive of direct donor support. The overall budget increased by a total of Shs. 46.23bn (6.41%). The 6.41% increment is above the anticipated inflation *rate* implying a slight increase of the sector budget *resource provisions* in real terms.

The sector's recurrent budget (wage and non-wage) increased to Shs. 666.23bn in FY 07/08 from Shs. 636.57bn in FY 06/07, while the development budget including donor projects has increased to Shs. 100.84bn in FY 07/08 from Shs. 84.37 in FY 06/07. The increase in the recurrent budget is accounted for by the increases in wage provisions for Public Universities, increase in resources for secondary salaries and secondary capitation as well as for primary education teachers. The increase in the development budget provision is accounted for by a resource of Shs. 9.6bn as earmarked resources from Construction of Seed Secondary Schools. The details of the sector provisions, and budget changes by Vote are presented in the table 2.3 below.

Table 3.5: Budget provision by Vote FY 2006/07, 2007/08

Code	Vote	FY 2006/07 Budget Provision				FY 2007/08 Budget Estimates				% Change
		Wage	Non-wage Rect	Domestic Devt	Total Excl. Donor	Wage	Non-wage Rect	Domestic Devt	Total	
140	Uganda Management Institute	-	0.40	-	0.40	-	0.41	-	0.41	110.58%
013	Education and Sports (Incl Prim Educ)	8.64	38.62	28.04	75.30	8.641	40.067	26.137	74.846	103.67%
136	Makerere University	-	34.14	0.16	34.30	27.214	9.15	0.158	36.525	101.00%
137	Mbarara University of Science and Technology	4.06	2.37	0.41	6.84	4.356	2.495	0.494	7.345	108.43%
139	Kyambogo University	7.87	4.93	0.28	13.08	10.373	5.027	0.221	15.621	129.07%
132	Education Service Commission	0.51	2.18	0.05	2.74	0.564	2.224	0.053	2.840	119.42%
138	Makerere University Business School	-	4.19	0.50	4.69	2.962	2.089	1.00	6.053	102.50%
149	Gulu University	-	3.12	1.20	4.32	3.832	1.306	0.500	5.638	126.69%
501-850	District Primary Educ incl SFG	342.50	32.83	16.42	391.75	344-996	32.477	16.410	393.883	100.54%
501-850	District Secondary Education	97.70	22.83	-	120.53	107.70	28.121	9.60	145.421	120.65%
501-850	District Tertiary Institutions	16.70	8.65	-	25.35	16.458	8.32	-	24.778	97.74%
501-850	District Health Training Schools	2.56	1.77	-	4.33	3.242	1.803	-	5.045	116.52%
013	Busitema University	-	-	-	-	-	2.40	-	2.40	
	TOTAL	480.54	156.03	47.06	683.63	530.34	135.89	54.57	720.80	106.41%

Source: MoES (Note Total Exclusive of Donor)

3.6 Budget Shares by Sub-Sector

The total *sector* budget for FY 2007/08 as approved by Parliament excluding direct donor budget support *was* allocated as shown in the box below:-

Box 3.1: Total Sector Budget for FY 2007/08

<i>Sector</i>	<i>Shares for FY 06/07</i>	<i>Shares for FY 07/08</i>
• Primary	64.36%	61.0%
• Secondary	20.41%	22.19%
• BTVET	3.62%	3.79%
• Higher Education	9.82%	10.62%
• Others	1.79%	2.30%

Source: MoES (MTBF, 2007)

The budget share of primary *education* has reduced to 61% from 64.36% in the previous FY 2006/07. This is accounted for *mainly* by the increased budget share of secondary education due to implementation of UPPET Policy launched in December 2006.

PROGRESS IN ACHIEVING EFA GOALS, MDGS AND TARGETS FOR CROSS-CUTTING ISSUES

Cross-cutting issues touch on general principles applicable to all development activities (e.g. economic and social justice, equity, etc) and therefore demand multi-sectoral or sector wide response. They are usually important goals in their own right.

In the education sector, cross-cutting issues cut across all aspects of education development, planning, financing, implementation and management. They are comprised of factors that are capable of either reinforcing or undermining the impact and sustainability of sector programmes and activities.

This Chapter outlines progress made in implementing set target for cross-cutting issues that influence the pace of implementation, achievement levels of planned targets and sustainability of sector gains. These include international commitments of education (i.e. MDGs and EFA Goals). HIV/AIDS, Gender, Special Needs Education, Career Guidance and Counselling and ICT.

5.1 International Commitments on Education

Uganda is signatory to international commitments intended to democratise education in order to address social injustice and therefore ensure equity in education provision. The key ones include MDGs and EFA Goals.

5.1.1 Millennium Development Goals (MDGs)

In order to promote sustainable development in developing countries, the International Community in September 2000 under the auspices of the United Nations (UN) agreed to a number of commitments in form of goals that promote social development, social justice and human rights. These are popularly referred to as Millennium Development Goals (MDGs).

Box 5.1: Millennium Development Goals

- Goal 1: Eradicate extreme poverty and Hunger
- Goal 2: Achieve Universal Primary Education
- Goal 3: Promote Gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal Health
- Goal 6: Combat HIV/AIDS, Malaria and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a global partnership for development

MDGs are time bound and quantified targets for addressing extreme poverty in all its dimensions, diseases, lack of adequate shelter, promoting gender equality and empowerment of women, combating HIV/AIDS, Malaria and other diseases, achieving Universal Primary Education, and environmental sustainability, Box 5.1 outlines the eight MDGs.

(i)

Of the eight MDGs, the Education sector is fully responsible in collaboration with other sectors for the implementation of only two of them. These are goals 2 and 3 (see box 5.1).

Table 5.1 summarises the targets and monitoring indicators for Goals 2 and 3.

Table 5.1: Targets and monitoring indicators for MDGs

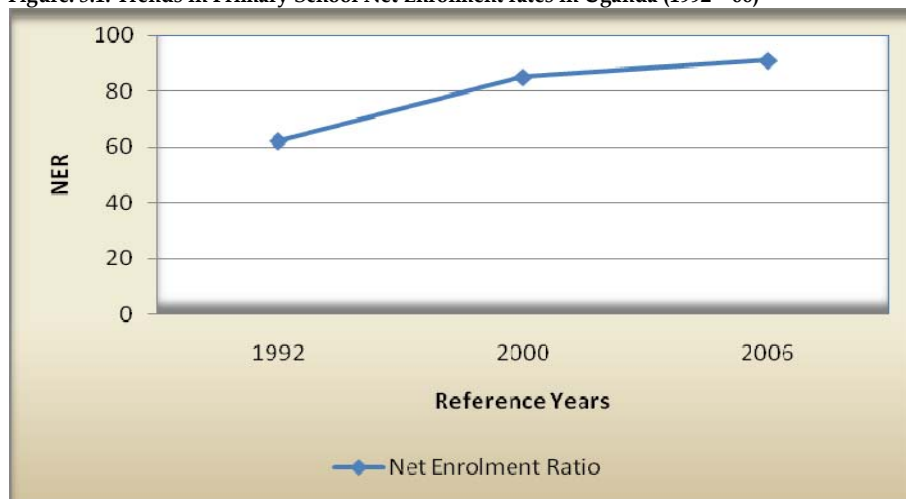
Goal	Target	Monitoring Indicators
Achieve Universal Primary Education	Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	<i>Net enrolment ratio in primary education</i> <i>Proportion of pupils starting grade 1 who reach grade 5 and who complete primary 7.</i>
Promote gender equality and empower women	Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of Education no later than 2015.	<i>Ratio of girls to boys in primary, secondary and tertiary education</i> <i>Ratio of literate women to men, 15-24 years old</i>

(ii) Cumulative Progress for Goal 2: Achieving Universal Primary Education

Goal 2 obliges MDGs signatory countries to ensure a 100% completion of a full course of primary schooling by all the school going age (6-12 year old boys) population by 2015.

During the period under review, the Net Enrolment Ratio (NER) increased to 91% (EMIS, 2006). See figure 5.1.

Figure 5.1: Trends in Primary School Net Enrolment rates in Uganda (1992 - 06)



Source: MoES, (EMIS 2006)

Based on current performance trends, Uganda is likely to hit the target Net Enrolment Rate of 100%, by the target date (2015) provided the concerns of low quality of education (as manifested in both learning achievements and survival rates) are overcome.

During the period under review, the Education Sector formulated a response to the challenge of low quality. It comprises of a range of classroom pedagogical support quality enhancing initiatives, which include:

- the introduction of the Thematic Curriculum; enhancement of teachers’ salaries; and,
- Continuation of a hardship allowance for teachers deployed in remote areas of the country.

Already, interim monitoring results indicate a positive trend in selected

Box 5.2: Selected Quality Indicators

Indicator	2000	2007
(i) PCR	106:1	72:1
(ii) PBR	6:1	2:1
(iii) PTR	65:1	48:1

quality indicators (see box 5.2).

Goal 3: Cumulative progress in the promotion of gender equality and empowerment of women

This goal obliges member countries to achieve gender parity in primary and secondary education, preferably by 2005 but not later than 2015.

The implementation of the UPE Policy of free tuition at primary school education since 1997, has had two important effects on enrolments:

- (i) it has increased enrolment of children from poor households and significantly reduced the poverty gap in terms of access to primary education.
- (ii) the effect of increased enrolment was particularly beneficial for girls who saw a higher increase in enrolment relative to boys.

The impact of UPE is thus significant in the narrowing and eventual elimination of the gender gap in primary schools enrolments.

With regard to secondary education, EMIS data indicates that gender parity at this level is 0.81; implying that there are still more boys than girls enrolled in the sub-sector. Consequently, the MDG target for secondary education is yet to be met. The introduction of USE (2007) is expected to give full effect to the promotion of gender quality and empowerment of women, thereby enhancing the achievement of this goal.

5.1.2 Progress in achieving the EFA Goals

The Education For All Movement is based on the World Declaration on Education for All (Jomtiem, Thailand 1990). This declaration ushered in the Education For All decade that culminated at the World Education Forum which endorsed the Dakar Framework for action (Education For All; meeting our collective commitments), which commits governments to achieving quality basic education for all by 2015, with particular emphasis on schooling and a pledge from donor countries and institutions that “no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources”.

Education Sector in Uganda is responsible for the implementation, monitoring and regular reporting of six (06) EFA goals. Five of these goals are targeted at Pre-primary and Primary Education, while one is targeted at secondary education level (see box 5.3).

Box 5.3: Overview of EFA Goals

EFA Goals targeted at Pre-primary and Primary Education

- (i) Expand and improve comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children
- (ii) Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education
- (iv) Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic education and continuing education of adults.
- (v) Eliminate gender disparity in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and participation in quality basic education
- (vi) Improve all aspects of the quality of education, and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential skills

EFA Goals targeted at Secondary Education

- (iii) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills.

Source: EMIS, 2006

Goal 1: Expand and improve comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children.

(a) Gross Enrolment Ratio (GER)

The Gross Enrolment Ratio (GER) for ECD remains low. Poor enrolment is attributed to poor access to ECD as a result of inadequate supply of ECD centers particularly in the rural areas as opposed to its demand. Presently, ECD is completely provided by the private sector as a pay service. A few centres that are available (e.g. nursery schools, etc) are mainly concentrated in large urban centres and municipalities where the demand is high. It is worth emphasizing that. (Since, private providers only invest in areas where they

expect to scoop a profit).

(b) Gross Intake Ratio (GIR) to Grade I

The GIR, trends indicate that the number of new entrants into grade one has improved from 192% (2000) to 120% (2006). This is attributed to the reduction in the enrolment of over-age children in the system. Consequently, there are now more children of correct age entering grade 1 than before. Further analysis indicates that the reduction in the number of over-age children has enhanced access for girls; that is from 191% (2000) to 146% (2004) for girls, compared to 191% (2000) to 153% (2004) for boys.

Goal 2: Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education

Uganda prioritises primary education as a basic requirement for a meaningful life. It constitutes one of the key strategies for poverty eradication in the country. Indeed, education policy thrusts have since mid 1990s emphasised expansion of access at all levels of education system, with priority being placed on primary education.

The rationale is that primary education directly benefits the majority of the population who happen to be the poor. Indeed, the launch of UPE in 1997 was underscored by the need to redress inequality in access to primary schooling by socially disadvantaged children and groups.

The UPE programme comprised of initiatives that include capitation grants (that reduced the cost of education for poor families), construction of physical infrastructure (under the School Facilities Grant - SFG), provision of instructional materials and teacher guides. In addition, enhanced recruitment of both qualified teachers (for primary schools) and instructors (for non-formal education) into the government payroll, has been undertaken. Also specific training modules for non-formal education teachers/instructors were developed in an effort to strengthen pedagogical process in the classroom.

Overall therefore, all the key indicators for access to primary education in Uganda show positive trends (see box 5.4 and annex 6.2).

Box 5.4: Trends in access to primary education

- a. There has been a reduction in the number of under-age children entering P1 from 170% (2003) to 123.9% (2006);
- b. The NIR has reduced from 65% (2003) to 53% (2006);
- c. The GER improved from 127% (2003) to 112.2% (2006).
- d. As a result of steady improvement in Net Enrolment Ratio (NER) since 2000, the proportion of children aged 6-12 years improved from 86.7% (2003) to 92% (2006), implying that there are now more children aged 6-12 years in the primary school system. This indicates that the country is likely to achieve 100% access by children of the relevant age.
- e. The percentage of qualified primary school teachers certified to teach primary education according to national standards initially declined from 81.5% (2000) to 74% (2002), but has since increased from 78.7% to 79% in 2003 and 2004, respectively.
- f. The Pupil Teacher Ratio (PTR) has declined to 51:1 due to increased recruitment of teachers on government payroll from 82,148 (2000) to 126,990 (2006), an increase of 65.1%.
- j. Repetition rate by grade has ranged between 10% and 13%, over the period under consideration
- k. Survival rate to Grade 5 is relatively identical within and between sexes all through the period 2000 – 2006. *(Annex 2 indicates that the survival rate reduced from 88.4% in 2000 to 47.9 in 2006).*

The achievement of this goal is however, constrained by:-

- (i) Physical infrastructure in primary schools remains inadequate due to declining budgetary resources allotted to education sector;
 - The public current expenditure on primary education as the percentage of GDP has been progressively declining. In the year 2000, the percentage of GDP (i.e. public current expenditure on primary education was 2.1% and this declined to 1.9% in 2005);
 - In addition, the percentage of total public expenditure for primary education has been varying since the year 2000 from 69.7% to 61.2% in 2006; consequently, low completion rates of primary schooling.
- (i) Government is unable to pay a living wage to teachers in order to maintain their morale.

Goal 3: Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills

The 2006 Uganda Demographic and Health Survey (DHS) results indicate that on average, 31.7% of the adult population aged 15-24 years have completed at least primary education (i.e. 34.8% for males and 28.6% for females).

The full realization of this goal however has been undermined by a combination of social ills that include civil strife, HIV/AIDS, early pregnancies, unemployment, poverty, labour exploitation and substance abuse. These not only threaten life of young people, but also reduce opportunities for their development.

Goal 4: Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic

education and continuing education of adults

A person's ability to read is important in taking full advantage of day-to-day opportunities. The 2006 UDHS results indicate that over 80% of the men and 56% of women in almost all age-groups in Uganda are literate. This is an indicator of how much access to education has expanded over the years. However, the percentage of men and women on average who have attended secondary school or higher and can read a whole sentence or part of a sentence remains low and on average is 69.5% (i.e. 56.3% for women and 82.8% for men respectively). This implies that the country needs to do more to enhance Functional Adult Literacy (FAL) if the 100% literacy rate by 2015 target is to be achieved.

However, FAL remains constrained by:-

- (i) Lack of dedicated instructors (i.e. relies on voluntary instructors).
- (ii) Lack of an enabling environment (such as libraries) to support continuous learning and use of literacy and numeracy skills. This facilitates slippage of literates into illiteracy.
- (ii) Inadequate monitoring and evaluation capacity for assessment of FAL strategies.

Goal 5: Eliminate gender disparity in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and participation in quality basic education

(a) Primary Sub-sector

The implementation of UPE has resulted in the achievement of gender parity in enrolment. According to the 2006 UDHS, Gender Parity Index (GPI) was 0.95, while EMIS put it at 0.99. Both indices thus confirm that the number of female and male students is almost the same, with males slightly outnumbering females.

The estimate of the GPI for the secondary schools was at 8.81 for both estimates (i.e. UDHS and EMIS). This indicates that, among students of all ages, for every given male student in secondary school, there are approximately four female students.

A Gender Parity Index between 0.95 and 1.05 is considered as reflecting gender parity. Therefore, we can conclude that Uganda has achieved the gender parity at primary and is also about to achieve it at secondary level.

(b) Secondary Sub-sector

In the Secondary Sub-Sector, there have been improvements in the participation of girls. Figure 5.2 indicates that in 2000, the ratio of girls to boys stood at 44.1% to 55.9% respectively. This ratio slightly improved from 45.0% to 55.0% in 2006. Figure 5.2 indicates that the gender gap at secondary level has slightly narrowed since 2000. This means that special measures need to be put in place to enhance the achievement of this goal. These measures should be targeted at both community and school based factors that hinder girls participation in education. These include:-

- (i) Negative socio-cultural values and norms of wider society that continue to perpetuate the lesser status of girls and their non-participation in education

- processes; and,
- (ii) Improving the security of school and community environments particularly for girls and female teachers.

Goal 6: Improve all aspects of the quality of education, and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential skills

As part of the Education Sector's efforts to improve quality of education and thereby enhance pupils' learning achievements/outcomes, the Uganda National Examinations Board (UNEB) was in 1999 mandated to conduct competency tests known as the National Assessment of Progress in Primary Education (NAPE). These tests are targeted at P.3 and P.6 in a sample of selected schools. Trends observed from the results from these studies indicate progress in the performance of the children in P.3 and P.6.

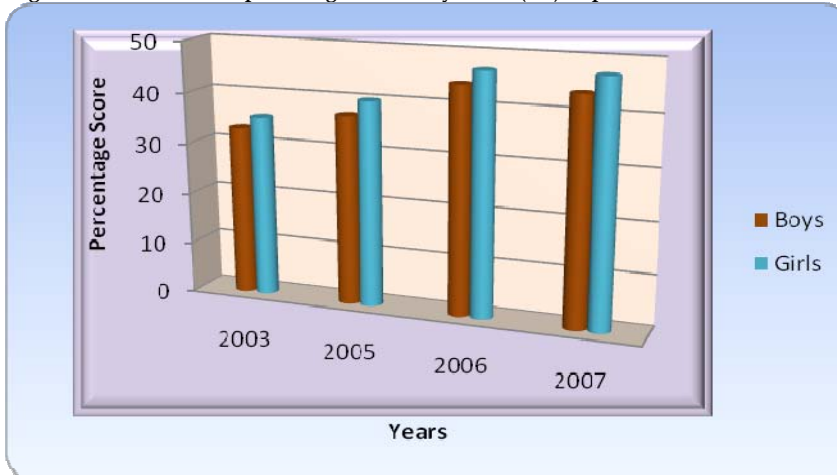
Table 5.2 presents a summary of P3 and P6 boys and girls rated proficient in literacy in English for the years 2003 – 2007 (see also figures 5.2 and 5.3 for trends).

Table 5.2: Summary of P3 and P6 pupils rated proficient in Literacy

Class	Gender	2003	2005	2006	2007
P3	Boys	33.1	37	44.2	43.8
	Girls	35.5	40	46.9	47.2
	All	34.3	39	45.6	45.5
P6	Boys	20.3	32	33.4	48.2
	Girls	19.5	28	33.6	50.8
	All	20.0	30	33.5	49.6

Source: NAPE, 2006

Figure 5.2: Trends in the percentage of Primary Three (P.3) Pupils Rated Proficient in Literacy 2003 - 2007



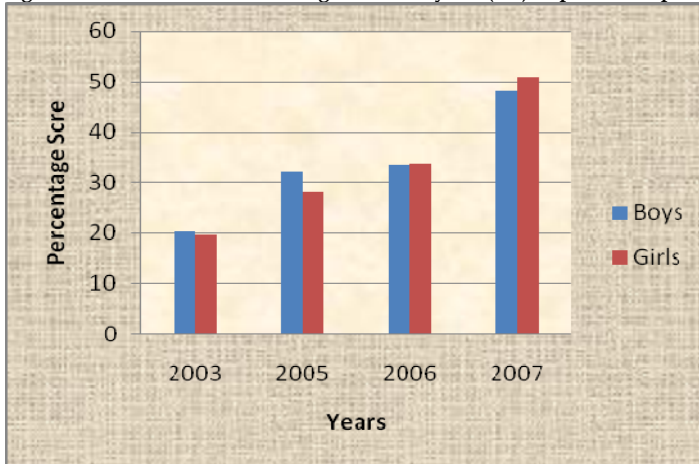
Source: NAPE, 2006

Figure 5.3 indicates that there was a steady improvement/increase in the percentage of P6 pupil's rated proficient in literacy between 2003 to 2007. However, for P3 pupils there was a slight decline by 0.1%.

Furthermore, it is observed that the performance of girls at P3 and P6 was higher than that of boys. The Education Sector is encouraged by these positive trends. Consequently, the gains from these improvements are being reinforced by:-

- (a) implementation of Thematic Curriculum in lower primary.
- (b) enforcement of the Policy of placing the books in the hands of the pupils;
- (c) introduction of a literacy hour in the primary school timetable;
- (d) introduction of Customized Performance Targets for head teachers and their deputies;
- (e) use of NAPE results to improve teaching and learning process highlighting key areas that need attention; and,
- (f) more exposure of children to reading materials to aid in the acquiring of reading skills.

Figure 5.3: Trends in the Percentage of Primary Six (P.6) Pupils Rated proficient in Literacy 2003 - 2007



Source: MoES (EMIS, 2007)

With regard to numeracy, the NAPE 2007 results indicate an improvement in the performance of pupils rated proficient in Numeracy for P3 and P6. Girl's performance however, was below that of boys (see table 5.3).

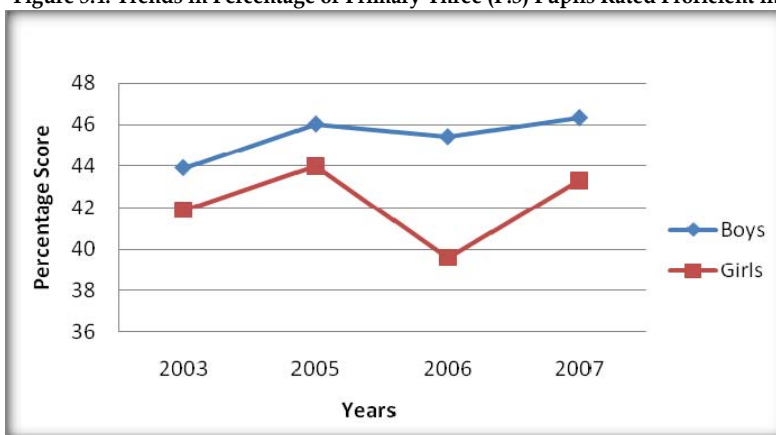
Table 5.3: Percentage of primary 3 and primary 6 pupils rated proficient in Numeracy; 2003 - 2007

Class	Gender	2003	2005	2006	2007
P3	Boys	43.9	46	45.4	46.3
	Girls	41.9	44	39.6	43.3
	All	42.9	45	42.6	44.8
P6	Boys	25.7	39	34.4	45.9
	Girls	15.3	27	26.7	37.2
	All	20.5	33	30.5	41.4

Source: NAPE, 2006

Trends in numeracy proficiency observed over a 5-year period are indicated in Figures 5.4 and 5.5 for P3 and P6 respectively.

Figure 5.4: Trends in Percentage of Primary Three (P.3) Pupils Rated Proficient in Numeracy 2003 - 2007

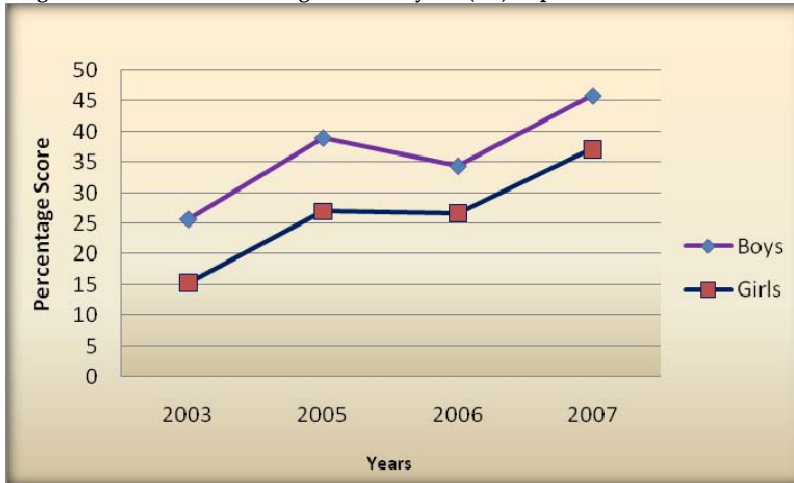


Source: MoES, (EMIS, 2007)

With regard to proficiency in numeracy for P3, although trends indicate a low proficiency

level for girls, the trend is still positive and getting better.

Figure 5.5: Trends in Percentage of Primary Six (P.6) Pupils Rated Proficient in Numeracy 2003 - 2007



Source: MoES, (EMIS, 2007)

Proficiency levels have been increasing gradually over time but have been negatively influenced by:-

- (i) shortage of classrooms, human and material resources and competencies to cope with large increases in student enrolments;
- (ii) factors outside the direct control of the education policy and the school which impact on the learning process. These include high morbidity and malnutrition among some sections of children in rural areas. Sick and malnourished children are less likely to learn and benefit from schooling.
- (iii) Limited use of mother tongue as medium of instruction in the early grades of P.1 - P.3.

5.2 HIV/AIDS: Overview of main achievements

The Education Sector Response to HIV/AIDS is a component of the national multi-sectoral approach to HIV/AIDS prevention and mitigation. It is intended to promote effective behaviour change communication at all levels through age-appropriate prevention messages which are conveyed through curricular and co-curricular programmes and activities. Its scope covers learners, sports men/women, educators, managers/administrators and service providers.

During the period under review, the sector as part of its response to HIV/AIDS realised achievements in the areas of policy development, capacity building for HIV/AIDS, research and networking.

5.2.1 Policy Development



(i) The Education Sector HIV/AIDS Policy

With support from the Uganda AIDS Control Project (UACP), the Ministry finalised Sector Policy Guidelines on HIV/AIDS to support and provide guidance to all stakeholders involved in implementing the response to HIV and AIDS. The Policy was later printed with support from Irish Aid.

(ii) The Work Place Policy (WPP)

Implementation of the WPP as part and parcel of the wider sector HIV/AIDS policy, commenced in collaboration with World Vision (WV) Inc. Uganda. The project which is funded by USAID is operational in only 24 districts (out of the current 80 districts).

Its overall goal is to reduce the spread and mitigate the impact of HIV/AIDS among Ugandan teachers, non-teaching staff and MoES Headquarters employees. It focuses on prevention, care and support services.

5.2.1.1 Capacity building for HIV/AIDS

The following achievements were made as part and parcel of capacity building activities for HIV/AIDS in the sector.

(i) Training of Behaviour Change Agents (BCAs)

- (a) A total of 232 Teachers and MoES employees at different levels have been trained as Behaviour Change Agents (BCAs). The training equipped them with *Behaviour Change Communication (BCC) skills, facts on HIV/AIDS and HIV prevention* using an integrated Abstinence, Being Faithful, Condom Use plus other strategies (ABC+) among others.
- (b) A one-week residential training workshop on *Planning for an Integrated and Comprehensive Response to HIV&AIDS Impact on the Education Sector* (August 2007) was organised with support from Irish Aid. The Workshop was facilitated and managed by the EduSector AIDS Response Trust (ESART) - a South-African based firm. As a result of this workshop, 28 participants representing MoES, NGOs and other Civil Society organisations, Irish Aid and GTZ were trained in AIDS competency.
- (c) Workshop modules developed by the ESART team in collaboration with the International Institute of Education Planning (IIEP/UNESCO) in Paris, and are co-published by these two organisations were also distributed.
- (d) The main outcome of this training is that the BCAs reached out to 9,056 (Female = 3,374) teachers/MoES employees with information on prevention, care and support messages, as well as promotion and referral for HCT services.

(ii) Counselling and Testing

- (a) Facilitated 11 HIV Counselling and Testing (HCT) outreach programmes in 17 different sites. As a result, a total of 4,000 teachers in 24 districts have so far accessed Voluntary Counselling and Testing (VCT) and received their results. Referral for palliative care was also initiated.
- (b) Counselling and tested 772 teachers/MoES employees for HIV.

(iii) Advocacy for HIV/AIDS

- (a) Designed Information Education and Communication (IEC) materials (such as brochures, posters, and a Teachers' Newsletter). Over 30,000 brochures have been produced and circulated.
 - (b) As a result a National association of Teachers Living with HIV and AIDS called the Teachers Anti-AIDS Action Group (TAG) has been formed. Currently, more than 150 positive teachers have registered as members and have undergone training for peer support and behaviour change.
 - (c) In the area of research, the sector participated in Sharing of lessons learnt in HIV/AIDS with other countries in different fora including international workshops/meetings and hosted visiting delegations from countries such as Kenya, Zimbabwe, Lesotho, Sudan, Malawi, Botswana, among others.
- (iv) With regard to strengthening networks for HIV/AIDS, the sector fully participated in a World Bank supported initiative to establish a network for East African Ministries of Education on HIV/AIDS under the auspices of the East African Community (EAC) secretariat in Arusha-Tanzania. It is envisaged that the network will support efforts to accelerate the education sector response to HIV/AIDS within the region.

5.2.2 Sub-Sectoral achievements

5.2.2.1 Pre – Primary and Primary Education

(a) Planned Activities

(i) The Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY) activities

During the period under review, several PIASCY consolidation activities were conducted. These focussed on behaviour change communication; guidance and counselling; increased awareness-raising targeting schools, communities and parents.

Successful implementation of these activities resulted into the following achievements;

✚ Planning

- Identified 1078 Model schools
- Developed an integrated plan for implementation of all training activities at Primary Teachers College level that incorporated PIASCY and Guidance and Counselling. Participants were drawn from MoES departments of Teacher Education, Pre Primary, Education Standards Agency, all the 47 Primary Teachers Colleges and Kyambogo University.

✚ Training

- 151 National Facilitators were trained, (January 2006); 539 Coordinating Centre Tutors as Trainers (May 2006); and 6 teachers each from the 1,078 model schools. To date 8,337 teachers out of the targeted 6,468 teachers have been trained as Master Trainers in their catchment areas.

✚ Resource materials development and distribution

• Teacher resource materials

Provided resource materials that equip the teachers with the information they require for programme implementation (See table 5.4). These materials were all distributed to all the 1,078 model schools.

Table 5.4: Materials printed to support training of teachers in PIASCY, Guidance and Counselling

S/N	Item	No. Printed
1	PIASCY-Helping Pupils to stay safe A Handbook for teachers P3-4	20,000
2	PIASCY-Helping Pupils to stay safe A Handbook for teachers P5-7	20,000
3	PIASCY Log Book	7,328
4	Training for School Service Providers, Facilitators' Guide	6,480
5	Child Guidance and Counselling for Primary Schools Manual	6480
6	A Resource Book for Primary School Guidance and Counselling	6,480
7	Guidance and Counselling for Primary Teachers Colleges, A Tutors Guide	6,480
8	Guidance and Counselling Activity Wall Chart	6,480
9	Guidance and Counselling Brochure	6,480
10	Community Integration Program Toolkit	6,480
11	Community Integration Program Facilitators Guide	6,480
12	Community Involvement in Education Toolkit	1,475
Total	100,643	

Source: MoES, 2007

The main outcome was that the trained master trainers have also trained other teachers from non-model schools on PIASCY programme competencies. In addition, master trainers have resource materials for back-up.

- **PIASCY Handbooks**
 - ✓ Each Model School received 10 copies of the Teachers' Handbook for P3-4 and P5-7 as well as the PIASCY Log Book for monitoring and reporting on school based activities.
 - ✓ 9,730 copies of PIASCY Teacher's Handbooks for P.3-4 and 9730 copies of PIASCY Teachers' Handbooks for P5-7 to the districts to cater for some schools that missed out in the phase one distribution.
 - ✓ In addition, all districts were given 790 Handbooks for P3-4 and another 790 handbooks for P5-7 to distribute to non-formal education centres within their respective districts. Each district received 30 copies. Districts in conflict affected areas were each allocated an extra ten copies.
- **Guidance and Counselling Handbooks**
 - ✓ Distributed 5 copies of the set of the Guidance and Counselling (G&C) books to each Model School as well as 2 copies to each thus a total of 412 copies to District Education Offices, except the districts in areas with conflict got an additional 10 copies.
 - ✓ 550 copies of sets of G&C books were allocated to non-formal centres in the districts, with each district receiving 20 sets and those in conflict-affected areas an additional 10 copies.
- ✚ **Enhancing Community Involvement in Education (CIE) Toolkit**
 - 2 copies of the CIE Kit were given to each model school, 1 copy of the kit to all District Education Offices and 10 copies to all Non Formal Learning Centres.
- **Handbook on Talking School Compounds/ Environments**
 - ✓ Distributed a copy of the Handbook to 12,974 primary schools providing guidance on how to develop talking school compounds/environments. Over 10,000 primary schools have talking compounds with messages on Guidance and Counselling as well as HIV/AIDS.
- ✚ **PIASCY Performing Arts Festivals**

Performing Arts Festivals based on themes relevant to interventions on HIV/AIDS were conducted at the Co-ordinating Centre level (where approximately 10,000 primary schools participated) and at District level (where 1,070 schools participated).
- ✚ **Provision of School Incentive Grants**

Disbursed incentive grants valued at Ushs. 688,000/= to each of the model schools (1078) to facilitate outreach work targeted at sharing of good practices with schools in their catchment areas.
- ✚ **Action Oriented Meetings**

2,156 Action Oriented Meetings involving the school administration, political leaders, and parents/caregivers in the 1078 model schools focusing on how to protect the children from risky situations were conducted
- ✚ **School Open Days and Talk Shows**

60% of primary schools had school open days that show-cased PIASCY among others, while each of the 1,078 model schools held two talk shows on topics related to HIV/AIDS. These mainly focused on risky situations and various personnel from various institutions e.g. The Police Community Liaison Department and Local Political Leaders.

Reactivation of School Clubs

All the 1,078 model schools had active School Clubs ranging between three to five in each school and these integrated PIASCY activities.

Monitoring and Supervision

Monitored and supervised activities in 80 districts and 810 model schools to ensure effective program implementation in the schools.

5.2.2.2 Post-Primary Education and Training (Secondary and BTVET)

In PPET, activities under review include:

Piloting the roll-out of PIASCY to PPET; Training in life skills for HIV/AIDS and curriculum review

The piloting of the roll out of PIASCY at Post Primary Education and Training (PPET) level in forty (40) institutions was successfully carried out. The pilot institutions included Secondary schools, Business, Technical, Vocational Education and Training (BTVET) institutions and National Teachers' Colleges (NTCs). The proposed implementation approach emphasises "Whole School Approach" model successfully used at the primary level.

During the pilot phase, the following were achieved:-

- (i) Four (4) resource and referral materials for the implementation of PIASCY at PPET level were developed and these are *Students' Handbooks on HIV/AIDS for Lower and Upper Post Primary Education and Training; a Teachers' Resource Book on HIV/AIDS and a Post Primary PIASCY Training Manual;*
- (ii) A rapid baseline survey was conducted in 21 sampled institutions to assess the status of HIV/ AIDS prevention activities;
- (iii) More than 50 teachers were trained as core facilitators for the roll out of PIASCY PPET;
- (iv) An average of 6 teachers was trained per institution (i.e. from the 40 pilot institutions at regional level). Consequently, 151 teachers were trained;
- (v) Monitoring and support supervision was conducted in all the 40 pilot institutions; and,
- (vi) A customised PIASCY PPET program for the Karamoja region was launched in 13 institutions (with financial support from Irish Aid).

Life skills were a quick intervention to support the life skill training at secondary education level. It was piloted in Kumi and Kampala Districts during the year 2006 in partnership with the Nairobi Office of the United Nations Educational, Scientific and Cultural Organisation (UNESCO). The overarching strategy of the project was capacity

building through the development of three (3) life skills resource materials and training for the empowerment of secondary school teachers.

Under this initiative, the following were achieved:

- (i) A baseline survey was conducted prior to production of three (3) categories of Life skills Resource materials on HIV/AIDS prevention and mitigation: *The Life skills Facilitators Manual for Secondary School Teachers; Training Resource for Teacher Trainers to equip Secondary School Teachers with Life Skills; and The Life Skills Inventory of Commonly Used Materials: Training Manuals, Facilitators Guides and Readers.*
- (ii) Orientation training of the core team of facilitators (30 facilitators), comprising of teachers and MoES officials, was conducted.
- (ii) Two (2) district based life skills training workshops were conducted in the districts of Kumi and Kampala where 120 and 127 secondary teachers were trained, respectively.

Curriculum Review benefited from financial support from the Uganda AIDS Control Project (UACP). Under it the National Curriculum Development Centre (NCDC) identified entry points in the Secondary School curriculum for incorporation of HIV/AIDS and life skills education. Subject Integration Matrices and a Training Module were also developed to guide and orient teachers on the integration of HIV/AIDS knowledge across the curriculum.

5.2.2.3 Teacher Education Sub-sector

In the Teacher education sub-sector, support was channelled to Kyambogo University in order to continue to conduct a Certificate course in Teacher Education Proficiency for Teacher Educators in all Primary Teacher Colleges.

Focus, under this course, is on areas that enhance teacher efficiency including the HIV/AIDS implementation model (the Whole School Approach) as well as Guidance and Counselling. Financing for this programme is from USAID which has committed up to US\$ 2million.

Constraints, Challenges and the Way forward

A number of implementation constraints and challenges were encountered. The main ones include; inadequacy of resources, capacity gaps, poor access to VCT services, inadequate care support services for MoES staff, rising number of orphans and absence of programmes that target drop-outs and out of school youths. These are summarised in Annex 6.5.4 (iv).

5.3 Special Needs Education, Career Guidance and Counseling

During the period under review, Special Needs Education, Career Guidance and Counselling activities focused on sensitisation and advocacy; resource materials

development; provision of instructional materials/ equipment for learners with learning impairments, physically handicapped and mentally retarded; and monitoring and support supervision. These activities were implemented mainly in the primary, secondary and teacher education sub-sectors.

Progress of implementation and achievements made are summarised in annex 6.5.4.

Implementation Constraints and Challenges

Main constraints/challenges encountered during the period under review pertain to:

- (i) Need for more dialogues with schools/institutions and stakeholders to enable them to appreciate SNE and the need for adequate time for Guidance and Counseling.
- (ii) The implementation of a teacher to pupil ratio of 1:10 has proved problematic, as some districts have not implemented it.
- (iii) Provision of specialized equipment and materials for Special Needs requires scaling up.
- (v) Poor compliance with Guidelines for construction for accessible physical structures in schools.

5.4 Gender

Planned activities of the sector Gender Desk during the period under review focussed on:

- (i) **Sensitisation and advocacy**
 - Launching of “Go to, Back to and Stay in school” Campaign in Lango, Acholi and Karamoja Regions
 - United Nations Girls Education Initiative (UNGEI): Mobilization of strategic partnerships at national, district and community level
 - Young people’s participation through GEM.
- (ii) **Community Mobilisation**
 - Revitalising Education participation and learning in conflict areas UNITY/REPLICA.
- (iii) **Policy Development**
 - Drafting of Gender Policy
- (iv) Administration of bursaries/scholarships to secondary school girls.

Achievements realised including implementation constraints and challenges are reflected in Annex 6.5.1

5.5 Information Communication Technologies (ICT)

Chapter 2 reflects most of the ICT initiatives implemented during the period under review as well as the achievements recorded. In addition, main implementation constraints and challenges are outlined.

5.6 Implementation of H.E. The President's 2006 – 2011 Election Manifesto

In the year 2006, H.E. The President of the Republic of Uganda in his continued drive towards achieving Socio – Economic development of Uganda, pledged to implement key activities in the Education and Sports Sector. These activities are contained in the 2006 – 2011 election manifesto, and are structured according to different sub-sectors (*i.e. Pre-primary and Primary Education, Secondary Education, BTVET and Higher Education*).

The progress of implementation focused on construction and rehabilitation of infrastructure, provision of instructional materials, remuneration of teachers, expansion of access to PPET through the introduction of UPPET and expansion of access to university education (*See Annex 6.6*).

PROGRESS IN ACHIEVING THE PRIORITY STRATEGIC SECTOR OBJECTIVES DURING FY 2006/07

4.1 ACCESS

Expansion of access at all levels to ensure inclusive education for all children of school going-age has remained the main policy thrust for education in the past two decades. Over the same period, ensuring expanded access to all levels of education has been a key strategy for poverty eradication in the country.

Uganda as a signatory country to the UN Covenant that established MDGs is committed to achievement of universal access to equitable quality education by 2015.

These policy objectives are usually adapted by each sub-sectors of education sector constitute their annual workplans.

For the Pre-primary and Primary education sub-sector, the goal of access is operationalised through policy objectives reflected in box 4.1.

4.1.2 Pre-primary and Primary Education Sub-Sector

a) Planned Activities

Planned activities for the period under review are reflected below.

Planned Activities for PPE Department

- Continue to implement Universal Primary Education (UPE) program, for all children of school going age;
- Enforce the use of mother tongues in parallel to English in instruction in lower primary; school;
- Construct and furnish classrooms under the School Facilities Grant (SFG) modality.

Box 4.1: Policy Objectives of access for Pre-primary and Primary

- (i) To ensure universal and equitable access to quality basic education for all children
- (ii) To improve the quality of education, sports and training at all levels
- (iii) To build capacity of the districts by helping education managers to acquire and improve on their knowledge, skills and attitudes to be able to effectively plan, monitor, account and perform other managerial functions.

(b) Progress and Achievements

Implementation of planned activities resulted into noticeable improvements in key basic education access indicators as indicated in Table 4.1.

Table 4.1: Trends in Primary Education sub sector indicators for access

Indicator	Status 2003	Target 2004	Status 2004	Status 2005	Status 2006	Status 2007
1.Apparent (Gross) Intake Rate (GIR ¹): new entrants in primary grade 1 regardless of age as a percentage of the population of official entry age:	170%	150%	153%	153%	123.9%	129.2%
a) Boys	172%	151%	158%	156%	127.1%	133.0%
b) Girls	169%	148%	160%	150%	120.8%	125.5%
2. Net Intake Rate (NIR ²): new entrants to primary grade 1 who are of the official primary School – entry age as percentage of the corresponding population	65%	67%	60%	67%	53%	56.0%
a) Boys	65%	66%	58%	67%	53.1%	56.5%
b) Girls	64%	68%	63%	66%	52.8%	55.6%
3. Gross Enrolment Ratio (GER ³) Proportion of pupils attending primary schools (P1-P7) to the number of children aged 6-12 in the entire population	127%	131%	124%	108%	112.2%	111.7%
a) Boys	130%	132%	126%	109%	112.5%	114.9%
b) Girls	125%	131%	122%	107%	109.1%	108.8%
The ten ⁴ districts within the poorest quartile that will be targeted are						
Nakapiripirit	56%	61%	N/A	43.77%	52.6%	45.2%
Moroto	41%	46%	48%	47.10%	41%	36.7%
Kotido	44%	49%	36%	23.05%	26.5%	33.2%
Kitgum	137%	132%	152%	142.37%	141%	137.1%
Pader	176%	161%	195%	179.49%	162.1%	163.6%
Bundibugyo	116%	101%	124%	94.69%	91.1%	88.8%
Nakasongola	140%	125%	154%	133.04%	134.3%	136.2%
Kabarole	137%	122%	122%	104.63%	111.2%	109.7%
Kamwenge	90%	96%	107%	94.20%	84.3%	110.5%
Kyenjojo	104%	100%	116%	95.87%	103.3%	101.5%
4. Net Enrolment Ratio (NER ⁴) A ratio of primary school children aged 6-12 years to the number of children of the same age range in the population. Ten districts within the poorest quartile will be targeted	86.7%	88.5%	88.7%	93.01%	92%	92.1%
a) Boys	87.0%	89.0%	88.8%	93.6%	94.1%	94.0%
b) Girls	86.4%	88.0%	88.6%	92.41%	90.1%	90.3%
The ten districts within the poorest quartile that will be targeted are.						
Nakapiripirit	39.55%	40.37%	41%	38.54%	40.9%	37.5%
Moroto	29.70%	30.32%	37%	40.94%	28.8%	28.2%
Kotido	29.78%	30.40%	29%	20.47%	20.2%	26.6%
Kitgum	95.00%	95.00%	95%	12.084%	104.4%	113.5%
Pader	95.00%	95.00%	95%	159.64%	120.6%	135.0%
Bundibugyo	84.05%	85.80%	99%	8.334%	67.8%	66.6%
Nakasongola	78.02%	84.02%	95%	111.53%	92.8%	109.3%
Kabarole	78.02%	79.64%	91%	91.20%	74.3%	82.7%
Kamwenge	61.28%	62.55%	76%	81.69%	53.1%	85.0%
Kyenjojo	70.64%	72.10%	86%	81.73%	68.8%	77.8%

Source: EMIS 2007

* Preliminary Results

The above tabulated data reveals that apart from the Gross Enrolment Ratio (GER),

all other indicators Net Enrolment Ratio (NER), Gross Intake Ratio (GIR) and Net Intake Ratio (NIR) experienced an upward trend between the years 2006 and 2007 with

¹ Source – EMIS and UBOS

² As above

³ As above

⁴ As above

NER increasing from 92% to 92.1% GIR increasing from 123.9 to 129.2% and NIR from 53% to 56%. On the contrary, the GER experienced a fall from 112.2 to 111.7% attributed to a decrease in the female GER from 109.1% to 108.8%.

This decline in enrolment growth ratios partly explains why pupil-teacher and pupil classroom ratios are reducing. Table 4.2 illustrates the inverse relationship between enrolment growth trends on the one hand, and the pupil-teacher as well as pupil-classroom ratios on the other.

Table 4.2: Relationship between primary enrolment growth rate and some access/quality indicators (2003-2007).

Indicator	2003	2004	2005	2006	2007*
Pupils enrolment (Government Aided primary schools)	6,835,525	6,687,574	6,609,677	6,519,063	6,684,513
Teachers on payroll (As of June 2007)	121,772	124,137	126,227	126,990	128,057
Number of Classrooms	73,104	78,403	83,740	101,568	102,648
Pupil Teacher Ratio	56	54	52	48	52
Pupil Classroom Ratio	94	85	79	77	72
Enrolment Growth rate	4%	-2%	-2%	-2%	3%
Pupil Toilet Stance Ratio	67	61	57	55	53

Source: EMI Source EMIS, 2007 * Preliminary Results

The results in table 4.3 indicate that pupil enrolments in Government schools declined from 6,835,525 in 2003 to 6,519,063 pupils in 2006, they increased to 6,684,513 in 2007. The decline observed in pupil enrolments in government-aided primary schools since 2003, signifies success in the "mop-up effect" of the UPE programme in depleting the reserve of non-schooling children within the relevant age group. Thus the decline in both the GIR and GER (although both are still over 100%) is a welcome development since it implies a reduction in the percentage of the under-aged and/or over-aged children in the primary education system.

Table 4.3: New entrants to primary education by sex and age in 2004 to 2007

Year	Age	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	Grand Total
2004	M	113,183	300,607	202,699	94,322	40,371	20,989	7,954	23,154	803,279
	F	119,296	304,976	195,083	88,913	35,378	17,745	6,907	22,478	790,776
	Grand Total	232,471	605,583	397,782	183,235	75,749	38,734	14,861	45,632	1,594,055
2005	M	29,251	325,835	224,550	100,300	40,724	19,322	6586	9,931	756,496
	F	32,847	210,595	210,595	93,695	36,344	16,681	6108	9250	729,178
	Grand Total	62,098	435,145	435,145	193,995	77,068	36,003	12694	19181	1,485,674
2006	M	38,896	290,865	198,258	91,156	37,053	18,106	7,018	13,738	694,837
	F	41,097	304,584	193,481	86,215	33,755	17,160	6,435	12,635	695,212
	Grand Total	79,993	595,449	391,739	177,371	70,808	35,266	13,453	26,373	1,390,049
2007*	M	41,633	337,593	215,534	96,412	38,873	18,091	7,259	22,551	774,845
	F	40,919	331,800	211,835	94,758	38,206	17,781	7,134	22,164	767,698
	Grand Total	82,552	669,393	427,369	191,170	77,079	35,872	14,393	44,715	1,542,543

Source: EMIS, 2007 * Preliminary Results

Although these statistics depict age related differentials in enrolment trends, they help to corroborate the effectiveness of the "mop-up" function of the UPE programmes in eliminating the over-aged and under-aged pupils from the system. This is why the share of 6 year-olds entering P.1 to total P.1 entrants has been rising from 37% (2004) to 44% (2005), 43% (2006) and now 43% (2007).

Concerning the pre-primary component of basic education, total enrolment numbers increased from 41,775 in 2004 to 52,402 in 2006. A summarised breakdown of ECD enrolments by class and gender is indicated in Table 4.4.

Table 4.4: Enrolment in Pre primary level in 2004 to 2006

Class	2004			2005			2006		
	M	F	Total	M	F	Total	M	F	Total
Low/baby Class	8,497	8,582	17,079	6,535	6,367	25,390	11,101	10,980	22,081
Middle Class	5,556	5,636	11,192	3,741	3,742	16,602	6,467	6,587	13,054
Top Class	6,543	6,961	13,504	4,854	5,001	19,552	8,598	8,669	17,267
Total	20,590	21,179	41,775	15,130	15,110	61,544	26166	26236	52402

Source: EMIS, 2006

Data for 2007 not yet available

The other indications of progress and achievements registered in the basic education sub sector are summarised in box 4.2.

Box 4.2: Other Indicators of progress in Basic Education

- ✚ The draft school health policy was reviewed in October 2006
- ✚ The gender responsive handbook for teachers was developed and printed.
- ✚ Music festivals were held in August 2006 and 37 districts participated.
- ✚ Primary IPS Curriculum developed and trial -tested
- ✚ P.1 Thematic Curriculum rolled out in Feb 2007
- ✚ P.2 Curriculum used in training for the pilot and under pilot from Feb.2007
- ✚ Orientation of P.1 teachers completed on schedule
- ✚ Manuscripts in Lukhondo, Pokot, Lango and some more nine (9) languages were developed.
- ✚ Procured 2,400,728 primary one thematic curriculum materials at a cost of shs. 2bn distributed to schools.
- ✚ Rolled DIMP to the 80 districts and 12 municipalities.
- ✚ Developed the Thematic Curriculum for P.2, trained trainers of trainers, and train infant teachers in all 14,816 Primary schools in the country.
- ✚ SNE Placed P.7 leavers (247,053) into post primary institutions.

Source: MoES (EMIS, 2007)

c) Implementation Constraints and Challenges

- (i) Insufficient funding/delay in the release of funds
- (ii) Delayed accountabilities from districts
- (iii) Lack of Budgetary provisions

4.1.3 Secondary Education Sub-Sector

a) Planned Activities

- (i) Construct of 41 seed secondary schools
- (ii) Implement Universal Secondary Education (USE)
- (iii) Expand facilities in the existing schools by increasing the number of classrooms, constructing and equipping laboratories and libraries; and

- (iv) Construct new schools in selected sub-counties where secondary schools don't exist especially in remote rural areas

b) Progress and achievements

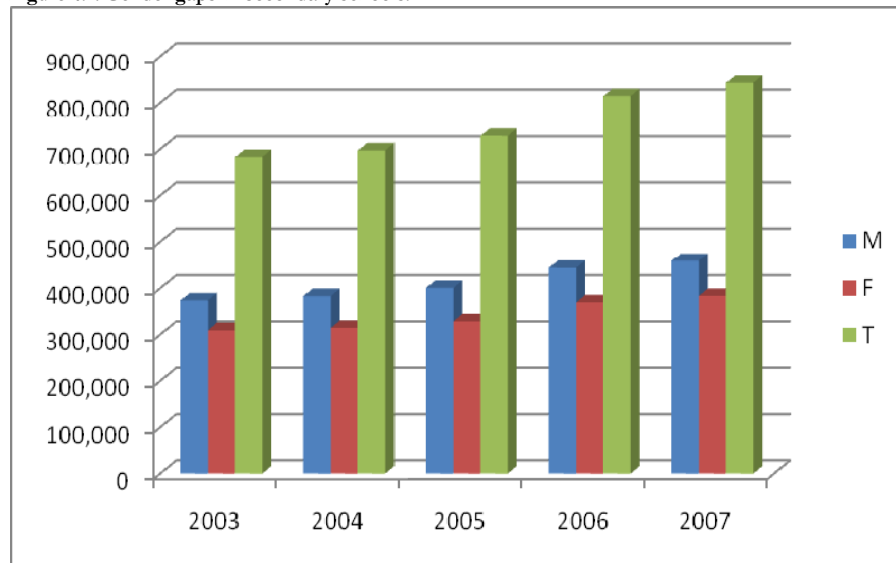
Table 4.5: Enrolment patterns in Secondary Education (2004-2007)

Category	Ownership	Gender	2003	2004	2005	2006	2007*
Secondary	Government	Male	191,718	211,244	232,713	233,943	267,619
		Female	144,644	159,563	175,413	178,424	216,212
		Total	366,362	370,807	408,126	412,367	483,831
	Private	Male	182,941	166,954	168,641	209,773	191,200
		Female	164,306	150,160	152,335	191,947	167,652
		Total	347,247	317,114	320,436	401,720	358,814
	Grand Total	Male	374,659	383,652	400,814	443,716	458,819
		Female	308,950	313,855	327,748	370,371	383,864
		Total	683,609	697,507	728,562	814,087	842,683

Source: EMIS, 2007 * Preliminary Results

Table 4.5 indicates that despite the net positive increase in total enrolments and notwithstanding the implementation of several pro-girl child educational initiatives, gender disparities in enrolments still persist in this sub-sector. Figure 4.1 graphically illustrates trends observed on the gender gap in the provision of secondary schooling in the country.

Figure 4.1: Gender gaps in Secondary schools.



Source: MoES, 2006

These trends indicate that the disparity between the girls and boys enrolments for the period 2003 - 2006 stood at about 45:55. However, despite the fact that the ratios have remained close to 45:55 in favor of boys, the gap has actually kept enlarging over the subsequent years increasing gender disparity at this level hence need for pro-girl child initiatives.

4.1.4 Business, Technical, Vocational Education & Training Sub-Sector

Table 4.6 summarises planned activities and main achievements for BTVET during the period under review.

Table 4.6: Summary of planned activities and achievements in BTVET

Planned Activities	Main Achievements	Constraints
<ul style="list-style-type: none"> ✚ Carry out admissions of candidates qualifying to join various BTVET institutions. ✚ Construct an office block at DIT Luggogo ✚ Construct a library block at UCC Aduku ✚ Construct a classroom block at Kadogo Community Polytechnic in Mbarara. 	<ul style="list-style-type: none"> ✚ Admitted 1,115 students to various BTVET Institutions ✚ Construction of a Library block at Aduku UCC was completed and handed over. ✚ Construction of a classroom block at Kadogo Community Ploytechnique in Mbarara was completed and handed over. ✚ Held Inter - Health Training Institutions sports competition at Kabale ✚ Eight (8) tutors undertook degree courses at various universities 	<ul style="list-style-type: none"> ✚ The demand for health training courses is very high. About 9,000 students were qualifying but could not be absorbed. ✚ Change in reporting structure and office location ✚ Late release of funds ✚ Delay in development of ATPs ✚ UVQF-phase 1 Roadmap not endorsed ✚ Awaiting EU release expected in April 2007 to fully expedite this activity ✚ Limited funding which lead to the training of inadequate games tutors. ✚ Inadequate funds

Table 4.7 illustrates enrolment trends in BTVET between 2003 – 2005.

Table 4.7: Student Enrolment in BTVET Institutions of Learning by Gender

Category	Gender	2003	2004	2005	2006
BTVET	Male	18,271	17,860	11,320	26,652
	Female	8,042	7,654	4,266	13,783
	Total	26,313	25,514	15,586	40,435

Source: EMIS, 2006

4.1.5 Higher Education Sub-Sector

Table 4.8 summarises planned activities and main achievements for Higher Education sub-sector during the period under review.

Table 4.8: Summary of Achievements by Higher Education

Planned Activities	Progress and achievements
<ul style="list-style-type: none"> ✓ Establish Open University in Uganda ✓ Establish a Public University in Eastern Uganda. ✓ Carry out admissions under Joint Admissions Boards of Public Universities and Tertiary Institutions ✓ Carry out processing of scholarships from Friendly countries ✓ Management of scholarship awarded by friendly countries ✓ Participation in activities of the African Institute of Capacity Development (AICAD) 	<ul style="list-style-type: none"> ✓ A public university has been established and is situated at Busitema. ✓ Admissions into Public Universities were conducted (i.e. 4,000 students admitted on government sponsorship and 24,366 students admitted on private sponsorship). Also 6,000 students were admitted to other Public tertiary institutions (i.e. NTCs, UCCs, UTCs etc) ✓ Through AICAD, Research Projects have been funded at Makerere University. ✓ Quality Assurance Framework in place. ✓ Nkumba University was granted a Charter. ✓ A total of 126 candidates were awarded scholarships from friendly countries (i.e. China, Canada, UK, New Zealand, India, Russia, Egypt, Cuba and Algeria) ✓ HIV/AIDS advocacy campaigns were carried out at institutional level. ✓ Through AICAD, training has been conducted

Planned Activities	Progress and achievements
	in water resource management, value addition and entrepreneurship.

4.1.6 Teacher Education

Planned activities and main achievements in Teacher Education are reflected in table 4.9.

Table 4.9: Achievements by Teacher Education

Planned Activities	Progress and achievements	Constraints
<ul style="list-style-type: none"> (i) Admit 4,877 qualified UCE male and 3,254 qualified UCE female candidates to PTCs; (ii) Retain 4,459 male Year II 2,887 female Year II students in PTCs; (iii) Admit 5,000 qualified UCE untrained teachers to Core PTCs and admit 2,887 qualified UACE candidates to NTCs; (iv) Retain 2,270 Year II students in NTCs and 587 Private students; (v) Expansion of training facilities in PTCs through the construction and, or rehabilitation of infrastructure; (vi) Provision of training to untrained/under-trained teachers to meet Universal Primary Education targets; (vii) Promoting the expansion of enrolment in the areas of Science, English and Mathematics in Teacher Education Institutions; (viii) Facilitating the provision of special facilities for female students and students with disabilities; and, (ix) Facilitating the expansion and, or the construction of facilities in National Teachers' Colleges for Science Education and adequately equipping them 	<ul style="list-style-type: none"> (i) Continued to implement the policy of 100% government sponsorship of students joining Primary Teachers Colleges and government sponsorship of 80% of students joining National Teachers Colleges; (ii) Nine (9) Multi-grade manuals are in print with leading edge printers; (iii) Printing firms have been identified by the Contracts Committee to print 40 additional learning guides in the subjects of English, science, Mathematics & Social Studies for classes of P.1, P.2, P.5, P.6, & P.7, terms 1,2 & 3; (iv) The implementation of ADB Education III Project for expansion of infrastructure commenced. (v) Constructed a 14 classroom block at East Kololo Primary School to accommodate Shimon Demonstration pupils, 2 offices one of which is a staff room and water borne toilets; (vi) Rehabilitated 2 girls dormitories and 2 boys dormitories at Nyondo CPTC to accommodate Shimon students when they were temporarily relocated to the college in Mbale; (vii) Constructed 2 pit-latrines of 6 stances each for Shimon male students and one pit-latrine of 6 stances for Shimon female students at Nyondo CPTC Campus; (viii) Renovated a kitchen and 4 staff houses for Shimon CPTC on Nyondo Campus; (ix) Constructed a library block and a principal's house at Bundibugyo PTC; (x) Constructed principal's house and 1 classroom block at Bwera PTC; and (xi) Constructed 3 dormitories for male students, 1 dormitory for female students, pit-latrines and bath shelters in Kabale CPTC. (xii) 71% of the Grade III candidates passed Grade III teachers' examinations (xiii) 89% passed year I to II Promotional examinations (xiv) 95% of the candidates presented 	<ul style="list-style-type: none"> (i) Inadequate capitation grants to meet varying costs of consumables (ii) Limited funds to improve on instructional materials (iii) Inadequate funds to improve on infrastructure which include halls of residence, lecture rooms, Science laboratories and workshops for technical subjects (iv) Provision of suitable environment to female students

Planned Activities	Progress and achievements	Constraints
	for diploma in secondary education passed the examinations	

4.1.7 Sports Sub-Sector

Table 4.10: Planned Activities and main achievements of the Sports Sub-sector

Planned Activities	Progress and achievements	Implementation Challenges	Constraints and
<p>In order to promote access, the department of Physical Education and Sports sought to operationalise the following initiatives:</p> <ul style="list-style-type: none"> ✚ Have Physical Education & Sports taught in primary schools. ✚ Avail play grounds for Physical Education & Sports for children. ✚ Avail volunteer teachers to teach children in Physical Education & Sports. ✚ Cause districts to allocate land for Stadia. ✚ Rehabilitate available Physical Education & Sports facilities in country. ✚ Compete in National and international athletic competitions 	<ul style="list-style-type: none"> ✚ PE&S continued to be taught and provided for in the Primary Schools. ✚ Selected PE&S volunteer teachers were trained under capacity building activities with the International Alliance for Youth Sports (IAYS)'s "Game On!" Uganda Country Workshop (May 2007) and through "Right to Play" activities in selected sites. ✚ 25 Local Governments countrywide secured land for stadia. ✚ The Ministry supported the rehabilitation of the sports hostel at a cost 9 million and the installation of a synthetic hockey pit at NCS, Lugogo at a cost 50 million. ✚ A ministry policy directive was issued to MNSL to subsidize stadium charges for sports activities. ✚ The Ministry also supported various national and international sports competitions including e.g. the Cranes 2008 Africa Cup of Nations Campaign, Africa Universities Games (8 July 2006, Pretoria), E.A. Secondary Schools Games (June/July 2007 Algiers), E.A. Secondary Athletics Games (2006) etc. 	<ul style="list-style-type: none"> ✚ The teaching of PE&S in primary schools is constrained by lack of equipment, inadequate facilities and PE teachers. Inadequate inspections, non-inclusion of PE in PLE examinations, emphasis by many schools in academics. Limited interest in PE by some headteachers have continued to pose serious challenges. The absence of a specific monitoring and evaluation instrument for PE&S activities for schools' and Local Governments' performance is also a major challenge. ✚ Inadequate funding through the UPE grant inhibits schools' ability to buy equipment, build, rehabilitate or maintain playgrounds effectively. ✚ PE&S involves utilization of much extra time and energy of the teachers who are not commensurately remunerated and facilitated. The pupils themselves need regular good feeding, uniforms etc which is still a major challenge. ✚ The ministry had no development budget to provide for any major rehabilitation activities for PE&S facilities. ✚ While the ministry supported national teams to participate in various national and international competitions, the support was not matched by support towards relevant training and preparations for the competitions. ✚ Inadequate remuneration of PE&S teachers. ✚ Lack of appropriate wear for PE&S for the pupils and inadequate feeding. 	

Source: Physical Education and Sports Department, 2007







4.2 EQUITY

The main thrust of the equalisation measures instituted by the different sub - sectors and affiliate bodies was directed towards eliminating gender, geographical regional and socio - economic imbalances in access and participation in education at the various levels. Here below is sub - sectoral illustration of the various initiatives undertaken during the period under review.

4.2.1 Pre-primary and Primary Education Sub-Sector

a) Planned Activities

 ***Procure materials for Special Needs Education (SNE) Brailled pupils books for P.5 - P.7 and teachers guides***

-  Procure SNE materials i.e. Hearing Impairment Kits low vision books
-  Strengthen the capacities of the districts and education managers/providers to plan, manage and monitor the delivery of quality services.
-  Provide for children who are disadvantaged, in hard-to-reach areas and those in emergency situations in northern Uganda
-  Strengthen affirmative actions to address gender imbalances
-  Strengthening private-public sector partnership and support supervision in the provision of early childhood and primary education.
-  Procure cycle 12 Instructional Materials (i.e. books, periodicals and newspapers)

b) Progress and achievements

(i) Pre - Primary Education

There are variations in enrollment in different regions in Uganda, with pupils enrolling more in central (19,379) than other parts of the country, male pupils being slightly more than the female, central region was followed by east 9,758, north 9227, then south west and west (see table 4.11)

Table 4.11: Pre-primary enrolment by region, gender and grade

District	Gender	Lower Baby	Middle	Top	Total
Central	Male	4,375	1,939	3,424	9,738
	Female	4,295	1,890	3,456	9,641
	Total	8,670	3,829	6,880	19,379
East	Male	1,855	1,458	1,580	4,893
	Female	1,806	1,471	1,588	4,865
	Total	3,661	2,929	3,168	9,758
N. East	Male	10	13	22	45
	Female	10	17	25	52
	Total	20	30	47	97
North	Male	2,109	1,504	1,049	4,662
	Female	2,079	1,490	996	4,565
	Total	4,188	2,994	2,045	9,227
S. West	Male	1,342	734	1,533	3,609
	Female	1,403	788	1,656	3,847
	Total	2,745	1,522	3,189	7,456
West	Male	1,410	819	990	3,219
	Female	1,387	931	948	3,266
	Total	2,797	1,750	1,938	6,485
G. Total	Male	11,101	6,467	8,598	26,166
	Female	10,980	6,587	8,669	26,236
	Total	22,081	13,054	17,267	52,402

Source: EMI Source EMIS, 2007

Table 4.12: Pre-primary school ownership and funding source for 2006/2007

School Ownership	No. of Schools	% of Schools
Government affiliates	15	2.1%
Private	490	68.3%
Community	188	26.2%
Not Reported	24	3.3%
Total Schools:	717	100%
Funding Source		
Government affiliates	9	1.3%
Partly Government	21	2.9%
Not Government	654	91.2%
Not Reported	33	4.6%
Grand Totals:	717	100%

Source: EMI Source EMIS, 2007

School ownership in pre primary Education is more by the private sector which

constitute 68.3% than other sectors; this is followed by community schools 26.2% and government aided constitute only 2.1%. The major funding source of these pre-primary institutions is non-government organisations (91.2%), with government funding only 1.3%, see table, see table 4.11.

Figure 4.2 Pre-primary Schools by Location

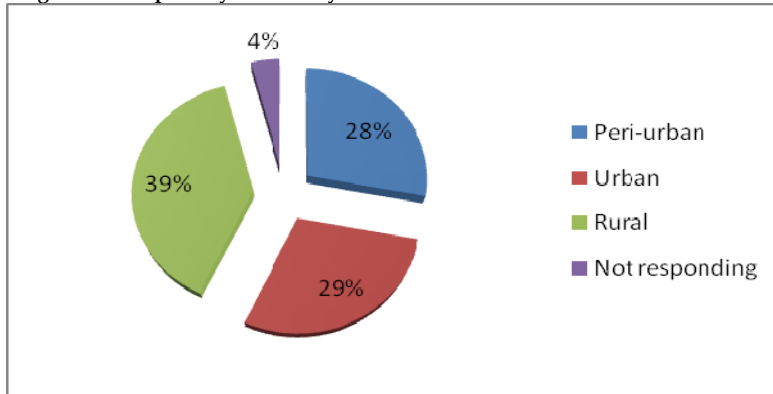


Figure 4.2 shows pre primary schools by location. Rural areas constitute 39% followed by urban areas 29%, then peri urban with 28. Most of the pre primary schools are day schools 88%, 9% are partly boarding and only 1% was full boarding see figure 4.3 below.

Figure 4.3 Pre-primary - Schools by Boarding Type



Source: MoES, (EMIS 2007)

(ii) **Primary Education**

Box 4.3: Highlights of achievements during FY 2006/07

- The engineering works at Gulu Boarding primary School for traumatised children was completed.
- *Go to school, back to school and stay in school* campaigns were launched in Kotido, Lira, Soroti, and Gulu.
- Hard to reach allowances were paid to primary teachers: Moroto (332), Kotido (1570), Kaboong (209), Abim (341), Kalangala (130), Nakapiripirit (1700), Mukono – Kome Island (66).
- The 2nd set of Training Manual for non-Formal education teachers were pre-tested, 585 Learning centers and NFE instructors were validated and coded
- Procured and distributed 4,500 Primary school registers and 2million Pupils record cards and trained district officials and head teachers in Western region.
- 585 learning centres were coded and validation of the Non Formal Education teachers was being conducted by the various District Service Commissions.
- Monitoring and support supervision was carried out in hard-reach schools.

Primary education in education has experienced tremendous growth during the past decade, after the introduction of universal primary education. Primary enrollment is highest in Eastern region with a total of 2,049,830 children enrolling; this is followed by, surprisingly north with an enrolment of 1,723,512; followed by central 1,597,456; western 1,178,167; followed by south western 747,477 and north eastern 118,438.

	M	F	T	No of Schools	% of Schools
Rural	3,017,352	2,966,342	5,983,694	11,582	80.65
Peri-Urban	431,396	446,259	877,655	1,672	11.64
Urban	232,520	245,917	478,437	868	6.04
Unknown	36,849	38,245	75,094	238	1.76
Grand Total	3,718,117	3,696,763	7,414,880	14,360	100%

Source: EMI Source EMIS, 2007

Information from table 4.13 shows that more pupils enrolled at primary education level are located in rural areas than both urban and peri-urban areas combined.

Table 4.14: Primary Schools by funding source

Funding Source	No. of Schools	% of Schools
Government	11,036	76.85%
Partly Government	528	3.68%
Not Government	2,577	17.95%
Not Reported	219	1.53%
Grand Totals:	14,360	100%

Source: EMI Source EMIS, 2007

Table 4.14 shows primary schools by funding source. Government aided schools constitute 77.6%; followed by non-government 18%; then partly government 3.7%. Most of the primary schools are day schools 90.94 %; while 7.87% are partly boarding and only 0.57 % are full boarding schools (see table 4.15).

Table 4.15: Primary schools by Boarding Type

Boarding Type	No. of Schools	% of Schools
National		
Not Reported	213	1.48%
Full Boarding	75	0.52%
Partly Boarding	1,074	7.48%
Day School	12,996	90.51%
Grand Totals:	14,360	100.00%

Source: EMI Source EMIS, 2007

4.2.2 Secondary Education Sub-Sector

a) Planned Activities

- ✚ Expand facilities in the existing schools by increasing the number of classrooms, constructing and equipping laboratories and libraries;
- ✚ Construct new schools in selected sub-counties where secondary schools don't exist especially in remote rural areas; and
- ✚ Provide tuition to students in selected private secondary schools participating in the USE program.

b) Progress and achievements

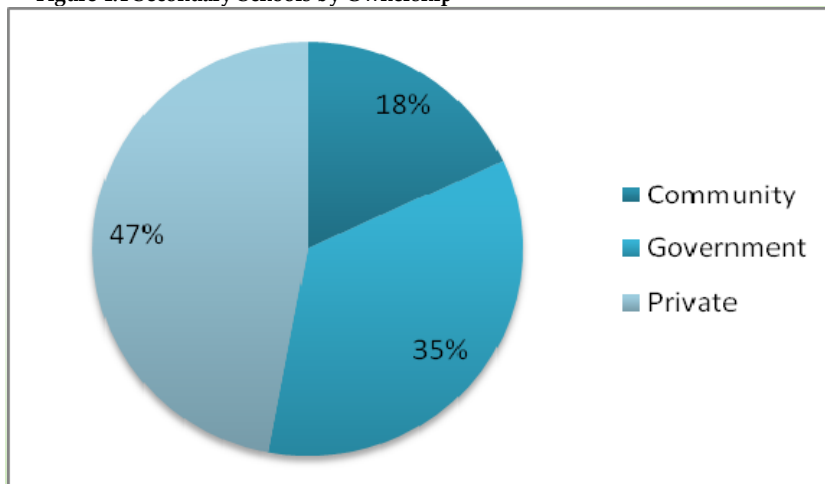
According to the 2006 annual school census returns, secondary education in Uganda experienced slow growth throughout the past decade. Secondary enrollment was high in central region with 288,984 students; followed by eastern region with 202,025 students, followed by west 136,836, western and northern 10,9538 (see table 4.16).

Table 4.16: Secondary School enrolment by class and region

District	Gender	S1	S2	S3	S4	S5	S6	Total
	Male	31739	29186	27304	23254	16913	14429	142825
Central	Female	34106	31069	29083	23886	15173	12842	146159
	Total	65845	60255	56387	47140	32086	27271	288984
	Male	29612	24769	24094	20536	7929	7155	114095
East	Female	24867	20590	19065	15136	4610	3662	87930
	Total	54479	45359	43159	35672	12539	10817	202025
	Male	1506	1237	1185	1254	220	191	5593
N. East	Female	1473	1175	1048	967	108	88	4859
	Total	2979	2412	2233	2221	328	279	10452
	Male	18647	16616	15419	13994	3954	3316	71946
North	Female	10823	9076	8540	6710	1383	1060	37592
	Total	29470	25692	23959	20704	5337	4376	109538
	Male	10449	8507	7870	6138	2058	1522	36544
S. West	Female	9405	7592	6258	4562	1096	795	29708
	Total	19854	16099	14128	10700	3154	2317	66252
	Male	18516	15853	14701	13840	5392	4411	72713
West	Female	17718	14800	13675	12095	3230	2605	64123
	Total	36234	30653	28376	25935	8622	7016	136836
G. Total	Male	110469	96168	90573	79016	36466	31024	443716
	Female	98392	84302	77669	63356	25600	21052	370371
	Total	208861	180470	168242	142372	62066	52076	814087

Source: MoES, (EMIS, 2006)

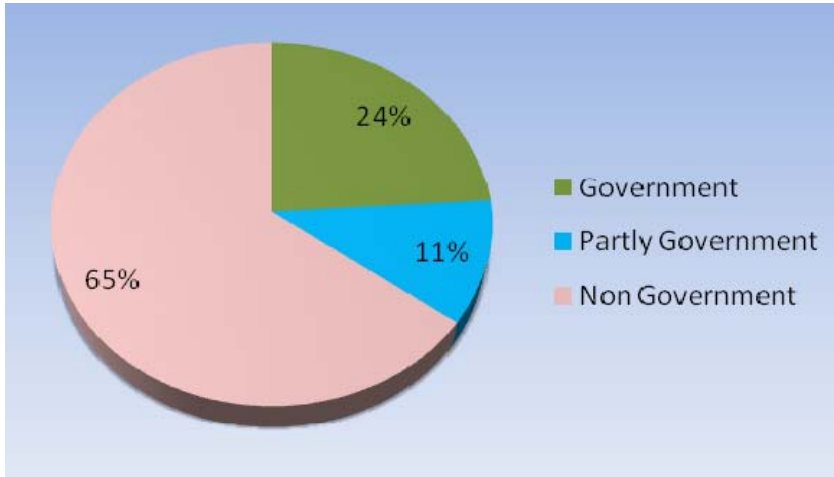
Figure 4.4 Secondary Schools by Ownership



Source: EMI Source EMIS, 2007

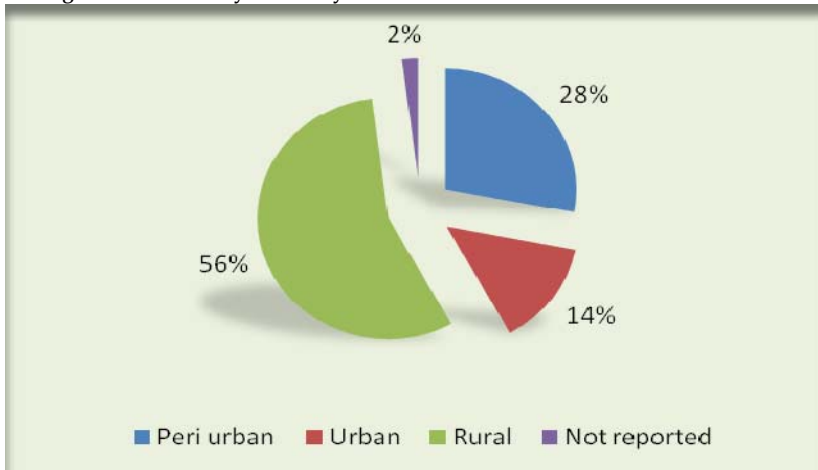
Figure 4.4 indicates secondary schools by ownership; 47% of the secondary schools are privately owned; 35% are government while 18% are community owned. Figure 4.5 below shows information on funding source. Non government funding constitutes a bigger percentage 65%; followed by government 24 %; and then partly government 11%.

Figure 4.5: Secondary Schools by Funding Source



Source: EMI Source EMIS, 2006

Figure 4.6: Secondary School by Location



Source: EMI Source EMIS, 2006

Figure 4.6 shows Secondary schools by location, rural areas constitute the biggest percentage 56%; followed by peri-urban areas 28%, then urban schools constitute only 14%.

More than half of the secondary schools are day schools 52.54%, 36.22% are partly boarding and 9.84 % was full boarding see table 4.17.

Table 4.17: Secondary school by boarding type

Boarding Type	No. of Schools	% of Schools
National		
Not Reported	32	1.40%
Full Boarding	225	9.84%
Partly Boarding	828	36.22%
Day School	1,201	52.54%
Grand Totals:	2,286	100.00%

Source: EMI Source EMIS, 2007

Box 4.4: Highlights of main achievements FY 2006/07

- ✚ During the period under review, the bursary scheme continued to benefit poor/needly but bright students. During FY 2006/07 a total of 9,250 students benefited compared to 7400 students who and benefited by FY 2005/06. In addition, government has continued to pay school fees for students in IDP camps in North and North East of Uganda.
- ✚ A total of 1728 science kits were procured and distributed to USE schools. Also textbooks were procured and distributed to the 66 seed secondary School started in FY 2006/07.
- ✚ Construction of phase two of Wakiso Secondary School for the deaf is about to be completed
- ✚ Procured and distributed assortments of equipments and other materials to support learners who are deaf, blind, physically handicapped and mental retarded, equivalent to 500 million Uganda Shillings.
- ✚ Placed P.7 leavers (247,053) and S.4 leavers (70,667) into post primary institutions.

Source: Secondary Department, 2007

4.2.3 BTVET Sub-Sector

Planned Activities	Achievements
<ul style="list-style-type: none"> • Improve curriculum emphasizing science and technology and use of the continuous assessment system • Strengthen affirmative actions to address gender imbalances 	<ul style="list-style-type: none"> • 2600 skilled craftsmen were tested and out of whom 2,105 qualified certified. • Grade I -930 candidates were tested and 911 passed. • Grade II - 1670 candidates were tested and 1,194 passed.

Table 4.18: BTVET enrolment by region and year of study

District	Gender	Year 1	Year 2	Year 3	Year 4	Intake Capacity	Total
Central	Male	1916	1904	544	86	828	5278
	Female	1334	1139	457	5	446	3381
	Total	3250	3043	1001	91	1274	8659
East	Male	2557	2666	547	0	824	6594
	Female	1345	1091	118	0	390	2944
	Total	3902	3757	665	0	1214	9538
N. East	Male	184	204	50	0	219	657
	Female	82	89	20	0	176	367
	Total	266	293	70	0	395	1024
North	Male	2283	2471	903	0	1918	7575
	Female	1100	821	152	0	1118	3191
	Total	3383	3292	1055	0	3036	10766
S. West	Male	357	471	19	26	204	1077
	Female	303	300	109	1	102	815
	Total	660	771	128	27	306	1892
West	Male	1634	1982	539	86	1230	5471
	Female	879	1073	135	23	975	3085
	Total	2513	3055	674	109	2205	8556
G. Total	Male	8931	9698	2602	198	5223	26652
	Female	5043	4513	991	29	3207	13783
	Total	13974	14211	3593	227	8430	40435

h

e students who join BTVET come from west, followed by East, central and then North (see table 4.18). Unlike secondary education, most of the BTVET institutions are Government owned (i.e. 87.1%); followed by private 4.3% and community 2.6%. See table 4.19.

Table 4.19: BTVET institution in terms of ownership, Funding source, Location and Boarding type

School Ownership	No. of Schools	% of Schools
Government	101	87.10%
Private	5	4.30%
Community	3	2.60%
Not Reported	7	6.00%
Grand Total :	116	100%
Funding Source		
Government	85	73.30%
Partly Government	16	13.80%
Not Government	5	4.30%
Not Reported	10	8.60%
Grand Totals:	116	100%
School Location		
Urban	17	14.70%
Rural	61	52.60%
Peri-Urban	28	24.10%
Not Reported	10	8.60%
Grand Totals:	116	100%
Boarding Type		
Full Boarding	79	68.10%
Partly Boarding	16	13.79%
Day School	13	11.21%
Not Reported	8	6.90%
Grand Totals:	116	100.00%

Source: EMI Source EMIS, 2007

Government funds most of the BTVET institutions 73.3%, while 13.8% are partly boarding and 4.3% are not government. More than half of BTVET institutions are located in rural areas; 24.1% are peri-urban; while 14.7% are urban. Over 68% of these Institutions are full boarding, 13.7% are partly boarding while 11.21% are day institutions.

Table 4.20: BTVET institution by ownership and type

S/N	Type	Private	Public	Unlicensed	Total
1	Agricultural & Forestry Colleges		5		5
2	Commerce/Business Colleges	43	5		48
3	Co-operative Colleges		2		2
4	Hotels and Tourism		2		2
5	Health Colleges	18	27		45
6	Meteorological Colleges		1		1
7	Technical Colleges	1	5		6
8	Survey and Physical Planning	0	1		1
9	Wildlife	0	1		1
Grand Total		62	49		111

Source: EMI Source EMIS, 2007

4.2.4 Higher Education Sub-Sector

Highlights for Higher Education during FY 2006/07

- 🇺🇬 The National Forum for Distance and Open Learning was held in December 2006.
- 🇺🇬 Cabinet has approved divesting from non pedagogy expenses at public universities.
- 🇺🇬 All the 81 districts had 11 students each admitted on Government sponsorship to Public Universities under the District Quota System of admission.

a) Planned Activities

Implementation of District Quota System of admission to Public Universities

b) Progress and achievements

In higher education sub-sector there are 137 institutions in general categorized as private, public and unlicensed. In nominal terms, private institutions are more than public ones in Uganda. However, in terms of categories, public national teacher's colleges, technical colleges and health institutions are more than private ones (see table 4.21).

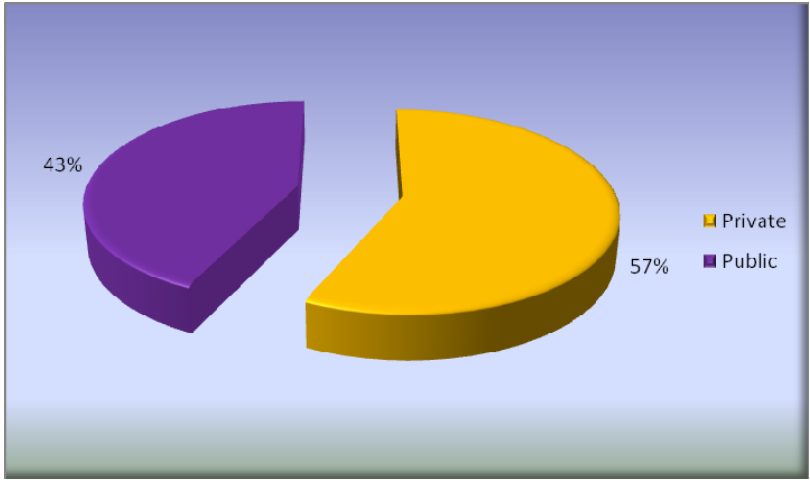
Table 4.21: Summarises higher institutions by ownership and type

S/N	Type	Private	Public	Unlicensed	Total
1	Law Centers		1		1
2	Media and Communication	2	1		3
3	Management/Social Dev Institutions	5	3		8
4	National Teachers College	3	6		9
5	Study Center	1	1		2
6	Theological Colleges	9			9
7	Universities	19	4	1	24
8	Universities Colleges	1	1		2
Grand Total		70	17	1	58

Source: EMIS, 2007

In terms of enrolments, universities have the biggest enrolment share with a total of 81,187 students (i.e. 46,475 males, 34,712 females). This is followed by Business and Colleges of Commerce, University affiliates and national teachers colleges (see table 4.22 for details).

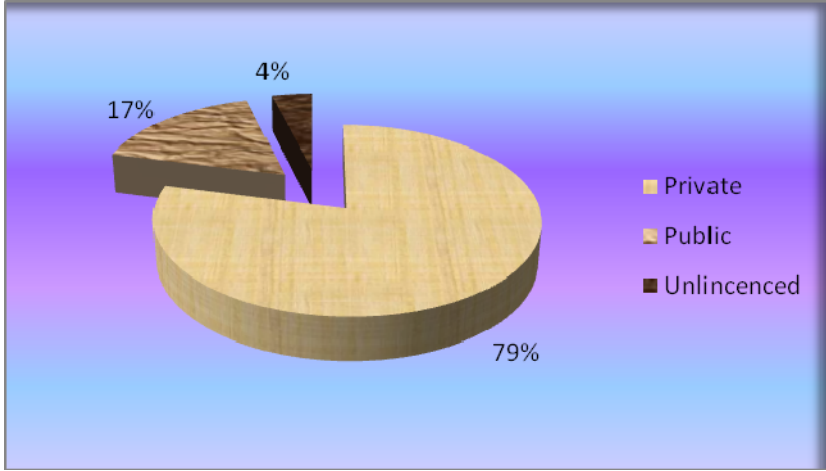
Figure 4.7: Share of Tertiary Enrolment by ownership



Source: EMI Source EMIS, 2007

Figure 4.7 illustrates the share of enrolment in tertiary institutions by ownership. 57% are publicly enrolled, in other words, they are enrolled in government institutions, while 43% are enrolled in private institutions. Figure 4.8 shows the share of universities by ownership, 79% are privately owned, 17% are government owned while 4% is not yet licensed.

Figure 4.8: Share of total number of Universities by Ownership



Source: EMI Source EMIS, 2007

Table 4.22: Higher institution enrolment by ownership and type

Enrolment by Type and Ownership													
S/N	Type	Private			Public			Unlicensed			Grand Total		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Agricultural & Forestry Colleges				1370	281	1651				1370	281	1651
2	Commerce/Business Colleges	7227	7164	14391	2122	1668	3790				9349	8832	18181
3	Co-operative Colleges				209	119	328				209	119	328
4	Hotels and Tourism				81	62	143				81	62	143
5	Health Colleges	466	271	737	1642	753	2395				2108	1024	3132
6	Law Centers				500	300	800				500	300	800
7	Media and Communication	158	135	293	663	341	1004				821	476	1297
8	Meteorological Colleges				15	24	39				15	24	39
9	Management /Social Dev Institutions	583	743	1326	1417	1413	2830				2000	2156	4156
10	National Teachers College	2525	1389	3914	4791	2292	7083				7316	3681	10997
11	Study Center	343	146	489	73	42	115				416	188	604
12	Theological Colleges	850	248	1098							850	248	1098
13	Universities	20586	15280	35866	25864	19410	45274	25	22	47	46475	34712	81187
14	Universities Colleges	379	308	687	5653	5078	10731				6032	5386	11418
15	Technical Colleges	99	8	107	1749	124	1873				1848	132	1980
	Grand Total	33216	25692	58908	46149	31907	78056	25	22	47	79390	57621	137011

Source: Higher Education Department, 2007

4.2.5 Teacher Education

a) Planned Activities

- (i) Provision of training to untrained/under-trained teachers to meet Universal Primary Education targets
- (ii) Promotion of the expansion of enrolment in the areas of Science, English and Mathematics in Teacher Education Institutions
- (iii) Facilitation of the provision of special facilities for female students and students with disabilities
- (iv) Facilitation of the expansion and, or the construction of facilities in National Teachers' Colleges for Science Education and adequately equipping them
- (v) Affirmative action is emphasized in terms of admissions for PTCs and NTCs where 57% (9287) are males and 43% (6952) are females.
- (vi) Multi-grade activities are emphasized for hard to reach areas
- (vii) Provision of suitable environment for female students

b) Progress and achievements

- (i) The Department has continued to encourage Teacher education institutions to give equal opportunity to both sexes of students who prefer to join Teacher Education to become teachers.
- (ii) Continued to implement the policy of 100% government sponsorship of students joining Primary Teachers Colleges and government sponsorship of 80% of students joining National Teachers Colleges;
- (iii) On 1st February 2007 a meeting was held to draw a way forward for the

c) **Challenges**

- (i) Limited funding for the printing of multigrade learning guides for hard to reach areas.
- (ii) In some areas the department fails to raise the required numbers of female candidates to balance with the males.

4.2.6 Sports Sub-Sector

Planned Activities	Achievements	Constraints
<ul style="list-style-type: none"> ✚ Maintain a Sports Development fund to support sports activities. ✚ Ensure support to disability and women sports 	<ul style="list-style-type: none"> ✚ Supported the Uganda Darts Federation activities. ✚ Supported the National Women Netball Champions NIC to the E. African Netball (NGE) Challenge Cup in Dar-es-Salaam (April 2007) which the team won. ✚ Supported sports activities for the disabled including financing the Paralympics participation at the 2006 Commonwealth Games in Melbourne Australia. ✚ Attendance at national sports activities. 	<ul style="list-style-type: none"> ✚ There exists only a restricted income base for the Sports Development Fund (only Mandela National Stadium Ltd and Nakivubo War Memorial Stadium contribute towards the Fund). A relevant legal framework providing for the sports development fund revenue sources e.g. lotteries, sponsors, tax relief, fundraising etc is in the offing. ✚ Sports facilities for the disabled are non-existent or few. It is expensive to construct them. Funding constraints are therefore an inhibiting factor in progress towards providing facilities and other related equipment for PE&S for the disabled.

4.3 QUALITY

4.3.1 Pre-primary and Primary Education Sub-Sector

a) **Planned Activities**

Planned Activities	Policy Objective	Key Tasks	Target Level
Review of the Curriculum	To improve the relevance and effectiveness of the curriculum by: (i) Making it competency based (ii) Emphasising the teaching of science and technology	(a) Development of : <ul style="list-style-type: none"> ✚ Competency based curriculum; ✚ Assessment framework for a competency based system; ✚ Continuous assessment system; and, ✚ Performance indicators for measuring literacy and numeracy competencies. 	Primary level
Provide equipment for SNE	Enhanced pedagogical support for SNE	Procurement of hearing aids for SNE	SNE for primary level
Provision of instructional materials	<ul style="list-style-type: none"> • Support Thematic Curriculum delivery • Undertake printing of P.1 Teachers Training Materials; • Procure equipment for instruction (coloured TV sets with VCR, mountable white screen, portable video camera, portable public address system, flat screen computers and scanning machines. • Continue to construct sanitation and hygiene facilities 	(i) Procurement of teaching and learning materials designed for the Thematic Curriculum (ii) Develop resource materials/ manuals	P1 and P2
Provide equipment for physical education and sports	To enhance the teaching and practice of sports	Procurement of basic physical education and sports equipment	Primary schools
Undertake monitoring and support supervision	<ul style="list-style-type: none"> ✚ To enhance achievement of planned targets ✚ Collaborate with the private sector in support supervision in the provision of early childhood and primary education 	(a) Monitor: (i) usage and accessibility of instructional materials as well as the policy of putting books in the hands of the children, and, (ii) decentralized Instructional Materials Procurement in all districts and Municipalities. (iii) In collaboration with ESA, monitor Thematic Curriculum in collaboration. (iv) PIACY model primary schools. (v) Double shift teaching (vi) School facilities (b) Undertake school inspection and supervision. (c) Conduct support monitoring for SNE (d) Monitor and supervise infrastructure development	Primary schools

Planned Activities	Policy Objective	Key Tasks	Target Level
Capacity Building	Enhance the management efficiency and effectiveness in the provision of quality education service delivery	(i) Continuous in-service training of teachers and headteachers. (ii) Strengthen planning, management and monitoring capacities (iii) Training NAPE staff in sampling procedures and development of tests for national assessment system. (iv) Training of teachers and headteachers	(i) Primary teachers and headteachers (ii) District Education Officers (iii) Education Service providers
Strengthen assessment system	Harmonise and review assessment methods	(i) Design and pilot test frameworks and item specification. (ii) Assess the Thematic Curriculum using the continuous assessment system	Primary schools

(b) Progress on Implementation

Planned Activities	Progress	Achievements
Review of the Curriculum	The NFE year one/module training Manual and Syllabus were developed by Kyambogo University.	
Provide equipment for SNE		
Provision of instructional materials	(i) Developed/procured materials for Guidance and Counseling for Primary schools and PTCs (ii) Procured Thematic Curriculum Instructional Materials for Primary One. (iii) Procured Supplementary Reading Materials (SRMs) through the Decentralized Instructional Materials Procurement program (DIMP).	Instructional materials procured for P1 include Wall Charts, Picture Cards, Math Work Cards, Maths Practice Books, English Work Cards, and Pupils Reading Books in various local languages and bilingual dictionaries
Provide equipment for physical education and sports		
Undertake monitoring and support supervision	(i) Monitored PIASCY model Primary schools on the implementation of PIASCY Programmes (ii) Monitored double shift teaching in primary schools and paid salaries to all teachers (iii) Conducted support monitoring for SNE in the districts. (iv) Monitored the implementation of Thematic Curriculum in government aided and private schools focusing on teachers' preparation, training, teaching learning aids, methodology, timetable implementation and teaching and learning process. (v) Inspection and support supervision was carried in primary schools. The support supervision was conducted using quality indicators focusing on teaching and learning process and management of schools. (vi) Monitored the implementation of	(i) 580 PIASCY model Primary schools were monitored. (ii) 36 primary schools practicing double shift teaching were monitored and salaries paid to all practising teachers (iv) Support monitoring for SNE was conducted in 10 districts of Kampala, Mayuge, Soroti, Kumi, Apac, Kamuli, Mbarara Lira and Kaberamaido. (v) A total of 13 private schools and 28 government aided schools were visited in the central region, 6 private schools and 48 Government aided in Northern region, 10 private schools and 32 government aided in Western region and 11 private schools and 20 government aided in Eastern Region. (v) Teachers were given guidance on the improvement in the implementation of the Thematic

Planned Activities	Progress	Achievements
	<p>UPHOLD interventions in schools.</p> <p>(vii) Data collection and support supervision was carried out in primary schools in Katakwi and Soroti districts.</p> <p>(viii) Monitored SFG construction in the districts.</p> <p>(ix) Supervised the construction under the Emergency Construction Projects.</p> <p>(x) Monitored defects of Laroo Boarding Primary School for War Affected Children during the Defects Liability Period.</p> <p>(xi) Monitored and reported on the correction of defects for practically completed projects</p> <p>(xii) Monitored the Defects Liability period for both Masindi and Jinja Army Boarding Schools.</p> <p>(xiii) Re-designed the Technical Handbooks for SFG Teachers Houses.</p> <p>(xiv) Monitored and supervised Shimoni Demonstration School construction works at East Kololo.</p>	<p>Curriculum.</p> <p>(vi) An understanding and a better interpretation of the thematic curriculum by teachers.</p> <p>(vii) 661 primary schools were inspected of which 170 had literacy and numeracy tests administered in P.3 and P.5 in West Nile Region.</p> <p>(viii) 340 schools were monitored on the implementation of UPHOLD interventions (<i>i.e. Education Management Strengthening Initiatives, Teacher Effectiveness, Parental and Community Involvement and School Health and Nutrition</i>).</p> <p>(ix) Support supervision was carried out in 72 primary schools in Katakwi and 80 in Soroti.</p> <p>(x) Monthly reports on the Monitoring and supervision visits on SFG construction in the districts were produced and provided (<i>i.e. 71% of the Classrooms were at different stages of construction while 21% had not taken off</i>).</p> <p>(x) Construction sites of Sanga, Namukunyu and Nawanyago Primary Schools under the Emergency Construction Projects were supervised.</p> <p>(xi) Masindi Army Boarding School was completed and the defects Liability Period both Masindi and Jinja Army Boarding Schools monitored.</p>
Capacity Building	<p>(i) Trained Private primary teachers in Kampala City Council on PIASCY roll-out implementation.</p> <p>(ii) Pre-tested the 2nd set of training manual for Normal Formal Education teachers.</p> <p>(iii) NAPE staff participated in a capacity building workshop to improve on sampling procedure and develop tests suitable for national assessment</p>	<p>(i) 250 Private primary teachers were trained on PIASCY roll-out implementation</p> <p>(ii) Enhanced Technical Staff capacity</p>
Strengthen assessment system	<p>(i) Test instruments were developed and piloted.</p> <p>(ii) Test frameworks and item specifications were reviewed and revised to make them consistent with the current objectives and emphases of the curriculum.</p> <p>(iii) Test items were refined to improve on their accuracy and validity.</p> <p>(iv) Questionnaires and Interview schedules were designed and used to solicit information about the context in which pupils study. These included examining. These instruments include variables,</p>	<p>(i) The sample of schools tested in the year 2006 was 405, drawn from all the districts of the country. Proportional sampling strategy was adopted.</p> <p>(ii) For the first time, the five Schools/Units for the Deaf in the country were included in the sample.</p> <p>(iii) Tests with increased validity were procured.</p> <p>(iv) NAPE produced customised Reports that provided feedback to stakeholders and increased utilisation.</p>

Planned Activities	Progress	Achievements
	<p>such as school management style, school environment, pupil and parent related factors, and their impact on pupil learning.</p> <p>(iv) Sampling Frame and Procedure was determined.</p> <p>(ix) The sampling frame and procedure was reviewed and adjusted in order to allow for time series assessment as well as improve on the representativeness of the various units.</p> <p>(vi) Field Administration was carried out to enhance validity and reliability of the instruments</p> <p>(vii) Results of the pilot exercise were reported as follows:</p> <ul style="list-style-type: none"> - Customised reports were designed and developed for teachers, headteachers, inspectors, teacher educators, curriculum developers, assessment personnel and policy makers. - The reports are simple and concise and highlight the major findings and suggest recommended actions which could address the issues identified. <p>(viii) Tests with improved validity were developed according to defined competencies in the curriculum.</p> <p>(ix) NAPE produced user-friendly reports that provided feedback to stakeholders thus increasing utilisation.</p> <p>(x) Procedures for conducting assessments were improved upon.</p> <p>(xi) Improved quality of pupil's work was realised.</p> <p>(xii) P6 Teachers emphasised skill in teaching.</p>	<p>(v) Valid and reliable data was realised.</p> <p>(vi) All P3 pupils could hold test papers the right way and acquired writing skills.</p> <p>(vii) P6, pupils demonstrated higher competence at Composition writing</p>

4.3.2 Secondary Education Sub – Sector

(a) Planned Activities

Planned Activities	Policy Objective	Key Tasks	Target Level
--------------------	------------------	-----------	--------------

Planned Activities	Policy Objective	Key Tasks	Target Level
Capacity Building	To enhance policy management and implementation	(i) Provide Life skills training (ii) Provide leadership management and policy implementation guidelines (iii) Induct on teacher training methodologies (iv) Train and sensitise science teachers on gender issues	Secondary school teachers NTC Lecturers Secondary science teachers
Monitoring and supervision	To ensure efficient and effective provision of quality education.	(i) Regularly inspect and supervise schools (ii) Train district inspectors on the inspectors Handbook focusing on skills, knowledge and attitudes (iii) Train headteachers and teachers of secondary schools on supervision skills and Teachers Professional Code of Conduct (iv) Survey visits for verification of private schools to participate in UPPET.	All Secondary schools, headteachers, teachers and district inspectors Private schools
Recruitment and deployment of teachers	To facilitate the teaching process the secondary system	To recruit and deploy the 1 st phase of 2000 teachers.	Secondary Teachers
Quality Assurance and regulation	Ensure minimum standards are enforced both in the public and private Schools/ Institutions	(i) To establish minimum standards and ensure key indicators of quality (ii) Use quality indicators to identify strengths and weaknesses, and make suggestions. (iii) Formulate and integrate performance indicators for HIV/AIDS activities in schools	Public and Private Sectors Teacher supervision and school management
Research, Monitoring and Evaluation		(i) To carry out terminal evaluation of the project on enhancing the capacity of secondary school teachers to prevent and mitigate the impact of HIV/AIDS (ii) Disseminate inspection findings at school level, district level and National level to stakeholders	Secondary school teachers Various stakeholders in education delivery
Admission of students	To enhance equitable access to secondary education	(i) Provide bursary to S1 students in UPPET eligible schools (ii) Expansion of 6 existing seed schools plus construction of 25 new Seed Secondary Schools (iii) Rehabilitate Sir Samuel Baker S.S. Gulu	All PLE graduates Secondary education
Curriculum review and development	Establishing a relevant and reliable curriculum for secondary education	(i) Carry out Secondary Education Curriculum review in the context of USE (ii) Develop IPS Curriculum materials for secondary (iii) Produce multimedia ICT - based Curriculum materials for secondary Mathematics and Geography (iv) Present UACE Agriculture Syllabus to the Academic Steering Board	Secondary education

Planned Activities	Policy Objective	Key Tasks	Target Level
		<ul style="list-style-type: none"> (v) Distribute and try out the History of Art, (Paper 610/7) in 10 districts (vi) Improve the effectiveness of secondary school curriculum through developing assessment framework and a competency based curriculum (vii) Improve curriculum emphasizing science and technology and use of the continuous assessment system (viii) Establish a labor market information system and network linked to UBOS to facilitate curriculum planning in secondary and tertiary institutions 	
Provision of equipment and instructional materials	To facilitate the attainment of set teaching and learning targets	<ul style="list-style-type: none"> (i) Produce assorted Science and Technology equipment and teaching aids (ii) Increase the supply of textbook materials through matching subsidies and provision of seed funding for textbook rental schemes 	Secondary Education
Enhance Public Private Partnership	To ensure coordination, effectiveness and efficiency in the delivery of education services.	Working in partnership with Non-Governmental Organizations in Education and sister institutions like UNEB, NCDC, KYU	All NGOs and CSO involved in education activities.

(b) Progress of Implementation

Planned Activities	Progress/ Achievements
Collect data on a reduced subjects load on the secondary school curriculum	Data on a reduced subjects load on the secondary school curriculum was collected
Edit a draft of the luganda syllabus for a local languages syllabuses framework	The draft luganda syllabus for local languages syllabuses framework was edited
Recruit and deploy Grade V teachers and Graduate Teachers	1505 Grade V teachers and 811 Graduate Teachers were recruited and deployed
Print information guides and conduct TV/ Radio talk shows in respect to placement	Printed 17,000 information guides for P7 and 2500 for S4 leavers and conducted TV/Radio talk shows in respect to placement
Construct additional facilities for Wakiso Secondary School for the Deaf, Phase II	Under Phase II, additional facilities were constructed at Wakiso Secondary School for the Deaf
Complete Laboratory block at Kiwawu Senior Secondary School	A 2-Unit laboratory block at Kiwawu Senior Secondary School was completed.
Develop Bid documents for the construction of a Computer Refurbishment Centre at Kyambogo College School and start supervising construction works	Bid documents for the construction of a Computer Refurbishment Centre at Kyambogo College School were developed and started the supervision of construction works
Prepare tender documents and supervise construction of Seed Schools in 41 selected Sub-Counties	Prepared tender documents and supervised construction of Seed Schools in 41 selected Sub-Counties
Develop Bills of Quantities for renovation of Okwang Secondary School and start supervision of renovation works	Bills of Quantities for renovation of Okwang Secondary School were developed and commenced supervision of renovation works
Monitor, inspect and supervise Secondary Schools	(i) Under USE, a total of 350 secondary schools were monitored in a dual partnership between the department and ESA. The purpose was to assess compliance of partnership schools to the eligibility criteria. (ii) Also a total of 668 secondary schools were inspected and supervised, focusing on teaching and learning process, as well as management of schools.
Develop Basic Requirements and Minimum Standards (BRMS) for teaching of science in secondary schools.	The document on BRMS has been finalized by ESA. The document is intended to support the implementation of the science policy to guide teachers and school administrators.
Carry out Capacity building for Headteachers, the deputy headteachers and heads of departments	A total of 200 headteachers and their Deputies have been trained on supervision skills while 47 heads of departments have been trained by the subject specialists.
Develop Self - Assessment and Evaluation guidelines in secondary schools. Focusing on; learner progress, Teaching and Learning, School leadership and management, parent/community involvement, school ethos and general school governance.	Self-assessment and evaluation guidelines were developed by ESA and are to empower schools to carryout self-assessment and evaluation. The objective is to increase school level supervision.
Develop Bills of Quantities for renovation of Okwang Secondary School and start supervision of renovation works	Developed Bills of Quantities for renovation of Okwang Secondary School and started supervision of renovation works
Develop Bid documents for the construction of a Computer Refurbishment Centre at Kyambogo College School and start supervision of construction works	Developed Bid documents for the construction of a Computer Refurbishment Centre at Kyambogo College School and started supervision of construction works
Prepare tender documents and supervision construction of Seed Schools in 41 selected Sub-Counties	Prepared tender documents and supervised construction of Seed Schools in 41 selected Sub-Counties
Training of district Inspectors	A total of 68 district inspectors have so far been trained on the inspection Handbook and Guidelines for supporting policy.

4.3.3 Business, Technical, Vocational Education and Training (BTJET) Sub - Sector

(a) Planned Activities

Planned Activities	Policy Objective	Key Tasks	Target Level
Quality Assurance	Ensure minimum standards are enforced	(i) Develop guidelines for mentoring in Health	Health training institution

Planned Activities	Policy Objective	Key Tasks	Target Level
	both in the public and private Schools/ Institutions	<ul style="list-style-type: none"> (i) Training Institutions (ii) Develop assessment tool for evaluating performance of Health training institutions (iii) Strengthening the roles and functions of Industrial Training Council (ITC) (iv) Develop Occupational Profiles, Assessment instruments and Standards for Modularised Curricular (v) Use of quality indicators in institutions/ schools. (vi) Development of guidelines for the implementation of the UPPEP programme 	All BTVET institutions
Curriculum review and development	Establishing a relevant and reliable curriculum for BTVET Sub - Sector	<ul style="list-style-type: none"> (i) Review curriculum for BTVET (ii) Improve the effectiveness of BTVET curriculum through developing vocational qualifications based curriculum (iii) Establish a labor market information system and network linked to UBOS to facilitate curriculum planning in secondary and tertiary institutions (vii) Print syllabuses: National Certificate in Beauty Therapy, National Certificate in Hairdressing, and National Diploma in Cosmetology. (iv) Print the curriculum of the nine approved Community Polytechnics courses 	BTVET Sub - Sector
Research, Monitoring and Evaluation		<ul style="list-style-type: none"> (i) Dissemination of inspection findings by ESA at school level, district level and National level to stakeholders (ii) Monitoring implementation of UPPEP in dual partnership with stakeholders 	All the various education stakeholders
Capacity Building	To enhance policy management and implementation	<ul style="list-style-type: none"> (i) Training of district inspectors by ESA on the inspectors Handbook focusing on skills, knowledge and attitudes (ii) Training of 20 Resource Facilitator (iii) Sensitise BTVET Headteachers and Academic Registrars in Financial Management and Accountability (iv) Facilitate Health Tutors for short courses in community health, Tutors 	District Inspectors BTVET Headteachers and Registrars

Planned Activities	Policy Objective	Key Tasks	Target Level
		for Bachelors Degree Courses in assorted University and Health Training Tutors for a Masters Degree (v) Facilitate BTJET staff to travel abroad for short courses & seminars and BTJET Tutors to travel abroad for short courses	
Extra curricula activities		Conduct inter - college music and sports competition	Technical Colleges
Strengthening Public Private Partnership	To ensure coordination, effectiveness and efficiency in the delivery of education services.	Working in partnership with Non-Governmental Organizations in Education and sister institutions like UNEB, NCDC, KYU	All NGOs and CSO involved in education activities
Funding		(i) Disburse Capitation grant funds for conducting examinations and Students industrial training	BTJET Institutions/ Schools

(b) Progress on Implementation

Planned Activities	Progress/ Achievements
Develop 8 occupational profiles and finalise assessment instruments for 6 occupations	8 Occupational Profiles developed and assessment instruments for 6 were finalised
Conduct Assessment in 3 trades (i.e. Brick Layer, Carpenter and Plumber) in June 2007.	Assessment in 3 trades (i.e. Brick Layer, Carpenter and Plumber) was conducted in June 2007.
Revitalise the Multi - Stakeholder Industrial training Council (ITC)	The multi stakeholder Industrial Training Council (ITC) was revitalised
Industrial Training Council with support of DIT to develop a new regulation for Assessment and Certification under UVQF	Industrial Training Council with support of DIT was consulted on the development of a new regulation for Assessment and Certification under UVQF
Establish Occupational Profiles under UVQF and develop assessment Instruments for occupations (Test Item Banks) and Training Modules for occupations.	Under UVQF, 37 Occupational Profiles are now in place. Assessment Instruments for 20 occupations (Test Item Banks) and Training Modules for 13 occupations have been developed
Pilot Assessments based on the new UVQF standards.	Assessment based on the new UVQF standards was piloted successfully in one (1) occupation at 4 Vocational Training Institutions in 2006 (total number of candidates 47) and in three (3) occupations at 18 Vocational Training Institutions in 2007 (total number of candidates 224).
Train facilitators to guide the development of standards, assessment instruments and training modules.	18 Facilitators to guide the development of standards, assessment instruments and training modules were trained.
Train a pool of assessors composed of instructors and industry practitioners in line with Competence-Based Education and Training (CBET) principles.	A pool of assessors (42) composed of instructors and industry practitioners in line with Competence-Based Education and Training (CBET) principles were trained.
Construct 3-Classroom blocks at Institute of Survey and Physical Planning, Fisheries Training Institute, Mulago Paramedical Schools, Fortportal School of Clinical Officers, and Nyabyeya Forestry College	Constructed 3-Classroom blocks at Institute of Survey and Physical Planning, Fisheries Training Institute, Mulago Paramedical Schools, Fortportal School of Clinical Officers, and Nyabyeya Forestry College
Construct Students' Hostels at Kigumba Cooperative College and Public Health Nurses School, Kyambogo	Constructed of Students' Hostel at Kigumba Cooperative College and Public Health Nurses School, Kyambogo
Monitor construction of a Boys' Hostel at Mulago School of Nursing and Midwifery	Monitored construction of a Boys' Hostel at Mulago School of Nursing and Midwifery
Prepare tender documents for construction works in 13 selected PPET Institutions in Karamoja region funded by Irish Aid	Prepared tender documents for construction works in 13 selected PPET Institutions in Karamoja region funded by Irish Aid
Inspect and Supervise BTJET Institutions/ Schools	(i) Some Teachers/ Tutors/ Lecturers were deployed to teach courses where there were no students.

Planned Activities	Progress/ Achievements
	(ii) There was a high failure rate at the UJTC level examinations which was caused by students being taught using the community polytechnic curricula and yet they were examined on the UJTC curricula. (iii) Infrastructure and equipment was a big challenge in most of the institutions and yet these institutions are expected to impart practical skills. (iv) Most instructions did not have schemes and training session plans and some of the notes were never updated. This was compounded with inadequate supervision of training and learning process by the institution managers
Assess the performance of Health Training Institutions	A total of 63 Health Training Institutions were assessed by ESA

4.3.4 Higher Education Sub – Sector

(a) Planned Activities

Planned Activities	Policy Objective	Key Tasks	Target Level
Quality Assurance	Ensure minimum standards are enforced both in the public and private Schools/ Institutions	(i) Development of Quality Assurance framework (ii) Approval of a Costed Strategic Plan for Higher Education (iii) Review JAB guidelines (iv) Approval of programmes in universities and other tertiary institutions	Higher Education
Research, Monitoring and Evaluation		(i) Inspection of Universities and other tertiary institutions (ii) Monitor enrolment and registration of University and other tertiary institutions (iii) Gather data on human resource needs under the Market tracer study	Universities and other Tertiary Institutions
Capacity Building	To enhance policy management and implementation	Council members and Staff capacity building on higher education issues and policy	Council Members and Staff
Regional Cooperation	Enhancing cooperation and coordination in the field of education among the East African Countries	(i) The East African Universities Exhibition held. (ii) Research and Training programmes through AICAD by member universities. (iv) Collaborative research, quality assurance training and student exchange through Inter University Council of East Africa.	East African Region

(b) Progress on Implementation

Planned Activities	Progress/ Achievements
Review and distribute JAB Guidelines	A total of 1,000 JAB Guidelines have been reviewed and distributed
Monitor enrolment and registration of university and other tertiary institutions	Monitored enrolment and registration of university and other tertiary institutions
Present The Costed Strategic Plan for Higher Education for approval	The Costed Strategic Plan for Higher Education was approved
Draft minimum requirements for courses of study in universities and other tertiary institutions.	Minimum requirements for courses of study in universities and other tertiary institutions were drafted
Gather data on human resource needs under the Market tracer study	Under the Market tracer study, data on human resource needs was gathered

Planned Activities	Progress/ Achievements
Develop and approve the Quality Assurance framework	Quality Assurance framework was developed and approved
Conduct trainings and Study tours for Council members and other Staff on higher education issues and policy	Trainings have been held and Study tours conducted for Council members and other Staff on higher education issues and policy
Inspect and license Universities and other tertiary institutions.	Universities and other tertiary institutions were inspected and licensed
Attend the East African Universities Exhibition	The East African Universities Exhibition attracted 30 universities, 3 EA regulatory agencies, 4 publishing companies and 2000 members of the public
Review the Statutory Instrument No. 84 of 2005 for Equating Academic Qualifications	Revision of Statutory Instrument No. 84 of 2005 of Equating Academic Qualifications
Gazette regulations for Letter of Interim Authority, Other Degree Awarding Institutions, naming institutions Statutory Instrument No.1 of 2007, and student admissions.	Regulations for Letter of Interim Authority, Other Degree Awarding Institutions, naming institutions Statutory Instrument No.1 of 2007, student admissions were gazetted
Sign the Memorandum of Understanding of the East African Regional Cooperation among Regulatory Agencies	Memorandum of Understanding of the East African Regional Cooperation among Regulatory Agencies was signed.
Approve NCHE Strategic plan for the next 10 years	NCHE Strategic plan for the next 10 years was approved
Appoint new Council to replace the outgoing Council after the first 5 years of service	Appointed new Council to replace the outgoing Council after the first 5 years of service
Inspect 8 more tertiary institutions, and reports are being awaited.	8 more tertiary institutions were inspected and reports are awaited

4.3.5 Teacher Education Sub – Sector

(a) Planned Activities

Planned Activities	Policy Objective	Key Tasks
Capacity Building	To enhance policy management and implementation	<ul style="list-style-type: none"> (i) Conduct a Training Needs Assessment of all teaching personnel in the education service (ii) Induct PTC tutors on the use of the new PTE and DEP Curricula; (iii) Induct NTC Lecturers on teacher training methodologies (iv) Offer Professional support to teachers, head teachers, School management Committee members (v) Offer professional support to PTC and NTC tutors and lecturers in areas of Science, Mathematics, mentoring and coaching in PLA methods and the new thematic curriculum for Primary Education (vi) Offer professional support to teachers, headteachers and School Management Committee members (vii) Facilitating and ensuring the provision of quality and relevant Teacher Education and training to Primary and Secondary school teachers and tutors (viii) Ensuring appropriate training in the areas of reading, writing numeracy and the use of Local Language as a medium of Instruction in Lower Primary and as a subject in Upper Primary (ix) Coordinating In-service training and professional support to Primary and Secondary School staff and managers
Curriculum review and Development	Establishing a relevant and reliable curriculum for BTVET Sub - Sector	<ul style="list-style-type: none"> (i) Reform Teacher Education and Tutor training curricula; (ii) Develop Human Resource Plan for PTCs based on the new curricula; (iii) Draw up a roadmap for a holistic review of Secondary Teacher Education Curriculum (iv) Reviewing the Teacher Education Curricula, both Primary and Secondary, based on the development of teacher proficiency and competencies
Recruitment and deployment of qualified personnel in t the sub-sector	To facilitate the teaching process the secondary system	<ul style="list-style-type: none"> (i) Initiating and ensuring the recruitment of tutors and lecturers with relevant experience, knowledge and skills, who are self-driven, committed and hardworking (ii) ESC to recruit qualified and competent personnel into the

Planned Activities	Policy Objective	Key Tasks
		education service (iii) Validate and formalize appointments of teaching and non teaching staff in the Education Service respectively; (iv) Regularize appointments of personnel in the education service
Quality Assurance	Ensure minimum standards are enforced both in the public and private Schools/ Institutions	(i) Develop Multi-grade Learning/Teaching Guides for P1 – P2 and P5 to P7 in Science, Maths, SST and English for Term III (ii) Edit to camera ready the Multi-grade Learning/Teaching Guides draft in Science, Maths, SST and English for P1 to P2 and P5 to P7 for Term I and Term II (iii) Print Multi-grade Teaching/Learning Guides in Science, Maths, SST and English for P1 to P2 and P5 to P7 for Term I. (iv) Pilot Multi-grade Teaching/Teachers Manuals in Multi-grade Schools and review them (v) Completing the development of Multi-grade Learning Guides for P1 – P7 (vi) Present the proposed Scheme of Service to Cabinet for approval; (vii) Disseminate the Scheme of Service to all stakeholders
Provision of Equipment and Instructional Materials	To facilitate the attainment of set teaching and learning targets	Facilitating the provision of machinery, equipment and other instructional materials for training

(b) Progress on implementation

Planned Activities	Progress/ Achievements
Supervis the rehabilitation of Nyondo Primary Teachers College to accommodate the relocated Shimoni Primary Teachers College	Supervised the rehabilitation of Nyondo Primary Teachers College to accommodate the relocated Shimoni Primary Teachers College
Supervise and monitor construction of additional facilities at Ibanda and Lodonga Primary Teachers Colleges	Supervised and monitored construction of additional facilities at Ibanda and Lodonga Primary Teachers Colleges
Conduct Monitoring visits, support supervision in schools and Core PTCs in the districts of Apac, Iira, Soroti, and Bishop Stuart Mbarara	Conducted Monitoring visits, Support Supervision in schools and Core PTCs in the districts of Apac, Iira, Soroti, and Bishop Stuart Mbarara
Develop and procure materials for Guidance and Counseling for PTCs	Developed/procured materials for Guidance and Counseling for PTCs
Draw a road map for the implementation of the PTE and other related curricular review and the PTE curriculum writing has commenced.	A road map for the implementation of the PTE and other related curricular review was drawn and the PTE curriculum writing has commenced
Develop a certificate course in teacher education proficiency and train master trainers to deliver training to PTC tutors.	A certificate course in teacher education proficiency has been developed and master trainers to deliver training to PTC tutors have been trained.
Fund the construction of 4 libraries in four Non CPTC namely, Canon Lawrence, Boroboro, Nkokonjeru, Kaliro & Erepi	Funded the construction of 4 libraries in four Non CPTC namely, Canon Lawrence, Boroboro, Nkokonjeru, Kaliro & Erepi
Organise and conduct 2 workshops and the follow-up training for 404 secondary schools sciences and mathematics teachers in the pilot districts of Tororo, Butaleja, and Masaka on the 'Hands on and Minds' on activities to enhance the teaching and learning of sciences and mathematics in secondary schools	2 workshops and the follow-up training were organized and conducted for 404 secondary schools sciences and mathematics teachers in the pilot districts of Tororo, Butaleja, and Masaka on the 'Hands on and Minds' on activities to enhance the teaching and learning of sciences and mathematics in secondary schools
Organize and conduct 1 training workshop for 82 Pre-service sciences tutors in areas of pedagogies and subject content with the emphasis on how to use the acquired science laboratories equipment, chemicals and specimens.	Organized and conducted 1 training workshop for 82 Pre-service sciences tutors in areas of pedagogies and subject content with the emphasis on how to use the acquired science laboratories equipment, chemicals and specimens. Tutors were called from 47 PTCs
In conjunction with NCDC, train trainers for the implementation of Thematic Curriculum training for P.1 and monitor the training of P.1 teachers in the implementation of the Thematic Curriculum in all districts	In conjunction with NCDC, trained trainers for the implementation of Thematic Curriculum training for P.1 and monitored the training of P.1 teachers in the implementation of the Thematic Curriculum in all districts
Supervise and inspect teacher training institutions in 37 primary teachers colleges and 4 NTCs.	Supervision and inspection of teacher training institutions was carried out in 37 primary teachers colleges and 4 NTCs. The

Planned Activities	Progress/ Achievements
	supervision/ inspection of PTC focused on teaching and learning science in Primary Teachers Colleges
Facilitate the recruitment of tutors and deploy them	Facilitated the recruitment of 144 tutors and all were deployed
Contract a technical assistant for the Primary teacher education curriculum review	A technical assistant for the Primary teacher education curriculum review was contracted A total of 1,700 Trainers of trainees of the thematic curriculum were trained. P2 Teachers from the thematic curriculum pilot districts trained to implement thematic curriculum.
Supervise the construction of 12No. Libraries in 12Non-Core Primary Teachers Colleges of Rukungiri, Kiyooro, Rakai, Kamurasi, Bukedea, Kapchorwa, Kisoro, Paidha, Christ the King Gulu, Busikho, Jinja and Kabukunge	Supervised the construction of 12No. Libraries in 12Non-Core Primary Teachers Colleges of Rukungiri, Kiyooro, Rakai, Kamurasi, Bukedea, Kapchorwa, Kisoro, Paidha, Christ the King Gulu, Busikho, Jinja and Kabukunge
Supervise and monitor the expansion and rehabilitation of Kabale-Bukinda Primary Teachers College (Phase I).	Supervised and monitored the expansion and rehabilitation of Kabale-Bukinda Primary Teachers College (Phase I).
Supervise and monitor construction works for additional facilities at Primary Teachers Colleges of Bwera, Bundibugyo, and Busuubizi	Supervised and monitored construction works for additional facilities at Primary Teachers Colleges of Bwera, Bundibugyo, and Busuubizi
Monitor correction of defects for completed Laboratory block at Kotido Primary Teachers College	Monitored the correction of defects for completed Laboratory block at Kotido Primary Teachers College
Inspect Pre-school Teacher Education Institutions	121 Pre-school Teacher Education Institutions were inspected
Inspect Guidelines on teachers' professionalism and competencies	Based on the findings from the inspection exercise, guidelines on teachers' professionalism and competencies have been developed. Also, some workshops on teachers' competences have been organised and conducted.
Develop guidelines on Institution Self-Evaluation as a Strategy to improve performance	The guidelines on Institution Self-Evaluation for teacher training institutions have been finalized
Development of Guidelines on teachers' professionalism and competencies	Inspection findings had always revealed that teacher professionalism and competencies in schools and institutions have gaps despite the availability of Teachers Professional Code of Conduct. In order to address the gap guidelines on teachers' professionalism and competencies have been developed since varying complexities of aspects to be learnt or taught require relevant competencies and skills for success to be realized. Some workshops on teachers' competences have been carried out.

4.3.6 Sports Sub-Sector

a) Planned Activities

- (i) Secure relevant literature and PE equipment for schools for distribution under the Instructional Materials Unit.
- (ii) Continue PE teaching in schools through provision of PE teachers, playgrounds, and equipment.
- (iii) Participation by different PE&S teams in competitions at various levels.

b) Progress and achievements

- (i) Policy to procure PE&S literature and equipment was accepted by ministry, IMU and Department of PE&S working on implementation.
- (ii) PE&S continued to be taught and provided for in the Primary Schools albeit its quality.

- (iii) Selected PE&S volunteer teachers were trained under capacity building activities with the International Alliance for Youth Sports (IAYS)'s "**Game On!**" Uganda Country Workshop (May 2007) and through "**Right to Play**" activities in selected sites.
- (iv) 25 Local Governments countrywide secured land for stadia.
- (v) The Ministry supported the rehabilitation of the sports hostel at a cost 9 million and the installation of a synthetic hockey pit at NCS, Lugogo at a cost of 50 million.
- (vi) A ministry policy directive was issued to MNSL to subsidize stadium charges for sports activities.
- (vii) The Ministry also supported various national and international sports competitions including the Cranes 2008 Africa Cup of Nations Campaign, Africa Universities Games (8 July 2006, Pretoria), E.A. Secondary Schools Games (June/July 2007 Algiers), E.A. Secondary Athletics Games (2006).

c) **Implementation Constraints and Challenges**

- (i) The teaching of PE&S in primary schools is constrained by lack of equipment, inadequate facilities and PE teachers. Inadequate inspections, non-inclusion of PE in PLE examinations, emphasis by many schools in academics, and limited interest in PE by some headteachers have continued to pose serious challenges. The absence of a specific monitoring and evaluation instrument for PE&S activities for schools' and Local Governments' performance is also a major challenge. A draft is in place and awaits further discussion.
- (ii) Inadequate funding through the UPE grant inhibits schools' ability to buy equipment, build, rehabilitate or maintain playgrounds effectively.
- (iii) PE&S involves utilization of much extra time and energy of the teachers who are not commensurately remunerated and facilitated. The pupils themselves need regular good feeding, uniforms, water for bathing after PE&S which is still a major challenge.
- (iv) The ministry had no development budget to provide for any major rehabilitation activities for PE&S facilities. This has been provided for in ESSP (2007-2015).
- (v) While the ministry supported national teams to participate in various national and international competitions, the support was not matched by support towards relevant training and preparations before the competitions.

4.4 EFFICIENCY

Efficiency connotes value for money. It deals with issues such as expenditure per unit per year; the failure or dropout rate? Can the same type of output be delivered at cheaper cost? The concern is about the internal efficiency of the process with regard to the relationships between inputs (mainly time and money) and output. During the period under review, the Ministry of Education and Sports continued to prioritise efficiency measures.

4.4.1 Efficiency and Improved Management at All Levels

In its mandate to ensure efficiency and management in the delivery of the education service, the Education Sector continued to build on the good practices to further enhance effective use of available resources. Broad strategies used are summarized in the box below.

- (a) Training of Boards of Governors and School Management committees;
- (b) Monitoring and supervision of educational institutions;
- (c) Training of head teachers in management;
- (d) Ensuring equitable use of customized performance targets for head teachers and deputy head teachers in the primary education Sub-sector so as to enhance good governance and management in schools;
- (e) Strengthening the capacities of the districts and Education Managers/providers to plan, manage and monitor the delivery of quality services; and;
- (f) Continuing to participation on governing councils for public and private Universities and other Tertiary institutions to guide on policy issues.



4.4.2 Continued enhancement of the capacity of the MoES to plan, program and manage effective and efficient delivery of services.

Strategies used to meet this objective are summarized in box below.

- ✚ Conducting tracking studies on the implementation of UPE;
- ✚ Education Sector reviews (ESR) which now takes place twice a year;
- ✚ Monitoring and Evaluation of MoES performance in the delivery of education service;
- ✚ Conducting efficiency studies in the sector; and;
- ✚ Proceeding under the SWAP and ESIP process based on partnership with key stakeholders in the delivery and monitoring of the delivery of the education service.

4.4.3 Addressing Efficiency challenge at the Pre-Primary and Primary Sub-sector

Intervention Strategies	Progress and Achievements
<ul style="list-style-type: none"> ✚ Strengthen private-public sector partnership and support supervision in the provision of early childhood and primary education ✚ Continue training of teachers and head teachers ✚ Strengthen the capacities of the districts and education managers/providers to plan, manage and monitor the delivery of quality services ✚ Implementation of the Pupil Identification Number (PIN); and ✚ Provision of incentives for teachers in hard to reach areas 	<ul style="list-style-type: none"> ✚ Double shift teaching Monitored double shift in 36 primary schools and paid salaries to all teachers practicing the system. A total of 184 teachers were paid Ug.shs. 92m. ✚ Hard to Reach Allowance Supervised, monitored and paid hard to reach allowances to primary teachers as follows; Moroto (332), Kotido (157), Kabong (209), Abim (341), Kalangala (130), Nakapiriprit (170), Mukono -kome Island (66).Each teacher received 20,500 and the total cost was 215,832,000 M. ✚ Management and Governance <ul style="list-style-type: none"> ▪ Held a meeting with ADRA, a new partner on training of teachers in Karamoja region; ▪ Trained 35 TOTs for module 3 (i.e. Managing school finances) in kabulasoke Core PTC catchments area (i.e. Mpigi, Kyenjojo and Sembabule) ▪ Monitored the training of school management committees in Northern and Karamoja

Intervention Strategies	Progress and Achievements
	<p>region.</p> <ul style="list-style-type: none"> Attended two meetings on verification, coding of learning centers and training on the planned training of NFE instructors exercise Trained senior women teachers and patrons of GEM clubs on establishing GEM clubs and Basic skills of guidance and counseling <p> Curriculum Review The thematic curriculum was rolled out to the whole country and 13,926 Head teachers and 28,333 primary teachers were trained for this purpose.</p> <p> Records Management Trained 40 Head teachers in the district of East and Western Uganda in management of school attendance records and management; The department procured and distributed 4,500 primary school registers and 2 million pupils' record cards and a bid to monitor school attendance.</p>

4.4.3.1 Outcomes

A combination of efficiency enhancing initiatives resulted in an improvement at transition rate to post primary education and training (see table 4.23).

Table 4.23: Trends in selected access indicators for Primary School education 2000 -2007)

Monitoring Area	Indicator	Source of data	Status 2000	Status 2001	Status 2002	Status 2003	Status 2004	Status 2005	Status 2006	Status 2007
Access	Transition rate S.1	EMIS	65%	61%	69%	59%	62%	69%	70%	72%
	Boys		61%	56%	65%	57%	61%	69%	68%	70%
	Girls		70%	66%	74%	63%	63%	70%	71%	73%

Source, MoES (EMIS, 2007)

Clearly, the interventions undertaken in the Sub-Sector have enhanced the transition rate to S.1 for girls, which is now higher than that of their male counterparts. Even the P.7 completion rate is now higher (i.e. above 60%).

During the period under review, the decentralized arrangement for the procurement of instructional materials was rolled to over 29 local governments. This helped build the capacity of the Local Government to ensure regular and adequate supply of the required instructional materials in schools.

Also, intensification of the use of primary school registers significantly improved records management. Their standardization not only eased data collection but has also enhanced data reliability for both tracking and validation process. In addition, there has been improved accountability and transparency in the utilization of funds. The combined impact of these initiatives is seen in the improvements recorded in the NAPE competency tests (2007).

4.4.3.2 Implementation Constraints/Challenges

An overview of the implementation challenges at this level is presented in the box below.

- The low completion rates due to pupil absenteeism, high drop out and repetitions
- Weak capacity for inspection of schools by local governments
- Headteacher, Teacher and pupil absenteeism**
Due to continued Head teacher and Teacher absenteeism, inadequate time is expended on task at school level which undermines supervision of the teaching and learning process at school
- Data quality**
Currently, data on pupils is based on a point estimate generated by enrolment numbers. Which are bases the annual school census data. In order to bridge the gap between this data and the numbers in attendance, government introduced school registers. However, these are not

4.4.4 Secondary Education

The box below presents strategies employed to increase efficiency at this level.

- (i) Increase average secondary school size to a minimum of 250 students in the medium term in order to reap economies of scale;
- (ii) Carry out regular supervision of schools;
- (iii) Review and rationalize secondary education curriculum with a view to introducing the element of school driven choice of optional subjects;
- (iv) Train both head teachers and BoGs in governance and management of secondary schools;
- (v) Coordinate the recruitment and deployment of secondary school teachers to implement USE programme;
- (vi) Carry out regular supervision of schools; and,
- (vii) Review and rationalise secondary education curriculum with a view to introducing the element of school driven choice of optional subjects.

4.4.4.1 Progress and Achievements

(i) *Management and Governance*

- 850 head teachers of government aided secondary school and 500 head teachers from private secondary schools were trained in management and governance;
- 250 BoGs were trained in management and governance of secondary schools; and
- 4173 teachers were recruited and deployed under the USE programme

(ii) *Financial Management and Accountability*

- All head teachers of government aided schools submitted in their accountabilities for the funds they received in the last FY 2006/07
- The department monitored the administration of bursaries in all the districts and school under the scheme

4.4.4.2 Outcomes

Owing to improvement in the staffing position realized in this period, the internal efficiency of the sub-sector increased further as reflected in the rising trend in the completion rates for S.4 (see table 4.24).

Table 4.24: Trends in selected efficiency indicators for Secondary School education (2000 - 2007)

Monitoring Area	Indicator	Source of data	Status 2000	Status 2001	Status 2002	Status 2003	Status 2004	Status 2005	Status 2006	Status 2007
Efficiency	Completion rate Senior 4	EMIS	16%	21%	22%	18%	25%	23%	25%	16%
	a) Boys		18%	23%	25%	20%	28%	25%	26%	18%
	b) Girls		14%	19%	19%	17%	22%	22%	23%	14%

Source: EMIS, 2006

4.4.5 Business, Technical, Vocational Education and Training (BTVET)

Intervention Strategies	Progress and Achievements registered
<ul style="list-style-type: none"> (i) Undertake capacity building within the BTVET stakeholders; (ii) Appoint governing councils for BTVET institutions; (iii) Monitoring and inspection of BTVET institutions; (iv) Develop accounting manual for BTVET Health Training institutions; (v) Revitalizing the Directorate of Industrial (DII) ; and (vi) Teachers have been trained in competencies of utilizing the limited resources 	<ul style="list-style-type: none"> (i) Financial Management and accountability <ul style="list-style-type: none"> ▪ Capitation grants were paid for students in BTVET institutions as follows; Ushs 3.01bn for 12,200 students in UCCs, UTCs, Technical Institutes, Technical and Farm schools, CPs and CPIC. Ushs. 765m to cover 5,600students in National Health Training institutions at headquarters and Ushs. 1.798bn for district based health training institutions and 916m to cover 3,080 students in the Departmental Training Institutions; ▪ Trained principals of Health Training institutions and P7 enrolling institutions through workshops one for each category at a cost of 40m; ▪ Accounting manuals were developed for Health Training institutions and were distributed accordingly ▪ Bursars were appointed and posted to some of the BTVET institutions ▪ Books of accounts for all the BTVET institutions were audited; and ▪ Incorporate former departmental training institution have been incorporated in the 2005-2015 Education Sector Strategic Plan (ii) Governance and management <ul style="list-style-type: none"> ▪ Governing councils were appointed for 5UCCs, 4 UTCs, 46 specialized institutions, 33 Technical Institutions and 16 Community Polytechnics ▪ Orientation was done for all the newly appointed Governing councils; ▪ Introduced Counseling and Leadership management programmes at Mulago Paramedical Schools; and ▪ Procured six 15-seater mini-buses from the EU-funded project on Developing Human resources for Health and two 14-seater mini-buses for another two health training institutions from government of Uganda; ▪ Appointed members of the Industrial Training council and inaugurated it; and ▪ Submitted a cabinet Memo on the principles of the BTVET Act and the principles were approved.

4.4.6 Teacher Education

Efforts to improve efficiency of Teacher Education in the country employed strategies reflected in the box below:

- ✚ Provision of training to untrained/under-trained teachers to meet Universal Primary Education targets;
- ✚ Initiating and ensuring the recruitment of tutors and lecturers with relevant experience, knowledge and skills, who are self-driven, committed and hardworking;
- ✚ Reviewing the Teacher Education Curricula, both Primary and Secondary, based on the development of teacher proficiency and competencies;
- ✚ Coordinating In-service training and professional support to Primary and Secondary School staff and managers;
- ✚ Planning and facilitating the training and, or development of Teacher Education Administrators, Governors and Councilors;
- ✚ Monitoring and Supervision of the implementation of Teacher Education Programmes;
- ✚ Planning and facilitating the training and, or development of Teacher Education Administrators, Governors and Councilors; and
- ✚ Monitoring and Supervision of the implementation of Teacher Education Programmes.

4.4.6.1 Progress and Achievements registered

- (i) All the Pre-service students from the 45 Government aided PTCs received training on how to teach using the Thematic Curriculum and Thematic approach; and,
- (ii) All PTCs participated in training P.1 teachers in the use of the Thematic Curriculum.
- (iii) **Management and Governance**
 - Rehabilitated four houses at Nyondo Core PTCs to accommodate the principals and deputy principal and some of the tutors of Shimon core PTC
 - Developed a certificate course in Teacher Education Proficiency and trained Master Trainers to deliver training to PTC Tutors. Tutors training took place from 17th -29th May 2007 and covered Administrators and Tutors from 45 Government PTCs and 3 selected staff from MoES Kyambogo University, NCDC,ESA,UNEB and the district of Kotido, Yumbe , Kampala, Soroti and Mbale
- (iv) **Teacher Education Curriculum Review**
 - a. All the Pre-service students from the 45 Governments aided PTCs received training on how to teach using the Thematic Curriculum and the thematic approach;
 - b. All PTCs participated in training P1 teachers in the use of the Thematic Curriculum;
 - c. Embarked upon the Roadmap for the implementation of the PTE and other related Curricular and the PTC Curriculum writing program; and
 - d. In conjunction with NCDC, trained trainers for the implementation of Thematic Curriculum training P.1 monitored the training of P1 teachers in the implementation of the Teacher Curriculum in all districts and P.2 pilot. Findings from this exercise indicate children have renewed enthusiasm for learning how to read in their local language.
- (v) **Multi-grade teaching**

Nine (9) multi-grade Teachers manuals were developed and are in print with leading Edge printers at a cost of Ushs. 21m
- (vi) **Transition in Primary Teacher Training Colleges**

Tables depict transition rates in primary Teacher Training Colleges since 2002.

4.4.6.2 Outcomes

(a) Pre-service enrolment and transition to Year II in PTCs

Table 4.25: Pre-service enrolment and transition to Year II in PTCs (FY 2002/03 – 2006/07)

Academic Year	Year I			Year II		
	M	F	Total	M	F	Total
2002/03 - 2003/04	5308	4224	9532	4990	3695	8685
2003/04 - 2004/05	5575	4362	9937	4458	3116	7574
2004/05- 2005/06	4,037	2,692	6729	5,250	4,260	9510
2005/06- 2006/07	4,263	3,609	7872	4,568	3,799	8,367

Source: Kyambogo University Promotional Examinations results, 2007

(b) Student Performance at National Teachers' Colleges

Table 4.26: Student Performance at National Teachers' Colleges

Course		Graduants							
		2003	%Output	2004	%Output	2005	%Output	2006	%Output
Arts	M	1368	66.2	1387	64.7	707	65.2	760	60.8
	F	697	33.8	758	35.3	379	34.8	489	39.2
Vocational Education	M	509	69	655	72.5	481	71.1	675	51.3
	F	229	31	248	27.5	196	28.9	642	48.7
Science	M	357	88.4	403	85.7	256	92.1	370	89.4
	F	47	11.6	67	14.3	22	7.9	44	10.6

Source: Kyambogo University, 2006

4.4.7 Higher Education

During the period under review, Higher Education sub-sector employed intervention strategies summarized below to improve efficiency of its operations.

Intervention Strategies	Progress and Achievements Registered
<ul style="list-style-type: none"> ✚ Harmonize wages for Public universities' lecturers ✚ Appoint new university councils ✚ Verify admissions lists for district quota system; ✚ Set out minimum requirements required to offer programmes in Public universities; ✚ Reform government funding of Public universities; ✚ Adjust semester system to begin in August; ✚ Continue putting emphasis on science and other subjects that are important for national development; as the quota system of admission is maintained 	<ul style="list-style-type: none"> ✚ The Harmonization Committee on Public universities' wages finalized its report and submitted it to the Minister for presentation to the cabinet; ✚ Appointed a new university council for Mbarara University of Science and Technology (MUST); ✚ Visitation Committee Public University report was released and submitted to the Visitor for implementation; ✚ Semester period was adjusted to start in August to avoid disruption caused by the christmas period of December; ✚ Budget for National Council for Higher Education which is supervisory organ for universities and other tertiary institutions was increased from 700m to 1bn; ✚ Verification was carried out on district quota admission lists in all public universities; ✚ All public universities have established Quality Assurance Units, which assures no duplication of programmes, and they make sure that universities have adequate human and materials resources to implement the programme; and, ✚ NCHE has started releasing minimum requirements for offering programmes under Public universities.



6. TECHNICAL ANNEXES

Annex 6.1: Preliminary Performance League Table (Key Indicators) 2007

Region	District	Male GER	Female GER	Total GER	Male NER	Female NER	Total NER	GIR Male	GIR Female	GIR Total	NIR Male	NIR Female	NIR Total	PCR	PTR
North	Abim	201.7%	178.1%	189.6%	100.0%	100.0%	100.0%	311.8%	273.9%	292.4%	94.3%	96.0%	95.2%	78	69
North	Adjumani	68.2%	61.5%	64.8%	42.8%	40.3%	41.5%	67.3%	68.5%	67.9%	14.5%	14.3%	14.4%	58	52
North	Amolatar	125.3%	114.6%	119.9%	98.2%	93.7%	95.9%	112.8%	111.2%	112.0%	28.9%	31.1%	30.0%	92	68
East	Amuria	99.6%	88.0%	93.6%	83.5%	74.6%	78.9%	125.9%	116.0%	120.8%	61.8%	53.2%	57.4%	86	62
North	Amuru	119.6%	95.3%	107.2%	93.6%	78.6%	85.9%	131.3%	123.1%	127.1%	40.6%	41.2%	40.9%	100	77
North	Apac	141.2%	128.5%	134.7%	100.0%	100.0%	100.0%	143.6%	136.4%	139.9%	40.5%	41.2%	40.9%	98	65
North	Arua	172.9%	159.9%	166.2%	100.0%	100.0%	100.0%	207.5%	207.5%	207.5%	67.7%	63.3%	65.5%	115	65
East	Budaka	150.5%	141.3%	145.8%	100.0%	100.0%	100.0%	172.2%	156.7%	164.2%	87.6%	83.6%	85.6%	85	64
East	Bududa	170.8%	159.4%	165.0%	100.0%	100.0%	100.0%	209.3%	191.9%	200.4%	87.0%	91.6%	89.4%	106	65
East	Bugiri	112.8%	106.7%	109.7%	97.1%	93.3%	95.2%	132.9%	123.3%	128.0%	69.3%	66.7%	68.0%	79	52
East	Bukedea	126.5%	121.8%	124.1%	100.0%	100.0%	100.0%	144.0%	135.4%	139.6%	68.0%	66.8%	67.4%	85	58
N. East	Bukwo	207.3%	201.8%	204.4%	100.0%	100.0%	100.0%	212.1%	201.0%	206.4%	126.6%	123.0%	124.8%	79	49
S. West	Buliisa	116.7%	101.0%	108.7%	90.3%	82.6%	86.4%	160.4%	158.7%	159.6%	52.1%	54.9%	53.5%	109	79
S. West	Bundibugyo	85.1%	76.6%	80.8%	69.7%	64.3%	66.9%	106.7%	98.4%	102.5%	48.4%	46.7%	47.5%	62	44
West	Bushenyi	117.9%	117.4%	117.6%	96.4%	95.5%	95.9%	149.2%	140.5%	144.7%	62.4%	62.4%	62.4%	52	42
East	Busia	140.9%	134.4%	137.6%	100.0%	100.0%	100.0%	149.6%	146.3%	147.9%	72.2%	70.9%	71.5%	74	55
East	Butaleja	156.4%	146.7%	151.5%	100.0%	100.0%	100.0%	206.2%	201.6%	203.9%	119.6%	122.6%	121.1%	105	73
North	Dokolo	132.1%	120.9%	126.4%	100.0%	100.0%	100.0%	119.6%	116.5%	118.0%	36.9%	35.8%	36.3%	90	63
North	Gulu	150.8%	130.5%	140.4%	100.0%	100.0%	100.0%	141.1%	124.8%	132.7%	54.9%	52.7%	53.8%	83	63
S. West	Hoima	97.3%	91.4%	94.3%	77.0%	72.7%	74.8%	97.6%	90.5%	94.0%	43.7%	40.8%	42.2%	68	57
West	Ibanda	123.9%	120.7%	122.2%	96.7%	95.4%	96.0%	168.9%	157.5%	163.1%	74.9%	74.5%	74.7%	57	37
East	Iganga	117.2%	118.4%	117.8%	100.0%	100.0%	100.0%	115.9%	112.4%	114.1%	62.7%	65.2%	64.0%	91	55
West	Isingiro	105.7%	101.1%	103.4%	82.9%	80.1%	81.5%	156.0%	144.4%	150.1%	57.6%	55.2%	56.4%	65	45
East	Jinja	92.5%	93.3%	92.9%	80.6%	81.6%	81.1%	76.2%	72.6%	74.4%	45.3%	43.5%	44.3%	65	45
North	Kaabong	55.1%	39.4%	47.1%	45.5%	33.0%	39.1%	107.8%	90.0%	98.6%	29.9%	23.7%	26.7%	97	111
West	Kabale	133.9%	134.8%	134.4%	100.0%	100.0%	100.0%	156.9%	149.6%	153.1%	81.8%	78.3%	80.0%	56	39

S. West	Kabarole	111.7%	107.9%	109.7%	83.3%	82.2%	82.7%	130.7%	111.5%	120.8%	44.7%	37.1%	40.8%	74	51
East	Kaberamaido	141.6%	133.3%	137.3%	100.0%	100.0%	100.0%	149.8%	144.9%	147.3%	87.4%	86.2%	86.8%	74	65
Central	Kalangala	40.6%	36.0%	38.2%	31.5%	29.2%	30.3%	46.8%	40.3%	43.5%	21.0%	22.1%	21.6%	29	32
East	Kaliro	128.0%	123.0%	125.4%	100.0%	100.0%	100.0%	153.5%	145.6%	149.4%	78.2%	77.4%	77.8%	90	58
Central	Kampala	47.3%	49.1%	48.2%	39.2%	41.6%	40.4%	37.0%	36.2%	36.6%	18.4%	18.9%	18.7%	41	28
East	Kamuli	125.6%	126.1%	125.8%	100.0%	100.0%	100.0%	135.6%	138.1%	136.9%	69.7%	73.3%	71.6%	94	60
S. West	Kamwenge	113.7%	107.5%	110.5%	87.0%	83.1%	85.0%	146.8%	137.2%	141.9%	46.2%	45.5%	45.8%	63	52
West	Kanungu	119.9%	117.8%	118.8%	90.3%	90.0%	90.2%	152.2%	144.2%	148.1%	64.4%	61.6%	63.0%	53	42
N. East	Kapchorwa	117.1%	116.2%	116.7%	96.9%	95.2%	96.0%	124.8%	121.2%	122.9%	69.6%	68.1%	68.8%	62	39
West	Kasese	109.4%	108.3%	108.8%	90.7%	89.4%	90.0%	133.6%	127.2%	130.3%	53.6%	52.4%	53.0%	74	48
East	Katakwi	119.7%	102.5%	110.9%	99.8%	88.0%	93.8%	147.7%	134.2%	140.8%	73.7%	71.8%	72.7%	78	56
Central	Kayunga	129.0%	126.9%	127.9%	100.0%	100.0%	100.0%	157.7%	151.5%	154.5%	71.6%	74.5%	73.1%	66	49
S. West	Kibaale	111.3%	103.2%	107.2%	88.5%	82.6%	85.4%	142.9%	134.3%	138.5%	53.5%	52.2%	52.8%	60	47
S. West	Kiboga	100.4%	99.4%	99.9%	80.2%	80.4%	80.3%	119.9%	116.1%	118.0%	50.9%	51.3%	51.1%	55	46
West	Kiruhura	116.7%	112.8%	114.7%	92.2%	89.5%	90.8%	177.5%	160.7%	168.9%	64.2%	59.9%	62.0%	50	38
West	Kisoro	122.0%	115.5%	118.7%	100.0%	99.5%	100.0%	159.7%	152.0%	155.7%	74.3%	72.8%	73.5%	55	48
North	Kitgum	148.8%	126.0%	137.1%	100.0%	100.0%	100.0%	161.6%	143.4%	152.3%	63.8%	58.9%	61.3%	99	82
North	Koboko	153.3%	127.4%	140.1%	100.0%	100.0%	100.0%	193.0%	177.3%	184.9%	51.9%	53.7%	52.8%	146	69
North	Kotido	34.6%	31.9%	33.2%	27.5%	25.7%	26.6%	85.4%	80.2%	82.7%	19.1%	17.4%	18.3%	77	90
East	Kumi	124.4%	119.8%	122.0%	100.0%	100.0%	100.0%	135.5%	129.6%	132.5%	70.7%	71.3%	71.0%	83	59
S. West	Kyenjojo	105.8%	97.5%	101.5%	79.8%	75.9%	77.8%	138.0%	120.7%	129.1%	40.5%	38.1%	39.3%	75	60
North	Lira	144.8%	123.8%	134.0%	100.0%	100.0%	100.0%	153.7%	145.6%	149.6%	47.4%	46.5%	47.0%	82	66
Central	Luwero	144.5%	144.2%	144.3%	100.0%	100.0%	100.0%	179.9%	171.3%	175.5%	86.8%	87.3%	87.0%	67	54
Central	Lyantonde	106.9%	108.8%	107.8%	85.8%	87.8%	86.8%	172.3%	166.5%	169.3%	67.0%	72.8%	69.9%	68	43
East	Manafwa	140.8%	140.1%	140.5%	100.0%	100.0%	100.0%	149.8%	146.3%	148.0%	76.6%	77.2%	76.9%	101	55
North	Maracha-Terego	189.9%	161.0%	175.1%	100.0%	100.0%	100.0%	217.1%	214.8%	215.9%	73.6%	75.6%	74.6%	144	67
Central	Masaka	122.2%	123.7%	122.9%	100.0%	100.0%	100.0%	153.7%	147.5%	150.5%	67.7%	67.1%	67.4%	72	50
S. West	Masindi	96.6%	86.7%	91.5%	73.5%	68.9%	71.2%	103.0%	97.2%	100.0%	44.9%	42.1%	43.4%	80	59

East	Mayuge	107.3%	106.8%	107.1%	93.0%	93.3%	93.2%	119.2%	120.4%	119.8%	58.4%	59.1%	58.8%	90	59
East	Mbale	121.5%	122.3%	121.9%	99.5%	98.8%	99.1%	120.1%	115.6%	117.8%	57.0%	59.7%	58.4%	67	48
West	Mbarara	108.9%	108.9%	108.9%	82.3%	83.5%	82.9%	130.0%	126.5%	128.2%	50.4%	51.2%	50.8%	42	35
Central	Mityana	103.6%	100.0%	101.8%	83.8%	81.3%	82.5%	124.8%	112.2%	118.3%	50.8%	48.1%	49.4%	62	37
N. East	Moroto	39.9%	33.6%	36.7%	29.7%	26.8%	28.2%	62.9%	53.8%	58.2%	17.2%	15.1%	16.1%	48	51
North	Moyo	53.7%	53.7%	53.7%	35.8%	33.3%	34.5%	57.0%	53.4%	55.2%	19.4%	17.9%	18.6%	62	54
Central	Mpigi	130.3%	128.4%	129.3%	100.0%	100.0%	100.0%	143.6%	138.1%	140.8%	70.2%	70.7%	70.5%	66	52
Central	Mubende	89.0%	87.3%	88.1%	70.9%	70.5%	70.7%	116.8%	110.9%	113.8%	45.6%	46.1%	45.9%	75	56
Central	Mukono	100.3%	100.6%	100.5%	82.6%	83.6%	83.1%	111.9%	106.7%	109.2%	48.9%	49.7%	49.3%	57	45
N. East	Nakapiripirit	45.8%	44.7%	45.2%	36.4%	38.5%	37.5%	105.3%	105.1%	105.2%	24.1%	25.9%	25.0%	67	75
Central	Nakaseke	142.5%	141.7%	142.1%	100.0%	100.0%	100.0%	165.3%	162.3%	163.8%	81.2%	83.8%	82.5%	70	56
Central	Nakasongola	137.3%	135.2%	136.2%	100.0%	100.0%	100.0%	170.8%	162.2%	166.4%	87.8%	85.1%	86.4%	46	36
East	Namutumba	149.2%	146.2%	147.7%	100.0%	100.0%	100.0%	166.7%	161.1%	163.9%	92.8%	93.9%	93.4%	127	73
North	Nebbi	150.9%	123.4%	136.8%	100.0%	100.0%	100.0%	187.2%	169.2%	178.0%	67.1%	61.6%	64.3%	98	73
West	Ntungamo	121.4%	123.5%	122.5%	89.7%	92.1%	90.9%	165.7%	163.0%	164.3%	63.3%	63.9%	63.6%	53	43
North	Oyam	152.9%	125.4%	138.8%	100.0%	100.0%	100.0%	146.3%	135.6%	140.8%	51.8%	49.6%	50.7%	139	72
North	Pader	183.3%	144.9%	163.6%	100.0%	100.0%	100.0%	180.6%	155.6%	167.8%	66.9%	62.4%	64.6%	149	99
East	Pallisa	123.5%	119.0%	121.2%	100.0%	100.0%	100.0%	151.7%	143.5%	147.5%	82.2%	81.4%	81.8%	87	65
Central	Rakai	114.7%	113.1%	113.9%	97.1%	95.9%	96.5%	139.0%	131.3%	135.1%	65.0%	62.3%	63.6%	64	44
West	Rukungiri	119.8%	119.8%	119.8%	92.2%	91.8%	92.0%	130.1%	115.3%	122.5%	57.4%	53.7%	55.5%	45	35
Central	Sembabule	169.5%	181.5%	175.6%	100.0%	100.0%	100.0%	259.4%	263.7%	261.6%	104.4%	116.9%	110.8%	76	44
East	Sironko	138.4%	133.1%	135.7%	100.0%	100.0%	100.0%	145.3%	140.1%	142.7%	70.9%	73.1%	72.0%	82	49
East	Soroti	122.4%	117.3%	119.8%	100.0%	99.1%	100.0%	135.6%	127.4%	131.4%	75.3%	73.1%	74.2%	86	62
East	Tororo	143.5%	134.0%	138.6%	100.0%	100.0%	100.0%	151.0%	144.7%	147.8%	77.9%	78.5%	78.2%	87	61
Central	Wakiso	59.1%	59.7%	59.4%	47.5%	48.9%	48.2%	47.7%	44.1%	45.9%	21.2%	20.2%	20.7%	46	38
North	Yumbe	109.9%	84.1%	96.7%	88.3%	70.1%	79.0%	162.2%	127.1%	144.2%	54.2%	40.5%	47.2%	98	56
Grand Total		114.9%	108.8%	111.7%	94.0%	90.3%	92.1%	133.0%	125.5%	129.2%	56.5%	55.6%	56.0%	72	52

Annex 6.2: Trends in Pre-Primary Education sub sector indicators for access

Indicator	Status 2000	Status 2001	Status 2002	Status 2003	Status 2004	Status 2005	Status 2006	Status 2007
1. Gross Enrolment Ratio (GER)	NA	NA	NA	3.21%	2.24%	N/A	N/A	
Proportion of pupils attending Nursery schools (Baby to Top Class) to the number of children aged 3-5 in the entire population	NA NA	NA NA	NA NA	3.12% 3.30%	2.21% 2.26%	N/A N/A	N/A N/A	
a) Boys								
b) Girls								
2.Apparent Gross Intake Rate (GIR): New entrants in primary grade 1 regardless of age as a percentage of the population of official entry age:	192%	194%	155%	170%	150%	149%	121%	
(a) Boys	191%	193%	152%	151%	158%	153%	120%	
(b) Girls	191%	195%	158%	148%	160%	146%	122%	

Source: EMIS 2006

NA=Not Available

Annex 6.3: Trends in Primary Education sub sector indicators for access

Indicator	Status 2000	Status 2001	Status 2002	Status 2003	Status 2004	Status 2005	Status 2006	Status 2007
1. Apparent (Gross) Intake Rate (GIR): new entrants in primary grade 1 regardless of age as a percentage of the population of official entry age: (a) Boys (b) Girls	192% 191% 191%	194% 193% 195%	155% 155% 152%	170% 172% 169%	153% 158% 160%	153% 156% 150%	121.1% 120.0% 122.2%	
2. Net Intake Rate (NIR): (a) Boys (b) Girls	69.9% 69% 70%	70% 69% 72%	57.8% 55.9% 59.7%	65% 65% 64%	60% 58% 63%	65% 66% 65%	51.8% 50.2% 53.5%	
3. Gross enrolment ratio (GER) Proportion of pupils attending primary schools (P1-P7) to the number of children aged 6-12 in the entire population a) Boys b) Girls	128% 132% 124%	130% 133% 127%	126.3% 128.4% 124.2%	127% 130% 125%	124% 126% 122%	118% 119% 117%	112.5% 112.0% 113.0%	
4. Net enrolment ratio (NER) A ratio of primary school children aged 6-12 years to the number of children of the same age range in the population. Ten districts within the poorest quartile will be targeted a) Boys b) Girls	85.5% 88.8% 82.3%	86.5% 87% 86%	84.8% 83% 99.8%	86.7% 87.0% 86.4%	88.7% 88.8% 88.6%	93.01% 95.6% 92.4%	91.7% 90.4% 93.0%	
5. Public current expenditure on primary education as a percentage of GDP	2.10%	2.20%	2.23%	2.20%	1.9%	1.9%	2.0%	4.2%
6. Primary as a percentage of total public education expenditure	69.7%	72.0%	69.3%	66.7%	68.4%	66.2%	61.2%	
7. Percentage of qualified primary school teachers (a) Male (b) Female	89.5% 90% 89%	77% 75% 80%	99.55% 91.43% 89.06%	93.1% 93.8% 92.0%	92% 93% 91%	93% 94% 92%	84.7% 84.3% 85.1%	
8. % of qualified primary school teachers certified to teach according to national standards (a) Male (b) Female	81.5% 80% 83%	75% 73% 78%	74% 73% 77%	78.7% 81.4% 77.1%	79% 77% 81%	84% 84% 86%	92.9% 97.5% 93.7%	
9. Completion	-	-	-	56%	62%	51%	48%	
10. Pupil Classroom Ratio	106	98	94	87	79	74	76	72

Indicator	Status 2000	Status 2001	Status 2002	Status 2003	Status 2004	Status 2005	Status 2006	Status 2007
11. Repetition Rate by Grade	10%	9.5%	11.0%	13.8%	13.3%	13.4%	12.5%	
12. Survival Rate to Grade 5	88.4	58.5	68.3	52	55.7	52	47.9	
(a) Boys	88.3	58.9	65.9	52	55.2	52	47.5	
(b) Girls	88.5	58	70.8	51	56.2	53	48.3	

Source: EMIS, 2006

Important to note is that the proportion of qualified teachers is higher than the proportion of teachers certified to teach according to national standards. The difference could be due to the recent validation exercise that took place in the local governments.

Annex 6.4: Report on the Achievements in Northern Uganda by AVSI



EDUCATION REPORT May-Aug 2007

KITGUM

ACCESS TO EDUCATION

- (i) **Kitgum Core PTC:** Sponsorship of 48 (25F/23M) repeating PTC pre-service students, 21 (12F/9M) Y1, 27 (13F/14M) Y2
- (ii) **Primary Education: Enrolment of 406 pupils (235F/171M)** in Akwang, Lagoro, Akilok, Layamo, Amida 24, Lokung, Namokora, Kitgum Town Council.
Type of support: school kit every term, uniform, sanitary pads to adolescent girls
- (iii) **Secondary Education: Enrolment of 125 students (73F/53M)** in Agoro, Akwang, Amida, Kitgum Matidi, KTC, Lagoro, Layamo, Lokung, Madi Opei, Mucwini, Omiya-Anyima, Namokora, Padibe East, Padibe West, Palabek Gem, Palabek Kal, Palabek Ogili, Paloga
Type of support: school fees, school kit every term and sanitary pads to girls.
- (iv) **Vocational training:** Sponsorship for 250 students (83F/162M) in Akwang, Amida, Kitgum Matidi, KTC, Lagoro, Layamo, Lokung, Madi Opei, Mucwini, Namokora, Orom, Padibe East, Padibe West, Paloga, Acholobur, Atanga, Lira Palwo
Type of support: school fees for 6-month training, feeding and lodging for those outside TC, stationery, t-shirts, tool kits at the end of the training.
- (v) Follow up of supported students.

QUALITY OF EDUCATION

- (i) **Provision of material to schools:**
 - a. Stationary for school teaching practice for 145 Kitgum PTC pre-service students
 - b. 50 double-decker beds to Kitgum Core PTC
 - c. Items provided to Nursery centres (Labuje, Mucwini, Kitgum Matidi, Namokora, Padibe, Lokung, Palabek Kal): learning aids, playground material (ie. balls, drums, swings) food, NFIs (eg. slippers, cups, plates, cooking utensils), hand washing facilities and items for hygiene promotion, fencing, first aid kits. Teaching wall-paintings made by vulnerable youth in the communities
 - d. Delivery of 10 portable black-boards to Aloto PS through UNICEF support
 - e. Material to Secondary schools

2007 - Secondary	ITEMS SUPPLIED in MAY 2007
Padibe SS	Text books
Padibe Girls SS	80 Lockers
Lokung SS	Science Equipment

Palabek SS	55 desks
Janani Luwum College SS	Science Equipment
Rev. Jabuloni Isohe	Science Equipment
Msgr. Antonio Vignato Mixed SS	Science Equipment
Kitgum Integrated College SS	Science Equipment
Kitgum Matidi SS	Duplicating Machine
Namokora Vocational SS	Physics Equipment

- (ii) Psychosocial Training for 384 Kitgum PTC Pre-service students
- (iii) Training for nursery centres' caregivers (40 caregivers trained)*
- (iv) Training for 15 Secondary Teachers and instructors)
- (v) Sensitizations/Community Group discussions
 - a. 228 Y1 students from PTC Kitgum on Child Labour, Child right, importance of girls education and role of teachers
 - b. Community Group discussions and radio programs on Child labour and importance of education
 - c. Group discussions with parents in nursery centres
 - d. Interviews with parents of children in nursery centres
 - e. Support to UNICEF GBS campaign
 - f. Support to World Day against Child Labour and Day of African Child.
- (vi) School rehabilitation/Watsan interventions

New Construction and Structural Repair of Learning Centres in 2005-2007

SUB-COUNTY	LOCATION	N. of ACTIVITIES	ACTIVITIES
Classrooms			
Kitgum TC	Kitgum Girls Primary	1 Block/4 classrooms	Rehabilitation
Omyia-Aniyima	Lapur Primary School	1 Block/2 classrooms, office & store	Construction
	Lapur Primary School	1 Block/3 classrooms	Rehabilitation
Orom	Orom Primary School	1 Block/4 classrooms	Rehabilitation
	Akilok Kwarokuti Primary Sch.	1 Block/3 classrooms	Rehabilitation
Namokora	Namokora Vocational School	1 Block/4 classrooms	Rehabilitation
Lagoro	Oryang Primary Sch.	1 Block/temp.2 class.	Construction
Palabek	Palabek College of Professional Studies	Fencing	Construction
<i>Total Classrooms</i>		<i>18 classrooms rehabilitated; 4 classroom, 1 office, 1 store, 1 fence built</i>	
Watsan			
Orom	Orom Primary School	2 Blocks/5 stances	Constr. Instit. Latr.
		1	Constr. of Ferr. Tank
	Loluku Primary School	1	Constr. of Ferr. Tank
	Akilok Kwarokuti Primary Sch.	1 Block/5 stances 1+1	Constr. Instit. Latr. Constr. of Ferr. Tank + Installation Crestank
Lagoro	Oryang Primary School	1	Rehabilit. Crestank's base
	Bulugi (next to PS)	1	borehole
	Aparo Hilltop (next to PS)	1	borehole
Kitgum Matidi	Lumule PS	1	Borehole
Namokora	Namokora Primary School	1 Block/5 stances	Constr. Instit. Latr.
	Namokora Vocational School	1 Block/5 stances	Constr. Instit. Latr.
<i>Total watsan interventions</i>		<i>20 stances Inst. Latrines built, 1 Crestanks rehabilitated, 3 Ferrous Tanks built, 3 boreholes</i>	

**Both Kitgum and Pader*

PADER

ACCESS TO EDUCATION

- (i) Enrolment of 35 (18F/17M) students in Secondary education in Kalongo, Pajule, Lira Palwo, Patongo

- (ii) Non-Formal Vocational training in craft for 8 (4F/4M) students from Lira Palwo, Atanga and Acholibur
- (iii) Follow up of students supported in Secondary education and Vocational training.
- (iv) Meetings with students, teachers and directors of the centre to discuss way forward for identified challenges.

QUALITY OF EDUCATION

- (i) Construction of Rain Harvest Tank was completed in Porogali Primary School (1) Lacekocot Rwot Awich (2), Angakotoke LC Pajule (1), Pajule Nursery school (1), Papaa Lapul (1), Acholibur LC (1).
- (ii) 3 blocks of drainable institutional latrines were constructed in: Angakotoke (1 block of 5 stances), Acholibur LC (1 block of 5 stances) and Paipir in Pader TC (1 block of 5 stances).
- (iii) Renovation and upgrade of the following schools was carried out: Angakotoke LC, Acholibur LC and Dure.
- (iv) Emergency latrines were constructed in Pajule P7 and Atanga SS.
- (v) 3 Nursery centre supported (Comboni Nursery Centre in Lapul, All Saints Nursery Centre in Puranga and Dr Ambrosoli Nursery Centre in Kalongo) with food for children, firewood, learning aids, hand washing facilities, cooking utensils, Soap, vegetable seeds, gum boots, NFIs like slippers, balls, drums, cups and plates, fencing.
- (vi) School rehabilitation/Watsan interventions.

New Construction and Structural Repair of Learning Centres in 2005-2007

SUB-COUNTY	LOCATION	N. of ACTIVITIES	ACTIVITIES
Classrooms			
Atanga	Rwat-Awich Primary School	5 Blocks/11 classrooms	Rehabilitation
Pader TC	Paipir Primary School	5 Blocks/2 classrooms	Rehabilitation
Pajule	Pajule Primary School	2 Blocks/2 classrooms	Rehabilitation
Lapul	Papaa Primary School	1 Block/2 classrooms	Rehabilitation
Total Classrooms		17 classrooms rehabilitated	
Watsan			
Pader TC	Paipir Learning Centre	1 of 10.000 lt.	Constr. Ferr. Tank
	Paipir Learning Centre	1 of 10.000 lt.	Rehabilit. Rain Water Tank
Laguti	Atanga Girls	1 Block/5 stances	Constr. Instit. Latr.
Pajule	Primary School	1 Block/5 stances	Constr. Instit. Latr.
Lapul	Papaa Primary School	1 Block/5 stances	Constr. Instit. Latr.
Total watsan interventions		3 stances Inst. Latrines built, 1 Rain water tank rehabilitated, 1 Ferrous Tanks built,	

GULU

ACCESS TO EDUCATION

- (i) Enrolment of 471 children in Nursery, Primary or Secondary School and VTC
Type of support: school fees and scholastic material
- (ii) Follow up of 202 supported students at school.

QUALITY OF EDUCATION

- Provision of scholastic material to other students in Ajuri Primary School and in Aswa Camp Primary School (e.g. Exercise books, pens, pencils and school uniforms)

- Families' support to 585 families through funds and materials for income generating activities, nutritional support and palliative care.
- Medical treatment for 12 children at Lacor Hospital.

OVC Project (PEPFAR) - Coordination office AVSI Luzira

- A total of 8370 Orphans and Vulnerable Children are supported with school fees, scholastic materials, after school programmes and psychosocial help through 42 local partners in 22 districts in Uganda (Apac, Bushenyi, Busia, Jinja, Gulu, Hoima, Iganga, Kampala, Kamuli, Kibale, Kayunga, Kitgum, Lira, Luwero, Masaka, Masindi, Mpigi, Mukono, Nakaseke, Nebbi, Tororo, Wakiso).
- The children supported attend mainly Nursery, Primary and Secondary School or Vocational Training Institutes. Few of them are also in special education institutions or in university.
- All the OVCs in the project have free access to health care.
- All the OVCs in the project benefit of regular follow up visits by the social workers (at school, at home or in the office)
- 15 partners supported the OVCs' caregivers (a total of 804) with IGAs.
- All the partners organized community sensitizations sessions on topics like: *Care of OVCs, Family life and the importance of education Prevention and control of malaria and HIV/AIDS Adolescent reproductive health, Career guidance, Hygiene and Sanitation, Relationships, Leadership and value of work.*

CHALLENGES WORKING WITH ECD CENTRES

- (i) **"Quality of education"**: in AVSI supported centres, the staff has a strong belief that they should work as teachers (and that they actually ARE teachers), i.e. really "teaching" the children, which they cannot do however, out of 2 simple reasons: (1) they are not trained as nursery teachers (most of them stopped their education in S2 or S4) and (2) the facilities are far below any nursery school standard, i.e. lack of learning and teaching materials. The result is rather bad: the children are sitting in poor classrooms (e.g. under the tree, bamboo structures, without sitting facilities), with almost no learning materials. The caregivers don't seem to see a need to promote learning by playing. Moreover, the number of children per caregiver often is more than 100.
School facilities, like toilets and boreholes, are lacking.
Children's absenteeism from school is still high.
- (ii) **Involvement of the local government**: AVSI is trying to involve the DIS and DEO in the location where AVSI works with ECD centres to inform them about AVSI trips to the centres, about activities, plans etc.,. Even if the feedback is poor, AVSI keeps on trying to involve the DIS in the activities to the various centres in order also to show that centres are not "AVSI's centres".
- (iii) **Involvement of the community**: one of AVSI major aim is to involve the community members in the centres as much as possible. As an example, AVSI identified vulnerable youths in those locations where the centres have permanent buildings, so that they can put drawings on the walls. Meetings with the parents were organized at least once in this term in most of the locations, where issues like AVSI's provision of firewood (which we will not deliver anymore as the security situation is quite stable and most parents in fact have agreed to collect firewood themselves, or to contribute cash) were discussed, and where the ownership of the parents promoted. In some places, the parents respond very well - e.g. they contribute with construction material or they dig pit latrines themselves -, in others less good. But definitely, AVSI is very keen to have both the parents and other community members involved as much as possible. AVSI look at their resources as being labour on one

hand (especially in terms of construction), but also promoting protection issues such as health care (for which AVSI will do sensitisations with drama groups in the next term). AVSI couple the involvement of other community members with low-profile IGA, e.g. the drawings for which the artists are paid and if they are members of a group, the group also gets assistance in kind (for example, the youth group in Kitgum Matidi opted for the construction of an oven).

Annex 6.5: Achievements on the Cross Cutting Issues in the Education Sector

6.5.1: Gender

Sub-sector	Planned Activities	Progress/Achievements	Constraints
Pre - Primary and Primary	<p>(i) Launching of "Go to, Back to and Stay in school" Campaign in Lango, Acholi and Karamoja Regions</p> <p>(ii) United Nations Girls Education Initiative (UNGEI): Mobilization of strategic partnerships at national, district and community level</p> <p>(iii) Young people's participation through GEM</p> <p>(iv) Revitalizing Education participation and learning in conflict areas UNITY/REPLICA</p> <p>(v) Drafting of Gender policy</p>	<p>(i) Increased enrolment of children through GBS launch for example in Kotido district at Napumpum p/s, enrolment increased from 871 (483 girls, 378 boys) to 906 (505 girls, 401 boys). In Kotido district, enrolment has increased from 7679 children (3478 girls, 4,201 boys) to 11727 (5583 girls, 6144 boys)</p> <p>(ii) A total of 1725 children were registered in primary schools in 3 regions i.e. 934 girls and 791 boys through GEM sensitization and mobilization activities.</p> <p>(iii) Increased enrolment of girls, approximately 50% in primary schools as a result of GBS Campaign.</p> <p>(iv) Over 4500 (52% girls, 2210 boys) are enrolled at 30 ECD centers in Karamoja region. In Amuru district, a total of 5719 children (2986 girls) are registered in ECD centers.</p> <p>(v) In Amuru district, a total of 11 ECD sites completed in Awek and Pagak, expected to benefit 1650 children (50% girls)</p> <p>(vi) Partnerships for strengthening girl's education and gender mainstreaming developed among organizations, CBO's, and community leaders.</p> <p>(vii) NGEI chapters have been fully established in 10 districts of Gulu, Katakwi, Kaberamaido, Soroti, Nakapiripirit, Moroto, Kitgum, Abim, Pader and Kotido.</p> <p>(viii) It has been launched in 4 districts of Gulu, Katakwi, Nakapiripirit and Soroti and has been rolled out to 8 IDP camps.</p> <p>(ix) NGEI committees for example in Gulu district have sent back 195 children i.e. 142 girls and 53 boys and they have conducted 18 sensitization</p>	<p>(i) Children's school retention remains low due to teacher's absenteeism, few female teachers, staff ceiling and other based unfriendly school environment factors.</p> <p>(ii) No proper classroom infrastructure that can accommodate the increasing number of pupils at school.</p> <p>(iii) Parent's attitude towards girl's education is still poor.</p> <p>(iv) Attendance at school is affected by farming season, return and resettlement processes especially for girls.</p> <p>(v) Less commitment to UNGEI</p> <p>(vi) Partners are not used to joint action and have their work plans to follow therefore had to allocate time for UNGEI.</p> <p>(vii) Inadequate Resources</p> <p>(viii) Resources both at district and community level for supporting and mobilizing established UNGEI initiatives are not adequate enough even in carrying out monitoring and supervision work by community leaders.</p> <p>(ix) Lack of appropriate skills by UNGEI community groups</p> <p>(x) Most committees lack basic skills in organizational and advocacy that makes it hard even to carry out simple work such as data collection and making simple realistic work plans.</p> <p>(xi) Low acceptance especially by the elders and parents to give space for participation of young people and children to voice out their issues / ideas</p> <p>(xii) High drop out of girls is still rampant due to economic and cultural demands of the society.</p> <p>(xiii) There are still low efforts to ensure retention of children brought back to school.</p> <p>(xiv) GEM still faces the problem of derisory/insufficient</p>

Sub-sector	Planned Activities	Progress/Achievements	Constraints
		<p>meetings in IDP communities in a special effort to mobilize for girl's education.</p> <p>(x) Two bye-laws have been enacted in 2 camps and 21 "safe school contracts" signed by schools committing themselves to protecting the rights of the girl child in the school.</p> <p>(xi) total number of 535 children have been trained in GEM concepts (332 girls and 203 boys).</p> <p>(xii) Over 20 GEM clubs established in various primary schools and learning centers in conflict and post conflict areas to help children especially girls gain leadership skills through practical experience and training.</p> <p>(xiii) GEM documented the GBS campaign under the guidance of a consultant. A DVD is under production.</p> <p>(xiv) Organized a travelling photo exhibition where children and community members have learnt and shared experiences from different regions.</p> <p>(xv) GBS photo essays have been posted on a global UNGEI website.</p> <p>(xvi) Over 50 head teachers, pre-service and CCTs from 13 districts have been trained in visionary leadership and support for children rights especially girls.</p> <p>(xvii) Over 1823 girls and 322 boys are beneficiaries of REPLICA.</p> <p>(xviii) Developed a manual for guiding the implementation of promotion of girls' education with child friendly initiatives, guidelines and good practices for replication</p> <p>(xix) Over 156 (41 females and 115males) community members trained and are role models giving guidance and counseling to children at different levels.</p> <p>(xx) REPLICA has a Community Engagement component which focuses on getting communities to support girls' education, with a Gender</p>	<p>resources in running the already established chapters/initiatives and operations of her day today activities.</p> <p>(xv) Inadequate female teachers to act as Role Models, mentors and to guide and counsel girls</p> <p>(xvi) Lack of accommodation of teachers making it difficult for female teachers to concentrate in class as they have to travel back home to prepare meals for the family</p> <p>(xvii) Funding of the gender policy still remains a critical challenge encompassed with poor timely inputs from relevant stake holders.</p>

Sub-sector	Planned Activities	Progress/Achievements	Constraints
		<p>dimension.</p> <p>(xxi) A gender policy has been developed and awaiting for finalization and presentation at relevant levels at MOES.</p> <p>(xxii) Gender Issues have been mainstreamed into MOES planning and budgeting at different sectors.</p> <p>(xxiii) Working document on Gender concerns in ESSP was drafted to highlight the gaps that exist in mainstreaming gender issues into annual ESSP workplans and implementation.</p>	
Secondary	Sponsorship/Funding	<p>(i) Irish Aid provided a bursary scheme to sponsor all Karamoja girls in Karamoja schools totalling to 210 from S2-S4</p> <p>(ii) GOU Bursary Scheme is to sponsor 6 children in S2,S3,S4 from each sub county i.e. 960 sub counties in Uganda totalling to 5760 children of which 2880 are girls.</p> <p>(iii) 1000 girls are benefiting from USAID scholarship program managed by FAWE Uganda.</p> <p>(iv) MVULE Trust a UK based Family is providing scholarships to 1,100 students through FAWEU i.e. 214 boys (20%) and 886 (80%) girls are benefiting in the districts of Adjumani, Arua, Amuria, Bundibugyo, Kaberamaido, Katakwi, Kisoro, Moyo, Nebbi and Yumbe.</p> <p>(v) Libraries were constructed in girl's schools in rural areas and disadvantaged districts.</p> <p>(vi) A total number of 54 laboratories in rural and disadvantaged girls' schools were constructed.</p>	<p>(i) anitary facilities especially water is still lacking in most schools.</p> <p>(ii) USE barred girls with low aggregate grades from joining government schools.</p> <p>(iii) There is persistent drop out of girls due to negative attitudes of parents on higher education.</p> <p>(iv) There is no policy on pregnancy that enables girls to re-enrol in school after delivery and the law is quiet about it.</p> <p>(v) Poor performance of girls in science coupled with very few female teachers in science Math and technology.</p> <p>(vi) Implementation of compulsory science in all secondary schools is low. This has been affected by lack of infrastructure and equipments for sciences</p> <p>(vii) Conducting reflective practice on use of gender responsive pedagogy</p>
Teacher Education Sub - Sector	<p>(i) Train tutors and master trainers on gender responsive pedagogy;</p> <p>(ii) Develop a draft manual for teachers on using performing arts;</p> <p>(iii) Develop low cost appropriate technology equipment; and,</p> <p>(iv) Increase retention through improved literacy and learner friendly schools</p>	<p>(i) Trained 1380 Tutors i.e. Pre-service and in-service during two workshops on Gender responsive pedagogy</p> <p>(ii) Trained 150 master trainers, principals, deputy principals, Representatives from ESA, NCDC, and Kyambogo and selected 2 districts in 2 workshops of 10 and 7 days respectively on Gender Responsive Pedagogy.</p> <p>(iii) Developed a draft manual on using performing arts for teachers as a strategy to enhance Gender responsiveness.</p> <p>(iv) Under MISR, developed low</p>	<p>Conducting reflective practice on use of gender responsive pedagogy. There is persistent slowness in scaling up the already existing good practices for supporting girl's education in the catchment areas.</p>

Sub-sector	Planned Activities	Progress/Achievements	Constraints
		<p>cost appropriate technology equipment comprising of incinerators, hand washing solar which was installed in Kabulasoke and Nakaseke PTC in the respective catchment areas.</p> <p>(v) Increasing retention through improved literacy and learner friendly-primary schools i.e. teachers hand books and booklets for pupils were distributed in all Primary Teachers Colleges and in 36 primary schools in Mpigi and Luwero districts. Hand books included for example Teachers resource for Upper and lower primary, Literacy competencies, body changes among others.</p>	

6.5.2: ICT in the Education Sector

- (i) Information and Communication Technology (ICT) is defined as 'electronic means of capturing, processing, storing, communicating information, manufacture and assembly'. ICTs are based on digital information and comprise computer hardware, software and networks.
- (ii) The ICT Policy in Education has emerged at a critical point in time when the world especially less developed countries are transforming their economies from primary -based goods and services economies to knowledge-based economies promoting global knowledge-sharing, with the purpose of enhancing partnership with the private providers and communities, as well as disseminating information on ICTs for development.
- (iii) ICT's in the education sector therefore, have to play a critical role in rationalising and harmonising ICT related activities/programmes within the sector which are hitherto, uncoordinated and fragmented. Streamlining and mainstreaming of these activities is of prime importance.
- (iv) In an era where government is divesting itself from direct involvement in the provision of goods and services, the role of the private sector through SMART partnership will remain a driving force in the development and investment in the information economy, with full support from government.
- (v) The fundamentals underlying the transformation from the 'information society' to 'knowledge- based society' are in investing in ICT in education right from primary to tertiary levels. These efforts have already started but need support and dialogue from government. ICT programmes have been initiated at secondary and tertiary institution level, though on a much-limited scale compared to the demand for such services. The role of government in partnership with the private providers of ICT is crucial in narrowing student/computer ratio deficiency.
- (vi) The high cost of ICT equipment including installation and maintenance costs require the intervention of government in partnership with the private providers and the community. Reduced costs of ICT related equipment would facilitate the design of local on-line content as well as paving the way for equitable access to ICT equipment. The effectiveness of ICT's in education will depend on how the different components of ICT Architecture are mainstreamed and supported within the education sector.
- (vii) Infrastructure provision to the rural poor secondary schools in the first phase of implementation of this program so that a digital divide is minimized between the rural and urban schools. Minimum Technical specifications of the ICT equipment have been included in order to guide the procurement process.

Sub-sector	Planned Activities	Achievements	Challenges
Pre-primary and Primary	The department had no activity that they budgeted for due to resource constraints.	The department had no activity budgeted for due to resource constraints, thus no progress to report on.	None
Secondary Education	<ul style="list-style-type: none"> i) The Ministry to issue a circular to all secondary schools to create a budget line for ICT within their school budget. ii) The Ministry negotiated with Uganda Telecommunications Limited to subsidize their ICT products and a circular was issued to this effect to all government aided secondary schools. iii) Uganda Communications Commission is to provide US\$1million for the procurement of computers to secondary schools this financial year 07/08 and these funds will be available for the next five years. iv) Microsoft application software and upgrades have been procured and this will be used by government secondary schools that have computers. v) A number of secondary schools teachers have been trained in FY 06/07 most of this training has been supported by Microsoft. Microsoft trained 15 teacher trainers. vi) A National Education Support Centre funded by Microsoft is to going to be established and this will be used by the teachers to access resources online. 	<ul style="list-style-type: none"> i) Three Secondary schools were connected under the NEPAD arrangement and these were Kyambogo College School, Bukuya Secondary School and St. Andrews Kaggwa Secondary School. We expect the performance of these schools to improve. ii) Cyber School Technology Solutions to improve the teaching of sciences in secondary schools. 100 schools are participating in the first phase. 	<ul style="list-style-type: none"> i) Limited ICT infrastructure in schools, ii) Lack/unreliable Internet services, iii) High student: computer ratio, iv) Frequent power cuts and fluctuations, v) Lack of electricity in the rural areas, vi) High capital costs for setting up of ICT centres and high recurrent costs (maintenance, electricity, internet connectivity) of running an ICT center. vii) Lack of relevant education software at all levels of the sector. viii) Inadequate number of teachers with ICT skills. ix) Need to create awareness and sensitize all education stakeholders about how ICT enhances the teaching and learning processes in the education sector. x) Need for Government deliberate intervention in ICTs in the education sector.
BTVET	<ul style="list-style-type: none"> (i) Procure computers for health training institutions; (ii) Develop accounting software and manuals to be used in health training institutions; and, (iii) Develop a Health Management Information System for health training institutions. 	<ul style="list-style-type: none"> i) Fifteen health training institutions were each provided with a computer and internet connectivity. ii) Personnel Section of the Ministry of Education and Sports has been provided with five computers to be used in the Human Resource Information Management System. iii) The department has developed accounting 	Lack of Funding towards the ICT activities in the department

Sub-sector	Planned Activities	Achievements	Challenges
		software and manuals that is being used in the health training institutions. iv) A Health Management Information System is being developed to help the health training institutions to manage their data and to be able to interact with the Education Management Information System.	
Teacher Education	The department had no activity budgeted for due to resource constraints.	The department had no activity budgeted for due to resource constraints, thus no progress to report on	None
Higher Education	The department had no activity budgeted for due to resource constraints.	The department had no activity budgeted for due to resource constraints, thus no progress to report on	None
Sports	The department had no activity budgeted for due to resource constraints.	Lack of Funding towards the ICT activities in the department	None

6.5.3 HIV/AIDS



Constraints/Challenges	Way forward/Recommendations
Prevention Education <input type="checkbox"/> The "condom debate" at primary and secondary schools has not been fully resolved. <input type="checkbox"/> HIV/AIDS prevention interventions at PPET and tertiary education levels are still nominal and therefore	<input type="checkbox"/> The Policy of the Ministry is to provide condom education at all levels but restrict promotion to institutions where students are above 18 years of age.

<p>need to be strengthened further to cater for the older adolescents and or the young people.</p>	<ul style="list-style-type: none"> ☐ HIV/AIDS interventions targeting students in higher institutions of learning, conflict areas and orphans. ☐ National roll out of the PPET PIASCY program. ☐ Strengthen the role of sports in the HIV/AIDS program
Workplace Program	
<ul style="list-style-type: none"> ☐ The implementation of the workplace policy is not going as scheduled i.e. not all aspects of the Workplace policy are implemented due to lack of funds. ☐ Access to HIV/AIDS care and support services among the education sector employees still very limited particularly among teachers. ☐ Other districts are waiting impatiently for the implementation of the workplace policy since it is implemented in a phased manner. The current phase covers 24 districts only. ☐ Feedback obtained from Behavioural Change Agents (BCA) indicate that most staff find VCT unaffordable due to the long distances they have to travel to VCT centers, high transport costs, testing fees and shortage of testing kits that often necessitates repeated visits to centers. 	<ul style="list-style-type: none"> ☐ Expansion of the WPP to reach all teachers and other sector staff.
Impact Mitigation	
<ul style="list-style-type: none"> ☐ There is currently a high rate of school dropouts, which has implications on their vulnerability to HIV/AIDS, apart from HIV/AIDS being a contributory factor. ☐ The growing numbers of orphaned students as well as those infected with HIV/AIDS and yet with minimal services targeting them such as lack of youth friendly services at school level. ☐ The rigid staff establishment ceilings do not provide for relief teachers to mitigate teacher absenteeism, mortality and attrition partly resulting from AIDS related factors. 	<ul style="list-style-type: none"> ☐ Enhance collaboration on OVC support with partners
Capacity Building for mainstreaming HIV/AIDS	
<ul style="list-style-type: none"> ☐ Fully mainstreamed response hasn't been attained yet although further capacity building in terms of conducting a customized and formal training on HIV mainstreaming is on-going 	<ul style="list-style-type: none"> ☐ Launch and disseminate widely the Sector Strategic Plan, Sector HIV/AIDS Policy and Implementation Guidelines to the different education departments. ☐ Conduct more formalized and tailored training for key sector staff on HIV/AIDS mainstreaming. ☐ Utilize every opportunity of the Sector planning and review meetings to include the review of HIV/AIDS related issues such as the impact and progress on impact mitigation and prevention. ☐ Include HIV/AIDS related tasks into the job description and appraisal of the Officers to enhance the sector mainstreaming process. ☐ Train more HIV/AIDS counsellors in the education sector. ☐ Identify two (2) full time officers to support implementation of the sector HIV/AIDS strategic plan and policy.
Resources mobilization	
<ul style="list-style-type: none"> ☐ The scope of the sector is wide, and yet funding for HIV/AIDS is limited due to budget ceiling on sector funding therefore the sector has no budget dedicated to HIV/AIDS activities within the mainstream sector budget. ☐ Uncertainty over the sustainability of existing donor funded programs once donor aid is terminated. ☐ Inconsistency of funding for HIV/AIDS undermines the continuity and flow of implementation of HIV/AIDS activities such as PIASCY PPET. 	<ul style="list-style-type: none"> ☐ Resource mobilisation to support curriculum review to incorporate HIV/AIDS and life skills into the curriculum at all levels. ☐ Resource mobilization to support implementation of the sector HIV/AIDS strategic plan.

<p>□Additional financial support is required to complete outstanding activities as well as implement emergent priorities that are expected to strengthen the achievements of the sector thus far towards formulating a consistent and mainstreamed response</p>	
<p>Coordination mechanisms</p>	
<p>□Coordination of local and external partners involved in HIV/AIDS and education programs due to varying funding sources and associated control systems. □Teachers and other staff associations have not been fully mobilized to play an active role in the implementation of Sector HIV/AIDS programs</p>	<p>□Strengthen partnerships with local and international partners to support the resource mobilisation process for implementation of sector HIV/AIDS activities.</p>
<p>Research</p>	
<p>□HIV/AIDS is known to have devastating impact on the functioning of the Education system; the actual impact of HIV/AIDS on Uganda's education system is unknown. The Ministry awaits findings from the DCI supported impact study. □Data on teachers who are infected and affected by HIV/AIDS is scanty yet necessary for planning purposes.</p>	<p>□Expedite the development and integration of the Education Sector HIV/AIDS specific indicators into EMIS. □Decentralize the use of proxy indicators for HIV/AIDS related data collections at all levels including the district education departments. □Complete the ongoing sector HIV/AIDS studies.</p>

6.5.4 Special Need; Education

(i) Pre-primary and Primary Sub - Sector

Planned Activities	Progress of Implementation	Constraints
<ul style="list-style-type: none"> • Production and dissemination of 1,500 information guide sheets for P7 leavers. • meetings with stakeholders, relevant ministries with regard to the provision of guidance and counseling services/materials/manpower development. • Developing materials for Guidance and Counseling and REPLICA Components. • Distribute girl child friendly kits to REPLICA schools. • Monitoring and offering support supervision to districts/schools implementing guidance and counseling. • Monitoring and support supervision of special schools and Units to give technical advice in 45 districts. • Initiate programmes in HIV/AIDS related activities regarding persons with SNE. • Coordinate the activities of the Northern Region Education Forum. • Procure and distribute instructional materials/equipment for learners with hearing impairment, physically handicapped and mentally retarded. • Monitoring the training of 1,170 Non Formal Education (NFE) teachers in the coded NFE centers. • Finalize the development of the 2nd set of NFE modules and distribute them to coded NFE centers. • Provide grants to 3,693 learners in 212 special primary schools/units. 	<p>Developed/procured materials for Guidance and Counseling for Primary Schools on Child Guidance and Counseling (Teachers Handbook, Therapeutic guide and Facilitators). These were distributed to primary schools in the districts of Gulu, Apac, Kitgum, Soroti, Kaberamaido, and Pader.</p> <ul style="list-style-type: none"> • Printed: <ul style="list-style-type: none"> (i) 18,000 books (2000 books@) for nine (9) different titles i.e. Peace Education, Promotion of Girls' Education, Psychosocial Care and Support, Leadership and Governance. (ii) 16,000 copies of the Talking Environment. (iii) 17,000 copies of information guide sheets for P7 leavers. (iv) 244,573 pupils (126,403 males & 118,140 females) placed in SI. (v) 18,000 girl child kits distributed to 60 REPLICA schools and 200 girl child kits to Special Schools. (vi) Conducted one TV talk show (UBC) and two Radio talks show (Voice of Teso, Mega FM) in respect to placement and guidance and counseling respectively. <ul style="list-style-type: none"> • The following were procured and given to special schools and Units: <ul style="list-style-type: none"> ▪ 37 television sets and 25 generators ▪ 36 DVDs ▪ 36 video decks ▪ 36 radio cassettes. ▪ 4500 sports wear, ▪ 100 wheel chairs ▪ 2,520 whistles ▪ 200 calipers and 200 crutches ▪ 70 exercise mats and 100 large balls and ▪ 100 Walking aids ▪ 600 grosses of exercise books ▪ 600 bundles of newsprint ▪ 800 packets of scissors. ▪ 100 prep books. ▪ 2,340 reams of Braille paper. ▪ 400 magnifying glasses. ▪ 70 therapy balls. 	<ul style="list-style-type: none"> • More dialogues with schools are to be held in order for them to appreciate the need for adequate time for Guidance and Counselling. • The MoES has given a teacher to pupil ratio of 1:10, however at the implementation level, the management of this ratio is yet problematic, as some districts have not implemented it. • Provision of adequate specialized equipment and materials for Special Needs. • Guidelines for construction for accessible physical structures in schools are mainstreamed in the construction unit however not all schools have compiled with the guidelines.

Planned Activities	Progress of Implementation	Constraints
	<ul style="list-style-type: none"> ▪ 400 white canes. • P. 4 to P. 7 textbooks for science, English, mathematics and SST have been brailled and proof reading has been done. They are ready for mass brailing. • 212 special schools and units have received subvention grants. • Coordinated meetings for Northern Region Education Forum. • Pre-tested the 2nd set of NFE training module. • Transcribed pupils' textbooks for P5 - P7 into Braille. 	

(ii) Secondary Sub-Sector

Planned Activities	Progress of Implementation	Constraints
<p>Production and dissemination of 1,500 information guide sheets for S4 leavers.</p> <ul style="list-style-type: none"> • Proper placement of 300,000 P7 candidates into secondary schools of their choice. • Facilitation of 15 career talks in educational institutions and at district level. • Developing materials for guidance and counseling. • Monitoring and evaluation of guidance and counseling activities through district and school visits. • Support supervision of special schools providing technical support to teachers and students. • Provide grants to 11 special secondary schools/units. • Construct one secondary school for the deaf in Mbale district. • The PIASCY books have been modified to suit children with disabilities in the primary schools. A draft is in place. 	<ul style="list-style-type: none"> • Facilitated 10 career talks in secondary schools. • 60,897 students were placed in S5. • Joint post placement follow-up and monitoring was done in 40 UPPET institutions sampled in four regions i.e. Northern, Eastern, Central and Western. • Followed up the implementation of guidance and counseling programmes in 64 sampled UPPET institutions. • Printed 2,500 copies of information guide sheets for S4 leavers. • Developed draft guidelines and resource book for post primary institutions on guidance and counseling. • Draft guidelines and resource book for post primary guidance and counseling shared with teachers from the districts of Gulu, Lira, Kaberamaido and Soroti. • One writer's workshop conducted and attended by 07 females and 10 males. • Monitored the implementation of guidance and counseling in 25 secondary schools. • Procured and distributed a new tata double cabin to the Wakiso secondary school for the Deaf. • Gave to three secondary schools with children with special needs a TV, generator and DVD to each school. • Procured and distributed a TV set, generator, a DVD, a radio and a video deck to each of the following secondary schools with learner 	<ul style="list-style-type: none"> • More education to school managers are to be held in order for them to appreciate the need for adequate time for Guidance and Counselling • There is need to mobilize more resources (teachers, textbooks/booklets etc) to manage Guidance and Counselling services in a comprehensive manner. • There is need to mobilize more resources (teachers, textbooks/booklets etc) to manage Special Needs Education services in a comprehensive manner

	<p>with special needs namely: St. Francis SS, Madera, Wakiso School for the deaf and Ngora High School.</p> <ul style="list-style-type: none"> • Procured and distributed 2 radios to Iganga SS and Mvara SS (1 per school). • 11 special schools/units have received subvention grants. • Land title for Mbale School for the Deaf in place. The school is functioning in a temporally premises on Kumi road. 	
--	---	--

(iii) BTVET Sub - Sector

Planned Activities	Progress of Implementation	Constraints
<ul style="list-style-type: none"> • Proper placement of 3,000 P7 candidates into Technical/Farm schools and 2,000 S4 candidates into Technical Institutes. • Developing materials for guidance and counseling. • Monitoring and evaluation of guidance and counseling activities through district and school visits. • Provide support to BTVET institutions admitting students with disabilities. 	<ul style="list-style-type: none"> • Developed draft guidelines and resource book for post primary institutions on guidance and counseling. • 2,480 students were placed in Technical/Farm schools while 1,650 students were placed in Technical institutes. • Monitored the implementation of guidance and counseling in 15 BTVET institutions. • Monitored the appointment of tutors for SNE to support students in BTVET institutions with students with disabilities. 	<ul style="list-style-type: none"> • There is need to mobilize more resources (tutors/instructors, textbooks/booklets etc) to manage Special Needs Education services in a comprehensive manner • There is need to mobilize more resources (tutors/instructors, textbooks/booklets etc) to manage Special Needs Education services in a comprehensive manner

(iv) Teacher Education

Planned Activities	Progress of Implementation	Constraints
<ul style="list-style-type: none"> • Proper placement of 8,000 S4 candidates into Primary Teachers Colleges. • Monitoring and offering support supervision to PTCs implementing guidance and counseling. • Developing of materials for guidance and counseling. • Provide guidelines for appropriate admission of students with SNE in PTCs 	<ul style="list-style-type: none"> • Trained ToTs (CCTs, DISs) under the Irish Aid/QUEST programme for the Ruwenzori region in Guidance and Counseling. • Developed/procured materials for Guidance and Counseling for Tutors on Child Guidance and Counseling (Tutors Guide, Handbook, Therapeutic play and Facilitators guide). These were distributed to all the 45 PTCs. • 8,120 students were placed in PTCs. • Carried out support supervision in Bishop Willis PTC Iganga 	<ul style="list-style-type: none"> • There is need to mobilize more resources (tutors, textbooks/booklets etc) to manage Guidance and Counselling services in a comprehensive manner • There is need to mobilize more resources (tutors/instructors, textbooks/booklets etc) to manage Special Needs Education services in a comprehensive manner

(v) Higher Education

Planned Activities	Progress of Implementation	Constraints
<p>Developing materials for guidance and counselling.</p> <ul style="list-style-type: none"> • Ensure that affirmative action is considered during admission of students with disabilities in institutions of Higher learning. 	<p>Developed draft guidelines and resource book for post primary institutions on guidance and counselling.</p> <ul style="list-style-type: none"> • A total of 64 students admitted on the affirmative action to four universities. 	<ul style="list-style-type: none"> • There is need for more dialogue with tertiary institutions & universities to establish vibrant careers guidance services for students.

Annex 6.6: Progress in the Implementation of H.E The President's Manifesto 2006-2011

Department	Activity	Outputs
Pre-Primary	Come up with a law which will compel all school going age children to attend and keep in school until they complete Primary Leaving Certificate	A draft bill was submitted to parliament on 30 th A 8 th May 2007 and it was sent to the relevant committee
	Increase salaries of primary school teachers from the current 150,000 to 200,000	It was implemented and effected at the beginning of
	Equip the Gulu Comprehensive School for traumatised children	Gulu comprehensive school for traumatised was full
Secondary sub-sector	Introducing Universal Secondary Education (USE)	Universal Secondary Education was introduced with senior one students, who sat for their PLE in 2 and below.
	Provision of Capitation grants	A threshold of 5M was disbursed to all government addition, 29,400/= per student under USE was dis results from the head account and it is going to continue. Private schools participating in USE are receiving 47,000/= per student. A total of 355 private secondary are in the programme.
	Payment of teachers' salaries	4173 teachers were recruited and deployed in government programme.
	Provision of physical infrastructure	41 Seed secondary schools have been established administration block,1 library and 1 laboratory by the ABD III, 25 Sites will be established starting in July 2
	Provision of instructional materials	The ministry has provided textbooks to all the 41 Seed
	Assist equip at least one secondary school with laboratory in every sub-county	762 Secondary schools have received the science kits
	Regulate private schools	Private schools regulated through licensing and registration
BTVET sub-sector	Introduce UPPET in BTVET institutions	UPPET was introduced to 46 public and 16 private 2006/07, starting with pupils who sat for their PLE below.
	Payment of tuition/ capitation grants	A total of 3,200 1 st year students were admitted in 6 in UPPET. Capitation grants was disbursed to 62 be
	Payment of salary for training staff	278 instructors and teachers were recruited and dep
	Provision of physical infrastructure	Construction of classroom blocks at Survey school Paramedical schools; library at Aduku UCC and Rehabilitation of meteorology, Fisheries and M Construction of hostels blocks at Kigumba, Public H School of Nursing is on-going.
	Procurement of training materials, tools and equipment	67,660 core textbooks, 10,149 training materials were were procured for Aduku UCC and 360 hand tools
	Rehabilitation Rukungiri, Madera Tech. Institutes and Jinja Vocational Training School	Rukungiri, Madera Tech. Institutes and Jinja V rehabilitated.
Higher sub-sector	Expand university education in a qualitative and quantitative manner	Government University in the East (Busitema) H sponsored students. It comprises of two faculties Engineering and Agricultural Mechanisation and government universities to 5 and 19 private.
Education Service Commission	Put in place a progressive scheme for teachers' remuneration	Progressive scheme for teachers' remuneration to process of developing a Progressive Scheme for Teachers a non- funded priority due to budgetary constraints
Special Needs Career Guidance and Counselling	Implement the already initiated policy guideline on career guidance	Policy guideline on career guidance is in place to BTVET institutions and Teacher Training Colleges in

Annex 6.7: Departmental Workplans FY 2007/08

6.7.1: Pre-Primary and Primary Department

S/N	PLANNED ACTIVITIES	KEY OUTPUTS	PERFORMANCE INDICATORS	TIME FRAME
1	Distribute food aid to schools and support other projects under Karamoja WFP Project	Food items distributed to the targeted beneficiaries	Number of persons benefiting from the distribution	June 2008
2	Develop the Thematic Curriculum for Primary 3 with its teachers' Guide and train the teachers on its usage	Curriculum for P.3 developed	Copy of the Thematic Curriculum	June 2008
3	Carry out impact evaluation of hard-to-reach programme with districts of Kotido, Moroto, Nakapiripirit, Kalangala and Mukono Islands	Evaluation report produced	Copies of the evaluation report circulated.	June 2008
4	Scale up the implementation of PIASCY programme to private Primary schools	PIASCY Programmed scaled up to private schools	Total number of schools who benefited from the up scaling	June 2008
5	Development of Thematic Curriculum and support materials for primary 3	Thematic Curriculum materials in place	No of copies produced	June 2008
6	Promotion of local languages as a medium of instruction in primary 1-3	Use of local language in lower primary	Local language in use	June 2008
7	Dissemination of ECD policy to key stakeholders	ECD policy distributed to key stakeholders and operational	No. of copies distributed	June 2008
8	Validation of 585 NFE instructors and mainstreaming of NFE	NFE mainstreamed	No. of NFE materials validated	June 2008
9	Reviewing policy guidelines for licensing and registration of private schools.	Revised guidelines in place	No. of copies printed and distributed	June 2008
10	Scale up implementation of Pupils' Identification Numbers (PIN) and School Attendance Registers programme in all the regions.	All regions implementing the PIN	No. of districts implementing the PIN and using the Attendance Registers	June 2008
11	Sensitization of Head teachers on Management modules increasing the awareness and implementation of Customised Performance Targets (CPTs) policy guidelines	Increased awareness by Headteachers on management modules	<ul style="list-style-type: none"> No. of Headteachers sensitised Copies of the management module 	June 2008
12	Scale up PIASCY programme and HIV/AIDS education to satellite primary school and continue monitoring 1078 PIASCY model Primary schools	<ul style="list-style-type: none"> PIASCY programmes scaled up Monitoring Reports 	No. satellite primary schools implementing the PIASCY programme	June 2008
13	Registration and Licensing of Day-care Centres, Nursery and Primary Schools	Day-care Centres, Nursery and Primary Schools registered and licensed	No. of centres registered and licensed	June 2008
14	Roll out the ECD policy in the whole country under support of UNICEF.	ECD Policy rolled out in the whole country	No. of districts implementing the ECD policy	June 2008
15	Finalise the school Health education policy and disseminate it.	Final copy of School Health Policy in place	Copies of the school health policy	June 2008
16	Develop the Alternatives to Corporal Punishment policy	Corporal Punishment policy developed	Corporal Punishment policy in place	June 2008
17	Disseminate the 2 nd set of NFE modules for NFE Instructors	Copies of the NFE modules received by the NFE instructors	No. of copies disseminated to NFE instructors	June 2008
18	Train and monitor 1170 NFE instructors in NFE centres	NFE instructors trained	<ul style="list-style-type: none"> No. NFE instructors trained Monitoring reports 	June 2008
19	Construct NFE centres and sanitation facilities using School Facility Grant.	NFE centres and sanitation facilities constructed	No of NFE centres and sanitation facilities constructed	June 2008

S/N	PLANNED ACTIVITIES	KEY OUTPUTS	PERFORMANCE INDICATORS	TIME FRAME
20	Sensitize 76 DEOs, 76 DIS, 13 MEO, 13 MIS on guidelines for licensing and registration of private schools.	DEOs, DIS, MEO and MIS sensitised	No. of DEOs, DIS, MEO and MIS sensitised	June 2008
21	Train all headteachers in Central, West Nile and Northern Region on Guidelines for implementation Pupil Identification Numbers. (PIN)	Headteachers trained on Guidelines for implementation of Pupil Identification Numbers. (PIN)	No. of Headteachers trained	June 2008
22	Procure 5 million Pupils Cards and enter the pupils' numbers and their bio-data on these cards.	Pupils cards procured and their numbers entered into the cards	No. pupils cards procured and entered	June 2008
23	Construction of 13 primary schools under the Presidential Pledges project.	Civil works completed	No. of primary schools constructed	June 2008

6.7.2: Secondary Education Department

Objective	Planned Activities	Key outputs	Performance
Training of staff	Retreat of Department staff	One retreat for SE department	- No. of retreats made - No. of retreat reports - No. of staff who attended
	Regional workshops for leadership management and policies	4 regional workshops conducted	- No. of workshops conducted - No. of BOGs sensitized
	Regional workshops for Headteachers, on policy issues/matters	4 regional workshops conducted	- No. of workshops conducted - No. of H/teachers attending
	Annual workshops for Headteachers	4 regional workshops conducted and 1 national workshop	- No. of workshops conducted - No. of H/Teachers trained a
	Training of staff in ICT and use of ICT in teaching of science subjects	8 regional workshops conducted by Cyber school technology solutions	- No. of workshops conducted - No. of H/teachers and teach
Universal Post Primary Education and Training (UPPET) / USE	Continue Publicizing USE	Publication in the media (print, radio and TV)	- No. of publications made - No. of prints made - Type of media used
	Study tours for the staff of the UPPET sub-sectors	Pick lessons and examples of good practices from countries already implementation USE/UPPET e.g Ghana or Botswana	- No. of staff able to go for the - No. of countries visited - Reports made
	Establishment of District/Regional Training centers for SESEMAT activities	1 centre per district for the 8 regions	- No. of centers established
	Sensitization workshop for school managers, BOG's, proprietors of private schools under the SESEMAT Project	1 workshop per region	No. of workshops conducted of participants attended
	Recruitment of more teachers to cover the current deficit	Teachers recruited for various discipline in critical areas of need	- No. of teachers recruited - Reduction in deficit - Deployment
	Recruitment of support staff	Various support staffs recruited	- No. of staff recruited - No. of areas covered
	Deployment of recruited teachers and support staff	All schools attain staff ceiling	- No. of schools attaining ceiling.
	Construction of 2 laboratories at Bukonte S.S and Nakosozi S.S	Laboratories built	- Improved performance
	Supply basic furniture to 65 seed schools	65 Seed schools receive furniture	- No. of beneficiaries receive f
Increasing Access to Secondary Education	Provide bursary to S.1 and S.2 students in UPPET eligible private schools	All eligible schools to receive the government contribution for 35,590 beneficiaries.	- No. of beneficiaries paid for - No. of eligible schools covered
	Payment of tuition in government/public schools	All eligible schools to receive the government contribution for 120,000 beneficiaries.	- No. of beneficiaries paid for - No. of eligible schools covered
	Bursary for S.2, S.3, and S.4	Eligible students to get bursary for 5,760 beneficiaries	- No. of beneficiaries
	Administration of bursary scheme at district and national level	All fees for UPPET students are paid	- No. of beneficiaries - No. of eligible schools

Objective	Planned Activities	Key outputs	Performance
	Construction of a science room and completion of structures at the 38 seed secondary schools (60m @)	38 science rooms constructed	- No. of seed schools completed
	Rehabilitation of Sir, Samuel Baker	Sir Samuel Baker Rehabilitated	- Rehabilitation of Sir Sa completed
	Expansion of facilities for over enrolled USE schools; provide 4 extra classrooms and 2 classrooms respectively	No of school/expanded (50 schools for 4 rooms & 29 schools for 2 rooms)	- No. of school expanded
	Purchase of a station wagon	Improved monitoring of USE activities	- 1 station wagon bought
Increasing quality of Secondary Education	Purchase of computers to enhance Digital Science teaching in 100 piloted schools	100 secondary school piloting the teaching/learning of science using ICT	- No. of school using ICT in learning process
	Purchase of science kits	600 Science kits purchased	- No. of kits purchased - No. of schools receiving the
	In service training for Teachers of science and maths for the new districts. Training of district trainers	1200 teachers to be trained. 108 teachers	- No. of teachers trained - No. Of Teachers trained
	Fellow up Training for District trainers.	Training for district trainers to be monitored.	- No. of teachers trained
	Follow up training for teachers	Training for teachers to be monitored.	- No. of teachers trained
	Monitoring of construction work at various sites	Quality work done	- No. of quality building - No. of supervision /monitor
	Support to operational activities and furnishing the computer refurbishing center at Kyambogo College School	The center is operational	- Computers refurbished - Teachers and students refurbishing of compu
	Supply and delivery of Cyber School Technology to 100 pilot schools	Improvement in Science teaching	- Enhanced performance in Sc
Improving Governance and Management of Schools	Governance and management of schools	Process of appointment of BOGs of schools	- No. of BOGs appointed
	Process and approval of licenses/registration for private schools	Secondary schools licensed/registered	- No. of schools licensed or reg
	Process approval of school budgets	Approved budget for all schools	- No. of budgets approved
	Participate in the recruitment and appointment of Headteacher and Deputy Heads	Appointed personnel in schools	- No. of Headteacher, D teachers appointed
	Deploy the appointed staff	Appointed personnel deployed	- No. of appointed personnel
	Process transfers of teachers and head teachers Administrative support supervision to Headteachers, deputies, teachers and BOGs in schools Support supervisory visits made to at least 250 schools	Teachers and Headteachers transferred to improve performance At least 250 schools visited and supervised	- No. of teachers and transferred. - No. Of schools visited and s - No. of reports made
Students' activities	Regional workshops and sensitization seminars for students' for students leaders	4 Regional seminars conducted	- No. of seminars conducted - No. of students leaders train
	Conduction of music and dance and festivals for secondary schools	National music and dance festival conducted	- No. of festivals conducted - No. of schools that participat
	Conduction of science fair for secondary schools	National science fairs conducted	- No. of participating students
Travel Inland	District/school based supervision and administration of UPPET bursary scheme	79 districts supervised 250 schools supervised	- No. of districts visited and s
	Survey visits of verification of schools which applied for Government Grant-Aiding	Sub-counties without Government Secondary Schools visited and verified	- No. of sub-counties visited - No. of schools visited
Advocacy, mobilization and networking activities	Training and sensitization of science teachers on gender issues	5 regional workshops held	- No. of workshops conducted
	Participate in Secondary Education Curriculum Review process	Revised Curriculum for Secondary Education	- No. of meetings /workshops

Objective	Planned Activities	Key outputs	Performance
	Coordination of HIV/AIDS activities in the sub-sector for East Africa Students Essay completion	Improved sensitization on HIV/AIDS issues No. of schools participating No of students participating	- No. of workshops held - No. of essay written - No. of winning schools - No. of winning students

6.7.3: Business, Technical Vocational Education & Training (BTVE) Department

Objectives	Planned activities	Key Outputs	Performance indicators
Staff Training Improved Quality of Tutors	Sensitise BTVE Head-teachers and Academic Registrars in Management and Ethics	Two workshops 270 participants	Number of workshops
	Facilitate Health Tutors for short courses in community health	54 Health Training Tutors	Number of participants
	Facilitate Tutors for Bachelors Degree Courses in assorted University	12 Specialized Training Tutors	Number of Tutors
	Facilitate various assorted Health Training Tutors for a Masters Degree	6 Tutors	
Quality Assurance	Consultative meeting with BAB	Advise on how to harmonize training & the requirements of employers	Minutes of the meeting
	Conduct Stakeholders consultative workshop	Report produced	Workshop held
	Develop Occupational profile developments	Occupational profiles developed	Identified Occupational profiles
	Develop Assessment instruments' development	Assessment instruments developed	Assessment instruments made
	Develop standards for Modularised curricular development	Curricular modules developed	Curricular modules developed
	Resource facilitator training (20 persons) Assessment training packages (ATPs) Occupational assessment & certification (no2)	20 persons trained Assessment report Assessment test items	Curricular modules developed Workshop Training workshop Assessment workshop Assessment workshop
Improved Quality of Working	Procure assorted office equipment to the department of BTVE	2 computers	Number of computers
	Procure office-training materials to assorted BTVE institutions.	25 Technical Institutions	Number of institutions
Promote Vocational Training	Conduct inter-college music and sports competitions	136 BTVE institutions	Number of institutions
	Facilitate Health Tutors for short courses in community health	54 Health Training Tutors	Number of participants
	Facilitate Tutors for Bachelors Degree Courses in assorted University	12 Specialized Training Tutors	Number of Tutors
	Hold regional workshops to sensitize the public about vocational training	2 Regional workshops	<ul style="list-style-type: none"> Number of workshops Number of participants
Comparative Studies	Facilitate BTVE staff to travel abroad for short courses & seminars	10 BTVE staff	Number of BTVE staff at Headquarters
Staff Training	Facilitate BTVE Tutors to travel abroad for short courses	18 BTVE Tutors	Number of BTVE Tutors
Available vacancies to students with minimum qualifications in BTVE institutions	Carry out admissions of candidates qualifying to join various BTVE institutions.	Lists of admitted students	Number of students admitted
Improve the quality of governance of BTVE institutions	Completion of an office block at DIT Lugogo	Completed office block at DIT Lugogo	Awarding of contract
	Sensitize the Board of Governors and Governing Councils on their roles	Hold 3 sensitisation workshops	Number of participants
Facilitate the operation of BTVE institutions	Disburse Capitation grant funds for conducting examinations and Students industrial training	a) Pay Shs. 1,500/= per students towards Capitation Grants to Shs. 32000 BTVE students b) Assorted stationery procured	-Number of students -Amount paid - Number of accounts - Number of

Objectives	Planned activities	Key Outputs	Performance indicators
	Facilitate school practice for Health Tutors College Facilitate the marking of examination scripts	c) The marking of examination scripts done.	scripts

6.7.4: Teacher Education Department

S/N	Planned Activities	Key outputs	Performance Indicators	Targets
1	Monitoring and Evaluation of Teacher Education Programmes	Monitoring & Evaluation reports	Final Reports	June 2008
2	Support to the training of Pre-service and In-service teachers, servicing teachers and head teachers	Total enrolment of 18,000 Pre-service students and 5000 In-service students enrolled in the academic year 2005.	Number of students enrolled	June 2008
3	Support to teacher training NTCs	Total enrolment of 8400 Government sponsored students enrolled in the academic year 2004.	Number of NTCs supported	June 2008
4	Development and finalization of Multi-grade Teaching/Learning Guides	34 Learning Guides	Final Learning guides	June 2008
5	Finalization of the Multi-grade Teachers' Manual	9 Teachers Manual	Teaching manual in place	June 2008
6	A holistic review and standardization of Teacher Education Curriculum to be used by both Public and private Universities.	Secondary TDMP	Draft STDMP	June 2008
7	Establishment and recruitment of academic PTCs, NTCs, Non-Teaching, Support staff and drivers	These institutions staff members established	Posts established	June 2008
8	The recruitment of the Secondary Teacher Resource Centre Coordinators as recommended in ESSP Teacher Education Work plan.	The posts of Secondary Teacher Resource Centre Coordinators established.	Post established	June 2008
9	Registration of qualified teachers and licensing teachers	All teachers who qualify in 2007 registered	Total number of teachers registered and licensed	June 2008
11	HIV Aids sensitization to all the Lecturers and students in the 5 NTCs and Tutors and PTE Students in the 45 NTCs	Reports on Colleges sensitization workshop	Total number of participants sensitised.	June 2008
12	Conduct Training sessions to Tutors in Primary Thematic Curriculum and Primary Teachers' Education Curriculum	Report	No. of tutors trained	June 2008
13	World Teachers Day, meant to congratulate all teachers and give them information on the latest developments in the education sector	Report	Report on the days proceedings.	June 2008
14	Expansion of training facilities in PTCs through the construction and or rehabilitation of infrastructure	Kiyooro additional facilities completed (Library, 2 dormitories and 8 classrooms)	8 Libraries and Kiyooro additional facilities commissioned, 3 libraries completed, improved training of teachers in reading skills	June 2008
15	Conduct a certificate in Teacher Education Proficiency Course Phase 3, training of master trainers	155 master trainers trained and 1,097 tutor training in administration and management	Teacher Educators using CTEP Protocols in teacher training (Action Research, Portfolio and Reflective Practice)	June 2008

S/N	Planned Activities	Key outputs	Performance Indicators	Targets
14	Facilitating the expansion and or the construction of facilities in NTCs	Facilities in 5 NTCs rehabilitated/constructed	Improved training of teachers in line with policies	June 2008

6.7.5: Education Planning Department

S/N	Planned Activities	Key Outputs	Performance Indicators
1	Finalize the re-costing of the ESSP and publish the plan	Re-costed ESSP	Timely presentation of the re-costed ESSP
2	Monitor and evaluate on-going sector projects	Evaluation Reports	No. of projects evaluated No. of evaluation reports
3	Prepare the Education Sector Annual Performance Report for the November 2007 Annual Education Sector Review	Final copy of the ESSPR for the October 2008 ESR	Copies of the ESSAPR
4	Conduct Annual Education/School Census 2007	Data sets for all sub-sectors	No. of data sets for all sub-sectors
5	Produce and publish Education Statistical Abstract 2007	Final Abstract 2007	Abstract 2007 disseminated
6	Conduct the Head count for S.I and S II to determine enrolments for both Universal Secondary Education (USE) and BTVET in March 2008	Hard and soft copies of headcount data	Headcount report disseminated
7	Prepare the Medium Term Budget Framework Paper (BFP) for the FY 2008/09	Medium Term Budget Framework (MTBF) Paper for FY 2006/07- 2009/10	No. development budgets government decentralised p budgetary provisions con budget ceilings as per the M
8	Prepare and publish the Ministerial Policy Statement for FY 2007/08.	Final Ministerial Policy Statement (MPS) for FY 2007/08	An approved MPS for the F
9	Prepare and submit quarterly and monthly release advices for SFG and UPE Capitation grants for districts; and for the projects under the development budget for the Ministry	Receive and analyse annual/quarterly development workplans for projects and local governments	Release advices and quarter progress reports for developo projects and Local Governm
10	Prepare and submit the recurrent and development budget estimates for Vote 013 for FY 2008/09	Budget Estimates for the sector finalised and submitted to MoFPED	Recurrent and Development budget for the sector costed
11	Participate in the Local Governments' workshops for preparing their Budget Framework Papers for the FY 2008/09	Budget Framework Paper and Workplans developed	Costed activity workplans

6.7.6: Finance and Administration Department

Objective	Planned Activities	Key outputs	Performance Indicators
Preparation of administrative and financial reports	Produce the Ministry Profile 2007	Ministry profile 2007 produced	Ministry profile published website
Public relations, protocol and communication	Handling correspondences	Correspondences received and responded to	Correspondences responded two hours of receipt
	Support preparation of Ministerial Policy Budget Statement 2007/08	Policy Budget Statement 2007/08	Policy Statement submitted Parliament on 30 th June 2007
Procuring and disposal of assets, facilities and services in a cost effective manner.	Compile the Ministry Final Accounts	Compiled ministry final accounts	Audit queries in Audit General minimised to 1/3
	Pay for supplies of goods, works and services to the Ministry conformity with CCS	Payments processed	Within 30 days of submission
Improve financial management and monitoring	Make timely disbursement of funds to Educational Institutions	Funds disbursed	By 15 th day of month following funds from the Treasury
Regular service of office equipment and fleet of vehicles.	Submission of Recurrent Budget Estimates for Final Accounts	Budget estimates submitted. Final Accounts submitted within the deadline stipulated in the Public Finance and Accountability Act 2003	Within deadline communication Treasury
Capacity building and staff development.	Preparing of budget monitoring and Expenditure reports for internal use and the Treasury	Budget monitoring and expenditure. Reports prepared for internal use and the Treasury	By 15 th day of the proceeding
Co-ordinate and provide support services to facilitate work of technical departments and other units of the Ministry	Collect and manage appropriation of Ministry (HQ based activities) voted revenue	Appropriations of the Ministry Vote revenues collected	208m/= collected
	Procurement and Disposal of assets and facilities	Assets procured and maintained	Goods, services, works and contracts procured - 80%; Staff services conducted, 90% attendance; awarded - 90%; Contracts signed; Contracts executed 70%; Payments for goods, services, works and contracts completed - 90%; 26 Committee meetings held - 100%
	Service of office Equipment and fleet of Ministry vehicles	Office equipment and fleet of vehicles regularly serviced.	70% of vehicles and office services
	Recruit staff	Staff recruited and teachers regularised in appointment in education institutions and headquarters	Number of staff recruited and regularised in appointment in institutions and headquarters
	Train staff	Staff trained in relevant fields	60% of staff trained in relevant fields
	Confirm staff	Teachers confirmed	Number of staff confirmed
	Disciplining staff	Staff disciplinary cases processed	All submitted cases processed month of receipt
	Managing official Records	Official records properly managed	Timely retrieval of records on request
	Staff Performance Appraisal	Staff performance appraised	All confirmed staff appraised financial year and staff on probation twice within the financial year
	Processing pensions and gratuity	Pensions and gratuity applications processed	Applications processed and submitted MoPS within two weeks of receipt

6.7.7: Special Needs Education Guidance and Counseling Department

Objective	Planned Activities	Key outputs	Performance Indicators
To increase access of educationally disadvantaged children to basic education.	Operationalisation of the costed policy framework on Basic Education for Educationally Disadvantaged Children.	Draft cabinet memo prepared. Printing of 500 copies. Sensitization of focal point officers.	Copy of draft cabinet memo Number of copies printed Number of focal point officers sensitized.
Operationalisation of the strategic	To increase access, quality and	Increase in access and quality	Number of learners

Objective	Planned Activities	Key outputs	Performance Indicators
Framework on Education for all in conflict and post conflicts districts.	relevancy in the type of educational provision in the conflict districts.	provision of educational services in the conflict areas.	quality and relevant edu
Development of 2 nd set of training modules for NFE teachers for purposes of accreditation.	To enhance the capacity of the NFE teachers to provide quality education.	Training module for Yr I and Yr II	Printed copies of the modules for Yr I and Yr II training.
Monitor the training of NFE teachers.	Offer support supervision to NFE teachers.	Monitoring reports of the 1324 NFE teachers undergoing in-service training.	Number of NFE teachers successfully completed programme.
Monitoring and evaluation of SNE/GC activities through district visits.	Offer support supervision to schools/districts, PTCs implementing SNE/GC.	Activities of SNE and GC monitored in 56 districts and 45 PTCs.	Copies of field reports. Number of districts mon
To place students in S1/TS/FS & S5/Tis/PTCs.	Placement of students in S1/S5, TS/FS, TIs & PTCs	400,000 students placed in S1 & TS/FS. 100,000 students placed in S5, PTCs/Tis	400,000 students placed in S1/TS/FS. 100,000 students placed in S5, PTCs/TIs
Increase access to children with disabilities of all levels.	Procurement/distribution of equipment/instructional materials for learners with H.I., P.H and MR procured. Provide subvention grants to special schools/units (both primary and post-primary).	Materials/equipment for learners with H.I., P.H and MR procured. 222 special schools/units receiving subvention grants.	Numbers of equipment/instructional materials for Learners with H.I., P.H and MR procured. Number of learners with disabilities needs benefiting.
Increase access to children with disabilities of all levels.	Construct special school for the Deaf in Mbale and renovate selected BTVET institutions to accommodate students with disabilities.	One special secondary school for the deaf to be constructed in Mbale. Two selected BTVET institutions with ramps.	Better-placed students with disabilities in secondary institutions.
To ensure implementation of quality Guidance and Counselling services in all colleges/schools.	Conduct information dissemination/awareness raising campaigns, including dissemination of information guide sheets, Career talks and use of mass media.	Pupils/students properly guided on aspects related to educational, social and career guidance and counselling in all schools/colleges. 1,700 copies of S4 leavers & 16,000 copies of P7 leavers information guide sheets distributed to all secondary and primary schools. 15 careers talks at school and district level. Seven (07) radio talk shows on aspects of guidance and counselling. 20,000 copies of policy guidelines on guidance and counselling distributed.	Improved guidance and counselling services in schools. Enhanced choice made by candidates in all primary and secondary institutions. Number of copies of information guide sheets. Number of careers talks held. Number of talk shows held. Number of copies distributed.
To increase awareness on SNE.	Conduct awareness programs on various mass media.	Seven talk shows on appropriate services for persons with disabilities.	Number of talk shows held.
To strengthen collaboration with other stakeholders with regard to the provision of Special Needs Education, Guidance and Counselling services/materials and manpower development.	Consultative meetings with relevant stakeholders.	Number of meetings.	Reports/minutes of the meetings.
To improve quality of Education.	Production of training materials for teachers.	Number of training materials produced.	Number of writers' materials held. Training materials for teachers in place.
To support access to Education.	Thirty radio/TV talk shows. Messages on Radio and TV. Four newspapers pull out.	Regular advocacy programmes aired and published. Improved coordination with media	Level of response from target audience. Evaluated quality of programmes.

Objective	Planned Activities	Key outputs	Performance Indicators
	Two documentaries.	houses. Establishment of modern recording & editing studio.	material. Studio established.

6.7.8: HIGHER EDUCATION DEPARTMENT

S/N	Planned Activities	Expected Outputs	Performance Indicator
1	Admission of students to universities and tertiary institutions	A total 4,000 students admitted to public universities and 2,356 admitted to other tertiary institutions of learning	Number of students registered
2	Management of scholarships	150 students nominated for external scholarships	Number of students awarded
3	Participating in Governing Council of universities and other tertiary institutions	Government policy positions adopted	Number of policies implemented
4	Co-ordinate regional and international organizations and agreement	Educational agreements and programmes implemented	Number of agreements and implemented
5	Monitor intake capacity and registration of other tertiary institutions	Verify and qualified students in institutions	Reports on intake capacity verification
6	Continue with plans to establish university Loan Scheme	Loan Act developed and costed plan for establishment of loan board and loan scheme developed	Loan Act Costed Plan Constitution of the Loan Board
7	Establish Open University of Uganda	Policy on open and distance learning	Policy in place
8	Operationalize Busitema University by opening its gate to students.	University opened	Number of students, staff and in place
9	Harmonisation of sector reports	Government White Paper on Visitation Committee report	Number of policy positions considered
10	Streamlining recast sponsorship in public universities	Verified government quota sponsorship candidates	Number of verified students

6.7.9: EDUCATION SERVICE COMMISSION

Planned activity	Expected outputs	Performance Indicators
To recruit qualified and competent personnel into the education service.	Personnel recruited into the Education Service.	<ul style="list-style-type: none"> • Job advertisements made in two daily newspapers. • Applications processed. • Selection criteria set for each post prior to shortlisting. • Candidates shortlisted, invited and interviewed. • Persons appointed into the service.
To validate appointments of teaching personnel in the Education Service.	Appointments/status of personnel in the education service validated.	<ul style="list-style-type: none"> • Number of appointments validated and formalized.
To regularize appointments of personnel in the education service.	Appointments of personnel regularized.	<ul style="list-style-type: none"> • Number of appointments regularized.
To evaluate and enforce discipline in the education service.	<ul style="list-style-type: none"> • Guidelines on handling disciplinary cases. • Monitoring reports on the adoption of guidelines. • Minutes of disciplinary cases. 	<ul style="list-style-type: none"> • Guidelines for discipline at post primary level developed. • Guidelines issued to District Service Commission and other stakeholders. • Monitoring visits. • Evaluation of discipline in the service conducted. • Number of disciplinary cases handled and concluded.
To present the proposed Scheme of Service to Cabinet for approval. To disseminate the Scheme of Service to all stakeholders.	<ul style="list-style-type: none"> • Scheme of Service presented and approved by cabinet. • Scheme of Service disseminated. 	Scheme of Service disseminated to all stakeholders.
To conduct a Training Needs Assessment of all teaching personnel in the education service.	Training Needs Assessment Report.	Training Needs Assessment of teaching personnel for Special Needs, Primary and Primary Teachers Colleges conducted.
To review the teachers regulations and code of conduct in line with the changing socio-political and economic environment.	Draft revised Code of Conduct.	<ul style="list-style-type: none"> • National workshop to discuss draft. • Final Revised Teachers' Regulations and Code of Conduct.
To review the study leave policy and develop a training policy for teaching personnel.	Study leave policy and training policy	<ul style="list-style-type: none"> • Research conducted • National workshop to discuss draft. • Study leave policy developed • Training policy developed
To contribute to relevant national and sectoral policies.	Budget proposals, Ministerial Policy Statements and contributions to other national policies.	Timely submission of acceptable policy proposals.
To build relevant information for management decision making and stakeholder references.	Computer hardware, software and well designed information flow systems installed.	<p>PCs and accessories acquired and installed.</p> <p>Data bases designed.</p>
To mainstream HIV/AIDS workplace policy into the activities of the Commission.	HIV/AIDS workplace policy.	<ul style="list-style-type: none"> • Sensitization workshops. • HIV/AIDS activities mainstreamed into budgets. • Staff responding to the policy.

6.7.10: NATIONAL CURRICULUM DEVELOPMENT CENTRE

No.	Planned Activities	Expected Outputs	Performance indicators	Target/Timeframe
1	Thematic Curriculum and support materials for P2 and P3	<ul style="list-style-type: none"> • Rolled out P2 curriculum. • 25,000 P2 teachers trained. • 8,000 Private teachers for P2 trained. • Piloted P3 curriculum. • Finalized P3 curriculum. • Monitored P1, P2 and P3 pilot. 	<ul style="list-style-type: none"> • Roll out of P2 curriculum in schools. • Training of teachers for P2 for the roll out. • Writing workshops for P3 curriculum. • Piloting of P3 Curriculum in the field. • Monitoring of the roll out for P2 and P3 pilot in schools. 	June 2008

No.	Planned Activities	Expected Outputs	Performance indicators	Target/Timeframe
2	Continuing with Nursery teachers and Caregivers in Early Childhood Development (ECD) UNICEF programmes, to cover more of our local languages.	Nursery teachers and Caregivers in Early Childhood in more local languages	<ul style="list-style-type: none"> • Writing workshops. • Piloting the materials. • Recording cassettes for riddles and rhymes. 	June 2008
3	Review Secondary School curriculum to appropriate and affordable size	Reviewed Secondary School curriculum to appropriate and affordable size.	<ul style="list-style-type: none"> • Consultancy services • Writing workshops • Stakeholders workshops • Piloting the materials • Printing the materials • Monitoring the materials in schools. 	June 2008
4	Continue with work on integrating Road Safety Education in Primary School Curriculum	Rolled out Road Safety Education Curriculum materials in schools	<ul style="list-style-type: none"> • Printing of the materials • Distribution of the materials in schools 	June 2008
5	Continue developing Curriculum for Adolescent Sexual Reproductive Health harmonized with Life Planning Skills	Rolled out Adolescent Sexual Reproductive Health in schools.	<ul style="list-style-type: none"> • Printing of the materials • Distribution of the materials in schools 	June 2008
6	Integrating Water Values Based Education into Primary School Curriculum	A draft curriculum for Water Values Based Education ready for pilot.	<ul style="list-style-type: none"> • Writing workshops • Stakeholders workshops • Piloting the materials • Printing the materials • Monitoring the materials in schools. 	June 2008
7	Developing the Prison's Curriculum and Support Materials for Warders.	A finalized curriculum in the hands of Prison Warders.	<ul style="list-style-type: none"> • Consultancy services • Writing workshops • Stakeholders workshops • Piloting the materials • Printing the materials • Monitoring the materials in schools. 	June 2008
8	Continuing with development of IPS materials for secondary education curriculum.	A draft curriculum.	<ul style="list-style-type: none"> • Writing workshops • Stakeholders workshops • Piloting the materials • Printing the materials • Monitoring the materials in schools. 	June 2008
9	Developing a modular curricular for Business and Technical Vocational Education and Training (BTJET) courses in trades and professions	A Finalized modular for BTJET curriculum.	<ul style="list-style-type: none"> • Writing workshops • Stakeholders workshops • Piloting the materials • Printing the materials • Monitoring the materials in schools. 	June 2008

6.7.11: CONSTRUCTION MANAGEMENT UNIT

S/N	Planned Activities	Key outputs	Performance Indicators
Primary Schools Construction:			
1.	Monitoring SFG construction and providing support to 39 districts.	Monitoring report SFG construction	Supervision
2.	Supervise the construction of a number of works under Emergency Construction Project. The following schools are not yet started yet they are supposed to be implemented; Ssekanyonyi in Mityana, St. Aloysius in Wakiso, Mbogo in Mpigi, Kapeka in Nakaseke, Kihuna in Kibaale, Nyakasitu in Rukungiri, Butsya in Bushenyi, Kyabe in Rakai, Iguli Model in Gulu, and	A number of construction works in the beneficiary Schools constructed	Supervision

S/N	Planned Activities	Key outputs	Performance Indicators
	Palenga in Gulu.		
3.	Supervise the construction of a new Primary School at Miciri in Okwang Sub-County, Otuke County, Lira District.	A new Primary School constructed	Supervision
4	Monitor the rehabilitation of Rwenyerera Primary School in Kanungu District under Emergency Construction Funds.	One School Rehabilitated	Monitoring
5	Monitor defects of completed projects during their Defects Liability Period.	All Defects of completed projects corrected	Monitoring
6	Supervise the construction of 4 new Classrooms at Kira Primary School in Wakiso District	4 new classrooms completed	Supervision
7	Monitor and Supervise construction of an Office block and rehabilitation of Staff houses at Kivubuka Primary School in Jinja District.	Office Block Constructed and Staff houses rehabilitated	Supervision
Primary Teachers Colleges Construction			
9	Monitor construction of 4 Libraries at Kotido, Butiti, Buhungiro and Kabwangasi Primary Teachers College.	4 Libraries constructed in the non-core PTCs.	Supervision
11.	Monitor and Supervise the relocation of Shimoni Primary Teachers College to a new site.	Shimoni Primary and PTC successfully relocated	Supervision
12.	Monitor 2 nd Phase of Expansion and Rehabilitation of Kabale Primary Teachers College	Kabale PTC rehabilitated and expanded	Supervision
13.	Supervise and monitor construction of additional facilities at Kiyooro Primary Teachers College.	Additional facilities at Kiyooro PTC	Supervision
14.	Monitor and supervise the construction of 8 2-Unit Classroom blocks at Non-Core Primary Teachers Colleges of Jinja, Kisoro, Kamurasi, Busikho, Gulu, Kabukunge, Rakai and Erepi.	Eight (8) Two (2) - Unit classroom blocks completed.	Monitoring
15.	Supervise the construction of 5 semi-detached Tutor's houses at Core Primary Teachers Colleges of Busuubizi, Kibuli, Ibanda, Ngora and Lodonga	Five semi - detached Tutors houses constructed.	Supervision
16	Monitor construction of 4 Libraries at Nkokonjeru, Kaliro, Erepi and Lira Primary Teachers Colleges.	Four libraries constructed	Supervision
17	Supervise and monitor construction of New facilities at Busuubizi Core Primary Teachers College.	New facilities constructed	Supervision
18	Supervise rehabilitation of the Library block at Bwera Primary Teachers College.	Library block completed and operational	Supervision
19	Supervise construction of dormitory blocks at Erepi and Butiti PTCs	Dormitory blocks at Erepi and Butiti PTCs completed	Supervision
Secondary Schools and Other Post Primary Institutions			
20.	Participate in the supervision of construction works in 24 ADBIII Seed Schools.	24 Seed Schools constructed and in use	Supervision
21.	Supervise the completion of the 41 Seed Secondary Schools started in 2006/2007	41 Seed Secondary Schools completed	Supervision
22.	Supervise the construction of additional facilities at Wakiso Secondary School for the Deaf, Phase II.	Additional facilities constructed and in use	Supervision
23.	Supervise activities during Defects Liability Period for the constructed 3-Classroom blocks at Institute of Survey and Physical Planning, Fisheries Training Institute, Mulago Paramedical Schools, Fort Portal School of Clinical Officers, and Nyabyeya Forestry College	Defects Liability period expires with no defects reported	Supervision
24.	Supervise activities before and during Defects Liability Period for constructed Students' Hostel at Kigumba Cooperative College, Public Health Nurses School, Kyambogo	Defects Liability period expires with no defects reported	Supervision
25.	Supervise the construction works at 13 selected Institutions in Karamoja region under Irish Aid funding.	Construction works at 13 selected institutions completed.	Supervision
26.	Monitor construction works in 15 selected Health Training Institutions under European Union funding (Development of human Resources for Health - DHRH).	Construction works at 13 selected institutions completed.	Monitoring
27.	Supervise renovation works at Okwang Secondary School in Lira District.	Okwang Secondary School renovated	Supervision
28.	Supervise construction of the Computer Refurbishment Centre at Kyambogo.	Computer Refurbishment Center at Kyambogo constructed.	Supervision
29	Prepare Designs and Tender Documents for new construction works as follows:	3 classrooms and an administration block (storied) at Uganda World Life Training Institute, Lake Katwe 1 workshop at UTC Kichwamba 1 Library Block at UCC Tororo	Designs and Tender Documents for construction works prepared Copies of Tender Documents

S/N	Planned Activities	Key outputs	Performance Indicators
	6 Classroom Block at UCC Kabale		
	New buildings at UTC Bushenyi		
	4 classrooms in each of the 50 selected schools.		
	2 classrooms in each of the 29 selected schools		

6.7.12: EDUCATION STANDARDS AGENCY

S/N	Planned Activities	Key outputs	Performance Indicators
1	Inspection and support supervision	Improved education delivery in management and teaching/learning	<ul style="list-style-type: none"> • 3 TE, 200 primary schools • 150 Secondary Schools, • 50 BVET
2	Monitoring of UPPET/USE	Improved management of the programme	200 secondary schools
3	Printing of self Evaluation and Assessment tools	Institutionalisation of self accounting methods to enhance quality of education	<ul style="list-style-type: none"> • 16,000 copies for secondary primary • 300 copies for TE
4	Training of District Inspectors	Professionalism of inspection and improved quality of work	93 District Inspectors trained
5	Printing BRMS for Teaching of Science in Secondary Schools	Improved service delivery	2000 copies
6	Printing of Teacher Competencies and Professionals	Improved service delivery	500 copies
7	Development of Learning Competencies and Professionals	Improved performance of science	Competencies developed
8	Refining and printing developed quality indicators	Standardised procedures of work	Printed copies
9	Inspection and support supervision	Inspection and supervision reports	150 primary 100 secondary 50 BVET
10	Inspection and support supervision	Inspection and supervision reports	5 TE 150 Primary 100 Secondary
11	Monitoring of Thematic Curricular	Evaluate and monitor the implementation of the programme	50 BVET 400 Primary Schools
12	Monitoring of schools Practice and Training in BVET	Evaluate and monitor the implementation of the programme	100 schools 50 BVET
13	Capacity Building of Headteachers	Improved management of schools and teaching and learning	200 headteachers
14	Evaluation of CCTs activities	Quality enhancement	100 CCTS
15	Inspection and support supervision	<ul style="list-style-type: none"> • Improved management • Evaluate and monitor programmes 	150 Primary 100 Secondary 50 BVET 5 TE

6.7.13: INSTRUCTIONAL MATERIALS UNIT

S/N	OBJECTIVE	PLANNED ACTIVITY	KEY OUTPUTS	PERFORMANCE INDICATORS	TARGETS
1	Ensuring effective usage, accessibility and management of instructional materials.	Monitoring visits to verify usage, accessibility and management of instructional materials	Increased levels of literacy and numeracy in the lower primary grades.	Instructional Materials effectively used by intended beneficiaries.	All grades P1-P7; book and non-book materials.
2	Ensuring that all local governments and other key stakeholders are implementing the DIMP program.	Follow up of DIMP program implementation in all local governments. Visits to schools, booksellers and publishers.	Improved service delivery of instructional materials to the end users.	Appointment of Instructional Material Committees at district/municipality and school levels. Appointment of Official Textbook Suppliers (OTS) in all	82 local governments 69 districts and 13 municipalities; All govt-aided primary schools; all OTS

		Evaluation of the DIMP program.		local governments.	
3	Availing key documentation to stakeholders.	Printing training materials	DIMP program implemented using standard and harmonised documentation.	DIMP5 guidelines, Order Forms and LPOs for DIMP5 printed and distributed to schools.	Primary Schools, districts/municipalities, booksellers and trainers.
4	Provision of materials to deliver the thematic curriculum.	Procurement of assorted thematic curriculum materials. These will be non-book materials, including Supplementary Reading Materials (SRMs).	Thematic Curriculum launched, beginning with P1.	Key materials produced and delivered to schools.	Thematic Curriculum to be launched in February 2007, starting with all P1 classes.
5	Ensuring quality and standard of instructional materials	Evaluation Exercise for P1 Thematic Curriculum materials	Instructional Materials for launching thematic curriculum procured.	P1 thematic curriculum evaluated.	Assorted non-book materials procured.
6	Enhancement of training methods	Regional Workshops for DIMP5	All key stakeholders trained and sensitised to the DIMP program.	Workshops on DIMP5 Roll Out held.	CAO, CFO, CIA, DEOs, DIS, Sec.Educ.Principals and Deputy Principals PTCs.

6.7.14: UGANDA NATIONAL EXAMINATION BOARD (UNEB)

S/N	Planned Activities	Key outputs	Performance Indicators
1.	Setting, moderation and printing of 2007 PLE, UCE, UACE, Business and Technical Examinations	PLE questions papers, UCE question papers, UACE and BTE question papers	Printed question papers for PLE, UACE, BTE under secure and confidential conditions
2.	Distribution of the above examinations throughout the country	Question papers distributed to PLE, UCE, UACE and BTE centres	Question papers distributed under secure and confidential conditions to PLE, UACE and BTE centres.
3.	Supervision and invigilation of the above examinations throughout the country.	Exams successfully invigilated and supervised country wide	Copies of candidates answer scripts
4.	Marking of candidates' scripts	Candidates scripts for 2007 PLE, UCE, UACE and BTE marked fairly, consistently and accurately.	Candidates scripts for 2007 PLE, UACE and BTE marked consistently and accurately to yield a reliable assessment.
5.	Processing the results of candidates	Accurate results for 2006 PLE, UCE, UACE and BTE	Accurate results for 2007 PLE, UACE and BTE released on due time to enable completion of the school cycle
6.	Completion of the ongoing research projects	Research reports	Copies of research reports
7.	Completion of the extension to the Printery Building and construction of dormitories for accommodating personnel engaged in printing national examinations.	Accommodation for personnel engaged in printing national examinations.	No. of dormitories constructed
8.	Purchase of equipment for the Braille Production Unit	Equipment of the Braille Production Unit.	Equipment of the Braille Production Unit
9.	Purchase of extra machinery and equipment for the Printery	Extra machinery and equipments for the printery	Extra machinery and equipments for the printery
10.	Purchase of office furniture and equipment	Extra office furniture and equipment procured	No. of extra furniture equipments procured

6.7.15: NATIONAL COUNCIL FOR HIGHER EDUCATION

S/N	Planned Activities	Key Outputs	Performance Indicators
1	Recruitment of additional staff	Implementation of the roles of Council as per the Universities and other tertiary Institutions Act,2001	Job adverts for 2 senior staff will run in the print media and interviews done
2.	Approval of programmes in universities and other tertiary institutions	Determination of minimum requirements or standards in all courses of study in Universities and tertiary Institutions	Minimum requirements for maths & Econ now available, Medicine, Basic Sciences, Statistics still being studied
3.	Market tracer study	Determine human resource needs	Study done & Report on Tracer study produced
4.	Development of Quality Assurance framework	Determine quality assurance framework	Quality Framework report produced and passed.
5.	Capacity building on higher education issues and policy for Council members and Staff	Development of capacity to handle higher education policy issues	Trainings and workshops have been held within and without the Country.
6.	Preparations for acquiring a Permanent Home for secretariat	Constructing a permanent home for NCHE	Project proposals & architectural drawings available
7.	Acquiring modern office equipment	Handling major tasks in printing and publication of Council data	Several ICT equipment have been procured
8.	Inspection of Universities and other tertiary institutions applying for Provisional Licences and Charters	Delivery of quality higher education in all higher education institutions	Inspections of applying institutions have been done and reports submitted
9.	Acquiring more transport	Procure 2 vehicles	Review of budget being done to accommodate procurement of 2 cars
10.	Setting Minimum requirements for courses of study	Minimum requirements for courses of study	Minimum requirements for courses of study final report

6.7.16: NATIONAL COUNCIL OF SPORTS

S/N	Planned Activities	Key outputs	Performance Indicators	Targets
1.	Construction	Finished sports facility in place.	Number of sports facilities constructed.	June 2008
2.	Equipments and Machinery	Procured equipment <ul style="list-style-type: none"> • Vehicle. • Electronic timer. 	Number of equipment procured.	June 2008
3.	Coordination of Championships, workshops and Seminars.	<ul style="list-style-type: none"> • Sports championships coordinated. • Coordinated meetings. • Workshops and Seminars held. 	<ul style="list-style-type: none"> • Number of sports championships held. • Number of meetings. • Number of workshops and seminars held. • Number or persons benefiting. 	June 2008
4.	Olympic Games.	<ul style="list-style-type: none"> • Preparatory meetings. • Attendance at the Olympic Games. 	<ul style="list-style-type: none"> • Number of preparatory meetings. • Number of athletes to the games. • Performance at the games. 	June 2008

6.7.17: PHYSICAL EDUCATION AND SPORTS DEPARTMENT

SN	Activity	Key Output	Performance Indicators	Time frame
1.	Streamline policy on admissions to Public Universities and Tertiary Institutions under the special sports scheme.	Policy guidelines produced and distributed.	<ul style="list-style-type: none"> • Number of students identified under the scheme. • Number of students admitted into the Universities and tertiary institutions. 	June 2008
2.	Carryout sensitization and dissemination of the National PE & S Policy.	<ul style="list-style-type: none"> • Circulars to education institutions and other stakeholders. • Formation of PE & S Working Group. • Coordination of all stakeholders. • Sensitisation of stakeholders within MoES, Social Services Committee of Parliament. • Production and distribution of the National PE & S Policy. • Radio and TV talk shows. 	<ul style="list-style-type: none"> • Number of coordination meetings held. • Number of policy documents produced and circulated. • Number of sensitization seminars. • Number of radio and TV talk shows. 	June 2008
3.	Procurement, under IMU, of instructional materials and equipment for Physical Education and Sports.	<ul style="list-style-type: none"> • List of equipment compiled. • Placing of orders. 	Equipment is procured and distributed to educational institutions and other stakeholders.	June 2008
4.	Monitoring and evaluation (M & E) of PE & S.	<ul style="list-style-type: none"> • M & E instrument produced and circulated to stakeholders. • M & E plan. • M & E reports. 	<ul style="list-style-type: none"> • Number of institutions using the instrument. • Number of institutions that received the instrument. • Number of stakeholders monitored and evaluated. • Number of reports produced. 	June 2008
5.	Harmonise policies on PE & S <ul style="list-style-type: none"> (i) Review NCS Act. (ii) Institute Statutory Instruments to regulate Nations Sports Bodies. (iii) Recast the National PE & S 	<ul style="list-style-type: none"> • Reviewed draft NCS Act in place. • Draft Statutory instruments in place. • Recasted National PE & S Policy in place. 	Number of harmonized documents.	June 2008

SN	Activity	Key Output	Performance Indicators	Time frame
	policy.			
6.	Carryout a baseline survey and formation of a data bank.	<ul style="list-style-type: none"> Survey instrument produced and pretested. Data collected and analysed. Results of survey discussed at various fora. 	<ul style="list-style-type: none"> Easy availability of data. Stakeholders using the data to make decisions. Data bank in place. 	June 2008
7.	Develop guidelines (write-ups) on (i) Capacity building plan for PE & S. (ii) PE & S in centres of excellence. (iii) Rehabilitation of sports facilities. (iv) Financing (sponsorship) of sports activities. (v) A national recognition scheme for persons involved in PE & S.	Number of write up (guidelines) in place.	<ul style="list-style-type: none"> Use of the guidelines. Number of stakeholders using the guidelines. 	June 2008
8.	Facilitate capacity building.	<ul style="list-style-type: none"> Number of capacity building seminars held/organized. Number of persons attending the seminars. Capacity building curriculum. 	Stakeholders benefiting from the persons.	June 2008
9.	Coordination of programmes <ul style="list-style-type: none"> Setting up of new facilities. Rehabilitation of sports facilities. Sports competitions for education institutions 	<ul style="list-style-type: none"> Coordination meeting. Rehabilitated facilities. New facilities set up. Organisation of sports competitions. Provision for tax component on sports equipment and materials. Progress reports. 	<ul style="list-style-type: none"> Number of meetings held. Number of facilities rehabilitated. Number of new facilities set up. Number of sports competition coordinated. Number of progress reports. 	June 2008
10.	Equipping the PE & S Department.	<ul style="list-style-type: none"> Procured equipment. An equipped resource centre. 	<ul style="list-style-type: none"> Number of office equipment procured and received. Number of items for the resource centre. Fully operating office and resource centre. 	June 2008
11.	Support to National teams.	National teams supported.	<ul style="list-style-type: none"> Attendance at international meeting. Performance at the international meetings. Amount of funding to the teams. Number of national teams supported. 	June 2008