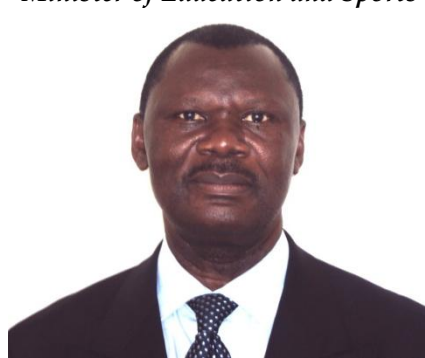

CURRENT TOP LEADERSHIP OF THE EDUCATION AND SPORTS SECTOR



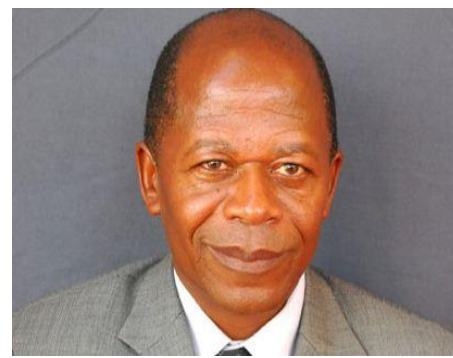
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**THE EDUCATION AND SPORTS
SECTOR ANNUAL PERFORMANCE
REPORT**

COVERING THE PERIOD
1ST JULY 2011 - 30TH JUNE 2012

Theme: Addressing Learning Outcomes for Enhanced Competencies

Produced By:
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ACRONYMS/ABBREVIATIONS

ABC	Abstinence, Being faithful and correct usage of Condoms
ABEK	Alternative Basic Education for Karamoja
ADB	African Development Bank
AIDS	Acquired Immune Deficiency Syndrome
APL1	Adoptable Programme Lending
ART	Anti-Retroviral Therapy
ARV	Anti-Retroviral drug
ASC	Annual School Census
ATPs	Assessment and Training Packages
B.Sc.	Bachelor of Science
BCP	Brick-laying and Concrete Practice
BOGs	Boards of Governors
BRMS	Basic Requirements Minimum Standards
BTC	Belgium Technical Cooperation
CBOs	Community Based Organizations
CCTs,	Centre Ccoordinating Tutors
CMU	Construction Management Unit
CP	Community Polytechnic
CPDs	Continuous Professional Development
CPT	Certificate of Proficiency in Teaching
CPTC	Core Primary Teacher Training Colleges
C-TEP	Certificate in Teacher Education Proficiency
DACUM	Developing a Curriculum
DAAD	Deutscher Akademischer Austausch Dienst/ German Academic Exchange Service
DEOs,	District Education Officers
DES	Directorate of Education Standards
DIS	District Inspector of Schools
DIT	Directorate of Industrial Training
DSC	District Service Commission
ECCE	Early Childhood Care and Education
ECDCs	Early Childhood Development Centers
EDPs	Education Development Partners
EFA	Education for All
ESAPR	Education and Sports Sector Annual Performance Report
ESC	Education Service Commission
ESCC	Education Sector Consultative Committee
ESD	Education for Sustainable Development
ESS	Education and Sports Sector
ESSR	Education and Sports Sector Review
ESSP	Education Sector Strategic Plan
EMIS	Education Management Information System
FAL	Functional Adult Literacy

FAWE	Forum for African Women Educationalists
FY	Financial Year
G&C	Guidance and Counseling
GEM	Girls Education Movement
GER	Gross Enrolment Ratio
GEP	The Gender in Education Policy
GoU	Government of Uganda
GTZ	German Technical Cooperation
H.E	His Excellency
H.S	High School
HCT	HIV, Counseling and Testing
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
ITC	Industrial Training Council
ICT	Information and Communication Technology
JAF	Joint Assessment Frame work
JPP	Joint Position Paper
LAN	Local Area Network
LCD	Liquid Cristal Display
LGs	Local Governments
LRA	Lord Resistance Army
LSE	Life Skills Education
M&EWG	Monitoring and Evaluation Working Group
MDG's	Millennium Development Goals
META	Monitoring and Evaluation Technical Advisory
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoGLSD	Ministry of Gender Labour and Social Development
MoH	Ministry of Health
MoLG	Ministry of Local Government
MoU	Memorandum of Understanding
MTN	Mobile Telecommunication Network
MUBS	Makerere University Business School
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NCHE	National Council of Higher Education
NCS	National Council of Sports
NDP	National Development Plan
NEMA	National Environment Management Authority
NER	Net Enrolment Ratio
NFE	Non Formal Education
NFA	National forestry authority
NGOs	Non-Governmental Organizations
NTC	National Teacher College
OPM	Office of the Prime Minister
PAF	Poverty Alleviation Fund
PCR	Pupil Classroom Ratio
PCU	Project Coordination Unit

PE	Physical Education
PES	Physical Education and Sports
PhD	Doctorate in Philosophy
PIASCY	Presidential Initiative on AIDS Strategy for Communication to the Youth
PLE	Primary Leaving Examination
PPET	Post Primary Education and Training
PPP	Public Private Partnership
PRDP	Peace Recovery and Development Plan
PS/ES	Permanent Secretary Education and Sports Sector
PS/ST	Permanent Secretary and Secretary to the Treasury
PTC	Primary Teacher College
PTE	Primary Teacher Education
PTR	Pupil Teacher Ratio
PUJAB	Public University Joint Admission Board
QEI	Quality Enhancement Initiative
SESEMAT	Secondary Science and Mathematics Teachers
SFG	School Facility Grant
SLIK	Sports for Life in Karamoja
SMASE-	Strengthening Science and Mathematics Education in -
SNE	Special Needs Education
SS	Secondary School
STDMS	Secondary Teacher Development and Management System
STE	Secondary Teacher Education
TI	Technical Institute
TIET	Teacher and Instructors Education and Training
TMD	Training Modules Development
TMM	Top Management Meeting
ToT	Training of Trainers
TSs	Technical Schools
UACE	Uganda Advanced Certificate of Education
UAHEB	Uganda Allied Health Examination Board
UBOS	Uganda Bureau of Statistics
UBTEB	Uganda Business and Technical Examination Board
UCC	Uganda College of Commerce
UCE	Uganda Certificate of Education
Ug.shs	Uganda Shillings
UGAPRIVI	Uganda Association of Private Vocational Institutions
UGX	Uganda Shillings
UMA	Uganda Manufacturers Association
UMI	Uganda Management Institute
UN	United Nations
UNATU	Uganda National Teachers Union
UNEB	Uganda National Examination Board
UNESCO	United Nations Educational and Scientific and Cultural Organization
UNFPA	United Nations Funds for Population Activities
UNICEF	United Nation International Children Fund
UNITY	Uganda Initiative for TDMS and PIASCY

UNMEB	Uganda Nurses and Midwives Examination Board and
UPE	Universal Primary Education
UPIK	Uganda Petroleum Institute, Kigumba
UPOLET	Universal Post Ordinary Level Education and Training
UPPET	Universal Post Primary Education and Training
UPS	Uninterruptable Power Supply
USAID	United States Agency for International Development
USE	Universal Secondary Education
UTCs,	Uganda Technical Colleges
UVQF	Uganda Vocational Qualifications Framework
VIP	Ventilated Improved Pit latrine
VTI	Vocational Training Institution
WFP	World Food Programme

EXECUTIVE SUMMARY

1.0 Introduction

This is the Ninth (9th) Education and Sports Sector Annual Performance Report (ESAPR), published annually as required by MoES since October 2004. The report highlights progress made and challenges faced by the Education and Sports Sector during FY 2011/12.

2.0 Policy Objectives and Institutional Framework

Since its initiation, the National Development Plan (NDP) 2010/11 – 2014/15 has been providing the National Framework for planning and service delivery for all Government Sectors, Education and Sports inclusive, for the medium term, directing development priorities and implementing strategies.

The Sector policy priority during the period under review was to ensure quality education services delivery, with emphasis on promoting appropriate training of practical skills relevant to learners at all levels for career grooming, employability and livelihood. In line with this, the sub-sectors too set policy objectives to achieve better delivery of quality education and sports services.

3.0 Education and Sports Sector budget

This section presents an overview of the sector performance during the period under review, as well as a synopsis of the appropriated budget for FY 2011/12.

3.1 Overview of FY 2011/12

The total approved budget for the Education and Sports sector for FY 2011/12 was **Ug.shs. 1,416.27bn**. This included direct donor project support amounting to **Ug sh 174.27bn**. Compared to FY 2010/11 budget which amounted to **Ugshs. 1,242.66bn**, this represented a nominal budget increase of **173.61bn** translating into **13.97%** increase.

GoU recurrent budget allocation to the Education and Sports Sector in **FY 2011/12** was **Shs. 1,087.220bn** out of a total discretionary recurrent budget of **Shs. 3,576.4bn**, translating into a **30.4%** share.

3.2 Analysis of FY 2011/12 Budget Performance

According to the Budget Financial Performance out turn for the **FY 2011/12** from MoFPED, a total release of **Ushs.1, 356.95bn** was made to the Education and Sports Sector out of the overall approved budget of **UG shs.1,416.27bn**, translating into an overall release performance of **96%**.

3.3 Overall Recurrent and Development budget performance

The sector wage budget performed at an average of **97%**, with Makerere University (**115%**), Busitema University (**106%**) and Secondary wage (**106%**) over performing. Non-wage recurrent over performed at **102%**, while domestic development performed at **83.2%**.

The recurrent non-wage release performed at **99.3%**, while the absorption capacity was **99.9%**.

4.0 Overview of the Education and Sports Sector Performance

4.1 Access and Equity

a) Pre-primary and primary education

Under the pre-primary and primary sub sector, the following were achieved

- (i) Payment of UNEB examination fees for **446,508** PLE candidates;
- (ii) Payment of Capitation grant for **16,239** pre-service and **2,000** in-service students in PTCs;
- (iii) Distribution of food to **245** primary schools under the World Food Programme(WFP); The food supplies were key in boosting pupil enrolment and retention at all levels;
- (iv) Promotion of school gardens through supply of vegetable seeds, fruit and timber tree seedlings to schools under WFP. In addition, ploughed **120** acres of land for **30** schools, **2,800** assorted hand tools given out to schools and **12,376** tree seedlings distributed in **48** selected schools in Amudat, Napak, Moroto, Nakapiripirit, Kotido, Abim and Kaabong;
- (v) Facilitating **624** children in Laroo School for War Affected Children;
- (vi) Construction and rehabilitation of primary schools. Under the Emergency Construction and Rehabilitation of Primary Schools Project, **38** schools were identified and **16** of them received funds for construction, rehabilitation and acquiring furniture;
- (vii) Licensed **225** primary schools, and registered **130** Early Childhood Development Centres; and,
- (viii) Grant Aided **80** Community primary schools.

b) Secondary Education

In the secondary sub sector, the following were achieved:

- (i) Paid Capitation Grants amounting to **80,210,939,519/=** for **718,000** students, 215,400 of them in private partnership schools (PPPs) and **502,600** in government secondary schools;
- (ii) Extention of USE to cover Upper ('A' level) Secondary. The UPOLET program was approved by Cabinet in 2011 and implementation started in 2012 with **701** government schools and **251** Public Private Partnership schools;
- (iii) Construction of **16** new Seed Secondary Schools in each sub - county and hard to reach areas plus expansion of facilities in the already existing secondary schools;
- (iv) Coding and Staffing of **10** new Seed Secondary schools by the Ministry of Public Service; and,
- (v) Enhancing Public Private Partnership. The sector increased the number of private secondary schools partnering with government under USE program from **363** schools in 2007 to **743** in 2011. In the period under review, **144** private secondary schools signed Memorandum of Understanding (MoU) with government to jointly implement USE.

c) BTVET sub-sector

In the BTVET sub-sector, the following were achieved:

- (i) Payment of Capitation Grant for Students in BTVET institutions. The sub sector paid UPPET capitation grant for **8,304** students in Technical Institutes, Farm Schools, and Community Polytechnics, **1,680** students in private institutions, **14,726** non-formal trainees, and **2,754** school leavers;
- (ii) Payment of Capitation Grant for **1,103** students in **5** Health Training Institutions, **1,600** students in **5** UTCs, **1,600** students in **5** UCCs and **11,250** students in Technical Institutions;
- (iii) Payment of Capitation Grant to **8,800** students in **53** government institutions, **1,750** students in UTC's and further facilitated Non-formal training by paying Capitation Grants for **14,726** non-

formal trainees.

- (iv) Carried out construction and rehabilitation work in a number of BTVET institutions which among others included; kabira Ts, Kaberamaido, Kaliro, Kalongo, Kamengo, Kyamuhunga, Kabaale TS, Buroora, Ahmed Seguya Memorial, Amugo Agro and Butaleja TS under the Development of BTVET project.

d) Higher Education

In the Higher Education sub-sector, the following were achieved:

- (i) Admitted **47,000** students to University and **13,000** to other tertiary institutions
- (ii) Managed bi-lateral scholarships between Government of Uganda and Governments of Australia, Egypt, China, UK, India, Algeria, Cuba, Malaysia, Turkey, Russia and Czech Republic;
- (iii) Licensed and registered five (5) private universities through National Council for Higher Education
- (iv) Expansion of select institutions of higher learning. **UgSh2bn** was disbursed to rehabilitate Kigumba Petroleum Institute. Civil works were also carried out in Namasagali, Busitema, Makerere Kihumuro Campus- Mbarara, and MUBS.

4.2 Quality

(a) Pre-primary and Primary Education

In the pre-primary and primary sub-sector, the following were achieved:-

- (i) Provided support supervision to **60** Early Childhood Development Centres and **976** primary schools country wide;
- (ii) Procured **1,000** cartons of braille paper, **250** braille kits, **140** wheel chairs, **300** sign language dictionaries and **16,500** sets of NFE modules.
- (iii) Paid UNEB examination fees for **446508** pupils to do PLE in 2011.
- (iv) Primary teacher development: the sub sector undertook training for **220327** primary CCTs; **267** head teachers, **23** deputy Principals- outreach, **78** CCTs; and one performance review for **150** principals and their deputies, and a PTE practicum for **16,239** students;
- (v) Curriculum Implementation: cluster meetings were held with **8** under performing districts. Monitored the implementation of thematic curriculum in P1, P2, P3, and P6. Printed and distributed 100,000 copies of the curricular.

(b) Secondary Education

In the secondary education sub-sector, the following were achieved:-

- (i) Monitoring and support supervision: A total of **749** (45%) USE schools (both government and private) received administrative support and supervision in addition to the routine monitoring and inspection provided by support teams.
- (ii) Procurement and distribution of instructional materials: The sub sector distributed **5,400** science kits to **1,342** private and government USE schools and also supplied chemicals to **51,101** private and government USE schools country wide; supported **26** schools under the digital science and other ICT initiatives.
- (iii) Training of secondary teachers: The sub sector conducted training for **110** PTC tutors, Facilitated **14** SESEMAT National trainers; and trained **2,412** science and mathematics teachers
- (iv) Procurement and distribution of instructional materials. i.e. 5400 science kits and 2,000,656 text books.
- (v) Curriculum review both at lower and upper secondary

- (vi) Establishment of ICT laboratories.
- (c) ***BTVET sub-sector***

In the BTVET sub-sector, the following were achieved:

- (i) Procured an assortment of training tools and equipment for twenty (20) technical/ farm schools; plus twenty (20) desk top computers for Fort Portal School of clinical officers;
- (ii) Trained and assessed **14,976** non-formal trainees from **310** training institutions;
- (iii) Disbursed funds to BTVET examination bodies for setting, printing, and conducting examination;
- (iv) Operationalized Uganda Business Technical Examination Board to conduct Business and Technical examinations for specialized training institutions in Uganda;
- (v) Monitored and helped supervise **13** BTVET institutions;
- (vi) Inspected **550** BTVET institutions across the country;
- (vii) Carried out curriculum development and review for technical institutes in the field of agriculture; and,
- (viii) Established quality related infrastructure i.e. libraries to increase access to textbooks and availed students with more reading space, computer laboratories to equip students with ICT skills, and workshops to facilitate practical learning.

(d) *Higher Education*

In the higher education sub-sector, the following were achieved:-

- (i) Restructuring and review of academic programmes;
- (ii) Supervision and accreditation of universities and their programmes by NCHE;
- (iii) Development, expansion and rehabilitation of infrastructure in all public universities;
- (iv) Enhanced outreach programmes in public universities that made field attachment compulsory;
- (v) Provided Instructional materials, tools and equipment in all public universities;
- (vi) Institutionalized staff development programmes;
- (vii) Enhanced Quality Assurance Committee of Senate and Council; and,
- (viii) Provided financial support amounting to 0.6bn to Kisubi Brothers' University College, a constituent College of Uganda Martyrs' University and **Ug shs 2bn** to Uganda Petroleum Institute Kigumba (UPIK).

4.3 *Efficiency and Effectiveness*

(a) *Pre-primary and Primary Education*

In Pre-primary and Primary Education Sub-sector, the following were achieved:-

- (i) Provided Support Supervision to UPE and Private Schools and ECD Centres;
- (ii) Implemented Safe School Initiative to foster conducive learning environment for pupils;
- (iii) Conducted Outreach Activities, Continuous Professional Development (CPD), for **220,327** teachers, supported through Coordinating Centres;
- (iv) Funded Primary Teacher Education Practicum Programs;
- (v) Monitored and assessed the status of school hygiene and sanitation ;
- (vi) Paid hardship allowance of 30% of basic monthly salary paid to teachers in hard to reach areas;
- (vii) Supported the implementation of Teachers Scheme of Service;
- (viii) Retooled teachers and head teachers in ICT ; and,
- (ix) Trained School Construction Committees.

(b) Secondary Education

In Secondary Education Sub-sector, the following were achieved:-

- (i) Approved the Boards of Governors of **442** government and private secondary schools.
- (ii) Sensitized stakeholders on the provisions of the Education Act (2008).
- (iii) Monitored and provided support supervision.
- (iv) Direct remittance of funds to USE Schools.
- (v) Trained a total of **2,412** Science and Mathematics teachers under SESEMAT.
- (vi) Trained school construction committees in **442** USE schools;
- (vii) Conducted the USE/UPPET /UPOLET headcount exercise
- (viii) Implemented the Double Shift programme
- (ix) Monitored accountability for USE Funds
- (x) Conducted Management Training for Headteachers and BOGs including financial management.
- (xi) Retooled secondary school head teachers and teachers in ICT skills.
- (xii) Trained school construction management committees.

(c) BTVET Sub-sector

In BTVET Sub-sector, the main following were achieved:-

- (i) Monitored and Supervised Institutions
- (ii) Conducted Curriculum Reviews
- (iii) Popularized the BTVET Act 2008
- (iv) Conducted occupational assessment for BTVET Instructors

(d) Higher Education

In Higher Sub-sector, the following were achieved:-

- (i) Improved the teaching delivery methods
- (ii) Ensured that internship and field attachments were undertaken by all Public Universities
- (iii) Efficiency approaches in Public Universities.

4.4 International Commitments on Education**4.4.1 Progress on Implementation of Millennium Development Goals****(a) Status and trends for goal 2: Achieve Universal Primary Education**

- (i) NER fell from **97.5%**(male **97.1%**; female **97.9%**) in 2011 to **95.5%** (male **95.1%**; female **95.9%**) in 2012;
- (ii) In 2012, the survival (retention) rate was **59%** (male **58%**; female **60%**). Results show that more females successfully survive to grade five as compared to males. However, the target of 100% survival (retention) rate to grade five is not likely to be met by 2015 given the current gap of 41 percent (male **42%**; female **40%**)
- (iii) The primary completion rate has increased by **3%** from **64%** (**65%** male; **63%** female) in 2011 to **67%** (**68%** male; **66%** female) in 2012.

(b) Status and trends for Goal 3: Promote gender equality in education

- (i) The percentage share of girls to total enrolment revealed that girls' enrolment was the same as that of boys;
- (ii) The current enrolment at secondary school level is **1,225,326** (**657,644** boys and **567,682** girls) of

- which 46% are female; and,
- (iii) Whereas the proportion of girls enrolled in S.1 is tending to parity at 47%, this proportion progressively decreases towards upper secondary.

Education for all (EFA) Goals

Status & trends for Goal 1:

In 2001/2002, only **59,829** (male **29,589**; female **253,039**) pupils were enrolled in the Pre-Primary sub-sector however by 2009/10 the enrolment had multiplied by seven times. In FY 2011/12, the enrolment increased to **345,295** (male **170,245**; female **175,050**). The increase in enrolment is mainly attributed to government efforts to promote Early Childhood Development over the last four years.

Status & trends for Goal 2:

- (i) By 2010, the enrolment had increased to over **8 million** children, an increase of 28% (23% male; 33% female). The 2012 annual school census exercise revealed that a total of **8.3 million** children were enrolled in school;
- (ii) The proportion of children successfully completing P7 increased from 64 % (65% male; 63% female) in 2011 to 67% (68% male; 66% female) in 2012; and,
- (iii) Total number of teachers on payroll increased from **129,651** in 2011 to **131,665** teachers in 2012. This improves the PTR by 1 point (i.e. 54:1 in 2011 to 53:1 in 2012).

Status & trends for Goal 3:

- (i) Enrolment in secondary schools currently (2012), stands at **1,225,326** (**657,644** male; **567,682** female); the proportion of female enrolment at tertiary level has grown more rapidly than at secondary level. In 2000, the proportion of female enrolment was **36.7%** and now stands at **44%**. There is however a high chance that the gender gap of 8 percent in favor of boys (**54%**) at secondary education level could be eliminated by 2015. The gender gap (**12%**) at tertiary education requires additional affirmative action to eliminate.

Status & trends for Goal 4:

- (i) In 2010, the percentage of literate Ugandans had improved to **74.6%** (**82.4%** male; **66.8%** female) which translates into a percentage point improvement of **6.6 %** (**4.4%** male; **7.8%** female); and,
- (ii) The percentage of literate Ugandans aged 15-24 years increased from **81%** (**86%** male; **76%** female) in 2005 to **87.3%** (**89.1%** male; **85.5%** female) in 2010 which translates into a percentage point improvement of **6.3 %** (**3.1%** male; **9.5%** female). It is apparent that Uganda has already achieved a **50%** improvement in literacy levels. By 2015, it is expected that at least **80%** of the adult population will be literate.

Status & trends for Goal 5:

- (i) The gender gap in the primary education sub sector has finally been closed. The number of girls and boys is now equal in all classes; and,
- (ii) The gender gap in secondary education sub-sector has, between 2006 and 2009, been oscillating around **45%** for girls and **55%** for boys.

Status & trends for Goal 6:

- (i) In 2011, girls (48.5%) outshined boys (47.3%) in obtaining the desired rating of proficiency in P3 level literacy. In the same year, boys (42.0%) outshined girls (40.6%) in obtaining the desired rating of proficiency in P6 level literacy; and,
- (ii) Performance index improved slightly over the period under review, increasing from 52.8% (54.9% male and 50.6% female) in 2009 to 63.0% (66.0% male and 61.0% female) in 2011.

4.5 Cross-cutting issues

4.5.1 Special Needs Education (SNE)

In the Special Needs Education subsector the following were achieved:-

- (i) Paid Subvention grants for learners;
- (ii) Offered scholarships for Needy students;
- (ii) Developed the SNE and NFE policy which was approved by Top Management;
- (iii) Paid Capitation grants to maintain NFE teachers and instructors per term in 6 PTCs;
- (iv) Trained 1,500 NFE teachers in NFE methodologies in 6 PTCs;
- (v) Held Annual Consultative Forum for persons with disabilities and other targeted stakeholders;
- (vi) Monitored and support supervised institutions in SNE activities in selected districts; and,
- (vii) Facilitated functional assessment training for teachers.

4.5.2 Guidance and Counseling

In the Guidance and Counseling subsector, the following were achieved:-

- (i) Organized and conducted National Placement for P.7 leavers in post primary educational institutions and S.4 leavers in S.5/PTC and technical Institutions and Health Training Institutions;
- (ii) Conducted capacity building and orientation of guidance and counseling teachers to provide effective and standardized guidance and counseling services;
- (iii) Procured and distributed copies of career guidance hand book, copies of G&C Journals, copies of wall charts on career guidance and copies of information guide for S. 4 leavers for choice making;
- (iv) Conducted support supervision in the provision of guidance and counseling services in selected institutions;
- (v) Procured 2 computers and associated accessories;
- (vi) Provided support to school – based careers talks; and,
- (vii) Participated in conducting of school – based support supervision and follow up in G&C.

4.5.3 Physical Education and Sports

During the period under review the sub sector facilitated educational and sports institutions in PES activities that among others included;

- (i) Supporting teaching Physical Education in secondary schools;
- (ii) Building capacity for PES personnel;
- (iii) Organizing and participating in workshops, seminars locally and internationally;
- (iv) Organizing and facilitating Educational Institutions National Sports Championships;
- (v) Facilitating national teams involved in international engagements;
- (vi) Contributing to international Organization;
- (vii) Facilitating Uganda - Germany cooperation and other cooperation programmes;
- (viii) Establishing thirty two (32) secondary schools as centres of sports excellence sports schools;
- (ix) Participating in the MTN marathon by 537 MoES headquarters' staff;

- (x) Sports for Life in Karamoja (SLIK) project continued to create awareness and build capacity of teachers in the Karamoja sub-region;
- (xi) Initiated processes for development and rehabilitation of Sports facilities; and,
- (xii) Contributing quarterly subventions to National Council of Sports (NCS), a semi-autonomous bod.

4.5.4 *HIV and AIDS*

In order to increase awareness and prevention in the sub-sector in FY 2011/12 the HIV/AIDS Unit achieved the following:-

- (i) Informed Heads and Administrators of TIET institutions about the Education and Sports Sector (ESS) Workplace Policy;
- (ii) Disseminated policy to NCDC Employees;
- (iii) Developed Policy Monitoring and Evaluation Plan;
- (iv) Enhanced policy implementation through Uganda National Teachers Union (UNATU);
- (v) Conducted policy awareness and planning meeting for Headteachers in Kamwenge District; and,
- (vi) Organised Institutional Capacity Building activities for MoES.

4.5.5 *Information and Communication Technology (ICT)*

During the period under review 9 out of the 11 schools in the Karamoja region were supplied with television sets, decoders and educational content by Multichoice to help improve their teaching and learning processes.

4.5.6 *Gender in Education*

In the Gender unit, the following were achieved:-

- (i) Disseminated Gender in Education Policy;
- (ii) Conducted training in Gender mainstreaming;
- (iii) Strengthened Institutional Capacity;
- (iv) Promoted Girls' Education;
- (v) Affirmative actions taken: Provided bursary scheme for needy students especially girls and built Female Managerial Capacity in Education; and,
- (vi) Implemented gender based training in various Universities.

4.5.7 *Environmental Education*

During the period under review, the sub sector in liaison with National Forestry Authority (NFA), developed and disseminated guidelines to education stakeholders on how to implement Environmental Management in Education Institutions.

4.5.8 *Teacher and Instructor Education and Training*

During the period under review the sub sector:-

- (i) Enrolled **16,239** pre-service and **2,000** in-service PTE students in PTCs, **2,000** Non-Formal education students, **4,000** Secondary Teacher Education students in NTCs, **360** Technical Instructors in Instructors Colleges and **80** students in Mulago Health Tutors College;
- (ii) Paid Capitation Grants and Allowances for **3751** pre-service STE students and **81** health tutors at Mulago health tutors' college;
- (iii) Monitored **93** ECD Teacher Education Institutions;
- (iv) Trained teachers in all Government Aided Primary Schools on Safe School Initiative and helped

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- them get acquainted with the new curriculum;
 - (v) Harmonized and reviewed curricular for training of instructors, revised PTE curriculum for approval and implementation;
 - (vi) Scaled up SESEMAT to cover more Science and Math tutors;
 - (vii) Implemented Project 0944: Development of PTCs;
 - (viii) Supported Supervision and Monitoring of ECD Teacher Education Institutions country wide;
 - (ix) Developed a One Year Proficiency Course for Early Childhood Development (ECD) teachers/caregivers; and,
 - (x) Initiated activities for remapping of PTC Coordinating Centers and core PTCs catchment areas;

4.5.9 Education Service Commission

In FY 2011/12 the sub sector achieved the following:-

- (i) Recruited, promoted, regularized, confirmed, validated and managed decisions of education service personnel;
- (ii) Finalized the Education Service Commission Regulations, 2012 and Teachers' Professional Code of Conduct 2012;
- (iii) Implemented and popularized the Scheme of Service at primary level;
- (iv) Developed an Electronic Databank for teaching personnel in the Education Service; and,
- (v) Provided support to District Service to expedite the recruitment of primary school teachers.

4.5.10 School Inspection

In FY 2011/12 the sub sector achieved the following:-

(a) Under Pre-Primary and Primary Education, DES:-

- (i) Carried out capacity building;
- (ii) Developed a series of booklets;
- (iii) Inspected Pre-primary/ECD schools; and,
- (iv) Designed and disseminated a tool for tracking absenteeism and attendance.

(b) Under Secondary Education, DES:-

- (i) Inspected secondary schools on compliance to BRMS;
- (ii) Carried out follow up inspection;
- (iii) Licensed and registered private schools; and,
- (iv) Engaged the local communities.

(c) Under BTVET, DES

- (i) Inspected 550 BTVET institutions.

(d) Under Teacher Education/Higher Education Sub-Sector, DES:-

- (i) Assessed the effectiveness of CCTs in supporting primary school teachers.
- (ii) Assessed the level of institutional management, adequacy of infrastructure and level of tutor preparation to teach in PTCs
- (iii) Evaluated CCTs performance.

5.0 Sector Performance against JAF III Targets

Performance of the Education and Sports Sector for each of the results level is categorized into three. The categories include; indicators that were met, not met and those that were not rated. Over all, the set targets were thirteen (13), five of which were met; six (6) were not met; while four (4) could not be rated. There was no target set for impact level under JAF IV hence the 2009/10 sector performance will be used as a baseline for future targets. At the outcome level, all the four out come indicators were not met; while at the output level, 5 targets were met while 2 targets were not. The 3 output indicators will be rated when the QEI follow up study is finalized.

CHAPTER 1

1.1 INTRODUCTION

This is the Ninth (9th) Education and Sports Sector Annual Performance Report (ESSAPR), published annually as a requirement by MoES since October 2004. The report highlights progress/achievements and challenges in the Education and Sports Sector during FY 2011/12.

1.2 PURPOSE OF THE REPORT

Overall, the ESSAPR fulfills MoES's requirement to provide feedback to stakeholders over its performance during the period under review. Specifically, ESSAPR is intended to: -

- (i) Inform the October 2012 Education and Sports Sector Review on the status of implementation of Education and Sports programmes and also provide basis for stakeholder's participation and decision making during the review process;
- (ii) Render accountability for sector performance during FY 2011/12; and,
- (iii) Review the performance of FY 2011/12 and identify strategic operational areas for consideration in implementing budgetary provisions for FY 2012/13.

1.3 STRUCTURE OF THE REPORT

This report is structured into five sections, an Executive summary and Annexes:-

- (i) **Chapter 1:** provides background information on the 9th ESSAPR itself as well as the 19th Education and Sports Sector Review process;
- (ii) **Chapter 2:** is devoted to an overview of the current policy and institutional framework of the Education and Sports Sector;
- (iii) **Chapter 3:** presents an overview of FY 2011/12 budget performance and outturn;
- (iv) **Chapter 4:** gives the overall sector performance during the period under review. This comprises of important initiatives undertaken, main achievements made and challenges encountered from a sub-sectoral perspective. It also outlines sector performance on long term targets particularly Education for All (EFA) and MDGs. Sector performance on key cross-cutting issues are presented in the section as well ;
- (v) **Chapter 5:** summarizes the appraisal of sector performance against JAF III targets; and,
- (vi) **Annexes:** provide cross referencing details for the report. Of particular significance is the district League Table that provides a rank-ordered district performance on three key indicators of Net Intake Rate, Completion Rate and Primary Leaving Examination Performance Index during the period under review.

1.4 OVERVIEW OF THE 19TH EDUCATION SECTOR REVIEW

1.4.1 Theme

The theme for this year's ESSR is "*addressing learning outcomes for enhanced competences*" with emphasis on the need to stem the declining proficiency levels in literacy and numeracy at primary level; and declining performance in English, Physics, Mathematics and Biology at Secondary level. The theme is also geared towards strengthening quality assurance mechanisms at tertiary level to produce appropriately skilled human resources that match the demands of the labour market in the country. This theme has been carried forward from the 18th ESSR in order to enable the sector take stock of its achievements in this area.

1.4.2 Purpose

Like the previous sector review, the 19th ESSR will appraise sector performance for the period 1st July 2011 to 1st July 2012. Specifically the 19th ESSR will:-

- (a) Assess progress in achieving the agreed sector level performance benchmarks and undertakings including budgetary performance for FY 2011/12;
- (b) Present and confirm the performance of the sector in achieving the critical and process undertakings;
- (c) Discuss the following critical policy issues/ concerns arising from the recent study reports and agree on credible mitigating measures for improving the delivery of education and sports services:-
 - (i) Inadequate literacy/ reading skills at primary;
 - (ii) Poor performance of science subjects and English language at Secondary Education level and;
 - (iii) Inability to impart the required skills for employability and entrepreneurship at BTVET and Tertiary Levels of Education.
- (d) Discuss and provide practical recommendations for the sector to enhance skills training (*life coping and economical*) building while providing Skills for National Development. The field findings will be related to the Chapter on improving the quality of education within the National Development Plan (2010/11-2014/15).

1.4.3 The Process

The 19th ESSR review process commenced with the preparation of the ESSPR. This was followed by field visits to 72 institutions drawn in 18 districts in August 2012. The purpose of the field visit was to validate sector performance as well as generate districts perspectives on challenges facing the sector pertaining to pupils'/students' learning outcomes. A report of the field visit exists as a (*separate document*).

Other activities of the review included the approval of ESSPR by Top Management and the Joint Position Paper (JPP) as well as future undertakings for the September/October 2013 ESSR by Education Sector Coordination Committee (ESCC).

The climax of the sector review activity is the National Workshop slated for 24th - 26th October 2012 in Imperial Royale Hotel Kampala.

1.4.4 Approach

Like the previous reviews, the 19th ESSR process is based on multi-stakeholder participation which involves representatives of Education Development Partners, MoES and its affiliate organizations, District local governments, the private sector and NGOs. To facilitate this process, field visits and National Workshops were organized. The field visits activities were conducted in 18 districts nationwide. The overall purpose of the field visits was to provide an opportunity to both stakeholders at the national level and those at the district local Government an opportunity to come together and appreciate the state of education provision in the country. Specifically, the field visits were intended to enable stakeholders to confirm overall progress being made in the sector toward achievement of broad policy objective as well as provide a forum for district local governments to participate in sector review process.

The National Workshop on the other hand, provides an opportunity for stakeholders to participate in evaluating overall sector performance as well as in planning new interventions to address challenges. To this end, the National Workshop will review and discuss: overall sector performance as contained in the ESSAPR and the Joint Position Paper. It will also approve a new set of undertakings to be assessed during the 20th ESSR slated for September 2013. An Aide memoire will be issued as a true record of the agreed positions of the 19th ESSR at the end of the National Workshop.

1.4.5 Participant;

A total of 350 participants will be attracted to the 19th Education and Sports Sector Review. The participants will appraise the performance of the Education and Sports sector during the period 1st July 2011 to 30th June 2012 and they will be drawn from: the Education Sector Consultative Committee (ESCC); the Education Sector Budget Working Group (ESWG); Monitoring and Evaluation Working Group (M&E WG); Sector Policy and Management Working Group (SPM WG); Departmental Working Groups; Line Ministries; Private sector and the Civil Society Organizations (*see annex 1 for ESSR 2012 Terms of Reference*).

1.4.6 Expected Outputs for the Review

The main outputs of the October 2012 review process will include:-

- (i) Education Sector and Sports Annual Performance Report (ESSAPR);
- (ii) Approved Joint Position Paper;
- (iii) Field Visit Report;
- (iv) Agreed Undertakings for September 2013;
- (v) Aide Memoire for the 19th ESSR;
- (vi) A paper on strategies to improve proficiency in numeracy and literacy at primary level;
- (vii) A paper on strategies to improve the performance in Physics, Mathematics, Chemistry

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- and biology at secondary level;
- (viii) A paper on priority areas in the BTVET Strategic Plan to be focused upon;
 - (ix) A paper on developing a skilled and capable workforce at tertiary level required for economic growth in Uganda; and,
 - (x) A paper on strategies to enhance the teaching of Physical Education and participation in sports at all levels of education.

CHAPTER 2: POLICY AND INSTITUTIONAL FRAMEWORK

This chapter presents the policy, institutional, legal and regulatory frameworks for delivery of Education and Sports services.

2.1 Overview of Policy, Institutional, legal and Regulatory Frameworks for education and sports services delivery.

The Ministry of Education and Sports has over time undergone several reforms that are institutional, legal and regulatory in nature. Examples include UPE, USE and UPOLET, the development of sub-sector strategic plans, the establishment of new departments as a result of the restructuring process, adoption of SWAp, and the reviewing of various Acts (eg Education Act 2008).

All the reforms are aimed at improving service delivery at all levels of education and training, for better outcomes as articulated in the Government policy document on education and National Planning Framework (Government White Paper (1992) on Education; and National Development Plan).

Since its initiation, the National Development Plan (NDP) 2010/11 - 2014/15 has been providing the framework for planning and service delivery for all Government sectors, Education and Sports inclusive, for the medium term, directing development priorities and implementing strategies.

2.2 Policy Framework and Commitments

The Government White Paper (1992) on Education is the basis for official policy regarding the various education programmes in the Country. It is the supreme guiding document for the overall policy framework and main thrust of the Education and Sport Sector

There is however other policy documents (sub-sector policies and strategic plans) that have been and continue to be developed to complement the broad policy objectives articulated in the Government White Paper. These help to guide sub-sector specific policy priorities and implementation strategies.

Such sub-sector policies and strategic plans include the Universal Secondary Education (USE) Policy, Special Needs Education (SNE) Policy, Non-Formal Education (NFE) Policy, Physical Education and Sports (PES) Policy, among others.

Strategic plans include the BTVET Strategic plan 2010 - 2020, Secondary Education Strategic Plan (SESP) 2009 - 2018, draft Special Needs and Inclusive Education Implementation Strategy 2012 - 2017.

The aforementioned policy documents are developed in line with the revised Education Sector Strategic Plan (ESSP) 2007 – 2015 and are geared toward the attainment of the broad sector strategic policy priorities contained in the ESSP.

2.2.1 Sector Strategic Policy Priorities

The broad sector strategic policy priorities are:

- (a) To increase and improve equitable access to quality education at all levels
- (b) To improve the quality and relevancy of education at all levels
- (c) To enhance effectiveness and efficiency in education service delivery.

The sector policy priority during the period under review was to improve delivery of quality education services with emphasis on promoting appropriate training which imparts practical skills that are applicable at all levels for career development, employability and livelihood. The sub-sector policy objective is to ensure quality education and sports services delivery.

2.2.2 Sub-sector policy objectives and thrusts

Key sub-sector policy objectives and thrusts mirror the broad sector strategic objectives and policy thrusts. However, as in previous FYs, meeting the quality challenge (due to low literacy levels in primary schools, poor performance of science subjects at secondary and inability to impart the required skills for employability and entrepreneurship at BTVET and Tertiary levels) remained the overriding policy concern in the sector and across all sub-sectors.

Consequently, the sub-sector policy priorities meant to address the quality challenge were categorized under sector commitments to be implemented during the financial year under review, and are highlighted together with progress of implementation in Table 1.

To achieve the broad strategic objectives and policy thrusts, the sector directly or indirectly addresses the international commitments which the Government of Uganda is a signatory to.

Box 1 indicates the international long term commitments that relate to Education.

(a) EFA GOALS

- (i) Expand and improve early childhood care and education, especially for the most vulnerable and disadvantaged.
- (ii) Ensure that by 2015, all children, particularly girls and those in difficult circumstances or belonging to ethnic minorities, have access to free quality and compulsory primary education.
- (iii) Ensure that the education needs of both children and adults are met through equitable access to appropriate learning and life skills
- (iv) Achieve a 50 % improvement in adult literacy levels, especially among women, and equitable access to basic and continuing education for all adults by 2015
- (iv) Achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to quality basic education.
- (vi) Improve all aspects of education and ensure excellence so that identifiable and measurable outcomes are achieved by all, especially in the areas of literacy, numeracy and essential life skills.

(b) MDGs for Education

- (i) Goal 2: Achieve Universal Primary Education
- (ii) Goal 3: Promote gender equality and empower women

In a related effort to achieve EFA goals and MDGs 2 & 3, Uganda became eligible for a Grant from Global Partnership for Education Fund during the period under review. The grant's specific objectives are to: improve the learning environment in schools through provision of key infrastructure; strengthen capacity to deliver quality teacher training; ensure provision of a minimum package of learning material to all public schools and teacher training colleges; and strengthen capacity of government systems for education service delivery.

2.3 Institutional Arrangements

The Education and Sports services are delivered through the Ministry of Education and Sports Headquarters (comprised of 11 departments and 8 affiliate bodies under the Ministry).

Within the Ministry Headquarters, the adoption of the SWAp in 1990s led to a creation of new structures to increase stakeholders' participation, promote a holistic and forward looking approach to policy and planning as well provide common reporting frameworks.

Such structures include: Top Management Meeting, Education Sector Consultative Committee, Departmental and cross-cutting Working Groups (i.e. the Sector Policy and Management Working Group - the Policy Clearing House, the Monitoring and Evaluation Working Group, the Sector Budget Working Group, etc.) and annual sector reviews.

The Ministry has inter-sectoral linkage with other line-Ministries (i.e. Ministry of Finance, Planning and Economic Development - MoFPED, Ministry of Public Service - MoPS and Ministry of Local Government - MoLG, Ministry of Gender Labour and Social Development - MoGLSD) and Local Government authorities.

In addition to the above, the private sector i.e. individual investors, Civil Society Organizations, Faith Based Organizations, NGOs (both local and international) and Communities complement the public sector in providing education and sports services in the country.

All education services provided by the private sector are however regulated, monitored and supervised by the Ministry of Education and Sports.

2.4 The Legal and Regulatory Framework

The overall Sector's Legal and Regulatory Framework is derived from the Supreme Law; the Constitution of the Republic of Uganda (1995). It is supplemented by the Government White Paper on Education (1992), Education Act (2008), BTVET Act (2008), Universities and other Tertiary Institutions Act (2001), UNEB Act (1983), NCDC Act (2000) and Education Service Act (2002) among others.

Table 1: Education and Sports Sector policy issues and agreed Recommendations/Reforms for FY 2011/12

S/N	Issue	Agreed Recommendations / Reforms	Actions taken	Ranking	Remarks
Basic Education					
1	Recruit 4,000 teaching and non-teaching staff	(i) MoES to continue to facilitate ESC to centrally advertise existing vacant positions according to the staff ceiling in all local governments (ii) DSC to prioritize recruitment of primary teachers (iii) Implement the new teacher allocation and deployment formula where every class must have a teacher (iv) MoPS to ensure teachers access payroll in time	Recruitment of teachers and non teaching staff is on going. Teacher recruitment carried out in all local governments and atleast every allocated one teacher 132,890 teachers enabled to access the payroll as at june 30 th 2012.	ON TRACK MET MET	Atotal of 3196 teachers net deletion off the pay roll were recruited in FY 2011/12 across all local governments The under taking was greatly affected by the high attrition rate and the pay roll clean up exercise. During the second phase of implementation of the new teacher deployment formulae, the education and Sports Sector raised the primary school teacher ceiling to 139,699 and at least a teacher has been allocated per class in all schools regardless of the highest grade. As at 30th June 2012, a total of 132890 teachers were on payroll of which 57807 and 75083 teachers were allocated to lower and upper primary respectively
2	Inequitable teacher deployment across and within districts and schools	Improving Pupil Teacher Ratio (PTR) in Government Aided Schools	Recruitment of teachers in all Local governments.	MET	Given that the current total enrolment in all government schools is at 7,101,937 (3,804,973 for lower primary; 3,296,964 for upper primary), this translates to a pupil teacher ratio of 53:1 (66:1 lower primary; 44:1 upper primary).
3	Teacher Absenteeism	(i) Teachers to be provided with accommodation (ii) SMCs take a keen interest in the management of their respective schools (iii) Head teachers are regularly present at school (iv) LGs play their role in enforcing teacher Performance agreements (v) All Schools are inspected at least once a term	Construction of teachers' houses is on going SMCs have been sensitized about their roles; Inspection activities, school visits, and support supervision in schools were conducted; Engagement of a consultancy to assess the situation Inspection activities conducted in schools	NOT RATED	In regard to 12 worse off districts (QEI), a contract was awarded to MS Business Synergies to conduct a final evaluation in August 2012. A draft Evaluation report is expected by 20th October 2012.

S/N	Issue	Agreed Recommendations / Reforms	Actions taken	Ranking	Remarks
4	Insufficient and ineffective community participation	(i) Basic Education Department prioritizes this activity in its work plans (ii) The functionality of SMCs should be strengthened through increased awareness of education delivery and dissemination of Education Act 2008.	Awareness of education delivery and dissemination of Education Act 2008 as planned was not implemented.	NOT RATED	This undertaking was not met; however dissemination of copies of the Education Act and sensitization of the public on education delivery has been carried out in Barazas under coordination of the Office of the Prime Minister.
5	Inadequate instructional materials for primary learners	Ring fence at least 8% of the non-wage budget of the Sector for text books and other instructional materials.	8% of the total non-wage budget of the sector has been protected to procure textbooks and other instructional materials.	NOT RATED	The MoES protected at least 8% of the non-wage budget to procure textbooks and other instructional materials; however, policy shifted priority on orientation all P.7 teachers on the revised curriculum. Never the less, funds for this activity are programmed into FY 2012/13 budget
6	Low Learning Achievements in primary schools	Ensure that instructional materials are used by both students and teachers	UNEB conducted an assessment for P.3 and P.6 in Numeracy and Literacy in 1,232 primary schools sampled from the 112 districts.	NOT MET	Plans are underway to address issue of low learning achievement during FY 2012/13.
		Inspection and support supervision on the quality of teaching and learning			
Secondary Education Sub-sector					
1	Poor performance in science subjects (i.e. Physics, Chemistry, Biology, Mathematics and English) at secondary education level	(i) Increase number of science and mathematics teachers trained under SESEMAT		ON TRACK	On half year performance for FY 2011/12, 1,350 science teachers have been trained (over 50%).
		(ii) Improve textbook student ratio to 1:1 in science subjects at secondary education		ON TRACK	The textbook ratio of 1:1 in English and Math has been attained.
		(iii) Develop subject based indicators (i.e. Math, English, Physics, Chemistry and Biology) for "O" level		NOT RATED	The Directorate of Education Standards developed subject based indicators for maths, physics, chemistry and biology during FY 2011/12. These indicators will be used by inspectors to ascertain the extent to which the teaching and learning process of the above subjects is achieved. They focus on classroom observation
		(iv) Inspection and support supervision on the quality of teaching and learning		MET	By the end of FY 2011/2012; i. A total of 340 secondary schools were monitored.

S/N	Issue	Agreed Recommendations/ Reforms	Actions taken	Ranking	Remarks
					ii. 230 PPP schools in Northern, Wakiso and Busoga regions were monitored and support supervised. iii. 74 underperforming PPP schools were monitored and support supervised 44 private schools that applied to join USE program were inspected for suitability.
2	License and register private secondary schools	The Department prioritizes within its work plan	i) Delays in the licensing process of private secondary schools have been addressed. ii) Sensitised stakeholders on how to first track the registering and licensing of schools with the participation of DEOs in the country.	MET	This resulted into turnaround time of two weeks for the licensing process.
BTVET sub-sector					
1	High number of unemployed youth	(i) Provision of employable skills to the youth through non formal modularized training/school leavers programs	Training and assessment of youth	MET	A total of 6,000 youth were trained in employable skills and assessed for certification.
Teacher Instructor Education and Training sub-sector					
1	Implementation of the new curricula for Health Tutors	Orient Health Tutors on the new curricula	i) So far, 212 health Tutors have been oriented on the new curricula. ii) Five (5) training Modules were developed and are being printed.	ON TRACK	Training of NTCs, health Tutors and Instructors will again commence in November/December 2012.
2	Operationalizing Certificate in Teacher Education Proficiency (C-TEP) and Secondary Teacher Development and Management Systems (STDMS)		Currently, the undertaking is at contract signing stage implying that STDMS will be implemented this FY (2012/13).	NOT MET	The STDMS undertaking was not implemented during FY 2011/12 due to the delayed renewal of Project Expansion.
Higher Education sub-sector					

S/N	Issue	Agreed Recommendations/ Reforms	Actions taken	Ranking	Remarks
1	Inequitable access to university education	(i) Expansion of Arapai Campus of Busitema University, Jinja and Fort portal Campuses of Makerere Universities		MET	(a) Arapai Campus of Busitema University has admitted its third cohort of students (b) Jinja and Fort Portal campuses of Makerere University have admitted the third cohort of students.
		(ii) Expansion of Gulu University Campus in Kitgum		MET	Kitgum Campus has commenced with 118 students
		(iii) Expansion of UMI to Mbale, Mbarara and Gulu	UMI has already established study centres in Mbale, Mbarara and Gulu districts.	MET	UMI study centres in Mbale, Mbarara has witnessed growth in student enrolment.
		(iv) Expansion of campuses of MUBS to Jinja, Mbarara and Arua	MUBS has established study centres in these districts Jinja, Mbarara and Arua.	MET	MUBS has expanded enrolment in Jinja, Mbarara and Arua Campuses
		(v) Upgrading MUBS to other degree awarding institution	Cabinet approved the Principles for an Amendment Bill to Repeal sections of the Universities and Other Tertiary Institutions Act (2001) as amended to give full effect to the establishment of Metropolitan Universal Business School (MUBS) as an independent Degree awarding institution from Makerere University Business School (MUBS).	NOT RATED	The process of drafting the Amendments is underway by the First Parliamentary Counsel.
2	No Quality Assurance in Higher Education institutions	(i) Establish a Quality Assurance Framework through the National Council for Higher Education (NCHE)	i. NCHE carried out inspection of higher institutions of learning ii. Accredited new programmes and Institutions iii. Sponsored staff for Higher degrees	MET	NCHE will continue with its function of inspecting and accrediting programmes and institutions of higher learning.
Physical Education and Sports					
1	Inadequate teaching of Physical Education and Sports (PES) in secondary and primary schools	Increasing the number of teachers oriented in teaching of PES	(i) 250 teachers trained. (ii) Omitted funds for orienting 450 Secondary school teachers in P.E for FY 2011/12. (iii) Presented a concept paper on establishment of a PES website for e-learning to ESCC.	NOT RATED	

S/N	Issue	Agreed Recommendations/ Reforms	Actions taken	Ranking	Remarks
			(iv) Trained 605 Primary school teachers, 40 PTC tutors and 200 student teachers on Kids athletics programme.		
		Providing Basic assorted PES instructional materials and equipment in schools	(i) Distributed 2,000 footballs & 20 pairs of basketball equipment to sports schools.	NOT RATED	
Directorate of Education Standards					
1	Schools not adequately complying with established minimum sector standards and norms	Inspect all government schools at least once a term	All government aided schools have been at least inspected once a term i.e. 3 times a year, and copies of minimum standards are available in schools in form of checklists.	ON TRACK	Each government primary school has been inspected at least twice a year. More resources have been allocated to inspection activities and all the resources have been utilised as per the work plan. Consequently, 90% of DES planned targets for FY 2011/12 were met.
		Follow up on recommendations in the inspection reports	A contract was awarded to <i>MS Business Synergies</i> to conduct a final evaluation in August 2012.	MET	(i) Follow up on recommendations in the inspection reports was carried out at secondary educational level. (ii) Monitoring of the quality of inspection was carried out in a sample of 1,120 primary schools drawn from the 112 districts. The exercise was geared towards ascertaining the quality of inspection by the district inspectors and also to establish the extent to which district local governments carry out school inspection. Among the key findings include; <ul style="list-style-type: none"> • Inspection reports are not left behind in most of the schools. • The quality of the reports are below standard • Some schools are not implementing inspection recommendations.

S/N	Issue	Agreed Recommendations / Reforms	Actions taken	Ranking	Remarks
					<ul style="list-style-type: none"> Majority of the schools do not have school improvement plans Not all schools are inspected three times as required. All local government and central inspectors were trained on enhancement of support supervision and inspection. The training focused on the new approaches to inspection.
2	Inadequate inspection at the Local Governments	Monitoring the quality of inspection in all districts and municipalities	Monitoring of the quality of inspection was carried out in 112 districts while 1,120 primary schools sampled for teaching and learning.	ON TRACK	
		Capacity building and training for 130 inspectors	Conducted capacity building and training for 80 inspectors.	NOT RATED	Capacity building and training for inspectors to be conducted in FY 2012/13 as well since it was planned.
National Curriculum Development Centre					
1	Continue to develop curriculum and instructional materials	(i) Roll out the Primary 6 & 7 curriculum			
		(ii) Sensitize district language boards in 22 districts	Sensitization carried out in 13 districts	MET	13Area Language boards were formed in 22 districts of Western and Mid-western.
		(iii) Train P.6 and P.7 teachers on the new curriculum	P.7 teachers have been oriented. However, funds for P.6 orientation were not allocated.	NOT RATED	
		(iv) Expansion of Kiswahili Pilot at primary 2 and 5	Following the recommendations of the Evaluation Report on Kiswahili Pilot, it was agreed that entry level for Kiswahili be P.4. Consequently the expansion was only affected at P.5 and not P.2.	NOT RATED	
		(v) Lower secondary curriculum reform	The inception phase of lower secondary curriculum reform was completed.	NOT RATED	Labour market survey completed and inception phase report ready.
		(vi) Evaluation of the impact of Thematic Curriculum (P.1-P.3) and	Monitoring visits carried out. A report is available.	NOT RATED	Only monitoring funds were budgeted. The evaluation will be carried out in Financial Year 2013/14.

S/N	Issue	Agreed Recommendations / Reforms	Actions taken	Ranking	Remarks
		the transitional class (P.4)			
		(vii) Develop Teaching Syllabi for 5 Diploma Programmes for Uganda Technical Colleges	Draft syllabi for the 5 diplomas are in place.	MET	
		(viii) Review Community Polytechnic Curriculum for long courses in Business, Technical, Vocational Education and Support Subjects	Community development agriculture certificate developed and 24 instructors oriented on the curriculum.	MET	Community Polytechnic Curriculum for long courses in Business, Technical, Vocational Education and Support Subjects were reviewed (<i>Reviewed copies are available</i>).
		(ix) Review curriculum for Certificate and Diploma Programmes in Business Education for Uganda College of Commerce and Business Institutions to reflect current needs	Curricula for 3 diploma programme in Business Education have been reviewed. Other curriculums were not reviewed due to budgetary resources.	NOT MET	Not funded. Funds were initially expected from BTVET Department but were not found.
		(x) Develop Teaching Syllabi for Community Polytechnics Curriculum for short courses in Business, Technical, Vocational Education and Training	Community Polytechnics Teaching syllabi for short course in Agriculture have been developed.	MET	Copies are available.
		(xi) Finalize development of secondary schools PE curriculum	PE syllabus was finalized and ready for printing.	MET	
		(xii) Interventions for improved curriculum delivery in the least performing districts and Moroto	i) Cluster meetings held in the districts of Nakapiripirit, Oyam, Kyenjojo, and Amuru. 2,222 teachers were met. ii) Instructional materials printed ready for distribution to the districts.	MET	

CHAPTER 3: EDUCATION AND SPORTS SECTOR BUDGET PERFORMANCE - F/Y 2011/12

This section presents an overview of the sector performance during the period under review, as well as a synopsis of the appropriated budget for FY 2011/12.

3.1 Financial Budget Performance for FY 2011/12 and Expected Outputs

The total approved budget for the Education and Sports sector in FY 2011/12 was Ushs. 1,416.27bn including direct donor project support of 174.27bn. In comparison to the budget for FY 2010/11 of Ushs. 1,242.66bn/=; this presented a nominal budget increase of 173.61bn translating into 13.97% increase.

The additional resources to the sector were as a result of an increase in the wage by 10% mainly arising from the increase in salaries and wages for Upper Secondary Teaching and Non-teaching staff recruited in the financial year to support the USE/UPOLET programme, wage for the new staff at Post "O" Level Institutions (Primary Teachers' Colleges - PTCs and Technical Institutes) implementing the UPOLET programme.

The non-wage recurrent budget increased by 18% mainly on account of additional resources provided for UPOLET capitation. On the other hand, the domestic development budget increased by 18% mainly for the support of civil works funded under SFG, while direct donor project budget resources increased by 25% on account of projects under Votes; 013 - MoES, 132 - Education Service Commission and 136 - Makerere University.

The total approved budget for the Education and Sports sector in FY 2011/12 was Ushs 1,416.27bn out of the total national budget of Ushs. 9,630.00bn, translating into 14.71% share. The detailed distribution of the budget by major expenditure categories is broken down as indicated in the table below:-

Table 3.1: Showing Budget allocation for the Education sector

Category of Expenditure	Budget Allocation (UShs. Bn.)	%age Share
Wage	761.01	54%
Non Wage	326.21	23%
Domestic Development	154.78	11%
Donor Project support	174.27	12%
Total	1,416.27	100%

In the FY 2011/12 GoU recurrent budget allocation to the Education and Sports Sector was Ug.Shs. 1,087.220bn of the total discretionary recurrent budget of Ug.Shs. 3,576.4bn, translating into a share of 30.4%. At the same time, the total education and sports sector budget (recurrent and development) allocation was Ug. Shs. 1,415.812bn Donor Support inclusive broken down into sub-sectoral shares as follows:-

Table 3.2: Showing Budget allocation by Sub sector

Sub-Sector	Budget Allocation FY 2011/12	%age share
Primary Education	703.024	56.6%
Secondary Education	424.202	22.6%
BTVET	98.057	6.5%
Tertiary	141.820	10.5%
Others	48.709	3.9%
Total	1,415.812	100.0%

3.2 Analysis of the Financial Budget Performance Outturn for FY 2011/12

Table 3.3: FY 2011/12 Budget Performance: Approved Budget and Releases

Vote		Approved Budget FY 2011/12						Budget Outturn FY 2011/12					
		Wage	Non-wage Rect.	Domestic Dev't.	Donor	Total Excl. Donor	Total Inc Donor	Wage	Non-wage Rect.	Domestic Dev't.	Donor	Total Excl. Donor	Total Inc Donor
013	MoES incPriEduc	13.96	126.97	52.86	162.53	193.79	356.33	13.79	123.29	45.50	133.62	182.58	316.20
111	ESC	0.89	4.05	0.65	0.79	5.59	6.39	0.78	4.05	0.47	0.79	5.29	6.08
132	MUK	31.42	14.87	10.16	10.94	56.45	67.39	36.28	31.57	7.62	8.80	75.47	84.27
136	Mbarara	5.48	2.89	3.80		12.17	12.17	5.48	2.89	2.85	-	11.22	11.22
137	MUBS	2.96	2.33	2.80		8.09	8.09	2.96	2.33	2.80	-	8.09	8.09
138	Kyambogo University	11.65	7.10	0.22		18.98	18.98	11.65	7.10	0.17		18.92	18.92
139	UMI	0.23	0.20	1.50		1.93	1.93	0.17	0.11	0.13	-	0.41	0.41
140	Gulu University	6.60	4.55	1.00		12.15	12.15	6.60	4.55	0.50	-	11.65	11.65
149	Busitema University	4.19	3.74	1.08		9.01	9.01	4.43	3.72	0.81	-	613.38	613.38
501-850	Dist Primary Educ inc SFG	517.13	52.18	70.55		639.86	639.86	506.60	48.01	58.77	-	224.40	224.40
501-850	Dist Secondary	128.85	89.96	8.86		227.67	227.67	136.87	79.17	8.36	-	28.02	28.02
501-850	Dist Tertiary	18.47	10.33	-		28.80	28.80	17.69	10.33	-	-	6.92	6.92
501-850	Dist Health Training Schs	4.06	4.61	-		8.67	8.67	3.46	3.46	-	-	18.43	18.43
122	KCCA Education Grant	15.11	2.43	1.30		18.84	18.84	15.11	2.23	1.08	-		
	TOTAL	761.01	326.21	154.78	174.27	1,242.00	1,416.27	761.87	322.81	129.05	143.21	1,213.73	1,356.95

Source: MoFPED (Annual Budget Performance Report FY 2011/12 & own computations)

3.4: Table Showing Financial Performance for FY 2011/12 for the Education Sector

Vote		Wage	Non-wage Rect.	Domestic Dev't.	Donor	Total Donor	Excl.	Total Inc Donor
013	MoES incPriEduc	98.8%	97.1%	86.1%	82.2%	94.2%		88.7%
111	ESC	87.6%	100.0%	72.3%	100.0%	94.6%		95.1%
132	MUK	115.5%	212.3%	75.0%	80.4%	133.7%		125.0%
136	Mbarara	100.0%	100.0%	75.0%	100.0%	92.2%		92.2%
137	MUBS	100.0%	100.0%	100.0%	80.4%	100.0%		100.0%
138	Kyambogo University	100.0%	100.0%	77.3%	0.0%	99.7%		99.7%
139	UMI	73.9%	55.0%	8.7%	0.0%	21.2%		21.2%
140	Gulu University	100.0%	100.0%	50.0%	0.0%	95.9%		95.9%
149	Busitema University	105.7%	99.5%	75.0%	0.0%	68.1%		68.1%
501-850	Dist Primary Educ inc SFG	98.0%	92.0%	83.3%	0.0%	35.1%		35.1%
501-850	Dist Secondary	106.2%	88.0%	94.4%	0.0%	12.3%		12.3%
501-850	Dist Tertiary	95.8%	100.0%	0.0%	0.0%	24.0%		24.0%
501-850	Dist Health Training Schs	85.2%	75.1%	0.0%	0.0%	212.6%		212.6%
122	KCCA Education Grant	100.0%	91.8%	83.1%	0.0%	0.0%		0.0%
	TOTAL	100.1%	99.0%	83.4%	82.2%	97.7%		95.8%

Source: MoFPED (Annual Budget Performance Report FY 2011/12 & own computations)

From the above the sector wage performed at 100.1%, Non wage at 99.0% Domestic development at 82.2% and Donor support at 82.2%.

According to the Budget Financial Performance outturn for the FY 2011/12 from MoFPED, a total release of **Ushs.1,356.95bn** was made to the Education and Sports Sector out of the overall approved budget of **Ushs.1,416.27bn**, hence translates into an overall release performance of 96%. The details are presented in the subsequent paragraphs.

3.3 Overall Recurrent and Development Budget Performance

The budget performance with respect to releases for FY 2011/12 for both Recurrent Budget and Development Budget is shown in **Table 3.1**.

Tables 3.2, 3.3 and 3.4 show the Recurrent and Development financial performance respectively. The sector wage budget performed at an average of 97%, with an over performance from Makerere University (115%), Busitema University (106%) and Secondary wage (106%).

Non-wage recurrent over performed at 102% while domestic development performed at 83.2%.

Table 3.5: Recurrent (Wage) for Vote 013 Ministry of Education and Sports:

Prog.	Description	Approved Annual Budget FY 2011/12	Cumulative Releases FY 2011/12	Cumulative Expenditures as at 31st June 2011	Comm. Release % Perf.	Comm. Exp. % Perf.
01	Finance and Administration (Headquarters)	1,308,640,000	1,046,912,000	1,046,912,000	80.0%	100.0%
02	Primary and Pre-Primary Education	110,081,000	88,065,000	88,065,000	80.0%	100.0%
03	Secondary Education	118,910,000	95,128,000	95,128,000	80.0%	100.0%
04	Teacher Education	3,266,568,000	2,889,621,000	2,889,621,000	88.5%	100.0%
05	BTVET	7,400,117,000	6,229,534,000	6,299,534,000	84.2%	101.1%
06	Special Needs and Careers	93,804,000	75,043,000	75,043,000	80.0%	100.0%
07	Higher Education	146,002,000	116,802,000	116,802,000	80.0%	100.0%
08	Education Planning and Policy Analysis	222,408,000	177,926,000	177,926,000	80.0%	100.0%
09	Directorate of Education Standards (DES)	827,678,000	662,142,000	662,142,000	80.0%	100.0%
10	National Health Service Training Colleges (NHSTC)	3,559,988,000	1,486,331,000	1,486,331,000	41.8%	100.0%
11	Departmental Training Institutions	615,919,000	556,031,000	566,031,000	90.3%	101.8%
12	Departmental Sports and Physical Education	77,637,000	77,633,000	77,633,000	100.0%	100.0%
13	Internal Audit	58,982,000	47,066,000	47,066,000	79.8%	100.0%
14	Private Schools Department	118,877,000	95,101,000	95,101,000	80.0%	100.0%
15	Guidance and Counseling	93,803,000	74,459,000	74,459,000	79.4%	100.0%
	Total	18,019,414,000	13,717,794,000	13,797,794,000	76.1%	100.6%

Source: MoES (Finance and Administration) IFMS

The recurrent wage performed release performed at 76.1% while its expenditure stood at 100.6%.

Table 3.6: Recurrent (Non-Wage) for Vote 013 Ministry of Education and Sports

Prog.	Description	Approved Annual Budget FY 2011/12	Cumulative Releases FY 2011/12	Cumulative Expenditures as at 31st June 2011	Cumm. Release % Perf.	Cumm. Exp. % Perf.
01	Finance and Administration (Headquarter)	3,849,483,000	3,849,483,000	3,845,621,000	100.0%	99.9%
02	Primary and Pre-Primary Education	36,733,803,000	36,733,802,000	36,715,865,000	100.0%	100.0%
03	Secondary Education	26,931,183,000	25,947,870,000	25,935,545,000	96.3%	99.9%
04	Teacher Education	11,218,508,000	11,218,508,000	11,219,258,000	100.0%	100.0%
05	BTVET	27,772,651,000	27,772,650,000	27,770,635,000	100.0%	100.0%
06	Special Needs and Careers	1,115,853,000	1,114,223,000	1,116,983,000	100.1%	100.2%
07	Higher Education	11,960,081,000	11,960,078,000	11,960,078,000	100.0%	99.2%
08	Education Planning and Policy Analysis	3,697,521,000	3,688,616,000	3,657,734,000	99.8%	100.1%
09	Directorate of Education Standards (DES)	2,090,280,000	2,090,280,000	2,093,261,000	100.0%	100.0%
10	Nat Health Service Training Colleges (NHSTC)	5,500,143,000	5,500,143,000	5,500,143,000	100.0%	100.0%
11	Departmental Training Institutions	2,084,400,000	2,084,400,000	2,084,400,000	100.0%	100.0%
12	Departmental Sports and Physical Education	2,982,429,000	2,944,361,000	2,945,531,000	98.7%	100.0%
13	Internal Audit	216,967,000	216,967,000	216,967,000	100.0%	100.0%
14	Private Schools Department	344,131,000	344,131,000	344,131,000	100.0%	100.0%
15	Guidance and Counseling	809,957,000	809,957,000	801,823,000	100.0%	99.0%
	Total	137,307,390,000	136,278,469,000	136,207,975,000	99.3%	99.9%

Source: MoES (Finance and Administration) IFMS

The recurrent non wage release performed at 99.3% while the absorption capacity stood at 99.9%.

Table 3.7: Development Budget for Vote 013 Ministry of Education and Sports (GoU Counterpart funding)

Code	Description	Approved Budget FY 2011/12	Cumulative Release FY 2011/12	Cumulative Exp. FY 2011/12	% Rel= (Release /App Budget)	% Exp= (Cum Exp/ Release)
176	Child Friendly Basic Education (TRACE)	98,929,000	47,840,000	49,391,000	48.4%	103.2%
191	Reh. Nat. Health Serv. &Dept train. Inst	2,274,016,000	1,965,475,000	1,965,475,000	86.4%	100.0%
210	WFP/Karamoja	677,955,000	601,291,300	601,290,000	88.7%	100.0%
897	Development of Secondary Education	10,194,170,000	9,455,229,000	9,455,229,000	92.8%	100.0%
942	Development of BIVET	14,869,712,000	13,469,608,471	13,469,608,000	90.6%	100.0%
943	Emergency Construction &Reh. Primary Schools	1,929,986,000	1,747,762,000	1,747,761,000	90.6%	100.0%
944	Development of Primary Teachers' Colleges	7,456,937,000	3,585,830,999	3,585,830,999	48.1%	100.0%
949	ADB III Post Primary Education & Training	1,069,298,000	1,005,040,000	1,005,040,000	94.0%	100.0%
971	Development of TVET P 7 Graduate Enrolling Institutions and UVQF	3,544,473,000	3,031,135,000	3,030,205,000	85.5%	100.0%
984	Relocation Of Shimon PTC & Primary School	994,877,000	472,347,000	472,347,000	47.5%	100.0%
1091	Support to UPPET Project	2,568,428,000	1,420,131,000	1,413,551,000	55.3%	99.5%
1092	ADB IV Support to USE	5,580,824,000	5,091,636,000	5,069,634,000	91.2%	99.6%
1093	Nakawa Vocational Training Institute	900,000,000	675,000,000	675,000,000	75.0%	100.0%
1136	Sports And Physical Education	1,200,000,000	570,661,000	570,661,000	47.6%	100.0%
	Total	53,359,605,000	43,138,986,770	43,111,022,099	80.8%	99.9%

Source: MoES (Finance and Administration) IFMS

The Development budget release performed at an average of 80.8% and the expenditure/absorption of funds performed at 99.9%.

Table 3.8: Key Physical Outputs arising from the Approved Budget FY 2011/12

Sub-Sector	Activities	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 11/12 Shs. Bn.	Actual Outputs
Recurrent Budget					
Pre-Primary and Primary Education	(i) Wages				
	<i>o/w Wages for Primary Teachers</i>	517.13	139,000 teachers paid	506.60	<i>Paid a total of 131,875 teachers</i>
	<i>Wages for PTC tutors. Pre-service and outreach</i>	11.837	1,285 tutors paid	11.837	<i>Salaries for 1,285 tutors</i>
	(ii) Non-Wage				
	<i>o/w UPE Capitation Grant</i>	49.680	<i>Capitation to benefit 7,036,525 pupils</i>	45.790	<i>Paid capitation grants for 7,000,934 releases to all Local Governments for pupils</i>
	<i>o/w Inspection Grant</i>	2.500	<i>The grants was spent to all local government to carry out inspection at least once a term</i>	2.211	<i>The grants was spent to all local government to carry out inspection at least once a term</i>
	<i>o/w PLE Fees</i>	5.399	<i>Fees for printing PLE papers, setting moderation and marking 535,500 pupils paid</i>	5.399	<i>UNEB fees were paid for pupils to facilitate exams</i>
	<i>o/w PTC Capitation Grants pre-service PTC and outreach</i>	11.837	<i>Pay Capitation grants to 16,239 pre-service and 2000 in-service students in 45 PTCs.</i>	11.837	<i>Paid Capitation grants to 16,239 pre-service and 2000 in-service students.</i>
	<i>Facilitation of teacher recruitment</i>	0.450	<i>Facilitate district service commissions to carry out recruitment</i>	0.448	<i>Commissions facilitated and 9,549 teachers were recruited</i>
<i>o/w Instructional Materials</i>	18.441	<i>Procurement of P.5- P.7 instructional material. Completion of procurement of P.1 -P3 assorted instructional materials. Procurement of new textbooks for P.4. Monitoring activities to verify usage and ensure value for money. Procurement of instructional materials for SNE and assorted sports equipment. Evaluate 27 Ugandan local languages to be taught in P.4 as subjects.</i>	18.430	<i>Prequalification of P.5 - P.7 was delegated to NCDC and resources amounting to Ug.shs. 900m were released and advanced. Payment of 2nd installment to supplies of P.3 and P.4 rolled over contracts was made. The procurement process for assorted non-textbook materials for P.1 - P.2 was initiated with the PDU. The evaluation process of textbooks and readers for P.5 - P.6 is underway Specifications have been done by NCDC and adverts placed. Actual evaluation expected to be done during Quarter 3. Monitoring the delivery and usage of instructional materials The procurement process for SNE materials is on going. 1000 cartons of Braille papers were procured and delivered to respective schools 250 Braille kits were procured and delivered to respective</i>	

					schools 140 wheel chairs were procured and so far 50 have been delivered to MoES stores Procured 5000 set of modules 1 and 16,500 copies of module 2 for training non-formal education teachers Pre-qualification of P5-P7 textbook suppliers is on-going.
Secondary Education	(i) Wages				
	<i>o/w for Secondary School Teachers</i>	128.851	Payment of salaries for 22,909 staff (21,500 teachers and 2,797 staff)	136.874	22,909 staff (were paid salaries (21,222 teachers and 1687 support staff)
	(ii) Non-wage				
	<i>o/w Capitation Grant for Secondary Schools</i>	89.960	Capitation grant for 718,000 students paid	79.165	Paid capitation grants for 674,842 students
	<i>o/w USE fees</i>	10.33	Capitation grants for 164,561, students paid	9.476	133,810 Students exam fees paid
Special Needs Guidance and counseling	(i) Non- wage				
	<i>o/w Advocacy and Information dissemination</i>	0.994	Conduct school based careers talks covering 40 schools in selected districts. Conduct school based support supervision in the provision of G&C services in 120 selected institutions. Conduct consultative meetings to draft policy on Guidance and Counseling. Pay capitation grant to maintain the NFE teachers per term in 5 PTCs and NFE instructors. 1,500 NFE teachers trained in Non Formal Education methodologies 2,000 teachers retrained in the area of SNE and inclusive education. Hold a forum for persons with disabilities and other targeted stakeholders.	0.975	Supported school-based careers talks in 40 PPET institutions in Selected districts country-wide Conducted school-based support supervision & follow-up in 40 selected secondary schools. Under UNESCO, 12 educational institutions including one NTC (Unyama) in Acholi and Lango sub regions were monitored. Under MoH, one Head teacher and 9 teachers were oriented from each school in 6 districts of Katakwi, Kotido, Moroto, Amuru, Arua, Oyam on adolescent school health programs With support from ADB IV, trained head teachers in central, western and northern regions from 71 selected ADB supported PPET institutions. Developed sensitisation materials. 1,500 NFE teachers were trained in Non-Formal Education 1,000 primary school SNE teachers trained in specific areas of SNE. Facilitated maintenance of 1500 teachers
	<i>o/w Transfer to Schools (Grants)</i>	0.644	Support to SNE learners by payment of subvention grants.	0.644	Pay subvention grant for 2300 learners in 105 schools and scholarship to needy students.
	<i>o/w Compendium materials</i>	0.713	Procure and distribute 4,000 copies of Career Guidance Handbook; 12,000 copies of G&C journal; 10,000 copies of wall charts on career guidance.	0.713	Procured and distributed 7,000 copies of Career Guidance Handbook that was launched at the Annual ESSR November 2011 Procured 6000 copies of the information guide for S.4 leavers Procured 12,000 copies of G&C Journal and 5,000 copies of

					Career Guidance wall charts.
	<i>o/w Selection Exercise and placement of children</i>	0.254	<i>Organize and conduct National Placement Exercise for approximately 500,000 P.7 leavers placed in Post-Primary Education Institutions and 180,000 S.4 leavers in S.5, Technical Institutes and Primary Teachers Colleges.</i>	0.169	<i>331, 580 pupils placed in S1 and Yr. 1 BTVET institutions and 176,100 students placed in S5/Primary Teachers Colleges and Technical Institutes,</i>
Higher Education	<i>(i) Non- wage</i>				
	<i>o/w Support to constituent colleges and Public Universities</i>	2.000	<i>Complete rehabilitation work and beginning construction work at Uganda petroleum institute kigumba.</i>	2.000	<i>Rehabilitation works at petroleum constituent were done.</i>
	<i>o/w operational support for public and private Universities</i>	2.600	<i>Establishment of Muni university and support to Kisubi Brothers</i>	2.600	<i>Disbursed funds for establishment of Muni University, Produced policies such as Human Resource policy. Set up vegetables demonstration plots at Madi Okollo site for the community. Offered donations to Kisubi Borthers' University</i>
Skills Development	<i>(i) Non- wage</i>				
	<i>o/w capitation for and UGAPRIV (Grants)</i>	2.754	<i>Capitation to 1,680to Students paid</i>	2.754	<i>Paid Capitation to 1,680 students</i>
	<i>o/w Technical Schools and Farm Schools, Community Polytechnics</i>	2.253	<i>Capitation to 8,304 Students paid</i>	2.253	<i>Paid Capitation to 8,304 students</i>
	<i>Assessment and Profiling of Industrial skills (DIT)</i>	1.102	<i>Develop 5 Assessment and training Packages for UVQF occupations Train 12 certified TID facilitators, 30 certified test item developers and 50 certified assessors. Inspect and accredit 100 assessment centers and assess 1500 candidates from registered centers Assessment instruments for candidates packed and 1500 candidates assessed in 10 UVQF occupations and modular assessments conducted for 200 candidates. 150 theory test items developed, 100 performance test items developed and 250 TI stored Mark, grade and declare results for 1500</i>	1.102	<i>12 Assessor Training Facilitators and 11 Test Item development facilitators were engaged and they trained 550 Assessors and 30 Test item Developers. Developed Knowledge/ theory and performance/practical assessment instruments. Developed 5 new UVQF occupations, Assessed 100 candidates in 5 UVQF Modularized occupations Marked theory and practical papers Verified training module for the occupation of Bricklayer. Marked the knowledge and theory assessment instruments for UVQF Renovated the DIT old buildings Costed DIT strategic plan</i>

			<p>candidates.</p> <p>4 sensitization workshops conducted in 9 UGAPRIVI regions.</p> <p>5 new occupational profiles developed and 5 occupational Training modules produced</p> <p>10 Facilitators trained for occupational profile development and training modules development.</p>		
	Non formal Education	3.900	Pay capitation grants for 3,000 school leavers and 3,000 non formal trainees.	3.900	Paid capitation grants for 3,000 school leavers and 3,000 non formal trainees.
Quality and standards	Wage				
	o/w Capitation Grants (NTCs)	1.686	Pay capitation grants to 3,750 students		Paid capitation grants to 3,750 students
	o/w UNEB	1.824	Pay salaries and allowances for 219 staff	1.824	Paid salaries and allowances for 219 staff
	o/w NCDC	6.066	<p>Piloting Kiswahili Primary School Curriculum. Finalize and print 19 syllabi for A' level Secondary Education.</p> <p>Sensitized District Language Boards in 22 districts.</p> <p>A monitoring report on the implementation of P.6 curriculum</p> <p>A monitoring report for P.4 Transitional class</p> <p>9,000 teachers oriented on P.7 and P.6 curriculum</p> <p>Procurement of 1000 books for the Library</p> <p>10 Short courses for Agriculture related curricula.</p> <p>Roll out of P.7 curriculum in schools</p>	6.066	<p>A monitoring report on implementation of Kiswahili in pilot schools has been made.</p> <p>Printed 1500 copies of A level Agriculture and 2000 copies@ of Entrepreneurship syllabus , teachers guide and , learner's book 5,6</p> <p>14 District Language Boards sensitized.P.7 teachers were trained.3 Monitoring visits carried out.Sensitized 4 area language boards in the districts of Kyagegwa, Kiryandongo, Hoima, Kasese, Masindi, Kabarole, Buliisa and Ntoroko</p> <p>-127 teachers were trained for term two content.</p> <p>25,000 copies of the implementation guidelines have been printed.</p> <p>A monitoring report on Monitoring implementation of P7 Curriculum</p> <p>Draft short course syllabuses for short course</p>
	o/w DES	2.917	<p>Train 167 inspectors</p> <p>Provide support supervision of 2,662 Sec, 600 BTVET, 30 TE, 20 ECD centres, 150 Pre primary schools follow up inspection on 500 schools inspecting at least 200 schools for licensing and registration.</p> <p>Guidance and Counseling in 112 districts and 1420 schools</p> <p>Evaluating performance of 150 CCTs and at</p>	2.752	<p>Inspected 1,999 secondary schools, 550 BTVET institutions and 17 primary teacher education institutions</p> <p>Trained 328 inspectors at both central and local government level and 60 head teachers inspected 170 Pre-Primary schools</p> <p>Monitoring the effectiveness of inspection and local government level and monitoring implementation of policies focusing on SNE, PES, G&C in 72 local governments.</p>

			<i>least 22 core PTCscapacity building and training of 200 people in land and 8 abroad renovation of 2 offices</i>		
<i>Physical Education and Sports</i>	<i>PES Dept o/w National Council of Sports</i>	<i>1.376 1.624</i>	<i>Provide support to 13 National educational institutions sports associations and other sports federations. Contribution to National Sports Federations Associations Institutions activities NCS (Non wage) inclusive of land title for lugogo</i>	<i>1.376 1.624</i>	<i>Teaching of Physical Education in secondary. Capacity building for PES personnel. Organization and participation in workshops, seminars locally and international. Organization and facilitation of major Educational institutions national sports championships. Facilitation of national teams for international engagements. Contribution to international Organization. Facilitated of international bi-lateral cooperation agreements and other programmes. Established and launching thirty two (32) secondary schools as centres of sports excellence (sports schools); Participation in the MTN marathon by the MoES headquarters staff; Sports for Life in Karamoja (SLIK) project; Initiated process for development and rehabilitation of sports facilities; Contribution to autonomous body (NCS) quarterly subventions. Developed a website/sports informational portal, which can be accessed at the following website: www.ncs.ug Contributed towards Uganda's participation in the 10th All Africa Games in Maputo-Mozambique where we won 8 medals: 4 Gold (Netball, Athletics and Paralympics), 1 Silver (Badminton) and 3 Bronze (Boxing, Paralympics and Lawn Tennis). Contributed towards the IV Commonwealth Youth Games in Isle of Man, where Uganda won 5 medals; 1 Gold, 3 Silver and 1 Bronze in Athletics. Uganda won 2 Silver and 1 Bronze medal at the Special Olympics in Athens, Greece in July 2011. Uganda won the ICC Africa Twenty20 Cricket Tournament that was also a qualifier for the Twenty 20 World Cup. The</i>

					Uganda ladies cricket team also won the ICC Africa
Policy Planning and Support services	o/w PAF Monitoring CMU and Policy and Budget Unit	1.700	<p>Prepare and submit budget estimates for FY 2011/12</p> <p>Prepare and submit release advices for the centre and LGs for FY 2011/12.</p> <p>Participate in LG workshops for preparation of their BFP for FY 2012/13</p> <p>Prepare and print the Ministerial Policy Statement for FY 2012/13.</p> <p>Monitoring of budget implementation in sampled institutions in local governments</p> <p>Monitoring and tracking compliance of policy and policy guidelines in sampled institutions in local governments.</p> <p>Conduct Rapid Head count joint monitoring of PAF programmes and JAF indicators</p> <p>Carry out an assessment study of the efficacy of Continuous Assessment in Primary Schools</p> <p>Dissemination of Education Sector Policies</p> <p>Finalize reviewing of the policy and operational guidelines for Universal Secondary Education (USE)</p> <p>Develop a strategy to popularize BTJET Act 2008 to be funded by BTJET</p>	1.671	<p>Prepared the Education and sports Sector Annual Performance Report for the FY 2011</p> <p>Facilitated departmental working groups</p> <p>Carried out Joint Monitoring of PAF Activities with EDPs</p> <p>Carried out verification and validation of physical out puts and budget performance of the Sector</p> <p>Prepared and submitted quarterly and annual reports to MoFPED and OPM</p> <p>Carried out monitoring of Presidential pledges and emergency construction in schools</p> <p>Carried out 7th Joint Monitoring PAF Activities with EDPs in selected districts</p> <p>Carried out verification and validation of physical out puts and budget half year performance of the Sector</p> <p>Trained departments on preparation of workplans, budget estimates and progress reports</p> <p>Prepared the budget framework pare and budget estimates for FY 2012/12</p> <p>Monitored budget implementation in sampled institutions in local governments</p> <p>Developed a strategy to popularize BTJET Act 2008 as a key component in the 10 year BTJET Strategic Plan Carried out 8th Joint Monitoring of PAF programs in 16 districts</p> <p>Carried out 10th Rapid Headcount exercise in 22 districts</p> <p>Prepared the MPS FY 2012/13</p>
	o/w EMIS	0.945	<p>Conduct Annual Education/School census for 2011</p> <p>Prepare and publish Education Statistical Abstract 2010 Annual School Census 2011</p> <p>Education Statistics retreat (One -Week)</p> <p>Statistics Surveys i.e. Nationality, Drop out survey in USE/UPPET schools, financial Survey</p>	0.936	<p>Prepared statistical forms for data collection.</p> <p>Prepared and published Education Statistical abstract 2011.</p> <p>Conducted Head count exercise 2012.</p> <p>Prepared and publish Head count reports for UPE and USE 2012.</p> <p>Data processing of 2012 Annual School Census underway</p>

	<i>o/w ESIP</i>	0.681	<i>Facilitation of departmental working groups. Education and Sports Sector Revised education sector strategic plan prepared and printed</i>	0.681	<i>Facilitated departmental working groups and ESCC meetings providing stationery and assorted tonner for 12 months. Prepared the Education sector Review in November 2011</i>
<i>Development Budget</i>	<i>(i) Child friendly Basic education Trace</i>	0.098	<i>Disseminate ECD policy, ECD guidelines and train district officials and nursery school teachers on ECD/IEC materials. Formulation of policy guidelines on teenage pregnancies and motherhood in schools Provide professional support ECD services to NGOs, CBOs and line ministries. Finalize School Health Strategic Plan Service and repair of project Monitor and provide support to nursery schools and ECD centers Monitor and provide support to primary schools focusing on Girls Education, Sanitation and Hygiene</i>	0.0478	<i>Training of Caregivers was carried out in 3 sub-counties of Kyotera, survey on re-entry of pregnant girls in primary and secondary schools in Uganda conducted to inform the formulation of the guidelines. A study on Teenage Pregnancies carried out by FAWE and a Gender Taskforce workshop was conducted Monitored and provided support to nursery schools and ECD centres in Kyenjojo and Pader districts. Monitored and provided support to 30 primary schools focusing on Girls Education Sanitation and Hygiene in Kyenjojo, Mubende, Kabarole districts Monitored 40 Nursery Schools in Mubende Kyegegwa districts and Amolator</i>
	<i>(i) WFP/Karamoja</i>	0.667	<i>1044 school visits made; Payment of armed escorts and staff allowances done. Food self sufficiency encouraged through distribution of early maturing vegetables Supply 12,400 tree seedlings, 450 Kgs of Gobe seeds, 80 assorted vegetable seeds inc Sukuma wiki, onions, cabbage etc. 300 bags of cassava cuttings, 4000 kgs bean seeds and 2750 kgs of maize seeds. Plough 120 acres for 30 schools, 2 passes per season, 2 seasons each year in 6 districts. Procure 2800 (assorted) hand tools incl. spray pumps, pangas, watering cans and pesticides for 30 schools.</i>	0.601	<i>Visits were made to 255 schools (i.e. 12 in Amudat, 44 in Nakapiripirit, 32 Moroto, 36 in Napak, 28 in Kotido, 47 in abim and 56 in Kaabong. 180 escorts hired to monitor 32 schools in moroto, 29 in Kotodo, and 12 in Amudat, 44 in Nakapiripirit, 56 in Kaboong and 47 in Abim. 3 visits made to 12 schools in Amudat, 44 schools in Nakapiripirit, 36 in Napak, 28 in Kotido, 56 schools in Kaabong, 32 in Moroto and 47 schools in Abim district. 261 schools monitored and 5 monitoring reports produced. 90 hired armed escorts in stations Amudat, Kotido, Nakapiripirit, Abim, Kaabong & Napak Procurement process commenced for contractors to construct a 3-stance pit latrine at Moroto office. 50 tins of 50gms of Onions, 40 tins of tomato seeds and 50 tins of cabbage seeds purchased for distribution to selected schools. 1000 kgms of beans, 600 kgs of maize, 310 kgms of gobe seeds, 400 tins of sukums seeds and 450 tins of 50 gms of cabbage seeds purchased and awaiting for rains. 100 tins of egg plants and 100 of tomatoes purchased Moroto</i>

					office under renovation 12,376 tree seedlings supplied to 7 selected schools in 7 districts
	(ii) Emergency Construction & Rehabilitation of Primary Schools.	1.906	Monitor & Assessment visits to 38 construction & rehabilitation of selected primary schools. Monitoring & support supervision visits made to 12 QEI districts. Construction, Rehabilitation & renovation of classrooms and procure desks in 38 selected primary schools.	1.747	Funds were disbursed to 16 schools for construction and rehabilitation of schools classrooms, latrines and buying desks. The schools include: Bujubi P/S, Bugwe P/S, Kagina P/S, St. Thomas Bweyogerere Catholic P/S Constructed and rehabilitated 8 primary schools. Namely: St. Thomas Bazadde C/S Bweyogerere-Wakiso; Kagina P/S - Kabale; Kasengeje P/S- Wakiso; Kichwekano P/S- Isingiro; Namukunyu P/S Kamuli; Nawanyago P/S-Kamuli; Matala Mixed P/S-Rakai; Bumaddu P/S-Bundibugyo.
Secondary Development	(i) Development of secondary	9.923	Procurement of specimens chemicals and reagents in 1400 USE secondary schools Software acquisition Support to Digital Science where 100 secondary schools added onto digital science project Science and mathematics context, 9 schools to be provided with an ICT lab fully furnished & equipped i.e. Bishops SS - Mukono, Wanyange Girls- Jinja, Sacred Heart- Gulu, Rock H/S-Tororo, Nyarilo SSKoboko, St Mary's College Rushoroza- Kabale, Kinyansano Girls- Rukungiri, Kibibi Muslim SS-Butambala and werwerwe - Wakiso 2600 science and mathematics teachers trained (0.7bn) Monitoring and supervision of SESEMAT activities , Induction training for newly promoted and appointed staff Purchase of a City Star sec School Rehabilitation and expansion of 23 schools under Bactch 1 2 and 3St. Edwards SS, Bukumi, Jinja SS, Sir Tito winyi, Makobore	9.455	Facilitated 809 Government USE schools to conduct UCE Science practical examinations with science specimen (kits) Facilitated the setting up of ICT laboratories at St. Henry's college, Kitovu - Masaka, Kitende S.S - Wakiso, Kiira College Butiki- Jinja, Kololo S.S- Kampala, and Bishop Komboni Kambuga Monitored progress of establishment of ICT labs in 420 schools supported by UCC and 9 others under the development of Secondary Education Project. ICT equipment and training in 26 secondary schools in the area of Digital Science. Trained 2412 Science and Mathematics teachers Inducted 262 Headteachers and deputy headteachers of the 66 newly grant aided secondary schools. 110 PTC Tutors were trained. Induction training for 121 Senior Accounts Assistants was undertaken. 164 Student Council members for the West Nile Sub-region were trained, carried out emergency repair of Bugobi H.S - Namutumba. Compensated land claims for Adwari S.S - Lira. Payments were made for certificates arising from on-going works at the following sites: Kagoro Seed school - Kitgum

			<p>H.S, Nyakasura sch, St. Charles, Lwanga Kalongo, Kigezi H.S, Kitante H.S, Ndejje S.S, Gulu H.S, Namagabi SS, Kitgum H.S, Bwera SS, Comboni College, : Masaba SS, Warr Girls, Nebbi, Gamatui Girls, Kapochorwa, Kako SS Masaka, Kibuli SS, Kitala SS Wakiso, Kyambogo College, Samuel Baker - Gulu.</p>		<p>(Lamba Enterprises) Site Layout for Kisozi - Gomba and Lutumku - Sembabule (K. K. Partners) Emergency renovation of Wakatayi S.S - Luwero (Roof blown off by wind) Completion of Administration Block at Busi S.S - Wakiso (Prima Ltd)</p> <p>Construction of a Seed School at Rwemikoma - Kiruhura (Giant Engineering Services) Construction of staff houses at St. Edwards College ,Busekere S.S (Kabarole); Bulamogi College - Gadumire (Kaliro); Kagurwe S.S (Mpigi); Bukanga Seed S.S (Luuka); Kitara S.S (Hoima M/C); Tunyi S.S (Bulambuli); and Kitende S.S (Wakiso) Repair of underground water tank at Butologo Seed S.S - Mubende Payments to Giant Engineering Services for the Construction of a Seed School at Ngoma Sub-County - Nakaseke Paid for Solar equipment and plumbing works in Laboratories at Balamba S.S Remittance to NCDC for implementation of UPOLET Policy Rohi Global certificates no 9,10,11 Paid invoice No2. For grading of private secondary schools, afro Educ Care Installation of improved toilets at Buhanika Sedd S.S - Hoima and rehabilitation of water system Payments were made for the emergency construction of toilets at Kiira College - Butiiki (Jinja) Paid final certificate for completion of administration block at Baligeya Mem. SS Nkondo Seed SS Kamuli, Bukonte Seed SS Namutumba</p>
	(ii) ADB III	1.064	<p>Equipment for workshops and laboratories installed at 2 Technical Institutes and 1 Vocational Technical Institute Six (6) Seed Secondary schools expanded and handed over Six (6) traditional secondary schools</p>	1.005	<p>All workshop equipment was delivered to Jinja Vocational Training Institute, Madera Technical Institute, Rukungiri Technical Institute and Mbale Special Needs schools All works under Phase 2 were completed and handed over; Paid 10% GoU contribution towards the construction of civil works for the 15 sites under phase 2 which included Masaba SS,</p>

			<p>rehabilitated and handed over One (1) Vocational Training Institute rehabilitated, expanded and reequipped Two (2) Technical Institutes rehabilitated, expanded and re-equipped Forty (40) teachers' houses completed and handed over</p>		<p>Madera Technical, Runkugiri Technical, Jinja Vocational Inst. Packada SS, Kidongole SS, Mateete SS, Mbarara SS, Bogeza SS, Namugongo SS, Kabalega SS, Mpanga SS and Lango College. Paid final Certificate for the construction of 40 teachers' houses which are being constructed at the 25 seed secondary school.</p>
	(iii) ADB IV support to USE	5.569	<p>5 new Seed Schools constructed in Kumi in Tororo. Bududa, Nakaseke Kalisizo Rakai district 10 existing Seed Secondary Schools expanded in Bugunzu Seed School, Buweswa S.S, Ojetanyang S.S Bukanga S.S (Iganga district), Busaba S.S (Butaleja district), Kabei S.S (Bukwo district), Kalomgo S.S (Nakasongola district), Bulamu S.S (Mpigi district), Nagulu S.S (Wakiso district) and Koome S.S (Mukono district); 7 New Seed secondary schools progress to 75% level of completion; Ogoko S.S, Apoo S.S, Patongo S.S, Kanara S.S, Bufunjo S.S and Katungulu S.S 5 existing seed secondary schools' expansion progresses to 75% level of completion new seed secondary schools (Atatur SS in Kumi district, Mella SS in Tororo district, Bumayoka SS in Bududa district, Wakyato SS in Nakaseke district and Kalisizo SS in Rakai district) 7 New S.Ss being constructed which include: Ogoko Seed School, Apoo S.S, Patongo S.S, Kanara S.S, Bufunjo S.S and Katungulu S.S 5 Existing S.Ss being expanded which include: Ramogi Seed School (Yumbe district), Ayer S.S (Apac district), Bubandi Seed School (Bundibugyo district), Buhanka S.S (Hoima district) and Kamwenge S.S</p>	5.091	<p>Civil works commenced on 15 sites under phase 1; cluster 1 Schs are: Bumayoka SSS, Wakyato SSS, Kalisizo SSS, Meela SSS, Atatur SSS, as new construction sites Bukanga SSS, Busaba SSS, Kabei SSS, Bugunzu SSS, Buweswa SSS, Ojetanyang SSS, Kalongo SSS, Bulamu SSS, Koome SSS and Nagulu are for expansion, SSS Sites are at 35% level of completion</p>

			(Kamwenge district)		
	(IV)APL ₁ Support to UPPET Programme	2.022	<p>Completion of permanent incomplete classrooms in Government USE schools</p> <p>Construction of 3314 new classrooms</p> <p>Construction of 112 new Libraries</p> <p>Construction of 345 2 unit multi-purpose science rooms</p> <p>Construction of 38 new administration blocks</p> <p>Construction of 65 new teachers' houses</p> <p>Construction of 1288 new 5-stance pit latrines</p> <p>Providing water harvesting systems in selected schools</p> <p>Supply science kits to private and Govt USE schools</p> <p>Supply chemicals to private & Govt. USE schools</p> <p>Supply & install assorted printery equipment to UNEB plus related training</p>	1.421	<p>A total of 1,772 classrooms, 18 Administration blocks, 165 multipurpose science blocks, 29 teachers' houses, 61 libraries and 705</p> <p>VIP latrines are under construction in 313 schools that have been cleared by the Solicitor General to award contracts</p> <p>Supplied & installed assorted printery equipment to UNEB plus related training.</p> <p>Supplied science kits to 1342 private and Govt USE schools.</p> <p>Supplied chemicals to private & Govt USE schools in the central (1224 schools), Eastern (1691 school), Northern (985 school) and Western region (1201 schools).</p>
Skills Development					
	(i) Development of BVET	15.283	<p>Construct and rehabilitate structures in BTVET institutions i.e.</p> <p>completion of: storeyed classroom block at UCC Kabale, Library at UCC Pakwach and a girl's dormitory at Arua TI.</p> <p>Construction of: a workshop block at Ihunga TI, Bumbeire TI, Nyarushanje TI and UTC Kichwamba.</p> <p>Construction of Buseesa Tech. Institute</p> <p>Extension of a power line at Abilonino CPIC.</p> <p>Handling of emergency in civil works.</p> <p>Jinja Vocation Training Institute 400m</p> <p>Madera Training college 100m</p> <p>Construction of workshops, classrooms, administration blocks, and computer labs at</p>	13.469	<p>Provided funds to extend power to Abilonino instructor's college Apac</p> <p>Provided funds for establishment of Buseesa Technical School.</p> <p>Provided funds to Kabale UCC to complete storeyed classroom block,</p> <p>Pakwach UCC to complete library and to Arua Technical Institute to complete a girl's dormitory.</p> <p>Provided funds for construction of a workshop block at Ihunga TI, Bumbeire TI, Nyarushanje TI and UTC Kichwamba.</p> <p>Rehabilitation of Kasodo Tech. Institute</p> <p>Completion of Hostels at UCCKichwamba</p> <p>Completion of a library at UCC Pakwach</p> <p>Provide facilities at Kalongo, Kyamuhunga, Kalera and Kisoro Technical Institute</p> <p>Disbursed funds towards extension of power to Abilonino</p>

			<p>following Technical Institutes: Ahmed Seguya Amugo Agro Burora, Bataleja , Kabale, Kaberamaido ,Kabira, Kaliro Kalongo Kamengo Kyamuhunga Karera Kasodo, Kibatsi Kisoro Kisubi Kitgum Lake katwe Minakulu Moyo Ora Rugando Tororo.</p>		<p>CPIC. Rehabilitation of Kasodo Tech. Institute Disbursed funds towards construction of a multipurpose block atUCC Kabale Completion of hostels and Library at UCC Kichwamba and UCC Pakwach Disbursed funds towards establishment of Buseesa Technical Institute Contributed for the construction of facilities at Kabira TS, Kabaale TS, Buroora, Ahmed Seguya Memorial, Amugo Agro, Butelaja and Kaberamaido. Provided funds for construct girls's hostel at Arua TS. Provided funds to following institutions to construction;Kaberamaido for , 1 library, 4 workshops, 3 classrooms, 1administration and 1 computer laboratoryKabira; 1 library, 4 workshops, 3 classrooms, 1 administration and 1computer laboratory Kaliro 4 workshops, 3 classrooms, 1 administration block and 1 computer laboratory Kalongo; 1library, 4 workshops, 4 classrooms,2 5 stance latrine and 1computer laboratory Kamengo; 1 library,4 workshops, 3 classrooms, 1 administrationblock and 1 computer laboratory Kyamuhunga; 1 library, 4 workshops, 3 classrooms, 1 administration and 1 computer laboratory. Disbursed funds for construction works at Kigumba Coop College and Gulu SOCO Constructed a Girls' Hostel at Arua Technical Institute Constructed 21 classrooms in assorted Technical Institutes</p>
	Rehabilitation of National Health Training Institutions	2.260	<p>Disburse funds to procure 40 computers and 5 printers for computerlaboratory at Fort-Portal SOCO. Equipping Skills demonstration room at Fort-Portal SOCO. Construction and rehabilitation of storeyed classroom block in 2institutions. Kigumba Coop. College and Gulu school of clinical officers. Construction of:</p>	1.965	<p>Disbursed funds to procure 40 computers and 5 printers forcomputer laboratory at Fort-Portal SOCO. Equipped skills demonstration room at Fort-Portal SOCO Funds were remitted for construction of Mulago Girls Hostel. Disbursed funds for construction works at Kigumba Coop.College (Shs.115m=) and Gulu SOCO(Shs. 115m=). Disbursed funds to Fortportal school of Clinical Officers forconstruction of girl's hostel. Disbursed funds towards construction works at Lira Sch. Of Comprehensive. Nursing.</p>

			<p>A boys' hostel block at Lira School of Nursing (500m);</p> <p>A girls' hostel at Fort-Portal School of Clinical Officers (500m); and</p> <p>Completion of girl's hostel at Mulago Paramedical Schools (500m).</p>		
Development of TVET P.7 Graduate	3.528	<p>Procure assorted learning tools and equipment for 20 (St. Josephs Kyarubingo, Kakiika TS, Namisindwa TS, St. Kizito TS - Kitovu, Nagwere TS, Bukooli TS, Inde TS, Kumi TS, Olio TS, Pacer CP, Rwentanga FS, Rwiziringiro TS, Ngugo TS, Katakwi TS, Ssese FS, Mubende CP, Kadogo CP Kihanda TS, Namasale TS and Kitagata FS) P7 Graduate Enrolling Institutions for courses like BCP, CJ, Motor Vehicles, TC and Business Agriculture.</p> <p>Purchase of computers for the new constructed computer labs Construction of 4 classrooms and 3 workshops per site: Omugo T/S, Kizinga T/S, Kihahi T/S, Obyen CP, Dokolo T/S, Apac T/S, Gombe CP, Masulita VC, Namisindwa T/S, Kyarubingo T/S and completion of construction at Barinyanga T/S - 2 classroom and 2 workshops, Hakitengya CP - teachers' houses, Nagwere T/S - twin workshop and 2 classroom block and Rwiziringiro T/S - 4 classroom blocks.</p> <p>Other emergency constructions.</p>	3.031	<p>Purchased tools & equipments for 12 institutions of St. Joseph Kyarubingo, Kakiika TS, Namisindwa TS, St. Kizito TS, Kitovu TS, Nagwere TS, Bukooli TS, Kumi TS, Olio TS, Pacer CP, Ngugo TS, and Rwiziringiro FS.</p> <p>Purchased funds for procurement of assorted learning tools and equipments for courses like BCP, CJ, Motor Vehicles, TC, Business Agriculture in the BTVET institutions of Inde TS, Ssese FS, Kitagata FS, St. Joseph's Kyarubingo, St. Kizito Kitovu, Rwentanga FS, Ngugo TS, Olio CP, Mubende CP and Namasale TS.</p> <p>Procured assorted learning tools and equipment for 12 instns, St. Josephs Kyarubingo, Kakiika TS, Namisindwa TS, St. Kizito TS - Kitovu, Nagwere TS, Olio TS, Pacer CP, Rwentanga FS, Kihanda TS, Namasale TS and Kitagata FS) P7 Graduate Enrolling Institutions for courses like BCP, CJ, Motor Vehicles, TC and Business Agriculture.</p> <p>Purchase of computers for the new constructed computer labs Disbursed funds for purchasing assorted learning tools and equipment for 10 institutions (i.e St. Joseph's Kyarubingo, Kakiika TS, Namisindwa TS, Bukholi TS, St. Kizito TS - Kitovu, Nagwere TS, Olio TS, Pacer CP, Rwentanga FS, Kihanda TS, Namasale TS, and Kitagata FS) P7 graduate enrolling institutions for courses like BCP, CJ, Motor vehicles, TC and Business Agriculture.</p> <p>Purchase of computers for the new constructed computer labs .Disbursed funds for construction of 4 classrooms and 3 workshops in the following institutions; inde TS, St. Joseph Kyarubingo TS.</p> <p>Provided funds for completion of civils works at Hakitengya CP, Barinyanga T/S, Nagwere TS and Rwiziringiro T/S.</p>	

					<p>Disbursed funds to Namisindwa TS to construct 4 classrooms and 3 workshops.</p> <p>Carried out construction works in the following institutions; Obyen CP, Dokolo T/S, Kizinga T/S, Kihiki T/S, and Obyen CP</p> <p>Disbursed funds towards completion of construction works in the following institutions: St. Joseph's Kyarubingo, Kakiika TS, Namisindwa TS, Bukholi TS and for new construction to Gombe CP, Apac TS, and Masuliita Voc. Centre</p>
Quality and Standards					
	(i) Development of PTCs	7.443	<p>1 stored classroom block at Nkokonjeru PTC Constructed and furnished.</p> <p>Classroom block, staff houses, dormitory block and other facilities at Kabwangasi PTC.</p> <p>Kitgum PTC fully rehabilitated and reconstructed</p> <p>Modern kitchen, sickbay and 2 semi detached tutors' houses constructed at Kiyooro</p> <p>3 dormitories blocks and 3 administration blocks constructed in each of PTCs i.e. Kapchorwa, Buhungiro, Kamurasi.</p> <p>2 dormitory blocks and 4 semi detached tutors' houses constructed at Bwera and administration block at Bundibugyo PTC.</p> <p>Construct 1 semi detached tutors' house and 1 administration block at Paidha PTC.</p> <p>Run advertise, handle procurement process.</p> <p>Remapping and redefining Coordinating Centers.</p> <p>Washrooms and VIPLatrines constructed and facilities rehabilitated at Arua CPTC.</p> <p>Classroom blocks, dormitory blocks, staff houses, laboratory block, and other PTC facilities rehabilitated and reconstructed at Canon Lawrence</p>	5.791	<p>Constructed a storied classroom block at Nkokonjeru.</p> <p>Rehabilitated facilities at Kitugm PTC in Kitgum district.</p> <p>Procurement for rehabilitation of facilities at Kabwangasi PTC in Pallisa district.</p> <p>Procurement process for construction of a modern kitchen, 1 sickbay and 2 semi-detached tutor houses at Kiyooro PTC in Ntugamo is ongoing.</p> <p>Funds for construction of library block inclusive furniture at Bwera PTC were transferred by EFT, utilized using interim payment certificates approved by MOES.</p> <p>Procurement of a consultancy to undertake a comprehensive needs assessment in PTCs is in progress.</p> <p>Paid Final certificate No. 24 for construction of additional facilities at Kabale Bukinda Core PTC works under retention period</p> <p>Paid additional funding reimbursement to Kabale Bukinda PTC account for commissioning of additional facilities</p> <p>Paid final certificate for a semi detached Tutors house at Lodonga .Core PTC constructed</p> <p>Paid for a dormitory block at Butiti PTC completed and furnished</p> <p>Paid for all facilities that include an administration block, a dormitory block and a semi detached tutors' house currently at roofing level for Busikho PTC</p> <p>Paid for construction of a library block Kotido PTC</p> <p>Paid balance for completion of a library block at Kotido PTC in Kotido district</p> <p>Paid Certificate No.4 for a completed tutors house and handed over to the PTC</p> <p>Paid for all facilities that include dormitory and classroom</p>

			<p>Boroboro PTC. Leaking roof and classrooms renovated at Kibuli Core PTC. Washrooms and VIP latrines constructed and Classroom blocks,dormitory blocks, staff houses, laboratory block, and other PTC facilitiesrehabilitated at Ibanda Core PTC A firm to supply assorted chemicals and science equipment to PTCinstitutions. Carried forward on going works: Pay Retention fee for additional facilities at Kabale Bukinda PTC; Construction of a semi detached tutors' house at Ngora PTC, Ldonga PTC; Construction of Classroom Blocks at Kamurasi and Christ the King Gulu PTCs and a classroom block with furniture constructed at Bundibugyo PTC and a library block constructed and</p>		<p>blockcurrently being roofed for Paidha PTC Paid for a tutors semidetached house at Jinja PTC Paid VAT for accumulated arrears for Buhungiro PTC Paid for civil works at ring beam level at Bushenyi PTC Paid for dormitory block at slab level while the ground floor is being plastered, door and windows frames in place for Nkokonjeru PTC Paid for emergency funding for rectification of defects duringconstruction of additional facilities at Lodonga PTC</p>
	(ii)Relocation of Shimon	0.993	<p>Kick start construction of shimoni primary school at Shimoni Core PTC. Procure computers and stationery. Hold 12 site meetings and 24 monitoring visits.</p>	0.472	<p>Procured and delivered science kits and equipments for ShimoniCore PTC. Paid part payment of certificate No.18. Paid transportation for Shimoni Property from Nyondo Core PTC, Mbale to her new home Kira, Wakiso. Additional facilities at Shimoni Core PTC site: Sports and gamesgrounds were completed and water system was installed. The construction firm has been procured (Lubmarks Investments) site is cleared, fenced, road work started and the foundation foradministration blocks is being excavated. Certificate No. 1 for Lubmarks for construction at ShimoniDemonstration school, Certificate No. 19 & 20 plus part balance ofcertificate No. 18 for Ms.Adams Engineering, Services needed morefunds that was released.</p>
Physical Education and Sports	Support to Physical education and sports	1.200	<p>Feasibility and designs of National High Altitude Training Centre. Kick start construction works at Teryet. Hold NHATC steering committee meetings. Renovation of one of the regional stadia (Bugembe stadium) in Jinja</p>	0.570	<p>Meetings on NHATC held with KDLG,MOWE, Survey Consultants, MoEM, REA, KDLG Contract signed for designs for rehabilitation of 6 regional stadia. 3 Sites handed over to contractors. Bid Evaluation for designs of NHATC and construction of Teryet P/S completed awaiting MCC approval. Advance of Shs.</p>

			<i>district</i>		<i>200m remitted Valuation for compensation of squatters on NHATC Teryet land completed. Advance of Shs. 100m remitted Power Connection to Teryet NHATC is part of approved Rural Electrification Agency's projects for FY 2012/13 Funds being transferred to Ministry of Water and Environment for connection of piped water supply to Teryet NHATC Land title secured for Akii-Bua Stadium and meetings held with OPM & MFA</i>

CHAPTER 4: EDUCATION AND SPORTS SECTOR PERFORMANCE DURING FY 2011/12

4.1 ACCESS AND EQUITY

The Education and Sports Sector is committed to enabling all Ugandans to reach their educational and employment potential. Access to learning allows individuals to take up work options that provide personal fulfillment, financial independence and enhanced community participation.

4.1.1 Basic Education

Uganda, as a signatory country to the UN Convention that established MDGs, is committed to achievement of universal access to equitable quality education by 2015. Every individual irrespective of race, gender, nationality, ethnicity or social origin, religion or political preference, age or disability, is entitled to access to equitable and successful completion of their education. For the Pre-primary and Primary education sub-sector, the goal of access is operationalized through policy objectives which constitute their annual work plans. The set objectives for FY 2011/12 were to enhance the UPE programme; provide assistance to districts to improve the completion rate in primary education; enhance gender parity in primary education; and, enable children aged 6-12, especially girls, to access school at correct age, to complete quality primary education and achieve the required proficiency levels.

a) Interventions undertaken during FY 2011/2012

Basic education forms the basis for attaining basic literacy and numeracy skills, and consequently, reduces the dropout and repetition rates significantly and if well administered, will generate a fondness of the children towards learning and attending school. Therefore, the key interventions undertaken in the Basic Education sub-sector in FY 2011/12 to augment equitable access are indicated in Box 4.1 below;

Box 4.1. Key interventions undertaken in the Basic Education sub-sector in FY 2011/12

- a) Implementation of the UPE Programme.
- b) Payment of PLE Fees.
- c) Payment of Capitation grants for pre-service and in-service students in PTCs.
- d) Food distribution under the World Food Programme.
- e) Supply of Vegetable seeds, fruit trees and wood- lot seedlings to schools under WFP.
- d) Facilitate children in Laroo School for War affected children.
- e) Construction and rehabilitation of primary schools.
- f) Licensing and registering of private primary schools.
- g) Grant aiding of community primary schools.

b) Progress and main achievements

- (i) Implementation of the UPE Programme

In the primary subsector, since the introduction of UPE, Uganda has registered exceptional increase in enrolment in primary schools. During the FY under review, the sector continued to pay capitation grants for pupils under the Universal Primary Education Programme at a rate of 7,000/= per pupil. Funds amounting to 49,683,789,000/= were paid for 7,099,083 pupils in government aided schools throughout the country in the period under review.

(ii) Payment of PLE Fees

In FY 2011/12 government paid fees amounting to 5,399,600,000/= for Primary Leaving Examinations (PLE). Funds were remitted to UNEB and registration was paid for 446,508 PLE candidates.

(iii) Payment of Capitation grants for pre-service and in-service students in PTCs.

During the period under review the the subsector paid capitation grants amounting to 11,839,931,000/= for 16,239 pre-service and 2,000 in-service students in 45 PTCs.

(iv) Food distribution under the World Food Programme

In the period under review in order to increase access, the United Nations World Food Programme (UNWFP) has continued to distribute food to 245 primary schools in Karamoja. In addition, the service was extended to all secondary schools, while the scheme for Early Childhood Development Centers is still in the pilot stage in Kaabong and Kotido districts. The food supplies have been instrumental in boosting enrolment and improving retention at all levels. Unfortunately, for the greater part of 2011/2012, WFP experienced serious food pipeline disruptions, resulting in pupils being served only porridge. The outlook for the future is still uncertain, WFP expects the US Department of Agriculture to commit themselves to food supplies to cover 2012/13 at least.

(v) Supply of Vegetable seeds, fruit trees and wood- lot seedlings to schools under WFP

The Government of Uganda funding under the school feeding project is partly used to popularise agriculture in the minds of the youth as a viable diversification away from cattle keeping as the sole livelihood of the Karamoja sub-region. To this end the Ministry's Project Management Unit encourages school gardening by assisting schools with bush clearing and distribution of seeds and other agro inputs.

The vegetable seeds distributed include 310kgs Gobe; 400 tins (20 kgs) of Sukuma Wiki; 100 tins (5kgs) onions; 600 tins (30kgs) cabbage; 890kgs beans; 525 kgs maize; 150 tins (7.5kgs) eggplant, and 140 tins (7kgs) tomatoes. In the interests of environment conservation, and to provide fruit and shed trees in schools, 11,850 Neem and 10, 950 Acacia tree seedlings were distributed for shed, and 2,161 fruit seedlings were distributed (1,101 orange and 1,060 mangoes). Funds budgeted for 300 bags of cassava cuttings came at an unsuitable time for cassava planting. These funds were therefore used to procure more of the other seeds than had been budgeted for.

In addition, 120 acres of land for 30 schools were ploughed. 2,800 assorted hand tools (i.e. Spray pumps, pangas, watering cans) were also given out to schools and 12,376 Tree seedlings were supplied to 48 selected schools in Amudat, Napak, Moroto, Nakapiripirit, Kotido, Abim, and Kaabong. The project in addition, renovated WFP Moroto offices and constructed a 3-stance pit latrine.

All these initiatives were undertaken to encourage pupils to go to school thereby, improving access, equity, and gender parity.

(vi) Facilitate children in Laroo School for War affected children

The sector continued to provide operational support and disbursed funds to 624 war affected children and 4 traumatised children. The Belgian-funded government school which opened its doors in 2006 serves child survivors of the 23-year insurgency of the Lord Resistance Army (LRA). The school only caters for classes P.1 to P.6.

(vii) Construction and rehabilitation of primary schools

Under the Emergency Construction and Rehabilitation of Primary schools project, 38 schools were identified and 18 schools received funds for the construction, rehabilitation and provision of furniture. These schools among others include: - Bujubi P.S in Mityana; Bugwe P.S and Namutumba C/U P.S in Namutumba; St. Thomas Catholic P.S in Bweyogerere; St. Aloysius Bukasa; Bbale- Waswa P.S; and Kasengejje P.S in Wakiso; Kagina P.S in Kabale; Kichekano P.S in Isingiro; Namukunyu P.S and Nawanyago P.S in Kamuli; and St. Joseph Day and Boarding P.S Nazigo; Kirowozo C/U; and Nakabalanga P.S in Mukono; Bundikahungu P.S in Bundibugyo; Kalububbu P.S in Sembabule; Patto P.S in Sironko; and Kigalagala P.S in Jinja;

(viii) Under SFG/PRDP and Presidential Pledges Programmes

A total budgetary provision of 71.4bn was earmarked for the implementation of various infrastructural developments in all Local Governments including all divisions. Tables 4.1.1 and 4.1.2 show the progress of works for SFG Normal and SFG/PRDP during the period under review.

Table: 4.1. Civil works under SFG Normal

S/N	Facilities	Targets	Finished	%	Not	Non
1	Classroom	133	17	13%	116	87%
2	New Construction	571	427	75%	144	25%
3	V.I.P Latrine Stances	2,028	1,114	55%	914	58%
4	Furniture Office	119	0	0	119	100%
5.	Furniture Classrooms	8,305	3,696	45%	4,609	55%
6.	Teachers Houses	182	134	74%	48	26%

Source: EMIS 2011

Table: 4.2. Civil works under SFG/PRDP

S/N	Facilities	Targets	Finished & On-going	% Performance	Not Started	Non Performance
1	Classroom	237	104	44%	133	56%
2	New Construction	638	463	73%	175	27%
3	V.I.P Latrine Stances	1,235	604	49%	631	51%
4	Furniture Office	139	82	59%	57	41%
5.	Furniture Classrooms	14,191	5,890	42%	8,301	58%
6.	Teachers Houses	382	190	50%	192	50%

Source: EMIS 2011

The main challenges encountered during the implementation of these civil works include among others;

- ✚ Sites in hard to reach areas do not attract bidders, hence the need for re advertisements which slows down progress;
- ✚ High Inflation levels affected the progress of the civil works due to increase in prices for fuel, local and manufacturing materials;
- ✚ The long bureaucratic procurement process required by PPDA coupled with the need for the Solicitor General to approve works of Ugx 50m and above leads to late commencement of work;
- ✚ Funds for Presidential Pledges are disbursed along with those of SFG on a quarterly basis. In most cases these works are awarded at the end of the financial year after the budgetary allocation has accumulated;
- ✚ The Indicative planning figures communicated by Ministry of Education and Sports (MoES), Ministry of Finance, Planning and Economic Development (MoFPED), and Office of the Prime Minister (OPM) and in the Output Budgeting Tool (OBT) in most cases do not tally. This leaves confusion in Local Governments as to which exact figure to use while planning;
- ✚ Whereas the Local Governments were instructed to submit separate work plans for SFG normal, Lined Pit Latrines, Construction of teachers' houses in hard-to-reach areas and SFG/ PRDP, some have continued to combine their workplans making it difficult to attach the outputs for the different programmes;
- ✚ Some Local Governments under SFG/PRDP have continued to plan for works/facilities outside those recommended. For example, in Agago, Manafwa and Bududa, part of their funds were used to construct the District Administration blocks, DEO's office and purchase of a Pickup respectively. While for Kole District they purchased 2 Laptops, 1 desk computer, 1 Photocopier and 1 Honda diesel. Our field officers (Engineering Assistants) neither supervise these works nor certify them for payment as they are side-lined by the districts;
- ✚ During the monitoring exercises carried out by the centre, it has been identified that some contractors especially in the Local Governments benefiting both under SFG Normal and SFG/PRDP programme are overwhelmed by the number of contracts won within the same period which are beyond their capacity. They get contracts not only in the Education sector, but cut across all other sectors. As a result; some works are delayed as they cross over to different sites in a bid to balance up;
- ✚ In some areas, sites are abandoned by contractors, yet they cannot be terminated due to the long procedure of termination of a contract hence affecting the progress of work;
- ✚ The continuous annual budget cuts experienced by Local Governments on their ceilings is a challenge as activities are rolled over to the following year and moreover with the same contract prices notwithstanding the inflation effect. This leaves some sites being abandoned and left incomplete;
- ✚ During the rainy seasons some sites in some districts become inaccessible until the dry season is on; and,
- ✚ With the use of lined pit latrines, a strategy for the processes of emptying these pit latrines should be put in place by the Ministry.

(ix) *Licensing and Registering of private primary schools*

During the period under review, 225 and 130 Early Childhood Development Centres and primary schools were licensed and registered respectively in an effort to increase access.

(x) *Grant aiding of community primary schools*

Under this intervention, the sub sector grant aided 69 community primary schools. This intervention has contributed towards the improvement in the NER. See Annex 3 attached.

(c) Results/outcomes

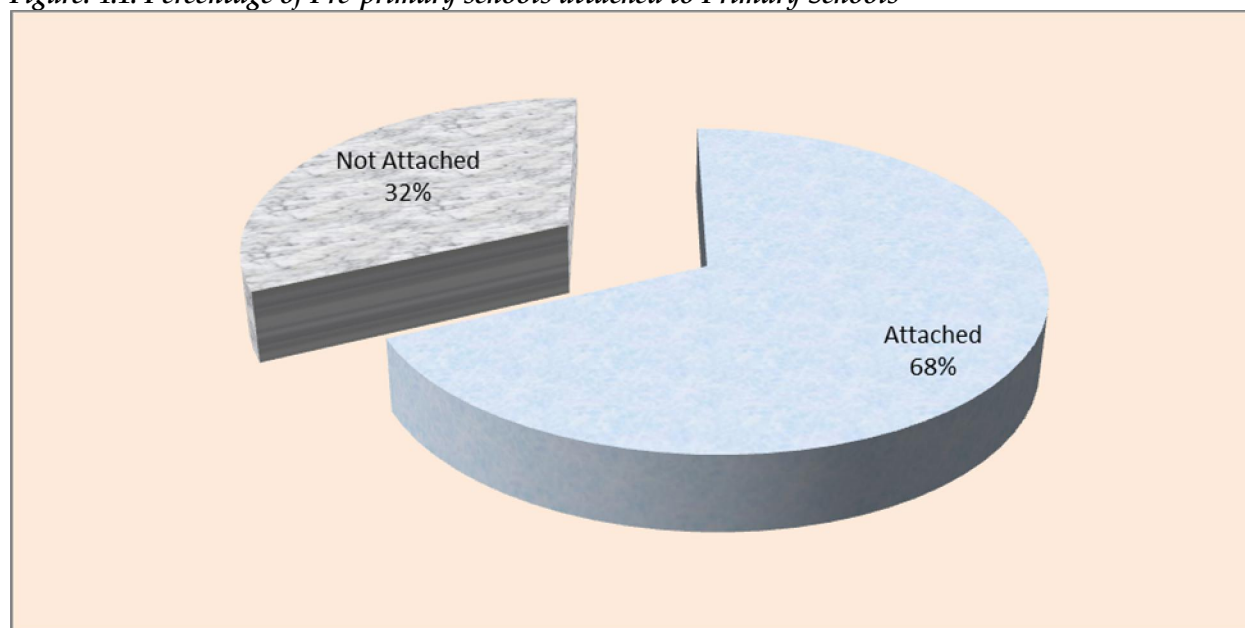
Pre-primary Education Sub-sector

Under Pre-primary and primary education subsector the following outcomes were realized;

(i) Attached pre-primary schools to Primary Schools

Since the development of the ECD curriculum by government, a considerable number of government aided primary schools are currently involved in the implementation of Early Childhood Education. In the period under review 68% of the ECD centers of pre-primary schools are attached to primary schools to gain access to pre-primary education and to ease transition to primary school, while 32% of the centers are not attached. See figure 4.1.

Figure: 4.1. Percentage of Pre-primary schools attached to Primary Schools



Source: EMIS 2011/12

Primary Education

Primary education in Uganda is, in many ways the hub of the schooling system since time immemorial. Since the inception of UPE, enrolment has continued to grow. The major goal of UPE was to offer the minimum necessary facilities and resources to facilitate Ugandan children of school-going age to enter and remain in school and successfully complete the primary cycle of education.

(i) New entrants to Primary One

The percentage share of new entrants to Primary One with the eligible age (6 years) remained the same between 2010/11 and the period under review as shown in table: 4.3 below.

Table: 4.3. Percentage Distribution of New Entrants to P.1 by Age.

FY	5 Years or Less	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years
2010/11	5.1%	45.6%	27.5%	12.1%	4.9%	2.3%	1.0%	1.4%
2011/12	4.8%	45.2%	27.3%	12.1%	4.9%	2.5%	1.1%	2.2%

Source: EMIS 2011/12

(ii) Primary School Enrolment by Region 2010/11-2011/12

The achievements of UPE are reflected in the increase in the overall enrollments since its inception. Currently there are over 8 million children enrolled in primary school.

Table: 4.4. Percentage Share of Enrolment in Primary by Region

FY	Regions					
	East	Central	North	S.West	West	N.East
2010/11	30.1%	22.2%	21.1%	12.8%	12.2%	1.6%
2011/12	30.5%	22.7%	20.8%	12.3%	12.0%	1.7%

Source: EMIS 2011/12

In the period under review there was a total enrolment of 8,317,420 (4,161,057 male and 4,156,363 female) out of which the Eastern region contributed the highest number of pupils enrolled in primary schools with a share of 30.5% followed by Central region whose share was 22.7%. The North Eastern region contributed the least share (1.7%) while that of the West and South West was relatively the same. There has been an increase in the percentage share of pupils in three of the regions and these include the East, Central and North-Eastern Regions.

(iii) Status of Classrooms Provision

The introduction of Universal Primary Education led to the need for an increase in the number of permanent classrooms. The continuous financial and material support given by the Government through initiatives like the School Facilities Grant (SFG) has resulted into a remarkable increase in the number of classrooms available. See table 4.5.

Table: 4.5. Number of classrooms available by school ownership

FY	Status		
	All schools	Government	Private
2010/11	142,802	108,012	34,790
2011/12	144,513	105,958	38,555

Source: EMIS 2011/12

In the FY 2010/11, the total number of classrooms in all primary schools was 142,802, and by June 2011/12, the number of classrooms had increased by 1.2% to the tune of 144,513 classrooms. Consequently, the pupil class ratio was maintained at 54 in FY 2011/12.

(iv) Gender Parity in Primary Schools

School access programs in the sector aim at reducing the gap between boys and girls in education so as to promote equality in lifelong opportunities. The programmes are intended to ensure that both boys and girls leave the school system with an education or vocational training according to their capabilities and free from gender categorization. Evidence available shows that the proportion of girls enrolling in school has increased in Uganda. Enrolment of girls and boys at primary school level has reached the parity level. During the period under review, a total of 8,317,420 (Male 4,161,057; female 4,156,363) pupils were enrolled in primary schools of which 50% were female. For the last two financial years, more girls were enrolled in school as compared to the boys. This indicates progress as far as educating the girl child is concerned. See table 4.6.

Table: 4.6. Percentage share of pupils by gender

FY	2010/11	2011/12
Female	50.1%	50.0%
Male	49.9%	50.0%

Source: EMIS 2011/12

(d) Constraints/Challenges

Some of the key barriers to enhancing equitable access in the basic education subsector include the following;

- (i)* Absenteeism of teachers and pupils is crippling the Universal Primary Education (UPE) Programmes;
- (ii)* Seven thousand shillings per child per year is no longer adequate considering the cost of living. It should be raised to atleast ten thousand shillings per child per year;
- (iii)* Funds allocated under SFG/PRDP civil works are far below the need for construction of classrooms, teachers' houses, and pit latrines;
- (iv)* Insufficient teaching and learning materials;
- (v)* Majority of teachers commute from very far due to inadequate teachers' houses; and,
- (vi)* There is a ban on grant aiding schools yet the demand is very high.

4.1.2 Secondary Education

Secondary education has experienced tremendous growth during the past decade. The introduction of Universal Secondary Education in 2007 resulted into increased enrolment to 1,106,000 in both government and private secondary schools (EMIS – 2011). However, in order to facilitate the students' development of knowledge and an understanding of the various emerging needs of society and the economy, the secondary education sub-sector, has come up with a number of policy objectives for FY 2011/12 that include: to increase access and equity of secondary education; improving quality of secondary education; enhancing efficiency and effectiveness in the delivery of secondary education

services; and, enhancing Public Private Partnership in the provision of Secondary Education to all Ugandans.

(a) Interventions undertaken during FY 2011/2012

Box 4.2 highlights interventions undertaken by the Secondary sub sector to enhance access to education.

Box 4.2 Key interventions undertaken in the secondary sub-sector in FY 2011/12

- (i) Payment of UPPET/USE capitation grant and UCE examination fees for USE beneficiary students.
- (ii) Implementation of USE at Upper Secondary ("A" level) under the UPOLET programme.
- (iii) Rehabilitation and expansion of facilities in existing Secondary Schools.
- (iv) Licensing and registering of private schools.
- (v) Grant aiding of community secondary schools.
- (vi) Enhancement of the public private partnership.
- (vii) Construction of seed secondary schools, targeting under served areas.

(b) Progress and Main Achievements

(i) Payment of UPPET/USE capitation grant and UCE examination fees for USE beneficiary students.

During the period under review, the government continued to provide tuition support to eligible USE Students. Capitation grants amounting to 80,210,939,519/= was paid for 718,000 students of the beneficiary schools (215,400 were Private Partnership schools (PPPs) while 502,600 for government secondary schools). See table 4.7 below.

Table: 4.7 Disbursement of USE grants to schools in FY 2011/12

S/n	Quarter	Amount
1.	Quarter 1	22,456,532,668
2.	Quarter 2	29,968,783,000
3	Quarter 3	21,828,950,833
4.	Quarter 4	5,956, 673,018
	Total	80,210,939,519

Source: Headcount Report 2012

In addition, the sub-sector provided funds to UNEB to facilitate 108,637 UCE student registration fees under the USE programme. Government further facilitated 809 government USE schools with funds for acquisition of Science specimens for UCE practicals.

(ii) Implementation of USE to cover upper (A' level) Secondary

In order to enhance access, Cabinet in 2011 approved the Uganda Post "O" Level Education and Training (UPOLET) and the implementation commenced in 2012 with 701 in government schools and 221 public private partnership schools. Government paid (3.133bn) UPOLET capitation grants to 38,311 students enrolled in both government and private UPOLET schools.

(iii) Construction (including expansion and rehabilitation) of Secondary schools

In order to increase access to secondary education, the sub-sector continued with provision of a Secondary Schools in each sub-county and hard to reach areas through the construction of Seed

Secondary Schools and expansion of facilities in the existing secondary schools during the period under review.

Under the development of secondary education, a number of projects were undertaken as follows;

- ✚ Civil works were completed at Paicho Seed S.S in Gulu, Administration blocks were also completed at Bussi S.S in Wakiso; Nkondo Seed S.S in Kamuli and Bukonte Seed S.S in Namutumba;
- ✚ Emergency renovations and repairs were carried out in Bugobi High School in Namutumba and Wakatayi S.S in Luwero after roofs were blown off by the wind;
- ✚ An underground water tank at Butoloogo Seed S.S in Mubende was repaired, and students' toilets were constructed at; Bulamogi College Gadumire in Kaliro, Kagulwe S.S in Mpigi, Buhanika Seed S.S in Hoima, Bukanga Seed S.S in Luuka, and Kitende S.S in Wakiso;
- ✚ The sector continued to clear outstanding payments for the construction of Seed Secondary Schools at Kameruka Seed S.S, Budaka; Lagoro Seed S.S in Kitgum; and, Rwemikoma in Kiruhura;
- ✚ Land claimants at Adwari S.S in Lira were compensated and civil works for the rehabilitation of Sir Samuel Baker School completed;
- ✚ Construction of 40 units of teachers' houses and 25 Seed Secondary Schools were completed with funding from ADB III.
- ✚ Civil works at 6 traditional schools under ADB III, phase II were completed at Masaba S.S.S, Kabalega S.S.S, Lango College in Lira, Mpanga S.S in Kabarole, Kigezi College Butobere in Kabale and Kololo S.S in Kampala.
- ✚ Civil works for the expansion of Six (06) Seed Secondary Schools were completed at Bageeza Seed S.S in Mubende, Namugongo Seed S.S in Kaliro; Pakadha Seed S.S in Zombo; Mbarara S.S and Kidongole S.S in Bukedea.
- ✚ Under ADB IV civil works are in progress at 15 sites – (5 new Seed Secondary Schools and 10 existing Seed Secondary Schools at Atatur S.S in Kumi, Mela S.S in Tororo, Bumayako SSS in Bududa, Wakyato SSS in Nakaseke and Kalisizo Town Council SSS in Rakai a total of 10 existing seed secondary schools are being expanded as follows; Bugunzu SSS in Sironko, Buweswa SSS in Manafwa, Bukanga SSS in Iganga, Ojetanyang SSS in Soroti, Busaba SSS in Butaleja, Kabei SSS in Bukwo; Kalongo SSS in Nakasongola, Bulamu SSS in Mpigi, Naggulu SSS in Wakiso, and KKoome SSS in Mukono. The sites above are at 18% level of completion.

Under support to USE (IDA) project the following have been done;-

- ✚ Civil works are in progress at 659 Secondary schools that were under phase I and II and 159 have been completed.
- ✚ Construction of 3314 new classrooms.
- ✚ Construction of 112 new libraries.
- ✚ Construction of 345 - 2 unit multi-purpose science rooms.
- ✚ Construction of 38 new administration blocks.
- ✚ Construction of 65 new teachers' houses.
- ✚ Construction of 1288 new 5 - stance pit latrines.
- ✚ Providing water harvesting systems in selected schools.

A total of 1,772 classrooms, 18 Administration blocks, 165 multipurpose science blocks, 29 teachers' houses, 61 libraries, and 705 VIP latrines are under construction in 313 schools that have been cleared by the Solicitor General to award contracts.

(iv) Licensing and registering of private schools.

With guidelines for licensing and registration in place, the sub-sector continued registering and licensing of private schools. In the period under review, 114 Private schools were licensed, as compared to 112 that were licensed in 2011 while, 206 Private schools were registered showing an increase from 92 in 2011.

(v) Grant aiding of Community Secondary schools

During the period under review, a total of 10 new seed secondary schools were coded and provided with staff by Ministry of Public Service.

(vi) Enhancement of the Public Private Partnership

The sector has increased the number of private secondary schools partnering with government under USE program from 343 schools in 2007 to 743 in 2011. In the period under review, 135 private secondary schools signed the Memorandum of Understanding with government and entered into partnership with government to implement USE.

(vii) Construction of seed secondary schools

During the period under review, the sub sector under took construction of four (4) seed secondary schools. These included; Lagoro Seed Secondary School in Kitgum district, Nalusala Seed Secondary School in Sironko district, Lukabwori Seed Secondary School in Mayuge district, and Mpunge Seed Secondary School in Mukono district.

(c) Results/outcomes

(i) Increased School Enrolment

In the period under review, the Education and Sports sector has undertaken a number of interventions in an effort to improve access to secondary education through: the construction of Seed schools; paying USE capitation grants; and, expansion of facilities in existing secondary schools. The above interventions among others have resulted into increased enrolment. See table 4.8.

Table: 4.8. Secondary School Enrolment 2010-2012

YEARS	Total	Male	Female
2010	1,225,692	654,971	570,721
2011	1,210,870	649,738	561,132
2012	1,225,326	657,644	567,682

Source: EMIS 2011/12

(ii) *Gross Enrolment and Net Enrolment Ratio*

Access to secondary education can be measured by using Gross Enrolment Ratio and Net Enrolment Ratio. Gross Enrolment Ratio refers to the number of students enrolled in secondary regardless of the age, expressed as a percentage of total secondary school going population.

On the other hand, Net Enrollment Ratio refers to the students aged 13 to 18 years who are enrolled in secondary expressed as a percentage of the total secondary school going population as presented in the table below;

Table: 4.9. Gross Enrolment FY 2010/11 – 2011/12

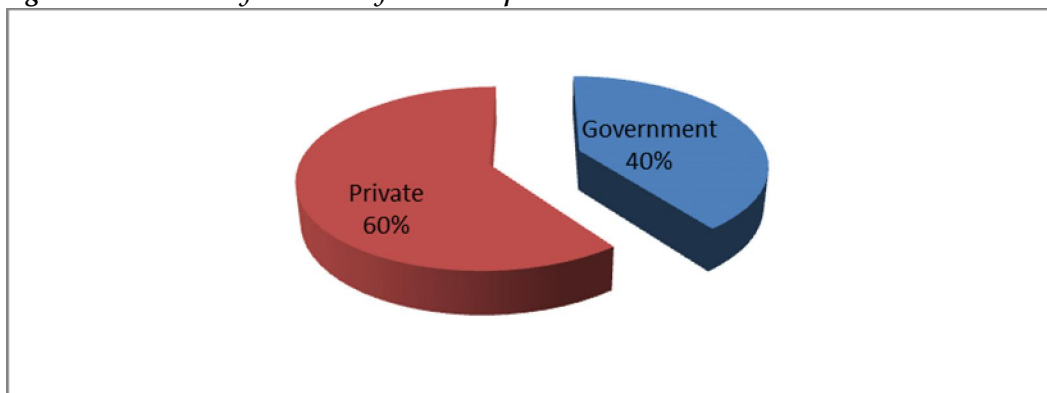
Enrolment	FY 2010/11	2011/12
GER	28%	27.2%
Boys	31%	29.4%
Girls	27%	25.0%
NER	25%	23.2%
Boys	26%	24.1%
Girls	25%	22.2%

Source: EMIS 2011/12

(iii) *Expansion of school network in Secondary Education*

The secondary education sub-sector has both government and private secondary schools. In the period under review there were 1,007 Government Secondary Schools while the number of Private Secondary Schools was 1,524 according to the 2012 Annual School Census (ASC) statistical returns. Despite the big number of Private Secondary Schools, many of them are still under-resourced as evidenced by the proportion of students which stands at 51%. Figure 4.1 shows the percentage share of secondary schools by ownership;

Figure: 4.1. Secondary Schools by ownership 2011/12



Source: EMIS FY 2011/12

(iv) *Universal Secondary Education Provision by Ownership*

In financial year 2010/11, the total number of schools under the Universal Secondary Education program was 1,647 out of which 904 were government and 743 private. In the FY 2011/12, the number of USE schools increased to 1,919 out of which 1,024 were government and 879 private.

Table: 4.10. Universal Secondary Education by Ownership

FY	Government	Private	Total
2011	904	743	1,647
2012	1,024	895	1,919

Source EMIS 2011

(v) *USE Enrolment*

Implementation of Universal Secondary Education which started in 2007 with a total of 161,396 eligible students in senior one of which 92,388 were males and 69,008 were females. Since then, the program has been expanding. In the FY year 2011/12, the pioneers sat their Uganda Certificate of Education as shown in Table 4.11.

Table: 4.11. USE enrolment by Gender

Year	Male	Female	Total
2010	334,639	265,689	600,328
2011	377,293	312,248	689,541
2012	408,441	343,426	751,867

Source: Headcount 2012

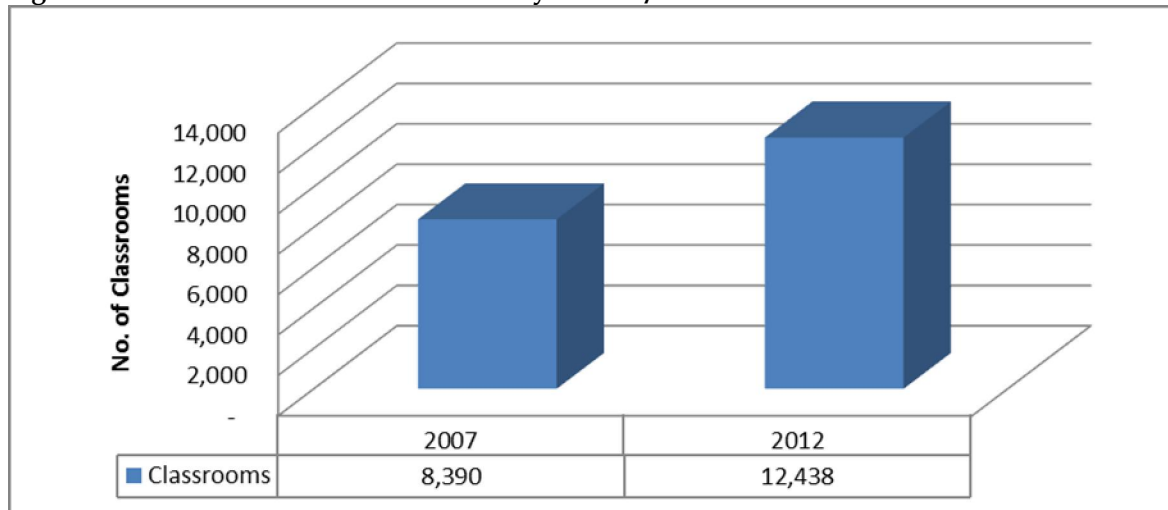
The USE enrolment has been gradually increasing from 600,328 in 2010 to 689,541 in 2011, to 751,867 for the period under review. 45% of the students enrolled in 2011 were female, and this enrolment has increased to 45.7% in 2012.

(vi) *Stock of Classrooms in Secondary Schools*

At the inception of the USE programme in 2007, the total classroom stock stood at 8,390. This resulted into congestion in up to 331 Secondary schools. The number of over congested schools increased to 759 in 2008 with student classroom ratios as high as 80:1. The sector, with support from various Education Development Partners, embarked on a robust programme of classroom construction, targeting over-enrolled schools. Under the World Bank Supported UPPET (APL1) Project, classrooms and other pedagogical infrastructure have been provided to 659 Secondary Schools (Phase 1 & 2), this has increased classroom space to 12,438. With support from ADB, six (6) seed secondary schools and six (6) traditional secondary schools have been expanded.

The provision of additional classrooms has not only enhanced the access to Secondary education but has further improved the quality of teaching and learning by reducing congestion in classrooms. However, the demand for more classrooms continues to rise especially with the introduction of the UPOLET programme.

Figure: 4.3. Stock of classrooms in secondary FY 2010/11-2011-2012



Source: EMIS 2011/12

(vii) Ratio of girls to boys in Secondary education

Prior to the introduction of Universal Secondary Education in 2007, Secondary education enrolment was heavily skewed in favor of males where 63% were male while 37% were females. Since the inception of USE, there has been a change in the level of participation of girls as evidenced by the increased percentage of girls which stood at 47% in 2011. The sub - sector has continued to put in place strategies that will enable increased participation for girls. These include: creation of an enabling school environment for girls; bursary scheme for the needy students where 75% are girls; increasing the number of secondary schools under the USE programme through the PPP arrangement that has reduced the distances travelled by students; and, provision of accommodation facilities in hard to reach seed secondary schools.

Table: 4.12. Percentage ratio of girls to boys in Secondary education

FY	2010/11	2011/12
Male	53%	53.7%
Female	47%	46.3%

Source: EMIS 2011

(d) Constraints/Challenges

- (i) Sustaining increased access to secondary education without compromising quality;
- (ii) Persistent high student classroom ratios. The sector continues to grapple with high student classroom ratios despite the fact that they are constructing more classrooms and taking on additional private schools under the PPP arrangement;
- (viii) Persistent shortage of teachers for science, math, and physical education especially in rural areas. The situation has worsened with the implementation of the UPOLET programme; and,
- (ix) Absence of teachers' accommodation which makes teacher deployment and retention very difficult especially in hard-to-reach and hard-to-stay areas.

4.1.3 BTVET

The Ministry of Education and Sports is shifting from offering academic based courses to more competence based skills training, with a holistic approach. The education sector, therefore, is increasing access to technical, business and vocational education through the construction and rehabilitation of institutions.

The sector in the pursuit of spreading broad knowledge, job-specific skills and practical knowledge, have come up with specific objectives which include: to attract the girl child towards vocational training and education; strengthen vocational and technical education; carry out construction, renovation and equipping of BTVET institutions; and, increase access to technical education by P7 graduates; non-formal training.

a) Interventions undertaken during financial year 2011/12

A variety of interventions undertaken to improve equitable access to BTVET included the following;

Box 4.3; Interventions undertaken by the sub sector during FY 2011/12

- a) Pay Capitation grants for Students in BTVET institutions;
- b) Infrastructural development at BTVET institutions;
- c) Starting of UPOLET (Universal Post O-Level Education and Training); and,
- d) Opening of newly started technical institutions.

b) Progress and Main Achievements

(i) Pay Capitation grants for Students in BTVET institutions

During FY 2011/12 Skills Development department continued with its obligation of providing skills towards self-employment. The sub-sector embarked on revolutionalising UPOLET (Universal Post O-Level Education and Training) by providing vocational training in 44 Technical Institutes and Six health training institutions. The UPOLET programme has provided training to over 10,000 students and in addition, paid UPPET capitation grants for 11,160 students in Technical Institutes, Farm Schools, and Community Polytechnics and for 1,680 students in private Institutions.

Capitation grants amounting to 3,900,000,000/= were also paid for 14,976 non-formal trainees, and 2,754 School leavers, for skills training and they were assessed by Directorate of Industrial training. Subvention funds for 1,896 students under operational support to UPPET-BTVET institutions, were disbursed in 09 Departmental Training Institutions at a rate of shs 2,300/= per student per day for 270 days.

The sub-sector disbursed funds to 144 BTVET Institutions to cover wages, capitation grants, examinations and Industrial Training. This covered 1,600 students in 5 UCCs, 1600 Students at UTCs, 11,250 students in Technical Institutes, 11,160 students in UPPET (Community Polytechnics and Technical and Farm Schools), and 1,103 students in 5 National Health Training Institutions, 1750 students in 5 UTCs and further facilitated Non-formal training by paying capitation grants for 14,976 non-formal trainees and 2,754 school leavers.

(ii) Infrastructural development at BTVET institutions

The following construction and rehabilitation of civil works were undertaken in a number of BTVET institutions under the Development of BTVET Project;

- (a) Rehabilitation of Kasodo Technical Institute in Pallisa district was carried out; Civil works were completed in assorted technical institutes which involved Construction of 21 classrooms, 10 administration blocks, 25 latrine stances, and 5 dormitories respectively in Kalongo TI , Kyamuhunga TI , Kalera TI, Kisoro TI , Kabira TI, Kabaale TI Buroora TI , Ahmed Seguya Memorial, Amugo Agro TI , Ora TI, Uganda Martyrs TI , Butaleja TI, Iganga TI, RugandoTI, St.Joseph's TI Kisubi, Kitgum TI, Minakulu TI, Madera TI, Kaberamaido TI. There was completion of civil works at Obyen CP.
- (b) The sector continued to provide funds: for completion of a library in Pakwach UCC and to construct a classroom block in Arua Technical Institute; for the establishment of Buseesa Technical School; to Kabale UCC to complete a storied classroom block, to institutions of Kaliro, Kabira, Kalongo, Kamengo, Kyamuhunga and Karera for the construction of teachers' houses and dormitories; for the completion of Hostels at UTC Kichwamba and for the construction works at Kigumba Coop. College and Gulu SOCO.
- (c) Constructed workshops and classrooms at Amugo TS; Kizinga TS; Kihihi CP; Obyen CP; Apac TS; Masulita VTC; Namisindwa TS; St.Joseph's Kyaribungo TS and Gombe CP.
- (d) Completed civil works at Barinyanga TS- 2 classroom blocks and 2 workshops; Nagwere TS - Twin workshops; Hakitenje CP - Teachers Houses; and Rwizingiriro TS - 4 classrooms.
- (e) In addition, funds were disbursed for the start of the construction of an administration block for the pedagogy department at Nakawa Vocational Training Institute, and towards construction works at Lira School of Comprehensive Nursing; and, for the construction of girls' hostels at Mulago Paramedical School and Fort Portal School of Clinical Officers. Funds were also disbursed for construction, rehabilitation and completion of classroom blocks, workshops, and teachers' houses at Masulita VTC, Namisindwa TS, St. Joseph Kyambogo TS, Rukore CP, Kakiika TS, Gombe CP, Apac TS, Kihanda TS, Rwentanga FS, Omugo TS, Bavinyanga TS, Hakitengya CP, Nagwere TS, and Rweziringiriro TS.
- (f) Start-up funds were provided to newly established institutions under the Presidential Pledges to Kaabongo and Bubere TS and there was renovation of the DIT old buildings and finished the new storeyed building.
- (g) Funds were provided to; extend power to Abilonino Instructor's College so as to facilitate operation of laboratories and workshops. The sector further facilitated construction of; a library, 4 workshops, and a computer laboratory at Kabira TI; a twin work shop in Ahmed Seguya Memorial; a Workshop and library in Rugando TI; a workshop at St. Joseph's TI Kisubi; a library at KitgumTI; a block laying & concrete practice workshop at Madera TI; 3 workshops at Namisindwa; and 4 workshops and a computer laboratory at Kaliro. The sub sector further facilitated rehabilitation and construction of National Health Training Colleges.

(ii) Pioneering of UPOLET (Universal Post O-Level Education and Training)

In the period under review, the Universal Post O-level Education and Training program, was implemented to enable eligible O'level graduates to enroll in free A-level secondary education and vocational training institutions. The program targeted technical/business education (BTVET); health education, and upper secondary school (A'level). The programme, only runs in schools already implementing USE, which number stands at 53 BTVET institutions with an enrolment of 2,154

students (1,701 male and 453 female); 7 Health institutions with an enrolment of 1,038 students (445 male and 593 female); and upper A' level secondary schools with an enrolment of 27,317 students (18,918 male and 8,399 female) in 698 government aided schools and 1, 1157 students (7,373 male and 8,399 female) in 256 private partnership schools.

(iii) *Opening of newly started technical institutions.*

The sub-sector brought on board the newly started technical institutions at Katonga; Kitagwenda; Ihunga; Uganda Martyrs Nyarushanze; Abim; Moroto; Nakapiririt, Nkoko, Kaabong, Bumbeire, and Kasese Youth Polytechnic, by posting substantive principals and instructors.

(c) Results/outcomes

(i) *Expansion of access to BTVET*

In the period under review, the subsector has continued to undertake a number of interventions in order to improve access to vocational education. This has been done through the construction and establishment of new technical institutions throughout the country, providing UPOLET programmes and providing instructors. This has increased students' enrolments from 9, 344, Students in 2011 to 11,124 Students in 2012 in all the 119 BTVET institutions as shown in Table 4.13.

Table: 4.13. Enrolment in BTVET institutions

FY	Total	Male	Female
2010/11	9,344	7,575	1,769
2011/12	11,124	8,508	2,616

Source: EMIS 2011

(ii) *Non Formal Education*

Non- formal skills training was introduced in the FY 2009/2010 as one of the basic alternatives to addressing the unemployment rates among the youth in Uganda.

A total of 23,395 learners registered in FY 2010/2011, in all non- formal schools, while 18,530 were registered in FY 2011/12. There was a gender imbalance of 53.1% in favour of females in FY 2011/12 as indicated in Table 4.14.

Table: 4.14. Enrolment by gender and group under Non-formal

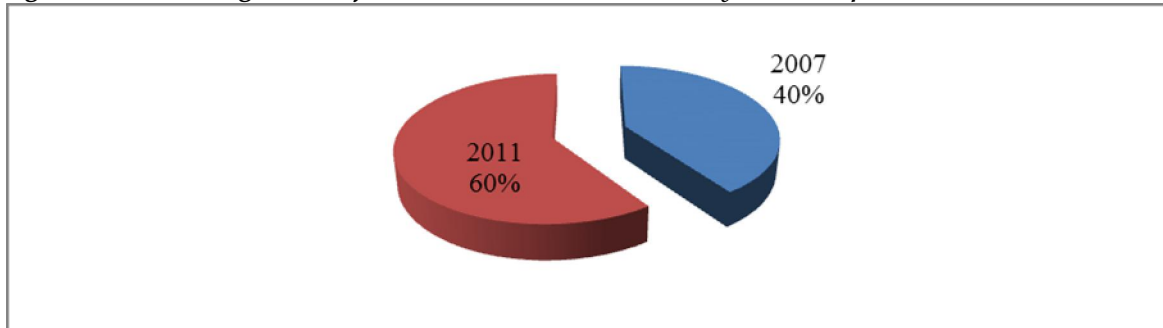
Group	FY 2010/11			FY2011/12		
	Male	Female	Total	Male	Female	Total
Group 1	8,204	9,000	17,204	6,401	6,892	13,293
Group 2	2,233	2,735	4,968	1,423	1,942	3,365
Group 3	943	1,082	2,025	538	711	1,249
Group 4	337	246	583	155	141	296
Group 5	172	158	330	74	73	147
Group 6	113	78	191	55	57	112
Group 7	39	55	94	36	32	68
Total	12,041	13,354	25,395	8,682	9,848	18,530
Percentage	47.4%	52.6%	100%	46.9%	53.1%	100%

Source: EMIS 2011

(iii) *BTVET institutions under UPPET*

Universal Post Primary Education and Training program was started in BTVET institutions with a total of 62 BTVET institutions (46 government: 16 private) in 2007. This number has been reduced to 58 (42 government: 16 private) because 4 of the government institutions were elevated from technical schools to technical institutions. These institutions include: Rwampara Farm Institute; Kitagata Farm Institute; Rwetanga Farm Institute; Ssesse Farm Institute. Since inception of the program, the number of participating institutions has increased with government taking a percentage share of 60% out of the total UPPET BTVET institutions as indicated in Figure 4.4.

Figure: 4.4. Percentage share of UPPET BTVET institutions by ownership



Source: EMIS 2011

Others institutions are: Bukalagi Technical Institute; St. Kizito Kitovu; and Kakira Community Institute. BTVET institutions have increased to 155, including the 8 Technical Institutions under Presidential Pledges.

(iv) *Enrolment of students under the UPPET program*

Implementation of Universal Post Primary Education and Training program was started in BTVET institutions with a total of 3,024 eligible students in year one of which 2,365 were male and 659 female. Since then, the program has been expanding and in this year (2012) 7,932, students enrolled under the program.

Table: 4.15. Enrolment of students under the UPPET program

FY	Total	Male	Female
2007	3,024	2,365	659
2012	7,932	6,362	1,570

Source: EMIS 2011

(v) *Gender gap*

Following the launch of the gender education sector policy which advocates for equal access to education, a number of female students have been encouraged to compete favorably with boys in many BTVET institutions.

Table: 4.16. Percentage enrolment of girls in BTVET institutions

FY	All BTVET	UPPET
2010/11	29.8%	19.0%
2011/12	18%	19.7%

Source: Headcount Report 2011

(d) Constraints/Challenges

- (i) Funding to the sub-sector for 2012/13 was reduced from 68,905,019,000/= which was the planned amount to 39,296,704,000 of 2011/12 despite increase in enrolments;
- (ii) Funding of the three (3) BTVET examination bodies; UNMEB, UBTEB, UAHEB, was inadequate. UNMEB received 3,300,000,000/= against the planned 6,260,000,000/=; while UNTEB received 3,489,000,000/= against 9,000,000,000/=; and UAHEB received 1,712,000,000 against 3,984,000.000/=;
- (iii) Utilities in BTVET institutions are still unfunded despite the fact that these institutions utilize a lot of power to run machinery.
- (iv) Instructional materials are not funded in BTVET institutions save for UPOLET institutions which received funds amounting to 2,270,000,000/=.
- (v) BTVET institutions are poorly equipped.
- (vi) Staffing levels are still very low.
- (vii) Inadequate office space for BTVET staff at the headquarters.

4.1.4 Higher Education

Higher education sub-sector includes all institutions of higher learning that comprise of both private and public universities, and other tertiary institutions like the National Teacher Colleges, Business Schools, Technical Colleges and Paramedical Schools. In a bid to increase access to post-secondary education and training, government set out to achieve objectives that include: to carry out activities associated with admissions to other tertiary institutions; solicit for and administer scholarships through central scholarship committee; facilitate and promote regional and international corporations in higher education.

Access to post-secondary education has significantly improved hence leading to increased enrolment, creation of jobs and has resulted into more institutions being built. However in order to achieve this, a number of interventions have been undertaken.

(a) Interventions undertaken during FY 2011/2012

The key interventions undertaken by the sub-sector to enhance equitable access to higher institutions of learning are indicated in Box 4.4 below;

Box 4.4 Interventions for Higher Education FY 2011/12

- (i) Sponsor, support and admit students to tertiary institutions
- (ii) Support the planning and construction process at Muni University.
- (iii) Implementation of the district quota system for admission of students to public universities.
- (iv) Provision of scholarships.
- (v) License private universities and institutions.

(b) Progress and Main Achievements

- (i) *Sponsor, support and admit students to tertiary institution.*

The sub - sector paid faculty allowance of US \$ 8135 at an exchange rate of Ug shs 2500 for academic year 2011/2012 for students on Inter- University Exchange programme. Paid a further settlement allowance in FY 2011/2012 for Inter-University Council Students which was US \$ 4525 at an exchange rate of Ug shs 2500 Ug shs 2500 and transport allowance for beginning of year 2011/2012 for Inter-University Council students US \$ 2,825 at an exchange rate of Ug shs 2500.

The department also remitted funds to Inter University Council of East Africa (IUEA), Uganda Commonwealth Scheme.

Table 4.17 below indicates the number of students admitted in FY 2011/12 to the seven (07) Public Universities.

Table: 4.17. Students admitted in FY 2011/2012

S/N	Tertiary Institution	Enrolment		Total*
		Govt	Private	
1.	Makerere University	6,575	27713	33,000
2.	Mbarara university	734	774	1,114
3.	Makerere Business School	1,204	13,316	14,520
4.	Kyambogo University	3,000	50,348	53,348
5.	Gulu University	244	1,996	2,240
6.	Busitema University	-	-	905
7.	Uganda Management Institute	1,149	1,580	2,729

Source: EMIS 2011/12

(ii) Students Loan Scheme;

Ministry of Education and Sports has finalised drafting the Students Loan Scheme Policy, “The Uganda Students Higher Education Financing Scheme”. The policy document highlighted the operational details for the loan scheme which was approved by Top management and later a cabinet memorandum on the Principles for the Bill was approved by cabinet to pave way for the drafting of the loan bill.

(iii) Development, expansion and rehabilitation of infrastructure in all public universities

During the period under review, the sub-sector developed, expanded and rehabilitated infrastructure in all universities. Details for each university are presented as follows;

- a) **Mbarara University of science and technology;** Construction of the faculty of applied science block at Kihumuro campus continued at level 3. The rest of the infrastructure development and rehabilitation projects (faculty building phase2B/ Development studies and renovation of expatriate quarters) were not implemented due to non-release of UGX 936million as Q4 Government Development funding.
- b) **Uganda Management institute (UMI);** At UMI - Construction projects started in April 2012 as part of a wider Estates Development Master Plan. Details are summarized in the table 4.26;

Table 4.26: Construction projects at UMI

S/n	Project	Estimated Cost (SHS)
1	New 6-level classroom/ICT Labs/Offices Block plus 2-level attached car park	20 Billion
2	Renovation of the Hostel	2.5 Billion

c) **Muni University;** In an effort to increase access and improve regional distribution of institutions of higher learning, funds totalling to Ug.shs.2.0bn was provided to Muni University to carry out construction at Muni hill. At least 10% of the construction work has been completed.

(iv) *Implementation of the District Quota System.*

To enhance equitable access as well as government sponsorship, the government has continued operating the district quota system whereby each district in the country is given a slot of eight (08) students for sponsorship each academic year. As a result 896 students were admitted to public Universities on district quota during FY 2011/12. The 896 slots are equally shared out among the 112 districts in Uganda.

(v) *Provision of scholarships*

As a means to increasing access to post-secondary education and training, bi-lateral scholarships have been offered to students to study in countries like; China, Canada, United Kingdom, Egypt, Australia and Japan. During the period under review, a total of 70 Students benefited from this scheme.

Consequently, Top-up allowances for students in China, India, China, Turkey, Algeria, Russia, Cuba, and Egypt was paid. Government continued to prioritize sponsorship in public Universities to Science and Technology related disciplines, maintaining the ratio of science at 53% and 47% for Arts courses respectively.

(vi) *Licence Private Universities and Institutions.*

During FY 2011/12, the National Council for Higher Education licensed and registered five (05) private universities. This increased the number of private universities licensed and registered to 29 in FY 2011/2012 from 21 in FY 2010/2011.

In addition, 3 institutions were granted provisional Licenses, 1 institution granted Certificate of Classification & Registration, and 2 institutions granted Letters of Interim Authority.

(vii) *Expansion of Higher Learning Institutions*

In an effort to operationalize the Uganda Petroleum Institute Kigumba (UPIK), funds amounting to Ugx.2bn were spent on rehabilitation works at the institute and 88 students continued their studies in petroleum studies.

Civil works at the various institutions of Higher Learning are as below;

- (i) Construction of lecture blocks at Namasagali and Busitema campuses has reached its final stages (roofing has been done). By close of May 2012, UGX 288m had been spent;
- (ii) At Makerere University Completion of the 4000sqm of additional space phase 2 and furnish phase 2 of the main library; and Rehabilitation of the department of Botany roof;
- (iii) In addition, construction of 1500 sq.m of Incubator facility commenced;
- (iv) Reconstruction of Nyabyeya forest Reserve Hostel;
- (v) Construction of the Faculty of Applied Science at Kihumuro Campus Mbarara University of Technology is at Level 3;
- (vi) Completion of a new Library complex at Makerere Business School; and,
- (vii) Construction of classroom, laboratory and office block started in April 2012. Also started the renovation of the hostel.

(c) Results/outcomes

During the period under review the sub-sector achieved the following outcomes;

(i) Student enrolment

During the period under review, the sector registered a 10% increment in the total number of students enrolled in Tertiary Institutions from 179,569 (100,891 *male*; 78,738 *female*) in FY 2010/11 to 196,570 (110,255 *male*; 86,135 *female*) in FY 2011/12 indicated in Table 4.18 below.

Table: 4.18 Student enrolments for FY 2010/11-2011/12

FY	Total	Male	Female
2010/11	179,569	100,831	78,738
2011/12	1 79,569	110,255	86,135

Source: EMIS FY 2011/12

(ii) Gross enrolment ratio

The Gross Enrolment Ratio for Tertiary Institutions improved by 0.3% points. In 2012, the estimated tertiary going population was 3,602,966* (UBOS 2012) against tertiary enrolment of 196,570 students which translates into a Gross Enrolment Ratio of 5.4% as compared to 5.1% in FY 2010/11 as shown in Table 4.19 below.

Table: 4.19. GER for the last 2 years

FY	Total	Male	Female
2010/11	5.1%	5.8%	4.3%
2011/12*	5.4%	5.6%	4.3%

Source: EMIS 2011

(iii) Gender gap in tertiary institutions

In order to foster increased access to tertiary education level, Uganda has for the past two decades pursued affirmative action with regard to admission to public universities and other tertiary institutions. This policy has among others involved an award of 1.5 points to all female candidates to assist them gain tertiary admission.

During the period under review, the percentage share of female students to total enrolment in higher education increased by 0.8%age points from 43.85% in financial year 2010/11 to 56.2% in financial year 2011/12 as indicated in Table 4.20.

Table: 4.20. Percentage enrolment of students by gender

FY	Male	Female
2010/11	43.9%	56.2%
2011/12	56%	43.8%

Source: EMIS 2011

(d) Challenges and constraints

- (i) Inadequate resources for salary enhancement for University lecturers, leading to great attrition rates.
- (ii) Inadequate resources to raise staff levels at Public Universities to at least 50% for academic staff.
- (iii) Constant GoU recurrent vis-a-vis increasing inflation and cost of living. This affects education delivery.
- (iv) Inadequate classrooms, ICT laboratories, library and office space at Uganda Management Institute.

4.2 QUALITY

During FY 2011/12, the Education Sector continued to implement a number of policy interventions across all sub sectors to improve the quality of education in Uganda. These included; Monitoring & support supervision; teacher training and development; Procurement of instructional materials; Implementation of policies, laws, guidelines, plans and strategies; Curriculum development, implementation and review; infrastructure development, among others. Achievements and out comes under each sub sector are presented in this chapter.

4.1.1 Pre-primary and Primary Education

During the period under review, improving the quality of Pre-Primary and primary education remained one of the major policy thrusts for the Sub-sector. This is clearly reflected in the policy objectives and priorities i.e. to provide support supervision to education managers so as to ensure provision of quality education as well as improve learning achievement in literacy and numeracy; to assist districts to improve the completion rate in primary schools; to progressively enable children aged 3-5 years old exercise their right to quality learning, stimulation and preparation for timely enrolment in primary; to enable children aged 6-12 years old especially girls complete quality primary education and achieve the required proficiency levels; to improve the Pupil to Classroom Ratio (PTR); and to establish centers of excellence in Karamoja region. These policy objectives guided action in the sub sector during the period under review, hence a number of interventions as indicated below;

(a) Interventions undertaken to enhance quality during FY 2011/2012

The interventions undertaken by the sub-sector during the period under review are summarised in Box 4.5 below;

- (i) *Monitoring & support supervision;*
- (ii) *Primary teacher development(PTCs) ;*
- (iii) *Procurement of instructional materials;*
- (iv) *Implementation of policies, laws, guidelines, plans and strategies ; and,*
- (v) *Curriculum development and implementation.*

Box 4.5. Interventions under taken by pre- primary and primary to enhance quality

(b) Progress and Main Achievements

Basing on the available resources, the sub sector endeavored to prioritize and implement a number of interventions generated in a bid to enhance quality in preprimary and primary education. The progress was recorded as follows;

(i) Monitoring and support Supervision

As one of the strategies to improve the quality of primary education, the sub sector facilitated internal travels to carry out monitoring and support supervision in 60 pre - primary schools and 976 primary schools. Issues which were monitored included; UPE, ECD; status of primary schools; assessment of community schools seeking grant aiding; girls' education, sanitation and hygiene; School Management Committees; delivery and usage of instructional materials; status of Laroo School of war affected children; project coordination and management; Child friendly Basic education, WFP Karamoja, and emergency construction of primary schools.

(ii) Primary teacher development

In order to develop the primary school teacher, the sub sector under took CPDs for 220,327 primary teachers by CCTs; Conducted training in pedagogical leadership of 267 head teachers, 23 deputy Principals- outreach, and 78 CCTs; Conducted one performance review for 150 principals and their deputies, and Conducted PTE practicum for 16,239 students

(iii) Procurement of instructional materials

The sub sector procured and delivered SNE instructional materials (1000 cartons of braille paper, 250 braille kits, 140 wheel chairs, and 300 sign language dictionaries) and procured sets of modules 1 & 2; 5000 and 16500 copies respectively for training Non formal education teachers.

Pre-qualification of P.5 - P.7 was delegated to NCDC and resources amounting to Ug.Sh.900m were released and advanced.

Payment of 2nd installment to supplies of P.3 and P.4 rolled over contracts was made; and,

Contracts have been signed with publishers for supply of Local language instructional materials for P.2 and P.4

(iv) Implementation of Policies, laws, guidelines, plans and strategies

The sub sector under took formulation of policy guidelines on teenage pregnancies and to this effect;

Meetings were held where it was agreed that a survey on re-entry of pregnant girls in primary and secondary schools in Uganda be conducted first to inform the formulation of guidelines. Consultants to conduct the study were procured and ToR developed;

A study on teenage Pregnancies was carried out by FAWE and a Gender Task Force workshop conducted in November 2011 to present the draft study report and seek input of other stake holders.

The sub sector undertook a UN advocacy campaign in western Uganda (Mbarara, Kisoro, and Kabale) in July, August and September, 2011.

The sub sector continued to Train care givers and proprietors of ECD centers in 3 sub counties of Kyotera, Matale, and Sanje in Rakai district.

(v) Implementation of the curriculum

In FY 2011/12, NCDC embarked on a number of activities to improve the quality of preprimary and primary education. These included; holding Cluster meetings with teachers in 8 poorly performing districts;

Monitoring implementation of; thematic curriculum in P.1, P.2 and P.3; and P.6 curriculum in schools; Printing and distribution of 100,000 copies of the curricula; orienting 45,724 P.7 classroom teachers nationwide; printing and distributing 25,000 copies of the implementation guidelines; sensitization and formation of 13 area language boards in 23 districts; and,

Retooling of 127 teachers on term 1 and term 2 P.5 Kiswahili syllabus.

(d) Outcomes/Results.

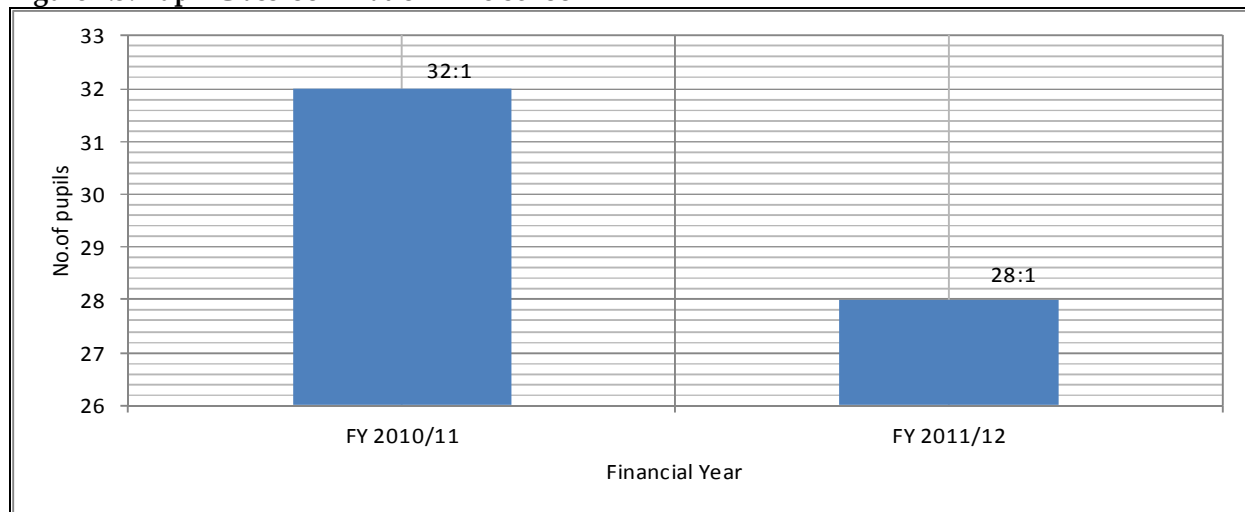
(1) Pre-primary

Pre-primary schooling (ECD) is a process by which children grow and thrive, physically, socially, emotionally, and cognitively. ECD is considered to be the most critical foundation stage of growth and development. Both the World Declaration on Education For All (Jomtien, 1990) and the Dakar Framework for Action (2000) to which Uganda is signatory, underscore the importance of Early Childhood Care and Education (ECCE) as part of a comprehensive approach to achieving Education For All (EFA).

(i) Pupil Classroom Ratio in Pre-Primary Schools

The number of pupils per class is key in determining the effectiveness and efficiency of learning and teaching in pre-schools. Classes with fewer pupils are easy to manage and monitor as compared to classes with large numbers of pupils. Figure 4.5 below shows the Pupil Classroom Ratio in Pre-school during FY 2010/11 and 2011/12.

Figure 4.5: Pupil Classroom Ratio in Pre-school



Source: EMIS 2010/11-2011/12

During the period under review, the sector registered improvement in the average number of pupils per class. In FY 2010/11, each class was shared by 32 pupils on average as compared to 28 in FY 2011/12. This translates into a reduction in classroom congestion by 4 pupils per class on average. However, with continued support supervision and monitoring of pre-schools, it is hoped that the ratio of pupils per class will improve to the target ratio of 20:1 by 2015/16.

(ii) *Teacher qualification and training*

There is an acute shortage of qualified teachers in most of the ECD centers. The manpower gap has been bridged by primary seven and senior four leavers who for known reasons fail to continue with education.

Privately owned institutions like Young Men's Christian Association (YMCA) and the Young Women's Christian Association (YWCA) have contributed immensely towards the training of Nursery teachers but their effort still need to be supplemented by the government. Figure 4.21 below shows teacher's qualification by sex in pre-school for the last two financial years;

Figure 4.21: Number of pre-school caregivers by qualification

Qualification	FY 2010/11		FY 2011/12	
	Number	Percentage	Number	Percentage
Untrained	6,412	32%	6,438	31.97%
Certificate	12,033	61%	12,274	61%
Diploma	1,149	6%	1,172	5.82%
Degree	250	1%	255	1.27%
Total	19,844	100%	20,139	100.00%

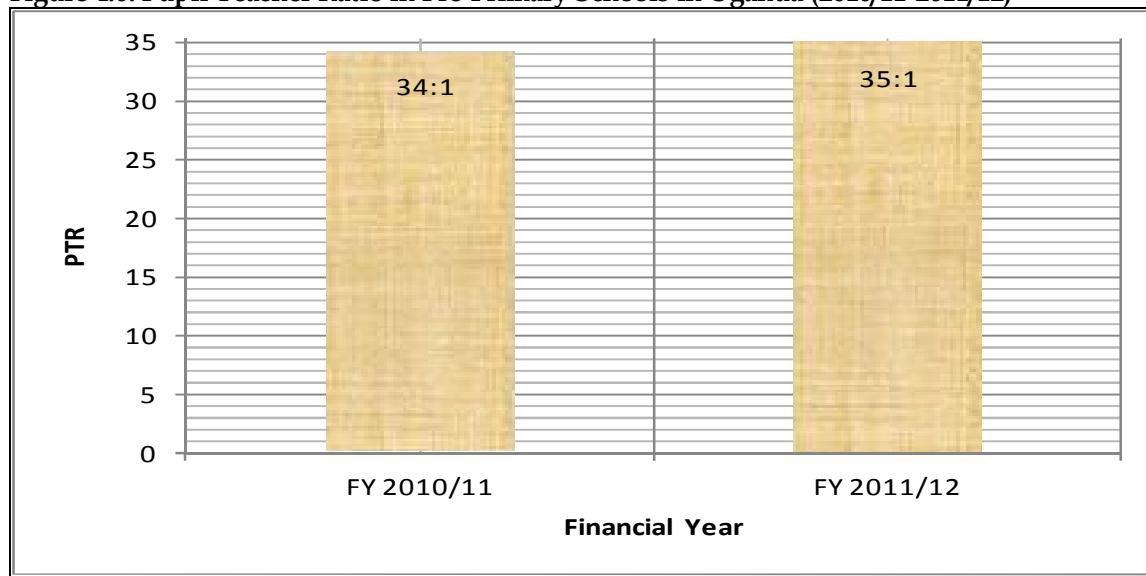
Source: EMIS 2010/11-2011/12

Overall, the total number of caregivers in pre-school has increased by 1.5 percent. However, the proportion of trained caregivers has remained relatively the same.

(iii) *Pupil Teacher Ratio (PTR)*

PTR gives an indication of contact between pupils and caregivers in a classroom. A low PTR implies high chances of contact between caregivers and pupils hence teachers will have enough time to check homework and class work. Figure 4.6 below shows the pupil teacher ratio in pre-primary schools in Uganda;

Figure 4.6: Pupil Teacher Ratio in Pre-Primary Schools in Uganda (2010/11-2011/12)



Source: EMIS 2010/11-2011/12

In FY 2011/12, the PTR in pre-school schools remained relatively the same at 34:1 in FY 2010/11 and 35:1 in FY 2011/12.

(iv) *Pupil Latrine Stance Ratio*

The average number of pupils sharing a latrine stance in a school is vital as far as the quality of sanitation in schools is concerned. Table 4.22 below shows the number of latrine stances in pre-primary schools;

Table 4.22: Number of latrine stances by school ownership

Sector	FY 2010/11		FY 2011/12	
	No. of latrine stances	Pupil Latrine Stance Ratio	No. of latrine stances	Pupil Latrine Stance Ratio
Pupils	5,946	59:1	5,960	58:1

Source: EMIS 2010/11-2011/12

In financial year 2010/11, there were a total of 5,946 pupils' latrine stances in all pre-primary schools translating into a pupil latrine stance ratio of 59:1. In the period under review, the number of latrine stances increased to 5,960. Consequently, the pupil latrine stance ratio improved by 1 point to 58:1 in FY 2011/12.

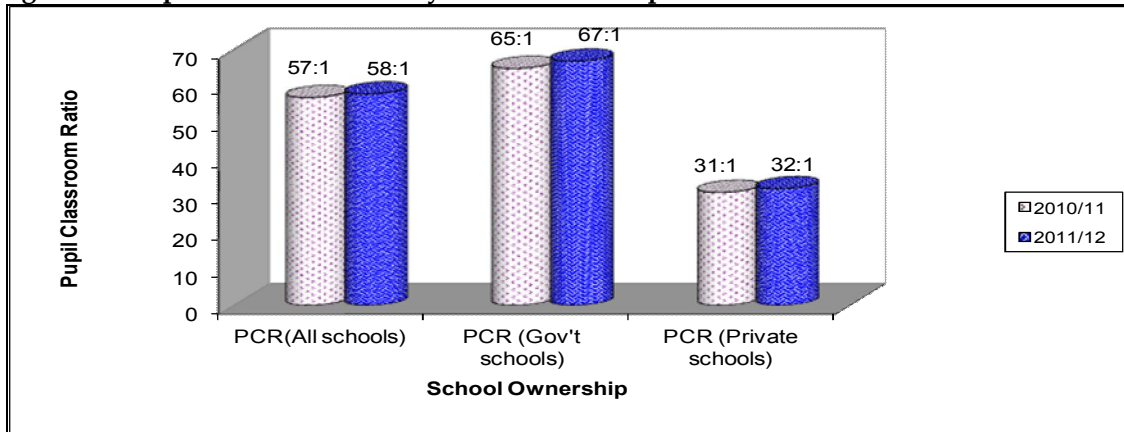
(2) Primary Education

Learning can occur anywhere, but the positive/quality learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Under quality education, the content that is reflected in the revised curricula should enable acquisition of basic knowledge and skills, especially in the areas of literacy, numeracy and skills for life. In financial year 2011/12, various interventions were undertaken in the Primary Sub-Sector, quality improvements in a number of key areas were registered.

(i) Pupil Classroom Ratio

The average number of pupils per class (PCR) is a quality outcome indicator in schools which among others exerts impact on the quality of pupils' learning outcomes. Figure 4.7 shows the Pupil Classroom Ratio by school ownership for FY 2010/11 and 2011/12.

Figure 4.7: Pupil Classroom Ratio by school ownership



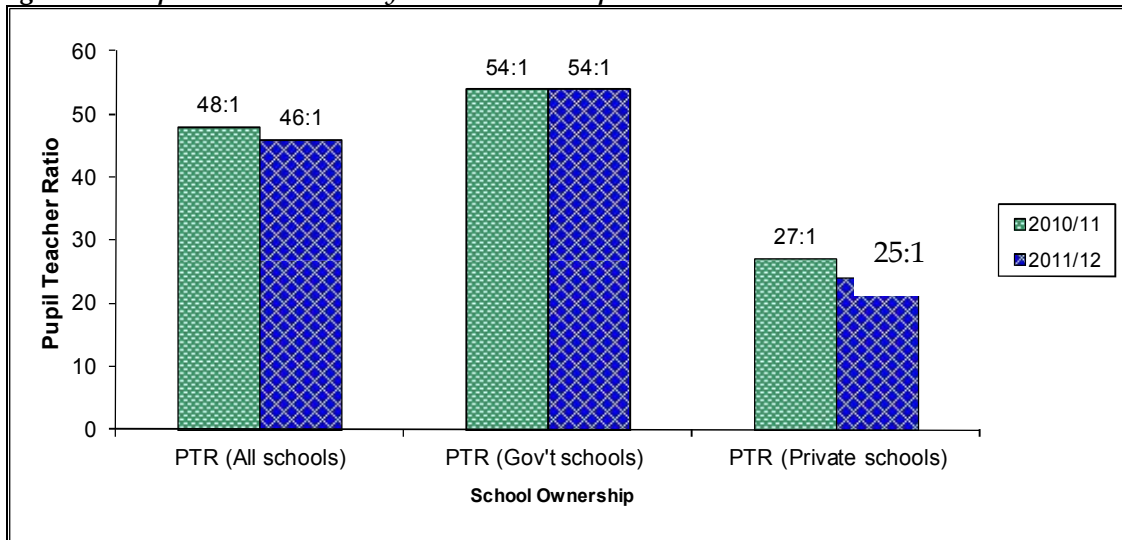
Source: EMIS 2010/11-2011/12

The pupil classroom ratio remains lowest in private schools as compared to government schools. However, in FY 2011/12 with the implementation of SFG and Presidential pledges the average number of pupils per class remained relatively the same.

(ii) Pupil Teacher Ratio

Professional activities of teachers in schools involve transmitting of knowledge, attitudes and skills to the pupils and this requires a lot of pupil-teacher interaction. It is assumed that fewer pupils per teacher ease the transmission process. Figure 4.8 shows the pupil teacher ratio by ownership.

Figure 4.8: Pupil Teacher Ratio by school ownership



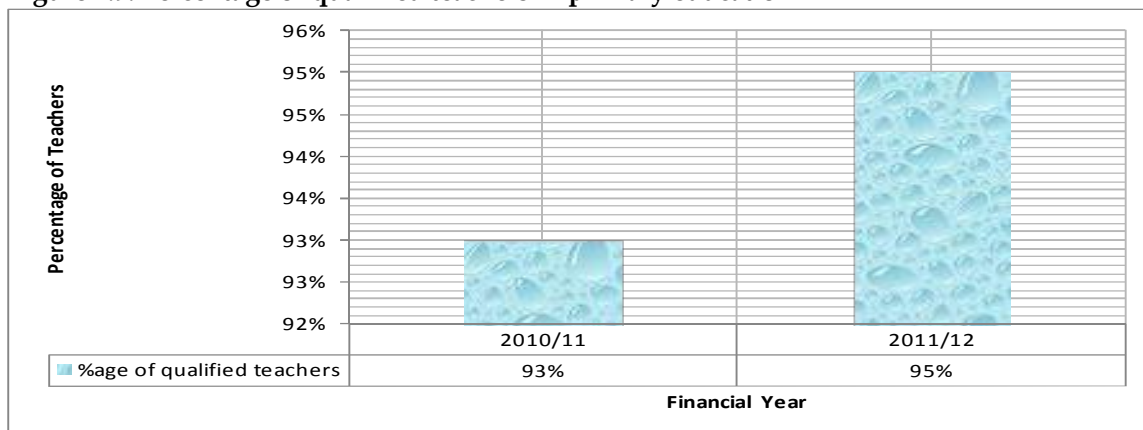
Source: EMIS 2010/11-2011/12

In FY 2010/11, the PTR in government Aided schools was maintained at 54:1 in FY 2010/11 in spite of enrolment increase. The overall PTR has improved by two (2) points, from 48:1 in FY 2010/12 to 46:1 in FY 2011/12. The improvement is highly attributed to government's implementation of the new teacher deployment formulae.

(iii) Teacher Qualification

A teaching qualification or teacher qualification is one of the requirements to join the teaching force. At primary level, such qualifications include but are not limited to, Certificate in Primary Teaching, Diploma in Primary Teaching, and the Bachelor of Education. Figure 4.9 indicates the percentage of qualified teachers.

Figure 4.9: Percentage of qualified teachers in primary education



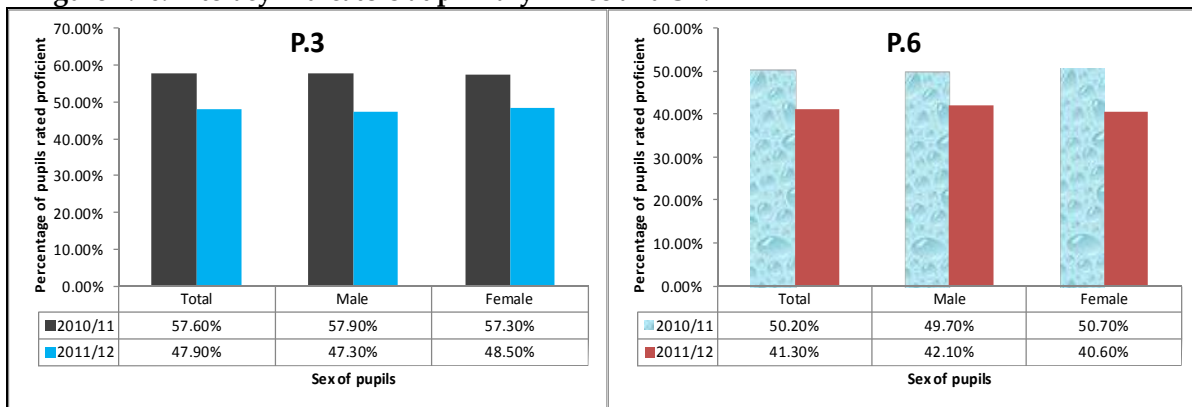
Source: EMIS 2010/11-2011/12

The percentage of qualified teachers has improved by 2 %age points from 93% in 2010/11 to 95% in FY 2011/12. This implies that unqualified teachers in the education service delivery were replaced by qualified teachers thus improving the quality of available teachers in schools.

(iv) Literacy levels at primary three and six

The quality of learning outcomes among learners is reflected in their ability to read simple statements. In the education and sports sector, literacy assessments are carried out every year at primary 3 and primary 6. Figure 4.10 shows literacy levels for pupils at primary 3 and 6 in FY 2010/11-2011/12;

Figure 4.10: Literacy indicators at primary Three and Six



Source: EMIS 2010/11-2011/12

Overall, the percentage of pupils rated proficient in Literacy at both primary 3 and 6 declined. In FY 2010/11, 57.6% (male 57.9%; female 57.3%) and 50.2% (male 49.7%; female 50.7%) of the pupils were rated proficient in primary 3 and 6 respectively. In FY 2011/12, the percentage declined by 9.7 and 9.9 percentage points at both primary three and six respectively.

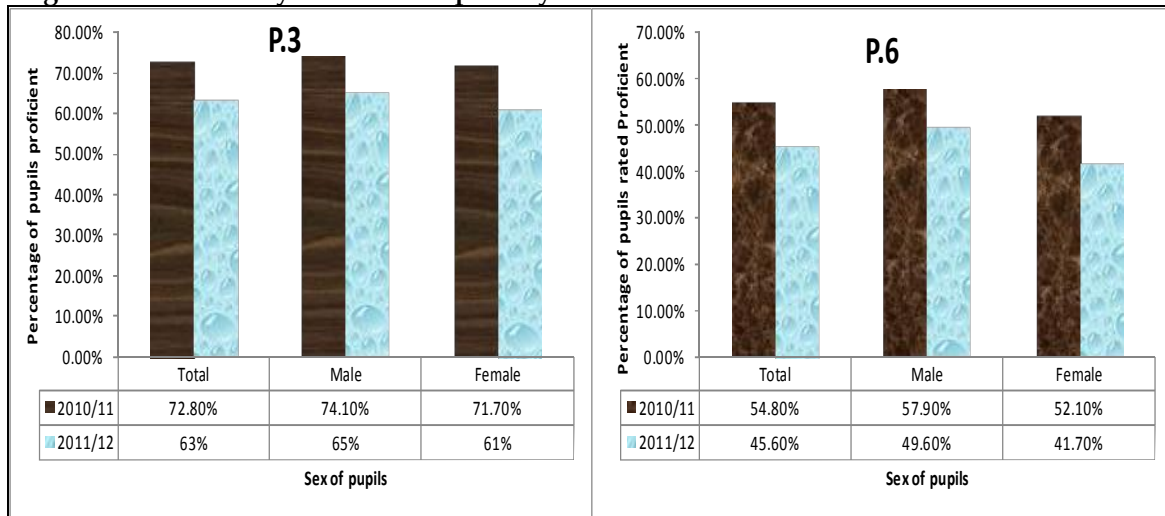
The decline in pupil's performance in literacy has been attributed to increasing number of pupils in government schools which is not matched with resources, High rate of absenteeism among pupils and teachers. The sector is currently addressing the issue of low learning achievement of pupils in literacy through;

- a) Supporting District Service Commissions to recruit more qualified teachers
- b) Strengthening the TDMS network to provide effective Continuous Professional Development to impart skills in teaching literacy
- c) Empowering the coordinating centers to conduct regular & effective Continuous Professional Development to impart skills in teaching numeracy and literacy
- d) Providing adequate support materials for teaching literacy
- a) Procurement of textbooks for P5, P6 & P7 to improve the pupil text book ration from 0 to 3:1,
- b) Distributing at least a copy of the new P.6 curriculum companied with a teacher's guide to all government aided schools.
- a) Increasing inspection and support supervision of the teaching and learning of literacy in primary schools
- b) Strengthening School Management Committees
- c) Training District Education Officers and Head teachers in the management of the primary school curriculum for literacy
- d) Orienting all seroving teachers on the proper delivery of the curriculum for literacy

(v) *Numeracy indicators at primary three and six*

The quality of learning outcomes among learners is reflected in their ability to count, add and subtract simple numbers. The numeracy assessment among primary three and primary six yield the following results presented in Figure 4.11.

Figure 4.11: Numeracy indicators at primary three and six



Source: NAPE 2010/11-2011/12

Overall, the percentage of pupils rated proficient in numeracy at both primary 3 and 6 declined. In FY 2010/11, 72.8% (male 74.1%; female 71.7%) and 54.8% (male 57.9%; female 52.1%) of the pupils were rated proficient in primary 3 and 6 respectively. In FY 2011/12, the percentage declined by 9.8 and 9.2 percentage points at both primary three and six respectively.

The decline in pupil's performance in numeracy has been attributed to; low capacity of schools to teach numeracy as a result of inadequate number of qualified teachers and skills, shortage of instructional materials (particularly in P.5, P.6 & P.7) for effective teaching and learning of Numeracy, inadequate support supervision of the teaching and learning of process of numeracy at schools level, inadequate practice by pupils, inability of teachers to appropriately use assessment to guide the teaching-learning process, teaching theoretically without showing practical application, some teachers are deficient in the skills of geometry, insufficient geometrical instruments for teachers and pupils and giving exercises and tests which do not encourage application of learnt concepts in novel situations. The sector is currently addressing the issue of low learning achievement of pupils in numeracy through continued support of the thematic curriculum, teacher training and monitoring the effectiveness of the teaching-learning process among others.

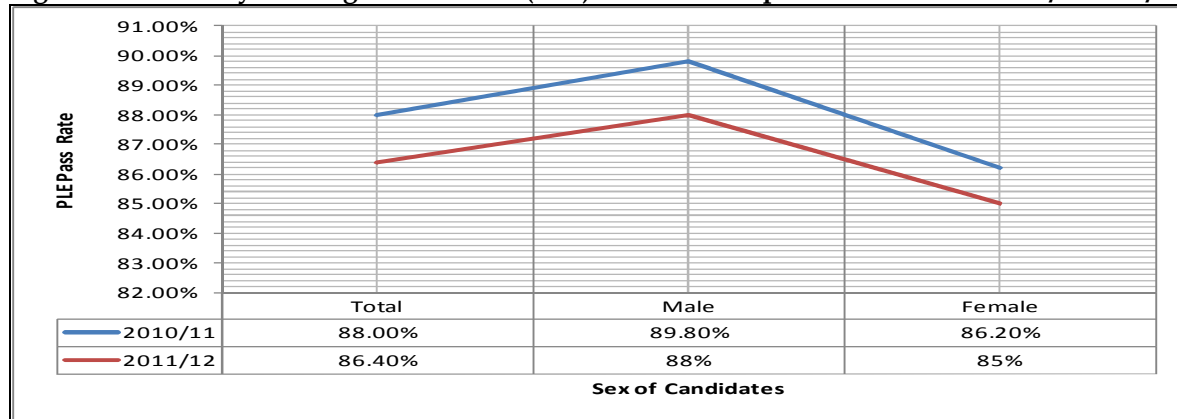
(vi) *Primary Leaving Examination (PLE) Pass rate 2010/11-2011/12*

PLE is an examination taken at the end of the Primary cycle. It consists of four compulsory papers: English (*Literacy*), Mathematics, Science and Social Studies (*SST*). Each paper is graded on a nine-point scale: 1 to 9, where 1 is the best grade and 9 the worst.

The grades for the four subjects are then averaged to obtain the overall grade referred to as Division 1 to 4, in which Division 1 is the best. The Division awarded to a candidate is determined by the average examination result as well as the result for each individual subject.

A candidate who fails to satisfy the conditions for the award of Division 4 is considered 'ungraded'. Figure 4.12 shows the Primary Leaving Examination Pass rate FY 2010/11-2011/12.

Figure 4.12: Primary Leaving Examination (PLE) Pass rate and performance index 2010/11-2011/12



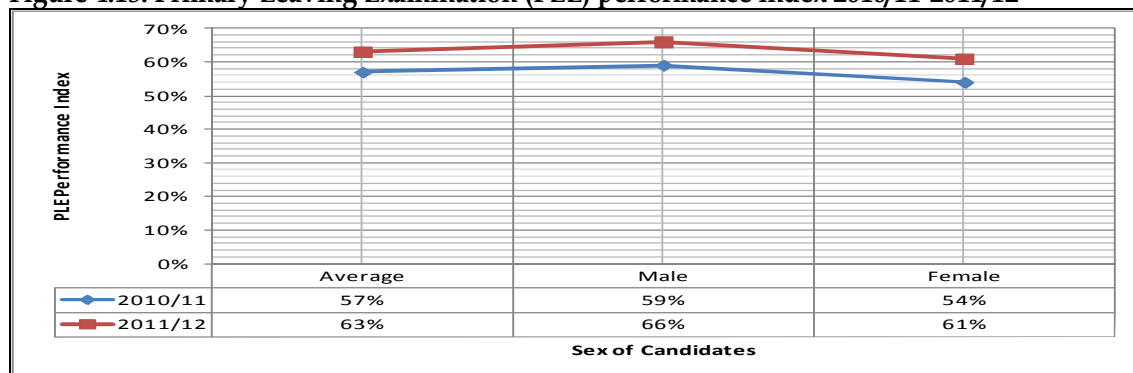
Source: UNEB 2010/11-2011/12

In FY 2012, learner's achievements remained relatively the same. In FY 2010/11, a total of 488,745 candidates sat for PLE exams of which 418,479 (88%) obtained at least division four while in FY 2011/12 the number of candidates sitting PLE increased to 490,374 candidates of which 431,529 (86.2%) passed. Therefore, the PLE pass rate declined by 1.8%age points.

(vii) Primary Leaving Examination (PLE) performance index 2010/11-2011/12

Candidates are weighted according to the grade of passing with the highest grade (Div one) carrying the highest weight, then the candidates in each category are multiplied by the respective weight, then the actual weight is summed up and expressed as a ratio of the expected weight for maximum performance (number of candidates that sat multiplied by the weight for the highest grade). A high performance index indicates that many candidates passed exams in good grades in relation to those that sat. While a low performance index indicates that few pupils passed their exams in upper grades in relation to the number of candidates that sat. Figure 4.13 displays the Primary Leaving Examination performance index FY 2010/11-2011/12.

Figure 4.13: Primary Leaving Examination (PLE) performance index 2010/11-2011/12



Source: UNEB 2010/11-2011/12

The quality of performance (*PLE Performance Index*) improved by 6 percentage points from 57 per cent in FY 2010/11 to 63 per cent in FY 2011/12. This implies that more candidates scored better grades in FY 2011/12 as compared to 2010/11.

(c) Constraints and Challenges

Several challenges and constraints were faced in the period under review that include among others;

- (i) There is a high rate of Teacher/ pupil absenteeism in schools. Pupil absenteeism is greatly attributed to lack of midday meals at school. Pupils are noted to escape from school at lunch time or even drop out of school due to hunger.
- (ii) There is inadequate staffing of especially female teachers in primary schools. A number of schools were found without a single female teacher, hence lack of a Senior Woman Teacher.
- (iii) At Local Government level, some Inspectors and DEOs have been in acting positions for a long period of time.
- (iv) Ageing vehicle which limit monitoring and support supervision at the local government level.
- (v) Budgetary constraints have led to reduction in appropriation of services
- (vi) Insufficient teaching and learning materials.
- (vii) Some teachers commute from very far due to inadequate teachers' houses.

4.2.2 Secondary Education Sub-sector

As in the previous sub sector, Secondary Education continued to prioritize policy interventions aimed at improving the quality of education in Uganda. The specific objectives included promotion of Public Private Partnership in provision of secondary education to all Ugandans; formulation of appropriate policy guidelines; and giving technical advice to the education sub sector on issues pertaining to secondary education. To achieve these objectives, the sub sector gave priority to carrying out reforms aimed at enhancing the quality of teaching and learning, including curriculum review as presented below;

(a) Interventions undertaken to enhance quality during FY 2011/2012

Box 4.6 summarizes key interventions undertaken by the sub-sector during the period under review.

Box 4.6 Interventions undertaken to enhance quality

- (i) Monitoring and support supervision;
- (ii) Procurement of instructional materials;
- (iii) Continued implementation of the digital science project and strengthening ICT initiatives in secondary schools;
- (iv) Teacher training and development;
- (v) Implementation of Policies, laws, guidelines and strategies;
- (vi) Continued curriculum review with a view of making it more relevant and affordable;
- (vii) Conducting workshops with proprietors, head teachers, and BOGs for quality management and supervision of PPP schools; and,
- (viii) Establishment of ICT laboratories;

(b) Progress and Main Achievements

(i) Monitoring and support supervision

The secondary Education Sub-sector has continued to provide administrative support to secondary schools in various areas. During the period under review, a total of 749 (45 percent) USE schools (both government and private) were provided with administrative support and supervision.

This was in addition to the routine monitoring and inspection provided by support teams on school based procurement, civil works and accountability.

(ii) Procurement and distribution of instructional materials

The sub sector supplied 5400 science kits to 1342 private and government USE schools and supplied chemicals to 5,101 private & government USE schools in the 4 regions country wide to facilitate conducting of UCE science practical examinations.

In addition, a total of 2,000,656 text books were distributed to USE schools in the core subject areas.

(iii) Continued implementation of the digital science project and strengthening ICT initiatives in secondary schools

Further priority was given to enhancing creativity and innovativeness in the teaching of sciences through digital science and other ICT initiatives. In addition to the 200 schools under the Digital Science project, another 26 secondary schools have been supported with ICT materials which bring the total number of schools supported in ICT initiatives to 226. Furthermore, 2297 science and mathematics teachers were trained in using digital science as a pedagogical tool.

Other secondary schools which include Kololo S.S, St. Henry's College Kitovu, Kitende SS, Kiira College Butiki, and Bishop Comboni Kambuga have been supported to have functional ICT laboratories. While in collaboration with UCC, an additional 350 school ICT laboratories have been established with at least ten (10) computers per school.

The subsector continued to computerize and update the secondary school Teacher data for the IPPS system; conduct the National Secondary Science Fair; and, make payments for adjudication and trophies.

(iv) Teacher training and development

Under this arrangement, the sub sector conducted training for 110 PTC tutors, & 164 student council members, for the West Nile sub region; inducted 262 head teachers and deputy head teachers of the 66 newly Grant Aided secondary schools and 121 Senior Accounts Assistants; Facilitated 14 SESEMAT National trainers; trained 2,412 science and mathematics teachers; and Facilitated the NASSHU national conference.

(v) Implementation of policies, laws and guidelines, and strategies

Under this strategy, the private schools department printed and distributed 2000 copies of the Education Act 2008 to schools.

Guidelines for licensing and registration, recruitment and retention of teachers by private schools were also developed.

(vi) Curriculum review

Under NCDC, the subsector approved the Inception report and oriented panel members to the reform of the Lower Secondary curriculum. Furthermore, NCDC has reviewed the curriculum for Sub mathematics and also developed one for subsidiary ICT for 'A' level.

(vii) Conducting workshop to sensitize proprietors, head teachers and chair persons of Boards of BOGs.

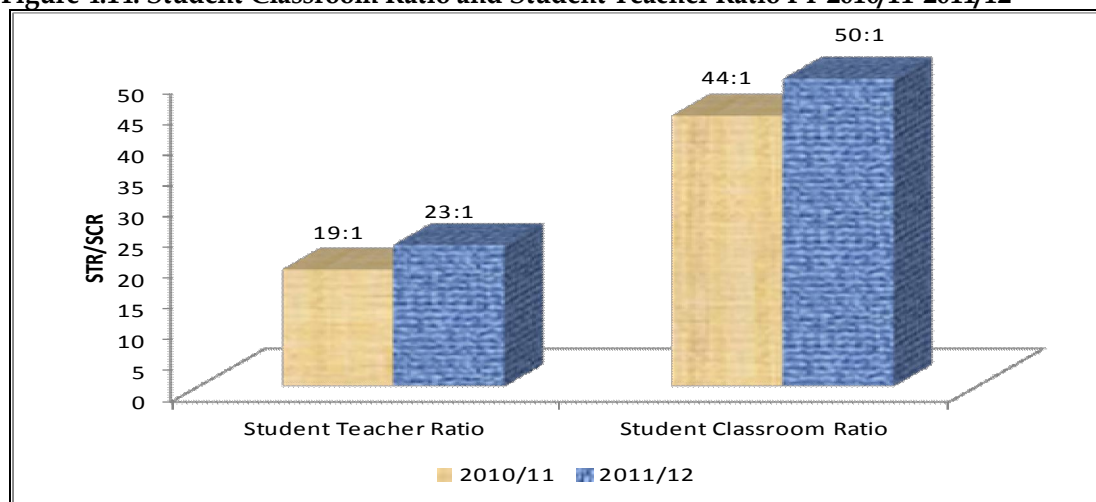
The private secondary schools department carried out training and sensitization of proprietors, head teachers and chair persons of BoGs on better school management. Three (2) regional workshops were held at Ntare School and Lango College school.

(c) Results/Outcomes

(i) Student Classroom Ratio and Student Teacher Ratio

The student classroom ratio has remained constant in the last two financial years despite increase in secondary school enrolment. In FY 2010/11, there were a total of 36,220 classrooms against an enrolment of 1,225,692 students and this translated into a student classroom ratio of 19:1. On the other hand, in FY 2011/12, the total number of all classrooms in secondary schools was 36,532 against an enrolment of 1,225,326 and this translated into a student Classroom ratio of 19:1. See figure 4.14.

Figure 4.14: Student Classroom Ratio and Student Teacher Ratio FY 2010/11-2011/12

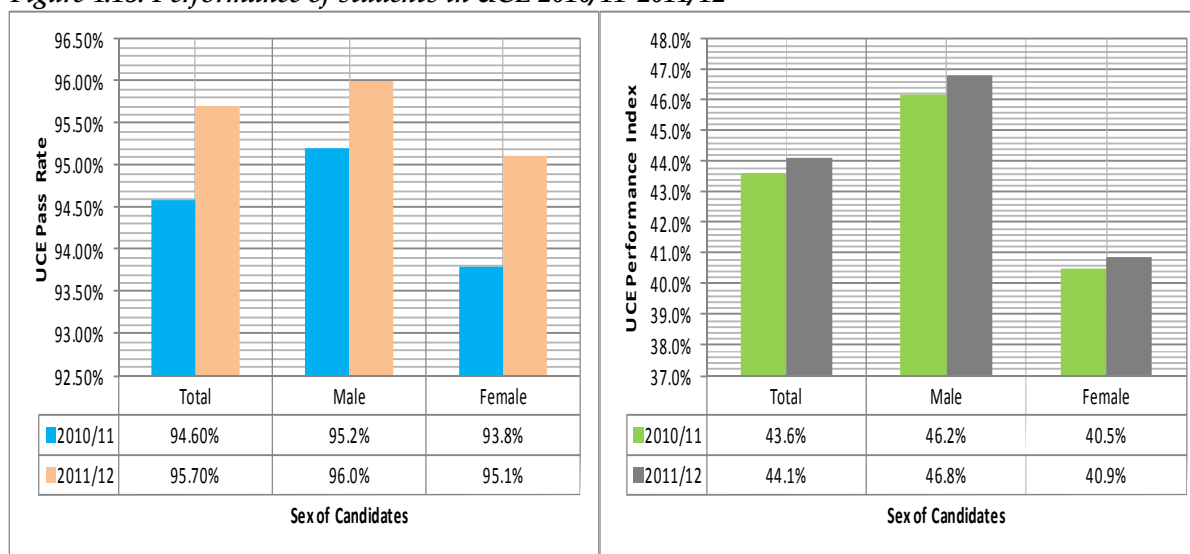


Source: EMIS 2010/11-2011/12

(ii) Performance of students in Uganda Certificate of Education Examinations

UCE examinations are given at the end of the lower secondary cycle which lasts for four years other factors remaining constant. Figure 4.15 below shows the UCE Pass rate and Performance index FY 2010/11-2011/11.

Figure 4.15: Performance of students in UCE 2010/11-2011/12



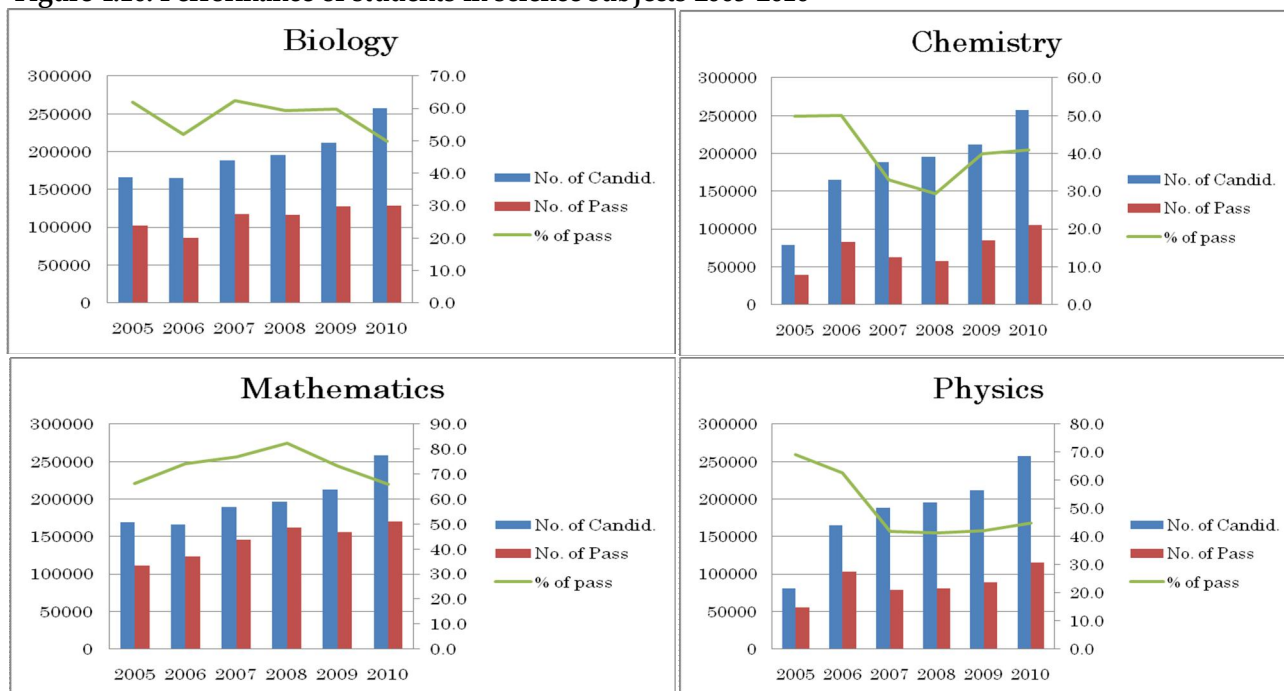
Source: UNEB 2010/11-2011/12

Results show that the overall students pass rate at secondary ordinary level has remained high. In the last two financial years, over 90% of the candidates sitting the UCE examinations have been scoring at least division four. This implies low failure rates among students completing senior four.

(iii) Performance of students in science subjects 2005-2010

Science subjects were made compulsory in response to national development. Figure 4.16 displays performance of students in the four major science subjects;

Figure 4.16: Performance of students in science subjects 2005-2010



Source: SESEMAT 2010

Over the years, the number of students enrolling in secondary education has been increasing. Consequently, the number of students pursuing science subjects has increased. In Biology and Mathematics, over 50% of the registered candidates passed the UCE examinations. On the other hand, Performance of students in Chemistry and Physic has gradually improved over the years.

(iv) Student's performance in Uganda Advanced Certificate of Education Exams

In FY 2010/11 a total of 101,257 students registered for UACE examinations out of whom 99,802 (*male 59,891, female 41,366*) sat. Of the total candidates that sat UACE exams in 2010/11, only 61.9% scored at least two principle passes and the overall performance index was 53.1% compared to 54% in FY 2011/12. Table 4.25 illustrates students' performance in UACE Exams by sex.

Table 4.25: Performance of students in UACE 2010/11-2011/12

Details	FY 2010/11	FY 2011/12
UACE performance Index	53.10%	54%
Male	54.10%	55%
Female	51.70%	52%
%age UACE students eligible for tertiary admission	61.90%	62%
Male	63.10%	64%
Female	60.30%	61%

Source: UNEB 2010/11-2011/12

4.2.3 BTVET Sub-sector

During FY 2011/12, the BTVET sub-sector, continued to prioritize policy interventions geared towards improving the quality of education. Particularly, the aim was to; provide craftsmen, technicians, and other individuals with relevant skills to meet the demands of industry, health, agriculture, commerce, and related sectors; stimulate intellectual, technical, and vocational growth of individuals and communities in order to make them productive members of society towards poverty eradication; sensitize BTVET staff in management and training issues; and conduct non formal training as required by the BTVET Act, 2008. In line with the above, the subsector embarked on a number of interventions as indicated below.

(a) Interventions undertaken to enhance quality during FY 2011/12

In order to achieve the set objectives, the sub sector embarked on a number of initiatives. Box 4.7 summarizes key interventions undertaken by the sub-sector during the period under review.

- (i) Procurement of tools and equipment / instructional materials
- (ii) Infrastructural development
- (iii) Tutor/instructor training and capacity building
- (iv) Curriculum development and review
- (v) Training and assessment of students under Non-Formal Education
- (vi) Facilitation and operationalizing of new Examination Bodies, i.e. UNMEB UAHEB and UBTEB
- (vii) Monitoring and support supervision
- (viii) Development of assessment and training packages
- (ix) Inspection of institutions focusing on skills acquisition and compliance of Basic requirements and minimum standards Indicators.

Box 4.7: Interventions undertaken to enhance quality during FY 2011/12
(b) Progress and Main Achievements
(i) Procurement of tools and equipment / instructional materials

The sub-sector procured assorted learning tools and equipment for 15 institutions. These include; St. Josephs Kyarubingo, Kakiika TS, Namisindwa TS, St. Kizito TS - Kitovu, Nagwere TS, Bukooli TS, Kumi TS, Olio TS, Pacer CP, Rwentanga FS, Ngugo TS, Rwiziringiro FS, Kihanda TS, Mubende CP, Inde TS, Ssesse FS, Namasale TS and Kitagata FS. These are P7 Graduate Enrolling Institutions for courses like BCP, CJ, Motor Vehicles, TC, Business and Agriculture.

Twenty desk computers were procured for Fort Portal School of clinical officers.

Purchase of assorted learning tools & equipment related to various courses for 12 BTVET institutions was also carried out.

The sub-sector disbursed funds to procure 40 computers and 5 printers for a computer laboratory at Fort-Portal SOCO and to equip a skills demonstration room at Fort-Portal SOCO.

(ii) Instructor/ tutor training and capacity building;

The sub sector facilitated training of 10 Instructors, 20 Technical Teachers and 5 UTC Lecturers, supported curriculum review for agriculture at craft and junior level and for 5 craft courses; purchased assorted learning tools & equipment for 12 BTVET institutions for various courses.

Under Nakawa Vocational Training Institute Project, construction of the storeyed administration block for the pedagogy department at Nakawa Vocational Institute started.

(iii) Curriculum development and review

During the period under review, the subsector undertook curriculum development and review. Support was extended towards reviews of the curriculum of agriculture at craft and junior level and for 5 craft courses. The sub-sector also supported curriculum review for technical institutes.

(iv) Training and assessment of students

Funds were disbursed to UNMEB to facilitate in conducting of examinations, release of results and printing certificates for students in 66 nursing, and Midwifery Training Institutions. Also funds were disbursed to UAHEB to conduct examinations for paramedical training institutions, sensitize exams setters, release results and print certificates for students in 42 institutions.

Under Non-formal Education 14,976 non- formal trainees were trained by 310 training institutions and assessed by DIT in 133 modules and 64 occupations.

(v) Operationalizing new examination bodies

The sub- sector disbursed funds to the BTVET examination bodies towards setting, printing, and conducting examinations to BTVET candidates.

During the period under review, the sub-sector operationalized Uganda Business Technical Examination Board (UBTEB) to conduct Business and Technical examinations for specialized training institutions in Uganda.

Funds were disbursed to UBTEB among others to train examination supervisors, managers, conduct and administer end of semester exams for Diploma and certificate students.

(vi) Monitoring and support supervision

Under development of BTVET, the sub sector embarked on monitoring and support supervision in the BTVET institutions. Thirteen (13) Institutions were monitored and support supervised. These included Ahmed seguya, Amugo Agro, Kisoro, kitgum, Kasese Youth Polytechnic, Butalejja, Bulora, Kaberamaido, Abim, Moroto, Kaabong, and Nakapiripirit. Construction works were monitored in the BTVET institutions of Omogo FS, Kakiika TS, Bukholi TS, St. Joseph's Kyarubingo, Rukore CP, Katakwi TS, Kumi TS and Pacer CP and 11 institutions under construction together with construction management units were monitored.

The subsector also supported the delivery of 12 engines for training to 4 technical institutes and monitored construction of 12 TVET institutions.

Twenty institutions were monitored three times and 20 site meetings held; while twelve institutions were monitored on their compliance to the set standards.

(vii) Development Assessment and Training Packages

The sub-sector through Directorate of Industrial Training (DIT) registered the following achievements under assessment and developing occupational standards;

- ✚ 12 assessor training Facilitators and 11 Test Item Development facilitators were engaged and they trained 550 assessors and 30 Test item Developers.
- ✚ 809 assessors were deployed at 352 assessment Centres across the country and they assessed 14,976 modular curricula candidates of the second phase of non-formal training programme and 3,000 candidates of the school leavers' programme.
- ✚ Deployed 396 assessors and they assessed 1,784 candidates for UVQF level 1 and 3,102 candidates for UVQF level 2 in 94 and 87 assessment Centres respectively.
- ✚ Mobilized 92 theory paper examiners to mark and grade candidates' performance.
- ✚ Issued performance transcripts to 8,231 successful candidates of first cycle of non-formal programme.
- ✚ The Directorate also verified training modules for the occupation of bricklayer. DACUM and TMD workshops were conducted and 5 additional ATPs of selected UVQF occupations were compiled. Additional 2 ATPs were quality-checked and compiled.
- ✚ Inspected and accredited 25 additional assessment Centres, conducted 13 test item development production workshops in 6 mapped regions of the country.
- ✚ Developed additional 310 theory test items and 75 performance test items for the test item bank.
- ✚ DIT secured 19,600 hard copies of ATPs courtesy of ADB.
- ✚ BTVET Act 2008 sensitization trips were conducted in 4 mapped regions of the country in collaboration with UGAPRIVI regional establishments.

- ✚ Renovations were carried out on the DIT owned buildings located on UMA grounds.

(viii) Inspection of BTVET institutions

550 BTVET Institutions were inspected in the Districts of Butambala, Wakiso, Kampala, Buikwe, Jinja, Lira, Pader, Lamwo, Kitgum, Ntungamo, Mbarara, Ibanda, Bushenyi, Tororo, Gulu, Maracha, Moroto, Busia, Hoima, Amuru, Kamuli, Mbale, Sironko and Pallisa, among others.

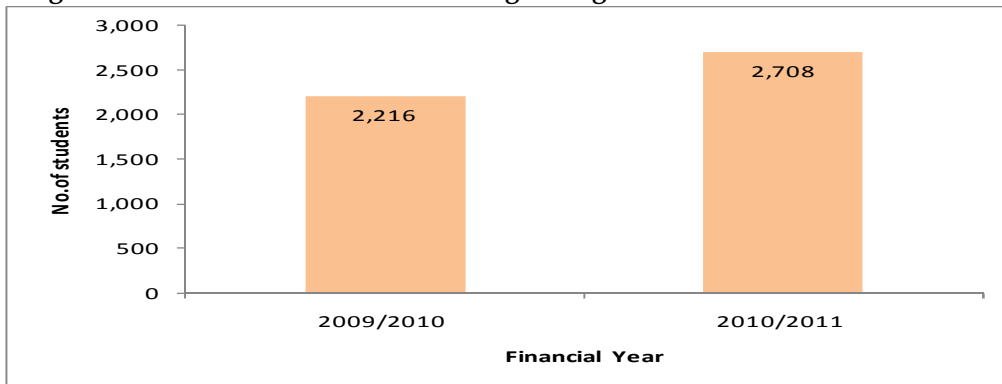
(c) Results/Outcomes

During the period under review a number of outcomes were registered under the sub- sector as a result of the interventions undertaken to improve the quality of education. Among others; more youth have attained skills towards self-sustenance; while more classrooms and workshops have improved the Student Classroom Ratio and enabled practical learning respectively. Below were outcomes registered under the BTVET sub-sector.

(i) Performance of BTVET students in the Uganda Allied Health Examinations

The Uganda Allied Health Examinations Board (*established by the BTVET Act 2008*) is mandated to streamline, coordinate, examine and award qualifications to all Allied Health professionals in BTVET institutions in Uganda. The Board administered first final examinations in July 2010 and the second final examinations between June and July 2011. Figure 4.17 shows the number of student's pass for the last two assessments.

Figure 4.17: Number of Students Passing the Uganda Allied Health Examinations



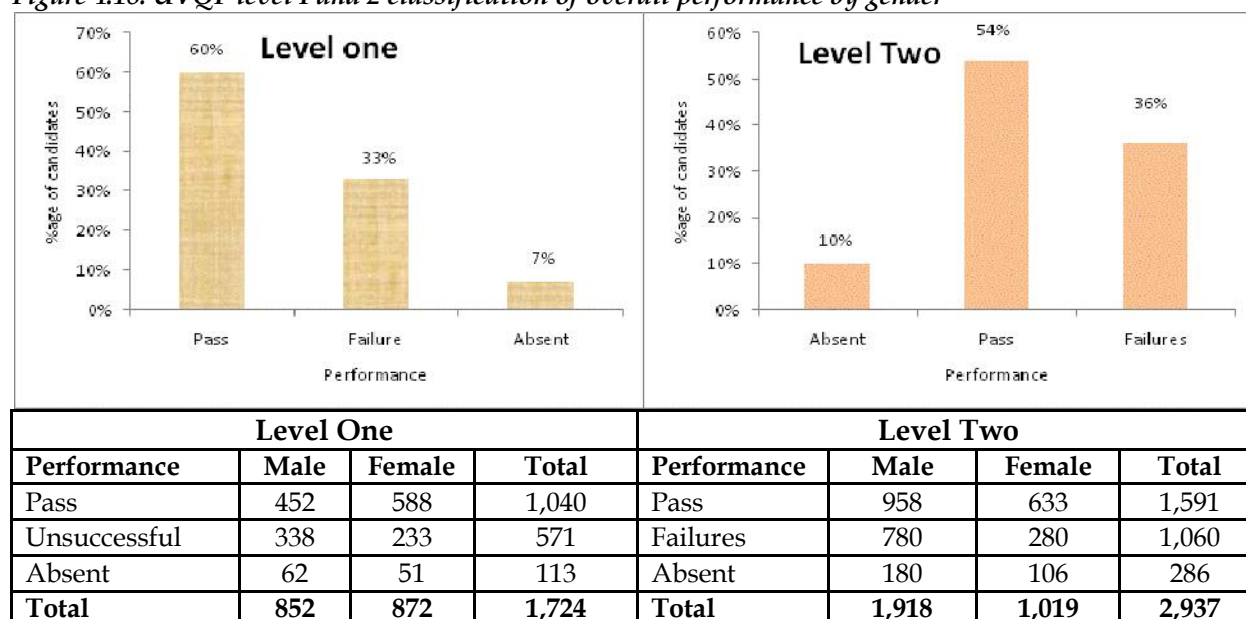
Source: UAHEB

The total number of students passing the Uganda Allied Health Examinations increased from 2,216 in FY 2009/10 to 2,708 in FY 2010/11. This translates into a percentage increase of 22%. The pass rate was at 70 percent for the last two financial years.

(ii) Performance of students in UVQF level I and II

Formal Assessment for UVQF Occupations level 1 and 2 was conducted by the Directorate of Industrial Training in a total of 144 institutions (73 institutions for level I; 71 institutions for level II). Overall, a total of 4,661 candidates were assessed (1,724 level I; 2,937 level II). Figure 4.18 show students' performance.

Figure 4.18: UVQF level I and 2 classification of overall performance by gender



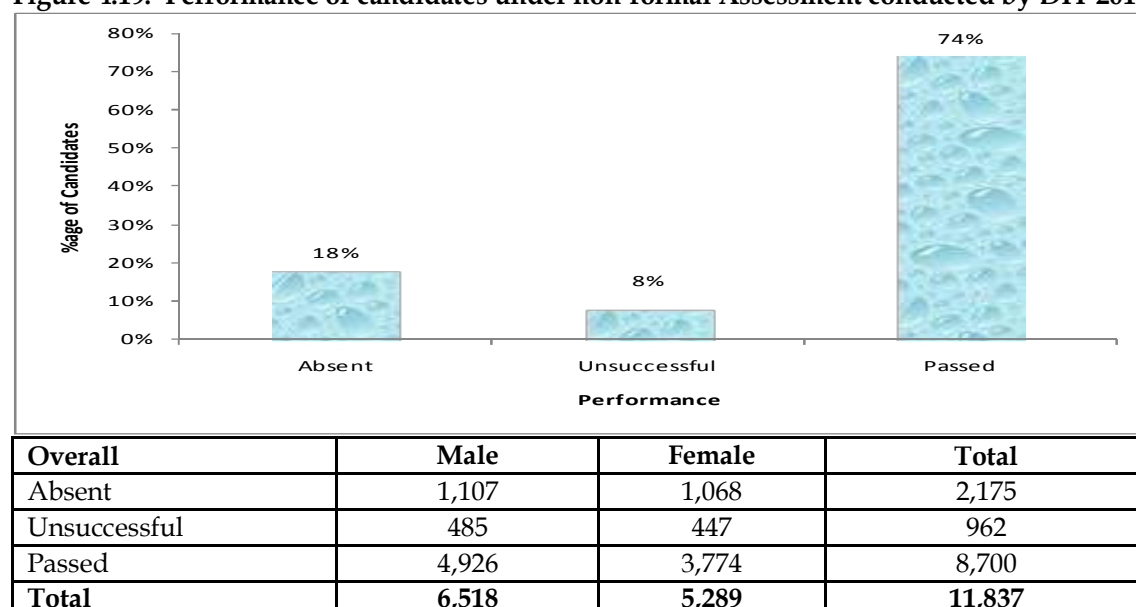
Source: DIT 2010/2011

Out of 1,724 (male 852; female 872) candidates assessed at level one, 60% passed while 33% were unsuccessful. At level two, 2,937 (male 1,918; female 1,019) candidates were assessed out of which 54% passed the assessment.

(iii) Performance of candidates under Non-formal Assessment

A total of 9,662 candidates were tested in 66 modules belonging to 41 occupations in the 4 identified economic sectors. By gender distribution, 4,231 (43.8%) were female candidates and 5,431 (56.2%) were male candidates. See Figure 4.19 below.

Figure 4.19: Performance of candidates under non-formal Assessment conducted by DIT 2010/11



Source: DIT 2010/2011

Out of 11,837 candidates registered for assessment, 8,700 (73.5%) passed the performance test, 962 (8%) were unsuccessful and 2,175 (18.4%) were absent.

(d) Constraints and challenges

(i) Inadequate funding:

Underfunding of the sub-sector at 4.9% share of the ministry budget provision. Funding towards development projects and the three examination bodies established under BTVET is still inadequate. There is also a high demand for non- formal training but with inadequate funding. There are unfunded priorities like teaching and learning materials.

(ii) Inadequacy of physical facilities.

4.2.4 Higher Education

The Higher Education sub-sector comprises of universities and other tertiary institutions. Like other sub sectors, Higher Education set out to improve the quality of higher education during the period under review. To this effect, various interventions were undertaken as summarized in Box 4.8;

(a) Interventions undertaken to enhance quality during FY 2011/12

During the period under review the subsector set out to achieve the following interventions indicated in Box 4.8.

Box 4.8: Interventions undertaken by the Higher Education sub-sector to enhance quality.

- i) Supervision and accreditation of universities and their programmes by NCHE;
- ii) Development, expansion and rehabilitation of infrastructure in all public universities;
- iii) Enhancement of outreach programmes in Public universities;
- iv) Provision of Instructional materials, tools and equipment;
- v) Institutionalizing programmes for staff development;
- vi) Enhancement of Quality Assurance Committee of Senate and Council; and,
- vii) Support to universities and other tertiary institutions.

(b) Progress and Main Achievements

Basing on the resources available during the period under review, the subsector made progress on a number of interventions as indicated below;

(i) Supervision and accreditation of universities and their programmes by NCHE

For quality assurance and monitoring, 118 Programmes were accredited, 3 institutions granted provisional Licences, 1 institution granted Certificate of Classification & Registration, 2 institutions

granted Letters of Interim Authority, and 3 universities monitored, minimum standards for 5 programmes set and all degree awarding institutions were surveyed.

(ii) Enhancement of outreach programmes in Public universities

All universities have the obligation to portray themselves as a reservoir of the country's intellectual elite with the responsibility to champion social, political and economic change in society through professional extension services. To fulfill this responsibility, public universities carried out outreach programmes during the period under review as follows: -

- a) Mbarara University of science and technology; Mbarara University of Science and Technology conducted 4 weeks leadership and community placement for 60 medical students, 8 weeks of school practice for 177 science education students, 8 weeks of industrial training for 241 Computer Science, Engineering and Information Technology students, 175 Business Administration students, 140 Science Laboratory Technology and 20 Pharmacy students.

The University also participated in the Annual exhibition for Uganda National Council for Higher education and marketing Uganda Higher Education in Kigali, Rwanda.

- b) Muni University; The University was made the regional centre for Education for Sustainable Development (ESD) by the Uganda National Commission for UNESCO and hosted the first meeting on ESD in May 2012.

(iii) Provision of Instructional materials, tools and equipment

Provision of instruction materials is one of the quality enhancement measures in higher institutions of learning. Therefore, under the period under review the sub- sector, procured an assortment of instructional materials in all public universities.

(iv) Institutionalizing programmes for staff development

The sub-sector institutionalized staff development by ensuring that University faculties pursue further training in their respective academic areas during the period under review. To this effect, DAAD offered two scholarships for staff development to Muni University in the areas of chemistry and ICT.

(v) Enhancement of Quality Assurance Committee of Senate and Council

Quality Assurance committees were established in all public universities to monitor quality assurance in the respective universities.

(vi) Support to universities and other tertiary institutions

To enhance the quality of university education, the sub-sector continued to provide financial support amounting to 0.6 bn to Kisubi Brothers' University College, a constituent College of Uganda Martyrs' University and Ug shs 2bn to Uganda Petroleum Institute Kigumba (UPIK) for rehabilitation and construction at Kyema. The sector also disbursed funds for construction of Muni University.

(c) Results/Outcomes

A number of out comes in line with quality enhancement have been registered under the sub sector. Advocating for Science education has led to increased enrolment for science courses, while Lecturer/ tutor training has improved their teaching qualification hence positively impacting on the quality of skills they pass on to the students. Below are the quality out comes registered by the sub sector;

(i) Enrolment by Discipline

The sector under took an initiative to advocate for science education at tertiary level. Despite the fact that most students in tertiary institutions take Arts/Humanities, the number of students offering sciences disciplines stood at 37% in 2010/11 and it is expected to increase further. Table 4.27 shows students enrolment by discipline of study.

Table 4.27: Enrolment by category and discipline 2010/2011

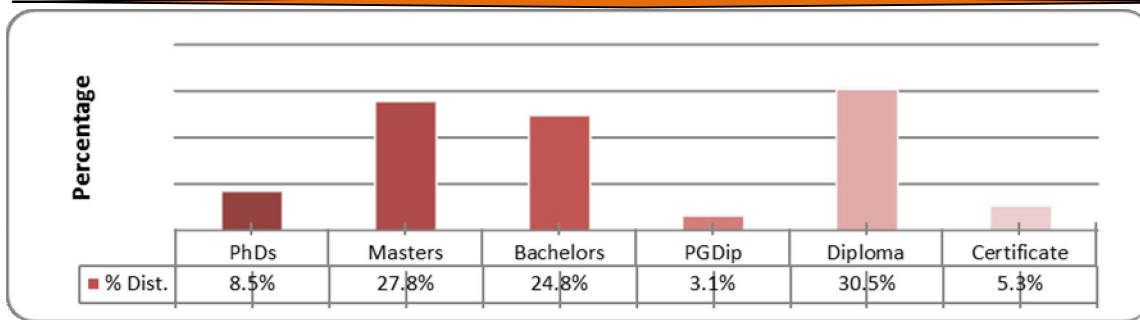
Category of Institution	Arts/Humanities		Science/Tech		Total
	Enrolment	%	Enrolment	%	
Universities & Univ Colleges	78,420	65%	42,226	35%	120,646
Non University Degree awarding	1,606	100%	-	0	1,606
Technical Colleges	-	0%	2,941	100%	2,941
Teachers Colleges	5,542	70%	2,375	30%	7,917
Commerce/Business	14,060	62%	8,617	38%	22,677
Management/Social Dev't	5,173	98%	106	2%	5,279
Health	-	0%	6,274	100%	6,274
Agriculture/Fisheries/Forestry	-	0%	1,293	100%	1,293
Theology	1,580	100%	-	0%	1,580
Art and Design	175	90%	20	10%	195
Media	729	45%	891	55%	1,620
Hotel and Tourism	23	10%	203	90%	226
Study Centres	639	100%	-	0%	639
Survey and Land Management	-	0%	30	100%	30
Law Development	800	100%	-	0%	800
Aviation	-	0%	147	100%	147
Meteorology	-	0%	39	100%	39
Petroleum	-	100%	28	100%	0
Cooperatives	443	95%	23	5%	466
Research Centres	-	-	-	-	0
Totals	109,190	63%	65,208	37.4%	174,375

Source: EMIS 2010/11

(ii) Lecturers/Tutors Qualification

The teachers' base in tertiary education comprised of a total of 7,871 with a gender imbalance of 60.7% in favor of males. With regard to distribution of these by qualification, majority 30.5% had diplomas followed by the masters' degree holders at 27.8%. Bachelor degree holders constituted 24.8% and these ranked third followed by PHDs at 8.5%. Other qualifications were certificates at 5.3% and post graduate diplomas at 3.1%. Figure 4.20 shows percentage share of tutor/lecturer by qualification level;

Figure 4.20: Tertiary Tutors/Lecturers by Qualification



Source: EMIS 2010/11

(iii) **Student Lecturer/Tutor Ratio**

In FY 2009/2010 results on student Lecturer/tutor ratio shows that on average one lecturer/tutor is available for every 21 students. This ratio was subjected to variations by category of tertiary institution with media colleges being least privileged with over 56 students per teacher/lecturer whereas meteorological institutions were best placed with only 7 students per teacher/lecturer. See table 4.28.

Table 4.28: Student Teacher Ratio in Tertiary Institutions

Institution Category	Enrolment	Academic Staff	Ratio
Universities and Affiliated colleges	108,222	5,340	20
Non University Degree awarding	1,606	105	15
Agricultural Colleges	1,293	77	17
Health Colleges	6,274	273	23
Theological Colleges	1,580	124	13
Media Colleges	1,620	29	56
Commerce /Business	22,677	1,062	21
Management/ Social Development	5,279	210	25
Teachers Colleges	7,917	327	24
Hotel and Tourism	226	36	6
Technical Colleges	2,941	158	19
Law Development	800	40	20
Meteorological	39	6	7
Co-operatives	466	27	17
Art and Design	195	15	13
Study Centre	639	42	15
Total	161,951	7,871	21

Source: EMIS 2010/11

(d) Constraints and challenges:

- (i) Inadequate resources for enhancement of University lecturers' salary, leading to great attrition rates. The sector is participating in the Omaswa Task force so as to find a lasting solution to this challenge;
- (ii) Inadequate resources to raise staff levels at Public Universities to at least 50% for academic staff. The sector continues to engage with Ministry of Finance, Planning & Economic Development in an effort to find funds.
- (iii) UMI registered inadequate classroom/ICT laboratories/libraries, and office space.

4.3 EFFICIENCY AND EFFECTIVENESS

Jn maintaining focus on the implementation of the Education Strategic Plan, Government identified areas for the acceleration of effectiveness and efficiency in the delivery of education in the country in the FY2011/12.

4.3.1 Pre-Primary and Primary Education

(a) Interventions undertaken during FY 2011/2012

The following interventions were undertaken by the various sub-sectors in to enhance efficiency and effectiveness in the pre-primary sub-sector are summarized in Box 4.9.

Box 4.9: Interventions to enhance efficiency and effectiveness in Pre-primary and Primary

- (i) Providing Support Supervision to UPE and Private Schools and ECD Centres;
- (ii) Implementation of the Safe School Initiative;
- (iii) Remapping of core PTCs;
- (iv) Conducted Outreach Activities Continuous Professional Development (CPD) for 220,327 teachers and support through Coordinating Centers;
- (v) Primary Teacher Education Practicum Programs;
- (vi) Monitoring the status of school hygiene and sanitation;
- (vii) Hardship allowance of 30% of basic monthly salary paid to teachers in hard to reach areas;
- (viii) Supporting the implementation of the Teachers Scheme of Service

(i) Providing Support Supervision to UPE and Private Schools and ECD Centres

Caregivers and proprietors of ECD centres in 3 sub-counties of Kyotera, Matale and Sanje in Rakai District were trained. The Sector also carried out support supervision of nursery schools and ECD centres in Kyenjojo, Pader and 40 Nursery Schools in Mubende and Kyegegwa districts.

(ii) Implementation of the Safe School Initiative

In recognition of child-girl related impediments to school completion, the Sector continues in its approaches to reduce drop-out rates and improve completion of the primary cycle. The Sector trained teachers in all the Government Aided Primary Schools on Safe School Initiative in its stance on zero violence against Children in schools and child protection policy to ensure a conducive school atmosphere for pupils. This will foster efforts to improve the completion rates.

A study on Teenage Pregnancies was carried out by FAWE in November 2011 and the draft report presented for input of other stakeholders at a Gender Taskforce workshop. All these are steps taken towards the formulation of Policy Guidelines on teenage pregnancies.

(iii) Remapping of core PTCs

Under development of Primary Teacher's Colleges Project, the Sector paid for initial activities of the remapping exercise for core PTC coordinating centre catchment areas/zones. In remapping the CCT zones, the Sector sought to enhance their effectiveness by refocusing their role and efforts such that the number of Districts served by a college reduced. The scope of work and number of tasks for CCTs

had progressively expanded, while the real level of material and technical support for their work has declined. The remapping aims to minimize the number of sub-counties served by a tutor.

(iv) Continuous Professional Development (CPD) and support through Coordinating Centers

In the period under review, the Sector carried out training in pedagogical leadership for 267 Head teachers, 23 Deputy Principals and 78 CCTs; as well as CPD training, conducted by CCTs, for 220,327 primary teachers. The sub-sector facilitated 69 administrators to carry out outreach activities in 23 core PTCs through 539 coordinating centers;

Furthermore, performance evaluation of 150 CCTs in 15 Core PTCs was conducted to assess the effectiveness of CCTs toward supporting teachers and impact of outreach tutors on the performance of teachers at the Centre schools. Seventy two (72) local governments were monitored to assess the effectiveness of Inspection at the local government level. The Inspectors were mentored to enhance their capacity to monitor the implementation of policies with emphasis on the areas of Special needs Education, Physical Education and Guidance and counseling.

(v) Primary Teacher Education Practicum Programs

The sector also conducted PTE practicum for 16,239 students to promote the development of teaching experience and prepare them for the real world of work. This exercise served to assess the effectiveness of the teaching outcomes.

(vi) Monitoring the status of school hygiene and sanitation

In FY2011/12, the Education Sector supported hygiene, sanitation, and water-in-schools projects to foster an enabling learning environment that contributes to children's improved health, welfare, and learning performance. The sector set out to monitor the status of school hygiene and sanitation in 11 districts, viz: - Lamwo, Agago, Otuke, Alebtong, Yumbe, Koboko, Aleptong, Pader, Lamwo, Apac, and Kitgum. A total of thirty (30) pre-primary schools were monitored in the districts of Bulisa, Kiryandongo, Masindi, Hoima, Kibale, Buliisa and Kiryandongo to facilitate effective learning. In addition, 30 Primary schools in Amolator were monitored focusing on Girls Education Sanitation and Hygiene in Kyenjojo, Mubende, Kabarole districts.

(vii) Hardship allowance of 30% of basic monthly salary paid to teachers in hard to reach areas

The Sector paid teachers hardship allowance of 30% of basic monthly salary to teachers in hard to reach areas to motivate and enable teachers to concentrate on their professional tasks and to lend themselves towards promotions of effective learning. In essence, 15,301 teachers at primary, secondary, and tertiary level benefitted from this allowance in FY2011/12.

(viii) Supporting the implementation of the Teachers Scheme of Service

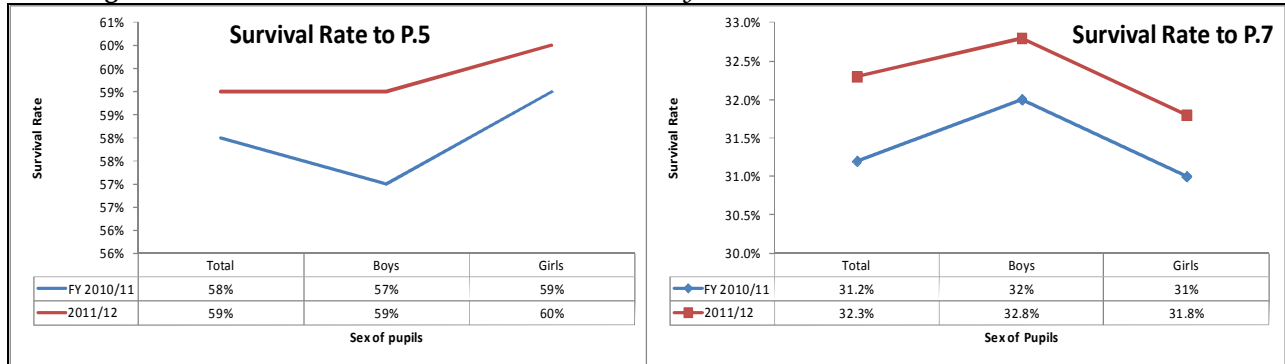
The Sector continued to benefit from the scheme of service. A total of 1,777 teachers were promoted under the Scheme through the Education Service Commission to Senior Education Assistant. By end of FY2011/12, only 58 districts and municipalities had provided feedback on the exercise. This is further elucidated on Page 136/137 (table 4.35), under the implementation and popularisation of the scheme of service at primary level.

(b) Results/outcomes

(i) Survival Rate to Grade Five and Seven

Survival rate is an official indicator used to track progress toward efficiency and effectiveness and it refers to the percentage of a cohort of pupils who enter the first grade of primary education and reach a certain grade, regardless of repetition. Figure 4.21 shows survival rates to grade five and seven for the last two financial years;

Figure 4.21: Survival Rate to P.5 and P.7 in Primary Schools 2010/11-2011/12



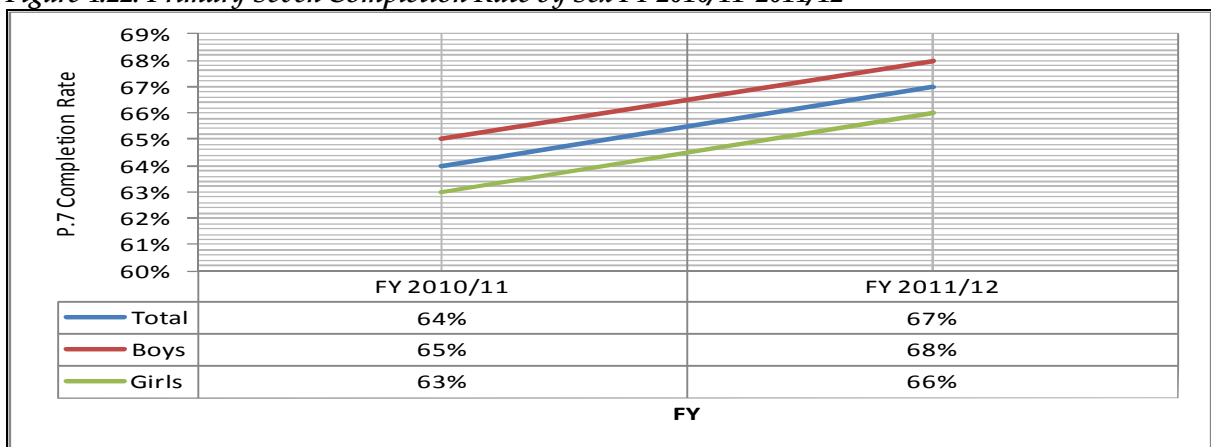
Source: EMIS 2010/11-2011/12

Survival rate to primary seven improved in the period under review. In FY 2010/11, 31.2% (Male; 32%; Female 31%) of the pupils who enrolled in primary one in 2004 survived to grade seven. In FY 2011/12 the survival rate improved by 1.1% age point to the tune of 32.3% (Male 32.8%; Female 31.8%). Likewise, survival rate to grade five also improved by 1 percentage point from 58 percent in 2010/11 to 59 percent in 2011/12.

(ii) Primary Seven Completion Rate

Primary Seven completion rate is the percentage of pupils completing the last year of primary school (Grade seven). It is calculated by taking the total number of candidates registered for Primary leaving examinations divided by the total number of children of official graduation age (12 years). Figure 4.22 shows primary seven completion rates for the period under review.

Figure 4.22: Primary Seven Completion Rate by Sex FY 2010/11-2011/12



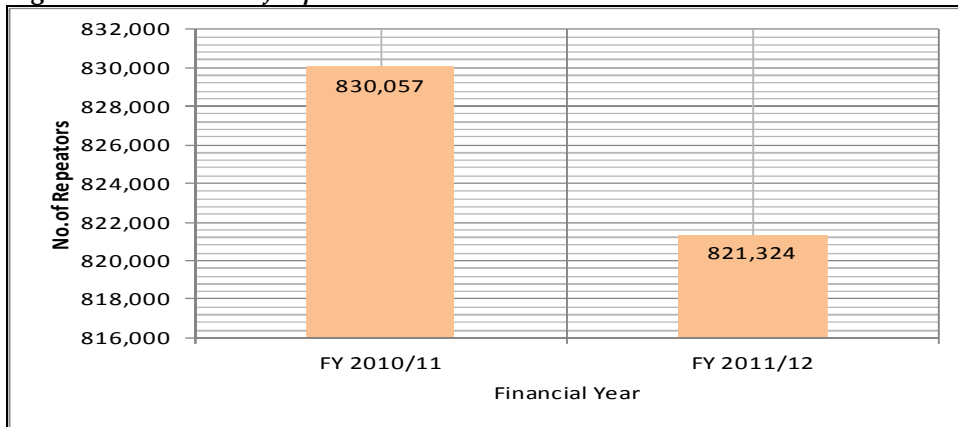
Source: EMIS 2010/11-2011/12

The percentage of pupils completing primary seven improved during the period under review. In FY 2010/11, the completion rate stood at 64 percent (Male 65%; Female 63%) and in FY 2011/12, 67% (68% male; 66% female) of the pupils completed primary seven translating into a percentage point improvement of 3 during the period under review.

(iii) Grade repetition/Retention

Following the revision of the primary curriculum and the introduction of automatic promotion, the repetition rate is expected to reduce drastically with time. In FY 2011/12, the number of pupils repeating a grade reduced as shown in Figure 4.23.

Figure 4.23: Number of repeaters



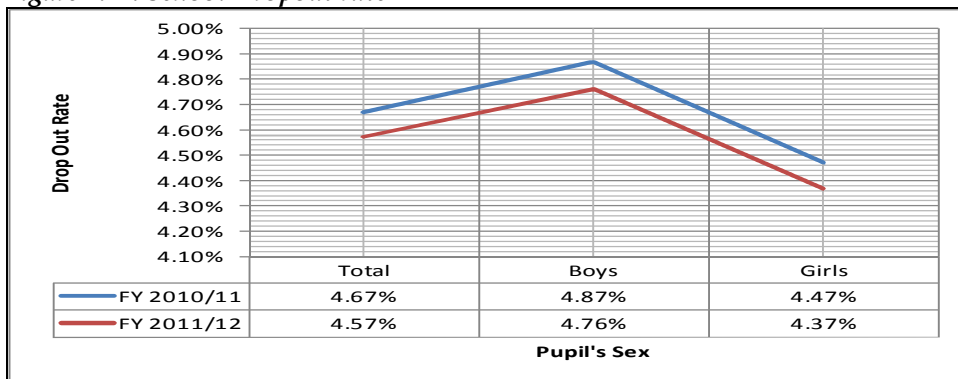
Source: EMIS 2010/11-2011/12

Reduced repetition rate from 830,057 pupils in FY 2010/11 to 821,324 in FY 2011/12 reveals improvement in efficiency as far as primary education is concerned. Consequently, the primary grade repetition rate reduced from 10.2 percent in 2010/11 to 10 percent in 2011/12.

(iv) School Dropout rate

Dropping out refers to a pupil quitting school before he or she graduates. It cannot always be ascertained that a pupil has dropped out, as he or she may stop attending without terminating enrollment. The dropout rate reduced by 1 percentage point in FY 2011/12 as shown in Figure 4.24;

Figure 4.24: School Dropout rate



Source: EMIS 2010/11-2011/12

During the period under review, the dropout rate reduced from 4.67% in FY 2010/11 to 4.57% in FY 2011/12. The dropout rate was relatively equal among boys and girls, an indication of improved efficiency and effectiveness more especially among the girl children.

(c) Constraints/Challenges

- (i) High attrition rate of the primary teachers from the payroll and slow pace of teacher recruitment by some districts is affecting implementation of districts staff ceilings and causing poor performance of the wage component;
- (ii) Teacher and pupil absenteeism as well as pupil drop-out are still rampant in many schools countrywide;
- (iii) Inadequate school inspection and lack of coordination between regional DES Offices and District inspectors.

4.3.2 Secondary Education

Under the secondary education subsector the interventions indicated were targeted.

(a) Interventions undertaken during FY 2011/2012

Interventions undertaken to enhance efficiency and effectiveness at the secondary school level are reflected in Box 4.10.

Box 4.10: Interventions undertaken by the Secondary Education Subsector

- (i) Approval of Boards of Governors in 442 government and private secondary schools;
- (ii) Training of Science and Mathematics teachers;
- (iii) Drafting of Policy Guidelines for licensing and registration of private schools;
- (iv) Monitoring and providing support supervision;
- (v) Conducted the USE/UPPET /UPOLET headcount exercise;
- (vi) Sensitization of Stakeholders on the provisions of the Education Act (2008);
- (vii) Implementing the Double shift programme;
- (viii) Monitoring accountability for USE Funds ;
- (ix) Direct remittance of funds to USE schools; and,
- (x) Management training of head teachers and BOGs in Centres of Excellence.
- (xi) Training of school construction committees in 442 USE schools.
- (xii) Retooling of teachers and Head teachers in ICT.

(b) Progress and main achievement

- (i) *Approval of Boards of Governors in government and private secondary schools;*

In the period under review, the Sector approved BOGs for a total of 442 Secondary schools in a bid to ensure the effectiveness in school management.

- (ii) *Training of Science and Mathematics teachers*

The sub-sector trained a total of 2,412 Science and Mathematics teachers, 110 PTC Tutors, 164 Student Council members for the West Nile Sub-region, inducted 262 Head teachers and deputy head teachers of the 66 newly Grant Aided secondary schools and 121 Senior Accounts Assistants.

(iii) *Drafting of Policy Guidelines for licensing and registration of Private Schools*

Under Private Secondary Education, two sets of Policy Guidelines for licensing and registration of Private schools and recruitment and retention of teachers in private schools were drafted, additional 828 private schools graded, set up Registry for Private schools, licensed and registered 114 and 206 schools respectively.

(iv) *Monitoring and providing support supervision*

Monitoring and supervision of private secondary schools was carried out in 10 south west districts of Mbarara, Ntungamo, Isingiro, Kiruhura, Bushenyi, Rukungiri, Kabale, Kisoro, Kanungu, and Ibanda. In addition, 17 private secondary schools i.e. High Light S.S, Kaanu Memorial S.S, Masiira S.S, Nile High School, Budumba S.S, Triangle S.S, Ryakasinga Centre, Queens College, Kasese High, Victor Hills, World Rock S.S, Luwero Central S.S, Rwentobo East SS, Kimwanyi Voc SS, Lwengo, Ebenezer Voc, Bishop Mazzolid SS, Created H/S, Emma H/S and Lubiri H/S were monitored and support supervised. Investigations into allegations of forged appointments and posting instruction letters for example, auditing inspections for Namukora SS were sanctioned.

(v) *Conducted the USE/UPPET /UPOLET headcount exercise*

The Ministry also conducted and validated USE/UPPET /UPOLET headcount data nation-wide, as a mechanism for ensuring that the information documented in the EMIS database is consistent with the reality on the ground, thus enhancing efficient and effective provision of the education service to the Ugandan population.

(vi) *Popularizing the Education Act (2008)*

Increasing an enabling environment for an effective education system, the Sector embarked on sensitization of Stakeholders on the provisions of the Education Act (2008). 2000 copies of the Education Act (2008) were printed and distributed to Schools. This goes a long way in enforcing the framework to enhance efficiency and accountability.

(vii) *Implementing the Double shift programme*

An additional 100 USE Secondary School were added onto those implementing the double shift programme. The Double-shift programme is still being implemented in the 104 secondary Schools to foster efficiency of use of human and capital resources (i.e., teachers can teach more pupils and there is a reduced pressure to build more schools). The sector is currently carrying out an impact evaluation study on double shift where results will inform future decisions on this intervention.

(viii) *Accountability for USE Funds*

In ensuring accountability, transparency and efficiency in USE Placements, 164 PPP schools were monitored of which 80 were over and under subscribed as per head count results; 70 were for accountability of USE funds and text books utilization; and ninety-four (94) over enrolled and under enrolled PPP schools monitored to establish SCR and STR indicators.

(ix) *Direct remittance of USE capitation funds*

In order to improve efficiency and value for money funds for USE capitation are being sent directly to schools to reduce on the transaction time in the processing of funds. The funds now reach the schools in time thereby permitting smooth implementation of the program.

(x) *Management training of head teachers and BOGs in Centres of Excellence.*

In the period under review, the sub-sector carried out management training of head teachers and Boards of Governors (BOGs) for the 44 proposed Centres of Excellence with the support of ADB IV project. Some of the areas covered included financial management, Human Resource management, and General Management. A total of 517 participants benefitted from this training.

(xi) *Training of School Construction Committees*

The sub sector carried out training of School Construction Committees in 442 USE schools under UPPET. The areas covered included; financial management, civil works management, procurement, and environmental management.

(xii) *Retooling of teachers and Head teachers in ICT skills*

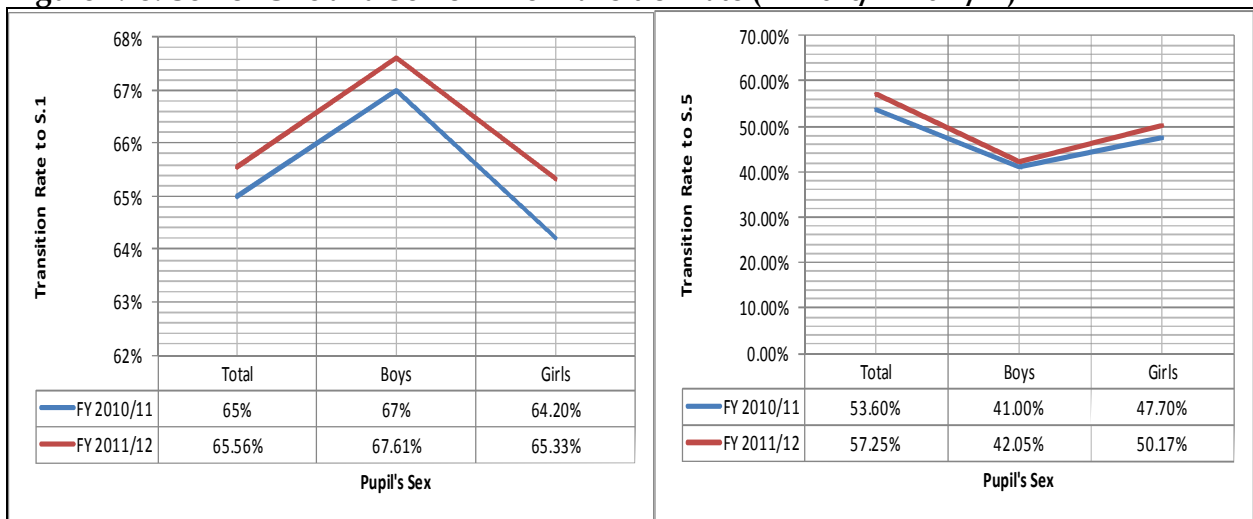
In the period under review, the sub sector in collaboration with UCC retooled 516 teachers and 120 head teachers in ICT skills as a measure to improve the teaching and management of ICT in secondary schools.

(c) Results/outcomes

(i) *Transition rate (S.1 and S.5) and*

The percentage of students advancing from one education level to another is critical when assessing efficiency. Figure 4.25 below shows transition rates to S.1 and S.5.

Figure 4.25: Senior One and Senior Five Transition rate (FY 2010/11-2011/12)



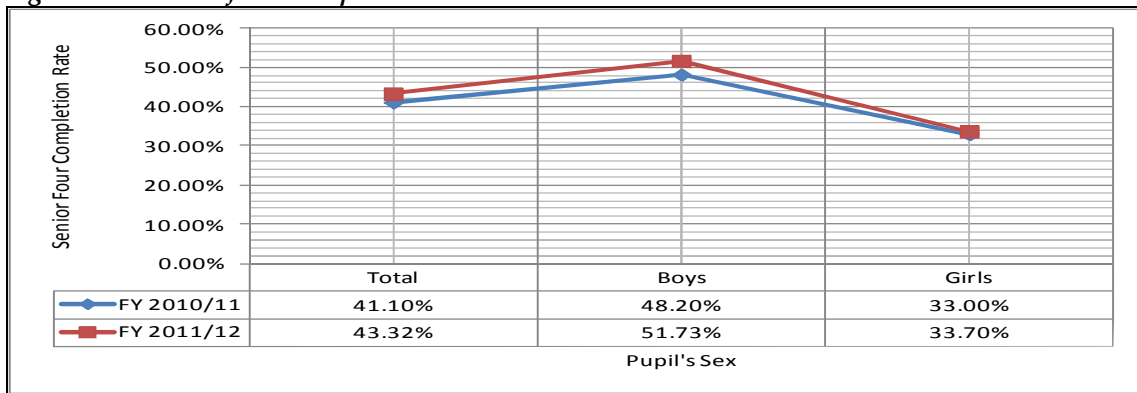
Source: EMIS 2010/11-2011/12

In FY 2011/12, the transition rate to S.1 improved by 0.56 percentage points from 65 percent in FY 2010/11 to 65.56 percent. The improvement was realized among boys and girls with girls improving by 1.13 percentage points as compared to 0.61 percent among the boys. On the other hand, the transition rate to S.5 also increased by 1.76 percentage points (male 1.05%; female 2.47%) points.

Senior four Completion Rate

Senior four completion rates refers to the number of students registered for Uganda Certificate of Education Exams expressed as a percentage of the official senior four graduation age (16 years). Figure 4.26 shows the sector’s performance as far as completion rates to senior four is concerned

Figure 4.26: Senior four Completion Rate



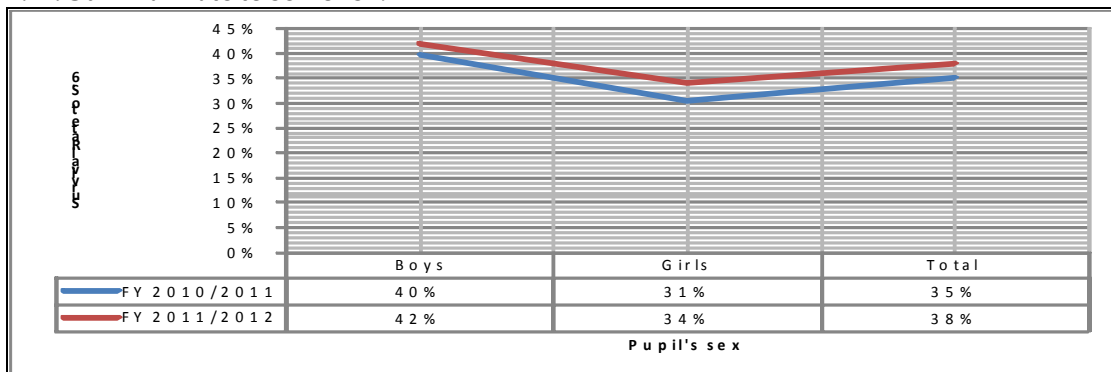
Source: EMIS 2011/12

During the period under review, the senior four completion rate improved from 41.1 percent in 2010/11 to 43.32 percent in 2011/12. Among the attributes of improved senior four completion rates includes the introduction of Universal Secondary Education.

(ii) *Survival Rate to senior six*

Survival rate to senior six is an indicator used to track progress toward efficiency and effectiveness as far as advanced secondary education is concerned. It refers to the percentage of a cohort of students who enter the first grade of secondary education and reach senior six, regardless of repetition. Figure 4.27 shows survival rates to senior six for the last two financial years.

Figure 4.27: Survival Rate to senior six



Source: EMIS 2011/12

The survival rate to senior six improved by 3 percentage points in FY 2011/12 from 35 percent in FY 2010/11 to 38 percent.

(iii) Retention rates of USE students

Universal Secondary Education was designed in a way that minimizes school drop-out. Table 4.29 below illustrates the survival rate of students enrolled under Universal Secondary Education by class.

Table 4.29: Cohort Analysis of USE students

Class	Sex	2007	2008	2009	2010	2011	2012
S.1	Male	92,388	92,459	88,033	108,599	126,467	125,954
	Female	69,008	71,299	72,080	93,842	110,115	109,831
	Total	161,396	163,758	160,113	202,441	236,582	235,785
S.2	Male		87,627	86,104	81,249	103,897	118,061
	Female		65,267	66,038	65,787	89,836	101,208
	Total		152,894	152,142	147,036	193,733	219,269
S.3	Male			80,152	76,694	78,218	96,076
	Female			58,780	58,553	63,043	80,237
	Total			138,932	135,247	141,261	176,313
S.4	Male				68,097	68,711	69,314
	Female				47,507	49,254	52,697
	Total				115,604	117,965	122,011
Grand Total	Male	92,388	180,086	254,289	334,639	377,293	409,405
	Female	69,008	136,566	196,898	265,689	312,248	343,973
	Total	161,396	316,652	451,187	600,328	689,541	753,378
Survival rate from S.1 to S.2	Male		94.8%	93.10%	92.30%	95.67%	93.4%
	Female		94.6%	92.60%	91.30%	95.73%	91.9%
	Total		94.7%	92.90%	91.80%	95.70%	92.7%
Survival rate from S.1 to S.3	Male			86.76%	82.95%	88.85%	88.5%
	Female			85.18%	82.12%	87.46%	85.5%
	Total			86.08%	82.59%	88.23%	87.1%
Survival rate from S.1 to S.4	Male				73.71%	74.32%	78.7%
	Female				68.84%	69.08%	73.1%
	Total				71.63%	72%	76.2%

Source: EMIS 2010/11-2011/12

The cohort analysis technique reveals increase in the proportion of students who start senior one and finally complete senior four. Out of 163,758 (male 92,459; female 71,299) students who joined senior one in 2008, 72 percent (74.32% male; 69.08% female) survived to senior four in 2011 leading to a wastage of only 28 percent. This loss includes students who have joined none USE schools, repeaters, drop-outs and those that may have died in due course. In 2011/12, the survival rate from S.1 to S.4 was 76.2 percent (78.7% male; 73.1% female) translating into a percentage point improvement of 4.2.

(d) Constraints/Challenges

- (i) Low participation of parents in school activities.
- (ii) Inadequate capacity to ensure efficiency

4.3.3 BTVET Sub-Sector

(a) Interventions undertaken during FY 2011/2012

During the period under review, the BTVET sub-sector continued to implement various interventions geared towards improving the efficiency and effectiveness of service delivery. These are as reflected in Box 4.11 below;

Box 4.11: Interventions undertaken to enhance efficiency in the BTVET sub-sector

- (i) *Monitoring and Supervision of Institutions;*
- (ii) *Conducted a National Head Count exercise in all UPPEET institutions in March 2011*
- (iii) *Conducting Curriculum Reviews;*
- (iv) *Popularizing the BTVET Act 2008;*

(b) Progress and main achievements;

(i) Monitoring and Supervision of Institutions;

During the period under review, the Sector monitored and supervised institutions' compliance to set standards in 40 institutions, as well as construction works for three BTVET institutions of Mulago Paramedical School, Lira School of Comprehensive Nursing; and, Kigumba Cooperative College.

The sub-sector also monitored and supervised 13 BTVET technical institutes. Viz:-Ahmed Seguya , Amugo Agro , Kabale , Kabira , Kibaasi , Kisooro , Kitugm , Kasese Youth Ploytechnic, Burora, Butelaja, Kaberamaido, Abim, Moroto, Kabong and Nakapiripirit.

In addition, the Sub-sector undertook supervision of construction works for three (3) BTVET institutions including Mulago Paramedical School, Lira School of Comprehensive Nursing and Kigumba Cooperative College; and, monitoring of construction works at the 03 institutions and other BTVET institutions (Mulago paramedicals, Kigumba Cooperative College and Soroti nursing School and Fortportal SOCO); and, construction works at Lira School of Nursing, Kigumba Cooperative College, Mulago paramedical School and Fort Portal School of Clinical Officers.

Also, the Sector carried out inspection of 550 BTVET institutions in the districts of; Butambala, Wakiso, Kampala, Buikwe, Jinja, Lira, Pader, Lamwo, Kitgum, Ntungamo, Mbarara, Ibanda, Bushenyi, Tororo, Gulu, Maracha, Moroto, Busia, Hoima, Amuru, Kamuli, Mbale, Sironko, and Paliisa.

(ii) Conduct National Head Count exercise

In FY 2011/12 a National Head Count exercise in all UPPEET institutions was conducted March 2011 and a report is available.

(iii) Conducting Curriculum Review

Supported curriculum review for the following: - agriculture junior level and for 5 craft courses; reviewed the farm school curriculum.

(iv) Popularizing the BTVET Act 2008

The Sector developed a strategy to popularize BTVET Act 2008 as a key component in the 10 year BTVET Strategic Plan. Sensitization workshops on BTVET Act 2008 in UGAPRIVI institutions in Masaka, Lira, Mbale, Entebbe and Mpigi were conducted.

In addition, the Ministry run advert in the news papers about the BTVET Act 2008 and DIT reforms in a bid to sensitize the public on the provisions of the Act.

(c) Results/outcomes**(i) Retention rates of students in Universal Post Primary BTVET institutions**

Like USE, Universal Post Primary Education and Training in the BTVET institutions was designed in a way that minimizes drop-out. Table 4.30 illustrates the survival rate of students enrolled under UPPET by year of study;

Table 4.30: Cohort Analysis of USE students

Year of study	Sex	2007	2008	2009	2010	2011	2012
Year 1	Male	2,365	2,628	2,748	2,742	3,054	2,270
	Female	659	694	615	766	702	567
	Total	3,024	3,322	3,363	3,508	3,756	2,837
Year 2	Male		2,324	2,543	2,400	2,455	2,202
	Female		604	643	572	617	521
	Total		2,928	3,186	2,972	3,072	2,723
Year 3	Male			2,040	2,043	2,066	1,890
	Female			466	490	450	482
	Total			2,506	2,533	2,516	2,372
Grand Total	Male	2,365	4,952	7,331	7,185	7,575	6,362
	Female	659	1,298	1,724	1,828	1,769	1,570
	Total	3,024	6,250	9,055	9,013	9,344	7,932
Survival to Year 2	Male		98%	97%	87%	90%	72.1%
	Female		92%	93%	93%	81%	74.2%
	Total		97%	96%	88%	88%	72.5%
Survival to Year 3	Male			86%	78%	75%	68.9%
	Female			71%	71%	73%	62.9%
	Total			83%	76%	75%	67.6%

Source: EMIS 2010/11-2011/12

Using the cohort analysis technique, 76%, 75% and 67.6% of the students that enrolled in Year one in, 2008, 2009 and 2010 respectively progressed to Year three in 2010, 2011 and 2012 respectively. This translates into a loss of 24 percent, 25 percent and 32.4 percent respectively. This loss includes students who have joined non UPPET BTVET institutions, repeaters, drop-outs and those that may have died in due course.

(d) Constraints/Challenges

- (i) High attrition rate of instructors from BTVET
- (ii) Inadequate funding for the new examination bodies established under the BTVET Act.
- (iii) Inadequate staffing across BTVET.

4.3.4 Higher Education

(a) Interventions undertaken during FY 2011/2012

Interventions undertaken by Higher education to enhance efficiency and effectiveness during the period under review are highlighted in Box 4.12.

Box 4.12: Effectiveness and Efficiency interventions for Higher Education

- (i) *Improvement in the teaching delivery methods*
- (ii) *Ensuring internship and field attachments are undertaken by all Public Universities*
- (iii) *Efficiency approaches in Public Universities*

(b) Progress and main achievements

(i) Improvement in the teaching delivery methods

The Ministry of Education and Sports initiated ADBV Project focusing on Higher Education Science and Technology (HEST) Project in five public universities due to be implemented with effect from FY2013/14. Broadly, the objective of the HEST project is to develop the effective delivery of science and technology-oriented skills to increase economic competitiveness and sustain growth.

(ii) Ensuring internship and field attachments are undertaken by all Public Universities

All public universities have implemented the policy of internship attachments of for all programmes. Makerere University opened 3 incubation centers at ICT, College of Agric & College technology faculties.

(iii) Efficiency approaches in Public Universities

Gulu University

As part of its strategies to ensure effectiveness, the University established the Quality assurance committee. The University concluded School Practice for 520 Students in the month of July; 4 community sensitization and awareness workshops; and field attachments/Field Visits/Industrial training for 200 Faculty of Agriculture & Environment as well as internship in 8 Health Centers for 70 Medical students; including school Practice survey in 74 secondary schools. Three (3) research seminars and training workshops were conducted; as well as a scientific conference.

Makerere University;

The University adopted a collegiate system of governance that reduced academic units from 21 to 9 colleges and one autonomous institution. The transition was finalized on 1 July and as of Friday 30 December 2011; Makerere University officially transformed into a Collegiate University with the 9 Constituent Colleges and one School, operating as semi-autonomous units of the University. It is envisaged that the System will increase efficiency unlike the former system where faculties have been acting as fragmented semi-autonomous academic units. Faculties and schools, except two, have now been merged into eight colleges: Agricultural and Environmental Sciences; Business and Management Sciences; Computing and Information Sciences; Education and External Studies; Engineering, Design, Art and Technology; Health Sciences; Humanities and Social Sciences; and Natural Sciences. However the university will have two schools; the School of Law and School of Veterinary Medicine. Efforts have been made to harmonise academic programmes to reduce duplication and improve sharing of academic resources.

ICT efficiency measures in the university include establishment of wired LANs in various academic and administrative buildings; Institution of wireless LANs (hotspots) halls of residence on main campus, and student centric locations have been covered: - Main building, Main Library, Senate building, Freedom Square, Faculties of Science, Technology, Computing and IT, Arts, Agriculture, Social Sciences, IACE; and, establishment of University-wide VoIP solution to reduce the cost of telephone.

Movement from blackboard to Open-source e-learning system - Moodle; an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE) for producing modular internet-based courses that support a modern social constructionist pedagogy.

In a move towards optimization of course units, the university is evaluating the course load and offerings especially in the science based programmes where the resources available are not commensurate with the course load and enrolment levels.

Other efficiency measures include rationalization and central management of the transportation fleet and evaluation of the utility consumption to establish pilferage and unauthorized consumption. The University adopted central metering for electricity and consumption based on the industrial rates; providing energy saving bulbs in most of the buildings on campus especially halls of residence.

- ***Mbarara University***

The University conducted 6 Quality Assurance and Curriculum Review workshops to ensure that delivery practices are efficient and flexible.

- ***Makerere University Business School (MUBS)***

MUBS installed video conferencing equipment at the Study Centres in Arua, Jinja, and Mbarara to improve on teaching delivery methods.

- ***Uganda Management Institute***

The Institute continued with capacity building of their staff, 7 academic staff on are training on PHD programmes, 2 staff completed their doctorates. Safe disposal of waste water and sewerage systems have been installed and are part of administration budget costs.

(c) Results/outcomes

- (i) Improved management and governance in higher institutions of learning;
- (ii) Improved pedagogical processes in teaching and learning in higher education

(d) Constraints/Challenges

- (i) Inadequate internship placement facilities for higher institutions under graduate trainees
- (ii) High attrition rate of qualified lecturers in search for better paying jobs and'
- (iii) Inadequate equipment and materials.

4.4 INTERNATIONAL COMMITMENTS ON EDUCATION

The international commitments (MDGs and EFA) form basic minimal achievable targets for member countries. These targets provide a basis for review (evaluation criterion) and target year 2015. Over the years (2000-2012) a number of milestones at international level in the education sector, point to a growing interest and increased commitment by the Uganda Government in delivering quality and affordable education to Ugandans .

4.4.1 Millennium Development Goals (MDGs)

Since endorsing the Millennium Development Goals (MDGs) in 2000, Uganda remains committed to ensuring that all activities leading to the achievement of these critical goals are fully implemented as envisaged so as to accelerate poverty eradication and national development. This section focuses on Goal 2 (*i.e. Achieve Universal Primary Education*) and Goal 3 (*Promotion of gender equality and women empowerment*) that mainly relate to education.

(a) MDG 2: Universal Primary Education

The general objective of Universal Primary Education (UPE) was to increase access, equity and quality of primary education in Uganda with a view to eradicate illiteracy. To achieve the above objectives, Government of Uganda continued to apply number of strategies which include among others: - Infrastructure provision; payment of capitation grants; supply of qualified trained teachers; instructional materials provision; revision of primary school curriculum; and non-formal education.

4.4.1.1 Status and trends for Goal 2

The target for Goal 2 is to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Since 2000, the education and sports sector has been tracking progress made towards the attainment of Universal Primary Education through mainly three indicators; Net Enrolment Ratio (NER), Proportion of pupils starting P.1 who reach P.5 and Primary completion rate¹.

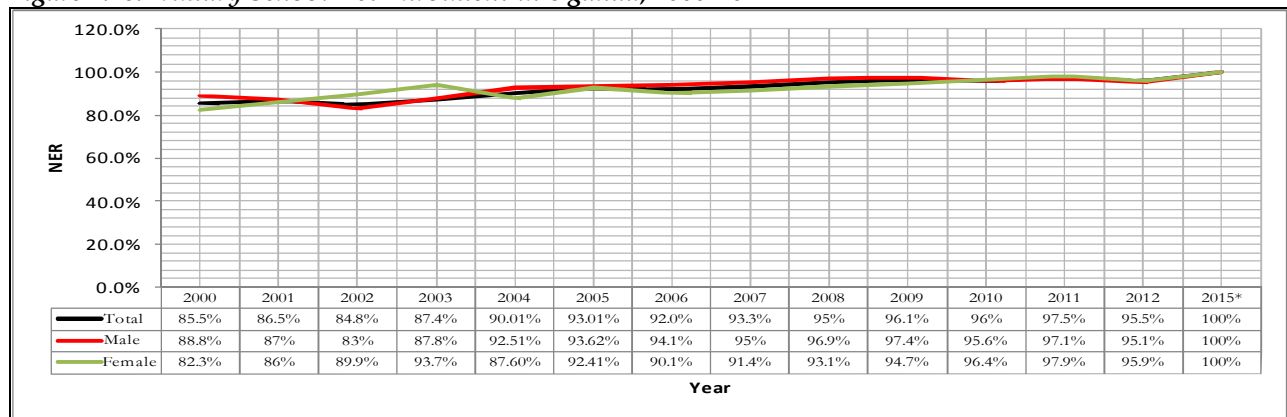
Net Enrolment Ratio

The MDG target stipulates that by 2015, 100 percent of 6-12 year old boys and girls will be able to complete a full course of primary schooling. For the last 13 years, Uganda has registered massive increase in the number of pupils enrolling for primary education. The 2012 Annual School Census indicates that a total of 8,317,420 (*male 4,161,057; female 4,156,363*) pupils were enrolled in primary schools as compared to 6,559,013 pupils (*male 3,395,554; female 3,163,459*) in 2000.

This translates into a percentage enrolment increase of 27 percent (*male 23%; female 31%*). Figure 4.28 below presents the progress made by the sector towards the target of 100 percent Net Enrolment Ratio by 2015.

¹Primary completion rate is defined as the total number of pupils registered for registered for the PLE, regardless of age, expressed as a percentage of the population at the official primary graduation age.

Figure 4.28: Primary School Net Enrolment in Uganda, 2000-2012



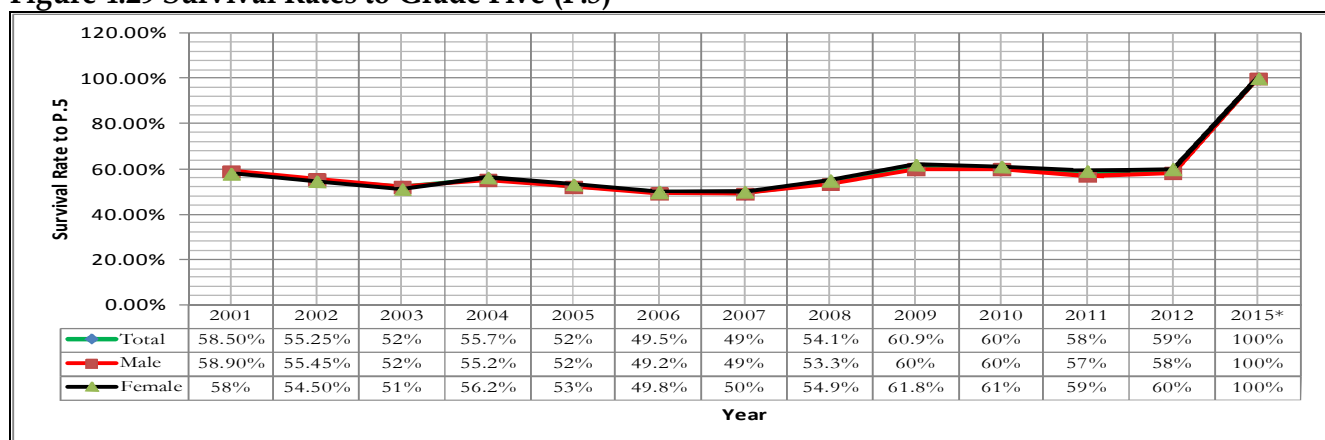
Source: EMIS 2000-2012

Figure 4.28 shows that Uganda's NER hovered between 84.5%-90% from 2000 to 2004. From 2004, the ratio improved gradually from 90.01% (male 92.51%; female 87.6%) to 95.5% (male 95.1%; female 95.9%) in 2012. The current sector performance gap is 4.5 percent only (male 4.9%; female 4.1%) an indication that the targeted 100% is likely to be met across gender within the remaining three years to 2015.

Trends in the proportion of pupils that enroll in P.1 who reach P.5 (Survival Rate to P.5)

Survival rate measures the holding power and internal efficiency of an education system. It illustrates the situation regarding retention of pupils from one grade to another, and conversely the magnitude of drop-out and repetition by grade. As a result, the implementation of the UPE programme and Quality Enhancement Initiatives, the size of the cohorts of pupils that enroll in P.1 and successively reach P.5. Figure 4.29 summaries progress made by the sector in the last four years towards improving survival rate to P.5.

Figure 4.29 Survival Rates to Grade Five (P.5)



Source: EMIS 2001-2012

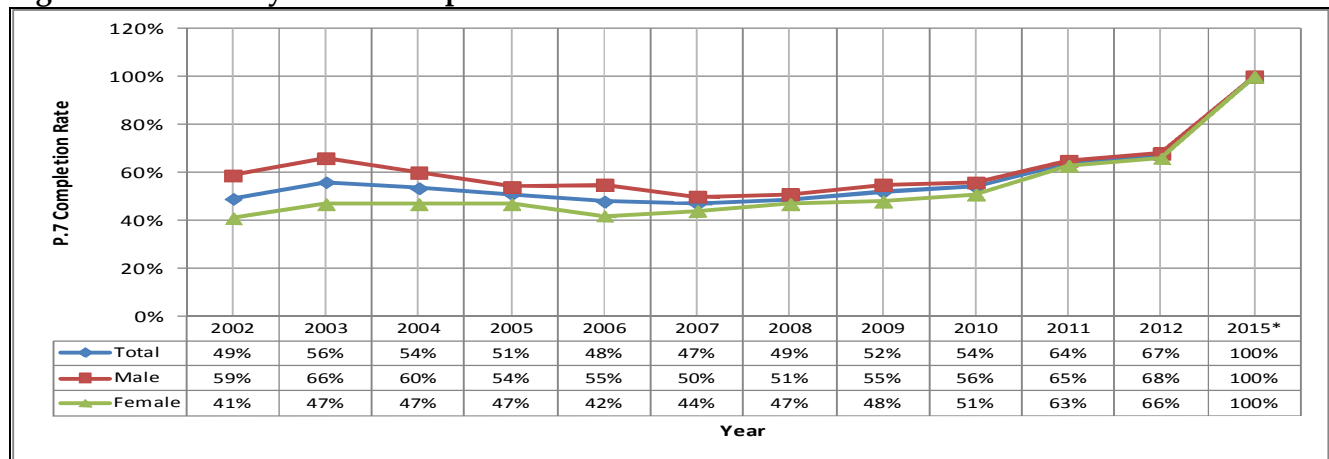
Over the reviewed period, there was relative gradual improvement across gender in the number of girls within each successive cohort of pupils that enroll in P.1 and successively reach P.5 in the last three years.

Out of 1,712,420 (*male 859,343; female 853,077*) pupils who started P.1 in 2005, 60 % (*male 61.8%; female 60.9%*) successively reached grade five in 2009 as compared to 53.3% in 2008. In 2012, the survival rate was 59% (*male 58%; female 60%*). Results show that more females successfully survived to grade five as compared to males. However, the target of 100 percent survival rate to grade five is not likely to be met by 2015 given the current gap of 41 percent (*male 42%; female 40%*).

Primary Seven Completion Rates

The completion rate influences a country's level of literacy and numeracy as well as the level of development of the education system. Completion rates for primary education remain below the desired target of 100 percent. Figure 4.30 below shows Uganda's Primary Completion rate for the last eleven years;

Figure 4.30: Primary Seven Completion Rates



Source: EMIS 2002-2012

Uganda's primary completion rates stagnated between 2006 and 2008. In 2009, only 52% of the children completed primary seven. Since then, the completion rate has been improving steadily. In 2012, the completion rate improved by 3%age points from 64% in 2011 to 67% (68% male; 66% female) in 2012.

Based on studies conducted in Uganda and else were in the world, enhancement of financial support to ECD would result into improved completion rate and perhaps meeting the desired 100 percent target by 2019.

4.4.1.2 Status and trend; for Goal 3

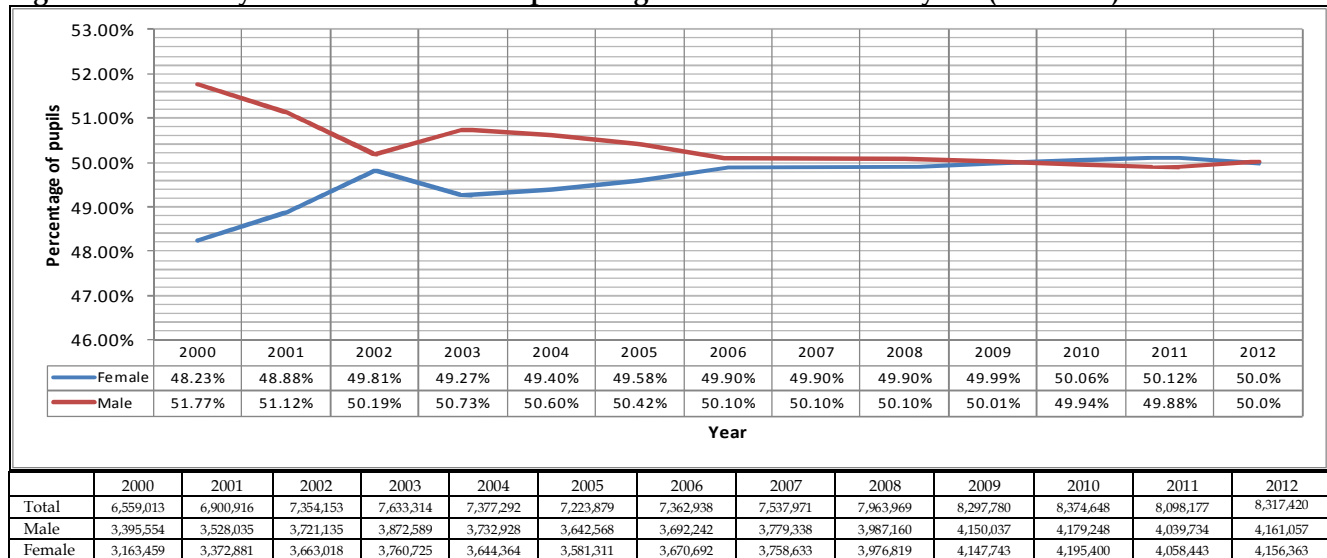
Goal 3 targets at the elimination of all gender disparities at primary and secondary education levels by 2005, and in all levels of education no later than 2015. Progress made towards promotion of gender equality and empower women is tracked through five indicators and these include;ratio of girls to boys at all levels of education, ratio of literate women to men (*5-24 years old*), share of women in wage employment in the non-agriculture sector andproportion of seats held by women in national parliament².

² A total of 302 members constitute Uganda's 8th Parliament out of which 104 (31.8%) were female.

Ratio of girls to boys in primary education

Since 2000, the free education policy has had two important effects on enrolments. First, it increased the enrolment of children from poor households and secondly, the effect was particularly beneficial for girls who saw a sustained increase in enrolment relative to boys thereby eliminating the gender gap in primary enrolment. Consequently, the percentage share of girls in primary schools enrolment has steadily increased over the years as reflected in Figure 4.31.

Figure 4.31: Primary school enrolment and percentage share of enrolment by sex (2002-2012)



Source: EMIS 2002-2012

Figure 4.31 indicates that the percentage share of girls to total enrolment revealed parity in 2010. This is attributed to government deliberate intervention to increase girl's access to education. Key interventions include provision of gender responsive health facilities in schools and advocacy for institution of female women teachers in schools to council and guide the girl children.

Access to Secondary and Tertiary Education by sex

In the last decade, the proportions of girls to the total enrolment at secondary and Tertiary levels have relatively remained low. In 2000, out of 518,931 students enrolled in secondary schools girls constituted 44.08%. The current enrolment (2012) at secondary school level is 1,225,326 (657,644 boys and 567,682 girls) of which 46% are female. Whereas the proportion of girls enrolled in S.1 is lending to parity at 47%, this proportion progressively decreases towards upper secondary.

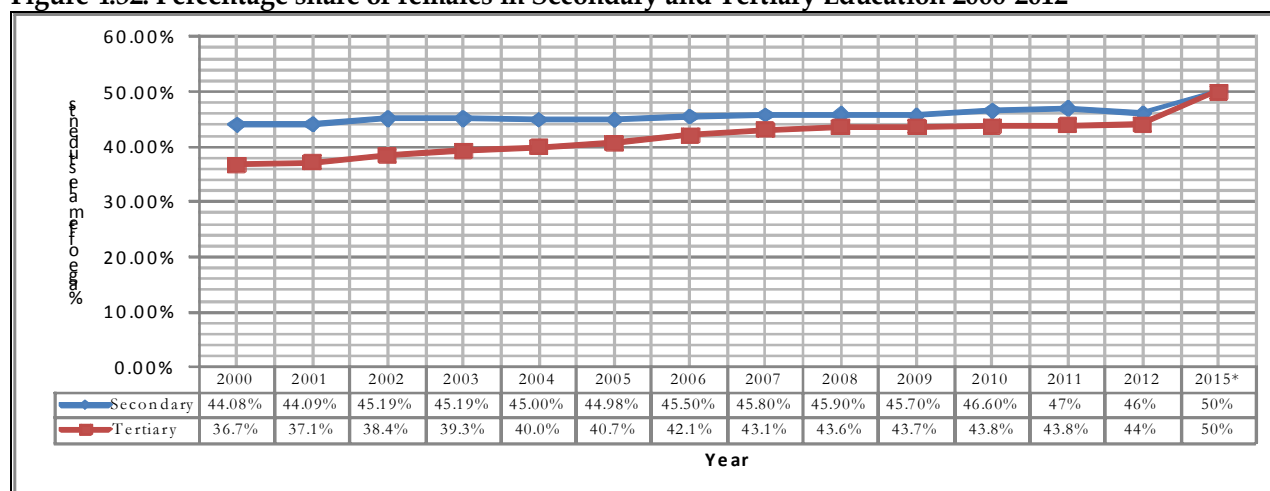
The proportion of girls enrolled in senior six for instance was only 40.8% in 2009. The introduction of Universal Secondary Education in 2007 has substantially contributed to an increase in the enrolment of girls at secondary school level as well as improved gender equity. Figure 7.5 indicates that although the gender gaps are still wide, they are narrowing.

In order to foster increased access to Tertiary education level, Uganda has for the past two decades perused affirmative action with regard to admission to public universities and other tertiary institutions. This policy has among others involved an award of all female candidates to assist them gain tertiary admission.

As a result of this policy the proportion of female enrolment at tertiary level has grown more rapidly than at secondary level. In 2000, the proportion of female enrolment was 36.7% and now stands at 44% (see Figure 7.5).

Despite progress, gender disparities in secondary and tertiary education remain a major concern of the sector. A lot still remains to be done in narrowing the gender gaps at these levels. The current status of girls' enrolment in secondary and tertiary education levels is presented in Figure 4.32

Figure 4.32: Percentage share of females in Secondary and Tertiary Education 2006-2012



Source: EMIS 2000-2012

There is a high chance that the gender gap of 8 percent in favor of boys (54%) at secondary education level could be eliminated by 2015. The gender gap (12%) at tertiary education requires additional affirmative action to eliminate. Government introduced an additional 1.5 points for girls joining tertiary education way back as a strategy to eliminate the gap. This affirmative action has made positive impact and it is hoped that the introduction of USE will help to improve the status quo.

4.5 Trends of EFA Goals

The Dakar Framework for Action is a collective commitment to action by countries, based on the World Declaration on Education for All (Jomtien, 1990) and supported by the Universal Declaration of Human Rights, and the Convention on the Rights of the Child. It recognizes that 'all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be.

It is an education geared to tapping each individual's talents and potential and developing learners' personalities so that they can improve their lives and transform their societies.' Education For All is the key to sustainable development, peace and stability within and among countries.

The Dakar Framework for Action identified six (6) goals for the international community to achieve by 2015, and also re-affirmed the right to education as a fundamental human right. The Six (6) EFA Goals as agreed upon by the international community include;

-
- (i) **Goal 1:** Expanding and improving comprehensive Early Childhood Care and Education, especially for most vulnerable and disadvantaged children;
 - (ii) **Goal 2:** Ensuring 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 of good quality;
 - (iii) **Goal 3:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life – skills programs;
 - (iv) **Goal 4:** Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
 - (v) **Goal 5:** Eliminating gender disparities 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 achievement in basic education of good quality; and,
 - (vi) **Goal 6:** Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measureable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Over the years (2000-2012), Uganda has registered a number of milestones in the education sector pertaining to the EFA Goals. This report therefore, provides a quantitative measure of the extent to which Uganda is meeting the Dakar commitments (the six EFA goals) given the fact that only three and half years are remaining to mark the end of the current EFA programme.

4.5.1 EFA Goal 1: Early Childhood Care & Education (ECCE)

The World Declaration on EFA in Jomtien (1990) introduced the idea that “learning begins at birth” affirming ECCE as an integral part of basic education and an educational level in its own right. The target for goal 1 is to ensure expanded and improved comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children. Since 2000, the education and sports sector has been tracking progress made towards the attainment of this goal using three indicators (*i.e pre-school enrolment, Gross Enrolment Ratio and Net enrolment Ratio*).

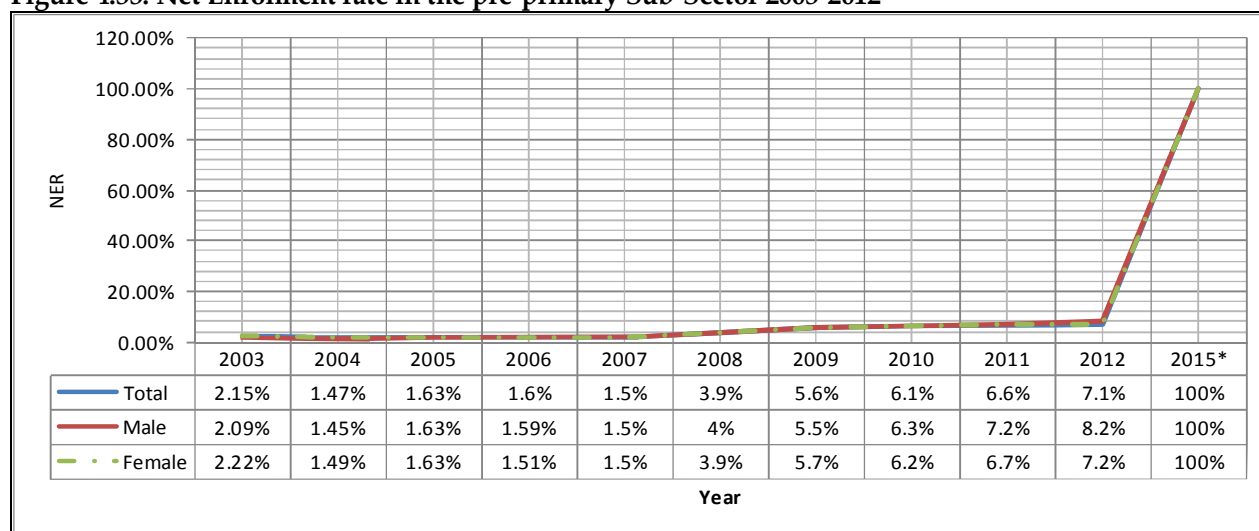
4.5.1.1 Pre-school enrolment

Officially, in Uganda children aged 3-5 years are expected to be enrolled in pre-school such that by the age of six they proceed to primary one. Over the years, there has been a wide gap between the pre-school enrolment and the population aged 3-5 years. Majority of children aged 3-5 in Uganda do not access pre-school educational opportunities despite growing access over the years. In 2001/2002, only 59,829 (*male 29,589; female 253,039*) pupils were enrolled in the pre-primary sub-sector and by 2009/10 the enrolment had multiplied by seven times. In FY 2011/12, the enrolment increased to the turn of 345,295 (*male 170,245; female 175,050*). The increase in enrolment is mainly attributed to government efforts in advocating for early childhood development over the last four years.

4.5.1.2 Pre-primary Net Enrolment Rate

NER reveals the pre-school enrolment gap with respect to age. If all children aged 3-5 years are enrolled in pre-school, the NER will be 100 percent. Figure 4.33 below shows trends of Net Enrolment rate in pre-primary in Uganda;

Figure 4.33: Net Enrolment rate in the pre-primary Sub-Sector 2003-2012



Source: EMIS 2003-2012

Pre-school Net enrolment rate has remained low over the years. In 2003 the NER was 2.15 translating into a gap of 97.9 percent. Despite improvement, from 2008 onwards, over 90 percent of the pre-school going children do not access pre-school. For instance, in 2012 for every 100 children of pre-school going age only 7 were in school. If no affirmative action is taken now, by 2015 only 9 children out of every 100 pre-school going children will be attending school. This implies that the targeted NER of 100 percent will not be met by 2015.

4.5.2 Goal 2: Universal Primary Education

The target for goal 2 is to ensure that, by 2015, children everywhere, particularly the girls, children in difficult circumstances and those belonging to ethnic minorities, have access to & complete free & compulsory primary education. The past decade has seen tremendous progress in getting children of primary school age into school with the Central, Western and Southern having the fastest pace of progress.

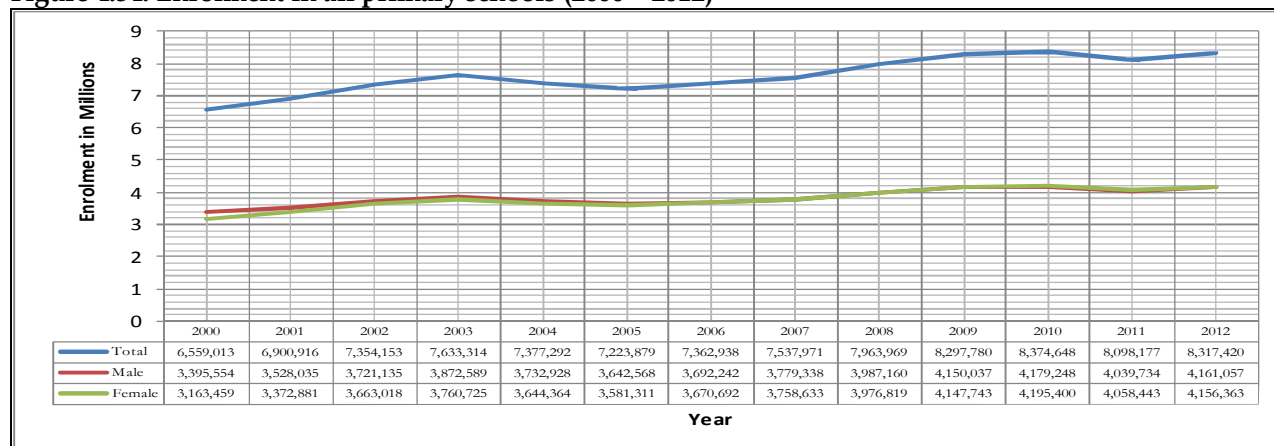
Since 2000, the education and sports sector has been tracking progress made towards the attainment of goal 2 through mainly three indicators; Gross Enrolment Ratio, Net Enrolment Ratio (NER) percentage share of girls to total enrolment, Proportion of pupils starting P.1 who reach P.5 and Primary completion rate³.

4.5.2.1 Primary School Enrolment Trends

Growth of enrolment in Uganda has experienced a persistent increase since the introduction of Universal Primary Education in 1997. In the first year (1997) of UPE, there were 5.3 million children accessing primary education in Uganda. Years following the introduction of UPE were characterized with drastic enrolment growth for both boys and girls. Figure 4.34 below shows enrolment trends in the Primary Sub-Sector from 2000 to 2012;

³Primary completion rate is defined as the total number of pupils registered for registered for the PLE, regardless of age, expressed as a percentage of the population at the official primary graduation age.

Figure 4.34: Enrolment in all primary schools (2000 – 2012)



Source: EMIS 2000-2012

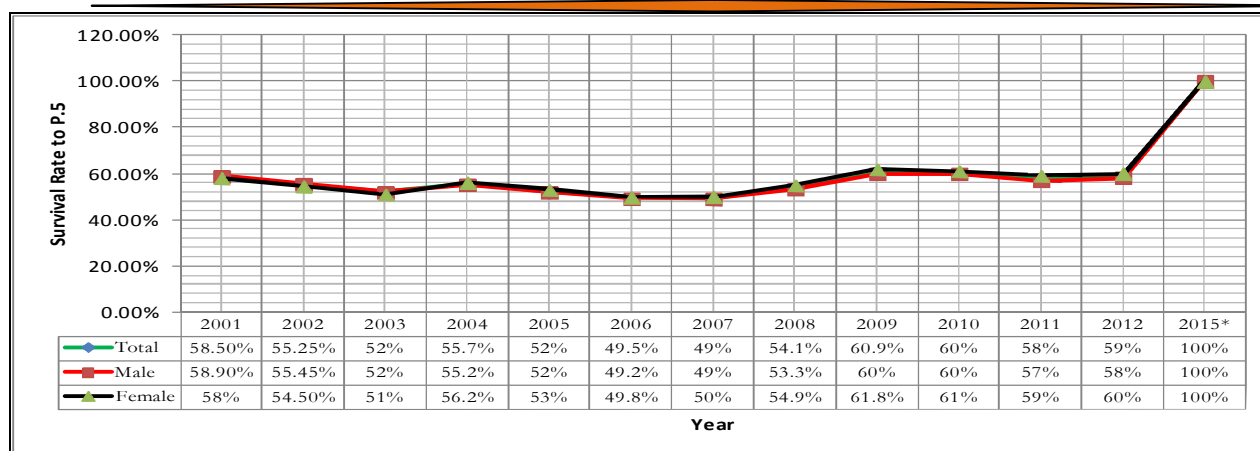
Primary school enrolment has been increasing over the last ten years. In 2000, a total of 6.5 million children were enrolled in primary school. By 2010, the enrolment had increased to over 8 million children, an increase of 28% (23% male; 33% female). The 2012 annual school census exercise revealed that a total of 8.3 million children were enrolled in school. Consequently, Uganda attained gender parity in primary education in 2010. In two of the recent annual school censuses (2010 and 2011) there were more females enrolled in school as compared to boys. Among the key factors that favored enrolment increase were; increased construction of schools and sensitization of parents to educate their children among others.

4.5.2.2 Survival Rate to Primary five

Survival rate measures the holding power and internal efficiency of an education system. It illustrates the gap regarding retention of pupils from one grade to another, and conversely the magnitude of drop-out and repetition by grade.

The implementation of the UPE programme and Quality Enhancement Initiatives, are among the programmes that have improved the size of the cohorts of pupils that enroll in P.1 and successively reach P.5. Figure 4.35 below illustrates trends of survival rates to primary five;

Figure 4.35: Survival Rates to P.5



Source

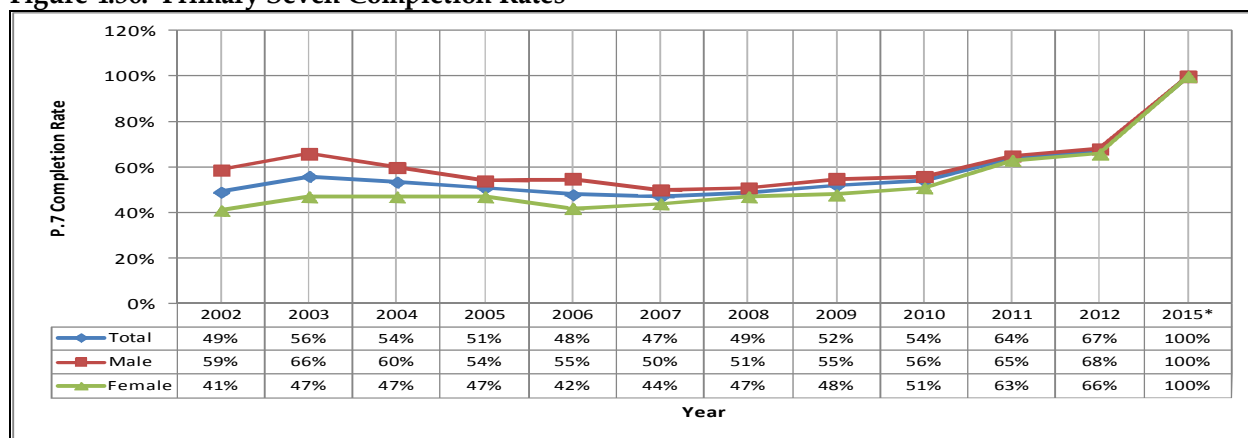
e: EMIS 2001-2012

Over the reviewed period, there was relative gradual improvement across gender in the number of girls within each successive cohort of pupils that enroll in P.1 and successively reach P.5 in the last three years. Out of 1,712,420 (*male 859,343; female 853,077*) pupils who started P.1 in 2005, 60 % (*male 61.8%; female 60.9%*) successively reached grade five in 2009 as compared to 53.3% in 2008. In 2012, the survival rate was 59% (*male 58%; female 60%*). Results show that more females successfully survive to grade five as compared to males. However, the target of 100 percent survival rate to grade five is not likely to be met by 2015 given the current gap of 41 percent (*male 42%; female 40%*).

7.3.2.3 Primary Seven Completion Rates

The completion rate influences a country's level of literacy and numeracy as well as the level of development of the education system. Completion rates for primary education remain below the desired target of 100 percent. Figure 4.36 below shows Uganda's Primary Completion rate for the last eleven years;

Figure 4.36: Primary Seven Completion Rates



Source

: EMIS, 2002-2012

Uganda's primary completion rates stagnated between 2006 and 2008. In 2009, only 52% of the children completed primary seven. Since then, the completion rate has been improving steadily. In 2012, the completion rate improved by 3% age points from 64% in 2011 to 67% (*68% male; 66% female*) in 2012. Based on studies conducted in Uganda and else were in the world, enhancement of financial support to ECD would result into improved completion rate and perhaps meeting the desired 100

percent target by 2019.

4.5.2.4 Non Formal Education

Non Formal Education (NFE) is another initiative that the government of Uganda has instituted to include all children in different circumstances to have access and complete primary cycle. Under this program, Government provides Non-formal education largely for children who still do not access education for various reasons such as social, economic and environmental. These children include; over age, children in pastoral areas, and fishing villages and those in labour who are too old to return to school. Non-Government Organizations have made a tremendous contribution in this field and currently the enrolment in Non-formal programs stands is over 32,390 boys and 37,750 girls in Non-Formal Education centres.

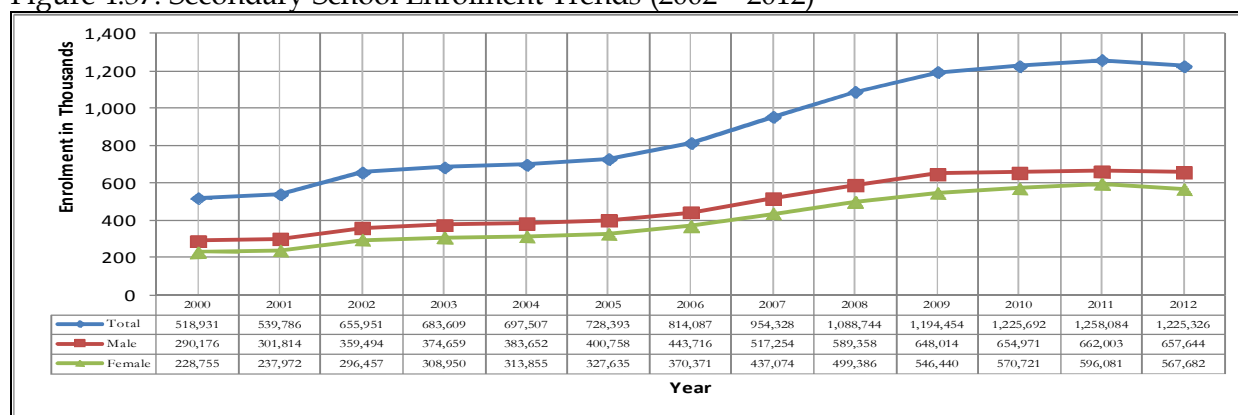
4.5.3 Goal 3: Life Skills and Life long Learning

The indicator for monitoring performance in this goal is literacy rate of the population in the ages of 15-24. The acquisition of knowledge, development of values, attitudes and skills enhance the development of a person's capacity to work, participate fully in his/her society, to take control of his/her own life, and to continue learning. In order to achieve the above goal, the Ministry of Education and Sports has made a lot of progress in ensuring increased access to secondary education.

4.5.3.1 Secondary School Enrolment

In the last twenty five years, Uganda through the Ministry of Education and Sports has made enormous investment in the Secondary sub-sector to improve access through construction of classrooms, grant aiding of community schools, deployment of teachers among others. Consequently, enrolment in secondary schools has improved as presented in Figure 4.37 below;

Figure 4.37: Secondary School Enrolment Trends (2002 - 2012)



Source: EMIS 2000-2012

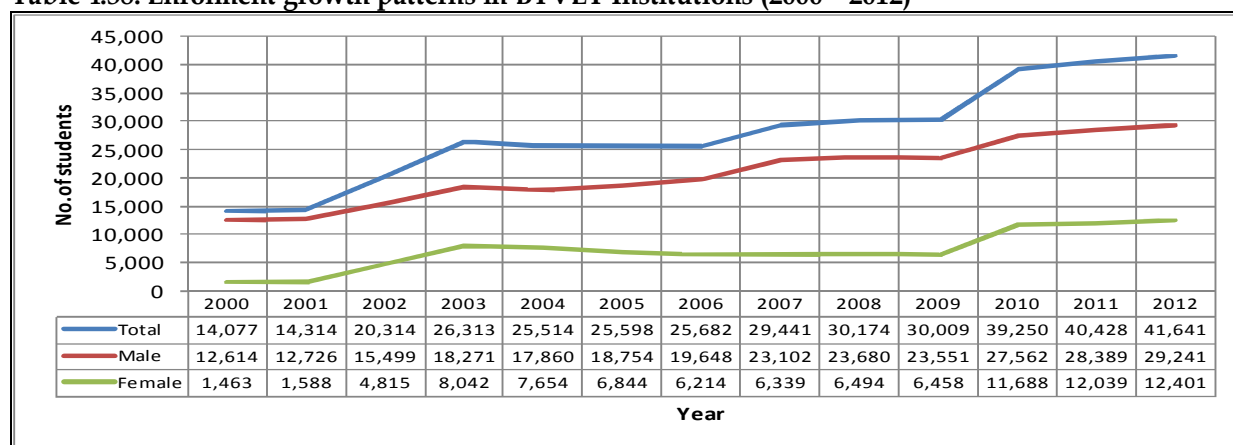
In 2000, enrolments stood at 518,931 (*male 290,176; female 228,755*) and by March 2004, it had increased to 697,507 (*male 383,652; female 313,855*) with 50 percent attending private secondary schools. Currently (*as of 2012*), the enrolment stands at 1,225,326 (*male 657,644; female 567,682*). However, whereas enrolments in absolute terms are increasing, the enrolment of girls is still lagging behind that of boys. The gender gap is likely to reduce over time since the sector has provided for several

affirmative action and educational initiatives most outstanding of which is the introduction of Universal Secondary Education.

4.5.3.2 Enrolment in BTVET Institutions

Expanding access in the BTVET sub-sector has been at the fore front of the government's policy thrust. This is geared towards producing a competent and flexible workforce with relevant skills to contribute to sustainable economic growth and social transformation as well as to meet the challenges of globalization. The expansion of access in the BTVET sub-sector also focuses on ensuring the sustainability of the UPE policy, which is embedded in the Universal Post Primary Education and Training program (UPPET). The program aims at improving transition of P.7 leavers to Post Primary Education and Training (i.e. Secondary Education and BTVET). Table 4.38 below shows enrolment trends in BTVET for the last ten years.

Table 4.38: Enrolment growth patterns in BTVET Institutions (2000 - 2012)



Source: EMIS 2000-2012

In Business, Technical, Vocational Educational Training (BTVET), total enrolment has steadily grown from 14,077 students in 2000 to 41,641 students in 2012 representing a 99 percent increase in total enrolment over a twelve-year period. The government has also registered success in narrowing the gender enrolment gap in BTVET institutions with an increase in female enrolment share from 23.7 percent in 2002 to 30 percent in 2012.

4.5.3.3 National Curriculum Development

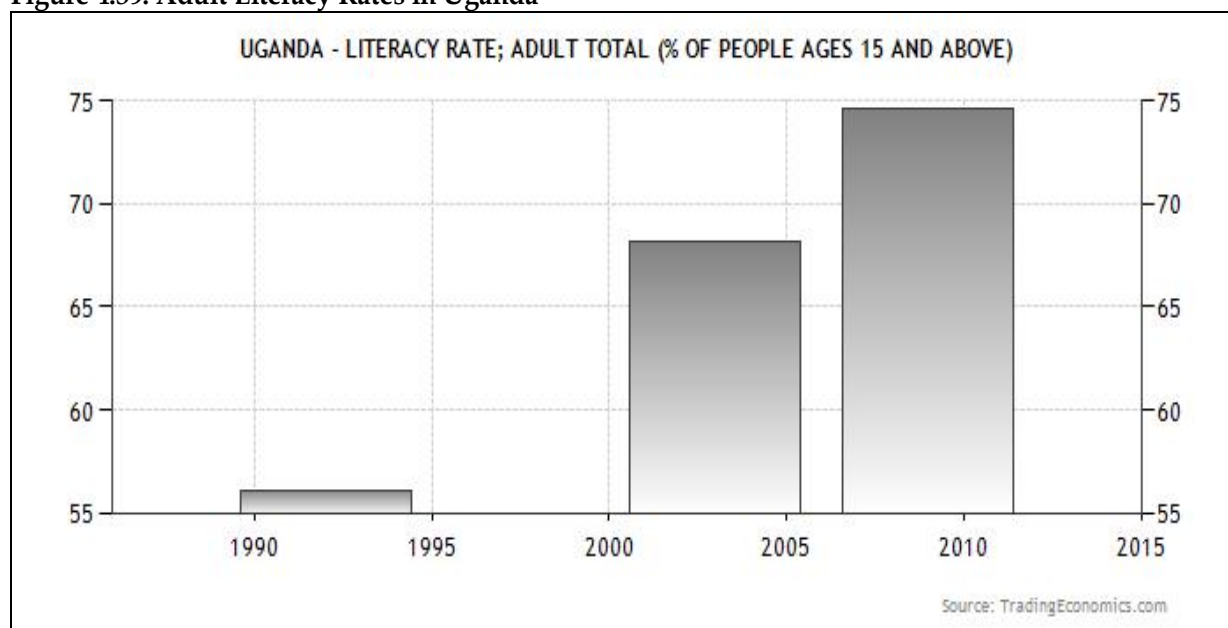
In an effort to review and re-structure the education system curriculum to match it with the country's realistic needs, National Curriculum Development Centre (NCDC) was set up in 1973 and has since then been executing its mandate to ensure that the curriculum is relevant for the children and for the national vision of development.

Furthermore, it ensures that the education system produces school leavers at all levels that are adequately equipped with practical skills and knowledge that can make them employable and productive members of society. This is in due consideration of the current trends of social needs in the wake of technological advances and requirements and that education is still the basis for white-collar employment.

4.5.4 Goal 4: Improving Adult Literacy

Goal 4 targets achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. Adult literacy rate is the percentage of people aged 15 and above who can, with understanding, read and writes a short simple statement on their everyday life. Figure 4.39 below shows trends of adult literacy rates (*15 years and above*).

Figure 4.39: Adult Literacy Rates in Uganda



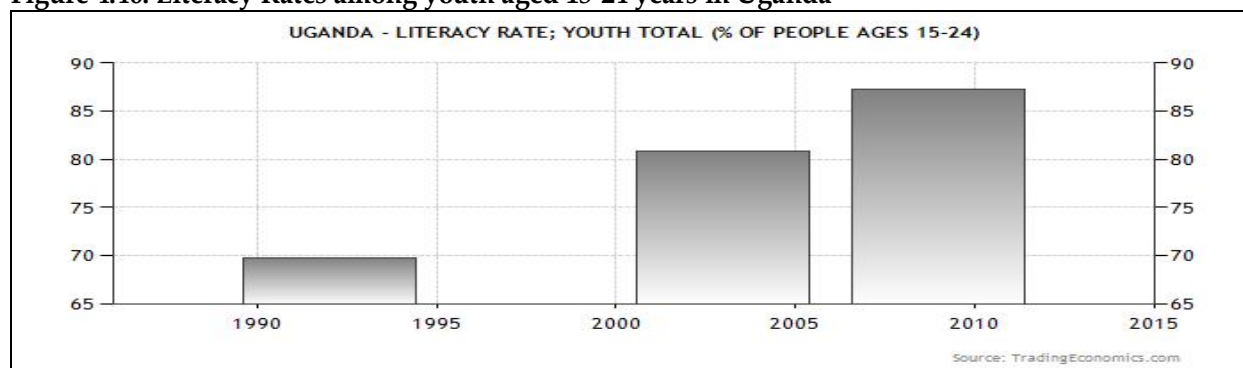
Source: EMIS FY 2010/11

In 2005, only 68% (78% male; 59% female) were literate. In 2010, the percentage of literate Ugandans had improved to 74.6% (82.4% male; 66.8% female) which translates into a percentage point improvement of 6.6 % (4.4% male; 7.8% female). It is important to note that the literacy rate among females improved at a higher rate compared to that of males.

4.5.4.1 Literacy rate among the youth aged 15-24

Literacy rates among the youth focuses on persons aged 15 to 24 years who can, with understanding, read and write a short, simple statement on their everyday life. Figure 4.40 below shows trends of literacy rates among Ugandans aged 15 to 24 years.

Figure 4.40: Literacy Rates among youth aged 15-24 years in Uganda



Source: EMIS 2010/11

In 2005, only 81% (86% male; 76% female) were literate. In 2010, the percentage of literate Ugandans aged 15 to 24 years had improved to 87.3% (89.1% male; 85.5% female) which translates into a

percentage point improvement of 6.3 % (3.1% male; 9.5% female). It is important to note that the literacy rate among females improved at a higher rate compared to that of males.

The improvement in literacy is attributed to a number of government programs among which includes the Functional Adult Literacy (FAL) program. The enrolment of men and women in the Functional Adult Literacy (FAL) program has progressively increased as shown in Table 8. It is observed that there are more women enrolled into the FAL program than men. Currently, there are 434,663 with 108,943 males and 325,721 females into the Functional Adult Literacy program. Although it proportionately appears that the percentage increase in male enrolment is higher than that of women, in nominal terms, women are far more than men in the FAL program as presented in Table 4.31.

Table 4.31: Enrolment in Functional Adult Literacy (FAL)

Year	Male	Female	Total
2000	27,786	86,085	113,871
2001	30,658	118,351	149,009
2002	86,293	271,971	358,264
2003	89,119	323,579	412,698
2004	108,943	325,721	434,663
2006	85,447	215,244	300,691
2007	92,879	212,648	305,526
2008	101,919	226,917	328,836
2009	107,947	220,194	328,140

Source: Ministry of Gender, Labour and Social Development

In order to promote Functional Adult Literacy in Uganda, the Ministry of Gender, Labour and Social Development (MoGLSD) which is currently covering only 26 Districts instead of 56 districts has produced Literacy Materials in six languages and these include; Luganda, Luo, Lunyankole, Lukiga, Lunyoro, Lutoro, Ateso and Lukonjo. The Literacy Materials include; Primers, Instructors' Guides to the primer, and charts. Some post-literacy materials have also been produced. More so, the total number of adult learners who have been examined is about 1,200,000 learners among whom 956,000 are females and 224,000 are males. Finally, it is seen that Uganda has already achieved a 50% improvement in levels of literacy. By 2015, it is hoped that at least 80% of the adults will be literate.

4.5.5 Goal 5: Gender parity and gender equality in education

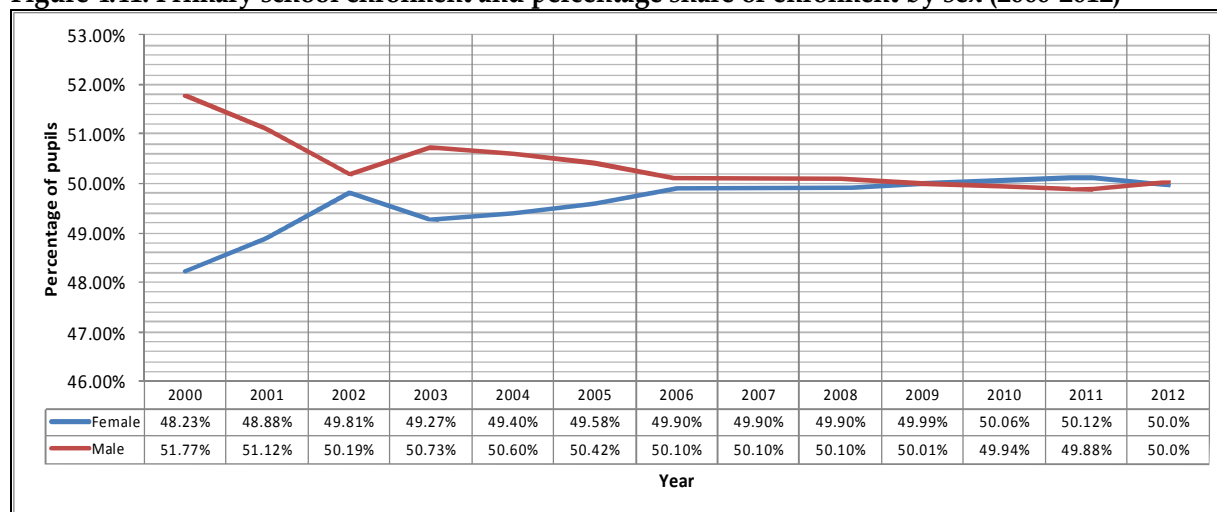
Goal 5 is aimed at promoting gender equality. The goal also recognizes that giving girls fair participation in development is the only way to effectively combat poverty, hunger and disease and to stimulate development that is truly sustainable. Since 1986, the Government of Uganda has through a number of key policy documents, declared its commitment to redressing the disparities that characterize the provision of education for girls. It has, both of its own volition and through collaboration with UNICEF and Non-Government Organizations, set up several gender-responsive programs to expand and improve education of girls. These efforts have been intensified by Uganda's belief that the girl-child is entitled to equal access to education as a human right and that the educated girl-child is a linchpin in the development of the nation.

4.5.5.1 Gender parity in the Primary sub sector

Before the launch of the Universal Primary Education (UPE) in 1996, the total number of girls in primary schools was 1,420,883 out of 3,068,625.

Gender disparity has been realized almost across the classes. It is hoped that increased reduction in school dropout rates of girls in upper primary will improve retention, repetition, dropout and non-completion. Figure 4.41 indicates the ratio of girls to boys in Primary Education Sub-sector.

Figure 4.41: Primary school enrolment and percentage share of enrolment by sex (2000-2012)



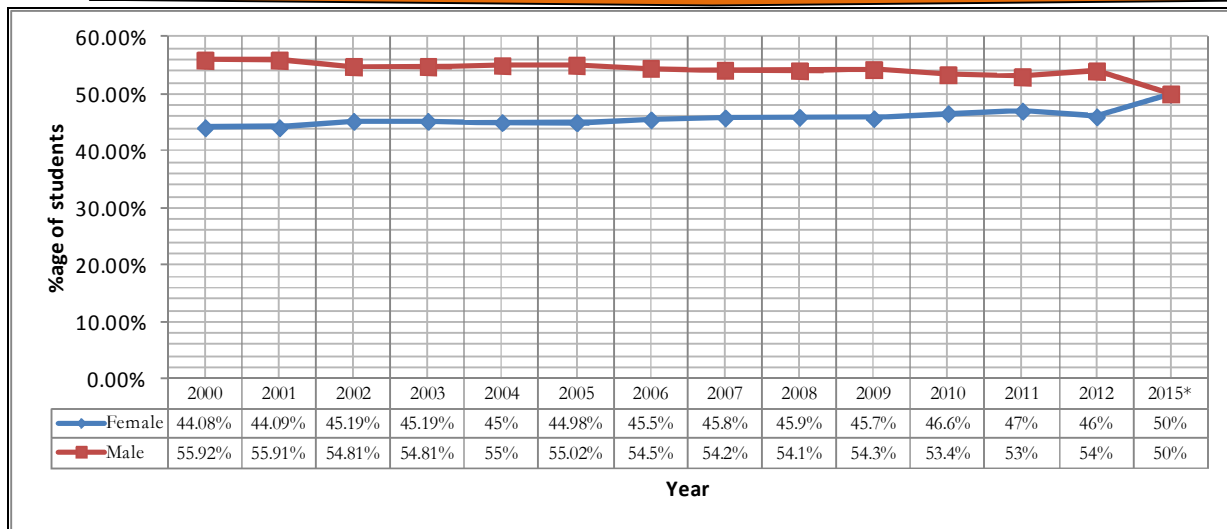
Source: EMIS 2000-2012

Figure 4.41 above shows that gender gap ceased to be an issue at primary level of education. The number of girls and boys is relatively equal across all the classes. However, it is important to note that there are more females than males in Uganda. Hence, it is not a surprise that there are more girls in schools than the boys.

4.5.5.2 Gender parity in the Secondary Education Sub Sector

In the Secondary Sub-Sector, there have been improvements in the participation of girls. Figure 4.42 below indicates that in 2002, the ratio of girls to boys stood at 45.19% to 54.81% respectively. Currently (2012), this ratio stood at 54% for boys and 46% for girls.

Figure 4.42: Ratios of girls to boys (Secondary)



Source: EMIS 2000-2012

It can be seen from Figure 7.15 that the gender gap has constantly been oscillating around 45% for girls and 55% for the boys between 2006 and 2009. In the last two years, Uganda has experienced gradual increase in the percentage share of girls. Improvement in girl's participation in secondary education is attributed to a number of factors among which include the introduction of Universal secondary Education in 2007.

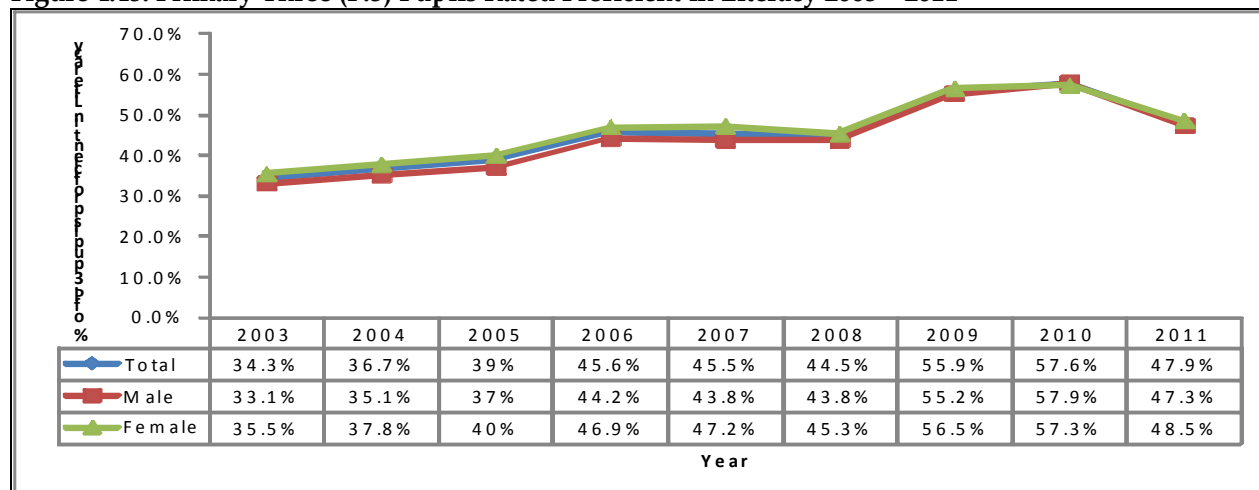
7.3.6 Goal 6: Quality Education

Goal 6 targets improving all aspects of the quality of education and ensuring excellence of all so that recognized and measureable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. Government is firmly committed to improve the quality of education and to bring about improvement in pupils' learning achievements and outcomes. For this matter, Government through Uganda National Examinations Board set up realistic mechanisms for measuring pupils' achievement. The Uganda National Examinations Board (UNEB) conducted the National Assessment of Progress in Education (NAPE) in 1996, 1999, 2003 and 2005 for Primary 3 and Primary 6 in a sample of selected schools. An analysis showing the progress in the performance of the children in primary three and six are shown in the following sections. It is important to note that Uganda decided to use primary three and six and not primary Four as set by UNESCO.

4.5.6.1 Primary Three (P.3) Pupil; Rated Proficient in Literacy

The condition or quality of being literate, especially the ability to read and write is a key indicator when evaluating the quality of learner performance (UNESO, 2005). Based on the Primary curriculum, it is assumed that pupils attending primary three are in position to read and write simple sentences. Figure 4.43 below shows trends of the percentage of primary three pupils rated proficient in literacy;

Figure 4.43: Primary Three (P.3) Pupils Rated Proficient in Literacy 2003 – 2011



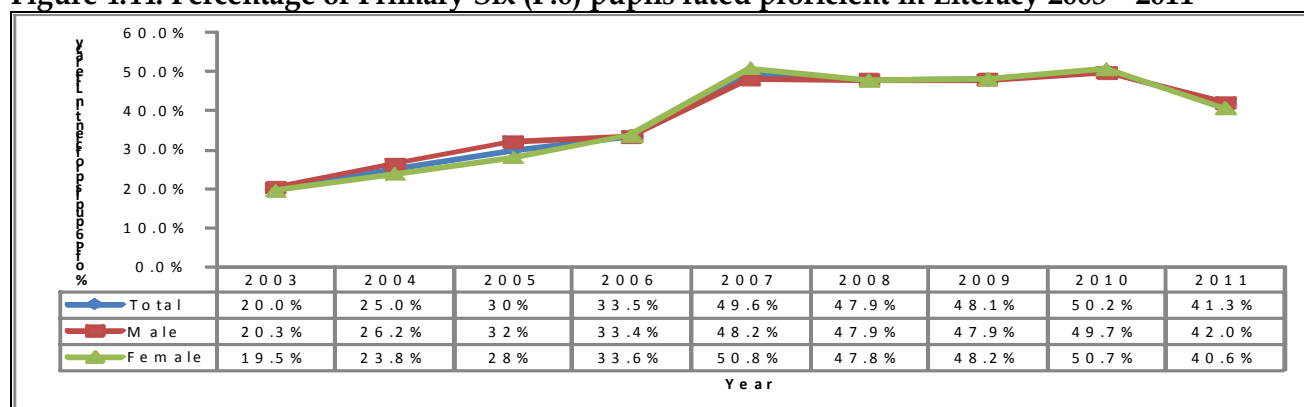
Source: NAPE 2003-2011

Generally, literacy levels at primary three are still low. Results show that there has been a decline in the percentage of primary three pupils rated proficient in Literacy from 57.6 percent in 2010 to 47.9 percent in 2011. Overall, less than half of the pupils enrolled in P.3 in Uganda can read and write simple sentences as per their curriculum. The NAPE report (2010) indicates that pupils who had gone through pre-school performed better than their counterparts. Therefore, there is need to enhance support towards Early Childhood Development to achieve worth results of literacy at Primary Three.

4.5.6.2 Primary Six (P.6) pupils rated proficient in Literacy

Like at primary three, based on the Primary curriculum, it is assumed that pupils attending primary six are in position to read and write. Figure 4.44 below shows trends of the percentage of primary six pupils rated proficient in literacy;

Figure 4.44: Percentage of Primary Six (P.6) pupils rated proficient in Literacy 2003 – 2011



Source: NAPE 2003-2011

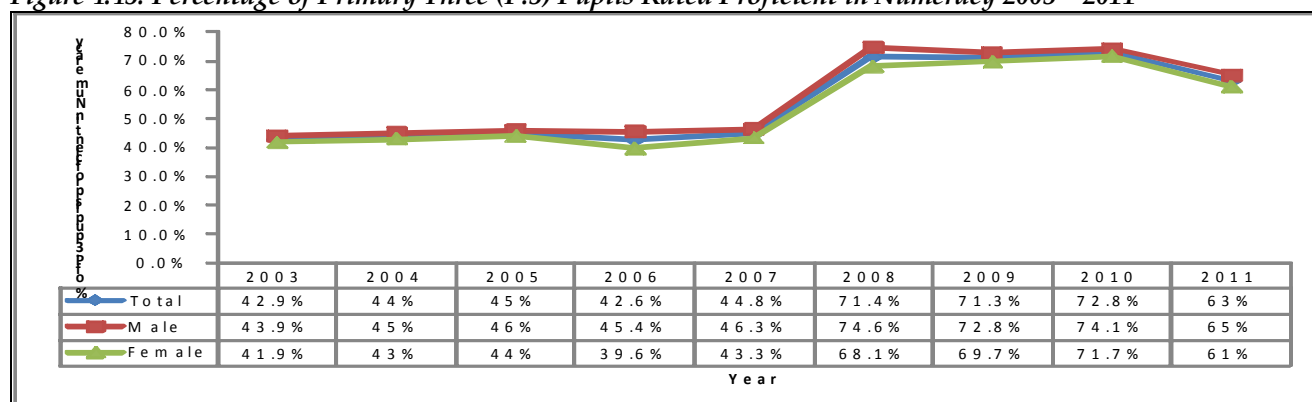
Results show that the percentage of pupils rated proficient in literacy has remained below average for the last 8 years with exception of 2010. Overall, less than half of the pupils enrolled in P.6 in Uganda can read and write simple sentences in English as per the primary curriculum.

The NAPE report (2010) indicates that pupils who had gone through pre-school performed better than their counterparts. Therefore, there is need to enhance support towards Early Childhood Development to achieve worth results for literacy at Primary six.

4.5.6.3 Primary Three (P.3) Pupils Rated Proficient in Numeracy

On the other hand mastery of the basic symbols and processes of arithmetic cannot be avoided for pupils to become numerate. For learners to be considered numerate they must be in position to use numbers to make simple; additions, subtraction, multiplication, division, weights and measures, money counting and telling time among others. Figure 4.45 below shows trends of the percentage of primary three pupils rated proficient in numeracy;

Figure 4.45: Percentage of Primary Three (P.3) Pupils Rated Proficient in Numeracy 2003 – 2011



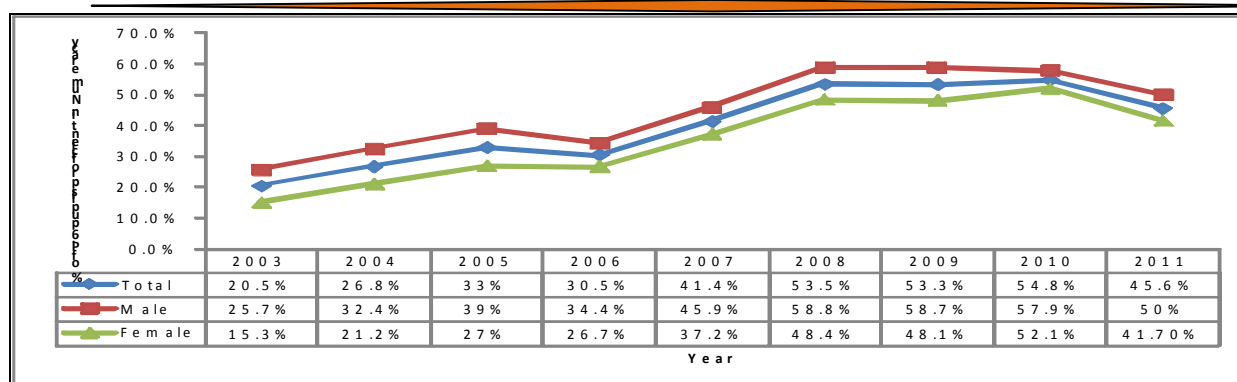
Source: NAPE 2003-2011

Generally, the percentage of pupil's rate proficient in numeracy improved. In 2003, only 42.9 percent of the pupils were proficient in numeracy. Uganda's performance remained relatively constant between 2003 and 2007. From 2007, to 2010, Uganda registered improvement to 72.8 percent. In 2011 there was a decline in the percentage of primary three pupils rated proficient in numeracy from 72.8 percent in 2010 to 63 percent in 2011. Overall, 37 percent of the pupils enrolled in P.3 in Uganda cannot use numbers to make simple; additions, subtraction, multiplication, division, weights and measures, money counting and telling time among others. The NAPE report (2011) indicates that pupils who had gone through pre-school performed better than their counterparts. Therefore, there is need to enhance support towards Early Childhood Development to achieve worth results for numeracy at Primary three.

4.5.6.4 Primary Six (P.6) Pupils Rated Proficient in Numeracy

Like at primary three, based on the Primary curriculum, it is assumed that pupils attending primary six are in position to use numbers to make simple; additions, subtraction, multiplication, division, weights and measures, money counting and telling time among others. Figure 4.46 below shows trends of the percentage of primary six pupils rated proficient in numeracy;

Figure 4.46: Trends in Percentage of Primary Six (P.6) Pupils Rated Proficient in Numeracy 2003 – 2011



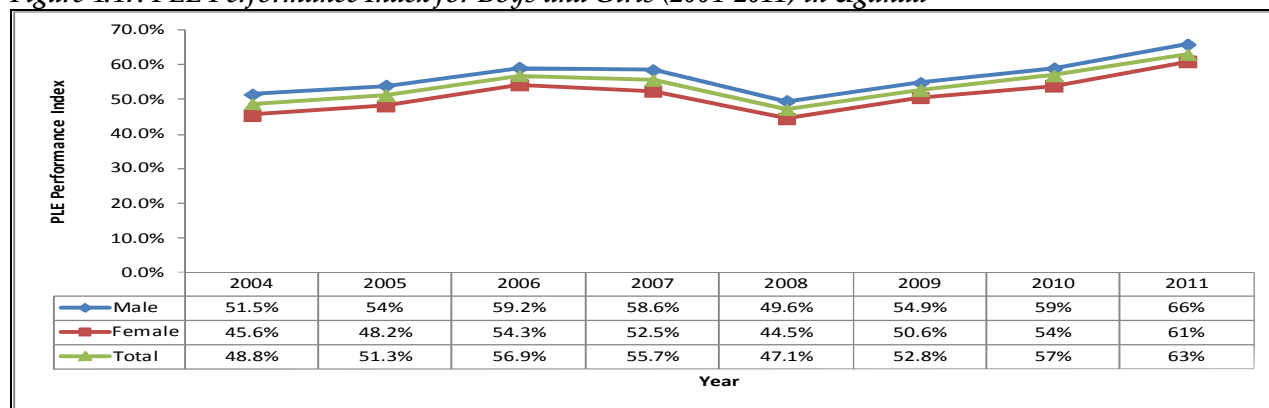
Source: NAPE 2003-2011

Results show that there has been a decline in the percentage of primary six pupils rated proficient in numeracy from 54.8 percent in 2010 to 45.6 percent in 2011. Overall, 54.4 percent of the pupils enrolled in P.6 in Uganda cannot use numbers to make simple; additions, subtraction, multiplication, division, weights and measures, money counting and telling time among others. Like at primary three, pupils who had gone through pre-school performed better than their counterparts. Therefore, there is need to enhance support towards Early Childhood Development to improve pupils performance in numeracy at Primary six.

4.5.6.5 Primary Leaving Examination

Primary Leaving Examination is an examination taken at the end of the primary seven. It consists of four compulsory papers: English (Literacy), Mathematics, Science and Social Studies (SST). Each paper is graded on a nine-point scale: 1 to 9, where 1 is the best grade and 9 the worst. The grades for all four subjects are then averaged to obtain the overall grade referred to as Division 1 to 4 in which Division 1 is the best. Figure 4.47 below shows the quality of pupil's performance in PLE.

Figure 4.47: PLE Performance Index for Boys and Girls (2004-2011) in Uganda



Source: NAPE 2003-2011

The quality of performance in PLE is measured using the performance index. Under this measure, 100% would imply that all PLE candidates passed in division one. Therefore, the further the index from 100 percent the poorer the quality of performance. Results show a gap of 37 percent for Uganda to attain a quality of 100 percent. Among other factors, Early Childhood Development would play a vital role in scaling up the quality of PLE learning outcomes.

4.5 CROSS CUTTING ISSUES

Cross cutting issues represent special concerns and minority group interest which if not addressed are capable of undermining the gains made by the sector and their long term sustainability. These concerns include Special Needs Education, Guidance and Counselling, HIV/AIDS, Gender, Environment, Physical Education and Sports; School Inspection, Teacher and Instructor Education and Training and ICT.

4.5.1 Special Needs Education (SNE)

During the period under review the Special Needs sub-sector continued to increase equitable access to quality education among children with special needs (*i.e. Children in non-formal education centers and those with disabilities*). The objectives that the subsector set out to achieve include among others to encourage children with Special Needs to stay in school; support learners in their education placements through the provision of instructional materials; formulate strategies for mainstreaming, sustaining and maintaining the delivery of Education in the six Non-Formal education Programmes; finalize and operationalize the policy on basic education for the disadvantaged children; increase stakeholders' participation and awareness on the provision of SNE in the education sector; and, improve Pupil- Teacher interaction in special needs education institutions. See box 4.13 for interventions under Special Needs Education.

Box4.13: Interventions undertaken during FY 2011/12

- (i) Pay subvention grants for learners;
- (ii) Offered scholarships for Needy students;
- (iii) Develop the SNE and NFE policy approved by Top Management;
- (iv) Paid Capitation grants to maintain NFE teachers and instructors per term in 6 PTCs;
- (v) Train 1,500 NFE teachers in NFE methodologies in 6 PTCs;
- (vi) Held Annual Consultative Forum for persons with disabilities and other targeted stakeholders;
- (vii) Monitor and support supervise institutions in SNE activities in selected districts; and,
- (viii) Facilitate functional assessment training for teachers.

(a) Progress and Main Achievements;

(i) Pay Subvention grants for learners;

In order to increase access and equity for learners with Special Needs, the subsector paid subvention grants for a total of 3,276 learners/pupils in 150 Special Needs Education Schools in the period under review.

(ii) Offered scholarships for Needy students;

In FY 2011/12, the programme offered scholarships for a total of two (02) needy students in order to increase access for students with special needs.

(iii) Develop the SNE and NFE policy approved by Top Management;

During the period under review the subsector developed the Special Needs Education (SNE) policy and Non-Formal Education (NFE) policy and approved by Top Management to improve quality of SNE education.

(iv) Paid Capitation grants to maintain NFE teachers and instructors per term in 6 PTCs

The subsector paid capitation grants for 1500 NFE teachers in six (6) Primary Teachers Colleges (PTCs) namely Arua; Busubizi, Bulera, Kibuli, Nakaseke and Moroto during the reporting period.

(v) Train 1,500 NFE teachers in NFE methodologies in 6 PTCs

In order to improve teaching and learning in NFE methodologies in face to face programme, the subsector trained 1,500 NFE teachers in six (06) PTCs namely Arua; Busubizi, Bulera, Kibuli, Nakaseke and Moroto during the period under review.

(vi) Hold an Annual Consultative Forum for persons with disabilities and other targeted stakeholders;

The subsector held an Annual Consultative Forum for persons with disabilities and other targeted stakeholders in the reporting period.

(vii) Monitor and support supervise institutions in SNE activities in selected districts;

In order to improve the quality of SNE activities in schools the sub-sector monitored and support supervised 100 SNE institutions in 35 selected districts.

(viii) Facilitate functional assessment training for teachers;

In FY 2011/12 the subsector facilitated functional assessment training for 1,000 teachers in the catchment area of Loro CPTC.

(b) Outcomes/Results

During the reporting period the subsector achieved outcomes that include among others;

- (i) Increased access of SNE children in special schools;
- (ii) Improved skills of various stakeholders dealing with children with Special Needs.
- (iii) Subvention support to the schools/units has contributed to the retention of children with special needs in schools.

(d) Main Constraints and Challenges

The main constraints/challenges were;

- i) Negative attitude towards learners with special learning needs. The department intends to address the challenge through holding sensitization meetings with stakeholders;
- ii) Lack of dedicated personnel for Guidance and Counseling at the school level;
- iii) Lack of substantive Guidance Counselors at school level. A prayer is for government to consider appointing substantive Guidance Counselors at all levels of education; and,
- (iv) Lack of adequate funds to enhance the provision of standardized Guidance and Counseling services.

4.5.2 Guidance and Counseling

Guidance and counseling provides technical leadership, guidance, advice and strategies in all matters of guidance, counseling, including HIV/Aids mitigation and psychosocial concerns and support services within the entire education and training sector, in collaboration with the relevant organs/stakeholders. The subsector had set objectives that were to improve the delivery of service especially Guidance and Counseling to all learners at various levels; and, Increase stakeholders' participation and awareness on the provision of SNE/CGC in the education sector; The sub-sector planned to undertake the interventions indicated in Box 4.14 below;

Box 4.14 Interventions for Guidance and Counseling FY 2011/12

- (i) Organize and conduct National Placement of P.7 leavers in post primary educational institutions and S.4 leavers in S.5/PTC and technical Institutions and Health Training Institutions.
- (ii) Capacity building and orientation of guidance and counseling teachers to provide effective and standardized guidance and counseling services.
- (iii) Procure and distribute 4,000 copies of career guidance hand book, 12,000 copies of G&C Journals, 10,000 copies of wall charts on career guidance and 6,000 copies of information guide for S. 4 leavers for choice making.
- (iv) Conduct support supervision in the provision of guidance and counseling services in 120 selected institutions.
- (v) Procure 2 computers and associated accessories.
- (vi) Annual contribution to the GCYDC for Africa, Lilongwe- Malawi.
- (vii) Conduct consultative meetings to draft policy on guidance and counseling.
- (viii) Coordinate and provide linkages with other Ministries, organizations, other bodies in the country, region and internationally and private service providers.
- (ix) Conduct school based career talks covering 40 schools in selected districts.

- (i) *Organise and conduct National Placement for P.7 leavers in post primary educational institutions and S.4 leavers in S.5/PTC and technical Institutions and Health Training Institutions.*

In the period under review the subsector organized and conducted National Placement of 331,580 pupils in S.1 and year one BTVET Institutions and 176,100 students in S.5 PTC and Technical institutions

- (ii) *Capacity building and orientation of guidance and counseling teachers to provide effective and standardized guidance and counseling services*

In order to build capacity the subsector oriented guidance and counseling teachers to provide effective and standardized services.

- (iii) *Procure and distribute copies of career guidance hand book, copies of G&C Journals, copies of wall charts on career guidance and copies of information guide for S. 4 leavers for choice making.*

In FY 2011/12 the subsector procured and distributed 7000 copies of Career Guidance Handbook that was launched at the 2011 annual ESR November meeting, 2500 wall charts on technical and vocational Education/Training and 12,000 cps of guidance and counseling journal vol.1 issue 3. (Oct/Nov/2011), vol.4 issue 4 April/June 2012.

(iv) Conduct support supervision in the provision of guidance and counseling services in selected institutions.

During the reporting period the subsector conducted support supervision in the provision of guidance and counseling services in 120 selected institutions.

(v) Procure 2 computers and associated accessories

In order to improve quality in teaching and learning the subsector procured and installed 2 computers and associated accessories during FY 2011/12.

In addition the subsector printed and distributed 6000 copies of S.4 information guidance for P.7 leavers and 5000 copies of guidance and counseling wall charts.

(vi) Support to school – based careers talks

During the period under review the subsector supported school – based careers talks in 40 PPET institutions in selected districts country wide.

(vii) Conducting of school – based support supervision and follow up in G&C

In FY 2011/12 the subsector;

- Supervised/ followed up in 63 selected secondary schools regionally (western, central, eastern and northern).
- Under UNESCO 12 educational institutions including one NTC (Unyama) in Acholi and Lango Regions were monitored.
- Produced 2 documentaries on G & C
- Under ADB IV, the department trained head teachers and teachers in Central, Northern and Western region from 71 selected ADB supported PPET institutions.
- Ministry of Health together with guidance and counseling department oriented one head teacher and nine teachers from each school from 6 districts of Katakwi, Kotido, Moroto, Amuru, Arua, Oyam in North and North Eastern Uganda on Adolescent School Health Programmes
- Under UNESCO 10 TOTs from 8 secondary schools and 1 NTC in Lango and Acholi sub region were trained in guidance and counseling. These TOTs trained 55 teachers from 30 selected secondary schools in the same region in guidance and counseling

OFF-BUDGET ACTIVITIES

With support from Save the Children Sweden, one official from the department was sponsored to participate in the Technical Workshop on the Prohibition and Elimination of Physical/Corporal Punishment and all other forms of cruel or degrading punishment that was held in Zanzibar Tanzania in March 2012.

- 3 members of the department were trained in HIV/AIDs counseling and testing skills
- 2 members participated in the international UNGEI workshop.

(c) Constraints/Challenges

- (i) Lack of dedicated/specialized personnel for guidance and counseling at school level.
- (ii) Insufficient funds to cover the placement exercise and all other departmental activities
- (iii) Lack of structures at the district and most schools to facilitate effective implementation of guidance and counseling programmes.
- (iv) Lack of community awareness about guidance and counseling activities and the role it plays in shaping student destiny.

4.5.3 Physical Education and Sports

Physical Educational and sports is a holistic integral part of education that contributes to long life education. It is indispensable component of education that enhances the three domains; including cognitive, affective and psychomotor faculties, that cannot develop through any other discipline. The set objectives for Physical Education and Sports were to; improve coordination, planning and management of Sports in the country; improve in a sustainable manner the quality of Physical Education and Sports in the country; promote and sustain Uganda's participation in sub-regional and international sporting events; and, promote and enhance all forms of sports.

(a) Interventions Undertaken by the Sub-sector during FY 2011/12

Box 4.15 highlights the various interventions undertaken by the sub-sector in FY 2011/12 to enhance participation of learners at all levels.

Box 4.15 Interventions undertaken for FY 2011/12

- (i) Teaching of Physical Education in secondary;
- (ii) Capacity building for PES personnel;
- (iii) Organization and participation in workshops, seminars locally and international;
- (iv) Organized and facilitated of Educational institutions national sports championships;
- (v) Facilitation of national teams for international engagement;
- (vi) Contribution to international Organization;
- (vii) Facilitation of Uganda- Germany cooperation programme;
- (viii) Established and launching thirty two (32) secondary schools as centres of sports excellence (sports schools);
- (ix) Participation in the MTN marathon by the MoES headquarters staff;
- (x) Sports for Life in Karamoja (SLIK) project;
- (xi) Initiated processes for development, and rehabilitation of sports facilities;
- (xii) Contribution to autonomous bodu (NCS) quarterly subventions.

During the period under review the subsector enhanced and tracked the implementation of teaching of physical education in secondary schools as a core subject, made the following achievements.

- ✚ Oriented additional 200 secondary school teachers in both government and private schools;
- ✚ 200 headteachers and 20 staff from DEO's officers were sensitized on the value of physical education, and urged to ensure provisions for PES on school budget;
- ✚ Organized symposium for Physical Education Teacher Training Universities in which the implementation strategies to enhance the training of P.E teachers was discussed , launched the

P.E Teachers' profile and provided action plan for P.E teachers training.

- ✚ Monitored 102 secondary schools from 40 districts on the teaching of Physical Education.
- ✚ Surveyed schools for establishment of PES Website.

(xiv) Build capacity for PES personnel.

In FY 2011/12, in a bid to improve the competences of PES personnel, the subsector:-

- ✚ Facilitated Modern Endurance training workshops during which 105 lecturers and coaches from national federations were trained;
- ✚ Trained twenty (20) Kids Athletics instructors;
- ✚ Trained 605 primary schools teachers, 40 PTC tutors, 200 students teachers in Kids Athletics in 2012.
- ✚ Trained 12 Athletics Coaches in Electronic Timer and Wind Speed Measurement.
- ✚ With support from ADB IV Project trained (50) Games Teachers in central Uganda in Football coaching.
- ✚ Sent two (2) PES personnel (1 Administrator and 1 Lecturer) to undergo training in community sports administration in New Delhi, India.
- ✚ Sent one (1) lecturer to be trained in Karate in China.

(xv) Organized and participated in workshops, seminars locally and internationally.

During the period under review the subsector:-

- ✚ Finalized the Profile of a modern PES teacher;
- ✚ Facilitated staff participation in AFAHPER-SD Conference in Mukono; and,
- ✚ Participated in WADA Education Initiative on doping in South Africa.
- ✚ Facilitated with training of DEOs, DIS' of Wakiso district and head teachers, teachers, and students of five (5) secondary schools, and five (5) primary schools in Wakiso district.

(xvi) Organized and facilitated Educational Institutions National Sports Championships.

In FY 2011/12 the subsector:-

- ✚ Developed new units for qualifying primary schools pupils to compete in Kids Athletics under-12 years and under-14 year's category.
- ✚ Introduced the first ever Kids Athletics Competition for Primary Schools pupils;
- ✚ Facilitated and organized the first ever in world, Kids Athletics National Championship for Primary schools pupils;
- ✚ Facilitated and organized National Primary Teachers Games, Mbarara;
- ✚ Facilitated the Nurses and allied Health professional games, 2011, Kabale District;
- ✚ Organized the national Primary Schools Ball Games in Tororo with support from UNICEF;

- ✚ Organized and coordinated Secondary Schools National Athletics championship in Tororo 2011, and Ball Games- 2012, in Kabarole (April 2012) and Mbale (June 2012) respectively;
 - ✚ Organized and facilitated ten (10) schools and tertiary institutions national sports championships.
- (xvii) *Facilitated of national teams for international engagements.*

In the reporting period under review the subsector:-

- ✚ Facilitated the national teams to the 10th All Africa Games Maputo;
- ✚ Organized and participated in the East African Secondary Schools Sports and Games Competition;, 2011 Mbarara;
- ✚ Support to National Universities Sports Federation for the 26th World Universities games in Shenzhen, China;
- ✚ Support to Uganda Athletics Federation for the 13th IAAF World Championship in Athletics in Diego, South Korea.

(xviii) *Contributed to international Organization.*

The sub-sector during the review period made mandatory contributions to Supreme Council for Sports in Africa (SCSA) and World Anti-Doping Agency (WADA) and also paid participation fees for SCSA Contribution in respect of AAGs

(xix) *Facilitated international Bilateral agreements and other cooperation programmes.*

In FY 2011/12 the subsector benefited from the Germany Cooperation and other cooperation programmes in a bid to develop sports in the country in the following ways:-

- ✚ German Government provided an expert to train 12 Ugandan Athletics Coaches in Electronic Timer and Wind Speed Measurement;
- ✚ German government donated Electronic Timer and Wind Speed Measurement system to enable Uganda to qualify athletes in sprint events for international competition;
- ✚ PES department also received three (3) electronic timers with up to nine (9) gauges to run national schools championships;
- ✚ German government sponsored one (1) sports Journalist to Germany;
- ✚ German government donated sports uniforms and twenty (21) pairs of basketball boards and stands to sports schools (centres of sports excellence);
- ✚ In conjunction with UAF, organised Jump Clinics in Gulu and Arua, under which programme 80 grassroots athletics coaches were trained in coaching Triple jump and long jump;
- ✚ German Government supported Primary Kids Athletics National Championship to the tune of (Ug. Shs. 20,000,000) twenty million shillings only;
- ✚ Five secondary schools will benefit from Japanese Volunteers this September under PES programme;

- ✚ Chinese government donated equipment, sent technical experts that renovated Mandela National Stadium in the areas of New Score Board, New Running Synthetic Tracks, Power distribution, New Lighting System, and Public Address system.

(xx) *Establish thirty two (32) secondary schools as centres of sports excellence sports schools.*

In a bid to increase access in physical education and sports in FY 2011/12 the subsector;

- ✚ Launched thirty two (32) government aided Secondary schools as centres of sports excellences (Sports schools)
- ✚ Organized orientation workshop for headteachers and physical education teachers of sports schools;
- ✚ Surveyed schools for establishment of PES Website.
- ✚ Thirty two (32) Sports schools received thirty (30) footballs each, these were a donation from Right to Play.
- ✚ Shimoni Core PTC and twenty (20) sports schools received each a pair of basket ball boards, stands, and rings which were donated by the German government

(xxi) *Participation in the MTN marathon by the MoES headquarters' staff.*

In order to increase awareness, access and equity to participation in physical activity and sports, among MoES staff the subsector facilitated 537 members of staff from over 20 subsectors and units and participated in the MTN marathon as charity contribution to disadvantaged communities in Uganda.

(xxii) *Sports for Life in Karamoja (SLIK) project continued to create awareness and build capacity of teachers in the Karamoja sub-region.*

During the period under review the subsector achieved the following:-

- ✚ Supported the Primary schools national Ball Games 2011, to the tune of Uganda shilling Nine Eight Million Only (98m) with support from UNICEF.
- ✚ Facilitated six districts under Karamoja sub-region to participate in Primary School National Ball Games- 2011 in Tororo and Primary School National Kids Athletics Championship- 2012 in Mbarara with support from UNICEF;
- ✚ 512 Teachers were trained from Karamoja Sub-region in coaching of Football, Netball and Volleyball under SLIK, with support from UNICEF.

(xxiii) *Development, and Rehabilitation of Sports facilities*

In order to improve physical education and sports facilities and equipment the subsector in FY 2011/12;

- ✚ With support from Chinese government renovated and refurbished Mandela National Stadium;
- ✚ Initiated rehabilitation process of six (6) regional stadium all over the country;
- ✚ Initiated the process of construction of National High Altitude Training centre (NHATC) at Teryet in Kapchorwa District.

(xxiv) Contributed to semi-autonomous body (NCS) quarterly subventions:

The sub-sector, during the period under review, all the four (4) quarterly subventions to National Council of Sports amounting to 1,624,000,000 (one billion six twenty four million shilling only) were remitted.

(c) Outcomes/Results

In the period under review the following outcomes were realized:

- (i) The introduction of Kids Athletics has empowered the districts to tap sports among young athletes at primary school level.
- (ii) Gradually stakeholders are beginning to appreciate values of PES after sensitization on its importance;
- (iii) Non-Optional teaching of PES at secondary school gradually being embraced by learners and schools because of the associated benefits;
- (iv) The level of performance at international competition has improved; rugby, netball, athletics, cricket, football, badminton and swimming are most prominent;
- (v) PES tutors/ lecturers, coaches, and referees underwent capacity building training that helped them to improve their competences;
- (vi) PES as widen the scope of professionalism and hence employment opportunities.

(d) Constraints and Challenges.

The PES sub-sector faces the following constraints:-

- (i) Inadequate resources allocation to PES department, compounded by insufficient releases has hampered the implementation of the programmes which are contained in the PES policy;;
- (ii) Inadequate competent PES teachers at all levels of education. The Sector plans to among others, hire consultancy services and negotiate partnerships with teacher training institutions for re-tooling of teachers to teach Physical Education, operationalize Sports School centres of excellence, rehabilitate regional stadia,
- (iii) Funding constraints to establish NHATC and new Akii Bua stadium and develop the PES curriculum.
- (iv) Over 50% of every PES quarterly release services the NCS, the limited funds remaining to the department is inadequate for implementation of planned activities by department.
- (v) General Lack of Knowledge and value of PES by most stakeholders including staff at MoES Head Quarters, Districts and school level thus marginalization of implementation of teaching PE at schools.
- (vi) Provisions for implementation of PE at school levels are still lacking. i.e: There is:-

-
- ✚ Still no curriculum for PE at Secondary school level
 - ✚ General lack of trained PE teachers.
 - ✚ General lack of instructional/materials especially the print references at all levels.
 - ✚ Lack of sports facilities in some educational institutions.
- (vii) Insufficient guidance, monitoring and evaluation of PES activities in both educational institutions and the community;
- (viii) Inadequate support to educational Institutions PES activities, this has resulted into a number of activities being put on halt;
- (ix) Private schools especially in the central regions have not taken the kick-start orientation programme seriously;
- (x) Inadequate support to National Sports Teams for international engagement;
- (xi) Limited number of staff in PES department to implement all the PES activities;
- (xii) Low attendance at PES programmes by stake holders including mobilizers at local levels due to monetary expectations;
- (xiii) Procurement process delays purchases hence implementation processes.

4.5.4 HIV and AIDS

During the period under review, the primary goal for the education sector HIV/AIDS programme was the assurance that behavior change communication is effective in the education system at all levels and that age appropriate prevention messages are adequately and systematically passed on to young people through curricular and co-curricular activities.

In consultation with stakeholders, the Education and Sports Sector reviewed The Education Sector HIV and AIDS strategic plan I (2001-2006). The revised HIV and AIDS Strategic Plan II (2011-2015) takes care of the wider sector responses to the pandemic. The three main goals of the Strategic Plan are: (1) contributing to the reduction in number of persons in the Education and Sports Sector (ESS) engaged in high risk behaviors that facilitate transmission or acquisition of HIV infection; (2) increasing the number of individuals in ESS that access prevention, care, treatment and social support services and; (3) strengthening the capacity of ESS institutions to plan, implement, coordinate, monitor and evaluate their HIV prevention programs.

The HIV/AIDS Work Place Policy being implemented provides for equitable approach to prevention of HIV transmission among employees, as well as, a comprehensive management of the effects of the pandemic especially among the teachers and staff living with HIV and AIDS. An M & E framework is being developed to track the progress made in the implementation of the Work Place Policy. See Box 4.16 for interventions undertaken.

Box 4.16 Interventions undertaken during FY 2011/12

- (i) Organized and Conducted HIV/AIDS Technical Working Group Meetings
- (ii) Dissemination and distribution of MoES HIV/AIDS 2011/2015 Strategic Plan
- (iii) Condom distribution and condom education to Universities and Sub-Sectors
- (iv) Development of Sexual and Reproductive Health Indicators to be integrated in the Education Management Information System (EMIS)
- (v) Policy dissemination to Education institutions;
- (vi) Policy monitoring and evaluation plan developed;
- (vii) 16 MoES staff at Ministry headquarter trained as Counseling Assistants;
- (viii) 5 MoES staff trained in Monitoring and Evaluation skills;
- (ix) Developed a Behavior change communication strategy for teachers;
- (x) 66,948 individuals mostly teachers were reached with Behavior change communication interventions;
- (xi) 24,492 (Male=12,253; Female=12,239) were supported to access counseling and testing for HIV;
- (xii) 1,364 teachers in Kabarole accessed HCT; and,
- (xiii) 296 accessed care and support.

(i) Organized and Conduct HIV/AIDS Technical Working Group Meeting

The Ministry of Education and Sports with support from UNICEF to the HIV/AIDS unit and sector response to HIV/AIDS conducted three (3) HIV/AIDS Technical Working Group Meetings for HIV/AIDS Focal Point Officers that play a strategic role in addressing HIV and AIDS at department level. HIV TWG meeting are important in strengthening coordination among the focal point persons and reminding them of their roles and responsibilities in mainstreaming HIV and AIDS activities into their departmental plans and budget frame works. Three HIV/AIDS Technical Group meetings were held focusing on the HIV/AIDS updates in the Education Sector. The meetings informed members about an increase in the HIV/AIDS prevalence in the education sector. The meetings emphasized the process of mainstreaming HIV/AIDS into departments' budgets, plans and activities. The meetings also proposed to have the top management and SPM members to be sensitized on Health Education.

The meeting suggested to strengthened Human Resource Division and Guidance & Counseling department to deal with issues of confidentiality at workplace. The meeting was informed that National Council for Children has planned to collaborate with the Ministry of Education and Sports to address issues of Stigma and Discrimination of Children living with HIV/AIDS in schools through; campaign against Stigma and Discrimination on Radios, TV, among others.

(ii) Dissemination and distribution of MoES HIV/AIDS 2011/2015 Strategic Plan

The Ministry of Education and Sports HIV/AIDS Unit team distributed 200 copies of the Education and Sports Sector HIV/AIDS Prevention Strategic Plans to eight districts. The materials were given to HIV/AIDS NGOs operating in schools, District Inspector of Schools, District Education officers, Municipal Education Officers and Community Development Officers of the following districts; Moroto, Kotido, Kagoong, Katakwi, Yumbe, Oyam, Mubende and Kanugu. They were briefed to align their activities to the MoES HIV/AIDS Strategic Plan.

(iii) Condom distribution and condom education to Universities and Sub-Sectors

The Ministry of Education and Sports HIV/AIDS Unit with support from UNICEF conducted condom Education at Nkozi University, Makerere University and Nkumba University. The HIV/AIDS Unit invited facilitators from NGO's who provided a brief on condom Education to students in their faculties. After a brief condom education, the HIV/AIDS Unit distributed and handled over 6 cartons of condom boxes to the HIV/AIDS focal point officer of the Universities. Makerere University took (2) cartons containing (14000) condoms, Nkozi University (2) cartons containing (14000) condoms and Nkumba University (2) cartons containing (14000) condoms. Total of 8 cartons condoms were collected from the Ministry of Health. The remaining carton containing (7200) condoms was distributed to MoES, NCDC, and Directorate of Education Standards, .The distribution exercise is still on going

(iv) Development of Sexual and Reproductive Health Indicators to be integrated in the Education Management Information System (EMIS)

Through support of UNFPA the HIV/AIDS Unit convened a meeting to generate indicators to track performance of the Health Policy in educational institutions. The indicators were generated based on the stated policy objectives in the draft school health policy. The desired outcome of the objectives confirm to the view that a child's ability to learn is directly related to the synergistic effects of good health, safety, good nutrition, appropriate education and learning environment. Good health is essential for quality education and vice-versa. Therefore the generated objectives will give track of school health. The developed indicators will then be integrated in the Education Information Management Information System (EMIS).

(v) HIV Policy development, monitoring and implementation

In FY 2011/12 SPEAR, in collaboration with Ministry of Education and Sports, continued to provide support to the roll out of Education Sector HIV and AIDS Workplace Policy. Several activities were undertaken that include:-

(vi) Orienting Heads and Administrators of TIET institutions in on the ESS Workplace Policy

SPEAR supported Regional workshops for Heads, Tutors and Principals in TIET Institutions, who were oriented on the coordination role in the roll out of the ESS Workplace Policy and other HIV prevention, care and treatment services in their respective institutions. SPEAR and MoES through the office of the ACP facilitated the workshops. In particular, the workshop achieved the following objectives;

- ✚ Heads of TIET oriented to disseminate and distribute the MoES HIV/AIDS workplace policy and guidelines.
- ✚ HIV/AIDS workplace policy Reviewed and harmonized with other MoES standing orders, statutes and instruments with heads of TIET institutions.
- ✚ MoES HIV/AIDS Workplace Policy documents disseminated and distributed within their institutions and its affiliates.

The list of TIET institutions that were represented in each region;

Northern Region

Gulu CPTC, Loro CPTC, Arua CPTC, Kitgum CPTC, Paidha PTC, St. John Bosco-Lodonga CPTC, Erapu PTC, Christ the King PTC Gulu, Canon Lawrence PTC, Abilonino Instructors' College, Muni NTC and Unyama NTC

Central Region

Kibuli CPTC, Kabulasoke CPTC, Nakaseke CPTC, Sancta Maria Nkokonjeru PTC, Nazigo PTC, Buloba PTC, Ggaba PTC, Nakawa Vocational Training Institute, Mulago Health Tutors, College, Busubizi CPTC, Namutamba PTC, Mubende NTC, Rakai PTC, Kabukunge PTC and Ndegeya CPTC

Western Region

Canon Apollo CPTC, Bulera CPTC, Kamurasi PTC, Bundibugyo PTC, Bwera PTC, Butiti PTC, Bishop Staurt CPTC, Kabale Bukinda CPTC, Bushenyi CPTC, St. George Ibanda CPTC, Rukungiri PTC, Kitabi PTC, Kabale NTC and Kisoro PTC

Eastern Region

St. John Bosco Nyondo CPTC, Mukuju CPTC, Soroti CPTC, St. Aloysius CPTC, Moroto CPTC, Shimoni CPTC, Kotido PTC, Bukedea PTC, Kabwangasi PTC, Kotido PTC, Bukedea PTC, Busikho PTC, Kapchorwa PTC, Bishop Willis CPTC, Kaliro PTC, Kaliro NTC, Jinja PTC, Walugogo PTC

(vii) Policy Dissemination to NCDC Employees

In FY 2011/12 the subsector with support from SPEAR worked with MoES to roll out the ESS Workplace policy in NCDC. As per the objective of the meeting, 110 NCDC employees who attended were enabled to internalize and understand the key provisions of the policy and how the policy applied to them in the event of HIV and AIDS. NCDC was also supported to develop an action plan for implementing the policy in the centre. This, among others, included; planning for provision of HCT to all employees, health education and sensitization, participation in national AIDS days and integration of the policy into the human resource manual.

(viii) Development of Policy Monitoring and Evaluation Plan

During the period under review the subsector with support from SPEAR developed a policy monitoring and evaluation plan. The overall objective of the M&E Plan was to enable the continuous collection and analysis of information on the progress made in the implementation of the Education Sector HIV and AIDS Workplace Policy.

The plan defined actionable indicators and milestones that provided an overview of what the sector was expected to implement and monitor. These indicators were developed against key elements of the policy.

A committee selected by the office of the ACP led this process of developing the M&E plan and this comprised of officers from the Human Resource Division, Statistics, Monitoring and Evaluation Division, Finance and Administration Department, Counseling and Guidance as well as the HIV unit. These meetings were held from 15th -17th May 2012.

(ix) Enhancing policy implementation through Uganda National Teachers Union (UNATU)

In order to enhance policy implementation in the period under review the Ministry of Education and Sports, with support from SPEAR project worked with UNATU to further engage its members in policy dialogues through UNATU regional meetings in Western, Eastern, Karamoja and Northern regions. The Education Sector HIV and AIDS Workplace Policy was included in the agenda of meetings and the focus of the discussion was to advocate for the active involvement of UNATU members in cascading the policy to their respective schools, and their role in promoting the rights of teachers affected with HIV and AIDS.

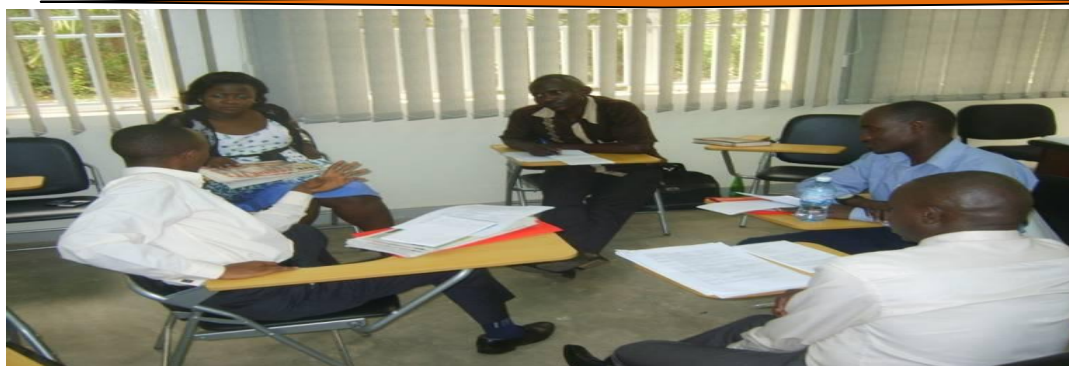
A total of 339 UNATU leaders were reached during three policy dialogue meetings. These members are expected to cascade the policy in their respective schools and provide regular reports to UNATU. Each participant was given policy materials. In total, 1,250 charts, 820 policy booklets and 2,000 leaflets were distributed.

(x) Policy awareness and planning meeting for Headteachers in Kamwenge District

In FY 2011/12, as part of policy implementation, Kamwenge District organized policy awareness and planning meetings for primary headteachers on the Education Sector HIV and AIDS Workplace Policy. This followed numerous reports from HIV infected teachers complaining about being stigmatized by their supervisors at places of work. A total of 134 Headteachers were sensitized about the policy with a focus on a key policy provision that concerns the rights of HIV infected workers on one hand and the responsibilities of education managers on the other in ensuring the welfare of the affected. The discussion also included issues of confidentiality, rationalization of work, and sick leave as provided for in the public service policy.

(xi) Institutional Capacity Building activities for MoES

In order to build capacity the subsector trained 5 MoES staff on Basic M&E and Reporting; The five day training at Makerere University School of Public Health Annex in Kololo. The training was facilitated by Monitoring and Evaluation Technical Advisory (META) Project to enhance Institutional capacity of the education sector in the area of M&E and Reporting, so as to improve the sectors' capacity to collect and utilize their M&E data for better results regarding HIV prevention.



Participants from the MoES discussing their Institution data collection methods and tools at Makerere University School of Public Annex in Kololo (Photo taken by SPEAR on the 29th February, 2012)

In addition SPEAR supported MoES to follow up work place community mobilizers in selected BTVET Institutions of Kabale, Kitgum, Lamwo, Kampala, Wakiso, and Mukono districts.



The Focal point person for the MoES HIV/AIDS work place policy facilitated a session on the institutional progress of dissemination of the Education Sector Work place policy on HIV/AIDS at Nakawa VTI on 28th March, 2012)

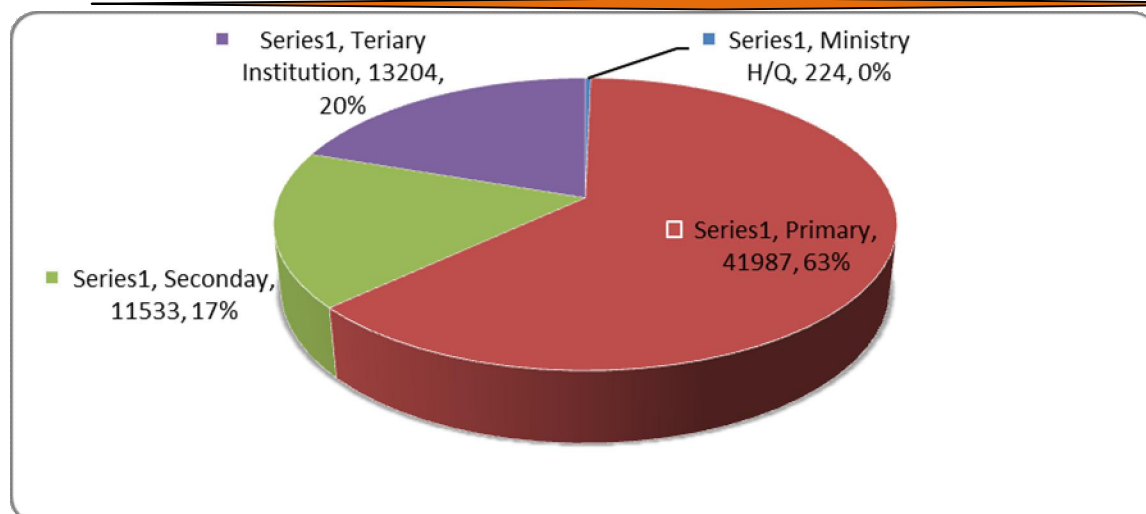
Also in FY 2011/12, SPEAR supported training of 16 ministry officials in HIV counseling skills and 60 students from Nakaseke and Shimoni as behavior change agents. These officials were tasked to reach out to peers and affected staff in their areas of operation and the students have continued to carry out peer counseling among peers in the college.

HIV Prevention Interventions

(i) *Behavior Change Communication (BCC)*

During the reporting period under review the subsector reached out to a total of 66,948 (Male=34,167: Female=32,781) Education staff/teachers (26,707), family (10,845) and community members (29,296) with behavior change interventions as indicated in Graph 4.31 below:-

Figure 4.48: Distribution of individuals reached by sector in MoES July 2011 – June 2012 (n=66,948)

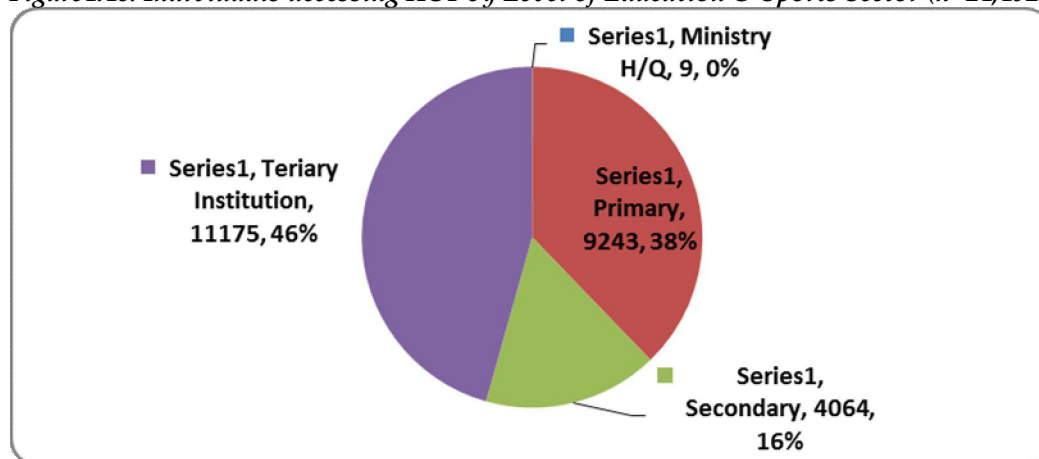


In addition a BCC strategy for HIV prevention for teachers was developed, reviewed and finalized ready for printing and dissemination to the targeted beneficiaries.

(ii) HIV Counseling and Testing

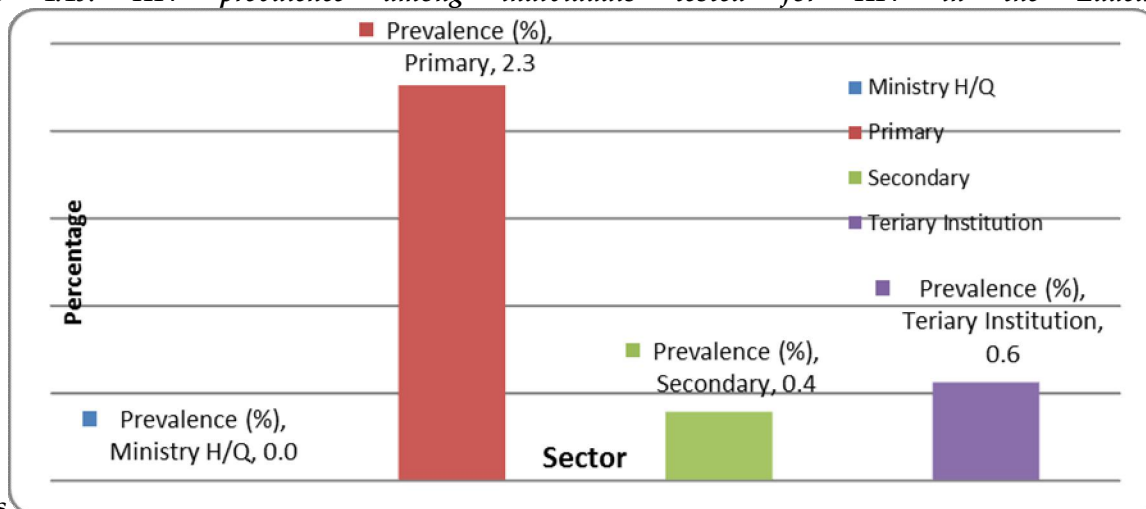
In FY 2011/12 a total of 24,492 (Male=12,253; Female=12,239) were supported to access counseling and testing for HIV. In addition a total of 150 tested as couples as shown in Graph 4.48:

Figure 4.48: Individuals accessing HCT by Level of Education & Sports Sector (n=24,492)



The HIV prevalence was highest among individuals tested at the primary level institutions as shown in graph 4.49:-

Figure 4.49: HIV prevalence among individuals tested for HIV in the Education & Sports



(iii) Linkages to Care and Wrap-around services

During FY 2011/12 the subsector a total of 296 teachers were linked to care and supported to access wrap around services. Following HCT conducted in various outreaches in the region, many people have been identified as positive, taken through wrap around trainings and some facilitated to form groups and other groups given income generating activities. The PLHIV groups were provided with care and support items as indicated in table 4.32:-

Table 4.32: Distribution of Home Care Kits received from Gift-In-Kind (GIK) Program

Districts	Home Care kits and Mosquito nets				
	Police	Prisons	Education	Young Positives	Total
Kasese	15	9	24		48
Kabarole	41	7	21	10	79
Mubende	11		18		29
Kibaale	16	5	42		63
Hoima	23	12	16	8	59
Mityana			9		9
Masindi	20	13	13		46
Buliisa	8	1			9
Nebbi			8		8
Arua	22	3	22		42
Gulu	13	18		13	44
Apac		7			7
Lira			26	15	41
Butaleja			22	2	24
Budaka	17	2			19
Mbale	12				12
Soroti		15			15
Kaberamaido			30		30
Sironko			45		45
Total			296		634

LESSONS LEARNT

The gifts in kind have been instrumental in promoting disclosure among the PHAs. This has led to many people coming out to disclose their status thus helping SPEAR achieve its targets. Home care kits have promoted and enhanced positive living among teachers living with HIV and AIDS.

4.5.5 Information and Communication Technology (ICT)

Information Communication and Technology (ICT): ICTs stands for information and communication technologies and are defined, for the purposes of this report, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. The sector faces the same challenges as most developing economies – poorly developed ICT infrastructure, high bandwidth costs, an unreliable supply of electricity, and a general lack of resources to meet a broad spectrum of needs. However, with the rapid emergence of wireless network capacity and the ubiquitous growth of mobile phones, the context of the infrastructure is changing. The education and sports sector is taking steps to coordinate ICT development and has allocated resources to support implementation of the ICT strategy with the following objectives:- Increase equitable access to ICT; Assure achievement of MDG and EFA goals; Enhance sustainability of UPE; and, reduce the high cost of UPPET.

(a) Interventions for ICT undertaken in FY 2011/12

Uganda Communication Commission-Rural Communications Development Fund; this program provides new computers to selected government aided secondary schools to enable them in teaching and learning processes as indicated in table 4.33.

Table 4.33: Schools provided with computers

S/n	DISTRICT	COUNTY	S/COUNTY	PARISH	SCHOOL NAME	LOCATION
1	Moroto	Bokora	Ngoleriet	Lokoreto	Kangole Girls S.S.S.	Rural
2	Moroto	Moroto	Moroto North	Boma North	Moroto H.S.	Urban
3	Kaabong	Dodoch	Kaabong	Kaabong	Kaabong S.S.	Urban
4	Kaabong	Dodoch	Napore (Karenga)	Karenga	Jubilee S.S Karenga	Rural
5	Nakapiripirit	Chekwii	Namalu	Napiananya	Namalu S. S	Rural
6	Nakapiripirit	Pian	Lolachat	Lorukumo	Pokot S.S.	Peri-Urban
7	Nakapiripirit	Upe	Loroo	Abiliyep	Arengesiep S.S.S.	Rural
8	Kotido	Jie	Kotido	Kanawat	Kotido S.S.S.	Peri-Urban
9	Abim	Labwor	Abim	Wiawer	Abim S.S.	Peri-Urban
10	Abim	Labwor	Lotukei	Achangali	Lotuke Seed S.S	Rural
11	Abim	Labwor	Morulem	Arema	Morulem Girl's S.S.S.	Rural

- (i) Interventions undertaken during FY 2011/12
- (ii) Progress and Main Achievements
- (iii) Outcomes/Results
- (iv) Main Constraints and Challenges

4.5.6 Gender in Education

The Education and Sports Sector policy thrusts focuses on achievement of the three objectives of; i) Improved equitable access to education ii) Improved quality and relevancy of education at all levels, iii) Improved effectiveness and efficiency in delivery of the education services.

As a result of the above focus, various interventions have been instituted which aim at breaking the barriers that impede the Girl-child education at all education levels. Gender disparity has been a characteristic of Uganda's education system not until 2008 that relative parity was realized at Primary Education level in terms of enrolment (49.9% Girls & 50.1% Boys). In the year 2011, the Sector still registered equitable access by both girls and boys in primary education with 50.1% girls and 49.9% boys. However disparity still exists at the other levels of education.

(a) Interventions undertaken during FY 2011/12

The interventions shown in Box 4.17 were undertaken in a bid to enhance implementation of Gender in Education Policy.

Box 4.17 Interventions undertaken during FY 2011/12

- (i) Dissemination of Gender in Education Policy
- (ii) Training in Gender mainstreaming
- (iii) Strengthening of the Institutional Capacity by setting up the Gender Unit
- (iv) Promotion of Girl Education;
- (v) Implementation of gender based training in various universities.
- (vi) Affirmative action towards girls' education and female managerial capacity in education;
- (vii) Strengthening, networking and advocacy for gender initiatives in education.

(b) Progress and Main Achievements

(i) Dissemination of the Gender in Education Policy

During the period under review, with support from UNICEF, the sector carried-on dissemination of the Gender in Education Policy in western region. In addition to the rest of the regions covered in FY 2010/11, this 5-day dissemination workshop was held in Mbarara (at Bishop Stuart Core PTC) for the western region which attracted 152 participants including Centre Coordinating Tutors (CCTs), District Inspectors of schools and DPOs.

(xii) Training in Gender mainstreaming

Regional trainings;

The Ministry of Education and Sports embarked on the national wide dissemination and training of Trainers of Trainees (ToTs), to help in the rollout of the Gender Policy and this was organized at regional levels as already elaborated in the preceding item. The overall objective was to orient participants on the different aspects of gender and gender mainstreaming activities into education and creating awareness and consciousness in their planning and implementation of gender related activities.

As a result of the above trainings, a draft Training Manual on Gender Mainstreaming in Education was produced and is due for printing

(xiii) Training of Ministry staff;

Ministry staff, with support from Irish Aid has received training in Gender Equity Budgeting. A five-day training organized by Budget Monitoring and Accountability Unit – MoFPED was held in Masaka (March 2012) on Gender Equity Budgeting where Gender Focal Point Officers were trained. The workshop attracted a total of 33 Ministry staff. With the establishment of the Gender Unit, such Gender-related trainings will be rolled out to include other staff as part of capacity building in the ministry.

(xiv) Strengthening of the Institutional Capacity

In the FY 2011/12, the Sector with continued support from Irish Aid through the Budget Monitoring and Accountability Unit - MoFPED, established a Gender Unit as recommended in the Gender in Education Policy. The unit was staffed with a Technical Adviser, Administrative Assistant, and a Research Officer. This was also a result of the strategy that was developed in the preceding year to mainstream gender in education.

The Unit undertook a gender awareness and analysis/rapid assessment of thirty three (33) focal points and department heads as an entry point to design a gender engagement strategy; reviewed and integrated gender specific questions in the instruments for the joint monitoring of the PAF and; together with budget officers and staff of Ministry of Finance- BMAU established benchmarks and guidelines for vetting BFPs.

(xv) *The promotion of Girls Education*

The initiative aims at improving girls' retention and performance at school. In addition to increasing access, Girls' retention has been emphasized in the School Facility Grant (SFG) disbursed to districts to provide classrooms and sanitation facilities that are Girl-child friendly such as establishment of washrooms/changing rooms.

Sexual maturation and reproductive health are emphasized in schools to empower girl children. This is through the appointment of senior woman/man teachers and promotion of guidance and counselling in schools.

Ministry of Education and Sports in collaboration with FAWEU, with funding from ADB IV equipped a total of 36 secondary schools and 4 BTVET institutions with Menstruation management kit to ensure that the girls are able to obtain emergency materials from the school to help them during menstruation. The menstruation management kit includes jerry cans, soap, wrappers locally known as "Lesus", basins, Panadol, gauze and cotton.

(xvi) *Affirmative action:*

a) **Bursary scheme for needy students especially girls**

The Sector continues to support the needy but bright students through a bursary scheme under the ADB IV project. The Bursary scheme is administered by Forum for African Women Educationalists Uganda Chapter (FAWE-U) where 695 students were awarded bursaries and are in school. 60% of these students are girls and 40% boys.

b) **Female Managerial Capacity in Education**

Ministry of Education and Sports maintains its position on recognizing the special role of women in management positions by encouraging younger women to assume leadership roles. It therefore continues with effort to promote accelerated registration and training of female teachers, tutors, lecturers and administrators. The target is to ensure that females to heads all girls' schools and all co-educational institutions have at least one or two leading positions occupied by a female. It is envisaged that the female teachers and school administrators will in the long run become role models for girls to assume even more challenging leadership positions in society.

(xvii) *Implementation of gender based training in various Universities*

Makerere University

At Makerere University, Gender Mainstreaming Division was elevated to a Directorate, championing Gender advocacy at institutional and national levels, through sentinel sites for staff and students. Department of Women and Gender Studies elevated to a school under the new college of Humanities and Social Sciences.

Across cutting course on gender was introduced for all programmes in the University and piloted in the College of Engineering Design Art and Technology and the College of Computing and Information Sciences for the Academic year.

Affirmative action was taken with regard to Girl-child education in sciences with the inauguration of a Female Scholarship Fund that is designed to cater for bright but disadvantaged girls particularly in the sciences.





Busitema University

The University drafted a Gender and Equity Policy which is awaiting the University Council's consideration and approval. When approved, the Policy will lead to the establishment of the Gender and Equity Unit whose structures will guide the recruitment of staff in a phased manner. The Unit will also organize sensitization workshops and seminars to create awareness among the Advocacy team, University staff and students. The Unit will also conduct training sessions on Gender Responsive Budgeting (GRB) and Gender Tracking Systems for staff of Finance Department as well as other stakeholders.

(xviii) Strengthening, net working and advocacy for gender initiatives in education.

MoES is net working with a number of partners to address gender in the Education Sector. In FY 2011/12, MoES received funding from Plan International to hire a consultant to conduct a study which would inform the mid-term Review Report to CEDAW in November 2012.

(c) Out comes/ results

-  Increased gender specific and responsive environments;
-  Increased gender participatory learning and teaching methods
-  Consolidation of gender parity at both primary and secondary education
-  Increased gender awareness, need for gender interventions at the centre

(c) Constraints and challenges

The challenges of gender mainstreaming are still pervasive in the Education and Sports Sector as follows;

- (i) Socio-cultural factors that put the girl child at a disadvantage. These include bias in favor of boys, domestic chores, early marriages and teenage pregnancies which create barriers for girls' access to education
- (ii) The proprietors of private schools and Head teachers still are not yet fully embracing gender responsiveness in their schools as they are focused on profit making rather than quality
- (iii) The majority of stakeholders have limited knowledge and understanding of gender;
- (iv) There is still a challenge of attracting female students to the science discipline and BTVET institutions
- (v) Gender disparities in Secondary and Tertiary Education remain a major concern of the sector which calls for efforts to narrow the gender gaps at these levels.
- (vi) High girl-child school dropout due to various reasons e.g. early marriages, teenage pregnancy and socio cultural factors,

4.5.7 Environmental Education

(a) Interventions undertaken during FY2011/12

Under environment education the interventions indicated in Box 4.18 were undertaken

Box 4.18 Interventions undertaken during FY 2011/12

Develop and disseminate guidelines to education stakeholders

(b) Progress and Main Achievements

In FY 2011/12 the subsector in liaison with National Forestry Authority (NFA), developed and disseminated guidelines to education stakeholders on the Implementation of Environmental Management at Education Institutions. The guidelines cover tree planting, planting and nurturing grass, protection of schools from excessive soil erosion and waste disposal.

(c) Outcomes/Results

In the period under review the following outcomes were realized:

- (i) In environment education there was increased awareness of environmental concerns in schools, districts and at the Ministry headquarters; and,
- (ii) There has been adoption of common standards for responding to environment concerns in schools, districts and at the Ministry headquarters.

(d) Main Constraints and Challenges

In the period under review the following constraints and challenges were faced:

- (i) Lack of funds to carry out environment activities
- (ii) Lack of sensitization on environment issues

4.5.7 Teacher and Instructor Education and Training

Under the Teacher and instructor Education and Training Subsector the following objectives were set that include among others to increase access to PTCs and NTCs in line with the government policy of choosing subjects critical to national development; enhance the implementation of multigrade teaching program for the sparsely populated districts; improve the management and accountability of funds disbursed to Teacher Education institutions; Handover facilities of the recently rationalized NTCs to the owning Foundation Bodies; and, improve student examination performance in Teacher Education institutions. See Box 4.19 for interventions undertaken.

Box 4.19 Interventions undertaken during FY 2011/12

- (i) *Enroll students;*
- (ii) *Pay Capitation Grants and Allowances;*
- (iii) *Register Caregivers;*
- (iv) *Monitor ECD Teacher institutions;*
- (v) *Train teachers;*
- (vi) *Facilitate rehabilitation, construction of tutor houses;*
- (vii) *Paid for Emergency Construction of VIP latrines;*
- (viii) *Procure and deliver science kits and equipment;*
- (ix) *Produced curricula;*
- (x) *Review of curriculum;*
- (xi) *Inspect Teacher Education Institutions;*
- (xii) *Develop and implement Secondary Teacher Development and Management System (STDMS)*
- (xiii) *Implement C-TEP for the teaching staff in all TIET Institutions;*
- (xiv) *Scale up SESEMAT to cover more science and math tutors;*
- (xv) *Carry out a comprehensive needs assessment of all TIET Institutions;*
- (xvi) *Rehabilitate and construct infrastructure in PTE and Health Tutors institutions;*
- (xvii) *Implemented Project 0944: Development of PTCs;*
- (xviii) *Developed, printed and disseminated handbooks;*
- (xix) *Support Supervision and Monitoring of ECD Teacher Education Institutions country wide.*
- (xx) *Developed a One Year Proficiency Course for Early Childhood Development (ECD) teachers/caregivers;*
- (xxi) *Trained TOTS for Faith Based Organizations in the ECD Community Child Care Program Phase 1;*
- (xxii) *Harmonize and review curricular for training of instructors ;*
- (xxiii) *Revised PTE curriculum approval and implementation*
- (xxiv) *Remapping of PTC Coordinating Centers and core PTCs catchment areas*
- (xxv) *Register and license teachers (Graduate, Grade V, Grade III, and ECD);*
- (xxvi) *Train head teachers and deputy head teachers on leadership skills and financial ;management*
- (xxvii) *Development of new curricular and orientation of health tutors on the new curriculum*
- (xxviii) *Joint support supervision of Health Training Institutions.*
- (xxix) *Training Midwifery tutors and Lab technicians.*

(a) Progress and Main Achievements:**(i) Enroll students**

In FY 2011/12 the subsector enrolled 16,239 pre-service and 2,000 in-service PTE students in PTCs; 2,000 Non-Formal education students; 4,000 Secondary Teacher Education students in NTCs; 360 Technical Instructors in Instructors Colleges and 80 students in Mulago Health Tutors College; Train 240 headteachers and 240 deputies from Gulu, Pader, Amolator and Apac districts in performance management.

(i) Pay Capitation Grants and Allowances

In order to increase access in FY 2011/12 the subsector paid capitation grants for 3751 pre-service STE students, 81 health tutors at Mulago health tutors' college; 1,175 students enrolled in Abilonino CIPIC for six months; 45 PTCs to facilitate 19,990 Pre-service students.

In addition, the subsector paid subvention, industrial training, examination fees and living out allowances for 3,751 students in Kabale, Kaliro, Mubende, Muni and Unyama NTCs and salaries and allowances for 219 staff for nine months;

Furthermore, the subsector also paid allowances for 113 administrators and 539 CCTs. 80 Health Tutors and 175 IT student teachers to support them in school practice for 3 months.

(ii) Register Caregivers

During the period under the subsector registered 55 male and 701 female ECD caregivers/teachers.

(iii) Monitor ECD Teacher institutions

In order to improve teaching and learning the subsector monitored 93 ECD Teacher Education Institutions in the reporting period under review.

(iv) Train teachers

In FY 2011/12 the subsector trained teachers in all the 123,016 Government Aided Primary Schools on Safe School Initiative.

(v) Facilitate rehabilitation, construction of tutor houses

In order to increase access the sub sector facilitated works in rehabilitation, construction of tutor houses, modern kitchen, library block among others at Nkokonjeru PTC, Kitgum PTC, Kabwangansi PTC, Kiyooro PTC, Bwera PTC, Kabale Bukinda Core PTC, Kisoro, Lodonga Core PTC, Butiti PTC, Busikho PTC, Kotido PTC, Paidha PTC, Jinja PTC, Bundibugyo PTC, Kibuli PTC, Buhungiro PTC, Bushenyi PTC.

(vi) Paid for Emergency Construction of VIP latrines

During the period under review the subsector paid a total of Ushs.54.4m for emergency construction of VIP latrines that collapsed at Nakaseke and Busikho PTCs.

(vii) Procure and deliver science kits and equipment

In order to improve the quality of teaching and learning of sciences the subsector procured and delivered science kits and equipments for Shimoni Core PTC, and also paid transportation for Shimoni Property from Nyondo Core PTC, Mbale to her new home in Kira, Wakiso District. Furthermore, facilities such as Sports and games ground were completed and water system was installed at Shimoni Core PTC.

(viii) Produced curricula

In FY 2011/12 the subsector through Curriculum Development and Training, produced curricula for 19 A level subjects, completed and printed 100,000 copies of the P.7 Curriculum. NCDC also piloted Kiswahili by retooling 127 teachers of ECD, P1 and P4 and wrote Kiswahili curriculum materials for Pre-primary and primary schools; Developed teachers' guide, Pupils text book and readers for 9 local languages and curriculum framework on basic education, monitored the implementation of P.5 Curriculum, the pilot implementation of integration of technology in the teaching of science and mathematics and translated Early Childhood Development Caregivers' Guide (0-3Years) in 16 local languages and provided supplementary materials for Lower primary.

(ix) Review of curriculum

During the period under review the subsector reviewed the farm school curriculum. Integrated climate change into the curricula, and held regional stakeholders workshop on integration of technology in the teaching of science and mathematics and completed NCDC building.

(x) Inspect Teacher Education Institutions

In order to improve the quality of teaching and learning during the period under review the subsector through Directorate of Education Standards inspected a total of 17 Teacher Education Institutions focusing on compliance of Basic Requirements and Minimum Standards.

(xi) Develop and implement Secondary Teacher Development and Management System (STDMS)

In FY 2011/12 the subsector initiated the procurement process for a consultant to undertake Secondary Teacher Development and Management System (STDMS).

(xii) Implement C-TEP for the teaching staff in all TIET Institutions

During the reporting period under review the subsector developed five (5) Training Manuals on C-TEP with support of IDB/OPEC Project.

(xiii) Scale up SESEMAT to cover more Science and Math tutors

In order to build capacity in secondary schools 107 Science and Mathematics Tutors were trained in December 2011.

(xiv) Carry out a Comprehensive Needs Assessment of all TIET Institutions

In FY 2011/12 the subsector carried out a comprehensive needs assessment of all Teacher and Instructor Education and Training (TIET) Institutions in Kaliro, Muni NTCs, Abilonino Instructors' College, and Mulago Health Tutors' College was carried out with support from Belgium Technical Corporation and an inception report was submitted to M&E Working.

(xv) Rehabilitate and construct infrastructure in PTE and Health Tutors institutions.

In order to increase access in Primary Teacher Education (PTE) the subsector constructed semi-detached tutors houses at Busikho, and Jinja, a storied building at Nkokonjeru, dormitory blocks at Busikho, Paidha, Bushenyi, Butiti and Jinja, renovated and constructed library blocks at Bwera, Kotido and Kisoro, classroom blocks at Kisoro, Bundibugyo and Paidha, an administrative block at Busikho and renovated Mulago Health Tutors' college during the period under review.

(xvi) Implemented Project 0944: Development of PTCs

During the reporting period the subsector constructed and rehabilitated 1 library block at Kotido PTC, 2 semi-detached tutors' houses at Jinja and Busikho, 4 dormitory blocks at Jinja, Busikho, Bushenyi, and Bititi, renovated and constructed library blocks at Bwera, and Kisoro, constructed classroom blocks at Kisoro, Bundibugyo and Paidha, procured chemicals and laboratory equipments, engaged a consultancy to undertake comprehensive needs assessment of PTCs procured a firm to supply 62 motorbikes.

(xvii) Developed, printed and disseminated handbooks

In FY 2011/12 the subsector disseminated training modules for head teachers and deputy head teachers; developed CTEP training modules for administrators and lecturers in NTCs, Mulago Health Tutors' College and Nakawa Vocational Instructors' College and Abilonino Instructors' College; drafted training modules for health tutors developed; printed and distributed competence profile for primary school teachers, and, reviewed Life Skills curricula.

(xviii) Support Supervision and Monitoring of ECD Teacher Education Institutions country wide.

During the period under review the subsector supported and monitored 95 ECD Teacher Education institutions and also started licensing and registration of the ECD teachers.

(xix) Developed a One Year Proficiency Course for Early Childhood Development (ECD) teachers/caregivers

In order to improve quality the subsector developed a draft ECD Proficiency Course during the reporting period under review.

(xx) Trained TOTS for Faith Based Organizations in the ECD Community Child Care Program Phase 1

In order to build capacity the subsector trained 249 ECD TOTS in Community Child Care Program and developed an Implementation strategy for main streaming the licensing and registration of ECDs in FY 2011/12.

(xxi) Harmonize and review curricular for training of instructors

In FY 2011/12 the subsector harmonized and reviewed the curricular for training of instructors which is currently undergoing the approval processes at Kyambogo University.

(xxii) Revised PTE curriculum approval and implementation

During the period under review the subsector revised the PTE curricular approved by Kyambogo University and also printed 13 PTE syllabi and 2 English Language modules.

(xxiii) Remapping of PTCs, Coordinating Centers and Core PTCs catchment areas

In order to improve the quality of teaching and learning the subsector developed and pretested tools for data collection for remapping of Coordinating Centers and Core PTC catchment areas in the period under review.

(xxiv) Register and license teachers (Graduate, Grade V, Grade III, and ECD)

During the reporting period under review the subsector registered 842 ECDs, 2,919 Grade V, and 1,315 Graduate teachers.

(xxv) Train head teachers and deputy head teachers on leadership skills and financial management

In order to build capacity the subsector trained 360 head teachers of CC schools, selected CCTs and inspectors of schools in management, pedagogical leadership skills from 30 UNICEF supported districts in the period under review.

(xxvi) Train and orient primary school teachers on the new curriculum Through TDMS system

In FY 2011/12 the subsector oriented 18,000 P.7 teachers on the new curriculum primary school curriculum; rolled out training of safe schools initiative to all primary schools at CC level; carried out ECD TOT training on ECD Training framework in 30 districts with support from UNICEF. In addition carried out training on performance reviews and institutional; development plans.

(xxvii) Developed of new curricular and orientation of health tutors on the new curriculum

In order to improve quality the subsector developed and reviewed the curricula for Post graduate Diploma in Medical Education and Clinical Instructors, midwifery. In addition, the subsector orientated lecturers in the new Curricular for health tutors and health tutors on midwifery updates and pediatrics.

(xxviii) Joint support supervision of Health Training Institutions.

In FY 2011/12 the subsector carried out joint support supervision in 18 out of 53 institutions in order to improve performance in health training institutions.

(xxix) Train Midwifery tutors and Lab technicians.

In order to improve competence among the human resource in the health training institutions the subsector during the period under review trained 10 midwifery tutors and 12 Lab technicians with support from UNFPA, BAYLOR Uganda to undertake a 3 years Health Tutors Graduate Course.

4.5.8 Education Service Commission

The Education Service Commission in FY 2011/12 had set objectives that include among others to appoint, confirm appointments and exercise disciplinary control over Education Service personnel; review the terms and conditions of service, standing orders, training and qualifications of public officers in the Education Service; report annually on the performance of the Education Service Commission; and, research, analyze, develop and formulate national standards for the Education Service in relation to the training of personnel in the service. See Box 4.20 for interventions undertaken

Box 4.20 Interventions for Education Service Commission in FY 2011/12

- (i) To recruit, confirm, regularize and validate appointments of 5,000 teaching and non-teaching personnel in the Education Service.
- (ii) To produce and disseminate the Education Service Commission Regulations 2012 and the Teachers Professional Code of Conduct, 2012
- (iii) To supervise and issue guidelines to District Service Commissions for the promotion of 4,000 Education Assistants to the post of Senior Education Assistant.
- (iv) To popularize the Scheme of Service among stakeholders
- (v) To develop and update the Electronic Data Management System for all the Education Service personnel with a view of improving service delivery.
- (vi) Build capacity through training of staff.

(a) Progress and Main Achievements

- (i) Recruitment, Promotion, Regularization, Confirmation, Validation and Management Decisions of

Education Service personnel

During the period under review the subsector recruited, promoted, confirmed, and validated teaching staff in various schools/institutions and also at the Ministry headquarters. See Table 4.34 for details.

Table 4.34: Number of vacancies available, Teachers interviewed and appointed

Sn	Category	Vacancies	No of Applicants	No Short Listed	No Interviewed	No appointed
1.	Ministry of Education and Sports Headquarters staff	63	1,204	208	204	56
2.	Staff for Newly Grant Aided School	694	977	977	968	517
3.	Administrative staff for Government Aided School	168	2,560	462	431	168
4.	Staff for Government Aided Schools (Grade V teachers)	403	674	374	374	207
5.	Staff for Universal Post Ordinary Level Education and Training	1647	7,957	3406	3,227	1,469
6.	Staff for BTVET Institutions	414	2,368	637	544	261
7.	Staff for Health Training Institutions	92	149	122	115	72
8.	Staff for Nsamizi National Institute for Social Development	64	50	50	50	50
9.	Staff for Institute of Surveying and Land Management	18	7	7	7	7
10.	Staff for National Meteorological Institute	3	3	3	3	3
11.	Staff for Uganda Cooperative College, Kigumba and Tororo	21	17	17	17	17
12.	Staff for Kampala Capital City Authority	45	147	136	132	45
13.	Staff for Primary Teachers' Colleges	218	1,310	473	473	209
14.	Promotion of Tutors for Primary Teachers Colleges	100	100	100	100	100
15.	Regularization of Tutors	36	36			36
16.	Confirmation					837
17.	Validation					500
18.	Management Decisions					306
	total		17,559	6,972	6,645	4,743

(ii) Finalization of the Education Service Commission Regulations, 2012 and Teachers' Professional Code of Conduct 2012.

In October 2010, the final Drafts of Education Service Commission Regulations and the Teachers' Professional Code of Conduct were finalized and submitted to the First Parliamentary Council for legal drafting. During the FY 2011/2012 the Commission worked hand in hand with the Counsel to ensure that these documents were finalized. By the end of the financial year, the two documents were near completion. Upon completion, they will be gazetted, published, and disseminated to all stakeholders.

(i) Implementation and popularization of the Scheme of Service at Primary level.

Having been developed by the Education Service Commission during FY 2006/2007, the Teachers' Scheme of Service was initially implemented during FY 2008/09 for the primary education sub-sector. This was done by promoting 4,360 Education Assistants (EAs) salary scale U7 to the level of Senior Education Assistants (SEAs) salary scale U6. For FY 2011/12, the Ministry of Education and Sports,

made a budgetary provision for the promotion of 4,334 EAs to SEAs in 80 Districts and 13 Municipalities.

There was a delay in declaring vacancies for promotion teachers. The Commission a declaration of 3,995 posts of Senior Education Assistants for FY 2011/2012 on 12th February, 2012 giving the Districts only four months within which to promote these teachers. Upon receiving the submission and quotas for each District and Municipality from the Commission ran adverts in the newspapers to fill the vacancies. In order to ensure adherence to set standards in the promotion of the teachers, the Commission issued guidelines for promotional appointments and also drew up a program of action for the exercise that was to be followed by all the Districts and Municipalities.

All Districts and Municipalities were requested to submit to the Commission the lists of all promoted teachers in order for the Commission to collate and evaluate the progress of implementation of the Scheme of Service in the primary education sub-sector. By the end of the FY 2011/2012, only 58 Districts and Municipalities representing had provided feedback on the exercise while others were yet to communicate. See Annex ...for the status of implementation.

(ii) Developing an Electronic Databank for teaching personnel in the Education Service

In fulfillment of Section 8(I)(g) of the Education Service Act, 2002, which requires the Commission to establish and maintain a record of all Public officers in the Education Service, the Commission has developed an Electronic Data Management System.

Since 2008, the Commission has scanned and uploaded over 3,000,000 documents of personnel in the Education Service. The Commission can now access copies of academic documents and employment records of these personnel. Through this ESC is in position to identify personnel who may have fraudulently gained access to the payroll.

During the period under review the Commission sorted, scanned and uploaded 1,500,000 documents onto the Electronic Data Management System.

The Commission also conducted an assessment of the capacity of districts to handle the Electronic Data Management System, which the Commission plans to install for the District Service Commissions to aid districts in keeping records of their personnel, and in cleaning the payroll and validating appointments of personnel.

(iii) Support to District Service Commissions

The Education Service Commission in conjunction with the Ministry of Education and Sports and other stakeholders spearheaded the exercise to recruit Grade III teachers in all districts country wide. This followed an approval by Cabinet to provide at least seven teachers per school leading to new ceilings for each district, totalling to 10,059 teachers.

The objectives of this exercise were to sensitize districts about the new ceilings for Primary School Teachers; disseminate guidelines to District Service Commissions on the recruitment of Primary School Teachers to District Service Commissions; ensure that the districts adhere to the recruitment program; and, clarify on any other issues pertaining to the Primary Teachers' recruitment/deployment.

The exercise targeted District Service Commissions in all the Districts of Uganda (112). The Teams from the Commission held meetings with Chief Administrative Officers, District Education Officers and District Service Commission members.

(c) Outcomes/Results

In the period under review the following outcomes were realized:

- (i) Improved access to education;
- (ii) Improved learning and efficiency through increased supply of teaching personnel;
- (iii) Increased morale among promoted primary school teachers due to better remuneration after promotion.

(d) Constraints and challenges:-

The major constraints and challenges were;

1. Lack of adequate office space.
2. Lack of qualified personnel for some post especially science teachers.
3. Delays in declaration of vacancies.
4. Lack of funds to fully implement the Scheme of Service. Partial implementation creates distortions to achieving the desired objectives.

4.5.9 School Inspection - QUALITY OF EDUCATION

The objectives of DES during the reporting period were to ensure quality teaching and learning through inspection of education institutions at all levels of education and investigations into critical matters that are reported on; development and refining learning competencies; development of basic requirements for effective teaching of sciences in Secondary Schools and health training institutions, and development of quality indicators for supervision of Board of Governors for secondary schools; build capacity of all school inspectors, head teachers and teachers in support supervision skills; and, evaluate key education sector Programmes. The subsector set to undertake interventions indicated in Box 4.21.

Box 4.21 Interventions for School Inspection

- (i) Inspect 2,662 secondary schools, 30 Teacher Training schools, 600 BTVET institutions, 20 ECD centers, and 150 preprimary
- (ii) Carry out follow up inspection on 500 schools identified having weaknesses or critical issues that need to be urgently addressed
- (iii) Inspection of licensing and registration of private 200 secondary schools and institutions

4.5.9.1 PRE-PRIMARY AND PRIMARY EDUCATION

Under the pre primary and primary education subsector there were intervention that the subsector agreed to achieve as indicated in Box 4.22 below

Box 4.22 Interventions to enhance quality for Pre-primary & primary Education

- (i) Monitoring and support supervision
- (ii) Monitoring Policy implementation and intensity districts
- (iii) Capacity building and training
- (iv) Develop a series of booklets
- (v) Inspect preprimary/ECD schools.
- (vi) Design and disseminate a tool for tracking absenteeism and attendance of teachers and learners

(i) *Monitoring and support supervision*

In FY 2011/12 the subsector carried out monitoring the effectiveness of Inspection by the District inspectors of schools and support supervision in sampled Primary schools. The purpose of visiting schools was to find out how often Inspection is carried out, the quality of inspection work and to what extent the schools are implementing the recommendations.

(ii) *Monitoring policy implementation*

The subsector during the period under review carried out monitoring in 72 local governments on the effectiveness of inspection and implementation of policies with a specific focus on of SNE, PE and G&C programmes. 432 Primary schools were sampled to find out evidence of teaching of PE, space for PE, whether there was a system of identifying learners with special needs, teaching and preparation takes cognizance of SNE and functionality of guidance and counseling.

In addition the subsector Inspected the 12 intensity districts of that include Bududa, Bukedea, Nakapiripirit, Oyam, Amuru, Nwoya, Kyenjojo, Kyegegwa, Buliisa, Arua, Nebbi, Zombo, Maracha, Mubende, Lyantonde, Kaabong and Napak to ascertain the extent to which they were performing in the implementation of the 5 areas in the Basic requirements and minimum standards.

(iii) *Capacity building*

In the reporting period under review the subsector carried capacity building and training for 328 District Inspectors to continually improve the supervision skills of inspectors, to share with them the identified gaps identified during monitoring, share experiences and challenges experience and agree on the way forward

(iv) *Develop a series of booklets*

In order to improve the quality of teaching and learning the subsector developed 4 series on evaluating and improving the quality of education in Uganda for schools. Series1- How good is our school? A guide to school self-evaluation and planning for improvement; series 2-How well is our school led? A guide to evaluating and improving school leadership and management; series 3-How well are our learners doing? A guide to evaluating learners understanding and wider achievements; series 4- How can we improve our teaching? A guide to evaluating and improving the quality of teaching and assessment.

(v) *Inspect Preprimary/ECD schools*

In FY 2011/12 the subsector carried out inspection in 170 preprimary schools/ECD centers to ascertain compliance with standards and for age validation as a process in the development of the Early Learning Standards.

(vi) *Design and disseminate a tool for tracking absenteeism and attendance*

IN FY 2011/12 the subsector designed and disseminated a tracking tool for absenteeism and attendance of teachers and learners to all District Inspectors. The head teachers were required to submit monthly returns to the CC and to the District and copies were left at the CC and the CCT for endorsement and also at the college for the DES focal point officers to pick for analysis.

(c) Outcomes/results

In the period under review the following outcomes were realized:

- (i) improved teacher and headteacher attendance;
- (ii) improved teacher lesson preparation; and,
- (iii) improved capacity of inspectors.

(d) Main Constraints and challenges

In the period under review the following constraints and challenges were faced:

There is inadequate staffing at Local Government level, some Inspectors and DEOs have been in acting positions for a long period of time.

4.5.9.2 SECONDARY EDUCATION SUBSECTOR

Under the secondary education subsector there were intervention that the subsector agreed to achieve as indicated in Box 4.23 below

Box 4.23 Interventions to enhance quality in secondary education

- (i) Inspection of secondary schools on compliance to BRMS;
- (ii) Follow up inspection on implementation of recommendations;
- (iii) Inspection of private schools on registration and licensing; and,
- (iv) Community engagement.

(b) Progress and Main Achievements

(i) Inspection of secondary schools on compliance to BRMS

In FY 2011/12 1,999 secondary schools were inspected in districts that include Ntungamo, Kyenjojo, Rukungiri, Kabarole, Kiriuhura, Bundibugyo, Ntoroko, Kabale, Bushenyi, Arua, Kibaale, Ibanda, Nebbi, Zombo, Yumbe, Kitgum, Lamwo, Agago, Lira, Alebtong, Otuke, Kole, Bukedea, Kaberemaido, Namutumba, Serere, Ngora and Pallisa. Inspection of secondary schools focused on compliance to Basic Requirements and Minimum Standards, teaching and learning of science and math's in S3 and S4, Teaching of compulsory Arts subjects in S1 and S2. The inspection was carried out by classroom observation using the quality indicators. The inspection also focused on management especially supervision of teachers, deployment and record keeping.

(ii) Follow up inspection

During the period under review the subsector carried out follow up inspection on previously inspected schools. The focus was on implementation of recommendations in 300 schools, reasons for non-compliance if applicable and the impact of Inspection.

(iii) Licensing and Registration

In the reporting period under review the subsector licensed and registered 51 private schools. The focus is to ensure that the schools have the requirements and are operating within the set standards and guidelines.

(iv) Community Engagement

In order to improve teaching and learning in schools communities were engaged in 5 schools that include; 146 Katakwi High, 95 Kapujan Community SS, 224 Toroma SS, 44 Ngariam seed school and 81 in Magoro comprehensive. The purpose was to find out the cause of poor performance in the perspective of the parents, teachers and the students. The Parents were also informed of their roles and responsibilities in the performance of their children.

(c) Outcomes/Results

In the period under review the following outcomes were realized:

- (i) Increased community engagement in secondary school activities
- (ii) Improved teaching and learning in secondary schools
- (iii) Increased compliance to BRMS.

(d) Main Constraints and challenges

- (i) Inadequate funding for school inspection at secondary school level
- (ii) Lack of district support in school inspection

4.5.9.3 BTVET SUB - SECTOR

Under the BTVET subsector there were interventions that the subsector agreed to achieve as indicated in Box 4.24 below

Box 4.24 Interventions undertaken to enhance quality during FY 2011/12

- (i) Inspect institutions focusing on skills acquisition and compliance; and,
- (ii) Inspect institutions on registration and licensing

(b) Progress and Main achievements

In FY 2011/12 the subsector inspected 550 BTVET Institutions in the Districts of Butambala, Wakiso, Kampala, Buikwe, Jinja, Lira, Pader, Lamwo, Kitgum, Ntungamo, Mbarara, Ibanda, Bushenyi, Tororo, Gulu, Maracha, Mororto, Busia, Hoima, Amuru, Kamuli, Mbale, Sironko and Pallisa among others. The focus was on skills acquisition and compliance of Basic requirements and minimum standards indicators and the registration and licensing of these institutions before they are recommended.

(c) Outcomes/results

Under BTVET subsector the following outcomes were achieved:-

- (i) Improved teaching and learning in BTVET institutions

(d) Main Constraints and challenges

The main constraints and challenges under BTVET subsector were:-

- (i) Negative attitude towards BTVET education
- (ii) Expensive BTVET Equipment
- (iii) Inadequate funding towards BTVET education

4.5.9.4 TEACHER EDUCATION/HIGHER EDUCATION SUB-SECTOR

Under the Teacher Education/Higher Education subsector the interventions that the subsector agreed to achieve are indicated in Box 4.25 below.

Box 4.25 Interventions undertaken to enhance quality during FY 2011/12

- (i) Assessing effectiveness of CCTs to support teachers in Primary schools
- (ii) Assessing the level of Institutional management, adequacy of infrastructure and quality of tutor preparation to teach in PTCs.
- (iii) Evaluate performance of CCTs in CCs

(b) Progress and Main achievements

- (i) *Assessing effectiveness of CCTs to support teachers in Primary schools.*

In FY 2011/12 the subsector carried out inspection and also established the extent to which Performance Reviews were held at the CCs and further to assess the impact of outreach tutors on the performance of teachers at the Centre.

- (ii) *Assessing the level of Institutional management, adequacy of infrastructure and quality of tutor preparation to teach in PTCs.*

During the reporting period under review the subsector assessed the level of Institutional management and quality of tutors in 17 teacher primary colleges that include; Kiyooro, Buhingiro, Rukindgiri, Kitabi, Bwera, Bundibugyo, Butiti, Jinja, Kaliro, Bushikho, Nazigo, Kamurasi, Christ the King, Canon Lawrence, Kabwangasi, St Marys Bukedia and Kapchorwa

- (iii) *Evaluate performance of CCTs*

In order to improve teaching and learning the subsector evaluated performance of 150 CCTs in 22 CCs during the reporting period.

(c) Outcomes/results

Under Teacher/ Higher education subsector the following outcomes were achieved:-

- (i) Improved institutional management skills
- (ii) Improved teaching and learning in primary schools

(iii) Increased quality of tutor preparedness

(d) Main Constraints and challenges

The main constraints and challenges faced by the subsector were:-

- (i) Large CCT areas coverage making it difficult to reach all teachers in time
- (ii) Inadequate funding provided to CCTs

CHAPTER 5: APPRAISAL OF SECTOR PERFORMANCE AGAINST JAF IV TARGETS

5.1 Introduction

JAF IV targets for the Education and Sports Sector cover FY 2011/12 and are due for final evaluation in December 2012. The evaluation results will trigger release of budget support funds to the Education and Sports Sector by Education Development Partners (EDPs). The main objective of these targets is to support MoES improve the impact of its spending through realistic and prudent targeting of the budgetary resources as well as enhance efficiency and effectiveness in the delivery of Sector services.

5.2 JAF IV Targets

JAF IV targets constitute of desired impact indicators, outcomes indicators and out puts indicators for FY 2011/12. The targeted impact is a long term desire whose realization is largely dependent on the achievement of the outcome indicators in the medium term. The targeted output indicators on the other hand are the immediate results arising from the implementation of the planned prior actions. Realization of the out put results enable achievement of the desired outcomes other factors remaining constant.

5.2.1 Impact level targets

The target at this level is to eliminate illiteracy among the 13 - 19 year olds in Uganda. The Key Performance Indicator (KPI) used to assess achievement of this target is the proportion of 13-19 year olds in Uganda who are literate.

5.2.2 Headline Sector Results (Outcomes)

There are four (04) Headline Sector Results targeted under JAF 4. These are;

- (i) Increase in number of pupils reaching defined level of competence in Literacy;
- (ii) Increase in number of pupils reaching defined level of competence in Numeracy;
- (iii) Number of primary pupils passing PLE with grades I-III at pure UPE schools; and
- (iv) Survival to P7 by sex.

5.2.3 Sector Performance (Output) Indicators

Under JAF IV, the Sector has committed it's self to address four (4) performance issues. The issues include; inequitable teacher deployment across districts and within districts and schools, High teacher absenteeism, Insufficient and ineffective community participation, Inadequate instructional materials for primary teachers and learners and Inefficient use of available resources. In an effort to address the four issues, the Sector has agreed on a number of interventions that will lead to the achievement of seven (7) output indicators as reflected in Table 1.1 below;

Table 5.1: JAF IV: Targeted Sector Performance Indicators by performance issue

Performance-Issue	Targeted Performance Indicator	Interventions	Planned Prior Actions
1. Inequitable teacher deployment across districts, within districts and schools	Reduced pupil teacher ratio in government schools	Program enough wage budget	i. Recruitment of 3,000 teachers net of deletion off the payroll ii. Implement the education specific component of the HTS-HTR policy & tracking system.
	Reduced staffing gap between districts	Intensified recruitment of teachers in the districts	i. Implementation of the 2 nd phase of the new teacher deployment & rationalization policies for districts & schools
	Increased proportion of the Education and Sports Sector Wage Bill effectively used.	Increased no. of qualified teachers in government schools	i. Effective use of the Education Sector Wage Bill.
2. High teacher absenteeism in government schools	Reduced teacher absenteeism rates in the 12 worse off districts (QEI)	Intensive school monitoring & supervision	i. Implement the Scheme of Service for 4,000 additional teachers
	Reduced Headteachers absenteeism rates in the 12 worse off districts (QEI)	Implement the customized performance targets	i. Train head teachers/deputies in management and leadership ii. Evaluate head teachers in 12 QEI districts against their performance agreements
	Increased number of schools in the 12 worse off districts complying with established minimum sector standards & norms	Intensive school monitoring & supervision	i. Inspect schools at least once ⁴ a term
3. Insufficient and ineffective community participation	Increased number of schools in the 12 worse off districts with functional SMCs)	Intensive sensitization of SMCs on their role in the implementation of education programmes in Uganda will be undertaken	i. Equip SMCs with knowledge and skills to execute their roles and perform an impact evaluation. ii. Improve effectiveness of PTAs ii. Replicate best practices from inventory of voluntary community participation initiatives v. Launch a public awareness campaign to improve public knowledge, attitude & behavior towards social accountability in the Education Sector.
4. Inadequate instructional materials (teachers & learners)	Pupil Text Book Ratio for Lower and Upper Primary	Procure textbooks (P5, P6 & P7) to improve pupil text book ratio from 0 to 3:1 and distribute at least a copy of the new P.6 curriculum accompanied with a teacher's guide to all government aided schools.	i. Protect at least 8% of the non-wage budget for the sector for text books and other instructional materials and track materials are procured and distributed ii. Measure the Unit cost for Primary Education ⁵

⁴ MoES and EDP's agree that visiting a school once per term is insufficient. However, given the limited staffing and resources, aiming for a higher target is deemed unrealistic.

⁵ The primary education unit cost is based on the recurrent budget covering expenditure on primary teachers' wage, UPE capitation grant and instructional materials divided by pupils passing PLE

3.0 SUMMARY PERFORMANCE

Performance of the Sector for each of the results level is categorized into three. The categories include; indicators that have been met, not met and those that are not rated. Table 1.2 below summarizes the performance of the Education and Sports Sector against the JAF IV targets.

Table 5.2: JAF IV Summary Performance

S/n	Results Level	No. of targets	Number of indicators			Explanatory Notes
			Met	Not met	Not Rated	
1	Impact	0	0	0	1	No target was set at impact level under JAF IV. The 2009/10 sector performance will be used as a baseline for future Targets.
2	Outcomes	4	0	4	0	All the four outcome indicators have not been met
3	Outputs	9	5	2	3	5 targets have been met and 2 targets not met. The 3 output indicators will be rated when the QEI follow up study is finalized
	Overall	13	5	6	4	Overall, out of the 13 targets 5 have been met, 6 were not met. 4 indicators could not be rated.

Annex A: Sector Performance against JAF IV Targets

Impact	Source of Verification	JAF 3 (2010/11)		JAF 4 (2011/12)			Explanatory Notes
		Target	Performance	Target	Status	Rating	
% of literate 13-19 year olds in Uganda Panel Survey compared to 2005/6 household survey ⁶	UBOS	No target made	Male: 87.56% Female: 86.9% Total: 87.25%	No target made		Not Rated	Uganda Bureau of Statistics conducts House hold surveys to track national literacy rates every after 5 years. Findings of 2005/06 Household survey revealed that 47.48 percent (male 49.45%; female 45.59%) of the population aged 13-19 year was literate. This implies that for every 100 people selected between the aged 13-19 years only 47 were literate (as of 2005/06). The 2009/10 Household Survey results indicate improvement in literacy levels among the population aged 13-19 years. On average, for every 100 people selected, 87 (male 88; female 87) were found literate.
Headline Sector Results							
Increase in number of pupils reaching defined level of competence in Government aided schools, against reducing unit cost							
<ul style="list-style-type: none"> Literacy proficiency <ul style="list-style-type: none"> P3 total P3 girls P6 total P6 girls 	National Assessment of Progress in Education 2012 Report	literacy P3 T: 60% P3 G: 60% P6 T: 55% P6 G: 55%	literacy P3 T: 57.6% P3 G: 57.3% P6 T: 50.2% P6 G: 50.7%	literacy P3 T: 60% P3 G: 60% P6 T: 52% P6 G: 52%	literacy P3 T: 47.9% P3 G: 48.5% P6 T: 41.3% P6 G: 40.6%	Not Met	i) UNEB conducted a national assessment (NAPE) of literacy and numeracy in a sample of 1,232 primary schools drawn from the 112 districts of the country. The assessment was targeted at P.3 and P.6 pupils. ii) The NAPE assessment results indicate that there was a significant decline in the percentage of pupils rated proficient in Literacy and Numeracy in the target P.3 and P.6 grades. iii) This decline is attributed to; <ul style="list-style-type: none"> High rate of absenteeism among teachers that resulted into time loss and non-completion of the syllabus. Budgetary constraints making the Sector un able to supply all the necessary instructional materials to support the teaching and learning process The type of tool used as well as the sample framework could have influenced the performance levels as well. The sector will constitute a team to establish other related factors that could have caused the decline for immediate address net FY. iv) ESCC has adapted concrete strategies to stem the declining trends
<ul style="list-style-type: none"> Numeracy proficiency <ul style="list-style-type: none"> P3 total P3 girls P6 total P6 girls 	National Assessment of Progress in Education 2012 Report	numeracy P3 T: 72% P3 G: 72% P6 T: 55% P6 G: 49%	numeracy P3 T: 72.8% P3 G: 72% P6 T: 55% P6 G: 52.1%	numeracy P3 T: 73% P3 G: 73% P6 T: 56% P6 G: 50%	numeracy P3 T: 63% P3 G: 61% P6 T: 45.6% P6 G: 41.7%	Not Met	
Increase in primary pupils passing PLE with grades I-III at pure UPE schools	UNEB-PLE Results 2011	Total 280.000 % girls 47	Total 316,483 % girls 48	Total 320.000 % girls 49	Total 317,353 % girls 48.1	Not met	Although there was improvement in the number of candidates scoring division I to III improved from 316,483 (JAF III) to 317,353 (JAF IV), as well as in the proportion of females scoring division I-III, which increased by 0.1%age point from 48% to 48.1%, the set target was not met.
Survival to P7by sex	Preliminary Report EMIS 2012	Total: 34% Boys: 34% Girls: 34%	31% 31% 30.3%	Total: 35% Boys: 35% Girls: 35%	Total:32% Boys: 31% Girls: 32%	Not met	A total of 558,155 (male 286,729; female 271,426) enrolled in Primary seven at the beginning of 2012. In 2006, a total of 1,763,284 (Male 883,827; female 879,457) enrolled in P.1. This translates into a survival rate to P.7 of 32%. However, it is important to note that Survival to P.7 is cohort based therefore, there was need for the JAF IV targets to put into consideration the number of

⁶ The field work for the Uganda Panel Survey was scheduled to start in October 2009. The baseline results will be available in October 2012

Impact	Source of Verification	JAF 3 (2010/11)		JAF 4 (2011/12)			Explanatory Notes
		Target	Performance	Target	Status	Rating	
							pupils that had survived to respective classes since interclass survival rates successively influence the survival rate to P.7.

(b) Sector Performance Indicator

Performance Issue	Performance Indicator	Source of Verification	JAF 3 Final Evaluation		JAF 4			Explanatory Notes
			Target	Performance	Target	Status	Rating	
Inequitable teacher deployment across districts and within districts and schools	Pupil to teacher ratio (PTR) in Government Schools⁷ (P1 to P3) (P4 To P7) <i>Prior Actions</i> a) <i>New teacher deployment and rationalization policies for districts and schools implemented (Phase 2).</i>	MoPS Teacher's Payroll Report June 2012/ EMIS Results 2012	All: 57:1	54:1	56:1	53:1	Met	i) During the second phase of implementation of the new teacher deployment formulae, the education and Sports Sector raised the primary school teacher ceiling to 139,699 and at least a teacher has been allocated per class in all schools regardless of the highest grade. i) As at 30th June 2012, a total of 132,890 teachers were on payroll of which 57,807 and 75,083 teachers were allocated to lower and upper primary respectively. ii) Given that the current total enrolment in all government schools is at 7,101,937 (3,804,973 for lower primary; 3,296,964 for upper primary), this translates into a pupil teacher ratio of 53:1 (66:1 lower primary; 44:1 upper primary).
			P.1-P.3: 68:1	68:1	66:1	66:1	Met	
			P.4-P.7: 50:1	43:1	52:1	44:1	Met	
	% of programmed education sector wage bill effectively used <i>Prior Actions</i> a) <i>Recruit 3000 teachers net of deletion off the payroll</i>	BUDGET REPORT June 2012	98%	108.4%	>98%	95%	Not Met	i) For FY 2011/12 a total of UGX. 526.3bn was provided for Primary Teacher's wage of which a total of UGX. 499.16bn was utilized as at 30th June 2012. This translates into a wage budget utilization rate of 95%. ii) A total of 3,196 teachers were recruited (<i>net of deletion off the payroll</i>), during FY 2011/12.
	The difference between the average of the 10 highest PTR's per district and the national average <i>Prior Actions</i> a) <i>Implement the education specific component of the HTS-HTR policy and tracking system.⁸</i>	Preliminary Report EMIS 2012	33	26	23	25	Not Met	The districts with the highest PTR's in FY 2011/2012 included; Bukwo, Apac, Lamwo, Kumi, Kaberamaido, Bukedea, Agago, Butaleja, Napak and Arua. The difference between these district's PTR average (i.e. 78:1) and the national average (i.e. 53:1) is 25.
High teacher absenteeism	% of teachers at task in the 12 worse off districts (QEI)^{9,10}	QEI 2012	63%	60%	68%	.....	Not	A contract was awarded to Business Synergies

⁴ The baseline indicates a PTR of 53:1 which will also be the national target up to 2011/12. However, to enable tracking of equitable spread between the lower (P1-P3) and upper primary levels (P4-P7), the indicator will be decomposed as follows from FY 2009/10: PTR for lower primary (P1-P3) and PTR for upper primary (P4-P7).

⁸ In essence the responsibility of MoPS. The technical annex JAF 4 will define who is responsible for what.

⁹ Teacher's time at task is measured by teacher presence against the school time table; and head teacher presence at school.

Performance Issue	Performance Indicator	Source of Verification	JAF 3 Final Evaluation		JAF 4			Explanatory Notes
	Prior Action a) <i>Implement the Scheme of Service for 4,000 additional teachers</i> b) <i>Inspect schools at least once a term to improve on ways to follow up on remedial action</i>	Report				.....	Rated	to conduct a final evaluation in August 2012. Preliminary results will be available by 20 th October 2012.
	% of head teacher at task in the 12 worse off districts (QEI)¹¹¹² Prior Action a) <i>valuate head teachers in 12 QEI districts against their performance agreements</i> b) <i>Train head teachers/deputies in management and leadership</i>	QEI 2012 Report	69%	63%	75%	..... .....	Not Rated	
	% schools in the 12 worse off districts complying with established minimum sector standards and norms	QEI 2012 Report	50%	76%	55%	..... ....	Not Rated	
Insufficient and ineffective community participation	% of schools in the 12 worse off districts with functional SMCs Prior Actions a) <i>Equip SMCs with knowledge and skills to execute their roles (in QEI districts) and perform an impact evaluation.</i> b) <i>Replicate best practices from inventory of voluntary community participation initiatives</i> c) <i>Launch a public awareness campaign to improve public knowledge, attitude and behavior towards social accountability in the Education Sector, including, preferably in tandem with CSO's</i>	QEI 2012 Report	28%	34.3%	31%	.....	Not Rated	<p>SMCs in the QEI districts have been equipped with knowledge and skills to execute their roles through training workshops</p> <p>The Education Sector effectively participates in the Public awareness campaigns (i.e. Barazas) that were launched by the Office of the Prime Minister in December 2009.</p> <p>These are aimed at improving public knowledge, attitude and behavior towards social accountability.</p>

¹⁰ The Quality Education Initiative (QEI) is implemented in 12 worse off districts in education service delivery and these are: Amuru, Arua, Bududa, Bukedea, Bulisa, Kaabong, Kyenjojo, Lyantonde, Mubende, Nakapiripirit, Nebbi, and Oyam Districts.

¹¹ Teacher's time at task is measured by teacher presence against the school time table; and head teacher presence at school. The baseline indicators will be available for 2008/09 based on 12 districts.

¹² The Quality Education Initiative (QEI) is implemented in 12 worse off districts in education service delivery and these are: Amuru, Arua, Bududa, Bukedea, Bulisa, Kaabong, Kyenjojo, Lyantonde, Mubende, Nakapiripirit, Nebbi, and Oyam Districts.

Performance Issue	Performance Indicator	Source of Verification	JAF 3 Final Evaluation		JAF 4			Explanatory Notes
Inadequate instructional materials for primary teachers and learners	Improve Pupil Text Book Ratio for Lower and Upper Primary <i>Prior Actions</i>	IMU Report	8%	8%	8%	8%	Met	8% of the total non-wage budget for the sector has been protected to procure textbooks and instructional materials. So far, a total of 1,960,033 textbooks have been procured for P.3 and P.4 at a value of 14.176 bn Ugx. This is 77% of the total protected budget. The total teachers wage was 517.130 bn, UPE Capitation Grant was 49.680 bn and 18.441 bn was for instructional Materials in FY 2011/12. The number of Candidates who passes PLE was 444,815. This translates into a unit cost of 1,315,718 for Primary Education
	a) <i>Protect at least 8% of the non-wage budget for the sector for text books and other instructional materials and track materials are procured and distributed</i>							
	b) <i>Measure the Unit cost for Primary Education¹³</i>							

Legend

Colour	Meaning
	Undertaking met
	Undertaking not met
	Undertaking not rated

¹³ The primary education unit cost is based on the recurrent budget covering expenditure on primary teachers' wage, UPE capitation grant and instructional materials divided by pupils passing PLE

ANNEXES

Annex 1: Terms of Reference for Education and Sports Sector Review 26th -28th October 2012
1.0 Introduction

- (i) This is the nineteenth Education and Sports Sector Review (ESSR) aimed at reviewing the performance of FY 2011/12 and identifying strategic operational areas for consideration in implementing budgetary provisions for FY 2012/13.
- (ii) The ESSR workshop will take place in October after a Field visit Exercise that shall be conducted by stakeholders in the Education and Sports Sector including the Education Development Partners (EDP).
- (iii) The field visit report will provide first-hand feedback on the reality on the ground to guide and enrich the discussions during the Review Workshop.
- (iv) The theme for this year's ESSR is "*addressing learning outcomes for enhanced competences*" and emphasis will be put on the need to stem the declining proficiency levels in literacy and numeracy at primary level; and declining performance in English, Physics, Mathematics and Biology at Secondary level.
In addition, there is need to strengthen quality assurance mechanisms at tertiary level to produce appropriately skilled human resources that match the demands of the Labour market in the country.

2.0 Overall Objective

The main objective of the 19th ESSR is to appraise the performance of the Education and Sports Sector for the period 1st July 2011 to 30th June 2012.

2.1 Specific Objectives

The specific objectives of the Review are to:

- (i) Assess progress in achieving the agreed sector level performance benchmarks including budgetary performance for FY 2011/12;
- (ii) Present and confirm the performance of the sector in achieving the critical and process undertakings.
- (iii) Discuss the following critical policy issues/concerns arising from the recent study reports and agree on credible mitigating measures for improving the delivery of education and sports services:-
 - (a) Declining proficiency in literacy and numeracy at Primary Level;
 - (b) Declining performance in English and science subjects at Secondary Education level;
 - (c) Perceived inadequacy of competences amongst BTVET graduates in the country.
 - (d) Assess the contribution of Physical Education and Sports towards learning outcomes.

3.0 Timeframe/Invitation and Venue

- (i) The Education and Sports Sector Review (ESSR) Workshop will take place from **24th to 26th October, 2012**. The Review workshop will be preceded by field visit exercise to be undertaken from **16th to 22nd September, 2012**.

-
- (ii) Invitations accompanied by the final Terms of Reference and documents for the Review will be issued to all invitees by **8th October 2012**, i.e. at least two weeks before the date of the Review. Participants will confirm their participation on receipt of invitations one week prior to the date of the Review;
 - (iii) The Education Development Partners (EDPs) will confirm their participation on receipt of invitations by **15th October 2012**.
 - (iv) The Workshop will be non-residential and the proposed venue should be located within Kampala for purposes of proximity.

4.0 Targeted Participants

- (a) The participants who will appraise the performance of the Education and Sports sector during the period 1st July 2011 to 30th June 2012 will be drawn from:-
 - The Education Sector Consultative Committee (ESCC)
 - The Education Sector Budget Working Group (ESWG)
 - Monitoring and Evaluation Working Group (M&E WG)
 - Sector Policy and Management Working Group (SPM WG)
 - Departmental Working Groups
 - Line Ministries
 - Private sector
 - Civil Society Organizations
- (b) A total of 350 participants will be invited.

5.0 THE PROCESS

The Review activities will involve fieldwork through a field visit exercise. The Monitors will be provided with a checklist to guide the exercise. The National Workshop will be conducted through presentation of papers and reports by technical resource persons drawn from different backgrounds. All deliberations will be conducted in plenary.

5.1 Fieldwork

The field visit exercise will be undertaken countrywide in selected districts, Education and Training Institutions. The Terms of Reference will be developed.

5.2 Workshop activities

During the Workshop a number of activities shall be undertaken and these include:

- (a) Opening and closing remarks by Honorable Minister of Education and Sports (Hon. MES) and the Coordinator Education Development Partners (EDP).
- (b) Presentation of the *Education and Sports Annual Performance Report (ESSAPR)* to inform the Workshop on the achievements of the sector during the FY 2011/12 as well as the constraints and challenges encountered. The Permanent Secretary, Ministry of Education and Sports will present this report.
- (c) The *Joint Positions Paper (JPP)* on the achievements made on the Undertakings agreed during the 18th ESSR will be circulated as an Information Paper. Future undertakings will be agreed upon in the Review workshop.
- (d) Presentation of the agreed positions drawn from the *field visit report* to provide first-hand feedback that will guide and enrich the deliberations of the Workshop.

(e) Five (5) papers will be presented and these include:

- i. Strategies to improve proficiency in numeracy and literacy at primary level;
- ii. Strategies to improve the performance in Physics, Mathematics, Chemistry and biology at secondary level;
- iii. Priority areas in the BTVET Strategic Plan to be focused upon;
- iv. Developing a skilled and capable workforce at tertiary level required for economic growth in Uganda;
- v. Strategies to enhance the teaching of Physical Education and participation in sports at all levels of education.

(f) Five knowledgeable and competent individuals will be identified to present the papers in (e) above.

(g) There will be an awards ceremony to recognize the best performing QEI and Crown projects districts in FY 2011/12.

5.3 Post-ESSR Workshop activities

The following are the Review Activities that will be undertaken by C/EPPPA:

- (a) Final editing & formatting of the Aide Memoire;
- (b) Printing of the Aide Memoire;
- (c) Dissemination of the Aide Memoire within four weeks after the workshop.
- (d) Extraction of actionable issues contained in the Aide Memoire for follow up;
- (e) Communication of agreed positions relevant to respective departments and institutions for implementation; and,
- (f) Monitoring of the implementation of undertakings.

6.0 Outputs

The expected outputs of the Review will include the following:

6.1 INTERMEDIATE OUTPUTS

- (a) The Education and Sports Sector Annual Performance Report 2012 (ESSAPR);
- (b) The Joint Position Paper (JPP) on Undertakings agreed during the 19th ESSR; and
- (c) A paper on Agreed Positions from the Joint Monitoring Exercise on Education and Sports Sector.

6.2 FINAL OUTPUTS

- (i) The Aide Memoire of the 19th ESSR; and
- (ii) The Workshop Proceedings Report.

7.0 INSTITUTIONAL ARRANGEMENTS FOR COORDINATION OF ESSR PROCESS

There will be a Task-Oriented Preparatory Committee and an ESSR Secretariat both led by Commissioner Education Planning and Policy Analysis (C/EPPA). Membership of the committee will be drawn from EDPs and MoES. There will be a minimum of such two meeting per month. Among others, the committee will undertake the following tasks;

- Overall Coordination, Management and Administration of the ESSR process. A matrix of actions leading to the Review will guide the management process.
- Writing the annual Education and Sports Sector Performance Report (ESSAPR)
- Writing the Joint Position Paper (JPP)
- Capturing the proceedings of the Workshop
- Writing of the Aide Memoire
- Capturing the proceedings of the Workshop
- Managing activities of the Press

8.0 DOCUMENTS FOR THE OCTOBER 2012 REVIEW:-

1. Education Sector Annual Performance Review Report (ESSAPR) for FY 2011/12;
2. Joint Position Paper (JPP) on Critical and Process Undertakings for November 2011 ESSR;
3. Agreed positions and recommendations from the field visit exercise on Education and Sports Sector;
4. A paper on strategies to improve proficiency in numeracy and literacy at primary level;
5. A paper on strategies to improve the performance in Physics, Mathematics, Chemistry and biology at secondary level;
6. A paper on priority areas in the BTVET Strategic Plan to be focused upon;
7. A paper on developing a skilled and capable workforce at tertiary level required for economic growth in Uganda;
8. A paper on strategies to enhance the teaching of Physical Education and participation in sports at all levels of education.

ANNEX 2 LIST OF PARTICIPANTS FOR THE OCTOBER 2012 ESSR WORKSHOP

	Category of participant	Number
1.	Hon. Minister of Education and Sports	1
2.	Hon. Minister of State for Education and Sports/Primary	1
3.	Hon. Minister of State for Education and Sports/Higher	1
4.	Hon. Minister of State for Education and Sports/Sports	1
5.	H.E The Ambassador, the Belgian Embassy	1
6.	Members of Parliament (Parliamentary Session Committee on Social Services)	2
7.	Head of Public Service/Secretary to Cabinet	1
8.	Deputy Head of Public Service, Secretary for Administrative Reform	1
9.	Permanent Secretary/Ministry of Finance, Planning and Economic Development	1
10.	Permanent Secretary/Ministry of Education and Sports	1
11.	Permanent Secretary/Ministry of Local Government	1
12.	Permanent Secretary/Ministry of Public Service	1
13.	Permanent Secretary/ Office of the Prime Minister	1
14.	Permanent Secretary/Ministry of Health	1
15.	Permanent Secretary/Ministry of Gender, Labour and Social Development	1
16.	Permanent Secretary/Ministry of Trade, Industry and Cooperatives	1
17.	The Director NUSAF, Office of the Prime Minister	1
18.	Commissioner Monitoring & Evaluation OPM	1
19.	Monitoring and Evaluation Officer, OPM	1
20.	PI, MoLG	1
21.	Assistant Commissioner, Human Resource Management, MoPS	1
22.	Assistant Commissioner Social Services/MoFPED	1
23.	Principal Economist (Education Desk) MoFPED	1
24.	Presidential Advisor in-charge Education	1
25.	Executive Director, National Planning Authority	1
26.	Vice Chancellor, Busitema University	1
27.	Vice Chancellor Kyambogo University	1
28.	Vice Chancellor Mbarara University of Science and Technology	1
29.	Vice Chancellor Makerere University	1
30.	Vice Chancellor Gulu University	1
31.	Vice Chancellor West Nile University	1
32.	Vice Chancellor, Christian University Mukono	1
33.	Vice Chancellor, Nkozi University	1
34.	Director General, UMI	1
35.	Principal Mulago Paramedical School	1
36.	Principal Makerere University Business School	1
37.	HOD, Education Foundations, School of Education, MUK	1
38.	The Chairperson National Primary Head teachers Association	1
39.	The Chairperson of the Associations of Public BTVET Institutions	1
40.	Representatives of UGAPRIVI	1
41.	Representatives of PTC and NTC Principals	2
42.	Chairperson, Secretary- National Association of DEOs	2
43.	Coalition of Uganda Private School Teachers Association(COUPSTA)	1
44.	Chairperson, Secretary and a member of NASSHU	3
45.	Chairperson, UPSHA	1
46.	The Executive Director Private Sector Foundation Uganda	1

	Category of participant	Number
47.	The Programme Officer/FENU	1
48.	Executive Director FAWE	1
49.	Foundation Bodies (UJCC, UMSC, UMEA)	3
50.	Secretary General, UNATCOM	1
51.	The Secretary General /UNATU	1
52.	Eminent Educationalists	2
53.	Education Service Commission	2
54.	National Council of Higher Education	1
55.	General Secretary, National Council of Sports	1
56.	Under Secretary/Finance and Administration, MoES	1
57.	Directorate of Industrial Training	2
58.	Director of Basic and Secondary Education	1
59.	National Curriculum Development Centre	2
60.	Directorate of Education Standards	2
61.	Director HTVET	1
62.	Chairperson, Industrial Training Council	1
63.	Commissioner Education Planning Department	1
64.	Commissioner Secondary Education(Government)	1
65.	Commissioner Private Schools	1
66.	Commissioner Basic Education	1
67.	Commissioner Teacher Education	1
68.	Commissioner Special Needs Education	1
69.	Commissioner Career Guidance and Counseling	1
70.	Commissioner Higher Education	1
71.	Commissioner Business, Technical, Vocational Education and Training	1
72.	Commissioner, Physical Education and Sports	1
73.	Commissioners, Directorate of Education Standards	4
74.	Assistant Commissioner Personnel, MoES	1
75.	Assistant Commissioner/Construction Management Unit	1
76.	Assistant Commissioner/Instructional Materials Unit	1
77.	Assistant Commissioner/Planning and Budgeting	1
78.	Assistant Commissioner/Statistics, Monitoring and Evaluation	1
79.	Assistant Commissioner, Physical Education and Sports	1
80.	Assistant Commissioner, Secondary Education	1
81.	Assistant Commissioners, Private Schools	2
82.	Assistant Commissioners, BTVET	2
83.	Assistant Commissioner, SNE	1
84.	Assistant Commissioner Career Guidance	1
85.	Assistant Commissioners, Teacher Education	3
86.	Assistant Commissioners, Basic Education	2
87.	Assistant Commissioner, Higher Education	1
88.	Assistant Commissioner, Procurement	1
89.	Assistant Commissioner, Policy Analysis Unit	1
90.	Assistant Commissioner, Accounts	1
91.	Assistant Commissioner, Communication and Information Management	1
92.	Principal Assistant Secretary MoES	1
93.	Principal Internal Auditor	1
94.	Principal Economist (Projects)	1
95.	Principal Economist (Budget)	1
96.	Principal Education Planner (M&E)	1
97.	Principal Statistician	1

	Category of participant	Number
98.	Secretary Monitoring and Evaluation Working Group	1
99.	Secretary Pre-Primary and Primary Education Working Group	1
100.	Secretary Physical Education and Sports Working Group	1
101.	Secretary Special Needs Education Working Group	1
102.	Secretary Career Guidance Working Group	1
103.	Secretary Higher Education Working Group	1
104.	Secretary Secondary Education Working Group	1
105.	Secretary Sector Policy and Management Working Group	1
106.	Secretary Education Sector Consultative Committee.	1
107.	Secretary Business, Technical, Vocational Education and Training Working Group	1
108.	Secretary Teacher Education Working Group	1
109.	Secretary Education Sector Budgeting Working Group	1
110.	DEOs of Intensity Districts for Primary Enhancement:- (Lyantonde, Mubende, Bududa, Bukedea, Nakapiripirit, Amuru, Arua, Kaabong, Nebbi, Oyam, Bulisa, Kyenjojo, Amudat, Nwoya, Kyegegwa, Zombo)	16
111.	DIS from (18) districts to be visited during the ESR Field Exercise (Lyantonde, Kalangala, Mubende, Pader, Gulu, Amuru, Kapchorwa, Bukedea, Bududa, Ntoroko, Kanungu, Kyenjojo, Adjumani, Nebbi, Arua, Abim, Nakapiripirit and Moroto)	18
112.	Uganda National Examinations Board (UNEB)	3
113.	Executive Secretary, Uganda Nurses and Midwives (UNMEB)	1
114.	Executive Secretary, UBTEB	1
115.	Executive Secretary, Uganda Allied Health Examinations Board (UAHEB)	1
116.	Master of Ceremonies	2
117.	Rapporteurs	4
118.	Paper Discussants	5
119.	Secretariat	15
120.	ERTV	2

EDP MEMBERS

	Name	Organisation	Title
121.	Jason Mochache	AfDB	Education Specialist and Architect
122.	Sonia van Loo	EoB	1st Secretary for Development Cooperation
123.	Hanifa Nanyoga Hannah	EoB	Liaison Support Officer EDPs
124.	Jan De Ceuster	BTC	Education Advisor
125.	Benedikt Brenke	GIZ	Business & Employment Promotion
126.	Beatrice Achiro Otto	Irish Aid	Education Advisor
127.	Moses Cik	EKN	Education Advisor
128.	Elizabeth Ongom	EU	Education Advisor
129.	Sybille Schmidt	EU	Economist
130.	Akky De Kort	ILO/IPEC	
131.	Jackie Banyana	ILO/IPEC	
132.	Iki Ushiro	JICA	Project Formulation Advisor (education)
133.	Margo O'sullivan	UNICEF	Chief, Keep Children Learning Cluster
134.	Rosemary Rwanyange	UNICEF	Education Specialist
135.	James Onyango	UNHCR	Education Advisor
136.	Brian Kironde	UNFPA	Programme Officer ASRH/Sex Education
137.	Nicholas Lakwonyero	WFP	
138.	Jessica Ilomu	USAID	Education Specialist
139.	Innocent Mulindwa	WB	
140.	Sukhie Brar	WB	
141.	Kang Younhwa	KOICA	
142.	Flore Tixier	French Embassy	

Annex 3: Grant Aided Primary Schools					
S/n	District	School Name	School Code	Location Code	No. of Teachers
1.	Rakai	Kirowoza p.s	5490026	0203	7
2.	Ngora	Puna p.s	6030003	0303	7
3.	Ngora	Omariama p.s	6030004	0301	7
4.	Katakwi	Nazareth p.s	5220006	0207	7
5.	Kaberamaido	Ongoromo p.s	5140018	0201	7
6.	Serere	Aswii p.s	5960003	0401	7
7.	Serere	Akobol p.s	5960005	0504	7
8.	Serere	Agurur	5960006	0502	7
9.	Serere	Agule-kyere	5960007	0401	7
10.	Serere	Sambwa	5960015	0403	7
11.	Serere	Owii	5960019	0401	7
12.	Serere	Aep p.s	5960020	0502	7
13.	Serere	Kamurojo-kakor p.s	5960021	0503	7
14.	Serere	Achilo township	5960022	0501	7
15.	Serere	Kateng p.s	5960023	0402	7
16.	Serere	Ajoba p.s	5960025	0402	7
17.	Kibuku	Kanyolo st. peter	6050001	0404	7
18.	Kibuku	Kangalaba p.s	6050002	0401	7
19.	Kibuku	Mikombe p.s	6050003	0404	7
20.	Lyantonde	Bubangizi p.s	580049	0105	7
21.	Manafwa	Nabini community p.s	5660158	0108	7
22.	Manafwa	Nuusuu p.s	5660158	0101	7
23.	Manafwa	Bumakenya p.s	5660160	0101	7
24.	Manafwa	Soono p.s	5660161	0103	7
25.	Manafwa	Butsebangwe p.s	5660162	0101	7
26.	Manafwa	Bukkhaleke p.s	5660163	0108	7
27.	Manafwa	St.denis n&p	5660164	0101	7
28.	Manafwa	Bunanganda p.s	5660165	0101	7
29.	Manafwa	Bumurula p.s	5660166	0106	7
30.	Manafwa	Kuafu	5660167	0108	7
31.	Iganga	Bugongo parents p.s	5100045	0502	7
32.	Iganga m.c	Buligo p.s	7730001	0501	4
33.	Iganga m.c	Bukamba p.s	5100047	0504	8
34.	Iganga m.c	bugumba p.s	7730003	0502	4
35.	Iganga	Buppala p.s	5100048	0101	5
36.	Mpigi	Buwama modern p.s	5400005	0601	6
37.	Lamwo	Child care Padibe p.s	5850001	0404	26
38.	Namutumba	Busoona p.s	5740020	0405	5
39.	Namutumba	Kabira p.s	5740021	0402	6
40.	Namutumba	Kasodo p.s	5740022	0404	6
41.	Namutumba	Katengeiteire p.s	5740023	0406	5
42.	Namutumba	Bunyinkira p.s	5740024	0403	5
43.	Namutumba	Mukama Kirima Memorial Ighaiangire p.s	5740025	0401	6
44.	Katakwi	Akobo kapjan p.s	5220004	0201	3
45.	Katakwi	Apeteum p.s	5220005	0206	3
46.	Luwero	Nicholas topouzils orthodox p.s	5320150	0205	6
47.	Buyende	Bupioko p.s	5830044	0103	6
48.	Buyende	Kabuyke parents ps	5830045	0103	8

49.	Buyende	Igalaza sda p.s	5830046	0103	5
50.	Buyende	Busiyu p.s	5830047	0103	4
51.	Buyende	St.paul mpunde p.s	5830048	0103	3
52.	Buyende	Bugaya muslim p.s	5830049	0101	8
53.	Buyende	St.kizito nambula p.s	5830050	0102	7
54.	Buyende	Kigeizere parents p.s	5830051	0105	4
55.	Buyende	St.paul kidera p.s	5830056	0104	6
56.	Buyende	Kasaala parents p.s	5830052	0104	4
57.	Buyende	St.jude katogwe p.s	5830053	0104	4
58.	Buyende	Kyankoole parents p.s	5830054	0104	4
59.	Buyende	Mirengeizo parents p.s	5830055	0104	3
60.	Gulu	Lukoto p.s	5080014	0504	6
61.	Gulu	Aleda p.s	5080017	0101	5
62.	Gulu	Oywak p.s	5080024	0104	5
63.	Gulu	Te-ladwong p.s	5080026	0105	4
64.	Gulu	Opukomuny p.s	5080027	0501	4
65.	Gulu	Latwong p.s	5080043	0101	5
66.	Gulu	Kal-kweyo p.s	5080052	0504	6
67.	Gulu	Kitenyowalo p.s	5080053	0104	5
68.	Gulu	Onekjii p.s	5080054	0103	5
69.	Gulu	Bulkur p.s	5830055	0103	5

ANNEX 4: PROGRESS ON PROMOTION OF PRIMARY SCHOOL TEACHERS BY DISTRICT

Sn.	District	2011/12			2010/11		
		Actual	Quota	%	Actual	Quotas	%
1	Abim		15	0	13	16	81.3
2	Adjumani		19	0	20	20	100.0
3	Agago	26	27	96.2963	36	36	100.0
4	Alebtong		28	0			
5	Amolatar	19	19	100	19	19	100.0
6	Amudat		3	0			
7	Amuria	36	36	100	36	32	112.5
8	Amuru	18	18	100	22	31	71.0
9	Apac		48	0		80	0.0
10	Arua	102	102	100	107	75	142.7
11	Arua Municipality	13	10	130	6	11	54.5
12	Budaka		25	0	18	24	75.0
13	Bududa		26	0	42	27	155.6
14	Bugiri	43	43	100	43	64	67.2
15	Buhweju		14	0			
16	Buikwe		43	0	41	41	100.0
17	Bukedea		39	0	44	40	110.0
18	Bukomansimbi	22	23	95.6522			
19	Bukwo	12	12	100	13	13	100.0
20	Bulambuli	18	18	100	19	19	100.0
21	Buliisa	12	12	100	11	11	100.0
22	Bundibugyo		28	0	73	36	202.8
23	Bushenyi	25	33	75.7576	33	136	24.3
24	Bushenyi-Ishaka MC	7	7	100			
25	Busia		38	0	42	44	95.5
26	Busia MC		5	0			
27	Butaleja	26	29	89.6552		28	0.0
28	Butambala		18	0			
29	Buvuma		3	0	2	2	100.0
30	Buyende		31	0	28	28	100.0
31	Dokolo	22	22	100		21	0.0
32	Entebbe Municipality		8	0		8	0.0
33	Fort-Portal Municipality	9	9	100	6	9	66.7
34	Gomba		22	0			
35	Gulu	46	46	100	38	47	80.9
36	Gulu Municipality	24	24	100	10	23	43.5
37	Hoima		36	0		47	0.0
38	Ibanda	34	34	100	43	35	122.9
39	Iganga	74	72	102.778	82	122	67.2
40	Iganga MC	17	17	100			
41	Isingiro	44	44	100	63	45	140.0
42	Jinja	40	40	100	41	41	100.0
43	Jinja Municipality	12	12	100	12	12	100.0
44	Kaabong		15	0		16	0.0
45	Kabale	97	97	100	99	99	100.0
46	Kabale Municipality	10	10	100	10	10	100.0
47	Kabarole	24	48	50	49	49	100.0
48	Kaberamaido	24	24	100	31	24	129.2
49	Kalangala		4	0		4	0.0
50	Kaliro	29	29	100	28	28	100.0

51	Kalungu		31	0			
52	Kampala		0	0	0	48	0.0
53	Kampala Central		10	0			
Sn.	District	2011/12			2010/11		
		Actual	Quota	%	Actual	Quotas	%
54	Kamuli		64	0	55	83	66.3
55	Kamwenge	38	38	100	39	39	100.0
56	Kanungu	34	34	100	33	33	100.0
57	Kapchorwa	16	16	100	14	26	53.8
58	Kasese	87	87	100	108	98	110.2
59	Kasese MC	10	10	100			
60	Katakwi	0	21	0		21	0.0
61	Kawempe Division		6	0			
62	Kayunga	48	48	100	49	49	100.0
63	Kibale		63	0	90	64	140.6
64	Kiboga		28	0	24	47	51.1
65	Kibuku		24	0	18	18	100.0
66	Kiruhura	32	32	100	32	32	100.0
67	Kiryandongo		26	0			
68	Kisoro	43	43	100	44	44	100.0
69	Kitgum		33	0	80	52	153.8
70	Koboko	16	24	66.6667	25	25	100.0
71	Kole		31	0			
72	Kotido		8	0		8	0.0
73	Kumi		29	0		48	0.0
74	Kween		11	0			
75	Kyankwanzi		28	0	24	24	100.0
76	Kyegegwa		16	0			
77	Kyenjojo	33	33	100	65	49	132.7
78	Lamwo		18	0	69	69	100.0
79	Lira	44	44	100		89	0.0
80	Lira Municipality	13	13	100	13	14	92.9
81	Luuka		36	0	40	40	100.0
82	Luweero		76	0		78	0.0
83	Lwengo		40	0			
84	Lyantonde		11	0		12	0.0
85	Makindye Division		10	0			
86	Manafwa		51	0	54	52	103.8
87	Mara- Terego		32	0		63	0.0
88	Masaka	23	23	100		113	0.0
89	Masaka Municipality	5	5	100	4	5	80.0
90	Masindi		23	0		59	0.0
91	Masindi MC		10	0			
92	Mayuge		49	0	62	51	121.6
93	Mbale		46	0		48	0.0
94	Mbale Municipality	14	14	100		14	0.0
95	Mbarara		56	0		54	0.0
96	Mbarara Municipality	11	11	100		11	0.0
97	Mityana		38	0		39	0.0
98	Mitooma		31	0			
99	Moroto		15	0	33	15	220.0
100	Moroto Municipality		1	0	1	2	50.0
101	Moyo	21	21	100	22	22	100.0
102	Mpigi	30	30	100	89	71	125.4
103	Mubende	52	53	98.1132		54	0.0

104	Mukono		50	0	50	108	46.3
105	Mukono Municipality		15	0	16	16	100.0
106	Nakapiripirit		15	0	14	17	82.4
107	Nakaseke	27	27	100	30	26	115.4
Sn.	District	2011/12			2010/11		
		Actual	Quota	%	Actual	Quotas	%
108	Nakasongola	34	34	100	36	34	105.9
109	Nakawa Division		12	0			
110	Namayingo	21	21	100	21	21	100.0
111	Namutumba	30	30	100	33	31	106.5
112	Napak		9	0			
113	Nebbi	53	52	101.923	54	79	68.4
114	Ngora District		19	0			
115	Ntoroko		10	0	73	73	100.0
116	Ntungamo		65	0		69	0.0
117	Ntungamo MC		2	0			
118	Nwoya		12	0	8	8	100.0
119	Oyuke		16	0			
120	Oyam		48	0		50	0.0
121	Pader	25	25	100	34	53	64.2
122	Pallisa		40	0	41	59	69.5
123	Rakai		78	0		80	0.0
124	Rubaga Division		8	0			
125	Rubirizi District		14	0			
126	Rukungiri (DIS)		49	0	57	55	103.6
127	Rukungiri MC		6	0			
128	Sembabule	52	52	100	62	51	121.6
129	Serere		30	0			
130	Sheema		35	0			
131	Sironko	45	36	125	36	55	65.5
132	Soroti	25	25	100	51	55	92.7
133	Soroti Municipality	10	10	100		10	0.0
134	Tororo		53	0	55	55	100.0
135	Tororo Municipality		8	0	5	8	62.5
136	Wakiso		78	0	80	80	100.0
137	Yumbe		46	0		47	0.0
138	Zombo		29	0	25	25	100.0
Total		1,777	3995	44.4806	3048	4421	68.94368

ANNEX 6: BENEFICIARY SCHOOLS UNDER WFP/KARAMOJA TREE SEEDLING SUPPORT	
Districts	Schools
Abim	Morulem S.S
	Abim P.S
	Lotikei Seed S.S
	Koya P.S
	Alerek P.S
	Rogom P.S
	Nyakwai P.S
	Aninata P.S
Kotido	Mary Mother of God P.S
	Naruk P.S
	Napumpum P.S
	Pangangera P.S
	Nakoreto P.S
	Kacheri P.S
	Rengen P.S
	Lositang P.S
Kaabong	Loyoro Napore P.S
	Komukuny Girls P.S
	Pajar P.S
	Loiki P.S
	Lomusian P.S
	Kalchangel P.S
	Kathile P.S
	Serachom P.S
	Karenge P.S
Amudat	Looro
	Katabok
	Cheptapoyo
	Pokot S.S
	Dinginaga
Moroto	Tapac P.S
	Kakingol
	Acerere
Napak	Lokopo
	Kalatom
	Lotome Girls
	Kalokengel
	Cholidiol
	Nabwal
Nakapiripirit	Okwapon P.S
	Alomocar P.S
	Nakuri P.S
	Lolachat P.S
	Lomorunyagai P.S
	Lokadduaran
	Namata
	Nadipe

	Lorengeduat
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ANNEX 5 ADB EDUCATION IV PROJECT BURSARY SCHEME FOR BRIGHT NEEDY STUDENTS**SELECTED BENEFICIARIES FOR SCHOOL YEAR 2011**

Region	District	Name of the Children	Sex	Project School
Central	Bukomansimbi (5)	Mpiima Derrick	M	Masaka S.S
		Namaganda Betty	F	
		Nandijja Lilian	F	
		Nakawunde Barbara	F	
		Lukakaba	M	
	Masaka (6)	Ssebuliba Micheal	M	Masaka S.S
		Nakaweesi Yvonne	F	Kyebambe Girls
		Dorothy Nassimbwa	F	Makerere College
		Maweje Brian Kevin	M	Kabasanda Technical College
		Musanje Denis	M	
		Nakawoojwa Fiona	F	
	Rakai (6)	Nassendwa Katalina	F	Masaka S.S
		Nalubowa Rosemary	F	
		Ssekyanzi Edris	M	
		Zalwango Winfred	F	
		Namiggade Brenda	F	
		Nakirya Jovia	F	
	Gomba (5)	Mwota Ali	M	Masaka S.S
		Namuju Juliet	F	
		Nanteza Suzan	F	
		Nakatudde Sophia	F	
		Namuddu Catherine	F	
	Wakiso (7)	Kagugube Keefa	M	St. Peter's Nsambya
		Namulondo Maria	F	
		Namugga Pauline	F	
		Nakakande Sarah	F	
		Kaweesa Timothy	M	
		Mugabi Ritah	F	
Lubowa Joseph		M	Gombe S.S	
Butambala (7)	Ssenteza Ibrahim	M	Kabasanda Technical Institute	
	Giramia Lisa Stella	F	Gombe S.S	
	Kabuye Edward	M		
	Nakalyoga Aisha	F		
	Nateza Nuriat	F		

		Nalugwa Miriam	F	Masaka S.S	
		Kutesa Simon	M		
	Kalangala (6)	Jjamba Ronald	M		
		Nankungu Faith	F		
		Nabaggala Justine	F		
		Nakawuki Cissy	F		
		Nakalobera Teddy	F		
		Bukenya Ronald	M		
	Kalungu (5)	Sserwadda Nasur	M		Masaka S.S
		Namirimu Grace	F		
		Nabuuma Christine	F		
		Nakabazi Lucy	F		
		Nabuuma Ruth	F		
	Kampala (6)	Ssekidde Fred	M		Mityana S.S
		Nabasumba Elizabeth	F		Makerere College
		Birungi Tracy Kabagambe	F		Nabisunsa Girls
		Bisikwa Amina	F		Gombe S.S
		Acham Christine Shafura	F		
		Olweny Brian	M		Masaka S.S
	Kayunga (4)	Nakibala Carol Lear	F		Kalohe Christian School
Kwagala Annet		F			
Wamala Hussein		M			
Namatuta Sayina		F			
CENTRAL	Luwero (5)	Sekibara Amos	M	Busoga College Mwiri	
		Namanda Patience	F	Makerere College	
		Namata Agnes	F	Kalohe Christian School	
		Kirabo Damalie	F	Nabisunsa Girls	
		Namiiro Sumayah	F		
	Mpigi (5)	Kiyingi Fredrick	M	Gombe S.S	
		Nakkungu Winnie	F	Masaka S.S	
		Mugoya Hajara	F		
		Kasibante Badru	M	Kabasanda Technical Institute	
		Kaweesa Moses	M		
	Mukono (5)	Nakadwha Joanita	F	Makerere College	
		Nattabi Lyton	F		
		Nsimbe Hamza	M	St.Peter's Nsambya	
		Nabatanzi Lovinsa	F		

	Yiga Henry	M	Kabasanda Technical Institute
Buikwe (2)	Mashani Titus Colline	M	Busoga College Mwiri
	Muyingo William	M	

	Nakaseke (5)	Nabantazi Rose	F	Kaloke Christian School
		Namulundwa Joan	F	
		Senabulya Jolly	F	
		Babirye Hannah	F	
		Kauda Penina	F	
	Nakasongola (5)	Kalanda Enock	M	Gombe S.S
		Nabukenya Kevin	M	
		Namirimu Sharon	F	Kaloke Christian School
		Mutamba Jackie Baremezi	F	
		Twinamatsiko Winnifred	F	
	Mityana (5)	Kizito Daniel	M	St.Leos Kyegobe
		Nazziwa Norah	F	Mityana S.S
		Nabunya Maureen	F	Kabasanda Technical Institute
		Nalubega Halima	F	
		Nalumu Sylvia	F	
	Mubende (5)	Kirumira Hassan	M	St.Leos Kyegobe
		Nambiito Christine	F	Kyebambe Girls
		Nakato Evelyn Nampewo	F	
		Namungo Esther	F	
		Kemigabo Pricilla	F	
Sembabule (5)	Naluwuge Lydia	F	Masaka S.S	
	Mirembe Catherine	F		
	Najjuka Jauharah	F		
	Samuel Lubowa	M		
	Akandwanaho Violet	F	Kabasanda Technical Institute	
Eastern	Budaka (4)	Magoola Eunice	M	Tororo Girls School
		Mwamula Esther	F	Pallisa S.S
		Mudangha Emmanuel	M	
		Singa Lydia	F	Nabumali High School
	Bududa (4)	Wamema Joshua	M	St. Peters College Tororo
		Nakayenze Linda	F	Nabumali High School
		Kalenda Evelyne	F	
		Kibone Annet	F	
	Bugiri (7)	Nabwire Juliet	F	Mbale School for the deaf
		Kwagala Hellen	F	Iganga S.S
		Ajambo Hellen	F	Tororo Girls School

		Nabwire Cossy Melissa	F	Busoga College Mwiri
		Teisire Winnie	F	
		Acam Sylvia Racheal	F	
		Maali Wise Jackson	M	
ADB Education IV Project Bursary Scheme For Bright Needy Student				
SELECTED BENEFICIARIES FOR SCHOOL YEAR 2011				
	Bukedea (5)	Okello Ruth	F	Mbale S.S
		Okalang Sebi	M	
		Ima Susan	F	Ngora High School
		Alutia Rebecca	F	
		Mwima Amina	F	
	Pallisa (5)	Doreen Mugoda	F	Pallisa S.S
		Atima Florence	F	
		Okara Gilbert	M	
		Katooke Rose	F	
		Kibedo Edrin	M	
	Iganga (9)	Nassejje Catherine	F	Iganga S.S
		Namukenge Lilian	F	
		Magoba Betty	F	
		Nandase Ritah	F	
		Mulobole Irene	F	
		Mwaniga Mercy Cathy	F	Makerere College
		Isabirye Nicholas	M	St.Peters College Tororo
		Mukyala Racheal Kyakuwa	F	Tororo Girls School
		Mulwanyi Willis	M	Kabasanda Technical Institute
		Alituwa olivia Modest	F	Makerere College
		Mutebi Eseri	F	Tororo Girls School
		Kito Sanon	M	Busoga College Mwiri
		Nakadama Asha	F	Iganga S.S
		Lubandi Richard	M	
		Kaberamaido (5)	Okae Paul Ochom	M	Teso College Aloet
	Opio Morris		M	
	Apio Angella		F	Usuku S.S
	Akullu Bena		F	Madera Technical Institute
Adwoko Fortunate	F		Tororo Girls School	
Kaliro (3)	Nsubuga Emmanuel	M	St.Peters College Tororo	
	Muteesi Safiya	F	Mbale S.S	

		Alltusabira Gloria	F	Tororo Girls School
Kamuli (5)		Namagnda Esther	F	Pallisa S.S
		Namugabo Immaculate	F	Iganga S.S
		Magoba Sandra	F	
		Waiswa Kirunda Bruno	M	Busoga College Mwiri
		Mutebi Emmanuel	M	
Kapchworwa (6)		Chebet Merabu	F	Sebei College Tegeres
		Chebet Ieticia	F	
		Chelengat Doreen	F	
		Cherotich Jovan	F	
		Namaleya Judith	F	
		Emani Moses	M	
Katakwi (5)		Aguti Susan	F	Usuku S.S
		Asilo Scovia	F	
		Ijoreng Salume	M	
		Aodi Naboth	M	Teso College Aloet
		Ongaria Steven	F	
Kibuuku (6)		Ojambo Umar	M	Ngora High School
		Kisakye Sarah	F	
		Gonza Elizabeth	F	
		Kisakye Juliet	F	
		Kisakye Rebecca	F	
		Kiryra Steven	M	Nabumali High School
ADB Education IV Project Bursary Scheme For Bright Needy Student				
SELECTED BENEFICIARIES FOR SCHOOL YEAR 2011				
Kumi (5)		Opieuna John Kokas	M	Teso College Aloet
		Achilun Lambert Samuel	M	
		Aguti Martha	F	Nabumali High School
		Adupo Irene Barbara	F	Ngora High School
		Iyogil Veronica	F	Soroti S.S
Kween (5)		Chelimo Mercy Ruth	F	Sebei College Tegeres
		Chebet Ruth	F	
		Ruto Caleb	M	
		Chelimo Doreen	F	
		Kissa Doreen	F	
Luuka (5)		Mbakire Perusi	F	Tororo Girls School
		Akaali Brenda	F	
		Nsangi Sarah	F	

	Gubahama Martini	M	Busoga College Mwiri
	Mugabi Shadrack Baligeya	M	Busoga College Mwiri
Bukwo (5)	Sande Clare	F	Sebei College Tegeres
	Cherop Mercyline	F	
	Cherop Mary	F	
	Sande Anchibas	M	
	Chesongol Simon	M	Madera Technical Institute

	Manafwa (6)	Matembe Paul	M	Kabasanda Technical Institute
		Khalayi Moreen Edith	F	Nabumali High School
		Muyama Phiona Priven	F	
		Namome Lukia	F	
		Mutonyi Rebecca	F	
		Katsila Titus	M	
	Mayuge (6)	Babu Bashir	M	Busoga College Mwiri
		Mukebezi Mary	F	Tororo Girls School
		Mukole Musa	M	Lumino High School
		Isabirye Jalilu	F	
		Nabirye Victor	M	Iganga S.S
		Namagaya Racheal	F	
	Mbale (6)	Wabomba Emma	M	Nabumali High School
		Crispus Wakameli	M	
		Wafula Robert	M	Mbale S.S
		Nandudu Assumpta	F	
		Nambobi Esther	F	
		Khaukha Sumayiya	F	
	Namayingo (5)	Adeti Lydia	F	Pallisa S.S
		Nabwire Wikister	F	
		Nasirumbi Caroline	F	
		Ninkyi Ivan	M	Busoga College Mwiri
		Nankya Elizabeth	F	Iganga S.S
	Namutumba (4)	Namuwasa Phiona	F	Mbale S.S
		Birungi Esther Irene	F	
		Makubo Marvin	M	Busoga College Mwiri
		Mukebezi Joy	F	Iganga S.S
	Ngora (4)	Pule Christine Deborah	F	Ngora High School
		Asio Oliver Viola	F	
		Nabwire Immaculate	F	
		Olebe Amiri	M	Teso College Aloet
	Pallisa (5)	Doreen Mugoda	F	Pallisa S.S
		Atima Florence	F	
		Katooke Rose	F	
		Okara Gilbert	M	Mbale S.S
		Kibedo Edrin	M	Makerere College

Eastern	Serere (6)	Icemu Barbara	F	Tororo Girls School
		Asaro Elizabeth Emitu	F	
		Ochien Martin	M	Teso College Aloet
		Akol Janet	F	Ngora High School
		Aicho Joan	F	
		Elasu Lazarus	M	Iganga S.S
	Sironko (6)	Namboozo Cissy	F	Nabumali High School
		Makoko Siraji	M	
		Mafabi Peter	M	
		Namuwenge Winnie	F	Mbale S.S
		Nabukonde Sarah	F	
		Namono Racheal	F	
	Soroti (5)	Asio Esther Cissy	F	St.Peters Nsambya
		Aguti Judith	F	Soroti S.S
		Akabwai Daniel	M	
		Alobo Sharon	F	
		Alilo Agnes	F	
	Bulambuli (5)	Wabudeya Eve	F	Nabumali High School
		Nabwama Sandra	F	Sebei College Tegeres
		Neumbe Allen	F	
		Namataka Ireney	F	
		Gimasobi Tom	M	
	Busia (6)	Okiru Valentine	M	Lumino High School
		Yoyeta Deborah	F	
		Nekesa Justine	F	
		Sanyu Stella	F	
		Taaka Mary Gorgina	F	
		Brenda Misanya	F	Tororo Girls School
	Buyende (3)	Babalanda Reagan	M	Busoga College Mwiri
		Nangobi Suuti Irene	F	Tororo Girls School
		Katawamu Eseza	F	
	Tororo (5)	Ashanut Allison	F	Tororo Girls School
Akware Ruth Joy		F		
Acheng Solovia		F		
Achoro Everlyne		F		
Wani Anthony		M	Bukedi College Kachonga	
Northern	Lamwo (4)	Akao Flavia Jane	F	St.Joseph Layibi

		Akech Santa	F	Dr. Obote College
		Lalam Eunice Omo	F	
		Okema John Mille	M	
	Agago (5)	Akello	F	Sacred Heart
		Ayoo Rose	F	
		Laker Lucy	F	
		Auma Susan	F	
	Opio Samson	M	St. Joseph Layibi	
Alebtong (5)	Acirocan Ketty	F	St.Katherine S.S	
	Angwec Lydia	F		
	Okello Francis	M	Dr. Obote College	
	Mugisha Aaron Ogolo	M		
	Apio Joshua	M		
Amolator (5)	Obote Daniel	M	Dr. Obote College	
	Akello Harriet	F		
	Ayen Felix	M		
	Opuch Daniel	M		
	Akite Juliet	F	St. Katherine S.S	
ADB Education IV Project Bursary Scheme For Bright Needy Student				
SELECTED BENEFICIARIES FOR SCHOOL YEAR 2011				
Amuru (3)	Ojok Richard	M	St.Joseph Layibi	
	Aloyo Scovia	F	Sacred Heart	
	Odokonyero Patrick	M	Madera Technical Institute	
Apac (7)	Odero Eddie Desmon	M	Dr.Obote College	
	Kamiya Emmanuel	M		
	Apili Winnie	F	St.Katherine S.S	
	Acen Gloria Lenta	F		
	Ajok Yemimah	F		
	Atima Monica	F		
Aceng Patricia Gifty	F			
Kole (8)	Otim Emmanuel	M	Dr.Obote College	
	Oyom Isaac	M		
	Alabo Daphne Racheal	F		
	Awino Susan	F	St.Katherine S.S	
	Acam Nancy	F		
	Alobo Daphine Racheal	F		
	Nume Sindrella Miriam	F		
Abeja Sharon	F	Sacred Heart		

Dokolo (5)	Ageno Rwot Sarah	F	St.Katherine S.S
	Ocama Millicent	F	
	Opito Marion	F	
	Akullu Susan	F	
	Enyang Emmanuel	M	Dr. Obote College
Gulu (7)	Acaye Richard	M	St.Joseph Layibi
	Tabu Vicent	M	Sacred Heart
	Menemapat Winnie	F	
	Ayot Pamellah	F	
	Akello Monica	F	
	Arach Sandra	F	
	Adong Lucy	F	
	Kitgum (6)	Ageno Gloria	F	Sacred Heart
Lajara Sunday Brenda		F	Kyebande Girls
Lawino Specioza		F	
Opoko Samuel		M	
Okot David		M	Dr. Obote College
Ageno-Rwot Jillian Becky		F	Makerere College
Lira (8)	Okello Alex	M	Dr. Obote College
	Tile Ambrose	M	
	Ocwa Bernard	M	
	Opio Andrew	M	
	Bongonyiye Boaz	M	
	Akoli Prisca	F	
	Ayao Irene	F	
	Okeng Liz	F	Sacred Heart
Nwoya (5)	Atim Gloria	F	St. Joseph Layibi
	Laktar Providence	F	
	Kiiza James	M	
	Ejok Haron	F	
	Kilama Geoffrey Opila	M	Madera Technical Institute
Otuke (4)	Alobi Racheal Prescila	F	St. Katherine S.S
	Akiro Harriet	F	Dr. Obote College
	Okweny Franco	M	
	Apio Paline	F	
Pader (5)	Okello Richard Emmanuel	M	Dr. Obote College
	Atimango Innocent	M	
	Okot James Oyengolobo	M	

		Akot Prudence Florence	F	St. Katherine S.S
		Acayo Mercy Esther	F	Sacred Heart

	Oyam (8)	Acen Caroline	F	Sacred Heart
		Akullu Evaline	F	Madera Technical Institute
		Oming Geoffrey	M	Dr. Obote College
		Ocora James	M	
		Akullu Jackie	F	St. Katherine S.S
		Arach Vicky	F	
		Apio Petra	F	
		Acio Colline	F	
	Koboko(6)	Abira Alice	F		Mvara Girls
		Aseru Paula	F	
		Brenda Scovia	F	
		Dawa Pollina	F	Metu S.S
		Mawa James	M	Madera Technical Institute
		Alimajid Ibrahim	M	St. Joseph Ombachi
	Arua (5)	Oburi Hilda	F	Mvara Girls
		Atizuyo Maurine	F	
		Edonasia Nancy	F	
		Madira Natal	F	St. Joseph Ombachi
		Opiru Juliet	F	St. Aloysius Nyapea
	Adjumani (4)	Alumaiya Gladys Kojoki	F	Metu S.S
		Eimani Christine	F	
		Andevuku Kevin	M	
		Asienzo Florence	F	
	Maracha (4)	Gloria Atekumu	F	Mvara Girls
		Butele Geofrey	M	
		Eyotaru Paula	F	
		Kiru Winnie	F	St. Aloysius Nyapea
	Moyo (4)	Adrupio Esther	F	Metu S.S
Tata Ismail		M		
Ewikoru Vicky		F		
Nakku Teopista		F		
Nebbi(5)	Anirworth Mandawun Pamela	F	Mvara S.S	
	Mungurick Vivian	F		
	Anirworth Liberty	F		
	Anirworth Lucky	F		
	Rwotomio Stephen Mugenyi	M		

Western Region	Yumbe(7)	Munguriet Christiano	M	St. Joseph Ombachi
		Draku Silivia	F	Metu S.S
		Geria Hasifa	F	St.Aloysius Nyapea
		Operu Juliet	F	
		Sumbua Swaibu	M	
		Pangu Dalila Swaib	M	
		Angutoko Thomas	M		Mvara Girls
	Zombo (5)	Piranok Arianna	F	Mvara Girls
		Nemungo Deogratus	M	
		Mandawun Jenety	F	
		Owekonimungu Trinity	F	
		Chanpara Immaculate	F	
	Bundibujo (5)	Masumbuko Sylvia	F	Kasese S.S
		Sabiiti Daphine	F	
		Masika Lilian	F	
		Musinguzi Peter	M	
		Mbabazi Enid	F	
	Hoima (3)	Kobusinge Sharon	F	Kitara S.S
		Kusiima Mary Lydia	F	
		Atuhairwe Gloria	F	
	Bushenyi (6)	Twinamatsiko Edgar	M	Mbarara High School
		Atukwase Edinah	F	Bweranyangi Girls
		Gumanitwe Mackelyn	F	
		Atwiine Patience	F	
		Komugisha Anitah	F	Mary Hill
		Rugumira Benjamin	M	Muntuyera High School
	Ibanda (6)	Kemigisha Lyna	F	Mary Hill
		Niwamanya Fausta	F	
		Natwongera Regina	F	Kyebambe Girls
		Nelson Tumuhaise	M	Ibanda Boys S.S
		Alikiriza Theopista	F	Kabasanda Technical Institute
		Tuhumwire Assa	M	Mbarara High School
	Isingiro (5)	Kyarisiima Ruth	F	Wakiso School For Deaf
		Namata Evelyne	F	Kyezimbire
		Natamba Rebecca	F	
		Nayebare Doreen	F	Mary Hill
		Mugumya Gerald	M	Mbarara High School

Kabale (5)	Tubenaawe Happiness	F	Kabale S.S
	Ainebyona Dorothy	F	
	Tukamushaba Macqline	F	
	Musinga Charlotte	F	Nabisunsa Girls
	Mugumya Gerald	M	Mbarara High School
Kabarole (6)	Kugonza Phionah	F	Mary Hill
	Kazooba Akonyera Dorothy	F	Nabisunsa Girls
	Kobugabe Brenda	F	Kyebambe Girls
	Karungi Doreen	F	
	Kansiime Sylvia	F	
	Tusiime Solomon	M	St.Leos Kyegole
Kamwenge (5)	Topista Night	F	Kyabambe Girls
	Tumwesigye Joventa	F	
	Mwebembezi Daniel	M	St.Leos Kyegobe
	Mwebaze Sophia	F	Mary Hill
	Atusiimire Joselyn	F	Kasese S.S
Kasese (4)	Natukunda Sharon	F	Kasese S.S
	Musoke Evelyne	F	
	Ayebale Elijah	M	
	Kabasoomi Catherine Charity	F	Bweranyangi Girls
Kabale (5)	Nanyonga Pelomary	F	Kabasanda Technical Institute
	Nakisinde Hope	F	Kyebambe Girls
	Mbabazi Irene	F	
	Nalubega Lilian Birungi	F	
	Businge Peter	M	St. Leos Kyegobe
Kiruhura (5)	Mutesi Christine	F	Mary Hill
	Namara Patience	F	
	Kyobutungu Immaculate	F	
	Nayebare Yoweri	M	Mbarara High School
	Arisiingura Titas	M	Kabasanda Technical School
Kiryandongo (5)	Ayesiga Mauda Pamela	F	Kitara S.S
	Aryango Gladys	F	
	Asaba Lydia	F	
	Hafizah Khemis	M	
	Ainembabazi Nice	F	

	Kisoro (6)	Mugumya Demus	M	Kabale S.S	
		Nyiransengwa Charity	F		
		Nyirandikumana Agnes	F	Sesame Girls	
		Mukago Christine	F		
		Mugerwa Jenniffer	F		
			Gasigwa Richard	M	St. Pauls S.S Mutolere
	Kyankwazi (4)	Nakiboneka Jane	F	Kitara S.S	
		Lwere Auther	M		
		Nabanoba Milly	F		
		Nakagga Angella	F		
	Kyegegwa (5)	Kisembo Isreal	M	St. Leos Kyegobe	
		Namaganda Rosette	F	Kyebambe Girls	
		Agaba Doreen	F		
		Basemera Maimunah	F		
		Ahisibwe Claire	F	Kabale S.S	
	Kyenjojo (5)	Kato Robert	M	St. Leos Kyegobe	
		Tusiime Recheal Nnaluyinda	F	Kyebambe Girls	
		Nyangoma Damalie	F		
		Katusiime Suzan	F		
		Komuhimbo Jane	F		
Lyantonde (5)	Kyobutungi Mercy	F	Masaka S.S		
	Namata Josephine	F			
	Nuwagaba Ivan	M			
	Nakayima Sulayina	F			
	Ninshaba Merron	F			
Masindi (5)	Seela Jamila	F	Kaloke Christian School		
	Atugonza Naome	F			
	Kiiza Rosemary	F			
	Nakalanzi Rashid	M	Nabisunsa Girls		
	Kaija Geofrey	M	Kabasanda Technical Institute		
Mbarara (7)	Kemanzi Medrine	F	Mary Hill		
	Kusiima Joan	F			
	Asiimwe Mangyeri	F			
	Ashaba Precious	F			
	Kemigisha Sharifah	F	Bweranyangi Girls		
	Muhumuza Innocent	M	Mbarara High School		

	Kiiza Jacob	M	Kabasanda Technical Institute
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	Mitooma (6)	Ahimbisibwe Marion	F	Bweranyagi Girls
		Tumwekwase Assumpta	F	
		Current Gloria	F	
		Turyatunga Daphene	F	
		Muhwezi Blazio	M	Mbarara High School
		Asiimire Eunice	F	Kabasanda Technical Institute
	Ntungamo (5)	Amanya Gad	M	Muntuyera High School
		Mutoni Caroline	F	Bweranyagi Girls
		Nabasa Enid	F	
		Kobusingye Monica	F	Kyezimbire
Nayebare Sulainah		F	Kabasanda Technical School	
	Rubirizi (6)	Magezi Joseph	M	Muntuyera High School
		Birungi Rachel	F	Bweranyagi Girls
		Mbabazi Dinner	F	
		Musiimenta Mellon	F	
		Komugisha Sylvia	F	Mary Hill
		Kansiime Dorcus	F	
	Rukungiri (7)	Kiiza Davis	M	Mbarara High School
		Tusiime Christine	F	Mary Hill
		Ankugizibwe Christine	F	
		Karungi Brandy Faith	F	
		Nagasha Eden	F	
		Ahurira Faith	F	
		Nankunda Charity	F	Bweranyagi Girls
	Sheema (6)	Nagasha Anita	F	Kyezimbire
		Tukworeka Clinton	F	Mbarara High School
		Asimire Ellina	F	Bweranyagi Girls
		Turinawe Ritah	F	
		Ahumuza Anitah	F	
		Muhereza Alexander	M	Kabasanda Technical School
	Buliisa (5)	Bamwendereza Generous	F	Kitara S.S
		Kunihira Evelyn	F	
		Kintu Paul	M	
		Tibawerwa Monica	F	
		Kisembo Calvin	M	

	Kanungu (5)	Muganzi Allan	M	Muntuyera High School
		Nabasa Obed	M	Mbarara High School
		Akampwera Fortunate	F	Bweranyagi Girls
		Orikiriza Annitah	F	
		Kyarisima Immaculate	F	

ANNEX 6: ACTION MATRIX FOR H.E THE PRESIDENT'S MANIFESTO 2011-2016

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
Pre-Primary and Primary	1.	Recruit 20,000 teachers to bring down the teacher: pupil ratio from the current 1:53 to 1:45	ESC	2011-2016	Support the District Service Commission to recruit primary school teachers	20,000 recruited	20,000 teachers recruited by 2016.	The sector is in the process of recruiting primary school teachers to fill 10,059 vacancies. Consequently, the number of teachers on the payroll has increased from 129,651 (June 2011) to 131,875 (April 2012)
		Introduce refresher courses for teachers	C/TIET	2011-2016	<ul style="list-style-type: none"> ▪ Make budgetary provisions for training of teachers. ▪ Come up with training manuals. ▪ Identify individuals to train the teachers 	Teachers trained in refresher courses.	<ul style="list-style-type: none"> ▪ Budgetary provisions made to train teachers ▪ Training manuals developed ▪ Trainer of trainers identified ▪ Teachers trained in refresher courses 	Teacher Education and Instructors Training sub-sector has already identified areas of training to enhance the competences of primary school teachers.
		Progressively increase teachers' salaries	PS/ES	Continuous	Make provisions for salary increments every FY	Teachers salaries increased	Teachers salaries increased	Plan is underway to progressively increase teachers' salaries every FY toward 50% in the Medium-Term starting FY 2012/13 with 15% increase.
		Continue with the implementation of the Scheme of Service.	C/PPE	Continuous	<ul style="list-style-type: none"> ▪ Continue appointing Education Assistants to Senior Education Assistant every FY. ▪ Make budgetary provisions for Scheme of Service every FY 	4,000 every FY	20,000 primary schools promoted from Education Assistants to Senior Education Assistants by 2016	The sector has already promoted 8,000 primary school teachers to Education Assistant by promoting 4,000 teachers every year.
		Pay additional allowances to teachers in the hard-to-reach areas.	MOPS	Continuous	Make budgetary provisions for payment of hard - reach allowances of 30%	All teachers in identified hard to reach areas paid additional allowances of 30% of their Basic salaries.	All teachers in identified hard to reach areas paid additional allowances of 30% of their basic salaries.	Teachers in hard-to- reach areas are paid hard-to- reach allowance of 30% of their basic salary.
		Construct additional classrooms to bring down the current pupil: classroom ratio from 65:1 to 54:1	C/PPE DLG	2011-2015	Make budgetary provisions for construction of additional classrooms	Pupil: classroom ratio of 54:1	New classrooms constructed	The sector continued to construct new classrooms as well as complete unfinished classrooms under SFG/ PRDP. Out of the 944 new schools planned for construction 73% progress is already recorded in 2011, and also 64% progress is recorded for the classroom completion.

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
		Construct teachers' houses in all primary schools, starting with hard-to-reach areas and then extend the programme to the rest of the country.	C/PPE DLG	Starting 2011	Make budgetary provisions under School Facilities Grant program for construction of teachers' houses	Teachers houses constructed	Teachers houses constructed under the School Facilities Grants.	Substantial progress is already recorded in the construction of teachers' houses. Out of 439 houses targeted in 2011, 85% progress already made. A total of UGX. 5.4bn was provided in this FY 2011/12 budget for this purpose.
		Provide more teaching materials to achieve a pupil book ratio of 2:1	AC/IMU	2011-2015	<ul style="list-style-type: none"> ▪ Update data bank to ascertain the number of pupils ▪ Phase the procurement process for different textbooks for Upper primary ▪ Make budgetary provisions for procurement textbooks ▪ Establish the gaps in areas where books have been distributed to improve the ratios. 	Pupil book ratio of 2:1	<ul style="list-style-type: none"> ▪ Increase in Literacy and Numeracy levels in the lower and upper primary ▪ Increase in pupil retention in schools ▪ Improved academic performance in primary schools 	<p>A total of 585,106 Reading Books in English and local languages (i.e. Ateso, Runyankore Rukiga, Lukhondo, Lusoga, Luo, Lugbara, Runyoro-Rutooro and Ng'akarimojong) plus practice books in Mathematics and English for Primary Three delivered during FY 2011/12.</p> <p>A total of 1,374,927 textbooks for Mathematics, English, SST, Integrated Science, R.E, P.E, Art and Technology for Primary Four delivered during FY 2011/12.</p>
		Continue providing UPE grants through boarding schools in Karamoja region, because of its unique situation. Extend the policy to island areas.	C/PPE	Continuous	<ul style="list-style-type: none"> ▪ Make budgetary provisions to pay boarding fees in Karamoja and to extend the program to Island areas. ▪ Formulate a policy on paying boarding fees in Karamoja and to extend the program Island areas. ▪ Identify a desk officer to handle issues of paying boarding fees in Karamoja and extending the program to Island areas. 	Budget item created for paying boarding fees in Karamoja and for extension of the program to island areas	<ul style="list-style-type: none"> ▪ Policy formulated to guide the sector in implementation of paying boarding fees to Karamoja and extend it to Island areas ▪ Desk Officer identified to handle the program 	<p>With support of Irish Aid, MoES will expand, upgrade and equip 21 boarding primary schools in the Karamoja sub- region starting FY 2012/13.</p> <p>UPE capitation grant will continue to be sent to these schools.</p>
		Ensure no charges are	DLG	Continuous	Operationalise the	All head teachers	Headteachers refrained	All head teachers in government

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
		imposed by Head teachers or Parents Associations in UPE schools			Education Act 2008	refrained from imposing any charges to parents	from imposing any charges to parents	primary schools do not impose any charge. All government primary schools have functional SMCs.
		Strengthen the capacity of district inspectors of schools by providing them with motorcycles.	C/PPE	2011-2016	Make budgetary provisions to procure motorcycles for newly created districts.	All inspectors of schools in newly created districts provided with motorcycles.	Inspectors of schools in newly created districts provided with motorcycles.	In FY 2010/11, all districts were provided with motorcycles to facilitate schools inspection.
Secondary Education Department	2	Construct a seed secondary school in every sub-county without government secondary school	C/GSS	2011-2015	Make budgetary provisions to construct seed secondary schools	Seed Secondary constructed in every sub-county without government secondary schools	96 Seed Secondary schools constructed and furnished in Sub-Counties without any government aided secondary schools.	Civil works were completed for 5 seed schools (G.O.U), and 24 seed schools (ADB) while they continue for 5 seed schools (ADB IV) and at another 8 seed schools(G.O.U).
		Rehabilitate and expand 22 traditional secondary schools of St. Edwards' Bukumi - Kibaale, Jinja SS- Jinja, Sr. Tito Winyi-Hoima, Makobere High School- Rukungiri, Nyakasura Secondary School- Kaborale, St. Charles Lwanga Kalongo-Padera, Kigezi High School- Kabaake, Kitante High School - Kampala, Ndejje Secondary School -Luwero, Gulu High School- Gulu, Namagaba SSS- Kayunga, Kitugm HS, Kitugm, Bwera SS- Kasese, Comboni College - Lira, Masaba SS- Sironko, Kololo SS- Kampala, Warr Girls' SS - Nebbi, Gamatoyi Girls' Kapchorwa, Kako SS- Masaka, Kibuli SS- Kampala, Kitala SS- Wakiso and Kyambogo College -Kampala.	C/GSS	2011-2015	<ul style="list-style-type: none"> ▪ Make budgetary provisions every FY to rehabilitate and expand traditional secondary schools. ▪ Advise schools to use their local resources to maintain the rehabilitated and expanded infrastructure ▪ Ministry of Education and Sports with support from ADB IV is developing facility maintenance manual to guide schools 'Board of Governors on maintenance of the rehabilitated infrastructure. 	22 traditional secondary schools rehabilitated and expanded by 2014	22 traditional secondary schools rehabilitated and expanded.	<ul style="list-style-type: none"> i. Phase one of 6 out of the 22 has been completed with each school (i.e. Jinja S.S., Sir Tito Winyi, Nyakasura S.S, St. Edward S.S. and St. Charles Lwanga) receiving UGX. 500 million. St. Francis for the blind in Soroti received UGX. 200 million. ii. Under batch 2, rehabilitation works are on-going for Makobere H.S, Kigezi H.S, Kitante Hill School, Ndejje S.S, Gulu H.S, Namagabi S.S, Kitgum H.S, Bwera S.S, Comboni college- Lira, Warr Girls' S.S- Nebbi. iii. Under batch 3, the following schools are under rehabilitation and expansion; Kako S.S, Kitala S.S-Wakiso, Kyambogo College School, Budadiri Girls, expansion of a girls' dorm at Kibuli S.S. iv. Under ADB III, 6 traditional secondary schools have been expanded. These include; Kololo S.S, Kabalega S.S, Lango College School, Masaba S.S, Kigezi College Butobere-Kabale, Mpanga S.S-Kabarole. v. Under ADB III, 6 seed secondary schools have been expanded.

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
								These include; Bageza Seed S.S-Mubende, Mbarara S.S-Mbarara, Matete Comprehensive S.S-Sembabule, Kidongole Seed S.S-Bukedea, Namugongo Seed S.S-Kaliro and Pakada Seed S.S-Zombo.
		Introduce Universal Higher Secondary Education.	C/GSS	Starting 2012	<ul style="list-style-type: none"> ▪ Secure 11.9bn for capitation grants in FY 2011/2012 ▪ Secure 5bn to recruit A'level teachers ▪ Under APL₁ Phase 2, sector will construct infrastructure for A 'level schools ▪ Make provisions to have one A' level school in each county without A' level Secondary schools ▪ Identify A' levels secondary schools to implement the program. 	Commence on the implementation of program by 2012	<ul style="list-style-type: none"> ▪ Universal Higher Secondary schools implemented by identified secondary schools. ▪ A'level secondary schools constructed in Counties without government aided secondary schools ▪ Additional A' level teachers recruited to facilitate in the implementation of the program. 	<ol style="list-style-type: none"> i. UPOLET program was approved by cabinet in 2011 and the implementation commenced in 2012 with 701 government schools and 251 PPP schools. ii. Enrolment is at 38,000 students. iii. 1547 teachers have been recruited under the UPOLET programme.
		Construct and equip 475 laboratories and 639 libraries	C/GSS	2011-2015	<ul style="list-style-type: none"> ▪ Review the existing designs of science laboratories and promote the use of multi-purpose science rooms which are less costly ▪ Make provisions under APL₁ to construct 405 Multi-purpose Science rooms ▪ Ensure that each seed secondary school constructed has Science laboratory as part of its infrastructure. ▪ Make budgetary 	Constructed 501 laboratories and 144 libraries by 2015	<ul style="list-style-type: none"> ▪ 144 Libraries constructed and stocked with textbooks in 7 core subjects in schools implementing double shift teaching ▪ 501 laboratories constructed furnished and equipped. 	<ol style="list-style-type: none"> i. Made provision for construction of 405 multipurpose science rooms and 44 libraries under APL1. ii. Civil works for expansion of 48 secondary schools have been completed under phase I. iii. Civil works for 159 secondary schools under phase I are on-going. iv. Out of 417 secondary schools, civil works have commenced at 306 secondary schools under Phase II. v. 13 secondary schools were provided with funding to construct and operationalise ICT labs. These include: Kitende S.S-Wakiso, Kololo S.S-Kampala, St.Henry's College-Kitovu,

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
					provisions to ensure that schools are given textbooks in the 7 core subjects			Kambuga S.S-Kanungu, Nyaliro S.S-Koboko, Sacred Heart-Gulu, Rock H.S- Tororo, Mwererwe S.S-Wakiso, Kinyansano Girls-Rukungiri, St. Mary's S.S Bushoroza-Kabale, Kibibi S.S-Butambala.
		Continue giving incentives to investors in private secondary schools.	C/PSS	Continuous	<ul style="list-style-type: none"> ▪ Ensure that no taxes are charged on private secondary schools ▪ Promote Public Private Partnership arrangement under USE schools ▪ Continue registering and licensing private secondary schools ▪ Recruit more staff under the department to provide administrative support to private secondary schools. 	Incentives provided to private secondary schools	<ul style="list-style-type: none"> ▪ Additional staff recruited for Private institutional department by 2011 ▪ Enhanced Public - Private Partnership ▪ Increased number of private secondary schools registered and licensed 	<ul style="list-style-type: none"> (i) The sector has increased the number of private secondary schools partnering with government under USE program from 363 schools in 2007 to 878 in 2012; (ii) In 2009/10, the Government of Uganda granted income tax wavier to all private secondary schools; (iii) Out of 4,000 private secondary schools in the country, a total of, 2,828 have been graded by the sector; (iv) Provided textbooks to 633 private schools out of the 743. Plan is underway to provide textbooks to the remaining 110 schools; (v) Provided science equipment to 642 private schools; (vi) Registered and licensed 203 and 123 private secondary schools respectively; and, (vii) 256 PPP schools selected for UPOLET implementation.
		Progressively improve the curriculum to meet the job market requirements	D/NCDC	Starting 2011	<ul style="list-style-type: none"> ▪ Construct 18 comprehensive secondary schools with curriculum which is both technical and vocational based. ▪ Develop roadmap for curriculum review process ▪ Reduce the number of subject offered from 42 to 18 out of which, schools will 	Secondary school curriculum improved to meet the job market requirement.	<ul style="list-style-type: none"> ▪ 18 comprehensive secondary schools constructed with curriculum which is both technical and vocational based ▪ Curriculum for secondary schools improved to meet the job market requirements. 	<ul style="list-style-type: none"> • Road map for curriculum review has been developed and approved by MoES Top Management Meeting. • In relation to the curriculum review, subject reduction was effected that is subjects were reduced from 42 to 18 subject clusters out of which schools offer a maximum of 14 subjects only. • Reduction of students' course load at A' level to 3 Principals and 2 Subsidiaries has been

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
					offer a maximum of 14 subjects only.			implemented.
BTJET Department	3	Progressively improve the curriculum to meet the job market requirements	D/NCDC	Starting 2011	<ul style="list-style-type: none"> Procure a consultant to develop curriculum for Technical Schools Train staff in the use of new curriculum and management of facilities. 	Have new curriculum developed by June 2012	<ul style="list-style-type: none"> Five new curricular developed in; <ul style="list-style-type: none"> Water and Sanitation Refrigeration and Water Conditioning Information and Communication Technology (ICT) Industrial Ceramics Architecture 	Provided funds to NCDC to review firms school Technical Colleges and Technical institutions curriculum.
		Continue to provide free BTJET and Technical education	C/BTJET	Continuous	<ul style="list-style-type: none"> Make budgetary provision of 4.97bn for implementation (capitation grants) of Post UPJET program Plan for construction classrooms and workshops for Post S.4 BTJET institutions implementing the program Recruit more instructors and tutors to facilitate in the implementation of the program. 	Free BTJET and Technical Education implemented 2012	<ul style="list-style-type: none"> Paid capitation grants for students enrolled under Post UPJET program Classrooms and constructed workshops for Post UPJET programs. Additional instructors and tutors recruited to facilitate in the implementation of the program 	The sub-sector has continued to implement UPJET in 42 technical institutions and is to implement UPOLET in 57 technical institutions
		Construct technical institutes starting with 21 in Amuria, Hoima, Kamuli, Masaka, Ntungamo, Mukono, Nakasongola, Namutumba, Pader, Yumbe, Kiboga, Bukedea, Kyenjojo, Lyatonde, Adjumani, Kitagwenda, Nakaseke, Lt. Col Nasur Amin Memorial Institute, Bumbeire, Kyeizoba	C/BTJET	2011-2014	<ul style="list-style-type: none"> Set up project Coordination unit with 14 officers to do the work Prepare for the implementation of the project Procure a consultant to do design work 	<ul style="list-style-type: none"> Breaking of the ground done by 2012 Construction works to be completed within 14 months 	14 new technical institutes constructed, furnished, equipped and become operational by 2014	Design works are on-going for all of 14 sites in the districts of Amuria, Hoima, Kamuli, Masaka, Mukono, Nakasongola, Namutumba, Pader, Yumbe, Kiboga, Bukedea, Kyenjojo, Lyatonde, and Adjumani under OFID and SAUDI projects.
		Construct another 3 technical institutes of	C/BTJET	2012-2013	Make budgetary provisions for	3 technical institutes constructed by 2013	3 technical institutes constructed, equipped and	The sub-sector has started on the construction works of 3 technical

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
		Barlonyo, Buseesa and Kisomoro Technical in Kabarole			construction of 3 technical institutes		furnished	institutes of Barlonyo, Buseesa and Kisomoro Technical in Kabarole.
		After 2012/13, construct 15 technical schools every year up to 2016	C/ BTVET	2013-2016	Make budgetary provisions for construction of 15 technical schools every year	45 technical schools constructed by 2016	45 technical schools constructed, equipped and furnished by 2016	The Sub-sector earmarked districts without BTVET institutions.
Special Needs Education Department	4	Improve pupil: teacher ratio to 10:1 in Special Needs Schools	C/SNE	2012-2016	Support District Service Commission in recruitment of more teachers for Special Needs Schools	3028 teachers recruited every FY	15,140 teachers for Special Needs schools recruited by 2016	The sub-sector presented a paper in one of ESR meeting that was held in November 2011 to recruit more teachers to a ratio of 10:1 in Special Needs Schools
		Improve salaries of teachers with SNE qualifications from Grade III level to Grade V	PS/ES	2012-2016	Make budgetary provisions for increasing teachers' salaries	Grade III teachers' salaries improved to GV level	Grade III teachers' salaries improved to GV level	The sub -sector presented a paper to ESC through the PS/ ES to enhance salaries from Grade III level to Grade V level.
Higher Education Department	5	Progressively increase the number of government sponsored students from the current 4,000 upwards	C/HE	Starting 2012	Make budgetary provisions every FY to increase number of students admitted on government sponsorship	Number of government sponsored students increased by 4,000	8,000 students admitted on government sponsorship by 2016.	Admitted 4,000 students on government sponsorship in FY 2011/2012
		Provide a loan to students who are not directly sponsored by government.	C/HE	Starting 2011	<ul style="list-style-type: none"> ▪ Establish a task force to develop institutional and legal framework to guide in the implementation of the loan scheme. ▪ Ensure that funds are available for students to borrow 	A loan Scheme Board established	University students sponsored in both humanities and sciences under the loan scheme.	<p>The Taskforce for the loan scheme was established and policy was developed pending approval by the Cabinet.</p> <p>Cabinet approved principles for the law and the office of the 1st parliamentary council has been contacted to start the drafting process.</p>
		Increase funding to private universities to carry out research	C/HE	Continuous	<ul style="list-style-type: none"> ▪ Train university staff ▪ Build laboratories and libraries and equip them in licensed private universities offering courses relevant to National development ▪ Give land to private universities ▪ Provide equipments like cars to private universities 	Enhanced quality of private university Education	<ul style="list-style-type: none"> ▪ 2 libraries constructed ▪ Science Education supported in Kisubi Brothers' University ▪ Funds for research provided to private universities 	The sub-sector provided to Kisubi Brothers University which is a constituent college of Nkozi University

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
		Upgrade the following: Arapai Campus under Busitema University to offer Animal Production and Management, Namasagali Campus under Busitema to offer, Bachelor of Science in Natural Resource Economics.	C/HE	2012-13	<ul style="list-style-type: none"> Develop infrastructure at Arapai campus Recruit staff to teach at Arapai campus Prepare an instrument for approval by Solicitor General's office on establishment of a campus at Arapai and Namasagali. 	Busitema university upgraded to offer Animal Production and Management at Arapai Campus and Bachelor of Science in Natural Resources Economics at Namasagali campus	<ul style="list-style-type: none"> Infrastructure (i.e. lecturer rooms, laboratories and libraries developed at Namasagali and Arapai campus. Lecturers recruited Approved instrument to establish the two campuses. 	Arapai Campus under Busitema University was upgraded to offer Animal Production and Management and Namasagali Campus under Busitema to offer, Bachelor of Science in Natural Resource Economics.
		Upgrade Lira Constituent College of Gulu University to offer degree courses in Nursing; Public Health and Engineering.	C/HE	2012/13	<ul style="list-style-type: none"> Develop the infrastructure (lecture rooms, laboratories and libraries) Recruit the teaching staff. 	Lira Constituent College of Gulu upgraded to offer degree courses in Nursing, Public Health and Engineering	Infrastructure (i.e. lecturer rooms, laboratory and library) developed at Lira Constituent College.	<p>(i) Construction of infrastructure was completed and they were handed over to Gulu University.</p> <p>(ii) The programme is scheduled to begin in August 2012</p>
		Establish A Public University in West Nile sub- region. (Muni University)	C/HE	2012-2013	<ul style="list-style-type: none"> Acquire land for the University in Yumbe district Set up functional office Prepare a strategic plan Develop 3 new programmes 	A public University established in West Nile sub-region	<ul style="list-style-type: none"> Land acquired for establishment of Public University in Yumbe district Functional, well equipped office established in the University University strategic plan developed 3 new programmes developed. 	<p>(i) Ground breaking was done in December 2011 and construction works have begun; and,</p> <p>(ii) Programmes will start in Academic year 2012/2013</p>
		Elevate Makerere University Business School to university status.	C/HE	2012-2013	Pr-epare an instrument to elevate Makerere University Business School to degree warding institution for Solicitor's General approval.	Makerere university Business School elevated to a degree awarding institution.	Approved instrument for elevation of Makerere University Business School to a degree warding institution.	A bill was drafted to elevate Makerere University Business School to a university awaiting Parliamentary debate and enactment to upgrade it to a degree awarding institution.
		Start a constituent college in Karamoja	C/HE	2011-2016	<ul style="list-style-type: none"> Develop the infrastructure (lecture rooms, laboratories and libraries) Recruit teaching staff 	A constituent college established in Karamoja	<ul style="list-style-type: none"> Infrastructure (i.e. lecturer rooms, laboratory and library) constructed Teaching staff recruited. 	The sub-sector has planned to start a constituent College in Karamoja in the Medium-Term.
		Upgrade Kigumba	C/HE	2011-2016	Prepare an instrument	Kigumba Petroleum	Approved instrument for	The legal status for Kigumba

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
		Petroleum Institute to a Public university			for approval by Cabinet and solicitor General's office to upgrade Kigumba Petroleum Institute to Public University	Institute upgraded to a Public University	upgrading Kigumba Petroleum Institute to Public University.	Petroleum Institute to operate as a tertiary institution. It will upgrade to public university in FY 2013/14 when all is arms and funds available.
		Establish Mbale campus of Busitema university	C/HE	2011-2016	<ul style="list-style-type: none"> ▪ Develop the infrastructure (lecture rooms, laboratories and libraries) ▪ Recruit teaching staff 	Mbale campus of Busitema University established	<ul style="list-style-type: none"> ▪ Infrastructure (i.e. lecture rooms, laboratories and libraries) constructed. ▪ Teaching staff recruited 	Busitema university Council is in the planning process for establishing Mbale campus of Busitema university as per their communication to the sector.
<i>Physical Education and Sports</i>	6	Commit more resources for uplifting of sports in schools, the groups, and individuals	C/PES	2011-2016	Make budgetary provisions for uplifting of sports in schools, the groups and individuals	Sports uplifted in schools, groups and individuals	Budgetary provisions made to uplift sports in schools, the groups and individuals	<ul style="list-style-type: none"> i. Physical education made compulsory in all primary and secondary schools ii. Committed fund for orienting more 450 secondary school teachers in physical education for FY 2011/12. iii. Commencement of 32 sportsschools national wide in 2012. iv. Trained 605 primary school teachers, 40 PTC tutors and 200 student teachers on Kids Athletics in 2012. v. Coordinated 10 schools and tertiary institutions national sports championships in 2011 and so 5 in 2012. vi. Participation in FEASSA games of 2011 and will present teams for 2012 after all secondary schools national championships 2012 vii. Granted teaching of PE a core status on secondary school curriculum in 2009 viii. Made the second follow up on the implementation of the teaching policy and quality of teaching in 201. ix. In corporation with Development partners (Germany, China, JICA, UNICEF, British Council,

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
								<p>Right to Play etc) to build teachers and coaches capacity and to provide sports Equipment.</p> <p>X. ADB donated sports items.</p> <p>XI. Facilitated National Sports Teams to major Games e.g. Olympics CWG, AAG, CHAN and other Africa's major Championships.</p>
		Provide more resources for up keep and development of sporting infrastructure in the country.	C/PES	2011-2016	Make budgetary provisions every FY to provide more resources for upkeep and development of sporting infrastructure in the country.	Sporting infrastructure developed	Budgetary provisions made every FY for upkeep and development of infrastructure in the country	<p>The sub-sector sector has initiated development projects such as NHATC, Regional stadia, Akii Bua Stadium;</p> <p>i. Advertised for consultancies to design national higher altitude centres and 6 regional stadia in the district of Jinja Mbarara, Mbale, Masaka, Kabale and Gulu.</p> <p>ii. Bid documents for NHATC have been received awaiting evaluation and awards by the contract committee.</p> <p>iii. Approved 2 contracts for design and supervision consultancy for the 6 Regional Stadia (Jinja Mbarara, Mbale, Masaka, Kabale and Gulu). A waits for clearance from solicitor General.</p> <p>iv. Received fund for evaluating bids for contract for design and supervision consultancy for NHATC.</p> <p>v. Provided UGX 200M to Kapchorwa DLG for relocation of Teryet Primary School</p> <p>vi. Provided UGX 100M for compensation for land for NHATC.</p> <p>vii. Completed feasibility study by REA for power connection to NHATC site. Funds awaited to implement power connection project.</p>

Department	No.	Activities	Responsibility	Time Frame	Strategy	Targets	Excepted Outputs	Actual outputs
								<p>viii. Completed feasibility study to connect safe water supply to NHATC site. Funds of Approximately UGX 5000M required to implement water connection.</p> <p>ix. Commenced opening of the road to Teryet NHATC site by UNRA.</p> <p>x. Allocated to government land of 45.7 acres for construction of Akii Bua stadium. Negotiations for implementation are ongoing with OPM, MoFA and MoES.</p> <p>Refurbished and reopened Lugogo Indoor Stadium facilities in April 2012</p>
		Provide more financial support to national sports teams.	C/PES	2011-2016	Make budgetary provisions every FY to support national sports teams	National Sports Teams supported with financial resources	Budgetary provisions made every FY to support national sports teams.	<p>i. In 2011; UGX 350M given to AAG to Maputo, UGX 68M given to USSSA in preparations to host FEASSA Games, UGX 30M given to UAF for the 13th IAAF World Championship in South Korea, UGX 15M for England Rugby Federation Union Hqs, Twickenham UK. UGX 175M given to Uganda Cranes.</p> <p>ii. UGX 700 M has been planned for UAF and FUFA teams in FY 2012/13.</p>



THE REPUBLIC OF U

MINISTRY OF EDUCATION AND SPORTS

Education and Sports Sector Fact Sheet 2000 – 2012

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012* ¹⁴	
Pre Primary	No. of Pre-primary	EMIS	749	795	844	893	538	628	717	703	1,724	2,469	6,579	2,361	3,953	
	(a) Total Enrolment	EMIS	NA	59,829	78,257	64,484	41,775	55,558	69,340	76,538	175,302	234,428	498,644	289,862	345,295	
	(i) Boys	EMIS	NA	29,589	38,581	32,148	20,596	27,548	34,500	37,689	86,006	114,473	245,605	142,359	170,245	
	(ii) Girls	EMIS	NA	30,240	39,679	32,336	21,179	30,010	38,840	38,849	89,296	119,955	253,039	147,503	175,050	
	(b) GER	EMIS, UBOS	NA	NA	NA	3.21%	2.24%	2.19%	2.35%	2.5%	5.6%	6.6%	7.4%	7.5%	8.3%	
	(i) Boys	EMIS, UBOS	NA	NA	NA	3.12%	2.21%	2.19%	2.4%	2.5%	5.6%	6.5%	7.3%	7.4%	8.2%	
	(ii) Girls	EMIS, UBOS	NA	NA	NA	3.30%	2.26%	2.20%	2.3%	2.5%	5.5%	6.8%	7.1%	7.6%	8.4%	
	(c) NER	EMIS, UBOS	NA	NA	NA	2.15%	1.47%	1.63%	1.6%	1.5%	3.9%	5.6%	6.1%	6.6%	7.1%	
	(i) Boys	EMIS, UBOS	NA	NA	NA	2.09%	1.45%	1.63%	1.59%	1.50%	4.0%	5.5%	6.3%	7.2%	8.2%	
(ii) Girls	EMIS, UBOS	NA	NA	NA	2.22%	1.49%	1.63%	1.51%	1.5%	3.9%	5.7%	6.2%	6.7%	7.2%		
Primary	Total Schools that Responded	EMIS	11,578	12,280	13,332	13,353	13,371	13,576	14,385	14,728	15,962	17,127	17,865	16,684	17,524	
	Total Schools in Database	EMIS	12,480	13,219	14,281	14,816	15,339	15,828	17,807	18,583	19,185	19,797	20,448	22,200	22,501	
	(a) Total Enrolment	EMIS	6,559,013	6,900,916	7,354,153	7,633,314	7,377,292	7,223,879	7,362,938	7,537,971	7,963,969	8,297,780	8,374,648	8,098,177	8,317,420	
	(i) Boys	EMIS	3,395,554	3,528,035	3,721,135	3,872,589	3,732,928	3,642,568	3,692,242	3,779,338	3,987,160	4,150,037	4,179,248	4,039,734	4,161,057	
	(ii) Girls	EMIS	3,163,459	3,372,881	3,663,018	3,760,725	3,644,364	3,581,311	3,670,692	3,758,633	3,976,819	4,147,743	4,195,400	4,058,443	4,156,363	
	(b) %age of girls to total enrolment	EMIS	48.23%	48.88%	49.81%	49.27%	49.40%	49.58%	49.9%	49.9%	49.9%	49.99%	50.06%	50.12%	50.0%	
	(c) Enrolment by Ownership															
	Government	EMIS	5,351,099	5,917,216	6,575,827	6,835,525	6,707,845	6,609,677	6,668,931	6,777,675	6,871,588	7,185,584	7,171,690	7,036,529	7,099,083	
	(i) Boys	EMIS	2,778,292	3,033,047	3,335,756	3,472,493	3,397,082	3,337,040	3,345,502	3,402,191	3,443,507	3,595,831	3,583,383	3,512,815	3,555,110	
	(ii) Girls	EMIS	2,572,807	2,884,169	3,240,071	3,363,032	3,310,763	3,272,637	3,323,429	3,375,484	3,428,081	3,589,753	3,588,307	3,523,714	3,543,973	
	private	EMIS	1,148,208	891,568	768,842	779,219	658,340	601,550	688,139	760,296	1,092,391	1,112,196	1,202,958	1,061,648	1,121,8337	
	(i) Boys	EMIS	585,791	447,857	380,827	390,415	330,389	299,316	343,721	377,147	543,653	554,206	595,865	526,919	605,947	
	(ii) Girls	EMIS	562,417	443,711	388,015	388,804	327,951	302,234	344,418	383,149	548,738	557,990	607,093	534,729	612,390	

¹⁴ Data for 2012 includes both provisional and projections. The projections are denoted by *. Final data for 2012 will be published by end of October 2012.

Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012* ¹⁴
(d) %age of Private to total enrolment	EMIS	17.51%	12.92%	10.45%	10.21%	8.92%	8.33%	9.3%	10.1%	14%	13.4%	14.4%	13.1%	14%
(e) Repeaters	EMIS	635,021	655,862	774,314	1,014,272	1,017,573	988,933	1,153,717	1,114,843	872,261	972,104	900,506	830,057	884,556
(f) Repetition Rate ¹⁵	EMIS	10.10%	10.00%	11.22%	13.79%	13.33%	13.41%	15.71%	14.8%	11%	11.7%	10.9%	10.2%	10.6%
(g) Total No. of Teachers	EMIS	110,366	127,038	139,484	145,587	147,242	144,919	150,135	152,086	159,516	168,376	172,403	169,503	181,232
(h) Teachers on Gv't Payroll	EMIS	82,148	101,818	113,232	121,772	124,137	126,227	126,990	127,694	124,595	123,901	124,851	129,651	131,551
(i) Teachers in private schs	EMIS	28,218	25,220	20,700	23,833	21,367	20,833	22,176	26,974	37,199	42,090	45,955	39,809	49,681
(i) Number of Classrooms	EMIS	68,523	77,058	84,628	88,177	93,620	97,903	102,507	104,899	114,441	121,212	144,916	142,802	144,513
No. of classrooms Gvt	EMIS	50,370	60,199	69,990	73,104	79,449	83,740	85,902	86,306	88,410	91,668	107,080	108,012	105,958
Proportion of SNE Children to total	EMIS	2.4%	2.5%	3.0%	3.2%	3.0%	2.5%	2.6%	2.4%	2.3%	2.5%	2.4%	2.4%	2.4%
(i) Boys	EMIS	2.6%	2.7%	3.2%	3.4%	3.1%	2.7%	2.8%	2.6%	2.4%	2.6%	2.3%	2.6%	2.5%
(ii) Girls	EMIS	2.2%	2.3%	2.7%	3.0%	2.8%	2.4%	2.4%	2.3%	2.2%	2.3%	2.6%	2.3%	2.2%
Proportion of orphans Children to total	EMIS	6.2%	6.9%	7.1%	6.8%	17.0%	17.5%	17.3%	17.7%	17.1%	15.7%	16.10%	15.6%	15.1%
(i) Boys	EMIS	6.1%	6.9%	7.1%	6.8%	17.0%	17.6%	17.4%	17.9%	17.3%	15.9%	16.40%	15.9%	15.3%
(ii) Girls	EMIS	6.2%	6.9%	7.0%	6.8%	16.9%	17.3%	17.1%	17.5%	16.9%	15.6%	15.90%	15.3%	15%
(j) Enrolment Growth Rate	EMIS	NA	11%	11%	4%	-2%	-2%	2%	2.3%	5.7%	3%	1%	-3%	3%
(k) GER ¹⁶	EMIS, UBOS	128.3%	130%	126.3%	127.45%	104.42%	107.77%	114.4%	113.1%	115.7%	133.3%	128%	117.7%	115.3%
(i) Boys	EMIS, UBOS	132.4%	133%	128.4%	129.88%	107.55%	108.77%	117.8%	116.5%	118.8%	134.1%	128.3%	117.9%	115.4%
(ii) Girls	EMIS, UBOS	124.1%	127.8%	124.3%	125.05%	101.39%	106.76%	111.2%	109.9%	113%	132.5%	127.6%	117.6%	115%
(l) NER ¹⁷	EMIS, UBOS	85.5%	86.5%	84.8%	87.4%	90.01%	93.01%	92.0%	93.3%	95.0%	96.1%	96%	97.5%	95.5%
(i) Boys	EMIS, UBOS	88.8%	87%	83%	87.8%	92.51%	93.62%	94.1%	95%	96.9%	97.4%	95.6%	97.1%	95.1%
(ii) Girls	EMIS, UBOS	82.3%	86%	99.8%	93.7%	87.60%	92.41%	90.1%	91.4%	93.1%	94.7%	96.4%	97.9%	95.9%
(m) GIR ¹⁸	EMIS, UBOS	192%	194%	155%	155.74%	147.11%	152.84%	129.2%	128.5%	137.1%	168.1%	160.6%	140.1%	133.5%
(i) Boys	EMIS, UBOS	191%	193%	152%	156.86%	144.99%	155.95%	133.3%	132.5%	140.9%	166.8%	162.3%	142.0%	135.1%
(ii) Girls	EMIS, UBOS	191%	195%	158%	154.59%	149.34%	149.74%	125.4%	124.7%	133.5%	167.5%	159%	138.2%	132%
(n) NIR ¹⁹ :	EMIS, UBOS	69.60%	70%	57.80%	59.05%	55.89%	55.95%	56%	57.4%	59.0%	60.6%	61.95%	63.9%	60.4%
Male	EMIS, UBOS	69%	69%	55.90%	59.06%	54.26%	55.63%	57%	58.0%	59.3%	60.6%	61.90%	63.9%	59.9%
Female	EMIS, UBOS	70%	72%	59.70%	59%	58%	57.00%	56%	56.9%	58.8%	60.8%	62.05%	64.0%	60.8%

¹⁵ Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year.

¹⁶ GER: Gross enrolment ratio refers to the proportion of pupils attending primary schools (P1-P7) to the number of children aged 6-12 in the entire population

¹⁷ NER: Refers to the ratio of primary school children aged 6-12 years to the number of children of the same age range in the population.

¹⁸ GIR: Refers to new entrants in primary grade 1 regardless of age as a percentage of the 6 year old in the population.

¹⁹ Net intake rate (NIR): Refers to new entrants to primary grade 1 aged 6 years as percentage of the 6 year old in the population.

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012*14
	Public current expenditure on primary education as a percentage	EMIS	2.10%	2.20%	2.23%	2.20%	1.90%	1.90%	2%	2%	2%	2%	2%	2%	2%
	Primary as a %age of total public education		69.70%	72.00%	69.30%	66.70%	68.40%	66.20%	60%	57%	58%	58%	58%	58%	58%
	(o) PTR (All schools)	EMIS	65	58	56	52	50	50	48	50	50	49	49	48	46
	(i) PTR (Gov't schools)	EMIS	65	58	58	56	54	52	53	53	55	58	57	54	54
	(ii) PTR (Private schools)	EMIS	41	35	37	33	31	29	31	28	29	26	26	27	24
	(q) PCR(All schools)	EMIS	106	98	94	87	79	74	72	72	70	68	58	57	58
	(iii) PCR (Gov't schools)	EMIS	106	98	94	94	84	79	78	79	78	80	67	65	67
	(iv) PCR (Private schools)	EMIS	67	58	53	53	47	43	42	41	42	38	32	31	32
	(r) Survival rate to grade 5	EMIS	88.4%	58.5%	68.3%	52%	55.7%	52%	49.5%	49%	54.1%	60.9%	60%	58%	59%
	(i) Boys	EMIS	88.3%	58.9%	65.9%	52%	55.2%	52%	49.2%	49%	53.3%	60.0%	60%	57%	58%
	(ii) Girls	EMIS	88.5%	58%	70.8%	51%	56.2%	53%	49.8%	50%	54.9%	61.8%	61%	59%	60%
	Survival rate to grade 7	EMIS	74%	67%	61%	24%	30%	32%	30%	29%	29%	29%	30%	31.2%	32%
	(i) Boys	EMIS	61%	59%	55%	21%	27%	28%	27%	27%	27%	29%	30%	32%	31%
	(ii) Girls	EMIS	68%	64%	58%	22%	29%	30%	29%	28%	28%	28%	29%	31%	32%
	(s) Completion rate to P7	UNEB	NA	62.9%	49.1%	56%	62%	51%	48%	47%	49%	52%	54%	64%	67%
	(i) Boys	UNEB	NA	71.1%	58.8%	66%	72%	54%	55%	50%	51%	55%	56%	65%	68%
	(ii) Girls	UNEB	NA	54.9%	41%	47%	54%	47%	42%	44%	47%	48%	51%	63%	66%
	(t) Literacy Rate: Percentage of pupils reaching defined level of competency in literacy at														
	(i) P3	NAPE / UNEB	18.0%	NA	NA	34.30%	36.7%	39%	45.60%	45.50%	44.50%	55.9%	57.6%	47.9%	53.8%
	Male	NAPE/ UNEB	NA	NA	NA	33.10%	35.1%	37%	44.20%	43.80%	43.80%	55.2%	57.9%	47.3%	
	Female	NAPE/ UNEB	NA	NA	NA	35.50%	37.80%	40%	46.90%	47.20%	45.30%	56.5%	57.3%	48.5%	
	(ii) P6	NAPE / UNEB	13.0%	NA	NA	20%	25.0%	30%	33.50%	49.60%	47.90%	48.1%	50.2%	41.3%	40.8%
	Male	NAPE / UNEB	NA	NA	NA	20.30%	26.2%	32%	33.40%	48.20%	47.90%	47.9%	49.7%	42.1%	
	Female	NAPE/ UNEB	NA	NA	NA	19.50%	23.8%	28%	33.60%	50.80%	47.80%	48.2%	50.7%	40.6%	
	(v) Numeracy Rate: Percentage of pupils reaching defined level of competency in numeracy at P.3 and P.6														
	(i) P3	NAPE / UNEB	39.0%	NA	NA	42.9%	44.0%	45.0%	42.6%	44.8%	71.4%	71.3%	72.8%	63.1%	69.9%
	Male	NAPE/ UNEB	NA	NA	NA	43.9%	45.0%	46.0%	45.4%	46.3%	74.6%	72.8%	74.1%	65%	
	Female	NAPE/ UNEB	NA	NA	NA	41.9%	43.0%	44.0%	39.6%	43.3%	68.1%	69.7%	71.7%	61%	
	(ii) P6	NAPE / UNEB	41.0%	NA	NA	20.50%	26.8%	33%	30.50%	41.40%	53.50%	53.3%	54.8%	45.6%	45.2%
	Male	NAPE / UNEB	NA	NA	NA	25.70%	32.4%	39%	34.40%	45.90%	58.80%	58.7%	57.9%	49.6%	
	Female	NAPE / UNEB	NA	NA	NA	15.30%	21.2%	27%	26.70%	37.20%	48.40%	48.1%	52.1%	41.7%	

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012*14
	Oral reading at P3	NAPE /UNEB												46.2%	46.8%*
	Male	NAPE /UNEB												45.6%	46%*
	Female	NAPE /UNEB												46.9%	47%*
	Candidates who sat PLE	UNEB	304,507	326,771	365,891	373,664	401,936	410,363	404,935	419,206	463,631	488,745	490,374	514,916	533,376*
	Male	UNEB	174307	184512	203757	205181	217,581	218,953	214,154	217,903	236,773	247,795	249,515	261,274	270,037*
	Female	UNEB	130,200	142,259	162,134	168,483	184,355	191,410	190,781	201,303	226,858	240,950	240,859	253,642	263,349*
	Candidates that passed PLE	UNEB	238,834	257,595	273,379	301,546	320,543	347,833	357,218	362,603	374,325	418,479	431,529	444,815	471,493*
	Male	UNEB	157,478	163,854	167,532	177,775	181,515	190,415	193,346	193,719	197,497	217,046	224,064	229,794	241,812*
	Female	UNEB	81,356	93,741	105,847	123,771	139,028	157,418	163,872	168,884	176,828	201,433	207,620	215,021	229,751*
	PLE Pass Rate	UNEB	78.4%	78.8%	74.7%	80.7%	79.7%	84.8%	88.2%	86.5%	80.7%	85.6%	88.0%	86.4%	88%*
	Male	UNEB	90.3%	88.8%	82.2%	86.6%	83.4%	87.0%	90.3%	88.9%	83.4%	87.6%	89.8%	88%	90%*
	Female	UNEB	62.5%	65.9%	65.3%	73.5%	75.4%	82.2%	85.9%	83.9%	77.9%	83.6%	86.2%	85%	88%*
	PLE performance Index	UNEB	38.8%	40.0%	38.8%	42.6%	48.8%	51.3%	56.9%	55.7%	49.6%	52.8%	57%	63%	65%*
	Male	UNEB	40%	43.8%	41.5%	44.9%	51.5%	54.0%	59.2%	58.6%	47.1%	54.9%	59%	66%	68%*
	Female	UNEB	36 %	38%	35.6%	40.4%	45.6%	48.2%	54.3%	52.5%	44.5%	50.6%	54%	61%	63%*
	%age of schools by main energy source used														
	Cow dung	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.4%	6.5%	8%	7%*
	Firewood	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	89.5%	81.7%	81%	80%*
	Electricity	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	7.4%	6.3%	7%	8%*
	Charcoal	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	5.3%	2.8%	4%	4.5%*
secondary	(a) Enrolment in all sch	EMIS	518,931	539,786	655,951	683,609	697,507	728,393	814,087	954,328	1,088,744	1,194,454	1,225,692	1,258,084	1,225,326
	(i) Boys	EMIS	290,176	301,814	359,494	374,659	383,652	400,758	443,716	517,254	589,358	648,014	654,971	662,003	657,644
	(ii) Girls	EMIS	228,755	237,972	296,457	308,950	313,855	327,635	370,371	437,074	499,386	546,440	570,721	596,081	567,682
	(b) %age of girls to total enrolment	EMIS	44.08%	44.09%	45.19%	45.19%	45.0%	44.98%	45.50%	45.8%	45.9%	45.7%	46.6%	47%	46%
	(c) Enrolment by Ownership														
	Government	EMIS	216,292	261,664	317,806	336,362	370,807	407,845	412,367	466,148	514,340	550,631	667,396	667,796	649,953
	(i) Boys	EMIS	126,642	152,741	179,753	191,718	211,244	232,617	233,943	262,663	289,083	311,936	324,448	324,643	357,973
	(ii) Girls	EMIS	89,650	108,923	138,053	144,644	159,563	175,228	178,424	203,485	225,257	238,695	342,948	343,154	291,980
	private	EMIS	302,639	278,122	338,145	347,247	324,856	320,356	322,479	387,101	574,404	643,823	639,894	590,287	575,373
	(i) Boys	EMIS	163,534	149,073	179,741	182,941	171,480	168,057	166,910	199,715	300,275	336,078	330,523	337,360	299,671
	(ii) Girls	EMIS	139,105	129,049	158,404	164,306	153,376	152,299	155,569	187,386	274,129	307,745	227,773	252,927	275,702

Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012*14
(d) %age of Private to total enrolment	EMIS	58.32%	51.52%	51.55%	50.80%	46.57%	43.98%	39.61%	41%	52.8%	54%	52.2%	46.7%	47%
(e) Repeaters	EMIS	10,557	10,825	12,904	14,181	13,556	16,118	20,179	27,781	25,982	24,588	28,298	28,398	26,632
(f) Repetition Rate	EMIS	3.82%	2.09%	2.39%	2.16%	2.0%	2.31%	2.5%	3%	2.4%	2.1%	2.3%	2%	2.2%
(g) Total No. of Teachers	EMIS	30,384	30,425	37,227	38,549	37,313	37,607	42,673	50,767	57,158	65,045	62,921	64,675	53,720
(i) Number of Classrooms	EMIS	11,216	10,159	11,923	13,433	14,440	14,760	16,948	20,692	31,368	34,495	36,220	38,123	24,522
(j) Enrolment Growth Rate	EMIS	4%	4%	22%	4%	2%	4%	12%	17%	14%	9.7%	2.6%	3%	1.2%
USE indicators														
Number of USE Schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,155	1,231	1,348	1,490	1,647	1,919
Government	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	791	803	802	841	904	1,024
Private	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	364	428	546	649	743	895
Total Enrolment (USE Students)	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	161,396	316,652	451,187	600,328	689,541	751,867
Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92,388	180,086	254,289	334,639	377,293	408,441
Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69,008	136,566	196,898	265,689	312,248	343,426
% age of females	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43%	43%	44%	44%	45%	45.7%
Enrolment of USE students in government schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	120,959	232,170	313,653	407,953	449,585	461,960
Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69,309	132,360	177,658	229,011	249,433	254,691
Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51,650	99,810	135,995	178,942	200,152	207,269
Enrolment of USE students in private schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40,595	84,482	137,534	191,706	239,956	289,907
Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23,150	47,726	76,631	105,248	127,860	153,750
Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17,445	36,756	60,903	86,458	112,096	136,157
% of students in Private USE schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25%	27%	30%	32%	35%	38.6%
(k) GER ²⁰	EMIS/UBOS	13.00%	13.19%	19.64%	19.90	17.20	18.55	22	25	27.6	28.20%	28.30%	28%	27.2%
(i) Boys	EMIS/UBOS	15.00%	14.69%	21.10%	21.38	19.09	20.46	24.7	27.9	30.7%	31.20%	30.70%	31%	29.4%
(ii) Girls	EMIS/UBOS	12.00%	11.73%	18.12%	18.36	15.34	16.64	19.6	22.4	24.7	25.40%	26.0%	27%	25%
(l) NER ²¹	EMIS/UBOS	12.89	12.93	16.71	16.90	14.55	15.43	18.6	21.3	23.5%	23.80%	24.60%	25%	23.2%
(i) Boys	EMIS/UBOS	13.96	14.4	17.25	17.41	15.52	16.33	20.	22.8	25.2%	25.10%	25.70%	26%	24.1%
(ii) Girls	EMIS/UBOS	11.82	11.49	16.16	16.36	13.59	14.55	17.3	19.8	21.9%	22.50%	23.50%	25%	22.2%

²⁰ GER: Refers to Proportion of students attending secondary schools (S1-S6) to the number of children aged 13-18 in the entire population.

²¹ NER: Refers to the ratio of secondary school students aged 13-18 years to the number of children of the same age range in the population.

Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012*14
(o) STR	EMIS	17	18	18	18	19	19	19	19	19	18	19	19	23
(q) SCR	EMIS	46	53	55	51	48	49	48	46	35	35	45	44	50
(r) Transition rate to S1	EMIS	56.3%	51.2%	56.1%	49.0%	48.2%	44.5%	50.9%	68.6%	69.6%	63.9%	64.8%	65%	70%
(i) Boys	EMIS	56.0%	50.4%	55.0%	49.0%	48.2%	44.1%	50.5%	69.7%	71.1%	65.8%	66.7%	67%	71%
(ii) Girls	EMIS	56.6%	52.1%	57.4%	49.1%	48.1%	45.0%	51.4%	67.4%	68.0%	62.0%	63.0%	64.2%	70%
(s) Completion rate S.4	EMIS	16%	21%	22%	23%	24%	25%	28%	27%	29%	30%	31%	36.8%	37%
(i) Boys	EMIS	18%	23%	25%	26%	27%	28%	31%	30%	33%	33%	34%	40.5%	40%
(ii) Girls	EMIS	14%	19%	19%	20%	21%	22%	24%	23%	26%	27%	29%	33.2%	34%
(r) Transition rate to S.5	EMIS/UNEB	43%	31%	41%	45%	44%	42%	42%	46%	46%	50%	41%	38.1%	39%
(i) Boys	EMIS/UNEB	42%	34%	38%	41%	40%	36%	36%	42%	40%	41%	36%	30.8%	29%
(ii) Girls	EMIS/UNEB	43%	28%	40%	44%	42%	39%	39%	44%	43%	46%	39%	34.8%	34%
Percentage of S.2 students rated proficient in Biology														
Total	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36.7%	36.3%	30.4%	17.7%
Male	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43.2%	41.4%	36.1%	-
Female	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.8%	30.6%	24.6%	-
Percentage of S.2 students rated proficient in Mathematics														
Total	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69.4%	58.8%	49.7%	43.3%
Male	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74.4%	60.8%	54.7%	-
Female	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	63.3%	56.6%	44.7%	-
Percentage of S.2 students rated proficient in the English Language														
Total	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.9%	76%	67.5%	48.3%
Male	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.3%	73.5%	65.6%	-
Female	NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82.5%	78.8%	69.4%	-
UCE Performance														
Total Registered	UNEB		104,905	122,170	139,210	150,192	172,433	169,989	193,140	200,298	216,332	263,026	271,848	306,822*
Male	UNEB		59,218	66,883	76,756	81,979	94,247	93,331	104,448	108,247	114,831	142,581	145,297	160,378*
Female	UNEB		45,687	55,287	62,454	68,213	78,186	76,658	88,692	92,051	101,501	120,445	126,551	146,444*
Total Sitting	UNEB		102581	119205	135793	147421	168635	166,372	189,221	196,493	212,496	258,196	265,561	301,965*
Male	UNEB		57882	65251	74871	80466	92196	91,414	102,397	106,228	112,847	140,122	141,980	158,065*
Female	UNEB		44699	53954	60922	66955	76439	74,958	86,824	90,265	99,649	118,074	123,581	143,900*
Pass Rate	UNEB		88.5%	87.9%	91.5%	92.0%	93.8%	94.6%	95.3%	96.4%	95.6%	93.5%	95.8%	96%*
Male	UNEB		90.4%	90.3%	93.3%	93.6%	95.1%	95.6%	96.2%	97.0%	96.5%	94.4%	96.2%	96.0%*

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012*14
	Female	UNEB		86.0%	84.9%	89.2%	90.0%	92.3%	93.3%	94.4%	95.7%	94.6%	92.5%	95.4%	95.5%*
	Performance Index	UNEB		53.5%	51.5%	58.9%	57.4%	59.0%	53.0%	50.1%	49.8%	45.7%	43.10%	48%	48.1%*
	Male	UNEB		47.5%	44.5%	51.8%	50.5%	52.6%	47.0%	44.3%	43.7%	48.7%	45.70%	50%	50%*
	Female	UNEB		50.9%	48.3%	55.7%	54.3%	56.1%	50.3%	47.4%	47.0%	42.2%	40.00%	45%	46%*
	UACE Performance														
	Total Registered	UNEB		N/A	N/A	N/A	N/A	N/A	72,081	86,455	89,916	95,587	101,257	103,681	113,626*
	Male	UNEB		N/A	N/A	N/A	N/A	N/A	43,199	50,979	53,483	56,739	59,891	61,284	66,730*
	Female	UNEB		N/A	N/A	N/A	N/A	N/A	28,856	35,476	36,329	38,848	41,366	42,397	46,902*
	Total Sitting	UNEB		N/A	N/A	N/A	N/A	N/A	70,590	84,821	88,383	94,093	99,802	102,254	112,280*
	Male	UNEB		N/A	N/A	N/A	N/A	N/A	42,147	49,876	52,461	55,754	58,946	603,36	65,889*
	Female	UNEB		N/A	N/A	N/A	N/A	N/A	28,415	34,945	35,821	38,339	40,856	41,918	46,397*
	Tertiary Eligible	UNEB		N/A	N/A	N/A	N/A	N/A	64.5%	63.7%	65.0%	63%	61.90%	68%	64.45%*
	Male	UNEB		N/A	N/A	N/A	N/A	N/A	65.0%	63.7%	65.7%	64%	63.10%	66%	67.12%*
	Female	UNEB		N/A	N/A	N/A	N/A	N/A	64.0%	63.6%	64.0%	62%	60.30%	71%	61.06%*
BTVE T	Total UPPET Students	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3,024	6,250	9,099	9,013	9,344	7,932
	Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2,365	4,952	7,316	7,185	7,575	6,362
	Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	659	1,298	1,783	1,828	1,769	1,570
	No. of UPPET Institutions	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62	62	62	62	62	62
	Government	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46	46	46	46	46	46
	Private	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	16	16	16	16	16
PTCs	(a) Enrolment in PTCs	EMIS	13,071	15,703	17,960	19,477	18,742	16,646	16,297	19,849	22,036	22,204	23,536	24,984	26,059*
	(i) Males	EMIS	6,477	8,430	10,901	11,311	10,742	9,382	9,185	11,460	11,343	12,422	13,604	14,898	15,818*
	(ii) Females	EMIS	6,594	7,273	7,059	8,136	8,000	7,264	7,112	8,389	10,693	9,782	9,933	10,086	10,242*
Tertiary	(a) Total Enrolment	NCHE/EMIS	54,444	64,216	79,857	88,922	108,295	124,313	137,190	155,082	164,576	169,476	174,375	179,569	184,864*
	(i) Male	NCHE/EMIS	34,441	40,366	49,179	53,932	40,400	69,558	79,469	88,228	92,820	95,441	98,062	100,831	103,651*
	(ii) Female	NCHE/EMIS	20,003	23,850	30,678	34,990	63,574	50,587	57,721	66,854	71,755	74,035	76,313	78,738	81,214*
	(b) Enrolment at universities	NCHE/EMIS	33,588	42,584	57,144	65,212	71,659	78,107	92,605	96,821	98,976	109,811	120,646	136,541	152,011*
	(i) Male	NCHE/EMIS	20,251	25,675	33,762	39,374	36,250	33,127	52,507	55,028	56,318	67,369	78,420	93,808	109,251*
	(ii) Female	NCHE/EMIS	13,337	16,909	23,382	25,285	35,046	44,807	40,098	41,793	42,658	42,442	42,226	42,733	42,759*
	(c) Enrolment in Other Tertiary institutions	NCHE/EMIS	20,755	21,632	22,713	32,118	39,162	46,206	55,824	58,261	59,505	60,776	53,729	55,343	57,005*
	(i) Male	NCHE/EMIS	14,190	14,691	15,417	14,558	25,496	36,431	32,915	33,200	33,343	33,486	19,642	19,726	19,790*
(ii) Female	NCHE/EMIS	6,666	6,941	7,296	9,705	7,743	5,780	22,909	25,061	26,185	27,360	34,087	35,617	37,216*	

Annex 4: Performance League Table for FY 2011/12

League table showing key primary performance indicators of districts for net intake rate, completion rates and PLE pass rates for 2011/12

S/N	District	Net Intake Rate (NIR)				Completion Rate				PLE Performance Index				Average Rank	Overall Rank
		M	F	T	Rank	M	F	T	Rank	M	F	T	Rank		
1	ABIM	119%	120%	119%	4	99%	69%	83%	25	68%	60%	65%	27	19	1
2	NAKASONGOLA	92%	92%	92%	16	89%	99%	94%	11	66%	60%	63%	35	21	2
3	LUWERO	94%	102%	98%	12	77%	94%	86%	18	65%	61%	63%	36	22	3
4	BUSIA	98%	99%	99%	9	79%	68%	74%	41	68%	64%	66%	20	23	4
5	SHEEMA	66%	69%	67%	56	86%	90%	88%	15	75%	69%	72%	6	26	5
6	MBALE	80%	82%	81%	32	84%	84%	84%	22	68%	62%	65%	24	26	6
7	MASAKA	72%	78%	75%	43	75%	88%	82%	26	73%	66%	69%	12	27	7
8	IBANDA	81%	82%	82%	31	73%	77%	75%	36	70%	65%	67%	17	28	8
9	KALUNGU	106%	120%	113%	5	66%	88%	77%	32	62%	61%	61%	48	28	9
10	BUSHENYI	65%	60%	62%	65	75%	88%	82%	27	76%	72%	73%	3	32	10
11	BUDAKA	98%	98%	98%	10	89%	80%	85%	19	62%	57%	59%	67	32	11
12	MITOOMA	77%	83%	80%	33	63%	72%	68%	54	73%	67%	70%	9	32	11
13	BUKWO	123%	131%	127%	1	117%	135%	126%	2	56%	54%	55%	94	32	13
14	RUKUNGIRI	69%	67%	68%	54	71%	82%	76%	33	74%	67%	70%	10	32	13
15	MBARARA	62%	61%	61%	66	79%	78%	79%	30	78%	73%	76%	2	33	15
16	MUKONO	57%	63%	60%	72	87%	100%	94%	12	71%	67%	69%	15	33	16
17	KANUNGU	94%	79%	87%	23	61%	62%	61%	70	72%	66%	69%	13	35	17
18	KUMI	88%	89%	89%	22	74%	69%	71%	47	65%	60%	62%	38	36	18
19	NAKASEKE	87%	92%	90%	20	73%	88%	80%	29	63%	58%	60%	58	36	18
20	KABALE	97%	92%	94%	14	67%	81%	74%	40	65%	58%	61%	54	36	20
21	LYANTONDE	91%	91%	91%	17	58%	62%	60%	74	70%	64%	67%	18	36	21
22	NTUNGAMO	74%	71%	72%	47	67%	75%	71%	49	72%	67%	69%	14	37	22
23	RUBIRIZI	75%	79%	77%	37	62%	62%	62%	66	73%	68%	70%	8	37	23
24	WAKISO	33%	32%	33%	105	104%	97%	100%	7	75%	71%	73%	4	39	24
25	MPIGI	61%	61%	61%	70	85%	110%	97%	9	64%	61%	62%	39	39	25
26	SOROTI	82%	88%	85%	27	68%	75%	71%	50	64%	60%	62%	41	39	25
27	KISORO	105%	94%	99%	8	65%	58%	61%	69	66%	57%	62%	43	40	27

S/N	District	Net Intake Rate (NIR)				Completion Rate				PLE Performance Index				Average Rank	Overall Rank
		M	F	T	Rank	M	F	T	Rank	M	F	T	Rank		
28	BULAMBULI	102%	101%	101%	7	110%	107%	108%	5	54%	49%	52%	109	40	28
29	KABERAMAIDO	102%	109%	105%	6	77%	65%	71%	51	62%	56%	59%	68	42	29
30	NWOYA	87%	92%	89%	21	243%	130%	189%	1	56%	50%	54%	103	42	29
31	LWENGO	90%	92%	91%	19	67%	82%	75%	38	62%	57%	59%	69	42	31
32	NAMUTUMBA	90%	106%	98%	11	99%	94%	96%	10	56%	52%	54%	106	42	32
33	KIRUHURA	76%	74%	75%	44	57%	59%	58%	77	74%	68%	71%	7	43	33
34	KAPCHORWA	78%	79%	79%	36	110%	115%	112%	3	59%	53%	56%	91	43	34
35	GULU	60%	62%	61%	67	86%	64%	75%	37	66%	62%	64%	29	44	35
36	MITYANA	59%	59%	59%	74	78%	96%	87%	16	63%	61%	62%	44	45	36
37	JINJA	45%	44%	45%	94	85%	85%	85%	20	68%	62%	65%	23	46	37
38	KABAROLE	58%	59%	59%	75	62%	68%	65%	60	73%	71%	72%	5	47	38
39	PALLISA	92%	95%	94%	15	75%	69%	72%	44	60%	52%	56%	84	48	39
40	NGORA	70%	72%	71%	49	76%	75%	76%	35	63%	57%	60%	61	48	40
41	BUTALEJA	123%	121%	122%	3	70%	61%	66%	57	59%	52%	56%	89	50	41
42	IGANGA	52%	57%	54%	82	95%	104%	100%	8	63%	58%	60%	59	50	42
43	SERERE	126%	124%	125%	2	72%	71%	72%	46	57%	51%	54%	102	50	43
44	KYELEGWA	67%	70%	69%	53	64%	61%	62%	64	66%	60%	63%	34	50	44
45	BUTAMBALA	86%	82%	84%	28	72%	101%	86%	17	56%	51%	53%	107	51	45
46	KAYUNGA	86%	84%	85%	26	79%	90%	84%	23	57%	51%	54%	104	51	46
47	SEMBABULE	71%	82%	76%	40	63%	79%	71%	48	63%	57%	60%	65	51	46
48	BUIKWE	43%	44%	44%	96	77%	85%	81%	28	66%	62%	64%	32	52	48
49	LIRA	42%	38%	40%	99	82%	63%	73%	43	71%	67%	69%	16	53	49
50	KATAKWI	84%	83%	83%	29	59%	51%	55%	85	63%	60%	62%	46	53	50
51	RAKAI	71%	73%	72%	48	58%	67%	63%	63	64%	59%	61%	49	53	50
52	GOMBA	73%	80%	77%	38	67%	90%	78%	31	58%	53%	56%	92	54	52
53	KAMPALA	29%	26%	27%	107	80%	62%	69%	53	80%	76%	78%	1	54	53
54	OTUKE	83%	81%	82%	30	86%	46%	67%	56	61%	52%	58%	76	54	54
55	KALIRO	71%	69%	70%	50	88%	89%	88%	14	58%	52%	55%	100	55	55
56	MARACHA	96%	98%	97%	13	62%	40%	52%	88	62%	55%	60%	63	55	56

S/N	District	Net Intake Rate (NIR)				Completion Rate				PLE Performance Index				Average Rank	Overall Rank
		M	F	T	Rank	M	F	T	Rank	M	F	T	Rank		
57	TORORO	71%	76%	73%	45	85%	82%	84%	24	57%	53%	55%	95	55	56
58	BUKEDEA	82%	90%	86%	24	73%	71%	72%	45	58%	52%	55%	97	55	58
59	ISINGIRO	62%	62%	62%	64	58%	59%	58%	76	68%	61%	65%	26	55	58
60	KAMULI	63%	66%	64%	60	88%	95%	92%	13	58%	52%	55%	93	55	58
61	MANAFWA	90%	92%	91%	18	70%	76%	73%	42	54%	50%	52%	108	56	61
62	BULISA	73%	65%	69%	51	75%	49%	62%	67	63%	58%	61%	51	56	62
63	KWEEN	68%	66%	67%	57	109%	112%	110%	4	50%	45%	48%	112	58	63
64	ARUA	78%	80%	79%	35	63%	42%	52%	87	63%	57%	61%	52	58	64
65	KAMWENGE	64%	64%	64%	61	57%	53%	55%	84	66%	60%	64%	33	59	65
66	KIBUKU	74%	79%	76%	39	70%	60%	65%	61	60%	54%	57%	78	59	65
67	LUUKA	63%	65%	64%	62	100%	108%	104%	6	53%	47%	50%	111	60	67
68	BUKOMANSIMBI	87%	85%	86%	25	53%	70%	62%	68	59%	54%	56%	88	60	68
69	SIRONKO	67%	63%	65%	58	70%	79%	74%	39	59%	54%	56%	87	61	69
70	BUHWEJU	52%	59%	56%	78	50%	57%	54%	86	69%	62%	65%	22	62	70
71	KASESE	63%	67%	65%	59	59%	58%	58%	75	63%	59%	61%	53	62	71
72	BUDUDA	72%	80%	76%	42	60%	72%	66%	58	59%	53%	56%	90	63	72
73	MAYUGE	70%	66%	68%	55	75%	77%	76%	34	57%	53%	55%	101	63	72
74	MASINDI	51%	45%	48%	90	50%	48%	49%	94	71%	68%	70%	11	65	74
75	BUYENDE	79%	80%	80%	34	69%	70%	70%	52	54%	46%	51%	110	65	75
76	HOIMA	43%	45%	44%	95	61%	67%	64%	62	65%	59%	62%	42	66	76
77	KITGUM	50%	54%	52%	83	65%	47%	56%	82	63%	59%	62%	45	70	77
78	KOBOKO	58%	52%	55%	80	47%	32%	40%	100	67%	59%	64%	30	70	77
79	AGAGO	51%	50%	51%	85	68%	33%	51%	90	64%	59%	63%	37	71	79
80	AMOLATOR	50%	51%	50%	87	103%	66%	84%	21	55%	51%	54%	105	71	80
81	KIRYANDONGO	42%	40%	41%	98	50%	38%	44%	96	68%	62%	65%	21	72	81
82	MUBENDE	60%	60%	60%	73	57%	65%	61%	73	61%	57%	59%	71	72	82
83	NEBBI	81%	71%	76%	41	57%	30%	43%	97	59%	54%	57%	81	73	83
84	KYANKWANZI	63%	63%	63%	63	64%	68%	66%	59	58%	53%	55%	98	73	84
85	APAC	47%	46%	46%	93	70%	53%	61%	72	62%	58%	61%	56	74	85
86	ZOMBO	78%	68%	73%	46	43%	25%	34%	103	60%	57%	59%	72	74	85
87	BUVUMA	56%	55%	56%	79	61%	53%	57%	78	62%	56%	59%	66	74	87

S/N	District	Net Intake Rate (NIR)				Completion Rate				PLE Performance Index				Average Rank	Overall Rank
		M	F	T	Rank	M	F	T	Rank	M	F	T	Rank		
88	OYAM	61%	55%	58%	77	62%	37%	49%	93	63%	57%	61%	55	75	88
89	BUGIRI	68%	69%	69%	52	58%	54%	56%	83	58%	52%	55%	96	77	89
90	KALANGALA	30%	36%	33%	104	33%	39%	36%	102	66%	64%	65%	25	77	89
91	ALEBTONG	72%	50%	61%	68	74%	38%	57%	79	58%	52%	56%	85	77	91
92	AMURIA	52%	49%	50%	88	49%	35%	42%	98	63%	60%	61%	47	78	92
93	DOKOLO	41%	44%	43%	97	82%	53%	68%	55	58%	55%	57%	82	78	93
94	MOYO	18%	22%	20%	110	18%	15%	17%	105	68%	65%	67%	19	78	93
95	PADER	63%	59%	61%	69	61%	31%	46%	95	61%	55%	59%	70	78	93
96	LAMWO	54%	56%	55%	81	69%	43%	57%	81	60%	55%	59%	73	78	96
97	KIBAAL	61%	61%	61%	71	50%	51%	50%	91	61%	56%	58%	75	79	97
98	BUNDIBUGYO	60%	57%	59%	76	56%	28%	41%	99	60%	58%	60%	64	80	98
99	KIBOGA	46%	48%	47%	92	56%	68%	62%	65	58%	54%	56%	86	81	99
100	NAPAK	27%	21%	24%	109	19%	14%	17%	106	66%	61%	64%	28	81	99
101	KOLE	47%	48%	47%	91	70%	43%	57%	80	61%	54%	58%	74	82	101
102	NTOROKO	48%	53%	51%	86	45%	33%	38%	101	61%	59%	60%	60	82	102
103	MOROTO	28%	25%	27%	108	15%	14%	14%	109	66%	61%	64%	31	83	103
104	KYENJOJO	50%	51%	51%	84	48%	51%	50%	92	60%	56%	58%	77	84	104
105	AMURU	41%	37%	39%	101	87%	34%	61%	71	59%	49%	57%	83	85	105
106	KOTIDO	35%	26%	31%	106	12%	11%	12%	110	66%	56%	62%	40	85	106
107	NAMAYINGO	49%	48%	49%	89	62%	42%	52%	89	59%	55%	57%	79	86	107
108	NAKAPIRIPIT	36%	35%	36%	103	19%	11%	15%	108	64%	55%	61%	50	87	108
109	ADJUMANI	10%	10%	10%	112	22%	14%	18%	104	61%	59%	60%	57	91	109
110	AMUDAT	10%	12%	11%	111	7%	6%	7%	112	61%	57%	60%	62	95	110
111	KAABONG	44%	35%	40%	100	14%	7%	11%	111	60%	49%	57%	80	97	111
112	YUMBE	39%	38%	39%	102	19%	12%	16%	107	56%	52%	55%	99	103	112
	National	64%	64%	64%		68%	66%	67%		66%	61%	63%			

NB:

1

NIR: Refers to Net intake ratio and expresses 6 year old entrants to P1 as a percentage of 6 year olds in the population.

2

The Primary completion rate is defined as the total number of pupils who registered for PLE in 2010 regardless of age

Expressed as a percentage of the projected population at the official primary graduation age 12 for P7.

3

PLE Performance Index: Candidates are weighted in each grade of passing with the best grade carrying a high weight and failures given weight zero. The actual weight is summed up and expressed as a ratio of the expected maximum weight attained by multiplying the highest weight with the number of candidates that sat the exams.

