



Ministry of Education and Sports

Education Sector Strategic Plan 2004-2015

**Education Planning Department
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1.0 INTRODUCTION

This is the Education Sector Strategic Plan (ESSP) of Uganda's Ministry of Education and Sports. The Plan covers the fiscal years 2004/05 to 2014/15, and it succeeds the Education Strategic Investment Plan (ESIP) of 1998-2003. The Plan is presented in two parts. Part one presents the main text. Part two presents five annexes which contain: (1) guidelines for adopting new initiatives and projects, (2) tables and figures cited in the text, (3) program objectives and strategies, (4) indicators and targets medium-term and long-term, (5) tables and figures and (6) work plans for departments, semi-autonomous institutions and collaborating line Ministries.

1.1 *Purposes of the Plan*

The Plan has three purposes:

- (a) To help the Ministry fulfil its mission, which is “to support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development;”¹
- (b) To guide all sub-sectors in their regular medium-term and annual planning and budgeting exercises; and
- (c) To help the Ministry of Education, as sector coordinator, negotiate with other government agencies, other actors in the education sector, and external funding agencies the scope and use of their investments in the education sector.

1.2 *Economic context of the Plan*

A critical problem facing Uganda is that it does not have enough men and women with the competencies needed to achieve its development goals. Yet the anticipated rate of economic growth (GDP) is not enough to expand the education system over the next ten years to meet the demands of a rapidly growing school-age population.

1.3 *Demographic Trends*

The school-age population is expected to continue to grow at a rate of about 3.4% per year over the next decade. The population of Uganda has increased at this rate for more than two decades. The 2002 census had been expected to reveal a decline in birth rates over the previous inter-censal period, but preliminary analyses indicate that high birth rates have continued. The number of children reaching school age is now expected to increase by 40% - 67,000 children - over the decade between 2004 and 2014. Moreover, these projections reflect the fact that half of the

¹ Post Constitutional Restructuring of the Ministry of Education and Sports, Final Report, May 1998, as amended by Top Management of MOES.

cohorts reaching age six by 2007/08 have already been born; only half of the cohorts have not yet been born.

1.4 *The Long-Term Expenditure Framework*

The Ministry of Finance, Planning and Economic Development anticipates that the budget for education will increase by 76% between 2003/04 and 2013/14. This projection will be driven by rapid GDP growth. The Ministry expects the rate of growth to rise from 5.0% in 2003/04 to 6.4% in 2013/14. These growth projections reflect the assumption that private investment will increase sharply as the financing of the public debt absorbs a shrinking share of rising savings. Private consumption is projected to increase by an average rate of 5.3% a year over the decade. Population growth is assumed to average 3.56% a year. Thus per capita consumption is predicted to rise by 1.7% a year.

The share of education in total government expenditure is expected to increase from 19.4% to 21.2% as expenditures for security, interest payments, public administration, economic functions and social services fall.

1.5 *Sectoral context for the Plan*

The second Education Sector Strategic Plan is based on government's White Paper for Education, its long-term commitments to the international community, and on the medium-term goals and plans and current undertakings of the Ministry of Education and Sports.

1.6 *Government White Paper on Education*

The 1992 Government White Paper on Education is the basis of official policy on the purposes and programs of education. While some of the programs have been revised as a result of intervening events, the White Paper's articulation of the purposes of Uganda's education system continues to be the supreme guidance for the sector. Its aims are to promote citizenship; moral, ethical, and spiritual values; promote scientific, technical and cultural knowledge, skills, and attitudes; eradicate literacy and equip individuals with basic skills and knowledge and with the ability to "contribute to the building of an integrated, self-sustaining and independent national economy."

1.7 *International long-term commitments*

Uganda has two sets of commitments to the international community that have an impact on its long-term plans. These are the Millennium Development Goals (MDGs) and the Education for All goals (EFA). The Plan is in line with these broad sets of goals.

The Millennium Development Goal that is relevant to the Ministry of Education and Sports is to ensure that by 2015 boys and girls will be able to complete a full course of primary schooling and that gender disparities will be eliminated at the primary level by 2005 and at all levels by 2015. The Education for All goals (set in Jomtien in 1990 and reaffirmed in Dakar in 2000) include completion of free and compulsory primary education of good quality, equitable access by all children, elimination of gender disparities, and achievement of measurable learning outcomes, especially in literacy, numeracy, and essential life skills.

1.8 Medium-term goals and plans

As the education sector is an active and evolving organism, any long-term plan must seriously take into account current activities and medium-term goals and plans. These are articulated in several documents: the *Aide Memoires* of the recent Education Sector Reviews (May and November 2003), the Mid-term Review of the first ESIP (February 2003), the logical framework/strategic plans drafted by departments subsequent to the Mid-Term Review, and the Poverty Eradication Action Plan (PEAP), finalized in December 2003.

1.9 Education Sector Reviews (ESRs) and current undertakings

The ninth and tenth Education Sector Reviews (held in 2003) specified undertakings that manifest the concerns and priorities of stakeholders in the education sector. In the convention of previous reviews, they call for assessments of government's financial commitment to education, the Ministry's budget performance and public expenditure management. The reviews have also focused on quality-enhancement indicators (ratios of primary pupils to classrooms, teachers, and textbooks), and measures of equitable quality (net enrolment rates, completion rates, and pupil achievement in literacy and numeracy). The reviews have assessed progress in teacher recruitment and the development of strategic plans for higher education and for student assessment.

Undertakings reviewed by the ninth ESR included the establishment of an Instructional Materials Unit and a Construction Management Services Unit. Those presented by the tenth ESR for action within the coming year included an assessment of non-formal education program resources for disadvantaged groups of children and the establishment of the Uganda Vocational Qualifications Framework.

These ESR records indicate the current priorities of the education sector and are taken into account in this Plan.

1.10 Mid-term review of the ESIP²

² Education Planning Department, MOES (February 2003), Mid-term Review of the Education Strategic Investment Plan (ESIP) in Uganda: Final Report.

In 2002 the Ministry's Education Planning Department contracted a consultant team to review progress in implementing the ESIP, recommend detailed revisions to its objectives and targets, and outline a strategy for the sector up to 2015. The consultants' findings were discussed and accepted at a workshop in January 2003, and they constitute an important element of the foundation for this second Plan.

1.11 Department strategic plans

Subsequent to the Mid-Term Review, the Department of Planning asked each department within the Ministry to develop a logical framework based on the one agreed-upon at the review workshop. The drafts of these plans have been incorporated into the process of developing this Plan, and they are used as the basis of department work plans that follow from the Plan.

1.12 Poverty Eradication Action Plan

The Ministry of Education and Sports' section of the government's Poverty Eradication Action Plan (PEAP) for the years 2004-05 to 2006-07 has been developed in synchronization with this Plan. Two of the four pillars of the PEAP are "increased ability of the poor to raise their incomes," and "enhanced quality of life of the poor." The education section of the PEAP is geared toward those aspects of the education sector that most directly address poverty issues. It is also a comprehensive presentation of the sector, as its systemic nature makes it difficult to ignore any aspect of its objectives and strategies.

1.13 Process of developing the ESSP

To develop the ESSP, EPD and its consultant team began with the logical frameworks submitted by each department following the Mid-Term Review of the ESIP. These frameworks became the basis of a logical framework in the PEAP and of the policy objectives and strategies of the ESSP. The Ministry's Monitoring and Evaluation Working Group, the Sector Policy and Management (SPM) Working Group, the Education Sector Consultative Committee (ESSC), and Ministry Top Management reviewed a draft ESSP. Based on discussions in each of these meetings, the draft ESSP was revised. Once the draft was fairly well elaborated, a National Consultative Workshop was held; participants included district education cadres as well as representatives from the Ministry and members of the Education Funding Agencies Group (EFAG). The final review of the draft took place in the Ministry's first Education Sector Planning and Budget Workshop - the first such annual workshop, which replaces the spring Education Sector Review.

The result of this workshop was an agreement on the broad lines of the ESSP as well as on the objectives and strategies of each sub-sector. The workshop also gave some guidance on how to reduce costs to fit the ESSP within the Long-Term Expenditure Framework (LTEF). After the workshop, the Education Planning Department (EPD) made such adjustments to the expenditure framework and translated it into the Medium-Term Budget Framework through 2006-07.

1.14 **Changes to the ESIP**

The second Plan differs from the first in some key respects. The ESIP covered a five-year period (1998-2003), while this Plan (ESSP) covers ten years (2005-2015).³ This second Plan is costed and linked to department Work Plans and the Medium-term Budget Framework (MTBF) so that it can be used as a critical basis for medium-term and annual planning and budgeting. While the first Plan elaborated on the “programme approach” to planning and implementation, that approach has been more or less institutionalized, so the second Plan assumes its continuation. Finally, as described in more detail below, the second Plan shifts the emphasis from one of implementing Universal Primary Education, which, introduced in 1997, riveted the attention and resources of the sector, to a more balanced concern for post-primary and other sub-sectors as well as primary. Above all, it aims at improving the quality of education—*what* participants learn and *how* they learn.

³ The ESSP was approved in spring 2004, so effectively it does not cover the 2004-05 fiscal year, making it a ten-year plan.

2.0 POLICY OBJECTIVES

Policy objectives that meet the broad requirements of the Millennium Development Goals, Education for All goals, and the Ministry's mission must be broad and all encompassing. This is because the provision of education is a systemic challenge, and all aspects of the system must function interactively. It must provide access at the primary level for all children and at post-primary levels for qualified students; it must provide quality instructional programs. Providing access and quality depends upon an efficient use of limited resources. Thus the objectives of the Education Sector Strategic Plan are necessarily broad and comprehensive.

2.1 *Highest priority objectives*

The Plan puts highest priority on solving three problems:

- (a) Children are not learning basic skills in primary school. The focus of the first strategic plan (1998-2003) was on getting all children into primary school - access. The focus of this plan at the primary level is to help pupils in primary school learn the basic skills of literacy and numeracy and life skills - quality. To achieve this objective (2.1) the Ministry will:
 - (i) Make the curriculum feasible and practical,
 - (ii) Adopt effective methods of instruction and train teachers in their use,
 - (iii) Devote more instructional time; consolidate other vocational and other subjects into less time,
 - (iv) Examine pupils only in reading, writing, and math.

- (b) Students are not acquiring the skills and knowledge they need for either the world of work or further education. At the post-primary level, the bifurcated system between academic preparation for higher education and vocational training for technician jobs is not appropriate for Uganda's national development needs. A key objective of this plan (2.2) is to help students acquire competencies they need to join the workforce and to continue their education. To achieve this objective, the Ministry will:
 - (i) Revise the curriculum to and improve instruction and assessment.
 - (ii) Make more efficient use of resources.
 - (iii) Reconfigure the post-primary sector, and centre Business, Technical and Vocational Education and Training (BTVET) on a qualifications framework.

- (c) The extraordinary large numbers of children who entered the school system in 1997 with the introduction of Universal Primary Education - the UPE bulge - will pass through the post-primary sub-system and enter the tertiary system during the term of this strategic plan. While families now pay the major share of the costs of post-primary and tertiary education and training, many of the families whose children enter these levels in the next ten years cannot afford to pay these costs, which are much higher than the costs of primary school.

The challenge of this plan is to accommodate more students at the post-primary and tertiary levels and to reach equitable levels of participation among families of all economic status and among rural and urban families. The Plan's objectives are to lower the costs of post-primary education and training by making introducing more efficient use of resources and to allocate resources toward schools and students who can least afford to pay.

2.2 Objectives and sub-objectives

The objectives and sub-objectives of the Plan, which are stated immediately below, provide its broad and comprehensive direction. The strategies and cost framework, which follow in the subsequent section, give direction to priority interventions intended to address binding constraints.

2.2.1 Objective 1: An education system relevant to Uganda's national development goals

Uganda's development as a proud nation, a strong government, and a vibrant economy depends upon the eradication of poverty, the transformation of a subsistence-based agricultural economy into a modern agricultural and industrial economy, an elimination of HIV/AIDS and other deadly diseases, and a cessation of internal hostilities. The education of children and youth are essential contributions to these goals. Thus, one objective of the Plan is to build an education system that contributes to Uganda's national development goals in the context of globalization.

The Plan aims to accommodate dramatic increases in the rates of transition between the primary and post-primary sub-sectors and the post-primary and tertiary sub-sectors. The transition rate between Primary 7 (P7) and Secondary 1 (S1) is expected to rise from about 45% to 80% over the timeframe of the Plan. The rate of transition from S4 to S5 is expected to rise to about 40%. S5 and S6 will be preparatory for entrance into universities and other tertiary-level institutes. Many of those students who do not go on to S5 will take one or more BTVET courses, either immediately after S4 or at some time after they have entered the workforce. The transition rate from S6 to tertiary education is anticipated to be about 90%.

Objective 1, which addresses access problems and solutions, is sub-divided into three sub-objectives that are aligned with the three sub-systems: primary, post-

primary, and tertiary, of the system. Indicators of progress on this objective include enrolment rates and transition rates by gender, income quintile, geographic region, and rural/urban location (see Annex 3).

2.2.1.1 Universal participation in a flexible basic education system

The Plan supports the continuation of Universal Primary Education (UPE), so that all Ugandan children attend primary school without paying fees. This will entail expansion of the basic education system, including complementary programs for disadvantaged children and youth: those in poor, dispersed, and/or remote communities and in conflict areas, as well as individual children with physical disabilities.

2.2.1.2 Increased and equitable participation in a coherent and flexible post-primary system

As currently structured, the post-primary system cannot accommodate all the P7 completers who wish to continue their education. The Plan calls for restructuring the post-primary system to give more participants competencies for the workforce and further education. It anticipates that the transition rate from P7 to S1 will increase from the current 45% to 80%. This increase will be gradual, and it will take into account the larger cohorts of the “UPE bulge,” the first of which enters S1 in 2005. About 50% of those who complete S4 are expected to make the transition to S5; much of the remaining 50% will enter the labour market and enrol in BTVET courses.

2.2.1.3 Expanded and equitable participation in a coordinated, flexible, and diversified tertiary system

The newly formed National Council of Higher Education and the Ministry are in the final stages of developing a strategic plan that will help institutions accommodate more students by expanding and rehabilitating facilities and by making the system more flexible.

2.2.2 Objective 2: Students achieving education goals

It is not enough that children enrol in school. Uganda needs citizens who can actively participate in their democracy, families that care for the health and welfare of their members and communities, and a workforce comprised of competent professionals, technicians, and labourers who can modernize the economy in the context of globalization.

The first cohort entering school under the Universal Primary Education (UPE) policy has now completed the primary level. But the high rates of attrition at each grade level mean that only a small percentage of those who entered have

successfully completed primary school. A Ministry study of the UPE cohort shows high attrition rates. The 2.1 million pupils who enrolled in 1997 became 1.3 million the next year, then 1.1 million, 0.96 million, 0.83 million, 0.7 million, and 0.48 million in 2003.

Moreover, assessments of pupils' performance show alarmingly low rates of mastery of literacy and numeracy skills. The most recent assessment of pupils' achievement published for the National Assessment of Progress in Education (NAPE) is from 2003.⁴ Table 1B in Annex 1B reveals that overall performance was poor. More than 40% of P3 pupils tested were "inadequate" in their performance on English reading and writing and in numeracy tests. Over 71% were inadequate in oral English. At the P6 level over 67% of those tested were "inadequate" in English reading and writing, just under 30% in oral English, and over 56% in numeracy. (Table 1A presents 1999 NAPE results, which are similar to those of 2003.⁵

At the post-primary level as well, only a minority of the students are achieving what is expected; too many are leaving school without the knowledge and skills they need to participate as citizens and productive workers. A study conducted in 2002 reveals low scores in English and maths.⁶ 40% were judged as failing maths and 25% failing English on the tests given in the study (see Table 2 in Annex 1B.)

The sub-objectives of Objective 2 are also stated in terms of the three sub-systems and their functions in educating children, youth, and young adults. Indicators of progress on this sub-objective include drop-out, repeater, survival, completion, and achievement rates by gender, income quintile, geographic region, and rural/urban location.

2.2.2.1: Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills.

Literacy (reading and writing) and numeracy (arithmetic and practical mathematics) are essential not only to participation in the modern workforce but also to safe and healthy lives in a modernizing society. In order to rise above existence at the subsistence level, a person will need to understand the symbolic basis of written language and arithmetic. Ensuring that no pupil completes primary school without these competencies will require devoting much more instructional time per week to language and math instruction as well as better articulation of the curriculum with instructional materials and teaching methods.

2.2.2.1: Post-primary students prepared to enter the workforce and higher education

⁴ National Assessment of Progress in Education, Uganda National Examinations Board (2003 DRAFT), The achievements of primary school pupils in Uganda in English literacy and numeracy.

⁵ National Assessment of Progress in Education, Uganda National Examinations Board (1999), The achievements of primary school pupils in Uganda in English and mathematics.

⁶ UNEB, School quality study in secondary and technical/vocational schools in Uganda (March 2002).

The modern workforce, toward which Uganda is heading in important industrial and agricultural sectors, will require a different set of competencies than those taught today. To succeed in the workplace, young people will require the ability to follow written directions that assume an understanding of abstract concepts. They will need to go beyond the basics of reading, writing, mathematics, and problem solving, and many will need the ability to use computers at a basic level. Enterprises in every sector, including modern agriculture, industry, and the public sector, will require entering employees who know how to solve problems using rigorous methods of problem identification, hypothesis formulation, data collection and analysis, and reporting. Factory jobs and work in agriculture-based enterprises will demand the ability to reason beyond repetition of mechanical operations, to make decisions about treatments under varying conditions, to understand a business plan, to communicate clearly in writing, to read complex instructions, and other such tasks. Every person should be able to think critically - to make informed and competent judgments about what others assert and about his or her own choices - and to clearly communicate information and opinions.

2.2.2.3: Tertiary graduates prepared to be innovative, creative, and entrepreneurial in the private and public sectors

Only 2.7% of Uganda's youth between the ages of 19 and 25 are enrolled in higher education institutes, yet demand for access to this level of the system exceeds what is provided.⁷ While this rate is expected to grow over the coming decade, it will remain the case that few Ugandans hold higher education credentials. Thus, public investment in higher education should be returned to society in the form of productive participation in private enterprises and public service.

2.2.3 Objective 3: An effective and efficient education sector

The semi-annual performance reviews of the Education Sector Review meetings and recent tracking studies of resource use reveal considerable inefficiencies and wastage in the education system. This is of major concern, since the Ministry's financial resources are far below what it needs to meet its access and quality-related objectives. In the past five years, the Ministry has made notable progress in decentralizing primary and post-primary education services, but much remains to be done before districts become effective managers of education. The Ministry has also put into place a series of policies and programs that will assure quality of services, but these plans have only begun to be implemented. It has also built the capacity of its planning and operations staff to set targets, adopts strategies, and implement interventions that move toward achieving objectives, but there is room for improvement. Thus, one objective of the Plan is to correct these insufficiencies and maintain an effective and efficient education sector and institutions.

⁷ Draft Strategic Plan for Higher Education, November 2003.

The sub-objectives focus on improving management and administration, decentralization, quality assurance, and private-public partnerships. Indicators of progress on this objective are found in Annex 3.

2.2.3.1 Decentralized authority, financing, and management of education services

The Ministry has been moving toward decentralization of primary and post-primary education since 1995. Progress varies among districts, though few have made a start at the post-primary level. The Plan supports a concerted effort to fully decentralize these services.

2.2.3.2 Strengthened capacity of the Ministry - its agencies and institutions - to provide leadership and management

The Ministry's capacity to plan, implement, and monitor programs has grown significantly during the period of ESIP 1. As investments begin to include substantial developments at the post-primary and tertiary levels, the Ministry's administrative staff will require even more sophisticated management skills, and the system must be retuned to provide incentives for better management and the time and other resources managers need to do their jobs. With responsibility for service delivery shifting to the district level, centrally based administrators will take leadership roles and delegate routine tasks to district staffs.

2.2.3.3 Quality assurance and accountability throughout the sector

The Plan calls for a coherent system of standards and monitoring performance, which can be implemented within actual logistical and resource constraints.

2.2.3.4 Partnerships between the Ministry and other agencies in service delivery and capacity-building

The education system must also interact with other government systems, particularly financial systems, central and local governments, and public service. It depends upon community resources and the collaboration of stakeholders throughout the education sector, particularly families that finance the education of their children, community leaders, providers of private programs, and industry, commerce, and public services that employ graduates of the system. Some Ministry programs, notably BTVET and pre-primary, can benefit considerably from close cooperation with other ministries. And the Ministry must interact with the international community and the agencies that offer external support.

3.0 STRATEGIES TO REACH THE OBJECTIVES

At the same time the Plan is broad and comprehensive, it must also account for the limitation on resources and focus first on overcoming those constraints that keep it from functioning at an optimal level. It must clearly direct sufficient resources to those aspects of the system that are both critical and weak. Because resources are limited and not nearly enough to build and maintain a perfectly functioning, fully funded system, the Plan reflects the choices of the Ministry. While it allocates an estimated sufficient amount of resources to some strategies, it allocates to others only a partial amount needed for full effectiveness.

3.1 *Discussion of strategies and interventions*

Annex 2 presents a matrix of policy objectives, strategies, and interventions. The following narrative elaborates on the strategies found in Annex 2.

3.1.1 **Objective 1: An education system relevant to Uganda's national development goals.**

Sub-objective 1.1: Universal participation in a flexible basic education system

Strategies

(a) *Support programs targeted to disadvantaged children and youth*

The Ministry has had difficulty reaching disadvantaged communities with primary school services. There are many such communities, each with particular needs. They include dispersed communities, poor rural and poor urban communities. NGOs have helped reach these communities with special projects. Although disadvantaged communities should continue to benefit from the special attention of these NGOs, the Ministry will begin to provide some resources to them through its normal channels. It will draft and implement a costed plan for extending to these programs the staff establishment of districts and corresponding wage adjustments made in the Medium-Term Budget Framework of 2005-06. It will develop a training module for these instructors and train them. The Ministry could also consider budgeting annually for a fund used to supply matching grants to NGOs that deliver services to disadvantaged groups.

The Ministry has also begun to organize support to the NGOs working in conflict areas, where war has raged for many years, and the effects on conflicts on communities had included disruption of education services and school-age children left displaced and traumatized by events. The ESSP will extend Ministry resources to programs serving conflict areas, as well as providing its own resources, including guidance and counselling, for children who need it. The Ministry will aim to provide hardship allowances to those teachers who are working in conflict areas.

(b) Lower costs to families

Government dramatically lowered the cost of primary education to many families with the introduction of Universal Primary Education. The Ministry will continue to help schools cover their costs through capitation grants. In allocating these grants, it will take into account the differences among schools in the populations they serve (children of poor families come to school with fewer intellectual, social, and economic resources and require more attention.)

(c) Lower social-cultural barriers to girls' attendance

There is nearly an equitable balance between girls and boys enrolled in primary school, though aggregate statistics might mask inequities in particular districts and schools. The Ministry will continue to lower social-cultural barriers to girls' attendance by supporting initiatives in this area and deploying women teachers to rural schools. It will also continue to support initiatives to increase girls' participation and disseminate lessons learned from these projects throughout the system.

(d) Expand and improve primary school facilities

Using the School Facilities Grants (SFG), the Ministry will continue to expand classrooms, houses, and other facilities, including what is needed to improve hygiene and safety. It will rectify the defects found in the SFG and keep unit costs down. For schools in conflict areas and other schools with special requirements, the SFG will be made flexible enough to meet diverse needs.

Sub-objective 1.2: Increased and equitable participation in a coherent and flexible post-primary system**Strategies****(a) Make more efficient use of teachers/instructors' and learners' time, and other resources**

As a consequence of the insufficient attention devoted to post-primary education in recent years, resource allocation has become inefficient, especially in the light of access and equity objectives. As the post-primary sub-system moves from a small number of elite schools to a large number of schools providing mass education, the Ministry must take measures to reduce the per-student cost of post-primary education. It will do this by: (1) reducing students' course load to five or six per term, (2) consolidating subject matter into fewer courses, (3) increasing standard minimum class size and rationalizing teacher work loads, (4) redeploying teachers from schools where there is a surplus to those where there are deficiencies, and (5) use of double-shifts and multi-grade classrooms, so that space is used efficiently. These measures will also help improve the quality of instruction.

(b) Reconfigure the post-primary sub-sector

During the ten-year timeframe of the ESSP, the Ministry will shift gradually from inflexible parallel tracks of: (1) a six-year academic curriculum (secondary) designed to prepare students for higher education and (2) a two or three-year vocational education program designed to prepare students for entry level jobs in the work force. Within BTVET, the Ministry will make a gradual transition from post-primary full-time programs to a more flexible BTVET system. The post-primary reconfiguration does not affect training institutes that follow the fourth year of general secondary or the curriculum of Secondary 5 and 6.

General secondary. Not all general secondary schools will look alike. Schools will be tailored to the communities they serve. Rural schools may alter the calendar to meet farming seasons, and they should be able to accommodate students who drop out and return. Community “seed” schools will be small and may offer multi-grade courses. Urban schools will be large and may use double-shifts to make efficient use of facilities. Centres of excellence throughout the rural areas will attract diligent students.

BTVET. In order to provide larger numbers of learners with timely acquisition of vocational skills, BTVET will be organized within the framework of the Uganda Vocational Qualifications Framework/Authority (UVQF/A) for assessment and certification of occupational competencies. The UVQF/A will articulate course objectives with corresponding job qualifications and certify learners’ fulfilment of course requirements. Training providers, public and private, will be encouraged to offer courses that correspond to the assessment requirements specified in the UVQF/A.

This new BTVET framework will complement the post-primary general curriculum for all students. Most courses will be aimed at students who have completed four years of general secondary, but they will be open to all learners who have the requisite skills and knowledge to enter.

Courses will be modularized, so that learners can acquire specific skills within a short period of time and move directly into an entry-level job or advance to a higher-level of certification. Short, modularized courses allow more learners to access the system, because each training centre can accommodate more students in a given period of time. This is the model used by the Directorate of Industrial Training, which is solidly based within industry and should play a central role in a reconfigured BTVET system.

Figure 1 in Annex 1B depicts in a simple graphic the relationship of such a BTVET system to the rest of the system.

Significant construction, equipment, and furnishing costs can also be saved by using industrial facilities wherever possible for practical skills training. The Ministry will encourage private providers and communities to offer skills training courses that meet UVQF/A standards.

(c) *Expand, equip, and improve post-primary school facilities*

Since Uganda's commitment to the goals of Education for All, which stress participation in basic education at the primary level, and even more, since the advent of Universal Primary Education, the post-primary sub-system has suffered painfully from insufficient funding. This has resulted most notably in a deterioration of the physical infrastructure. That system, however, served only a small portion of the population; demand for post-primary education has grown impressively and will continue to grow as the UPE bulge moves into that level. The Ministry plans to increase access to post-primary schools by building small "seed" schools in each sub-county where there is none or where the need is great, rehabilitating existing facilities and expanding them to accommodate growing numbers. It will also consider the restitution of a "centre of excellence" in each district - a school with full libraries and facilities for teaching science. The Ministry will rehabilitate, equip, and optimize use of existing BTVET training facilities to provide modular courses and give some support to private providers of BTVET.

(d) *Improve equity in the participation of girls and needy students*

The Ministry will expand, equip and improve post-primary school facilities, and it will improve equity in participation of girls and needy students by targeting grants to schools in needy areas and bursaries to individual students.

There are individual children throughout the country with special needs, due to hearing, vision, mobility, or other disabilities. The Ministry will continue to conduct regular assessments of services to children with special needs, in an effort to implement its policy of inclusive education and reduce the costs of educating children with special needs. It will also aim to build some schools for children with severe disabilities.

Sub-objective 1.3: Expanded and equitable participation in a coordinated, flexible, and diversified tertiary system.

Strategies

(a) *Restructure the tertiary system to increase coherence and flexibility*

The Ministry has established a National Council for Higher Education, which has developed a strategic plan for the sub-sector that centres on a restructured system. The aim of this restructuring is to develop coherence among the universities and other higher-education institutes. It will develop a course-credit system that allows

mobility of students among disciplines and institutions without loss of earned work. This integration will also make more attractive other institutions within the Ministry of Education and Sports and those institutions transferred in 1998 from the ministries of Labour and Social welfare; Health; Tourism, Trade and Industry; Land, Water and Environment; Agriculture, Information, and Public Service, as they will allow learners to move among institutions.

(b) *Develop facilities to cope with rapidly increasing numbers*

The UPE bulge will reach the tertiary sub-system in about 2010, and together with a steady growth in population and the macro-economic success of Uganda since 1990, it will result in increased demand for higher education. The Ministry will rehabilitate existing and construct new facilities, including an Open University and a university in the East, to meet this demand. It will also encourage the private sector to offer programs in higher education.

(c) *Establish a liberalized financing mechanism and diversify the resource base*

The Ministry uses public funds to subsidize Makerere and other universities. Because of the academic independence of these institutions and the mingling of public and private funds, it is extremely difficult to account for how public funds are spent. To address this problem, the Ministry will direct a higher portion of funds to students rather than institutions, allowing it to specify the disciplines in which these funds are focused (science and technology). This change will also make the market for higher education more demand-driven by allowing students to enter the public or private institution that offers courses that meet their needs, thus leading to better quality and more attractive programs. In addition, the Ministry plans to de-link accommodation and tuition fees and allocate more funding toward tuition, thus partially financing the cost of education for more students. It will also test the feasibility of a student loan scheme, which would allow even more students to finance their own education.

3.1.2 Objective 2: Students achieving education goals

Sub-objective 2.1: Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills

Strategies

(a) *Improve the instructional processes that lead to students' achievement of literacy, numeracy, and basic life skills*

This high-priority strategy comprises five major interventions/undertakings:

- (i) The focus will be on helping pupils learn to read and write (literacy) and to master basic arithmetic and practical mathematics (numeracy). This will take a

long-term and close collaboration among the National Curriculum Development Centre (NCDC), the Teacher Development and Management System (TDMS), the Departments of Teacher Education and Pre-Primary and Primary Education, and the School of Education at Kyambogo University.

- (ii) If significantly more learning is to take place, teachers must be able to work with manageable groups of pupils, especially those at the lower levels of P1, P2, and P3. The current practice of accommodating large numbers of pupils at the lower primary levels and maintaining smaller class sizes in the upper levels - as a function of attrition - will be reversed. Schools will reorganize classes and streams. This will entail in some schools merging smaller classes at the upper levels into multi-grade instruction in order to break up classes at lower levels into manageable streams.
- (iii) Adjusting class size is a policy measure that will be accompanied by a new indicator: the average number of classes conforming to the policy. The current indicators of pupil-to-classroom and pupil-to-teacher ratios mask the huge variations among class size, especially since P1 and P2 classes are generally much larger than those at higher levels. Thus the Plan moves away from the ESIP's use of pupil-to-classroom and pupil-to-teacher ratios as key targets and conditions for disbursement of funds. It replaces these with indicators and targets related to class size.
- (iv) The Ministry's policy and actual practice are to use local languages as the medium of instruction in P1-P4. This practice is highly recommended, as it is now incontrovertible that learners can master literacy in a second language (English) more readily if they learn first to read and write in their mother tongue. Though the barriers to teaching literacy in local languages in Uganda are considerable (producing written materials, persuading parents, and resolving political problems surrounding languages of instruction), the Ministry will aim to provide sufficient quantities of reading materials in local languages and English, both by procuring and distributing them and by helping teachers develop their own reading materials.
- (v) The Ministry will revise the curriculum to give much more time during the school week to literacy and numeracy. This will entail consolidating other subjects into shorter periods of time.
- (vi) Teachers need to continually assess the progress of pupils and provide remedial help when pupils fall behind. The Uganda National Examinations Board (UNEB) is developing grade-level tests of literacy and math skills, and it has prepared materials for training teachers in continuous assessment. This is a long-term intervention that will be started immediately. Assessment should conform to the revised curriculum. Schools will test pupils at least once a year to identify those who are weak in literacy and/or numeracy.

- (vii) Such pupils need immediate attention. Schools will be helped to organize their resources to provide remedial work for them.
- (viii) The Ministry will also design and train teachers to use curricula and instruction methods and materials that are appropriate for pupils in conflict areas.

(b) *Strengthen the teaching force*

The second strategy for helping primary pupils achieve their education goals is the continuing improvement of teaching. This includes a continued effort to recruit teachers and teacher-trainees. By about 2007 the untrained teachers in the system should have completed their in-service training through the TDMS, though there will continue to be some untrained teachers taking posts. Teacher Education will shift its focus to enrolling and training teachers in Primary Teachers Colleges (PTCs). The TDMS will be used primarily to give in-service support to qualified teachers, head teachers, and school communities. The Ministry will increase the number of tutors to meet the requirements of growing enrolments and teaching staffs. To create a more efficient link between Coordinating Centre Tutors (CCTs) and teachers, schools and districts will appoint a mentor teacher in each school to liaise with the CCT and work with other teachers in the school.

To compensate for the neglect of pre-service training in recent years, the Ministry will also rehabilitate PTCs and provide them with a full complement of trained staff, equipment, furniture, and supplies. Management of PTCs will be improved. The Ministry will continue to improve the conditions of service of primary teachers, including the introduction of a scheme of service (Strategy 3.1.3).

(c) *Use pre-primary programs and other measures to prepare children for the intellectual requirements of primary school*

Many children enter primary school with little preparation for the intellectual tasks it requires. They come from families in which parents have not gone to school and the home environment has no exposure to reading matter or incentives to learn to read. Moreover, many families send their five-year-olds to primary school, even though the official enrolment age is six.

The Ministry will work with the private sector to provide pre-primary education. It will establish an early childhood development policy framework and a learning framework for private pre-primary centres. It will license and monitor private centres and include early childhood development instructional methods in the PTC curriculum. It will also advocate for good early childhood development practices in families and schools and use mass media and other low-cost interventions to help families prepare children.

In addition, the Ministry will work with schools and local authorities to discourage parents from enrolling five-year-olds, who are not developmentally ready to read and write and who thus waste teachers' time and efforts. For children who enter school with little or no exposure to reading, pre-reading materials and other readiness skills will be part of the curriculum of Primary 1.

Sub-objective 2.2: Post-primary students prepared to enter the workforce and higher education.

Strategies

(a) Give highest priority to competencies for the workforce and further education

If Uganda is to transform its subsistence economy into modern agriculture, industrial, service, and public sectors, most of the population will eventually need competencies with broad application: the ability to:

- (i) Communicate effectively both verbally and in writing,
- (ii) Follow written instructions (manuals and diagrams) that assume an understanding of abstract concepts,
- (iii) Use advanced mathematics, including fractions, decimals and line graphs,
- (iv) Solve semi-structured problems by formulating and testing hypotheses, and
- (v) Understand how computers work.

These competencies are only a small part of both the general secondary and BTVET curricula, and are not the focus of exams. Over the term of the ESSP, the Ministry will move toward a four-year program (S1-S4) for all participants at the post-primary level that emphasizes competencies for the workforce and further education. By 2015, it will cease to offer parallel tracks of academic and vocational curricula.

General secondary. This shift will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and toward a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills once they enter the world of work. This is not meant to “vocalise” the post-primary curriculum by adding training for specific vocations.⁸ The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently.

⁸ (Such training will be provided through the UVQF/A (see Strategy 1.2.2 above and subsequent paragraphs in this section).

Like the curriculum revision at the primary level, curricula will be revised at the post-primary level in close collaboration between curriculum writers and teachers. Based on the revised curricula, the Ministry will provide instructional materials through matching subsidies and seed funding for textbook rental or re-purchasing schemes. It will construct laboratories and libraries in post-primary schools. UNEB will help develop tests of the new competencies and train teachers in continuous assessment.

The plan calls for reducing students' course loads from 18 to five or six, including required core courses and electives. Over the long term, students will concentrate on subjects that are critical to achieving the competencies they require: math, science, technology, communication, and social studies. Their course load will be reduced so that they have steady exposure to these subjects each day and throughout the year. This can be achieved over the long term by integrating the critical subject matter of many courses into fewer courses. For example, a course in life sciences and a course in physical sciences can incorporate the subject matter of health, HIV/AIDS prevention, agriculture practices, and environmental studies as practical applications of basic competencies in the scientific approach to problem-solving.

BTVET. As described in Section 1 above, the S1-S4 course of study for post-primary students will be complemented by a BTVET system centering on the Uganda Vocational Qualifications Framework/Authority. Learners will take courses within this framework/authority to acquire skills relevant to specific occupations. These courses will be aligned with human resource requirements of all sectors and the labour market.

In order to provide larger numbers of learners with timely acquisition of vocational skills, BTVET will be organized within the framework of the Uganda Vocational Qualifications Framework/Authority (UVQF/A), which will articulate course objectives with corresponding job qualifications and certify learners' fulfilment of course requirements. This new BTVET framework will complement the post-primary general curriculum for all students. Most courses will be aimed at students who have completed four years of general secondary, but they will be open to all learners who have the requisite skills and knowledge to enter.

Courses will be modularized, so that learners can acquire specific skills within a short period of time and move directly into an entry-level job or advance to a higher-level of certification. Short, modularized courses allow more learners to access the system, because each training centre can accommodate more students in a given period of time. This is the model used by the Directorate of Industrial Training, which is solidly based within industry and should play a central role in a reconfigured BTVET system.

At the post-primary level the Ministry will increase the supply of instructional materials through matching subsidies and seed funding for a textbook rental scheme.

It will construct, equip and manage laboratories and libraries in S1-S6 schools and workshops in BTVET centres.

(b) *Strengthen the teaching force*

Teachers qualified at the post-primary level will be trained to teach the competencies that students require. The Ministry will develop a new post-primary teacher education curriculum and a TDMS or other system for post-primary-level teachers as the vehicle for the intensive in-service training and support that revisions to the curriculum will demand. To train pre-service teachers, the Ministry will rationalize National Teachers Colleges (NTCs) and improve the facilities, curriculum, instruction, staffing, and management of those that remain. The School of Education at Kyambogo University and teacher training colleges will continue to train and retrain NTC instructors. Qualified teachers and craftsmen will be recruited, trained, and deployed to BTVET centres. Special needs teachers and guidance counsellors will be recruited and trained. The Ministry will continue to improve the conditions of service of post-primary teachers, instructors, and other staff.

Sub-objective 2.3: Tertiary graduates prepared to be innovative, creative, and entrepreneurial in private and public sectors

Strategies

(a) *Reform and improve curricula and instruction in priority disciplines*

The Strategic Plan for Higher Education calls for a reform of the curricula that will link them more closely to Uganda's national development needs and those of the labour market. In particular, it will give highest priority to science, mathematics, technology, and other subjects critical to Uganda's national development. It will integrate Information and Communications Technology (ICT) into courses, so that every graduate - and faculty member - is computer literate. First year university students will take a general studies program that includes science and functional technology as well as arts and humanities.

Noting that the quality of tertiary education depends on the quality of its faculty and staff, the National Council of Higher Education will work with the Ministry to attract and retain faculty staff by improving their conditions of service.

(b) *Promote research, particularly applied research, and publications*

The National Council of Higher Education will help universities further develop their capacity for research - particularly applied research - intellectual exchange, and publications. It will encourage faculty and students to make research part of their normal working lives and to keep up-to-date with current research in their fields. The Ministry will establish a fund for research to which all institutes, private and public, will contribute 5 % of gross salary of each staff member.

3.1.3 Objective 3: An effective and efficient education sector

Sub-objective 3.1 Decentralized authority, financing and management of education services

Strategies

- (a) *Schools manage instructional programs, staff and other resources and become accountable to their communities*

Prior to the implementation of UPE, the TDMS had made some strides towards helping head teachers improve school management and mobilizing communities to participate in school activities. These activities will be resumed. Coordinating Centre Tutors and District Education Officers (DEOs) will help schools develop and implement School Improvement Plans. Tutors and DEOs will mobilize communities to support schools and monitor school performance, especially pupils' acquisition of literacy and numeracy skills. Post-primary institutions will also develop and implement improvement plans.

Schools will be encouraged to publish the results of regular assessments of students' achievements in literacy and numeracy, which will become the basis of each school's plan to improve areas in which achievements are weak.

- (b) *District Education Offices deliver educational services, help schools comply with standards and regulations, and monitor regularly and report accurately on school performance*

Uganda began moving toward decentralized delivery of primary and post-primary education services in 1997 when the Local Government Act was adopted; progress among districts has been apparent though uneven. District Education Offices will continue to work with local governments to allocate resources equitably among schools and institutions; they will keep local authorities advised of the needs and achievements of schools. They will help schools share information and innovations, and help communities hold schools accountable to for the performance of students and to the Ministry for compliance with standards, regulations, and reporting procedures.

- (c) *Central offices formulate sector policy and broadly direct financial resources, ensure the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot and special programs*

The various central offices of the Ministry will perform their functions, guided by regular Education Sector Reviews of system performance and coordinated by top management.

Central Ministry offices will continue to formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the Ministry's strategic directions, conduct and disseminate research, and support the development of pilot and special programs. The Education Planning Department will continue to play a key role in these strategies. The Education Management Information System (EMIS) will collect, analyze, and report data on schools for use by decision-makers. The Uganda National Examinations Board (UNEB) will take the lead in instituting a coherent assessment strategy that includes day-to-day assessment in the classroom, assessment at each grade level, and post-primary and secondary exams of critical competencies. UNEB will help teachers, head teachers, districts, and central offices keep track of students' achievements.

The Ministry will work with the Ministry of Public Service to finalize and implement schemes of service for teachers, instructors, and other education cadres. It will examine trade-offs between raising staff establishments and instituting career ladders, considering what offers incentives for improving performance and what is affordable. Once in place, the schemes of service will allow schools to have experienced teachers and newer teachers that can work as a team.

(d) The National Council for Higher Education governs the tertiary system

The Council will regulate and guide the establishment and management of institutions and regulate the quality of instruction and other services.

Sub-objective 3.2: Strengthened capacity of the Ministry - its agencies and institutions - to provide leadership and management

Strategies

(a) Provide administrative staff with needed resources and tools

The Plan will provide central administrative staff with the tools they need to track the flow of resources and their uses. The Education Planning Department will take the lead in reducing inefficiencies and waste in the system. It will conduct management audits and adjust organizational structures and resource allocations to reflect the priorities and system requirements of the ESSP.

The Teacher Education Department and Kyambogo University will continue to train head teachers and principals in supervision and management skills and provide incentives for their use.

(b) Accommodate cross-cutting initiatives as they appear

Cross-cutting initiatives, including girls' education, HIV/AIDS awareness and impact, agricultural education, environment, and physical education and sports, arise in response to changes in national social and economic policies. They will continue to arise during the timeframe of this Plan. Rather than accommodating only those that are currently embedded in the system (such as girls' education) or on the

horizon (such as agricultural education), the Plan includes guidelines for adopting cross-cutting initiatives and procedures for incorporating them into the system and curricula (Annex 1). These procedures should help ensure that teachers have the time and other resources to add cross-cutting initiatives to the curriculum without compromising high priorities such as literacy and numeracy.

Sub-objective 3.3: Quality assurance and accountability throughout the sector

Strategies

(a) *Develop and maintain a coherent and feasible system of standards and performance monitoring*

The long-term aim of quality-assurance activities is to develop a working relationship among the various agencies that have some responsibility for this function so that it is effective and efficient. The Education Standards Agency (ESA) will set and help schools comply with standards for buildings, sanitation, facilities, staff attendance, and record-keeping. It will strengthen the system of private school licensing, registration, and inspection. District inspectors will regularly inspect and report on schools' compliance with standards, regulations, and reporting procedures. The Ministry will address the problems that hamper inspectors, by providing allowances for inspection visits and/or other such measures that increase the frequency and usefulness of inspection visits. The TDMS will observe teachers and help them improve instructional methods and management. UNEB will administer the National Assessment of Primary Education (NAPE) to regularly assess that sub-sector's performance. The Ministry will also use regional and international assessment instruments to assess system performance.

(b) *Prevent and reduce corruption and misuse of public resources*

The Plan also addresses problems of corruption and misuse of public resources. The Ministry will provide incentives for professional conduct and enforce sanctions against unprofessional conduct, and it will train staff at all levels in professional conduct. Institute a coherent and feasible system of standards and performance monitoring.

Sub-objective 3.4: Partnerships between the Ministry and other agencies in service delivery and capacity-building

Strategies

(a) *Build and maintain public-private partnerships in service delivery*

The Ministry's main roles vis-à-vis private schools and institutions are, first, to encourage their development and sustainability and, second, to protect the consumer

of education services by setting standards and monitoring all schools - public and private - for compliance. In this role, the Ministry will provide for community oversight of primary schools through School Management Committees and of secondary schools through Boards of Governors. It will solicit community contributions to the school construction and maintenance. In BTVET, it will collaborate with private enterprises in BTVET, and train and contract with employees to provide on-site training. As described above, it will support and encourage NGO programs for disadvantaged groups and in conflict areas.

(b) *Develop and maintain partnerships with other agencies in service delivery and capacity-building.*

The Ministry will engage local governments in the support of primary and post-primary education. It will collaborate with other ministries in the provision of BTVET, and help introduce a training fund levy on employers for BTVET. The first step will be a study of training levy funds and related experiences in the region and the development of a Ugandan model. Employers have a vested interest in and receive returns from public-provided training of their future employees.

The Ministry of Education and Sports will also collaborate with other ministries in the provision of ECD and other cross-cutting programs, and seek the support of civil society organizations, associations, churches, and mosques for pre-primary and primary education. It will work with communities to provide community-based, out-of-school sports programs.

To strengthen the provision of technical education at the post-secondary level, the Ministry will work closely with those ministries whose training institutes it has acquired. It will cooperate with the Ministry of Health in integrating the Health Sector Strategic Plan into the ESSP, and it will work with other ministries in a similar manner.

The Ministry has important and long-standing partnerships with external funding agencies. The Plan calls for a strengthening of relations with these partners and a continued move toward their budgetary support, without closing the door on project support for high-priority interventions. The Ministry expects to continue its professional relationship with the Education Funding Agencies Group (EFAG) to look to this group from time to time for technical support.

4.0 IMPLEMENTING THE ESSP

The ESSP is organized so that it can be implemented within the Ministry's current procedures for planning, budgeting and annual reviews:

- (a) Draft indicators and targets for the medium term (2004-07) are presented in Annex 3. These are aligned with Sub-Objectives. They must be revised and approved by the Ministry and then put into use for reviews of progress.
- (b) Draft work plans are presented in a separate document. A work plan for each department is organized around interventions. An "intervention," as presented in the matrix of Policy Objectives and Strategies (Annex 2), is a component of a strategy. An intervention might become an "undertaking" when the annual Education Sector Review puts it on the agenda as a condition for funding. Each department must review and significantly revise its Work Plan to conform to the final ESSP. To date, undertakings have not been systematically aligned with the mandates of each department in the Ministry. The Ministry might consider revising this process so that each department is assigned an undertaking at each annual meeting. This would prevent sub-sectors and functions of the Ministry from languishing due to a lack of attention or from all-consuming priorities in other departments.
- (c) The EPD will continue the process, begun after the first Education Sector Budget Working Group Workshop of March 22nd-24th, of revising the Medium-Term Budget Framework (MTBF) to conform to the ESSP. The second and third years of the current MTBF (2005/06 and 2006/07, will reflect the ESSP. The MTBF will be revised every year to reflect revisions to the strategies and interventions of the ESSP.

5.0 COSTS AND FINANCING

5.1 Costs

The objectives, sub-objectives, and strategies in the ESSP are estimated to cost 14698.1 bn of which 9284.3bn are GoU costs and 5413.8 bn are private costs over the ten-year period beginning in January 2005. The Long-Term Expenditure Framework (LTEF) for government financing of the ESSP is estimated by the Ministry of Finance, Economic Development and Budget to be Ug. Shs. 9,094 billion. This implies a total shortfall of Ug. Shs 190.3 billion over the decade.

During the second Education Strategic Investment Plan (2004-2015), the private sector (primarily households) will contribute an estimated 36.8 % of the total cost of providing education to Ugandans. This represents 40% of estimated household income by the year 2014 (see affordability analysis table 1). If the private sector is to contribute to those levels, then 90% of the shortfall in funding would be assured. However, this should be taken because the dramatic expansion of education under ESSP will draw children from families with lower incomes and less ability to pay than those financing the costs of education at present. Therefore, the design of education financing mechanisms is an essential component of the ESSP. Over the planned period, emphasis should be put on increasing government contribution to secondary education.

Table 1: Affordability analysis

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Index of Income Per Capita	1.000	1.035	1.071	1.109	1.148	1.188	1.229	1.272	1.317	1.363	1.411
Index of Private Cost of Education Per Capita	1.000	1.060	1.275	1.412	1.583	1.611	1.771	1.756	1.812	1.910	2.018
Affordability Index	1.000	1.025	1.190	1.274	1.380	1.356	1.441	1.381	1.376	1.401	1.430
Percentage Increase (Decrease in Cost)	0.0%	2.5%	19.0%	27.4%	38.0%	35.6%	44.1%	38.1%	37.6%	40.1%	43.0%

The most notable difference between the ESIP and ESSP is the shift in funding priorities from primary to post-primary and tertiary education. This shift reflects the success of the first ESIP in meeting the goal of universal access to primary education. In 2004-05 enrolment in P1 through P7 is estimated to have reached 8.3 million students. During the ESSP time frame enrolment is expected to stabilize as over-age students - those denied access to primary education in the past - are fully absorbed into the system, and under-age students are screened from matriculation into P1. The surge in enrolment in primary schools, the UPE bulge, has begun to move into post-primary schools in 2004-2005.

In order to accommodate the social demand for further education and to better prepare Ugandans for participation in the global economy, much larger numbers of students must be admitted to S1. The ESSP provides for the steady growth of the rate of transition from primary to post-primary schools. The rate of transition from primary to post-primary is assumed to grow from 46% in 2004 to 80% in 2011.

In 2010, the UPE bulge will enter the tertiary education system. If Ugandan universities and other tertiary education institutions respond to the increase in the number of eligible post-primary school leavers, enrolments must increase. The ESSP projects an increase in tertiary enrolment over the decade of 92.3%, of which 52% is expected to occur in the final four years of the plan.

Expenditure requirements are driven by primarily by enrolments. The increase in the education budget can be traced to the growth in numbers of students to be served. Growth in both absolute and relative budgets closely follows the UPE bulge. The cost per student of secondary, vocational and tertiary education are much greater - roughly 3 times more for secondary, 7 times more for vocational, and 55 times more for tertiary - than for primary education. Therefore, growth in enrolment in the post-primary and tertiary sub-sectors has a compounded effect on costs. Because of these developments, the share of total spending for education devoted to the primary sub-sector will decline, despite an increase in both per-student and total expenditures on primary education.

Table 2 below presents estimates of the cost of education by sub-sector for each year of the decade. The rapid growth in post-primary enrolments in the first six years of the ESSP is clearly evident. Enrolment climbs rapidly between 2004 and 2010 as the UPE bulge spreads from S1 to S6. In 2010 the UPE bulge reaches the tertiary education system and by 2013 has affected all three years of basic university enrolment.

Table 2: Cost of Education by Sector 2005-2015(Billions of Ush)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Primary	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.4	687.9	777.0	891.0
Academic Secondary	227.8	266.2	338.1	391.6	454.7	456.9	506.7	473.2	460.9	462.2	460.5
BTJET	64.8	75.7	93.7	108.3	116.8	128.3	144.6	162.2	184.6	205.6	218.9
Tertiary	134.1	133.5	137.7	144.5	153.3	152.9	156.7	170.5	191.2	217.5	254.1
Central and administrative costs	40.7	48.7	50.6	52.2	54.9	57.9	60.9	62.9	64.9	67.1	69.3
TOTAL	867.8	931.7	1106.2	1146.5	1240.8	1283.5	1427.1	1482.1	1589.6	1729.5	1893.8

Table 3 below, compares the allocation of education budget by economic category under the ESSP. Under the first ESIP 71.1 % (2003/04) of the budget was allocated to the recurrent budget and 28.8 % (2003/04) to the development of capacity to accommodate additional students. 61% (2003/04) was targeted on improving the quality of instruction. Under ESSP II

spending priorities have shifted. Recurrent expenditures absorb 76 % (2005/06, 64% (2014/15) of the budget while development expenditures consume the remaining 24% (2005/06), 36% (2014/15). The share of development expenditures allocated to the expansion of capacity falls to 36 % (2014/15) while the share devoted to improving the quality of instruction rises to 78.2% (2014/15)⁹. In the first ESIP budget, the wage bill consumed 69.9 % (2003/04) of the recurrent budget; in ESSP II wages, salaries and benefits are expected to represent 80% in 2005/06 and 76% in 20014/15 of the recurrent budget.

Table 3: Education Budget by Economic Category (Primary and Academic Secondary Schools Only, in Billions of Ush)

Primary	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Recurrent Expenditures	294.6	309.7	405.5	408.8	414.9	427.5	447.1	468.1	499.9	528.4	570.0
Wage Bill	238.3	253.8	268.4	278.0	286.3	302.0	323.2	344.3	374.8	400.3	436.7
Capitation Grant	56.4	55.9	54.4	51.7	51.7	50.8	50.3	50.3	50.8	51.7	53.8
Instructional Materials	0.0	0.0	54.9	52.5	51.1	49.6	48.9	48.8	49.4	50.7	52.8
Maintenance	0.0	0.0	27.8	26.6	25.9	25.2	24.8	24.7	25.0	25.7	26.8
Capital Expenditures	105.8	97.7	80.7	41.1	46.2	60.0	111.0	145.3	187.9	248.6	321.0
Construction	92.4	83.2	65.6	26.8	34.5	48.2	99.2	132.2	175.5	234.8	306.2
Furnishings	0.5	0.2	0.8	0.0	0.1	0.3	0.9	1.5	2.2	3.0	4.0
Staff Training	12.9	14.3	14.3	14.3	11.6	11.6	10.9	11.6	10.2	10.9	10.9
Total All	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.4	687.9	777.0	891.0
<i>Percent Recurrent</i>	<i>73.6%</i>	<i>76.0%</i>	<i>83.4%</i>	<i>90.9%</i>	<i>90.0%</i>	<i>87.7%</i>	<i>80.1%</i>	<i>76.3%</i>	<i>72.7%</i>	<i>68.0%</i>	<i>64.0%</i>
<i>Percent Capital</i>	<i>26.4%</i>	<i>24.0%</i>	<i>16.6%</i>	<i>9.1%</i>	<i>10.0%</i>	<i>12.3%</i>	<i>19.9%</i>	<i>23.7%</i>	<i>27.3%</i>	<i>32.0%</i>	<i>36.0%</i>

Secondary	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Recurrent Expenditures	166.9	179.5	193.2	221.2	256.2	291.1	330.4	357.0	382.1	386.3	386.3
Wage Bill	115.3	122.6	128.5	145.6	169.5	194.1	224.6	244.9	268.5	272.3	272.3
Capitation Grant	27.9	30.8	35.0	40.9	46.9	52.5	57.2	60.6	61.5	61.7	61.7
Instructional Materials	14.5	15.9	18.1	21.2	24.3	27.1	29.6	31.4	31.8	31.9	31.9
Maintenance	9.2	10.2	11.6	13.5	15.5	17.4	19.0	20.1	20.3	20.4	20.4
Capital Expenditures	99.3	158.6	198.4	233.5	200.6	215.7	142.8	103.9	80.1	69.2	69.2
Construction	85.1	140.3	169.2	200.8	169.6	185.0	121.4	90.3	76.6	61.7	61.7
Furnishings	9.7	14.6	20.3	20.8	19.1	16.5	11.7	2.9	0.7	2.4	2.4
Staff Training	4.5	3.7	8.9	11.9	11.9	14.2	9.7	10.7	2.8	5.2	5.2
Total All	266.2	338.1	391.6	454.7	456.9	506.7	473.2	460.9	462.2	455.5	455.5
<i>Percent Recurrent</i>	<i>62.7%</i>	<i>53.1%</i>	<i>49.3%</i>	<i>48.6%</i>	<i>56.1%</i>	<i>57.4%</i>	<i>69.8%</i>	<i>77.5%</i>	<i>82.7%</i>	<i>84.8%</i>	<i>84.8%</i>
<i>Percent Capital</i>	<i>37.3%</i>	<i>46.9%</i>	<i>50.7%</i>	<i>51.4%</i>	<i>43.9%</i>	<i>42.6%</i>	<i>30.2%</i>	<i>22.5%</i>	<i>17.3%</i>	<i>15.2%</i>	<i>15.2%</i>

⁹ Total recurrent cost net of central administration divided by total costs percentage. Figures presented are only for primary.

5.2 Financing

The Long-Term Expenditure Framework projects that 9,094 billion Ug. Shs will be available to finance the provision of education over the period of ESSP II. The annual allocation increases from 619bn billion Ug. Shs in 2005 to 1135 bn billion Ug. Shs in 2014 - an increase of 83%. (These estimates are presented here in shillings of constant value.) The difference between the estimated budget for education and the government's commitment of budget resources must be met from private sources—households, enterprises and private voluntary organizations. In 2003, the private sector was estimated to have contributed 302.4 billion and 636.2 bn in 2004-05 and 2014/15 respectively to finance education in Uganda. Table 5 presents data on private expenditures by sub-sector. If the share of private expenditure in education finance were to remain constant, 5413.8 billion Ug. Shs would become available during the ESSP. This would leave a shortfall of 190.3 billion Ug. Shs. The share of expenditure borne by the private sector has been very large - 71 % in 2002-04 according to EMIS statistics - in the post-primary sub-sector. The very large increases in enrolment in post-primary education for the next decade suggest that many students will be drawn from lower income households. The willingness and ability of the families of these students to pay fees is questionable. Therefore, the likelihood that current rates of cost sharing will continue is not high. At the tertiary level, significant increases in enrolment are also anticipated. A student loan scheme has been proposed as a device for enabling students to finance the private share of costs of higher education. The details of such a loan scheme have not been elaborated, so it is not possible to assess its feasibility and effectiveness at this time.

Table 4, presents an analysis of funding options for the ESSP. The first row presents the total cost of programs; the second row shows the contribution of government to the financing of these programs, assuming that it continues to fund the same shares as in the period 2004-05 (EMIS); the third row shows the private contribution to costs if the present rates of cost sharing were to continue, and the final row presents estimates of private financing if the share of household income devoted to education were to continue at the same level as in the period 2004-15.

Table 4: Analysis of funding options (in Billions of Ush)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total cost of education	867.8	931.7	1106.2	1146.5	1240.8	1283.5	1427.1	1482.1	1589.6	1729.5	1893.8
Government Contribution	565.4	597.3	704.2	701.1	741.4	775.6	868.5	928.3	1018.2	1127.2	1257.6
Private/household funding	302.4	334.4	402.0	445.4	499.3	508.0	558.6	553.9	571.4	602.3	636.2

These analyses suggest that the development of cost-sharing arrangements that differentiate students by family income should be considered as a way of ensuring greater financial access to education. A system of grants to schools serving such students might be created that relied on the correlation between rural status and region in order to target low income households.

Annexes

- Annex 1A: Guidelines for adopting new initiatives and projects
- Annex 1B: Tables and figures cited in the text
- Annex 2: Tables and figures on costs and financing
- Annex 3: Program Objectives and Strategies Matrix
- Annex 4: Work plans for Departments, Semi-Autonomous Institutions and collaborating line Ministries

Annex 1A: Guidelines for adopting new initiatives and projects

- (a) The Ministry's programs include a number of cross-cutting initiatives, such as girls' education, HIV/AIDS awareness and prevention, ICT, agricultural education, and sports activities. Similarly, the Ministry's programs encompass special projects targeted toward particular groups of learners, including children in dispersed communities and in poor communities, orphans, children living in areas of conflict, and street children.

- (b) New initiatives such as these are likely to occur, even though their particular aims and interests are not anticipated in the ESSP framework. Current examples are the pending policy on agricultural education and the proposed school feeding program. The Ministry should follow explicit and approved guidelines for deciding whether and how to adopt these initiatives. This is particularly important for initiatives that are introduced from outside of the Ministry, such as projects proposed by donor agencies and NGOs.

- (c) The following guidelines are an initial suggestion, which the Ministry should consider, revise, and incorporate as an annex to this Plan:
 - (i) Is the proposed initiative or project in line with long-term goals of the MDGs and EFA?
 - (ii) Does it lead directly to achievement of the objectives and sub-objectives of ESSP?
 - (iii) Does it complement existing strategies and interventions?
 - (iv) Can it be easily accommodated into the curriculum? If not, what will it replace in the curriculum?
 - (v) What other aspects of the system does it impact (require additional teachers, facilities, equipment? restructuring?)
 - (vi) Can it be accommodated within the medium-term budget framework that covers their period of implementation?
 - (vii) If it is partly financed by external funding agencies, does it include a plan for incorporation into the Ministry's system and long-term costing framework (ESSP and subsequent ESSPs)?
 - (viii) If its financing is to be shared by other government agencies or external funding agencies over the indefinite future, is there a guarantee that the partner agency can and will meet its commitment?

Annex 1B: Tables and figures cited in the text**Table 1A: Achievement scores on 1999 NAPE (% of random national sample)**

	P3 English reading/writing	P3 English oral	P3 math	P6 English reading/writing	P6 English oral	P6 math
Sample size	2930	1432	2929	2571	1352	2514
Advanced	4.8	10.8	4.7	2.2	9.6	1.8
Adequate	13.4	40.9	33.9	11.0	69.5	39.7
Inadequate	81.9	48.3	61.4	86.7	20.9	58.5

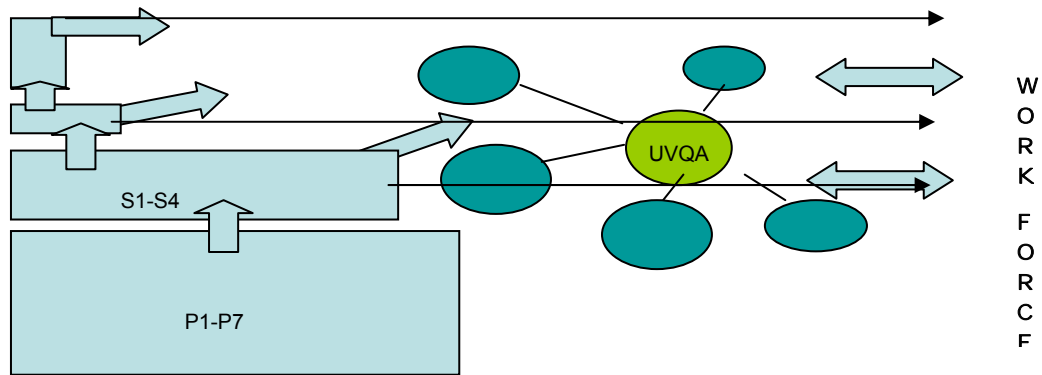
Table 1B: Achievement scores on 2003 NAPE (% of random national sample)

	P3 English reading/writing	P3 English oral	P3 numeracy	P6 English reading/writing	P6 English oral	P6 numeracy
Sample size	3999	3932	3989	3949	3890	3956
Advanced	4.7	10.8	5.5	1.1	18.7	0.3
Adequate	29.6	12.6	37.4	18.9	37.7	20.2
Basic	24.8	4.8	17.1	12.4	13.8	23.1
Inadequate	40.9	71.8	40	67.6	29.8	56.4

Table 2: Achievement at the post-primary level

	Maths	English
Very good	22.2%	15.9%
Good	17.6%	27.3%
Fair	19.6%	31.7%
Failing	40.5%	25.1%

Figure 1: BTVET in the education system and the work force



Annexes

- Annex IA: Guidelines for adopting new initiatives and projects
- Annex 1B: Tables and figures cited in the text
- Annex 2: Tables and figures on costs and financing
- Annex 3: Program Objectives and Strategies Matrix
- Annex 4: Work plans for Departments, Semi-Autonomous Institutions and collaborating line Ministries

Annex IA: Guidelines for adopting new initiatives and projects

- (a) The Ministry's programs include a number of cross-cutting initiatives, such as girls' education, HIV/AIDS awareness and prevention, ICT, agricultural education, and sports activities. Similarly, the Ministry's programs encompass special projects targeted toward particular groups of learners, including children in dispersed communities and in poor communities, orphans, children living in areas of conflict, and street children.

- (b) New initiatives such as these are likely to occur, even though their particular aims and interests are not anticipated in the ESSP framework. Current examples are the pending policy on agricultural education and the proposed school feeding program. The Ministry should follow explicit and approved guidelines for deciding whether and how to adopt these initiatives. This is particularly important for initiatives that are introduced from outside of the Ministry, such as projects proposed by donor agencies and NGOs.

- (c) The following guidelines are an initial suggestion, which the Ministry should consider, revise, and incorporate as an annex to this Plan:
 - (i) Is the proposed initiative or project in line with long-term goals of the MDGs and EFA?
 - (ii) Does it lead directly to achievement of the objectives and sub-objectives of **ESSP**?
 - (iii) Does it complement existing strategies and interventions?
 - (iv) Can it be easily accommodated into the curriculum? If not, what will it replace in the curriculum?
 - (v) What other aspects of the system does it impact (require additional teachers, facilities, equipment? restructuring?)
 - (vi) Can it be accommodated within the medium-term budget framework that covers their period of implementation?
 - (vii) If it is partly financed by external funding agencies, does it include a plan for incorporation into the Ministry's system and long-term costing framework (ESSP and subsequent ESSPs)?
 - (viii) If its financing is to be shared by other government agencies or external funding agencies over the indefinite future, is there a guarantee that the partner agency can and will meet its commitment?

Annex 1 B: Tables and figures cited in the text

Table 1A: Achievement scores on 1999 NAPE (% of random national sample)

	P3 English reading/writing	P3 English oral	P3 math	P6 English reading/writing	P6 English oral	P6 math
Sample size	2930	1432	2929	2571	1352	2514
Advanced	4.8	10.8	4.7	2.2	9.6	1.8
Adequate	13.4	40.9	33.9	11.0	69.5	39.7
Inadequate	81.9	48.3	61.4	86.7	20.9	58.5

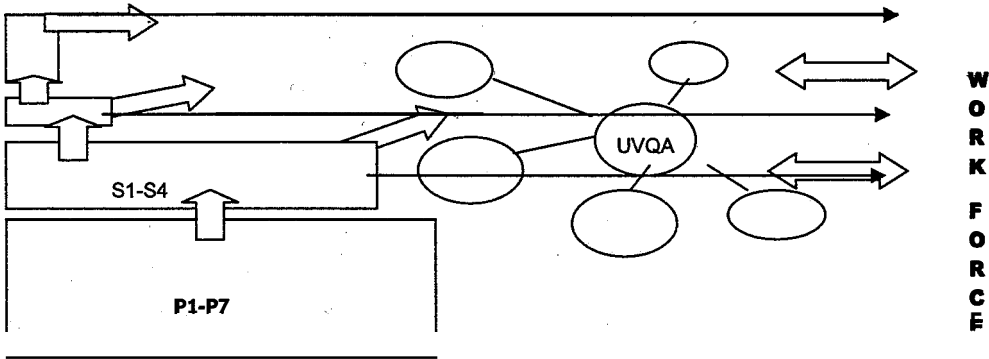
Table 1B: Achievement scores on 2003 NAPE (% of random national sample)

	P3 English reading/writing	P3 English oral	P3 numeracy	P6 English reading/writing	P6 English oral	P6 numeracy
Sample size	3999	3932	3989	3949	3890	3956
Advanced	4.7	10.8	5.5	1.1	18.7	0.3
Adequate	29.6	12.6	37.4	18.9	37.7	20.2
Basic	24.8	4.8	17.1	12.4	13.8	23.1
Inadequate	40.9	71.8	40	67.6	29.8	56.4

Table 2: Achievement at the post-primary level

	Maths	English
Very good	22.2%	15.9%
Good	17.6%	27.3%
Fair	19.6%	31.7%
Failing	40.5%	25.1 %

Figure 1: BTVET in the education system and the work force



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ANNEXES



ANNEXES

TABLES i ND FIGURES ON COST AND FINANCING



Annex Table A4-1
COST OF EDUCATION BY SUB-SECTOR 2005-2015
 (Billions of Ush)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Primary	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.4	687.9	777.0	891.0
Academic Secondary	227.8	266.2	338.1	391.6	454.7	456.9	506.7	473.2	460.9	462.2	460.5
BTVET	64.8	75.7	93.7	108.3	116.8	128.3	144.6	162.2	184.6	205.6	218.9
Tertiary	134.1	133.5	137.7	144.5	153.3	152.9	156.7	170.5	191.2	217.5	254.1
Central and administrative costs	40.7	48.7	50.6	52.2	54.9	57.9	60.9	62.9	64.9	67.1	69.3
TOTAL	867.8	931.7	1106.2	1146.5	1240.8	1283.5	1427.1	1482.1	1589.6	1729.5	1893.8

Annex Table A4-2
PROJECTED ENROLLMENT BY SUBSECTOR 2005-2015
 (Thousands of Students).

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Primary	7525.8	7478.6	7315.1	6999.3	6807.3	6618.5	6513.4	6502.5	6580.8	6755.6	7040.4
Academic Secondary	896.7	963.4	1060.7	1207.1	1410.2	1618.0	1808.9	1974.1	2091.0	2119.5	21261
BTVET	73.2	86.9	109.9	128.4	138.8	153.1	173.6	196.0	224.6	251.3	2671
Tertiary	55.3	54.9	56.7	59.6	63.4	63.0	64.6	70.6	79.5	90.7	106.4
TOTAL	8551.0	8583.8	8542.4	8394.5	8419.7	8452.6	8560.5	8743.2	8975.9	9217.1	9540.8

Annex Table A4-3
EDUCATION BUDGET BY ECONOMIC CATEGORY
 (Primary and Academic Secondary Schools Only, in Billions of Ush)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Primary											
Recurrent Expenditures	294.6	309.7	405.5	408.8	414.9	427.5	447.1	468.1	499.9	528.4	570.0
Wage Bill	238.3	253.8	268.4	278.0	286.3	302.0	323.2	344.3	374.8	400.3	436.7
Capitation Grant	56.4	55.9	54.4	51.7	51.7	50.8	50.3	50.3	50.8	51.7	53.8
Instructional Materials	0.0	0.0	54.9	52.5	51.1	49.6	48.9	48.8	49.4	50.7	52.8
Maintenance	0.0	0.0	27.8	26.6	25.9	25.2	24.8	24.7	25.0	25.7	26.8
Capital Expenditures	105.8	97.7	80.7	41.1	46.2	60.0	111.0	145.3	187.9	248.6	321.0
Construction	92.4	83.2	65.6	26.8	34.5	48.2	99.2	132.2	175.5	234.8	306.2
Furnishings	0.5	0.2	0.8	0.0	0.1	0.3	0.9	1.5	2.2	3.0	4.0
Staff Training	12.9	14.3	14.3	14.3	11.6	11.6	10.9	11.6	10.2	10.9	10.9
Total All	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.4	687.9	777.0	891.0
<i>Percent Recurrent</i>	<i>73.6%</i>	<i>76.0%</i>	<i>83.4%</i>	<i>90.9%</i>	<i>90.0%</i>	<i>87.7%</i>	<i>80.1%</i>	<i>76.3%</i>	<i>72.7%</i>	<i>68.0%</i>	<i>64.0%</i>
<i>Percent Capital</i>	<i>26.4%</i>	<i>24.0%</i>	<i>96.6%</i>	<i>9.1%</i>	<i>10.0%</i>	<i>12.3%</i>	<i>19.9%</i>	<i>23.7%</i>	<i>27.3%</i>	<i>32.0%</i>	<i>36.0%</i>

Estimates Private

<i>Secondary</i>	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Recurrent Expenditures	166.9	179.5	193.2	221.2	256.2	291.1	330.4	357.0	382.1	386.3	386.3
Wage Bill	115.3	122.6	128.5	145.6	169.5	194.1	224.6	244.9	268.5	272.3	272.3
Capitation Grant	27.9	30.8	35.0	40.9	46.9	52.5	57.2	60.6	61.5	61.7	61.7
Instructional Materials	14.5	15.9	18.1	21.2	24.3	27.1	29.6	31.4	31.8	31.9	31.9
Maintenance	9.2	10.2	11.6	13.5	15.5	17.4	19.0	20.1	20.3	20.4	20.4
Capital Expenditures	99.3	158.6	198.4	233.5	200.6	215.7	142.8	103.9	80.1	69.2	69.2
Construction	85.1	140.3	169.2	200.8	169.6	185.0	121.4	90.3	76.6	61.7	61.7
Furnishings	9.7	14.6	20.3	20.8	19.1	16.5	11.7	2.9	0.7	2.4	2.4
Staff Training	4.5	3.7	8.9	11.9	11.9	14.2	9.7	10.7	2.8	5.2	5.2
Total All	266.2	338.1	391.6	454.7	456.9	506.7	473.2	460.9	462.2	455.5	455.5
Percent Recurrent	62.7%	53.1%	49.3%	48.6%	56.1%	57.4%	69.8%	77.5%	82.7%	84.8%	84.8%
Percent Capital	37.3%	46.9%	50.7%	51.4%	43.9%	42.6%	30.2%	22.5%	17.3%	15.2%	15.2%

Annex Table A4-4

ESTIMATES OF PRIVATE SECTOR EXPENDITURES FOR EDUCATION

(Primary and Academic Secondary Schools Only, in Billions of Ush)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Primary	40.0	40.7	48.6	45.0	46.1	48.8	55.8	61.3	68.8	77.7	89.1
Academic Secondary	161.7	189.0	240.0	278.1	322.8	324.4	359.8	335.9	327.3	328.2	327.0
BTVET	33.6	37.9	44.5	50.1	53.7	58.4	64.6	71.4	79.7	87.7	93.1
Tertiary	67.0	66.8	68.8	72.2	76.7	76.5	78.4	85.2	95.6	108.8	127.1
TOTAL	302.4	334.4	402.0	445.4	499.3	508.0	558.6	553.9	571.4	602.3	636.2

FUNDING OPTIONS FOR THE ESSP in Billions of Ush)											
Total cost of education	867.8	931.7	1106.2	1146.5	1240.8	1283.5	1427.1	1482.1	1589.6	1729.5	1893.8
Government Contricution	565.4	597.3	704.2	701.1	741.4	775.6	868.5	928.3	1018.2	1127.2	1257.6
Private/household fundin•	302.4	334.4	402.0	445.4	499.3	508.0	558.6	553.9	571.4	602.3	636.2

Estimates Private

SUMMARY OF ENROLLMENTS, COSTS AND FINANCES
With Policies from the Budget Workshop
(People in thousands: Ushs in billions)

SUMMARY OF TOTAL ENROLLMENTS BY LEVEL

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Primary	7,526	7,479	7,315	6,999	6,807	6,619	6,513	6,503	6,581	6,756	7,040
Academic Secondary	897	963	1,061	1,207	1,410	1,618	1,809	1,974	2,091	2,120	2,126
BTVET	73	87	110	128	139	153	174	196	225	251	268
Tertiary	55	55	57	60	63	63	65	71	80	91	106
TOTAL	8,551	8,584	8,542	8,394	8,420	8,453	8,561	8,743	8,976	9,217	9,541

SUMMARY OF TOTAL COST BY LEVEL

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Primary	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.4	687.9	777.0	891.0
Academic Secondary	227.8	266.2	338.1	391.6	454.7	456.9	506.7	473.2	460.9	462.2	460.5
BTVET	64.8	75.7	93.7	108.3	116.8	128.3	144.6	162.2	184.6	205.6	218.9
Tertiary	134.1	133.5	137.7	144.5	153.3	152.9	156.7	170.5	191.2	217.5	254.1
TOTAL COST	827.1	882.9	1,055.6	1,094.3	1,185.9	1,225.7	1,366.2	1,419.3	1,524.7	1,662.4	1,824.5

AVERAGE COST PER STUDENT BY LEVEL (Thousands of Ushs)

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Primary	53	54,483	66,470	64,284	67,736	73,663	85,681	94,327	104,526	115,020	126,559
Academic Secondary	254,035	276,356	318,728	324,423	322,425	282,355	280,146	239,690	220,441	218,086	216,555
BTVET	884,740	871,046	852,007	842,966	841,538	838,250	832,668	827,788	822,063	818,329	818,061
tertiary (Projected)	2,424,129	2,430,684	2,427,686	2,422,684	2,417,980	2,426,882	2,426,744	2,415,692	2,404,786	2,397,124	2,389,293
TOTAL	96,725	102,862	123,576	130,361	140,849	145,004	159,587	162,327	169,861	180,362	191,234

COST TO GOVERNMENT BY LEVEL (Billions of Ush)

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Primary	360.4	366.7	437.6	404.9	415.0	438.8	502.3	552.0	619.1	699.3	801.9
Academic Secondary	66.1	77.2	98.0	113.6	131.9	132.5	147.0	137.2	133.7	134.0	133.5
BTVET	31.2	37.9	49.1	58.2	63.1	70.0	80.0	90.9	104.9	118.0	125.8
Tertiary	67.0	66.8	68.8	72.2	76.7	76.5	78.4	85.2	95.6	108.8	127.1
TOTAL INSTRUCTIONAL	524.7	548.5	653.6	648.9	686.6	717.7	807.6	865.4	953.3	1,060.1	1,188.3

Central and Administrative Functions

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
MoES HQ	5.6	3	4	4	4	4	4	5	5	5	5
NCDC (prey under sec dept)	0.6	1	1	1	1	1	1	1	1	1	1
UNEB	2.3	2	2	3	3	3	3	3	3	3	3
Secondary education dept HQ	1.1	2	3	3	4	4	5	5	5	5	5
Teacher education HQ	6.5	5	6	6	7	7	8	8	9	9	9
Special education - dept	0.8	0	0	0	0	0	0	0	0	0	0
Higher education - (Excl. UPK from FY 03/04)	7.1	6	7	7	8	8	8	9	9	10	11
Education Planning	2.2	2	2	1	1	1	1	1	1	1	1
ESA (o/w 0.375bn FY 03/04)	0.8	1	1	1	1	1	1	1	1	1	1
U V QA	0.0	0	5	5	5	5	5	5	5	5	5
Ed Service Commission	1.7	2	2	2	2	2	2	2	2	2	2
Total Central and Administrative	45.5	41	49	51	52	55	58	61	63	65	69
Grand Total Government	565	597	704	701	741	776	869	928	1018	1127	1258

Affordable

SUMMARY OF ENROLLMENTS, COSTS AND FINANCES
With Policies from the Budget Workshop
(People in thousands: Ushs in billions)

TOTAL COST TO HOUSEHOLDS AND OTHER PRIVATE SOURCES BY LEVEL

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Primary	40.0	40.7	48.6	45.0	46.1	48.8	55.8	61.3	68.8	77.7	89.1
Academic Secondary	161.7	189.0	240.0	278.1	322.8	324.4	359.8	335.9	327.3	328.2	327.0
BTVET	33.6	37.9	44.5	50.1	53.7	58.4	64.6	71.4	79.7	87.7	93.1
Tertiary	67.0	66.8	68.8	72.2	76.7	76.5	78.4	85.2	95.6	108.8	127.1
TOTAL	302.4	334.4	402.0	445.4	499.3	508.0	558.6	553.9	571.4	602.3	636.2

<u>LTEFALLOCATION</u>	<u>6191</u>	<u>6311</u>	<u>6771</u>	<u>7051</u>	<u>7451</u>	<u>7871</u>	<u>8471</u>	<u>9121</u>	<u>9811</u>	<u>10551</u>	<u>11351</u>
<i>Balance</i>	53.6	34	(27)	4	4	11	(22)	(16)	(37)	(72)	(123)

ANALYSIS OF AFFORDABILITY

	04-0	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Index of Income Per Capita ,	1.000	1.035	1.071	1.109	1.148	1.188	1.229	1.272	1.317	1.363	1.411
Index of Private Cost of Education Per Capita	1.000	1.060	1.275	1.412	1.583	1.611	1.771	1.756	1.812	1.910	2.018
Affordability Index	1.000	1.025	1.190	1.274	1.380	1.356	1.441	1.381	1.376	1.401	1.430
Percentage Increase (Decrease in Cost)	0.0%	2.5%	19.0%	27.4%	38.0%	35.6%	44.1 %	38.1 %	37.6%	40.1 %	43.0%

Affordable

TECHNICAL NOTES AND COMMENTS TO THE SIMULATION MODEL OF THE UGANDAN EDUCATION SYSTEM

1.0 Demographics

- (a) Population projections are based on the 2002 Census of Population (Total population, Under Five Mortality, Crude Birth Rate); the Demographic and Health Survey (population by five year cohorts and crude birth rates) and DIFID/Manchester University study of the effects of HIV/AIDS on the population of school age. The resulting estimates of population by age cohort are consistent with Coale and Demnsey model life tables, South version.
- (b) 2002-03 cohorts obtained by smoothing distributions reported in DHS by five year cohorts.
- (c) UBOS/Census estimates population in 2002 to be 24.7 million; growth to be 3.4% p.a.; and the crude birth rate to be 49.6 per thousand. Mid year population estimated to be 3.4/2 or 1.7% greater than the census esimate.
- (d) CBR assumed to remain constant at 49.6 per thousand population and population to grow at 3.4% p.a. implying that the birth cohort also grows at 3.4%.
- (e) DHS/UBOS estimate Under Five Mortality Rate as 156, implying 67 deaths per thousand among ages 1-5 (U5MR-IMR). Half of these deaths assumed to occur in year 1 and remainder spread over ages 2,3 and 4.
- (f) Adult Mortality Rate (14-49) estimated to be 9 per thousand. Assumed here that 1 death per thousand occurs annually for ages 5-14 as well.

2.0 Primary Education

- (a) 2003-2004 from EMIS 2003-2004; gross participation is assumed to decline by 10-15% a year before stabilizing at 1.00 in 2007-2008.

- (b) Repeater rates are from EMIS and are assumed to improve by a half percent a year until stabilizing in 2009-2010.
- (c) Dropout rates are from EMIS and are assumed to improve by a 5 percent a year.
- (d) Enrollments are based on details shown on lines 63-90.
- (e) The number of dropouts is calculated as the product of the number of students enrolled in the grade times the dropout rate for the corresponding year.
- (f) The number of repeaters is calculated as the product of the number of students enrolled in the grade times the repeater rate for the corresponding year
- (g) The average pupil teacher ratio is reduced gradually from the actual average of 52 in 2003-2004 (EMIS) to 40 by 2014-15.
- (h) The number of teachers required is calculated as enrollment divided by average P/T ratio for corresponding years.
- (i) The number of untrained teachers required is calculated as the difference between total teacher requirements and the number of trained teachers available.
- (j) The actual number of teachers employed in 2002-2003 was 138,179; EMIS 2002-03 reports that 4.6% of all teachers left the profession in 2002-2003 due to death, illness, retirement or career change.
- (k) The average annual salary for an untrained teacher is assumed to be 960,000 Ush; the average salary for a grade III teacher is assumed to be 1,320,000 Ush; the average salary for a senior teacher is assumed to be 1,800,000; and the average salary for a head teacher is assumed to be 3,600,000.
- (l) Under the proposed scheme of service, the average school is assumed to employ one head teacher per school and two senior teachers; remaining staff paid according to qualifications.
- (m) The average annual salary for an untrained teacher is assumed to be 960,000 Ush; the average salary for a qualified teacher is assumed to be 1,320,000 Ush; and the average salary for a head teacher is assumed to be 4,000,000.
- (n) Salaries are assumed to increase at a rate of 3.5% a year--the rate of growth in real per capita income--in order to ensure that teachers' salaries maintain the same relationship to per capita income throughout the plan.

- (o) The capitation payment is assumed to be 6000 Ush per student for both P 1-P3 and P4-P7.
- (p) A provision has been for building maintenance based on the following assumptions:
 - (i) 1.25 m2 of classroom space per student
 - (ii) construction costs of \$100 per m2 construction cost at 1900 Ush per US\$
 - (iii) annual maintenance provision of 2%, thus implying an allowance of 3800 Ush per student per year
- (q) Allowance for maintenance is providing beginning in 2006-2007.
- (r) Cost of primary teacher training assumed to be 640,000 Ush per teacher trained. (Ush 340,000 per year of training for two years of full-time, pre-service training or Ush 680,000 over three years for unqualified teachers pursuing in-service training.
- (s) A reduction in the average pupil-classroom ratio has been introduced to permit smaller classes. The target ratio for 2014-15 is 47 for P1-P3 and 75 for P4-P7.
- (t) The cost of constructing a classroom is assumed to be \$5000 at 1900 Ush per \$. This will provide a classroom of 50 m2 at a cost of construction of \$100 per m2 and implies average space per pupil of .88 m2 at the conclusion of the plan period.
- (u) Additional space for staff housing, offices and storerooms are provided at 70% of classroom space or \$3500 per classroom. This provides \$2667 towards the construction a modest teachers house for each three classrooms (at a cost of \$8000 per house) and \$333 to provide 3.3 m2 of office/storage space.
- (v) Provides 60,000 Ush per additional student place for a table shared by two students, a chair, teacher's desk and blackboard.
- (w) An allowance for instructional materials of 7500 Ush per student per year is provided beginning in 2006-07.

3.0 *Academic Secondary Education*

- (a) The proportion of P7 leavers entering S 1 is assumed to rise from 40% in 2003 through 2006 then increasing by 5% of P7 leavers beginning in 2005-2006, stabilizing at 80% of P7 leavers in 2012-2013.
- (b) Repeating and leaving rates are drawn from EMIS 2003-2004. Leaving rates for S4 are based on the assumption that only 40% of students will be permitted to transition from "0" to "A" levels with the remainder either entering the labor market or attending BVTET.

- (c) The number of students matriculated into S 1 is the product of the number of students enrolled in P7 in previous year and the transition rate from P7 to S1.
- (d) The number of students enrolled in S1-S7 is calculated as one minus the sum of the repeater and drop out rate for the grade times the number enrolled in the previous form in the previous year.
- (e) The number of dropouts/leavers is the product of the number of students enrolled in the grade times the grade-specific dropout/leaver rate.
- (f) The number of repeaters is calculated as the product of the number of students enrolled in the grade times the repeater rate.
- (g) The annual attrition for secondary teachers is drawn from the EMIS and is of 4.6% of those in service.
- (h) The pupil-teacher ratio for secondary schools is assumed to increase gradually from an average of 22 in 2003-2004 to 30 in 2014-15.
- (l) The capitation payment for secondary school students is assumed to be Ush 29,000 per student.
- (j) A provision for the maintenance of buildings and furnishings has been made based upon the following assumptions:
 - (i) 2.00 m2 of space per student
 - (ii) construction cost at \$100 per m2 at 1900 Ush per US\$
 - (iii) provision for maintenance at 2% a year

Thus the allocation per student is 10,450 Ush a year.

- (k) The cost of training a secondary teacher is assumed to be 1,500,000 Ush and is based on three years of training at an average cost of 350,000 Ush a year plus a training allowance of 50,000 Ush a year.
- (l) The cost of constructing secondary school classroom is estimated on the basis of
 - (i) 2.00 m2 of space per student
 - (ii) construction cost at \$100 per m2 at 1900 Ush per US\$
 - (iii) classrooms for 40 students.
- (m) A year of lag is allowed for construction to take place.
- (n) Provision is made for staff housing, libraries, laboratories, offices and storerooms at the rate of 100% of secondary school classroom space constructed.

- (o) A provision is made for furnishings and equipment for secondary schools at a rate of 100,000 Ush per student place.

4.0 *Business, Technical and Vocational Education and Training (BTVET)*

- (a) The transition rate into BTVET increases from 10 percent of those completing S4 in 2003 to 25 percent in 2007 and beyond. Those not admitted to either BTVET or S5 are expected to seek employment.
- (b) The cost of providing BTVET is estimated to be 725,000 Ush per year of instruction. This estimate is based on the cost of operating Community Polytechnics and includes provisions for the amortization of capital equipment and the cost of staff training.
- (c) Enrollment in existing programs of BTVET is projected to increase at a rate of 5% a year.
- (d) The cost of operating existing programs of BTVET is estimated as the product of enrolment and unit costs for each program. Unit Cost estimates by program are shown in the notes and comments sheet.

5.0 *Tertiary Education*

- (a) Total enrollment in the university system is calculated as the sum of new matriculants and 70% of total enrollment in previous year. These calculations are based on assumption that course average 3 years in duration and that therefore, approximately 70% of the previous year's total enrollment will return to continue its studies.
- (b) Enrollment in "other" tertiary educational institutions is calculated as the sum of new matriculants and half of previous year's total enrollment reflecting the fact that courses are two years in duration on average.
- (c) The average cost of providing university education is estimated to be 3 million Ush per student year.
- (d) The average cost of providing "other" tertiary education is estimated to be 1.5 million Ush a student year.
- (e) Government to continue to sponsor share of students for post secondary vocational education, and 67% of costs of the expanded program of secondary level BVTET training.
- (f) Government pays half of the costs of providing tertiary education.

6.0 *Technical Notes to the Model*

- (a) Columns B and C (which are hidden) contain information for 2002-2003 used in subsequent calculations.
- (b) Column P contains terminal conditions that are required in order to calculate investments in anticipation of enrollment growth beyond 2014-15.
- (c) Negative values for stocks of facilities and teachers have been overridden manually by replacing calculated values with zeros. This has been necessary to keep the model from recovering resources and finances through disinvestment.

ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop
(People in thousands; Ush in billions)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Projected Population	1,334	1,379	1,426	1,475	1,525	1,577	1,630	1,686	1,743	1,802	1,863
	1,175	1,215	1,256	1,299	1,343	1,389	1,436	1,485	1,536	1,588	1,642
	1,098	1,136	1,175	1,215	1,256	1,299	1,343	1,389	1,436	1,485	1,535
	952	1,080	1,118	1,156	1,196	1,236	1,278	1,322	1,367	1,413	1,461
	935	936	1,063	1,100	1,138	1,176	1,216	1,258	1,301	1,345	1,390
	910	933	934	1,061	1,098	1,135	1,174	1,214	1,255	1,298	1,342
	900	909	933	933	1,060	1,097	1,134	1,173	1,213	1,254	1,297
	892	899	909	932	933	1,059	1,096	1,133	1,172	1,212	1,253
	863	891	898	908	931	932	-1,057	1,095	1,132	1,171	1,210
	834	862	890	898	907	930	931	1,056	1,094	1,131	1,169
	809	833	862	890	897	906	929	930	1,055	1,093	1,130
	785	809	833	861	889	896	905	928	929	1,054	1,092
	776	785	808	832	860	-888	895	904	927	928	1,053
	751	776	784	807	831	859	887	894	903	926	927
	728	751	775	783	806	830	858	886	893	902	925
	709	727	750	774	782	805	829	857	885	892	901
	685	708	726	749	773	782	805	829	856	884	891
	661	684	707	725	748	773	781	804	828	856	883
	15,798	16,315	16,847	17,397	17,972	18,568	19,185	19,842	20,524	21,233	21,966

Matriculation Rates

Age	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Under 5	0.200	0.170	0.150	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100
6	0.780	0.800	0.800	0.750	0.750	0.750	0.750	0.750	0.750	0.750	0.750
7	0.360	0.300	0.200	0.100	0.100	0.100	0.100	0.100	0.100	0.100	0.100
8 or older	0.110	0.080	0.050	0.050	0.050	0.050	0.050	0.050	0.050	0.050	0.050
	1.450	1.350	1.200	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000

Repeater Rates

P ₁	0.135	0.130	0.125	0.120	0.115	0.110	0.110	0.110	0.110	0.110	0.110
P ₂	0.095	0.090	0.085	0.080	0.075	0.070	0.070	0.070	0.070	0.070	0.070
P ₃	0.095	0.090	0.085	0.080	0.075	0.070	0.070	0.070	0.070	0.070	0.070
P ₄	0.095	0.090	0.085	0.080	0.075	0.070	0.070	0.070	0.070	0.070	0.070
P ₅	0.095	0.090	0.085	0.080	0.075	0.070	0.070	0.070	0.070	0.070	0.070
P ₆	0.095	0.090	0.085	0.080	0.075	0.070	0.070	0.070	0.070	0.070	0.070
P ₇	0.075	0.070	0.065	0.060	0.055	0.050	0.050	0.050	0.050	0.050	0.050

Model with Reforms

ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop
(People in thousands; Ush in billions)

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15

Dropout Rates

PI	0.190	0.181	0.171	0.163	0.155	0.147	0.140	0.133	0.126	0.120	0.114
P2	0.010	0.009	0.009	0.008	0.008	0.007	0.007	0.007	0.006	0.006	0.006
P3	0.048	0.045	0.043	0.041	0.039	0.037	0.035	0.033	0.032	0.030	0.028
P4	0.086	0.081	0.077	0.073	0.070	0.066	0.063	0.060	0.057	0.054	0.051
P5	0.124	0.117	0.111	0.106	0.101	0.096	0.091	0.086	0.082	0.078	0.074
P6	0.209	0.199	0.189	0.179	0.170	0.162	0.154	0.146	0.139	0.132	0.125
P7	0.019	0.018	0.017	0.016	0.015	0.015	0.014	0.013	0.013	0.012	0.011

Enrollment

Enrolled in P1	1,528	1,434	1,299	1,107	1,177	1,224	1,265	1,308	1,353	1,399	1,446
Enrolled in P2	1,207	1,146	1,092	1,007	874	925	974	1,018	1,062	1,108	1,155
Enrolled in P3	1,311	1,205	1,141	1,086	1,005	877	915	963	1,007	1,051	1,097
Enrolled in P4	1,119	1,230	1,153	1,093	1,043	969	852	879	925	970	1,014
Enrolled in P5	981	1,010	1,111	1,060	1,010	968	905	802	821	866	910
Enrolled in P6	815	844	877	967	941	903	871	820	734	747	790
Enrolled in P7	566	609	643	679	757	752	732	713	679	615	627
Total Enrollment	7,526	7,479	7,315	6,999	6,807	6,619	6,513	6,503	6,581	6,756	7,040

Details

Matriculated	<u>1,300</u>	<u>1,227</u>	<u>1,113</u>	<u>945</u>	<u>1,044</u>	<u>1,089</u>	<u>1,131</u>	<u>1,169</u>	<u>1,209</u>	<u>1,250</u>	<u>1,292</u>
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Promoted from

P1	1,073	1,031	988	914	794	860	910	949	991	1,033	1,077
P2	1,192	1,080	1,033	989	918	802	854	899	940	981	1,024
P3	1,009	1,124	1,042	995	955	891	784	819	864	905	946
P4	885	917	1,020	966	926	892	837	738	765	808	849
P5	738	767	801	892	863	833	807	759	677	696	738
P5	525	567	601	637	716	710	694	676	643	581	597

Dropped out from

P1	290	259	223	180	182	180	177	174	171	168	165
P2	11	10	9	8	7	7	7	7	7	7	7
P3	62	54	49	44	39	32	32	32	32	31	31
P4	96	100	89	80	73	64	54	52	52	52	52
P5	121	118	124	112	102	92	82	69	67	67	67
P6	170	168	165	173	160	146	134	120	102	98	99
P7	11	11	11	11	12	11	10	9	9	7	7

ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop
(People in thousands; Ush in billions)

Repeated

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
P1	228	206	186	162	133	135	135	139	144	149	154
P2	134	115	103	93	81	66	65	68	71	74	78
P3	119	125	108	97	87	75	61	64	67	70	74
P4	109	106	111	98	87	78	68	60	62	65	68
P5	96	93	91	94	85	76	68	63	56	57	61
P6	77	77	76	75	77	71	63	61	57	51	52
P7	41	42	43	42	41	42	38	37	36	34	31

Teacher Requirements

Enrolment Projection	7526	7479	7315	6999	6807	6619	6513	6503	6581	6756	7040
Pupil/Teacher Ratio	51	50	49	48	48	46	44	43	41	41	40

Demand for Teachers

Total	147,564	149,572	149,288	145,818	141,819	143,881	148,033	151,222	160,508	164,770	176,009
Target Share Grade III	0.64	0.63	0.61	0.59	0.60	0.60	0.60	0.60	0.60	0.60	0.60
Target Share Sr/HT	0.19	0.22	0.25	0.28	0.40	0.40	0.40	0.40	0.40	0.40	0.40
Number Grade III	94,441	94,230	91,065	86,033	85,091	86,328	88,820	90,733	96,305	98,862	105,605
Number Sr/HT	28,037	32,906	37,322	40,829	56,728	57,552	59,213	60,489	64,203	65,908	70,404
Unlicensed Teachers	25,086	22,436	20,900	18,956	0	0	0	0	0	0	0

Output of Teachers

TTCs In-Service	5,000	5,000	5,000	5,000	1,000	1,000	1,000	2,000	2,000	3,000	3,000
TTC Pre-Service	10,000	12,000	12,000	12,000	12,000	12,000	11,000	11,000	9,000	9,000	9,000
Sr/HT Teacher (CPD)	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
TTC Pass Rate	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90

Teachers in Post

(Grade III)	97,078	96,397	97,996	94,976	90,175	85,677	86,857	88,334	91,059	94,575	97,915
Sr/HT	25,745	31,761	37,500	42,975	48,198	53,181	57,935	62,470	66,796	70,923	74,861
Unlicensed Teachers	24,741	21,414	13,792	7,867	3,445	5,023	3,241	418	2,653	-728	3,233
Total in Post	147,564	149,572	149,288	145,818	141,819	143,881	148,033	151,222	160,508	164,770	176,009

Wage Bill for Primary Schools (Billions Ush)

New Scheme of Service	230.2	237.0	242.1	242.3	241.1	245.6	254.0	261.4	275.0	283.8	299.1
Old Scheme	204.3	211.4	216.2	216.4	215.3	220.6	229.4	237.0	251.3	260.2	276.5

Model with Reforms

**ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop**

(People in thousands; Ush in billions)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>With Real Growth in Salaries of 3.5% a Year</u>											
New Scheme of Service	238.3	253.8	268.4	278.0	286.3	302.0	323.2	344.3	374.8	400.3	436.7
Old Scheme	211.4	226.4	239.8	248.3	255.7	271.2	291.8	312.1	342.5	367.1	403.6
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0
UPE Capitation Payment	<u>56.41</u>	<u>55.91</u>	<u>54.41</u>	<u>51.71</u>	<u>51.71</u>	<u>50.81</u>	<u>50.31</u>	50.31	50.81	51.71	<u>53.81</u>
Building Maintenance	0.01	0.01	27.81	<u>26.61</u>	<u>25.91</u>	<u>25.21</u>	<u>24.81</u>	24.71	25.01	25.71	26.81
TOTAL DIRECT COSTS	<u>294.61</u>	<u>309.71</u>	<u>350.61</u>	<u>356.31</u>	<u>363.91</u>	<u>377.91</u>	<u>398.21</u>	<u>419.31</u>	<u>450.61</u>	<u>477.71</u>	<u>517.21</u>
Teacher Training											
TTCs In-Service	3.4	3.4	3.4	3.4	0.7	0.7	0.7	1.4	1.4	2.0	2.0
TTC Pre-Service	6.8	8.2	8.2	8.2	8.2	8.2	7.5	7.5	6.1	6.1	6.1
Sr/HT Teacher (CPD)	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
Total	12.9	14.3	14.3	14.3	11.6	11.6	10.9	11.6	10.2	10.9	10.9
Classroom Construction											
Pupils per Classroom	87	87	87	87	87	87	87	87	87	87	87
Classrooms Required To Maintain P/C	86,503	85,961	84,081	80,451	78,245	76,075	74,867	74,742	75,642	77,650	80,924
Targeted pupil-classroom ratio											
P1-P3	87	86	79	75	71	67	63	59	55	51	47
P4-P7	85	84	83	82	81	80	79	78	77	76	75
Number of Rooms to Meet Target											
P1-P3 ,	46,499	44,008	44,706	42,672	43,051	45,177	50,073	55,750	62,216	69,767	78,693
P4-P7	40,946	43,975	45,582	46,328	46,305	44,896	42,517	41,196	41,026	42,072	44,557
Total Classrooms	87,445	87,983	90,288	89,000	89,356	90,073	92,590	96,946	103,241	111,839	123,250
Construction to Maintain P/C	22.41	12.41	0.01	0.01	0.01	0.01	3.31	14.31	25.01	<u>36.81</u>	<u>50.41</u>
Construction Cost											
P1-P3	0.0	0.0	15.0	0.0	11.7	28.4	55.1	63.4	72.0	83.6	98.1
P4-P7	31.9	36.6	23.6	15.7	8.6	0.0	0.0	0.0	6.2	17.7	31.6
Total Classroom Construction	54.4	49.0	38.6	15.7	20.3	28.4	58.4	77.8	103.3	138.1	180.1
Non Classroom Space	38.0	34.3	27.0	11.0	14.2	19.9	40.9	54.4	72.3	96.7	126.1
Total Construction	92.4	83.2	65.6	26.8	34.5	48.2	99.2	132.2	175.5	234.8	306.2
Furnishings	0.5	0.2	0.8	0.0	0.1	0.3	0.9	1.5	2.2	3.0	4.0
Total New Classroom Space	92.9	83.4	66.5	26.8	34.6	48.5	100.1	133.7	177.7	237.8	310.1
Teaching Materials	0.01	0.01	54.91	52.51	51.11	49.61	48.91	48.81	49.41	50.71	52.81
TOTAL COSTS PRIMARY	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.4	687.9	777.0	891.0
Recurrent Expenditures Only	294.6	309.7	350.6	356.3	363.9	377.9	398.2	419.3	450.6	477.7	517.2
Capital Expenditures	105.8	97.7	135.6	93.6	97.2	109.7	159.9	194.1	237.3	299.3	373.8

ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop
 (People in *thousands*; *Ush* in billions)

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15

Teaching Materials	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
TOTAL COSTS PRIMARY	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.	687.9	777.0f	891.0
Recurrent Expenditures Only	294.6	309.7	350.6	356.3	363.9	377.9	398.2	419.3	450.6	477.7	517.2
Capital Expenditures	105.8	97.7	135.6	93.6	97.2	109.7	159.9	194.1	237.3	299.3	373.8

Model with Reforms

ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop
(People in thousands; Ush in billions)

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15

ACADEMIC SECONDARY

Graduates from P7

5661	6091	6431	6791	7571	7521	7321	7131	6791	6151	6271
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Matriculation Rate

0.401	0.451	0.501	0.551	0.601	0.651	0.701	0.751	0.801	0.801	0.801
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Repeater Rates for

S1	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
S2	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02
S3	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02
S4	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02
S5	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
S6	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02

Dropout/Leaver Rates from

S1	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08
S2	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10
S3	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
S4	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60
S	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05
S6	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04

Enrolled in

S1	229	278	326	378	460	495	519	542	551	500	509
S2	194	212	256	300	348	423	457	480	501	509	463
S3	198	176	191	230	270	314	381	412	433	452	460
S4	165	179	159	172	207	243	283	343	372	391	408
S5	59	63	69	61	66	79	93	108	131	143	150
S6	51	56	61	66	59	63	76	89	103	125	136
Total Enrollment	897	963	1061	1207	1410	1618	1809	1974	2091	2120	2126

Details

Matriculated

2261	2741	3221	3731	4541	4891	5121	5341	5431	4921	5021
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Promoted from

i	189	207	251	294	342	416	448	470	490	498	452
S2	194	171	187	226	265	307	373	403	423	442	449
S3	162	175	155	169	203	239	277	337	364	383	400
S4	58	63	68	60	65	78	92	107	130	141	148
S5	50	55	59	64	57	62	74	87	101	123	133

**ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop**

(People in thousands; Ush in billions)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Leavers from.											
S1	19	23	27	31	37	40	42	44	45	41	41
S2	19	20	24	29	33	40	44	46	48	49	44
S3	18	16	18	21	25	29	35	38	40	42	42
S4	99	107	96	103	124	146	170	206	223	234	245
S5	3	3	3	3	3	4	5	5	7	7	7
S6	2	2	2	2	2	2	3	3	4	4	5
Repeated											
S1	3	3	4	5	6	7	7	8	8	8	7
S2	5	4	5	6	7	8	9	10	11	11	11
S3	4	5	4	4	5	6	7	9	10	10	10
S4	3	4	4	3	4	4	5	6	7	8	8
S5	1	1	1	1	1	1	1	1	2	2	2
S6	1	1	1	1	2	1	2	2	2	2	3
Teacher Requirements											
Enrolment Projection	897	963	1061	1207	1410	1618	1809	1974	2091	2120	2126
Pupil/Teacher Ratio	22	23	25	26	27	28	28	29	29	30	30
Demand for Teachers	40,759	41,885	42,429	46,428	52,229	57,787	64,602	68,071	72,103	70,650	70,883
Ouput of Teachers	3,312	3,001	2,470	5,951	7,937	7,960	9,473	6,440	7,164	1,863	3,482
Stock of Teachers	39,253	40,759	41,885	42,429	46,428	52,229	57,787	64,602	68,071	72,103	70,650
Wage Bill (Billions Ush)	103.6	107.6	110.6	112.0	122.6	137.9	152.6	170.5	179.7	190.4	186.5
<u>With Real Growth in Salaries of 3.5% a Year</u>	107.3	115.3	122.6	128.5	145.6	169.5	194.1	224.6	244.9	268.5	272.3
Capitation Payment	26.0	27.9	30.8	35.0	40.9	46.9	52.5	57.2	60.6	61.5	61.7
Building Maintenance	8.6	9.2	10.2	11.6	13.5	15.5	17.4	19.0	20.1	20.3	20.4
Teacher Training	5.0	4.5	3.7	8.9	11.9	11.9	14.2	9.7	10.7	2.8	5.2
TOTAL DIRECT COSTS	146.8	157.0	167.2	184.1	211.9	243.9	278.1	310.4	336.4	353.1	359.6
Classroom Construction											
Pupils per Classroom	511	501	501	491	491	481	481	471	471	461	451
Classrooms Required:	17582	19267	21214	24635	28780	33709	37685	42001	44489	46076	47255
Cost of Classroom Construction	37.1	42.5	70.1	84.6	100.4	84.8	92.5	60.7	45.2	38.3	30.8
Non Classroom Space	37.1	42.5	70.1	84.6	100.4	84.8	92.5	60.7	45.2	38.3	30.8

Model with Reforms

**ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop**

(People in thousands; Ush in billions)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10-	2010-11	2011-12	2012-13	2013-14	2014-15
Total Construction	74.3	85.1	140.3	169.2	200.8	169.6	185.0	121.4	90.3	76.6	61.7
Furnishings	6.7	9.7	14.6	20.3	20.8	19.1	16.5	11.7	2.9	0.7	2.4
Total New Classroom Space	81.0	94.8	154.9	189.5	221.6	188.7	201.5	133.1	93.2	77.3	64.0
Teaching Materials	0.01	14.51	15.91	18.11	21.21	24.31	27.11	29.61	31.41	31.81	31.91
GRAND TOTAL COSTS	227.8	266.2	338.1	391.6	454.7	456.9	506.7	473.2	460.9	462.2	455.5
Capital Costs	85.9	113.8	174.5	216.5	254.7	224.9	242.8	172.4	135.3	111.9	101.1
Recurrent Costs	141.9	152.5	163.5	175.1	200.0	232.0	263.9	300.8	325.6	350.3	354.4
BTVET											
Matriculation Rate	0.101	0.151	0.201	0.251	0.25	0.251	0.251	0.251	0.251	0.251	0.251
Repeater Rates for											
Ti	0.05	0.05	0.05	0.05	0.051	0.05	0.05	0.05	0.05	0.05	0.05
T2	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05
Dropout Rates from											
Ti	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
T2	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05
Enrolled in											
Ti	16	26	37	42	45	54	64	74	89	97	103
T2	15	18	28	40	46	50	59	70	81	98	107
Total Enrollment	31	43	65	82	91	104	123	143	170	195	210
Details											
Matriculated	151	251	361	401	431	521	611	711	861	931	981
Promoted from											
Ti	12	13	21	30	34	37	44	52	60	73	79
Dropped out from											
Ti	2	3	4	4	5	5	6	7	9	10	10
T2	1	1	1	2	2	2	3	3	4	5	5

ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop
(People in thousands; Ush in billions)

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 - 2011-12 2012-13 2013-14 2014-15

Repeated

T1	1	1	2	2	2	3	3	4	4	5	5
T2	1	1	1	2	2	2	3	3	4	5	5

Cost of BTVET

<u>23.01</u>	<u>32.31</u>	<u>48.61</u>	<u>61.51</u>	<u>68.21</u>	<u>77.81</u>	<u>92.11</u>	<u>107.61</u>	<u>127.81</u>	<u>146.51</u>	<u>157.31</u>
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Enrollment in Traditional BTVET Programs

Secondary Vocational	20	20	20	20	21	21	21	21	22	22	22
Post Secondary BVT	23	24	25	26	27	28	30	31	32	34	35
Total Enrollment	43	44	45	46	48	49	51	53	54	56	58
Total Direct Costs	42	43	45	47	49	51	53	55	57	59	62
Cost to Government	16	16	17	17	17	18	18	19	19	20	20

TOTAL COST OF BTVET

<u>64.81</u>	<u>75.71</u>	<u>93.71</u>	<u>108.31</u>	<u>116.81</u>	<u>128.31</u>	<u>144.61</u>	<u>162.21</u>	<u>184.61</u>	<u>205.61</u>	<u>218.91</u>
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**ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop**

(People in thousands; Ush in billions)

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15

TERTIARY EDUCATION

Enrollment S6	451	511	561	611	661	591	631	761	891	1031	1251
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Matriculation Rate

University	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20
Other Tertiary	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20

Enrollment Year 1

University	9	10	11	12	13	12	13	15	18	21	25
Other Tertiary	9	10	11	12	13	12	13	15	18	21	25

Total Enrollment from Projections

University	34	34	35	37	39	39	40	43	48	54	63
Other Tertiary	21	21	22	23	25	24	25	27	32	36	43
Total	55	55	57	60	63	63	65	71	80	91	106

Total Projected Enrollment per Strategic PIS

University	48	60	57	53	52	51	58	60	63	66	69
Other Tertiary	27	29	31	33	35	37	39	41	43	45	47
Total	75	89	87	86	87	88	97	101	106	111	116

Cost of Tertiary Education

University	102.2	102.3	105.2	110.1	116.4	116.8	119.7	129.2	143.9	162.8	189.2
Other Tertiary	31.9	31.3	32.5	34.4	36.9	36.1	37.0	41.2	47.3	54.7	65.0
Total	134.1	133.5	137.7	144.5	153.3	152.9	156.7	170.5	191.2	217.5	254.1

							9	12	14	17	52
Primary	7,526	7,479	7,315	6,999	6,807	6,619	6,513	6,503	6,581	6,756	7,040
Academic Secondary	897	963	1,061	1,207	1,410	1,618	1,809	1,974	2,091	2,120	2,126
BTVET	73	87	110	128	139	153	174	196	225	251	268
Tertiary (Projected)	55	55	57	60	63	63	65	71	80	91	106
TOTAL	8,551	8,584	8,542	8,394	8,420	8,453	8,561	8,743	8,976	9,217	9,541

**ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop**

(People in thousands; Ush in billions)

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15

SUMMARY OF TOTAL COST PERSECTOR (PRIVATE AND GOVERNMENT)

Primary	400.4	407.5	486.2	449.9	461.1	487.5	558.1	613.4	687.9	777.0	891.0
Academic Secondary	227.8	266.2	338.1	391.6	454.7	456.9	506.7	473.2	460.9	462.2	460.5
BTVET	64.8	75.7	93.7	108.3	116.8	128.3	144.6	162.2	184.6	205.6	218.9
Tertiary (Projected)	134.1	133.5	137.7	144.5	153.3	152.9	156.7	170.5	191.2	217.5	254.1
TOTAL	827.1	882.9	1055.6	1094.3	1185.9	1225.7	1366.2	1419.3	1524.7	1662.4	1824.5

AVERAGE COST PER STUDENT (units of Ush)

Primary	53.2	54,483	66,470	64,284	67,736	73,663	85,681	94,327	104,526	115,020	126,559
Academic Secondary	254,035	276,356	318,728	324,423	322,425	282,355	280,146	239,690	220,441	218,086	216,555
BTVET	884,740	871,046	852,007	842,966	841,538	838,250	832,668	827,788	822,063	818,329	818,061
Tertiary (Projected)	2,424,129	2,430,684	2,427,686	2,422,684	2,417,980	2,426,882	2,426,744	2,415,692	2,404,786	2,397,124	2,389,293
TOTAL	96,725	102,862	123,576	130,361	140,849	145,004	159,587	162,327	169,861	180,362	191,234

ESTIMATES OF ENROLLMENTS AND COSTS
With Policies from the Budget Workshop

(People in thousands; Ush in billions)

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15

SUMMARY OF TOTAL COSTS (GOVERNMENT)

Primary	360.4	366.7	437.6	404.9	415.0	438.8	502.3	552.0	619.1	699.3	801.9
Academic Secondary	66.1	77.2	98.0	113.6	131.9	132.5	147.0	137.2	133.7	134.0	133.5
BTVET	31.2	37.9	49.1	58.2	63.1	70.0	80.0	90.9	104.9	118.0	125.8
Tertiary (Projected)	67.0	66.8	68.8	72.2	76.7	76.5	78.4	85.2	95.6	108.8	127.1
TOTAL INSTRUCTIONAL	524.7	548.5	653.6	648.9	686.6	717.7	807.6	865.4	953.3	1060.1	1188.3

Central and Administrative Functions

MoES HQ	3.2	3.7	3.7	3.9	4.0	4.3	4.4	4.6	4.8	4.9	5.1
NCDC (prey under sec dept)	0.6	0.7	0.7	0.7	0.8	0.8	0.8	0.9	0.9	1.0	1.0
UNEB	2.1	2.2	2.3	2.5	2.8	3.1	3.4	3.4	3.4	3.4	3.4
Pre-pri. & pri (less <i>instruc. Mat.</i>)	16.6	17.8	18.5	19.2	20.0	20.8	21.6	22.4	23.3	24.3	25.2
Secondary education dept HQ	1.9	2.5	3.2	3.5	3.8	4.2	4.6	4.6	4.6	4.6	4.6
Teacher <i>education</i> HQ	5.3	5.5	5.6	6.2	6.8	7.5	8.2	8.5	8.8	9.1	9.4
Special education - dept	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5
Higher education - (Excl. UPK from FY 03/04)	6.5	6.6	6.7	7.1	7.5	8.0	8.4	8.9	9.5	10.0	10.7
Education Planning	1.8	1.9	2.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
ESA (<i>o/w</i> 0.375bn FY 03/04)	0.8	0.8	0.9	0.9	0.9	1.0	1.0	1.0	1.1	1.1	1.2
UVQA	0.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Ed <i>Service</i> Commission	1.6	1.7	1.7	1.8	1.8	1.8	1.9	2.0	2.0	2.1	2.2
Total Central and Administrative	40.7	48.7	50.6	52.2	54.9	57.9	60.9	62.9	64.9	67.1	69.3

TOTAL GOVERNMENT	565	5971	704	701	741	776	869	928	1018	1127	12581
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Private Costs by Sector

Primary	40.0	40.7	48.6	45.0	46.1	48.8	55.8	61.3	68.8	77.7	89.1
Academic Secondary	161.7	189.0	240.0	278.1	322.8	324.4	359.8	335.9	327.3	328.2	327.0
BTVET	33.6	37.9	44.5	50.1	53.7	58.4	64.6	71.4	79.7	87.7	93.1
Tertiary (Projected)	67.0	66.8	68.8	72.2	76.7	76.5	78.4	85.2	95.6	108.8	127.1
TOTAL PRIVATE COSTS	302.4	334.4	402.0	445.4	499.3	508.0	558.6	553.9	571.4	602.3	636.2

ILTEF ALLOCATION	619	631	677	705	745	787	847	912	981	1055	1135
GOVERNMENT BALANCE	53.6	34	(27)	4	4	11	(22)	(16)	(37)	(72)	(123)

Model with Reforms

Projections of Population by Age for 2003-2015

Age-Specific
Survival
Rates

2002-03 2003-04 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15

	1246	1290	1334	1379	1426	1475	1525	1577	1630	1686	1743	1802	1863
0.911	1000	1135	1175	1215	1256	1299	1343	1389	1436	1485	1536	1588	1642
0.967	966	967	1098	1136	1175	1215	1256	1299	1343	1389	1436	1485	1535
0.984	927	951	952	1080	1118	1156	1196	1236	1278	1322	1367	1413	1461
0.984	903	912	935	936	1063	1100	1138	1176	1216	1258	1301	1345	1390
0.998	894	901	910	933	934	1061	1098	1135	1174	1214	1255	1298	1342
0.999	865	893	900	909	933	933	1060	1097	1134	1173	1213	1254	1297
0.999	836	864	892	899	909	932	933	1059	1096	'1133	1172	1212	1253
0.999	811	835	863	891	898	908	931	932	1057	1095	1132	1171	1210
0.999	787	810	834	862	890	898	907	930	931	1056	1094	1131	1169
0.999	778	786	809	833	862	890	897	906	929	930	1055	1093	1130
0.999	753	777	785	809	833	861	889	896	905	928	929	1054	1092
0.999	729	752	776	785	808	832	860	888	895	904	927	928	1053
0.999	710	728	751	776	784	807	831	859	887	894	903	926	927
0.999	686	709	728	751	775	783	806	830	858	886	893	902	925
0.999	662	685	709	727	750	774	782	805	829	857	885	892	901
0.999	642	661	685	708	726	749	773	782	805	829	856	884	891
0.999	623	641	661	684	707	725	748	773	781	804	828	856	883
	14818	15300	15798	16315	16847	17397	17972	18568	19185	19842	20524	21233	21966
Population Growth Ages 0-18		3.25%	3.26%	3.27%	3.26%	3.27%	3.30%	3.32%	3.33%	3.42%	3.44%	3.45%	3.45%

Demographic

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ANNEXES

POLICY OBJECTIVES AND STRATEGIES

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Policy Objectives and Strategies

Objective 1. An education system relevant to Uganda's national development goals

Sub-objectives	Strategies	Interventions
1.1. Universal participation in a flexible basic education system	1.1.1. Support programs targeted to disadvantaged children and youth.	Support education programs for children in disadvantaged (poor, disbursed, and/or remote]..... K,..... ANCE, Support education programs_in conflict areas - - - - - <u>Provide guidance and counseling to pupils with need.</u>
	1.1.2. Lower costs to families.	Continue universal primary education through capitation grants and prohibition of fees. <u>Reconfigure capitation grants based on school need and student characteristics.</u>
	1.1.3. Lower social-cultural barriers to girls' attendance.	Facilitate the deployment of women teachers to rural schools/institutions. Support initiatives to increase girls' participation (GEM, PGE, etc.) and disseminate <u>information about lessons learned throughout the system.</u>
	1.1.4. Expand and improve primary school facilities.	Build classrooms, houses, and other school facilities to meet requirements of participating students- Continue implementation and refinement of the - - - - - <u>aities Grants ^SFG^</u> . Improve school sanitation, hygiene, safety.
1.2. Increased and equitable participation in a coherent and flexible post-primary system	1.2.1. Make more efficient use of teachers/instructors' and learners' time and other resources.	<u>Revise curriculum to consolidate subject matter into six or seven courses.</u> <u>Increase standard minimum class size and rationalize teacher work loads.</u> <u>Set minimum standards for entry into post-primary.</u> <u>Redeploy teachers from teacher-surplus schools to teacher-deficient schools.</u> <u>Make more use of double-shift and multi-grade approaches.</u>
	1.2.2. Reconfigure post-primary to offer a flexible system of BTVET.	Use the Uganda Vocational Qualifications Framework/Authority (UVQF/A) to certify learners' acquisition of vocational skills. --- Transform existing post-primary vocational and farm schools and community po^echnics into BTVET centers - - - - - Offer short modular courses that lead to certification.
	1.2.3. Expand, equip and improve post-primary school facilities.	Construct/furnish seed secondary schools in rural sub-counties where needed, especially in those where none exist. - - - - - <u>Rehabilitate, expand, and furnish existing post-primary schools, beginning with one - center of excellence in each district.</u> <u>Rehabilitate, equip, and optimize use of existing BTVET training facilities to provide short modular courses.</u> <u>Give some support to private providers of BTVET.</u>

Sub-objectives	Strategies	Interventions
	1.2.4. Improve equity in participation of girls and needy students.	Target grants to public schools and training centers in needy communities. Provide bursaries to needy students. Lower social-cultural barriers to girls' attendance. Meet the needs of students with special learning needs (disabilities).
1.3. Expanded and equitable participation in a coordinated, flexible, and diversified tertiary system	1.3.1. Restructure the tertiary system to improve quality, coherence, and flexibility.	Establish a course credit system that allows student mobility within and among institutions.
	1.3.2. Develop facilities to cope with rapidly increasing numbers.	Rehabilitate and create more openings in existing universities and training institutions. Establish an open university and a university in the East.
	1.3.3. Establish a liberalized financing mechanism and diversify the resource base.	Shift from subsidizing universities to subsidizing students at public and private institutions. Delink academic and boarding fees and subsidize only academic fees. Pilot a student loan scheme.

Objective 2. Students achieving education goals

2.1. Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills	2.1.1. Improve the instructional processes that lead to students' achievement of literacy, numeracy, and basic life skills.	Give high priority to literacy numeracy, and basic life skills in P1-P4 Reduce class size in P1-P3. Revise the curriculum and instruction and provide teachers with the resources and skills they need to implement it Provide adequate instructional time on reading, writing, and numeracy. Ensure sufficient quantities of reading materials in local languages and English. Continuously assess student progress at each grade level. Provide remedial help for pupils who need it. Design and help teachers use curricula and instruction appropriate for pupils in conflict areas.
	2.1.2. Strengthen and motivate the, primary-level teaching force.	Train and employ more teachers, tutors, head teachers, CCTs, and special needs teachers. Increase and strengthen TDMS staff (CCTs) and program Improve curriculum, staffing, facilities, instruction, and management in PTCs Appoint teachers in each school in guidance and counseling skills. Appoint mentor teachers in each school to link with CCTs. Continue to improve the conditions of service of primary teachers.
	2.1.3. Use pre-primary programs and other measures to prepare children for the intellectual requirements of primary school.	Establish and provide support for an early childhood development policy framework for private pre primary centers Provide centers with a pre primary learning framework. Include pre primary instructional methods in the PTC curriculum.

Sub-objectives	Strategies	Interventions
		<p>License and monitor private centers.....</p> <p>Advocate for parents and communities to support good practices in early childhood development.</p> <p>Use mass media and other low-cost interventions to help families prepare children..</p> <p>Discourage children under six years from enrolling in primary 1 ..</p> <p>Provide instructional materials for pre-reading and other readiness skills to P1.</p>
2.2. Post-primary students prepared to enter the workforce and higher education	2 2.1. Give highest priority to competencies for the workforce and higher education.	<p>Provide a curriculum for all post-primary students that focuses on these competencies.</p> <p>Align BTVET courses with human resource requirements of all sectors and the labor market.</p> <p>Increase supply of instructional materials through matching subsidies and seed funding for textbook rental schemes.</p> <p>Construct, equip, and manage laboratories and libraries -in S1-S6 schools, workshops in BTVET centers.</p> <p>Continuously assess student performance.</p> <p>Strengthen guidance and counseling services.</p>
2.3. Tertiary graduates prepared to be innovative, creative, and entrepreneurial in the private and public sectors	2.2.2. Strengthen and motivate the post-primary teaching force.	<p>Improve teacher training in National Teachers Colleges.</p> <p>Develop and implement a post-primary TDMS or other system to provide in-service teacher training and support.</p> <p>Rationalize National Teachers Colleges and improve the facilities, curriculum, instruction, staffing, and management of those that remain. _</p> <p>Deploy qualified trainers and craftsmen to BTVET centers.</p> <p>Recruit and train special needs teachers and Guidance counselors.</p> <p>Continue to improve the conditions of service of post-primary teachers.</p>
	2.2.3. Reform and improve curricula and instruction in priority disciplines.	<p>Attract and retain academic staff by improving conditions of service.</p> <p>Improve quality of instruction at training institutions (agriculture, health, etc.) ..</p> <p>Give highest priority to math, science, technology, and other subjects critical to Uganda's national development. _</p> <p>Increase capacity and use of ICT.</p> <p>Transform the five UTCs into national polytechnics that train technicians.</p> <p>Strengthen guidance and counseling services.</p>
	2.2.4. Promote research, particularly applied research, and publications.	<p>Develop a fund for research.</p> <p>Improve library resources for research.</p>

Sub-objectives	Strategies	Interventions
Objective 3. An effective and efficient education sector		
3.1. Decentralized authority, financing, and management of education services	3.1.1. Schools/institutions manage instructional programs, staff and other resources and become accountable to their communities.	Develop and implement primary School Improvement Plans and improvement plans for other institutions. Mobilize community support of schools/institutions and monitoring of performance.
	3.1.2. District Education Offices deliver educational services, help schools/institutions comply with standards and regulations', and monitor regularly and report accurately on school	Allocate resources among schools/institutions Keep local governments advised of the needs and achievements of schools/institutions. Share information and innovations within the district.
	3.1.3. Central offices formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot and special programs.	Support the Education Service Commission's institution of a scheme of service for education cadres that provides incentives for improved performance. Develop and review policies concerned with sub-sectors and programs. Collect, analyze, and report data on schools for use by decision makers SEMIS^ Support projects that pilot ways to improve learning in literacy and numeracy, and spread lessons learned throughout the system: Institute a coherent system of assessment that includes day-to-day assessment in the classroom, assessment at each grade level, and post-primary and secondary exams of critical competencies UNEB Track the allocation and use of resources, such as in primary-level quality-related agencies (UNEB, ESA, NCDC, PTE, SNE/CG, EPD, Pre/Primary) and secondary school size and staffing.
	3.1.4. National Council for Higher Education governs the tertiary system.	Regulate and guide the establishment and management of institutions. Regulate the quality of instruction and other services.
3.2. Strengthened capacity of the Ministry--its agencies and institutions--to provide leadership and management	3.2.1. Provide administrative staff with needed resources and tools.	Conduct a management audit and adjust organizational structures and resource allocations to reflect priorities and system requirements of the ESSP Train administrative staff in good management practices and provide incentives for their use. Train head teachers and principals in supervision and management skills and provide incentives for their use.
	3.2.2. Accommodate cross-cutting initiatives as they appear.	Establish guidelines for adopting cross-cutting initiatives (such as HIV/AIDS, agricultural education, ICT, sports, environment) and procedures for incorporating them into the system and the curricula Ensure that teachers have time and other resources to add cross-cutting initiatives to the curricula.

Sub-objectives	Strategies	Interventions
3.3. Quality assurance and accountability throughout the sector	3.3.1. Institute a coherent and feasible system of standards and performance monitoring.	Set standards for buildings, sanitation, facilities, staff attendance, record-keeping, , , , , , , , , , Observe teachers and help them improve instructional methods and management: - - - - Strengthen the system of private school licensing, registration, and inspection. (ESA) ----- Regularly inspect and help schools/institutions report on compliance with standards, regulations, and reporting procedures fESA and District Inspectorates__ Provide allowances for inspection visits. _____ Use NAPE to regularly assess system performance.
	3.3.2. Prevent and reduce corruption and misuse of public resources.	Provide incentives for professional conduct and enforce sanctions for unprofessional ----- Train Ministry staff at all levels in professional conduct.
3.4. Partnerships between the Ministry and other agencies in service delivery and capacity-building	3.4.1. Develop and maintain public-private partnerships in service delivery.	Encourage_private providers and communities to offer education and training, particularly at post-primary, and tertiary levels. - - - - - - - - - - Provide for community oversight of schools/institutions through their governing bodies. ----- Solicit community contributions to the school construction and maintenance., - - - - - Support and encourage NGO assistance to programs for disadvantaged groups.
	3.4.2. Develop and maintain partnerships with other agencies in service delivery and capacity-building.	Engage_local_governments in the support of primary_andpost-primary education. - - - - - Work with communities and organizations to provide community-based, out-of-school sports programs - - - - - Work with communities and organizations to provide community-based, out-of-school sports programs - - - - - Collaborate with other ministries in the provision of BTVET. ----- Introduce a training fund levy on employers for vocational training - - - - - Collaborate with other ministries in the provision of cross-cutting programs such as strengthening Health Training_Institutes - - - - - Seek the support of civil society organizations, associations, churches, and mosques for education_and_trainin _____ Continue moving toward budgetary support from external funding agencies without closing the door on project support for high priority interventions.

rs and Targets

Objectives and sub-objectives	Indicators	Targets		
		2003 (base)	2007	2015
Objective 1. An education system relevant to Uganda's national development goals				
1.1. Universal participation in a flexible basic education system	(1) Enrollment rates by gender, income quintile, geographic region, rural/urban			
1.2. Increased and equitable participation in a coherent and flexible post-primary system	(1) Transition rates by gender, income quintile, geographic region, rural/urban (2) Enrollment rates by gender, income quintile, geographic region, rural/urban			
1.3. Expanded and equitable participation in a coordinated, flexible, and diversified tertiary system	(1) Transition rates by gender, income quintile, geographic region, rural/urban (2) Enrollment rates by gender, income quintile, geographic region, rural/urban			
Objective 2. Students achieving education goals				
2.1. Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills	(1) Survival rates by gender, income quintile, geographic region, rural/urban (2) Completion rates by gender, income quintile, geographic region, rural/urban (3) Achievement rates by gender, income quintile, geographic region, rural/urban			
2.2. Post-primary students prepared to enter the workforce and higher education	(1) Survival rates by gender, income quintile, geographic region, rural/urban (2) Completion rates by gender, income quintile, geographic region, rural/urban (3) Achievement rates by gender, income quintile, geographic region, rural/urban (4) External efficiency			
2.3. Tertiary graduates prepared to be innovative, creative, and entrepreneurial in the private and public sectors	(1) Survival rates by gender, income quintile, geographic region, rural/urban (2) Completion rates by gender, income quintile, geographic region, rural/urban (3) External efficiency			

Objectives and sub-objectives	Indicators	Targets		
		2003 (base)	2007	2015
Objective 3. An effective and efficient education sector				
3.1. Decentralized authority, financing, and management of education services	(1) Rate of decentralization activities on target (2) Budget and expenditure performance (3) Districts' performance (NAPE)			
3.2. Strengthened capacity of the Ministry -its agencies and institutions--to provide leadership and management	(1) Financial commitment (2) Budget and expenditure performance (3) Unit costs of completers (4) Institutions' (public and private) compliance with ministry standards and regulations (5) Dissemination of information on pilots			
3.3. Quality assurance and accountability throughout the sector	(1) Reported incidents of corruption (2) Records of actions taken on corruption reports			
3.4. Partnerships between the Ministry and other agencies in service delivery and capacity-building	(1) Ratio of public:private financing (2) Compliance of private institutions with ministry standards and regulations (3) Ratio of private to public institutions			

EDUCATION SECTOR LEVEL INDICATORS

• PRIMARY EDUCATION SUB SECTOR

Monitoring Area	Indicator	Source of data	Status 2003	Projection 2004	Projection 2005	Projection 2006	Projection 2007
Access	1. Apparent (gross) intake rate (GIR ¹): new entrants in primary grade 1 regardless of age as a percentage of the population of official entry age:	EMIS UBOS	170%	150%	137%	127%	114%
	a) Boys b) Girls		172% 169%	151% 148%	135% 138%	126% 128%	112% 115%
	2. Net intake rate (NIR ²): new entrants to primary grade 1 who are of the official primary School — entrance age as percentage of the corresponding population	EMIS UBOS ³	65%	67%	70%	73%	75%
	a) Boys b) Girls		65% 64%	66% 68%	69% 71%	72% 74%	74% 76%
	3. Gross enrolment ratio (GER ³): <i>Proportion of pupils attending primary schools (P1-P7) to the number of children aged 6-12 in the entire population</i>	EMIS UBOS	127%	131%	128%	124%	118%
	a) Boys b) Girls	EMIS UBOS	130% 125%	132% 131%	131% 125%	126% 122%	117% 120%
	<i>The ten⁴ districts within the poorest quartile that will be targeted are</i>						
	Nakapiripirit		56%	61%	66%	71%	76%
	Moroto		41%	46%	51%	56%	61%
	Kotido		44%	49%	54%	59%	64%
	Kitgum		137%	132%	127%	122%	117%
	Pader		176%	161%	146%	131%	116%
	Bundibugyo		116%	101%	100%	100%	100%
	Nakasongola		140%	125%	110%	100%	100%
	Kabarole		137%	122%	107%	100%	100%
	Kamwenge		90%	96%	102%	100%	100%
	Kyenjojo		104%	100%	100%	100%	100%

¹ GIR – This is reducing because children of correct age will increasingly be enrolled in grade 1 i.e. over and under age children will be less influential to GIR

² NIR- this is increasing because more of the six-year-old children are entering grade 1.

³ The provisional Population projections used are the ones provided in the ESSP model. These are subject to change upon UBOS producing the final detailed results of 2002 population Census.

⁴ Districts with 10 worst GER and NER were selected. Projections are based on projected Government enrolment and projected population figures

Monitoring Area	Indicator	Source of data	Status 2003	Projection 2004	Projection 2005	Projection 2006	Projection 2007
	4. <u>Net</u> enrolment ratio (NER) ⁵ A ratio of primary school children aged 6-12 years to the number of children of the same age range in the population. Ten districts within the poorest quartile will be targeted	EMIS UBOS	86.7%	88.5%	90.3%	90.6%	90%
	a) Boys b) Girls		87.0% 86.4%	89.0% 88.0%	90.6% 89.9%	91.0% 90.3%	90.4% -89.7%
	<i>The ten districts within the poorest quartile that will be targeted are.</i>						
	Nakapiripirit		39.55%	40.37%	41.18%	41.34%	41.06%
	Moroto		29.70%	30.32%	30.93%	31.13%	30.84%
	Kotido		29.78%	30.40%	31.01%	31.13%	30.92%
	Kitgum		95.00%	95.00%	95.00%	95.00%	95.00%
	Bader		95.00%	95.00%	95.00%	95.00%	95.00%
	Bundibugyo		84.05%	85.80%	87.53%	87.87%	87.27%
	Nakasongola		78.02%	84.02%	90.02%	96.02%	99.02%
	Kabarole		78.02%	79.64%	81.25%	81.57%	81.01%
	Kamwenge		61.28%	62.55%	63.82%	64.06%	63.63%
	Kyenjojo		70.64%	72.10%	73.56%	73.84%	73.34%
	5. Pupil Teacher ratio:	EMIS	56:1	58:1	54:1	53:1	52:1
	6(i). Percentage of pupils reaching defined level of competency in literacy at (a) P3 (b) P6	NAPE UNEB	34.3 20.0	37 22	40 25	45 27	50 30
	(ii). Percentage of pupils reaching defined level of competency in numeracy at (a) P3 (b) P6		42.9 20.5	45 22	47 25	50 27	55 30
Quality	7. Pupil Classroom Ratio	EMIS	94:1	97:1	90:1	84:1	78:1
	8. Pupil Textbook Ratio	EMIS	3:1	3:1	3:1	3:1	3:1

⁵ ECD Campaigns will lead to improvements in data reporting cleanliness as head teachers record under/over age pupils correctly. The projections show an introduction of correction factors, which are equal to 900,000; 890,000; 600,000; 300,000 and 0 for the years 2003, 2004, 2005, 2006 and 2007 respectively. This brings the NER to reasonable figures that are consistent with National household survey 2002/03. Because of geo-position of the country together with envisaged return to political stability in the north, NER is unlikely to reach 100% in the next 10 years.

Monitoring Area	Indicator	Source of data	Status 2003	Projection 2004	Projection 2005	Projection 2006	Projection 2007
	9. Survival rate to grade 5 (percentage of a pupil cohort actually reaching a grade) (a) Boys (b) Girl	EMIS	52% 52% 51%	58% 59% 57%	61% 62% 60%	64% 65% 63%	67% 68% 66%
	10. Completion rate-P7 (a)Boys (b)Girls	UNEB	56% 66% 47%	60% 71% 51%	63% 67% 58%	67% 72% 63%	69% 74% 64%

Completion rate is the total number of students completing or graduating [we took candidates who registered for PLE examinations] from the final year of primary education, regardless of age, expressed as a percentage of the population at the official (typical) primary graduation age.

B: SECONDARY EDUCATION SUB-SECTOR

Monitoring Area	Indicator	Source of data	2003	2004	2005	2006	2007
Access	1(a) Transition rate to S1	EMIS	55%	62%	69%	70%	72%
	i) Boys		56%	61%	69%	68%	70%
	ii) Girls		54%	63%	70%	71%	73%
	1(b) Transition rate to S5		42%	45%	45%	45%	45%
	i) Boys ii) Girls		45% 39%	48% 42%	44% 39%	44% 39%	44% 45%
Efficiency	2. Gross enrolment ratio (GER): Proportion of students attending secondary schools (S1-S6) to the number of children aged 13-18 in the entire population	EMIS UBOS	18%	22%	23%	25%	27%
	i) Boys		20%	24%	25%	27%	30%
	ii) Girls		17%	20%	21%	23%	25%
Efficiency	3. Completion rate ⁶ Senior 4	EMIS	18%	20%	23%	25%	25%
	a) Boys b) Girls		20% 17%	22% 19%	25% 22%	26% 23%	26% 23%

C: BUSINESS, TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

Monitoring Area	Indicator	Source of data	Status 2003	Projection 2004	Projection 2005	Projections 2006	Projections 2007
Access	1. Enrolment	EMIS	26,313	52,669	73,226	86,931	109,923
	a) Males		18,271	36,572	49,061	58,244	72,549
	b) Females		8,042	16,097	24,165	28,687	37,374
	Transition rate from S4		10%	15%	20%	25%	30%

⁶ Enrolment in S1 as a percentage of Primary seven candidates eligible for S1 (those who passed PLE)

⁷ Students enrolled in senior 4 as a percentage the population at official (16 years) senior 4-graduation age.

D. TEACHER EDUCATION

Monitoring Area	Indicator	Source of data	Status 2003	Projection 2004	Projection 2005	Projections 2006	Projections 2007
Access	1. Enrolment in PTCs	EMIS	19,622	16,550	17,675	18,800	21,050
	a) Males		11,182	9,268	9,722	10,152	11,156
	b) Females		8,440	7,282	7,282	8,648	9,894

E: TERTIARY EDUCATION

Monitoring Area	Indicator	Source of data	Status 2003	Projection 2004	Projection 2005	Projection 2006	Projection 2007
Access	1. Enrolment at universities	EMIS	63,030	75,006	90,757	111,631	139,539
	a) Males		39,745	45,003	54,454	64,746	79,537
	b) Females		23,285	30,002	36,303	46,885	60,001
	2. Enrolment in Other Tertiary institutions		24,263	21,234	20,852	21,637	22,954
	a) Males		14,558	12,740	12,511	12,982	13,772
	b) Females		9,705	8,494	8,341	8,655	9,182

NOTE

Pupil Textbook ratio indicator

The pupil Textbook ratio for P3 to P7 remains constant at 3:1 and zero for P1/P2 because of the following reasons:

1. Review of the curriculum process. No more Procurement for core-textbooks for P3 to P7 until a new curriculum is in place in 2007. Therefore the PTR is expected to remain at 3:1
2. During the year 2005 and 2006, the publishers are expected to be developing materials in fulfilment of the new curriculum.
3. Under cycle 2, the proposed procurement is for non-text materials for P1 and P2. This is meant to enhance literacy and numeracy at these levels.

Assumptions Made in determining Percentages of Pupils reaching defined level of Competency and Numeracy.

1. Pupil achievement will continue to improve as indicated by the 1999 and 2003 results.
2. The war in the North will soon end.
3. Curriculum focus will change to Literacy and Numeracy.

Ten Poorest districts

These have been chosen basing on the Human Poverty index (HPI). The index is a measure that reflects the extent of deprivation. It indicates how worse or better a country is in terms of human poverty. The HPI measures the level of deprivation from access to education and literacy, to living a long and healthy life and living a decent life. The closer the index is to 0, the better the progress, while the closer it is to 100, the more deprived the country is. A copy of District HPI, 2000 from Uganda Human development report 2002 is attached. NER for these Districts have been computed. The Districts of Kitgum and Pader exhibited abnormal NER. Their NERs targets have been fixed at 95%

ANNEXES

SUB-SECTOR WORKPLANS

1

1

Work Plan 2004/5—2006/7: Pre-primary and Primary

Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.1. Universal participation in a flexible basic education system			
1.1.1. Support programs targeted to disadvantaged children and youth.			
Support education programs for children in disadvantaged (poor, disbursed, and/or remote) communities (COPE, ABEK, BEUPA, CHANCE, etc.)	1. Incorporate NFE instructors into the wage bill	Primary, MPS	2007
	2. Include NFE facilities in SFG program	EPD/Const.	2007
	3. Supply NFE programs with instructional materials grants	EPD/IMU	2007
	4. Give capitation grants to NFE programs	EPD/Budget	2007
	5. Accredite NFE programs	TE	2007
	6. Recruit and train instructors	DSC, TE	2007
	7. Integrate CBE Instructors salaries into MoES payroll		Jun-06
	8. Construct additional Learning Centres for disadvantaged group using the SFG programme	EPD	Annual
	9. Carry out social mobilisation for enrolment of disadvantaged group.	PPE	Annual
	10. Develop and produce instructional materials for CBE programmes.	PPE	Jun-06
	11. Provide supervision and monitoring of CBE programmes.	PPE/ESA/EPD	Annual
	12. Support education programs in conflict areas	SN/GC, Primary	Annual
	13. Provide guidance and counselling to pupils with need.	SN/GC, Primary	Annual
	14. Compile a list of all IDP pupils and teachers, their mother districts and schools and their host learning centres/schools and districts.	PPE/EPD Districts	Annually Dec. 2007
	15. Institutionalise affirmative action for the districts affected by the insurgency.	PPE/EPD	Annual
	16. Include the 18 districts affected by the insurgency among the hard to reach areas.	PPE/EDP/Budget	Jun-05
	17. Provision of school meals, health and sanitary facilities in the IDP schools.	MoES(EPD)/Budget MoFPED	Dec.2007
	18. Flexible use of SFG and UPE capitation grants in the 18 districts affected by the insurgency	MoES(EPD)/Budget MoFPED	Jun-06
	19. Construction of a boarding primary school for the war affected children in Gulu District.	UNEB/UNICEP ACTION AID OTHER NGOS	Jul-06
	20. Revise and harmonise the Curriculum of NFE	PPE	Annually
	21. Integrate cross cutting issues in the Curriculum e.g. Sanitation and Hygiene, Girls Education, HIV/AIDS & Lifeskills.	PPE	Annually
	22. Train Instructors on PIASCY, HIV/AIDS, Sanitation, Girls Education etc.	PPE	Annually

Work Plan 2004/5—2006/7:Pre-primary and Primary

Intervention	Activities	Manager	Completion date
	23. Print NFE Curriculum and distribute it to all centres.	PPE	Annually
	24. Create special examination centres for the internally displaced pupils.	UNEB	Annually Dec. 2007
	25. Periodic-re-allocation of SFG and UPE capitation grants to districts hosting the internally displaced pupils.	EPD/Budget MoFPED	Annually Dec. 2007
	26. Monitor/supervise implementation of education programmes in the 18 districts experiencing the insurgency.	PPE, EPD, SNEGC, SE, BTVET	Annual
	27. Support education programs in conflict areas.	PPE	Annual
	28. Provision of more CCTs to assist teachers in use of instruction appropriately.	PPE/TE	Annually Dec. 2007
	29. Design and help teachers use curricula and instruction appropriate for pupils in conflict areas.	PPE/NCDC	Annual
	30. Payment of incentives to hard to reach districts.	PPE/TE	Annually
1.1.2. Lower costs to families.			
	1. Continue Universal Primary Education through capitation grants and prohibition of fees.	EPD/Budget	Annually
	2. Reconfigure capitation grants based on school need and student characteristics.	EPD/Budget	Annually
	3. Monitoring the use of Capitation Grant		Annually
	4. Provision of Sttion to war areas		Annually
	5. Provision of incentive grants		Annually
1.1.3. Lower social-cultural barriers to girls' attendance			
	1. Recruit more women to become teachers	DSC	Annually
	2. Post women to schools with few or no women teachers	DSC	Annually
	3. Provide separate toilets for boys and girls	Primary	Annually
	4. Supply sanitary towels to girls in UPE schools	PPE	Annually
	5. Support girls club activities e.g. girl guides etc.	PPE	Annually
	6. Supply and disseminate girls promotional materials for girls and soap etc.	PPE	Annually
	7. Provide safe drinking water.	EPD	Annually
	8. Train SWT & SMT in Guidance and Counselling services		Annually
	9. Monitoring and evaluation of girls education activities	EPD	Annually
	10. Carrying out studies inareas of concern in promotion of girls education	PPE	Annually
	11. Advocacy for the deployment of women teachers to rural areas	PPE	Annually
	12. Support initiatives to increase girls' participation (GEM, PGE, etc) and	PPE	Annually
	13. Provide girls' washroom in all schools	EPD	2007
1.1.4. Expand and Improve Primary School Facilities			

Work Plan 2004/5x-2006/7:Pre-primary and Primary

Intervention	Activities	Manager	Completion date
	1. Build classrooms and other school facilities to meet requirements of participating students.	EPD	Annually
	2. Continue implementation and refinement of the School Facilities Grant (SFG)	EPD	Annually
	3. Improve school sanitation, hygiene, safety.	PPE	Annually
	4. Carry out Technical Support Supervision on School Health and Hygiene	Primary	Annually
	5. Capacity Building/School Health Training and Education at all levels continuous.	PPE	2004/2007
	6. Develop School Health Policy Guidelines	PPE	(2004/2005)
	7. Disseminate and follow up the implementation of School Health Policy	PPE	(2004/2005)
	8. Production of IEC materials for School Health and Hygiene. (2004/05, 2005/06, 2006/07)	PPE	2004/05
	9. Advocacy on School Health and Hygiene (continuous)	PPE	2004/2007
	10. Develo and Review Curriculum for School Health Education in Primary and Post Primary Schools (2005/	PPE	2005/06 2006/07
	10. Establish School Health Coordination Units.	PPE	2004/05
	11. Mobilise resources for school health	PPE	Annually
	12. Coordinate and Network with stakeholders at various levels. (Continuous 2004/2007).	PPE	Annually
	13. Reduce students' course load to five or six per term; consolidate subject matter into fewer courses.	PPE	Annually
	14. Increase standard minimum class size and rationalise teacher workload	PPE	Annually
	15. Set minimum standards for entry into post primary	UNEB	Annually
	16. Provision of mid-day meals to stop drop-out-rates	EPD	Annually
	17.Provision of latrines	EPD	Annually
	18. Carry out training/refresher courses for Inspectors of schools, Teachers, Tutors and Matrons in Health Education	PPE	Annually
	19. Sensitise teachers, pupils, parents of school Health and Hygiene	PPE	Annually
	20. Organise Health competitions in Primary Schools	PPE	Annually
	21. Promote School Health Clubs and Committee	PPE	Annually
	22. Carry out regular Monitoring and Evaluation of School Health and Hygiene	PPE	Annually
	23. Conduct operational research	PPE	2004/5
	24. Undertake further training in School Health	PPE	Annually
	25. Expanding and monitoring the implementation of Agriculture in primary schools	PPE	Annually
	26. Design and print sanitation and hygiene materials for P/S	PPE	Annually
	27. Carry out mass deworming in primary schools	PPE	Annually

Work Plan 2004/5—2006/7: Pre-primary and Primary				
Intervention	Activities	Manager	Completion date	
Objective 2. Students achieving education goals				
2.1. Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills				
2.1.1. Improve the instructional processes that lead to students' achievement of literacy, numeracy, and basic life skills.				
	1. Recruit and deploy teachers	DSC	Annually	
	2. Develop and use end-of-class standardised tests	UNEB, DEOs, head teachers	Annually	
	3. Reduce class size in P1-P3	PPE	Annually	
	4. Continuously assess student progress at each grade level	" UNEB	Annually	
	5. Provide remedial help for pupils who need it.	TDMS, head teacher, teachers	Annually	
	6. Give highest priority to literacy, numeracy and basic life skills in P1-P4.			
	7. Provide teachers with the resources and skills they need to teach reading, writing and maths.	TE	Annually	
	8. Provide adequate instructional time on these subjects	NCDC	Annually	
	9. Ensure sufficient quantities of reading materials in local languages and English	IMU	Annually	
	10. Improve use of textbooks	PPE	Annually	
2.1.2. Strengthen and motivate the primary-level teaching force.				
	1. Appoint mentor teachers in each school to link with CCTs	DSC/DEO	Annually	
	2. Design and help teachers use curricula and instruction appropriate for pupils in conflict areas	Primary, TDMS	Annually	
	3. Recruit PTC training and TDMS trainers to keep pace with class size requirements.	PPE/TE	Annually	
	4. Increase and strengthen TDMS staff (CCTs) and program	TE	Annually	
	5. Rehabilitate pre-service training, staff and furnish PTCs			
	6. Appoint and train teachers in each school in guidance and counselling skills.	DISTRICTS	Annually	
	7. Design and use curricular and instruction appropriate for pupils in disadvantaged and conflict areas.	PPE	Annually	
	8. Recruitment of Teachers	DISTRICTS	Annually	
2.1.3 Use Pre-Primary programs and other measures to prepare children for the intellectual requirements of primary school				
	1. Supply the learning framework to pre-primary schools centres	Pre-primary DEOs	Annually	

Work Plan 2004/5—2006/7:Pre-primary and Primary

Intervention	Activities	Manager	Completion date
	2. Dissemination of the Learning Framework to pre-primary training institutions	PPE	Annually
	3. Support the production of pre-reading materials etc. in the learning framework	PPE	Annually
	4. Support the continuous assessment of the learning framework	PPE	Annually
	5. Sensitisation of care givers/mothers about the learning framework	PPE	Annually
	6. Support the development and supply of advocacy materials for the learning framework	PPE	Annually
	7. Monitoring and evaluation of the implementation of the learning framework	PPE	Annually
	8. Communities mobilise on the establishment of pre-primary institution and awareness of the learning framework	PPE	Annually
	9. Production of Brochure on the learning framework and distribution to stakeholders	PPE	Annually
	10. Streamline the certification and accreditation of pre-teachers who handle the learning framework	TE	
	11. Carry out studies in areas of concern in the learning framework	PPE	Annually
	12. Review the learning framework as need arise	PPE	Annually
	13. Establish and provide support for an early childhood development policy framework for private pre-primary centres	PPE	Annually
	14. Provide centres with a pre-primary learning framework	PPE	Annually
	15. Include pre-primary instructional methods in the PTC curriculum	PPE	Annually
	16. License and monitor private centres.	PPE	Annually
	17. Advocate for parents and communities to support good practice in early childhood development.	PPE	Annually
	18. Use of mass media and other low-cost interventions to help families prepare children	PPE	Annually
	19. Discourage children under six years from enrolling in P.1	PPE	Annually
	20. Provide instructional materials for pre-reading and other readiness skills to P.1		
	21. Introduce ECD in PTCs	TE	Annually
	22. Sensitisation of community on ECD		Annually
	23. Develop and disseminate the training guide for community mobilisation	PPE	Annually
	24. Carry out UPE advocacy	PPE	Annually
	25. Produce Calendars annually	PPE	Annually
	26. Hold Science and Agricultural fair annually	PPE	Annually
	27. Develop PIASCY and HIV/AIDS teaching and learning materials	PPE	Annually

<i>Work Plan 2004/5-2006/7:Pre-primary and Primary</i>				
Intervention	Activities	Manager	Completion date	
	28. Sensitise stakeholders and teachers on HIV/AIDS, Life skills, drug abuse and peer education for behaviour change	PPE	Annually	
	29. Produce and distribute BTL and MLE materials	PPE	Annually	
	30. Train teachers in BTL and MLE methodologies	PPE	Annually	
	31. Sensitize parents and stakeholders on PGE	PPE	Annually	
	32. Printing certificates for Nursery Schools.	TE	Annually	
Objective 3: An Effective and Efficient Education Sector				
3.1 Decentralised authority, financing, and management of pre-primary, primary and post-primary services				
3.1.1 School manage instructional programs, staff and other resources and become accountable to their communities				
	1. Develop and implement school improvement plans with oversight from communities.	DISTRICTS	Annually	
	2. Mobilise community support of schools and monitoring of school performance	DISTRICTS	Annually	
	3. Train Headteachers in management	PPE..'	Annually	
	4. Produce and print and distribute training modules	PPE	Annually	
	5. Printing of new rules of School Management Committee	PPE	Annually	
	6. Training of School Management Committee	PPE	Annually	
	7. Organising Girl Guides events	PPE	Annually	
	8. Monitoring the hard to reach areas	PPE	Annually	
	9. Arranging payments of allowances to teachers involved in the system	PPE	Annually	
	10. Expand Double Shift System to viable schools	PPE	Annually	
	11. Produce brochures on the system	PPE	Annually	
	12. Sensitisation of stakeholders on the system	PPE	Annually	
	13. Monitoring the system	PPE	Annually	
	14. Payment of Allowance to Teachers involved in the system	PPE	Annually	
	15. Developing a working document on MDD theme	PPE	Annually	
	16. Holding national and regional training workshops on the theme	PPE	Annually	
	17. Monitor choirs in the Districts	PPE	Annually	
	18. Hold national MDD festivals	PPE	Annually	
	19. Promote multi-grade teaching in schools viable for the system	PPE	Annually	
	20. Sensitise teachers and parents on the multi-grade system	PPE	Annually	
	21. Monitor the multi-grade system	PPE	Annually	
	22. Compile final guidelines for grading of schools	PPE	Annually	
	23. Piloting the guidelines	PPE	Annually	
	24. Training Inspectors of Schools and CCTs on grading of schools	PPE	Annually	
	25. Carrying out grading exercise	PPE	Annually	
	26. Promote boy scouts movement in schools	PPE	Annually	
	27. Regional Training workshops for scout leaders	PPE	Annually	

Work Plan 2004/5-200617: Pre-primary and Primary

Intervention	Activities	Manager	Completion date
	28. Support District training workshops for scout masters	PPE	Annually
	29. Monitor Boy Scouts activities in schools	PPE	Annually
	30. Organise Boy Scouts events	PPE	Annually
	31. Holding Regional Training workshops for sports officers	PPE	Annually
	32. Support District Training workshops for scouts masters	PPE	Annually
	33. Monitor games/sports activities in the primary schools	PPE	Annually
3.1.2. District Education Offices deliver education service, help schools comply standards and regulations, and monitor .. And report.			
	1. Allocate resources among schools and institutions	DISTRICTS	Annually
	2. Keep local government advised of the needs and achievements of schools	DISTRICTS	Annually
	3. Share information and innovations within the districts	DISTRICTS	Annually
3.1.3 Central offices formulate sectoral p and broadly direct financial resources, er that the legislative framework reflects the strategic directions, i directions, conduct and dissemination research, and support the development of and special programs			
	1. Support the Public Service Commissions' institution of scheme of service for teachers that provides a career ladder and incentives for improving performance	ESC	Annually
	2. Collect, analyse and report data on schools for use by decision-makers (EMIS)	EPD	Annually
	3. Support projects that pilot ways to improve learning in literacy and numeracy and spread lessons learned throughout the system	EPD	Annually
	4. Institute a coherent system assessment that includes day today assessment in the classroom, assessment at each level and post primary and secondary education exams of critical competencies (UNEB).	UNEB	Annually
	5. Track the allocation an duse of resources such as in primary-level quality-related agencies (UNEB, ESA, NCDC, PTE, SNE, CE, EPD, Pre-Primary) and secondary school size and staffing	UNEB, ESA, EPD, PPE, PTE, EPD, SNE	Annually
	6. Mobilisation of resources	PPE	Annually
	7. Improvement of guidelines	PPE	Annually
	8. Conduct survey to establish numbers of pupils who are refugees	EPD	Annually
	9. Training officers in skills and knowledge	PPE	Annually
	10. Finalise the Policy drafts	PPE	Annually
	11. Printing and Dissemination of PPE policies	PPE	Annually
	12. Procuring consultancies for policies not drafted	PPE	Annually
3.1.4 Development and maintain publ ic-p partnership in service delivery			

Work Plan 2004/5—2006/7: Pre-primary and Primary				
Intervention	Activities	Manager	Completion date	
	1. Encourage private providers and communities to offer education and training particularly at pre-primary, post-primary and tertiary levels.	EPD	Annually	
	2. Provide for community oversight of primary school through school management committees and of secondary.	EPD	Annually	
3.4 Partnerships between the Ministry and other agencies in service delivery and capacity building				
3.4.1 Development and maintain public-p partnership in service delivery				
	1. Provide community oversight of primary schools through School Management Committees and of secondary schools through Boards of Governors	EPD	Annually	
	2. Solicit community contributions to the school construction and maintenance	EPD	Annually	
	3. Collaborate with private enterprised in vocational skills training.	EPD	Annually	
	4. Support and encourage NSE programs for disadvantaged groups.	EPD	Annually	

<i>Work Plan 2004/5—2006/7: Post-primary (Secondary)</i>			
Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.2. Increased and equitable participation in a coherent and flexible post-primary system			
1.2.1. Make more efficient use of teachers/instructors' and learners' time and other resources.			
Revise curriculum to consolidate subject matter into six or seven courses.	1. Make consultations to determine the core subjects and content. 2. Writing new syllabi. 3. Determine the text books and equip schools with relevant materials. 4. Sensitization of teachers.	NCDC, Secondary	By June 2005
Increase standard minimum class size and rationalize teacher work loads.	1. Review the teachers/loads to maximise their use. 2. Public service implements new staff establishment.	Secondary, EPD, MPS	By June 2005
Set minimum standards for entry into post-primary.	Developing guidelines for minimum standards required of entry into post-primary.	UNEB, Secondary	By June 2005
Redeploy teachers from teacher-surplus schools to teacher-deficient schools.	Develop deployment schedules based on teaching loads.	Secondary	By June 2005
Make more use of double-shift and multi-grade approaches.	Developing a policy on double shifting.	DEOs, principals	By June 2005
1.2.3. Expand, equip and improve post-primary school facilities.			
Construct/furnish seed secondary schools in rural sub-counties where needed, especially in those where none exist.	1. Determine the sub-counties which have no secondary schools. 2. Develop a plan to construct schools in the different sub-counties with financial implications.	EPD/Const.	By June 2005
Rehabilitate, expand, and furnish existing post-primary schools, beginning with one center of excellence in each district.	Develop plans to furnish existing schools with financial implications.	EPD/Const.	By June 2005
1.2.4. Improve equity in participation of girls and needy students.			
Target grants to public schools and training centers in needy communities.	Develop guidelines for the implementation.	DEOs	By June 2005
Lower social-cultural barriers to girls' attendance.	Encourage parents and communities to help girls complete four years of post-primary.	Secondary, DEOs (and local governments)	By June 2005
	Attend to facilities and other aspects of schools that might discourage girls' attendance and completion.	Secondary, DEOs, Principals	By June 2005

Work Plan 2004/5—2006/7: Post-primary (Secondary)

Intervention	Activities	Manager	Completion date
Objective 2. Students achieving education goals			
2.2. Post-primary students prepared to enter the workforce and higher education			
2.2.1. Give highest priority to competencies for the workforce and higher education.			
Provide a curriculum for all post-primary students that focuses on these competencies.	1. Make consultations on what is required of the curriculum. 2. Determine the subject content and write syllabi.	NCDC, Secondary	By June 2005
Increase supply of instructional materials through matching subsidies and seed funding for textbook rental schemes.	Develop guidelines for the implementation.	DEOs, Principals	By June 2005
Construct, equip, and manage laboratories and libraries in S1-S6 schools, workshops in BTVET centers.	Develop a national plan for construction and equipping of labs and libraries.	EPD/Const.	By June 2005
Continuously assess student performance.	Develop a policy as a guide on how to implement continuous assess for students performance.	DEOs, Principals	By June 2005

Work Plan 2004/5-2006/7: Post-primary (BTVET)

Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.2. Increased and equitable participation in a coherent and flexible post-primary system			
1.2.2. Reconfigure post-primary to offer a flexible system of BTVET.			
Use the Uganda Vocational Qualifications Framework/Authority (UVQF/A) to certify learners' acquisition of vocational skills.	Establish UVQF/A and secretariat.	BTVET	Completed
	Define occupational requirements with representatives of work life.	BTVET	On going
	Develop and apply assessment instruments and procedures with industries.	BTVET	Jun-07
	Incorporate and recognize non-formal training.	BTVET	On going
Transform existing post-primary vocational and farm schools and community polytechnics into BTVET centers.	Improve the image of BTVET	BTVET	Jun-07
	Inclucate and promote maintenance culture to BTVET.	BTVET	Jun-07
	Train instructors to cope with modular courses.		Jun-07
	Train center managers to enable them to run centers <i>in</i> an efficient and flexible manner.		Jun-07
	Complement equipment at centers as to enable them to run modular courses relevant to the needs of work life.		Jun-07
Offer short modular courses that lead to certification.	Review and rationalize curricula to ensure relevance and vertical mobility of trainees.	BTVET .	Jun-07
	Develop more outcomes-based curricula w/ measurable targets.		Jun-07
	Introduce training with production.		Jun-07
	Introduce income-generating activities.	BTVET	Jun-07
	Analyze and incorporate ESA recommendations.	BTVET	Jun-07
	Provide start-up kits and tools for graduates.	BTVET	Jun-07
1.2.3. Expand, equip and improve post-primary school facilities.			
Rehabilitate, equip, and optimize use of existing BTVET training facilities to provide short modular courses.	Rehabilitate facilities.	BTVET, EPD/Const.	Jun-07
	Provide adequate training equipment.	BTVET	Jun-07
	Construct and pilot community polytechnics.	BTVET, EPD/Const.	Jun-07
	Set a minimum enrolment for an institution to optimize utilization.	BTVET	Done
Give some support to private providers of BTVET.	Develop standards for licensing and registering.	BTVET	Done
	Provide equipment, workshops, classrooms, libraries, textbooks; train staff.	BTVET	On going

<i>Work Plan 200415-200617: Post-primary (BTVET)</i>			
Intervention	Activities	Manager	Completion date
1.2.4. Improve equity in participation of girls and needy students.			
Provide bursaries to needy students.	Identify the needy students. implications	Cost the	
Target grants to public schools and training centers in needy communities.	Develop guidelines for grant aid. Cost the implications of grant aid.		BTVET On going
Lower social-cultural barriers to girls' attendance.	Identify institutions to receive grant aid. Build hostels. sanitary Pads	Provide	BTVET On going
Meet the needs of students with special learning needs (disabilities).	Sensitisation of the public. specialised equipment/materials. disabled.	Provision of Training teachers of the	BTVET, SN/GC On going
Objective 2. Students achieving education goals			
2.2. Post-primary students prepared to enter the workforce and higher education			
2.2.1. Give highest priority to competencies for the workforce and higher education.			
Align BTVET courses with human resource requirements of all sectors and the labor market.	Establish UVQA Framework and secretariat. based training.	Competence Review of the curriculum.	BTVET Jun-07
	Implement training. with production (project-based, cooperative).		BTVET Jun-07
2.2.2. Strengthen and motivate the post-primary teaching force.			
Deploy qualified trainers and craftsmen to BTVET centers.	Improve training and support of teachers, instructors, tutors.		BTVET On going
	Establish qualifications requirements.		BTVET 2005
	Establish the required numbers of staff for each institution.		BTVET 2005
	Post staff recruited by the Education Services Commission.		BTVET 2004
	Advocate for and give improved staff motivation.		BTVET On going
Develop and implement a post-primary TOMS or other system to provide in-service teacher training	Include career guidance and counseling in the training programs.		BTVET, SN/GC 2007
	Improve facilities at teacher-training institutions.		BTVET, EPD/Const. 2005
	Rationalize teacher training institutions to meet demand.		BTVET 2005

<i>Work Plan 200415-200617: Post-primary (BTVET)</i>			
Intervention	Activities	Manager	Completion date
Objective 3. An effective and efficient education sector			
3.1. Decentralized authority, financing, and management of education services			
3.1.3. Central offices formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot and special programs.			
Develop and review policies concerned with sub-sectors and programs.	Get continuing guidance from the BTVET Steering Committee.	BTVET	On going
	Implement BTVET policies.	BTVET	2005
3.4. Partnerships between the Ministry and other agencies in service delivery and capacity-building			
3.4.1. Develop and maintain public-private partnerships in service delivery.			
Encourage private providers and communities to offer education and training, particularly at post-primary, and tertiary levels.	Licensing.	Provide Curriculum design	On going
	support(Financial/equipment) to private providers.		
Provide for community oversight of schools/institutions through their governing bodies.	Instill governing bodies.	BTVET	2004
	Train governing bodies.	BTVET	2007
	Ensure good performance of governing bodies.	BTVET	On going
3.4.2. Develop and maintain partnerships with other agencies in service delivery and capacity-building.			
Engage local governments in the support of primary and post-primary education.	Involve local governments in supervision and monitoring of BTVET institutions.	BTVET	On going
Collaborate with other ministries in the provision of BTVET.	Target capacity enhancement with other sectors.	BTVET	On going
	Maintain Inter-ministerial Standing Coordination Committee (Agriculture, Health, Tourism, etc.)	BTVET	On going
	Implement recommendations of these committees targeted at sector human resource requirements.	BTVET	On going
	Rationalize cadres with other sectors.	BTVET	On going
	Link with Ministry of Public Service and Finance in this respect.	BTVET	On going
Seek the support of civil society organizations, associations, churches, and mosques for education and training.	involvement of heads of training institutions.	BTVET	On going
	Offer training programs targeted at better management of institutions and staff and students' development.	BTVET	On going
Introduce a training fund levy on employers for vocational training.	Study training levy funds and related experiences in the region.	BTVET	2006
	Develop a Ugandan model in close cooperation with stakeholders.	BTVET	2007

Work Plan 200415—2006/7: Teacher education			
Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.1. Universal participation in a flexible basic education system			
1.1.3 Lower social cultural barriers to girls' attendance			
Facilitate the deployment of women teachers to rural schools/ institutions	Encourage and support recruitment of female teachers through special incentives. Introduce a deliberate policy to recruit female teacher:	ESC/DCS/MoES/MOPS	Annual
1.2. Increased and equitable participation in a coherent and flexible post-primary system			
1.2.1 Make more efficient use of teachers/instructors' and learners' time and other resources			
Redeploy teachers from surplus schools to teacher-deficient school:	Improve the teachers terms and conditions of service to attract them to work in any part of the country	ESCLMOES/MOPS	Annual
Objective 2. Students achieving education goals			
2.1. Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills			
2.1.1 Improve the instructional processes that lead to students achievement of literacy, numeracy and basic life skills.			
Give highest priority to literacy, numeracy and basic life skills in P1-P4.	Retain competent teachers at these levels through regular in service and professional training. Design incentives that will improve performance	ESC	Annual
Reduce class size in P1-Pc	Design and implement policies for recruitment and retention of more teachers at lower primary.	ESC/DSC	Annual
2.1.2. Strengthen and motivate the primary-level teaching force.			
Continue to improve the conditions of service of primary teachers.	Implement the scheme of service for all teachers.	ESC	2006/07
Recruit PTC trainees and TDMS trainees to keep pace with class size requirements.	Admit and train adequate pre-service and in-service students to match the primary school teacher demand. Identify vacancies in primary schools. Advertise and fill primary school vacancies	TE, DSC, KYU MPS, MoFPED HTRs, CAOs, DEOs, DSC, CAOs.	Annually
Increase and strengthen TDMS staff (CCTs) and program.	Re-map Coordinating Centre Catchment areas. Re-map Core PTC catchment areas. Recruit and deploy more Coordinating Centre Tutors. Develop the profile of the Coordinating Centre Tutor. Plan training for the Coordinating Centre Tutors. Continuously develop the CCTs.	TE, EPD, District Stakeholders TE, EPD, District Stakeholders ESC, TE TE, KYU ESC, PTCs KYU, TE	2004. Done. 2004. Ongoing. 2005.
Schools appointment mentor teachers to link with CCTs.	Identify good performing teachers for mentoring services. Train the identified teachers in mentoring skills and collaborative work. Train the Coordinating Centre Tutors in mentoring skills and collaborative work.	H/teachers, DISs, DEOs, CCTs DISs, CCTs, CORE PTCS. T.E, KYU	Immediate. Ongoing. Ongoing.

Work Plan .2004/5—2006/7: Teacher education

Intervention	Activities	Manager	Completion date
<p>Improve curricula, staffing, facilities, instructions, and management in PTCs including areas of special needs.</p>	<p>Review the PTE, DEP, DTE and BED in line with the Primary School Curriculum. Recruit and deploy adequate tutors to PTCs. Continuously develop PTC tutors, managers, Non-teaching staff and governors. Complete the construction and equipping of PTC Laboratories. Construct and stock PTC Libraries with relevant books and training materials. Construct materials for Vocational subjects in PTCs. Construct dormitories, classrooms, administration blocks, dining/kitchens, multipurpose halls, sick bays and staff houses in PTCs. Equip and furnish PTCs. Provide PTCs with clean water and sanitation facilities.</p>	<p>TED, KYU, Other universities, other stakeholders. ESC, TED TE, KYU, other universities. TE, Head/ Construction Unit, Head/ Procurement Unit, Head/ Procurement Unit</p>	
<p>Train and employ more teachers, tutors and CCTs of special needs education.</p>	<p>Integrate special needs education into the PTE DEP and Tutor training programmes.</p>	<p>TE, KYU; ESC, DSC, CAOs</p>	
<p>Train teachers, headteachers and CCTs in mentoring, guidance and counselling.</p>	<p>Develop mentoring, guidance and counselling training plans. Draw up mentoring, guidance and counselling training programmes. Run training programmes. Monitor and evaluate training impact.</p>	<p>TE, SECGC, KYU</p>	
<p>2.2. Post-primary students prepared to enter the workforce and higher education</p>			
<p>2.2.2. Strengthen and motivate the post-primary teaching force.</p>			
<p>Continue to improve the conditions of service of primary teachers.</p>	<p>Implement the scheme of service for the teaching personnel in the Education Service.</p>	<p>ESC</p>	<p>2006/07</p>
<p>Review the STE and B.ED in line with the Secondary School Curriculum.</p>	<p>Admit qualified candidates into training programmes. Train and certificate successful candidates.</p>	<p>TE, KYU, other universities, NTCs, instructors' colleges, BTVET, SE.</p>	<p>Annually</p>
<p>Develop and implement a post-primary TDMS or other system to provide in-service teacher training and support.</p>	<p>Construct, stock and equip the remaining TRCs. Identify TRCs coordinators. Develop a training plan for the TRC coordinators. Draw up a training programme for the coordinators. Run trainings. Monitor and evaluate training.</p>	<p>TE, Head/ Construction Unit, Head/IMU, Head/ Procurement Unit, TE, SE, BTVET, KYU, NTCs</p>	<p>2005</p>

Work Plan 200415—200617: Teacher education			
Intervention	Activities	Manager	Completion date
Rationalise National Teachers Colleges and improve the facilities, curriculum, instruction, staffing and management of those that remain.	Reduce NTCs and re-allocate staff to remaining NTCs.	TED, KYU, other universities	2007
	Review the STE and B.ED in line with the Secondary School Curriculum.	ESC, TED	2004
	Recruit and deploy adequate lecturers to NTCs.	TE, KYU, other universities.	Ongoing
	Continuously develop NTC lecturers, managers, non-teaching staff and councillors.	TE, Head /Construction Unit, Head/ Procurement	2006
	Construct and equip NTC laboratories		
	Construct facilities for vocational subject in Mubende NTC.	TE, Head /Construction Unit, Head/ IMUProcurement	2007
	Construct and stock NTC libraries with relevant books and training materials.		2007
	Construct dormitories, lecture hall, administration blocks, dining/kitchens, multipurpose halls, sick bays and staff houses in NTCs	TE, Head/ Construction Unit Head/ Procurement	2007
	Introduce ICT in NTCs.		
	Equip and furnish NTCs.	TE, Head/ Procurement Unit	
	Provide NTCs with clean water and sanitation facilities		
	Provide NTCs with sports facilities		
	Provide NTCs with means of transport		
	Provide lighting to NTCs		
	Support the implementation of the scheme of service	MoFPED, MOPS	2005
Objective 3. An effective and efficient education sector			
3.1 Decentralised authority, financing and management of pre-primary, primary, post primary and tertiary services			
3.1.3 Central offices formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the strategic directions, conduct a disseminate research, and support the development of political and special programs.			
Support the Education Service Commission's institution of a scheme of service for teachers that provides a career ladder and incentives for improving performance.	Finalise and operationalise a scheme of service for teachers that will provide a career path and incentives for improving performance. Develop a scheme of service for non teaching staff in the education service. Carry out research, studies and consultations to address other terms and conditions of service <i>i.e.</i> remuneration, welfare, tenure, transfers, terminal benefits.	ESC	2004/05-2006/07 2004/05-2006/07 2004/05-2006/07

Work Plan 2004/5—2006/17: Teacher education			
Intervention	Activities	Manager	Completion date
3.2 Strengthen the capacity of the Education Sector - the Ministry, its agencies and affiliated institutions to provide leadership and management.			
3.2.1 Provide administrative staff with needed resources and tools			
Train administrative staff in good management practices and provide incentives for their use.	Design and conduct appropriate training programmes aimed at building capacity of the Commission. Carry out a needs assessment to establish the resources and tools required. Ensure supply of the required resources	yESC	Annual Annual
3.3 Quality assurance and accountability throughout the sector			
3.3.2 Prevent and reduce corruption and misuse of public resources			
Provide incentives for professional conduct and enforce sanctions.	Review teachers' professional code of conduct. Take disciplinary action against offenders in the education sector. Sensitise the education sector against the dangers of corruption. Introduce new measures aimed at curbing corruption in the education sector.	ESC -	2004/05-2006/07 Annual Annual 2004/05
Train Ministry staff at all levels in professional conduct	Conduct seminars and refresher courses	ESC	

Work Plan 200415-2006/7: Higher education			
Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.3. Expanded and equitable participation in a coordinated, flexible, and diversified tertiary system			
1.3.1. Restructure the tertiary system to improve quality, coherence, and flexibility.			
Establish a course credit system that allows student mobility within and among institutions.	Design an acceptable uniform credit hour system weighed according to level of institution and pilot easy learning methodologies.	NCHE	2005
1.3.2. Develop facilities to cope with rapidly increasing numbers.			
Rehabilitate and create more openings in existing universities and training institutions.	Expand physical and material infrastructures. Recruite more lectures Transform UTCs to National Polytechnics	CHE	2007
Establish an open university and a university in the East.	Identify the site for a public University in the East. Appoint a Task Force to kick-start the University.	CHE	2007
1.3.3. Establish a liberalized financing mechanism and diversify the resource base.			
Shift from subsidizing universities to subsidizing students at public and private institutions.	Develop a scholarship scheme where the students are given money to study in any university of the choice.	CHE	2005
Delink academic and boarding fees, and subsidize only academic fees.	Pay only tuition fees for students in order to increase enrolment.	CHE	2005
Objective 2. Students achieving education goals			
2.3. Tertiary graduates prepared to be innovative, creative, and entrepreneurial in the private and public sectors			
2.2.3. Reform and improve curricula and instruction in priority disciplines.			
Attract and retain academic staff by improving conditions of service.	Raise salaries	MoES	2007
	Recruit staff	ESC. Universities	2005
Improve quality of instruction at training institutions (agriculture, health, etc.).	Improve and expand laboratories Improve learning support system	CHE	2007
Give highest priority to math, science, technology, and other subjects critical to Uganda's national development.	Improve and expand laboratories and review curricula. Improve the teaching of Maths and Science. Build infrastructure for ICT Review the Curriculum Hire and train staff Improve infrastructure	Institutions MoES Institutions CHE	2007

Work Plan 2004/5-2006/7: Higher education

Intervention	Activities	Manager	Completion date
2.2.4. Promote research, particularly applied research, and publications.			
Develop a fund for research.	Research funds to be solicited and increased in universities.	CHE	2005
Improve library resources for research.	Expand, rehabilitate and stock libraries.	CHE	2003
Objective 3. An effective and efficient education sector			
3.1. Decentralized authority, financing, and management of education services			
3.1.4. National Council for Higher Education governs the tertiary system.			
Regulate and guide the establishment and management of institutions.	Provide guideline and establishment of tertiary institutions.		2003
Regulate the quality of instruction and other services.	Monitor activities of Tertiary Institutions and Universities.	NCHE	2004
3.4. Partnerships between the Ministry and other agencies in service delivery and capacity-buildin			
3.4.1. Develop and maintain public-private partnerships in service deliver			
Encourage private providers and communities to offer education and training, particularly at post-primary, and tertiary levels.	Sensitize private providers who intend to build higher institutions of learning.	NCHE	2004

<i>Work Plan 2004/5-2006/7: Special Needs Education, Counseling and Guidance.</i>			
Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.1. Universal participation in a flexible basic education system			
1.1.1. Support programs targeted to disadvantaged children and youth.			
Support education programs for children in disadvantaged (poor, disbursed, and/or remote) communities (COPE, ABEK, BEUPA, CHANCE, etc.)	Enact enabling policy; Coordinate, supervise and monitor NGO programs; Harmonise the curriculum; Provide instructional materials; Payment of capitation grants to 67,000 children; Training of instructors; Construction of learning centres; Payment of instructors; Conduct research.	SN/GC, Primary, TE, EPD, MoPS, MoFPED.	December 2007
Support education programs in conflict areas.	Enact enabling policy; Monitor/supervise the implementation of education programs in conflict areas; Developing a framework for conflict and post conflict education interventions.	SN/GC, Primary, MoLG, MoPM, EPD	December 2007
Use the primary TDMS to train teachers in HIV/AIDS counselling, guidance and inclusive education.	Training and retraining of teachers in guidance and counselling; Training and retraining of teachers in inclusive education; Providing psychosocial support to HIV/AIDS affected/infected pupils/students and teachers.	SN/GC, TE, KYU	December 2007
Provide guidance and counselling to all pupils	Develop/procure materials for guidance and counselling; Dissemination/advocacy programmes for guidance and counselling; Train peer counsellors in guidance and counselling; Conduct consultative meetings/seminars with stakeholders.	SN/GC, NCDC, IMU	December 2007
Provide psychosocial support for specific groups	Develop/procure materials for psychosocial support services; Train peer counsellors/student leaders in psychosocial care; Conduct consultative meetings/seminars/training workshop for stakeholders.	SN/GN, KYU, imu	December 2007
Provide inclusive education and programs tailored to children with special needs.	Develop/procure materials in inclusive education; Train teachers/tutors in inclusive education management; Conduct consultative meetings, seminars/workshops with relevant	SN/GC, TE, IMU & KYU	December 2007

Work Plan 2004/5—2006/7: Special Needs Education, Counseling and Guidance			
Intervention	Activities	Manager	Completion date
1.1.2 Lower costs to families			
Subvention grants to schools with special needs students	Direct payment of subvention grants to 50% of children with special educational needs.; Monitor the utilisation of subvention grants.	SN/GC, MoLG, MoFPED	December 2007
1.1.3 Lower social-cultural barriers to learners with special learning needs			
Facilitate equitable deployment of SNE teachers/staff to schools	Recruit, appoint and deploy SNE teachers in the ration of 1:10 for children with M.R and multiple handicaps; Monitor the deployment of SNE teachers.	SN/GC, MoLG	December 2007
1.1.4 Expand and improve primary school facilities			
Construct resource rooms and schools for students with special needs.	Construction of six (06) special boarding schools; Monitor for construction of the schools; Construct ten (10) resource rooms (two selected schools per region).	SN/GC, EPD, Construction Unit	December 2007
Make existing facilities accessible by students with special needs.	Rehabilitate thirty (30) existing special schools; Establish five (05) centres of excellence (one per regional)	SN/GC, EPD, Construction Unit	December 2007
Provide equipment (Braille readers, hearing aids, wheelchairs) to students with special needs.	Procure: i) Braille materials for 56,000 children; ii) Hearing aids for 10% of 69,000 children; iii) Wheel chairs for 4,300 children.	SN/GC, IMU	December 2007
Reconfigure capitation grants based on school need and student characteristics	Provide 20% on top of capitation grants to provide support for CWSEN it inclusive schools.	SN/GC, EPD/ Budget.	
1.2. Increased and equitable participation in a coherent and flexible post-primary system			
1.2.1 Make more efficient use of teacher/instructors' and learners' time and other resources			
Set minimum standards for entry into post-primary.	Review the minimum standards; Monitor the implementation.	SN/GC, ESA	December 2007
Special needs teachers' supports other teachers and pupils in teaching learning process.	Continuous training of other teachers in inclusive education; Conduct research on appropriate methodology in inclusive education; Monitor and supervise inclusive education activities.	SN/GC, TE & KYU	December 2007
Assessment of learners with special needs.	Train the assessors of children with special educational needs (CWSEN); Develop/procure assessment materials; Construct resource rooms.	SN/GC, UNEB, ESA, EPD, IMU, Construction Unit	December 2007
Develop materials in relation with special learning needs of learners with special needs.	Procure: i) Braille materials for 56,000 children; ii) Hearing aids for 10% of 69,000 children; iii) Wheel chairs for 4,300 children.	SN/GC, IMU & KYU	December 2007
Provide adequate instructional time on these subjects.	Review the curriculum.	SN/GC, NCDC	December 2007

Work Plan 200415-200617: Special Needs Education, Counseling and Guidance		Manager	Completion date
Intervention	Activities		
1.2.3 Expand, equip and improve post-primary school facilities			
Construct and furnish a special education secondary school.	Construct six (06) special boarding secondary schools; Furnish the special schools; Recruitment/deployment of teachers in the six schools; Recruit and deploy guides, interpreters and matrons.	SN/GC, Secondary Dpt, EPD, Construction Unit, MoPS, MoFPED	December 2007
Rehabilitate, expand and furnish existing post-primary schools, beginning with a special school.	Rehabilitate and refurbish the existing annexes in secondary schools.	SN/GC, Secondary Dpt, EPD, Construction Unit	December 2007
1.2.4 Improve equity in participation of girls and needy students.			
Institute affirmative action for students with special learning needs (disabilities)	Enact enabling policy; Conduct consultative meetings/seminars with relevant stakeholders.	SN/GC, Secondary Dpt, HE, TE, BTVET	December 2007
1.3 Expanded and equitable participation in a coordinated, flexible, and diversified tertiary system			
1.3.2 Develop facilities to cope with rapidly increasing numbers			
Rehabilitate and create more openings in existing post-primary institutions for students with special learning needs.	Conduct a needs assessment; Develop a framework for rehabilitation and expansion that caters for students with SNE; Rehabilitate and create more openings for students with SNE.	SN/GC, UNEB, HE, EPD, Construction Unit	December 2007
Objective 2. Students achieving education goals			
2.1 Primary-level pupils mastering basic literacy (reading and writing), maths, and basic life skills			
2.1.1 Improve the instructional processes that lead to students' achievement of literacy, numeracy and basic life skills			
Give highest priority to literacy, numeracy, and basic life skills in P1-P4.	Develop/procure materials in sign language, Braille and life skills; Distribute and monitor the use of materials.	SN/GC, Primary, IMU, ESA	December 2007
Provide teachers with the resources and skills they need to teach Braille and sign language.	Training of teachers in sign language, Braille and basic life skills.	SN/GC, TC, KYU	December 2007
Ensure sufficient quantities of reading materials in Braille and sign language.	Procure and distribute materials in sign language, Braille and basic life skills.	SN/GC, IMU	December 2007
Continuously assess student progress at each grade.	Monitoring, supervision and evaluation of students' progress.	SN/GN, EPD	December 2007
Provide remedial help for pupils who need it.	Planning of remedial activities.	SN/GC, TE	December 2007

<i>Work Plan 2004/5-200617: Special Needs Education, Counseling and Guidance</i>			
intervention	Activities	Manager	Completion date
2.1.2 Strengthen the primary-level teaching force			
Recruit PTC trainees and TDMS trainees to keep pace with class size requirements.	Recruit and appoint SNE teachers the ratio of 1:10 for children with VI, HI, MR and multiple handicaps.	SN/GC, ESC, MoFPED, MoPS	December 2007
Increase and strengthen TDMS staff (CCTs) and program.	Train and retrain 456 CCTs in special needs, guidance and counselling and psychosocial support.	SN/GC, TE	December 2007
Train teachers, headteachers and CCTs in mentoring.	i) Train: i) 456 CCTs; ii) 10 teachers per district; iii) 05 headteachers per district in mentoring	SN/GC, TE	December 2007
Train and employ more teachers, tutors, headteachers, CCTs in special needs.	Train: i) 05 headteachers per district; ii) 10 teachers per district in specific areas of special needs, majorly Braille and sign language teaching; Recruit and deploy tutors of SNE in PTCs.	SN/GC, TE SN/GC, MoPS, ESC, MoFPED	December 2007
Train and employ more teachers, tutors, headteachers, CCTs in guidance and counselling.	Train: i) 456 CCTs; ii) 05 teachers per district; iii) 10 teachers per district; in guidance and counselling; Recruit and deploy guidance and counselling tutors in PTCs.	SN/GC, TC, ESC	December 2007
Boost curricula, staffing, facilities, instructions and management in PTCs in areas of special areas.	Provide PTCs with the facilities and equipment; Monitor and evaluate delivery methods, utilisation of facilities and equipment and general management in PTC; Modify pre-primary instructional methods in the PTC curriculum to include special learning needs.	SN/GC, TE, NCDC	December 2007
2.1.3 Use pre-primary programs and other measures to prepare children for the intellectual requirements of primary school			
Establish and provide support for an early childhood development policy framework for private pre-primary centres.	Provide technical support.	SN/GC, Primary	December 2007
Advocate for the rights and needs of students with special needs.	Develop and procure materials for SNE in ECD.	SN/GC, IMU	December 2007
Use mass media and other low-cost interventions to help families prepare children.	Organise radio/TV talk shows; Publish leaflets, brochures etc. Write articles in newspapers in the relevant local languages.	SN/GC	December 2007
Strengthen individual counselling.	Train ECD teachers/caregivers in child counselling and care; Develop materials for child counselling and care; Develop leaflets, brochures etc for teachers/caregivers and housemothers.	SN/GC, Primary	December 2007

Work Plan 200415-2006/7: Special Needs Education, Counseling and Guidance			
Intervention	Activities	Manager	Completion date
2.2 Post-primary students prepared to enter the workforce and higher education			
2.2.1. Give highest priority to competencies for the workforce and higher education.			
Modify appropriate curriculum for all post-primary students that focuses on competencies and special learning needs.	Conduct workshops, consultative meetings and assessment review.	SN/GC, NCDC, HE, Secondary Dpt, BTVET	December 2007
Increase supply of appropriate instructional materials to match the unique disabilities.	Develop/procure materials in sign language, Braille; Procure 200 wheel chairs.	SN/GC, IMU	December 2007
Construct Laboratories and Libraries in S1-S4 schools, workshops in vocational centres.	Provide input in procurement of equipment for students with special educational needs. Monitor the construction of laboratories and libraries.	SN/GC, Secondary D[t. EPD	December 2007
Continuously assess student performance.	Conduct a needs assessment for appropriate assessment methods for students with special educational needs; Provide interpreters, Braille transcribers, talking computers and calculators etc Monitor and evaluate methods of assessment and the use of ICT materials.	SN/GC, UNEB MoPS	December 2007
Strengthen guidance and counselling services.	Training teachers, tutors in guidance and counselling service delivery; Develop information and materials for career guidance; Provide provision for internship, job shadowing/placement, mentoring; Conduct consultative seminars/joint research meetings to strengthen relationship between higher institutions of learning and workplace; Gather information relevant to careers development, change and resilience.	SN/GC, TE, KYU	December 2007
2.2.2. Strengthen and motivate the post-primary teaching force.			
Recruit and train teachers in guidance counselling.	Assign two G&C teachers per post primary institutions; Retraining of the teachers in specific areas of guidance and counselling; Develop materials for guidance and counselling service delivery.	SN/GC, TE, KYU	December 2007
Recruit and train teachers in special needs education	Assign teachers as heads of Special Education Department; Retrain teachers in specific areas of SNE; Develop materials for SNE activities.	SN/GC, TE, KYU	December 2007
2.3 Tertiary gradates prepared to be innovative, creative and entrepreneurial in the private and public sectors.			
2.2.3 Reform and improve curricula and instruction in priority disciplines			
Give highest priority to math, science and technology.	Procure textbooks/materials/equipment for maths, science and workshop	SN/GC, IMU, HE	December 2007
Increase capacity and use of ICT.	Training of teachers/students in ICT skills; Procure ICT instructional materials; Procure relevant ICT materials for students with special needs; Procure ICT materials relevant to guidance and counselling activities.	SN/GC, IMU, TE, KYU	December 2007

Work Plan 2004/5-2006/7: Special Needs Education, Counseling and Guidance

Intervention		Activities	Manager	Completion date
2.2.4 Promote research, particularly applied research and publications				
Develop a fund for research	Conduct research on ICT use relevant to students with special needs and guidance & counselling.	SN/GC, KYU, EPD	December 2007	
Carry out surveys in special needs and guidance and counselling	Conduct continuous survey, support visits, assessment and consultative meetings.	SN/GC, EPD, UNEB	December 2007	
Objective 3 An effective and efficient education sector				
3.2 Strengthened capacity of the Ministry - its agencies and institutions - to provide leadership and management				
3.2.2 Accommodate crosscutting initiatives as they appear				
Ensure that guidelines on crosscutting initiatives accommodate special needs, guidance and counselling issues.	Develop guidelines on crosscutting initiatives; Identify crosscutting issues; Monitor the implementation of guidelines on crosscutting activities.	SN/GC, Primary , Secondary Dpt, EPD, TE, BTVET, Sports desk.	December 2007	
3.3 Quality assurance and accountability throughout the sector				
3.3.1 Institute a coherent and feasible system of standards and performance monitoring				
Set standards for buildings, sanitation, facilities, staff attendance, record keeping etc (ESA)	Review existing standards; Make recommendations for improvement of standards; Training of headteachers/teachers on data management and use.	SN/GC, EPD, Construction Unit, TE, ESA	December 2007	
Observe teachers and help them improve instructional methods and management (TDMS), in relation to special needs, guidance and counselling.	Conduct support visits/monitoring to schools/institutions.	SN/GC, TE	December 2007	
License, register and strengthen private special school system.	Design guidelines for registration; Visit the schools/institutions; Monitor the special schools/institutions for registration.	SN/GC, ESA, EPD	December 2007	
3.4 Partnerships between the Ministry and other agencies in service delivery and capacity building				
3.4.1 Develop and maintain public-private partnerships in service delivery				
Encourage private providers and communities to offer education and training particularly at pre-primary, post primary and tertiary levels.	Hold/conduct consultative meetings with stakeholders; Coordinate/supervise private providers of education.	SN/GC, NGOs	December 2007	
Support and encourage NGO programs for disadvantaged groups.	Coordinate NGO activities.	SN/GC	December 2007	
3.4.2 Develop and maintain partnerships with other agencies in service delivery and capacity building.				
Collaborate with other ministries in the provision for persons with disabilities/special educational needs.	Conduct consultative meetings with line ministries.	SN/GC & relevant line ministries	December 2007	
Collaborate with other ministries in the provision of psychosocial support.	Conduct consultative meetings with line ministries/NGOs on the provision of psychosocial support services.	SN/GC & relevant line ministries	December 2007	

Work Plan 2004/5-2006/7: NCDC

Intervention	Activities	Manager	Completion date
Objective 1: An Education system relevant to Uganda's national development goals			
1.1 Universal participation in a flexible basic education			
1.1.1 Support programs targeted to disadvantaged children and youth			
1.1.1.1 Support education programs for children in disadvantaged communities (poor, dispersed, remote..) e.g on COPE, ABEK, BEUPA, CHANCE and pre-primary	Refine the Learning Framework for pre-primary as needed. Trial testing the learning framework and monitoring exercise in the urban areas of selected districts (Kampala, Jinja, Mbarara). Conduct a workshop to receive and compile inputs from the selected districts. Preparation of the final draft by NCDC; MoES & KYU & NGOs. Presentation of learning framework to urban and rural ECE practitioners in a workshop. Presentation of learning framework to NCDC Academic Steering Board, Integrate learning actions that focus on the development of science and technology concerns appropriate to disadvantaged communities in pre-school, ABEK/COPE/ BEUPA/ CHANCE and similar approaches. Investigate need for modifications to COPE/ABEK/BEUPA etc. Consequent on out-turns with UPE and SNE. Review COPE/ABEK etc. programs/learning frameworks to harmonise with the Primary School	NCDC as Lead Agency Teacher-Education as main partner Tertiary Education (Higher Education) and ESA as collaborators.	Dec. 2005
1.1.1.2 Provide inclusive education and programs tailored to children with special needs.	Design and conduct orientations/TOT on desired interpretation of the relevant programs/learning frameworks. Develop and produce teachers' / instructors' / trainers' materials. Design and provide training exposures for curriculum development teams on integration of SNE into all curricula / learning frameworks.	NCDC	Jun-05
1.2 Increased and equitable participation in a coherent and flexible post-primary system			
1.2.1 Make efficient use of teachers' and learners' time and other resources.			
1.2.1.1 Revise curriculum to consolidate subject matter into six or seven courses.	Formulate a general action plan of curriculum revision, procedures and guidelines for the revision process and terms of reference for the teams to be commissioned by the Academic Steering Board of NCDC. Investigate rationale and procedure for selection of courses to be designed. Provide and carry out orientation/sensitisation to partners/collaborators and stakeholders on the proposal for change. Design and provide training exposure for curriculum development teams to formulate selected courses. Review/revise curricula to produce consolidated subject matter courses_(design, trial, consultations, refinements, pilots, dissemination trial and evaluation on orientation of teachers).	NCDC as Lead Agency, Secondary and Teacher-Education as main partners Tertiary Education (Higher Education) and ESA as collaborators.	Jun-06

Work Plan 2004/5-200617: NCDC

Intervention	Activities	Manager	Completion date
1.2.2 Reconfigure post-primary to offer a flexible system of BTVET			
1.2.2.3 Offer short modular courses that lead to certification.	Investigate structure of existing BTVET programs for suitability to conversion into a modularised flexible qualifications framework responsive to gender and SNE demands. Conduct surveys on job profiles for which to design modular courses that lead to certification under the Uganda Vocational Qualifications Framework (UVQF/A) Design, organise and carry out consultations with stakeholders (DIT, UNEB, BTVET dept., employers/private sector, NGO, UVQA on appropriate selection and verification of job profiles for which to design modular courses. Review existing curricular specifications for modifications into modular courses. Design and provide orientation to curriculum development teams to revise existing BTVET programs. Review BTVET programs and design demand-driven modular courses. Revise O and A Level Syllabuses in Business/Technical areas. Design and conduct teacher/ instructor/ToT orientation/training.	NCDC as curriculum review Lead Agency. BTVET as program management partner. ESA and UNEB as main collaborators. Higher Education/Tertiary and Teacher - Education as curriculum partners.	Jun-06
1.2.3 Expand, equip and improve post-primary school facilities			
1.2.3.2 Rehabilitate, expand and furnish existing post-primary schools, beginning with one Centre of excellence in each district.	Repair and service science and technology equipment. Rehabilitate and install laboratory services in schools. Identify equipment needs for selected modules in the three science subject areas and produce them.	STEPU at NCDC	Annual
Objective 2. Students achieving education goals			
2.1. Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills			
Strategy 2.1.1. Improve the instructional processes that lead to students' achievement of basic skills and knowledge			
2.1.1.1 Give highest priority to literacy, numeracy and basic life skills in P1-P4	Investigate need for modification / review of pre-primary learning framework and the primary curriculum to ensure delivery of literacy/ numeracy / basic life skills and other high priority skills. (Identifying learners' needs and materials for a revised curriculum). Review curricula as necessary especially by use of thematic areas and identified competences (Design, trial out and evaluate curricular proposals for responsiveness to gender, minority communities, SNE and modalities of learner assessment). Re-design the syllabuses of English, Mother Tongue/ Local Languages and Kiswahili to accommodate reading and writing programmes and reflect the expected competences. Design syllabuses for the teaching of Braille and Sign Language Design, develop and produce specimen learner assessment testing tools and schemes that are relevant to the reviewed curricula. Design and conduct TOT/teachers' orientations on delivery of desired skills/ attainments and sensitisation of stakeholders on changes in Curriculum. (IPS) Develop and produce new guides/schools' guidelines on new changes and allocation of time to specific skill areas, including RE	NCDC as Lead Agency. TDMS as partner on TOT/teacher's orientation. Teacher-Education as collaborator. UNEB as collaborator.	Dec. 2005

Work Plan 2004/5-2006/7: NCDC			
Intervention	Activities	Manager	Completion date
2.1.1.3 Provide teachers with the resources and skills they need to teach reading, writing and numeracy and basic life	Develop and produce trainer's materials for TOT programs on teachers' orientation to teaching new skills. Design and conduct training exposures on desirable ways of teaching reading, writing, numeracy and other high priority skills.	NCDC as Lead Agency. NCDC as Partner. TDMS as Partner.	Dec. 2005D
2.1.1.4 Provide teachers with the resources and skills they need to teach Braille and Sign	Design and provide training exposures for curriculum development teams and TOTS to give adequate support to teachers on Braille/Sign Language. Establish and maintain a desk to develop continuously materials and the Ugandan dictionary on	NCDC as Lead Agency. SNE as content partner.	Jun-06
2.1.1.5 Provide adequate instructional time on these subjects.	Integrate learning areas (subject areas) to a manageable number of courses that best deliver literacy/numeracy, basic life skills, citizenship traits and an appropriate outlook to wealth creation pursuits consistent with sound sustainable development based on best practices in Environment Management.	NCDC as Lead Agency Primary, as partner on teacher-orientation TDMS	Dec. 2005
2.1.1.6 Ensure sufficient quantities of reading materials in local languages and English,	Design, produce and promote publications in local languages as reading materials in areas/ communities neglected by private publishers. Produce the ECE Learning Framework in sufficient quantities for distribution to schools/ learning centres. Produce and print booklets and modular workbooks on local Art and wall charts.	NCDC	Jun-06
2.1.1.7 Ensure sufficient quantities of reading materials in sign language.	Design, develop and produce materials as supplementary readers for teachers and pupils and for use with ICT — enhancement and by mass media-delivery in promotion of functional and effective scientific and technological literacy at grassroots in English, Kiswahili and Local Languages.	NCDC as Lead Agency SNE as content specialist partner.	2006
2.1.1.8 Continuously assess student progress at each grade level.	Design and develop modified assessment techniques in relevant curricula for increased responsiveness to SNE. Design and develop modified assessment techniques in relevant curricula for increased responsiveness to SNE. [see also under sub-objective 3.1 strategy 3.1 .3] intervention 3.1.3.5	NCDC as Lead Agency on specimen specifications. UNEB as collaborator. SNE as content partner to	
2.1.1.10 Design and use curricula and instruction appropriate for pupils in disadvantaged and conflict areas.	Investigate the need for curricular modifications and review in response to: SNE, Marginalized areas, Conflict areas, Socio-economic structures. Review curricula as needed.	NCDC	Through 2005
2.1.2 Strengthen and motivate the primary level teaching force.			
2.1.2.1 Train and employ more teachers, tutors, head teachers, CCTs and special needs teachers.	Design, develop and conduct ToT and teacher orientations on appropriate interpretation of revised primary school program with emphasis on the delivery of reading, writing, IPS skills, literacy, numeracy, basic life skills and competences for the application and promotion of science and technology	NCDC	2005/06
2.1.2.3 Improve curriculum, staffing, facilities, instruction and management of PTCs.	Investigate the need for and mode of modification of the science curriculum at PTC and primary for a thematic approach to skills development and responsiveness to: SNE, technologic application, sustainable development and integration with other learning areas. Harmonise the reviewed basic education curriculum programs with the PTC curricula. °	NCDC as Lead Agency. Teacher Education as main partner.	2007

Work Plan 2004/5-2006/7: NCDC			
Intervention	Activities	Manager	Completion date
2.1.3. Use pre-Primary programs and other measures to prepare children for intellectual requirements of primary school.			
2.1.3.8 Provide instructional materials for pre-reading and other readiness skills to P.1	Survey and consult with relevant stakeholders in the pre-primary sector for provision of pre-learning and play materials. Plan, design, prepare and produce Business and Technical Education related instructional materials for the acquisition of pre-reading skills. Design, organise and carry out stakeholder sensitisation on Business/ Technical pre-reading instructional materials and orientation of pre-school instructors on the use of the materials. Monitor the use of materials.		Dec-05
2.2 Post-primary students to enter the workforce and higher education			
2.2.1 Give highest priority to competencies with broad application (for the workforce and higher education)			
2.2.1.1 Provide a curriculum for all post-primary students that focuses on these competences - see also under sub-objective 1.2	Carry out situational analysis on desired competencies with broad application in Uganda's context. Evaluate existing curricula on their capacity to deliver competencies with broad application and engendering a wealth creation ethic and effective environment management practices through emphasis on critical thinking, problem-solving, mathematics and science/technology skills. Carry out identified curriculum development actions as under sub-objective 1.2, strategies 1.2.1 and 1.2.2. Develop, prepare and produce teachers' guides on all the syllabuses reviewed or adopted for the post-primary programmes. Develop and write manuals for the teaching of Local and foreign languages and Literature at post-primary. Design and conduct effective curriculum innovation trials on all new curriculum specifications and follow up periodical formative evaluation interventions.	NCDC NCDC NCDC, Secondary BTVET and Teacher Education.	Throughout 04-06
2.2.1.1 (b) Revise general secondary curricula and instruction to emphasize critical thinking, problem-solving, science and	Develop new curricula and work with secondary and TDMS to make the curricula accessible to teachers and materials"; "Design and implement a participatory monitoring and evaluation system		Throughout 04-06
2.2.1.4 Construct, equip and manage laboratories and libraries in S1-S4 schools and workshops in BTVET centres	Carry out regular surveys of laboratories in schools and colleges to identify resources that can be repaired/rehabilitated by STEPU at NCDC. Survey the workshops and laboratories in BTVET centres to identify the 'needs for tools, equipment, machinery and training. Procure raw materials and spares for use in the maintenance/repairs of laboratory facilities and apparatus carried out by materials and produce science and technology equipment for schools, pre-learning and play materials. Organise and carry out repairs, maintenance servicing and rehabilitations services of laboratory resources in schools and colleges. Design and conduct orientation training activities for technicians and librarians on management of labs, libraries, workshops for instruction. Train laboratory technicians and science teachers in handling, care and repair of laboratory equipment and apparatus	NCDC and Teacher Education	2004-07

Work Plan 2004/5200617: NCDC			
Intervention	Activities	Manager	Completion date
2.2.1.5 Continuously assess student performance	Investigate refinements in learner assessment techniques relevant to revised curriculum formulations that are responsive to: Modular course orientations; Gender considerations; Special Needs Education (SNE); and; Flexibility of choices in PPET and the UVQF and; Sound environment management practices. Carry out consultations to promote the adoption of the modifications in assessment of learning.	NCDC NCDC, UNEB, SNE and Teacher Education as partners.	Dec. 2005
2.2.2 Strengthen and motivate the post-primary teaching force			
2.2.2s nationalise National Teachers' College and improve the facilities, curriculum, instruction, staffing and management of those that	Harmonise revised programs and curricula for PPET with the curricula for Teacher-Education at NTCs and Schools of Education.	NCDC as Lead Agency. Teacher Education as main partner. Higher Education as	Throughout 2006
2.2.2.4 Deploy qualified trainers and craftsmen to BTVET centres	Design and conduct orientation training activities for technicians in charge of workshops and learning resources for BTVET on better promotion of learning efficiency.	NCDC	
2.3 Tertiary graduates prepared to be innovative, creative and entrepreneurial in the private and public sectors.			
2.3.1 Reform and improve curricula and instruction in priority disciplines			
2.3.1.2 Improve quality of instruction at training institutions (Agriculture, Health, etc)	Carry out baseline surveys to identify priority of disciplines capable of delivering innovativeness, creativity and entrepreneurship for improved capacity in wealth creation (poverty reduction). Design and carry out curriculum review interventions as under sub-objective 2.2.	NCDC as Lead Agency. BTVET as partner. NCDC as Lead Agency. BTVET	2004-2006
	Implement innovative methods of learning e.g E-learning		2005 - 2007
2.3.1.3 Give highest priority to Maths, Science and Technology	Review curricula for PPET programs based on Maths, Science and Technology. Harmonise PPET curricula based on Maths, Science and Technology with Teacher-Education programs. Formulate guidelines on the major aims for all Uganda's educational programs based on Maths, Science and Technology for PPET. Devise, organise and implement projects, innovations, programs, activities and interactions for advocacy for, and the promotion of, Maths, Science Technology, education in Maths, Science and Technology, cooperation, networking and research in Maths, Science and Technology Education. Organise, maintain and conduct a program for refresher training of qualified technicians and craftsmen in the laboratories and workshops of schools and colleges on proper maintenance of instructional facilities, tools and apparatus in laboratories and workshops.	NCDC	2005-07
2.3.1.4 Give highest priority to Maths, Science and Technology	Review curricula for PPET programs based on Maths, Science and Technology. Harmonise PPET curricula based on Maths, Science and Technology with Teacher-Education programs.	NCDC as Lead Agency BTVET and Teacher-Education as partners.	2006

Work Plan 2004/5-2006/7: NCDC

Intervention	Activities	Manager	Completion date
Objective 3: An effective and efficient Education Sector			
3.1 Decentralised authority, financing and management of pre-primary, primary, post-primary and tertiary services.			
3.1.3 .Central office formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot and special programs.			
3.1.3.2 Develop and review policies concerned with sub-sectors and programs	Prepare, produce and submit a proposal for a national Handwriting Policy	NCDC	2004/05
3.1.3.4 Support projects that pilot ways to improve learning in literacy and numeracy, and spread lessons learned throughout the system.	Assess projects and innovations on Breakthrough to Literacy, etc ICT-enhanced curriculum delivery, etc Entrepreneurship in Integrated Production Skills, etc and other approaches to improvements in learning achievement for their consistency with the overall sector strategic objectives of the NCDC Workplan. Design, prepare and implement a project to pilot the operationalisation of the national Handwriting policy. Disseminate and popularise/ market the lessons learnt/ capacities acquired from projects/innovations on curriculum development and improvements in curriculum delivery.	NCDC	2005-07
3.1.3.5 Institute a coherent system of assessment that includes day-to-day assessment in the classroom, assessment at each grade level, and post-primary and secondary exams of critical competencies.	Review and make critiques of all syllabus specifications for a standardized approach to the formulation of curricular attainment targets and high priority competencies desired at each stage. Formulate guidelines on the use of attainment targets and high priority competencies as the basis for Continuous Assessment (CA) tools to evaluate learning achievement. Design specimen testing schemes and specimen examination papers as integral components of the curricula and their syllabuses. Organise and conduct consultations and orientations to build capacity on operational design and use of CA tools. Prepare and disseminate annual reports/digests on the performance of curriculum delivery in schools and colleges.	NCDC	Dec-05
3.1.3.6 Track the allocation and use of resources, such as in primary-level quality-related agencies (UNEBC, ESA, NCDC, PTE, SNE/CG, EPD, Pre/Primary) and secondary school size and staffing.	Conduct statutory annual strategy-setting exercises at Academic Steering Board (ASB) level to determine curriculum development agenda feasible on available and accessible resources. Carry out bi-annual performance reviews at both Council and ASB levels on the curriculum development outputs by NCDC. Organise and conduct biennial national conferences on curriculum matters, reforms in curriculum development processes and the contributions of the Ugandan public to stakeholders' consultations on changes of curricula in the education system.	NCDC	2006/07

Work Plan 200415-200617: NCDC

Intervention	Activities	Manager	Completion date
3.2 Strengthened capacity of the Ministry..... its agencies and institutions to provide leadership and management.			
3.2.1 Provide administrative staff with needed resources and tools.			
3.2.1.1 Conduct a management audit and adjust organisational structures and resource allocations to reflect priorities and system requirements of the ESSP.	Complete the construction of building for office space at NCDC to provide room for curriculum development teams and the developers of curriculum support materials. Recruiting and train curriculum development personnel and their supervisors. Review and update the performance of NCDC on the support of the curriculum implementation/ delivery and procure consultancies on teacher-orientation actions. Organise and conduct orientation for teachers on how to interpret curricula effectively with regards to ICT and the other cross-cutting concerns.	NCDC	2004-05
3.2.2 Accommodate cross-cutting initiatives as they occur.			
3.2.2.1 Establish guidelines for adopting cross-cutting initiatives (such as HIV/AIDS, Agricultural education, ICT, sports, environment) and procedures for incorporating them into the system and the curricula.	Carry out appraisals of shifts in national policies to determine critical curriculum related cross-cutting issues additional to health, technology and environment concerns. Review and update the agenda of the NCDC on the National Environmental Education (EE) Strategy for Formal Education in Uganda. Carry out appraisal of all syllabuses designed at NCDC for sensitivity and responsiveness to Gender, Environmental Education, HIV/AIDS and Special Needs Education (SNE) and the use of ICT for improved delivery. Carry out training of all NCDC subject specialists and members of curriculum development panels to equip them with skills for integrating ICT and other initiatives into syllabuses. Design and conduct ToT and training of "authors" of learning materials/soft-ware on the cross-cutting issues. Design and implement innovations on effective curriculum delivery facilitated by learner exposure to projects based on the cross-cutting issues. Design, develop and produce ICT-enhanced materials for all classes and competences. Specify, select and procure computers and their accessories to strengthen the NCDC Computer Resource C	NCDC	2005-07
3.3 Quality assurance and accountability throughout the sector.			
3.3.1 Institute a coherent and feasible system of standards and performance monitoring.			
3.3.1.2 Observe teachers and help them improve instructional methods and management.	Design and carry out periodic evaluations of the performance of instruction in schools and BTVET centres in the delivery of the implementation of the curriculum. Investigate the need for modifications and revisions of the curriculum in action. Prepare curriculum review proposals, organise and conduct consultations with stakeholders on needed curricular revisions (see also as under interventions 1.2.1.1, 1.2.2.3, 2.1.1.1, 2.1.1.8 and 3.1.3.5)	NCDC	Annual
3.4 Partnerships between the Ministry and other agencies in service delivery and capacity building.			
3.4.2 Develop and maintain partnerships with other agencies in service delivery and capacity building.			
3.4.2.4 Collaborate with other Ministries in the provision of cross-cutting programs.	Prepare curriculum development strategies and workplans on cross-cutting programs on Gender, Environment, HIV/AIDS, SNE and other issues as they emerge for consultations with stakeholders, development partners, the public and specific communities.	NCDC	Annual

Work Plan 200415-200617: EPD and MOES Administration			
Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.1. Universal participation in a flexible basic education system			
1.1.1. Support programs targeted to disadvantaged children and youth.			
Support education programs for children in disadvantaged (poor, disbursed, and/or remote) communities (COPE, ABEK, BEUPA, CHANCE, etc.)	2. Include NFE facilities in SFG program	EPD/Const.	Annually
	3. Supply NFE programs with instructional materials	EPD/IMU	Annually
	4. Plan capitation grants for NFE programs	EPD/Budget	Annually
1.1.2. Lower costs to families.			
1. Continue Universal Primary Education through capitation grants and prohibition of fees.	Ensure proper accountability to trigger releases of UPE c	EPD/Budget , DEOs	Annually
2. Reconfigure capitation grants based on school need and student characteristics.	Develop an implementation plan	EPD/Budget	Annually
1.1.4. Expand and improve primary school facilities.			
Build classrooms, houses, and other school facilities to meet requirements of participating students.	plan fo r new con s tr uc ti o n an d prov i s i o n o f o t h e r f a c i l i t i e s .	EPD/Const.	Annually
		EPD/Const.	Annually
		EPD/Const.	Annually
1.2. Increased and equitable participation in a coherent and flexible post-primary system			
1.2.1. Make more efficient use of teachers/instructors' and learners' time and other resources.			
Increase standard minimum class size and rationalize teacher work loads.	Improve the teacher, pupil ratios. Support private service providers.	Secondary, EPD, MPS	2006
1.2.3. Expand, equip and improve post-primary school facilities.			
Construct/furnish seed secondary schools in rural sub-counties where needed, especially in those where none exist.	Plan for construction and furnish seed secondary school	EPD/Const.	Annually
Rehabilitate, expand, and furnish existing post-primary schools, beginning with one center of excellence in each district.	Plan for furnishing existing post primary institutions. Rehabilitate and expand existing post primary institutions.	EPD/Const.	Annually
Rehabilitate, equip, and optimize use of existing BTVET training facilities to provide short modular courses.	Plan equipping BTVET Institutions and. Rehabilitate existing BTVET institutions.	BTVET, EPD/Const.	Annually

Work Plan 2004/5-200617: EPD and MOES Administration

Intervention	Activities	Manager	Completion date
Target grants to public schools and training centers in needy communities.	Develop policy. Design implementation plan.	EPD, DEOs	Annually

Work Plan 2004/5-2006/7: EPD and MOES Administration			
Intervention	Activities	Manager	Completion date
Objective 2. Students achieving education goals			
2.2. Post-primary students prepared to enter the workforce and higher education			
2.2.1. Give highest priority to competencies for the workforce and higher education.			
Construct, equip, and manage laboratories and libraries in S1-S6 schools, workshops in BTVET	Identify the BTVET centres. Assess the extent of need. Design an implementation plan.	EPD/Const.	Annually
Objective 3. An effective and efficient education sector			
3.1. Decentralized authority, financing, and management of education services			
3.1.3. Central offices formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot and special programs.			
Collect, analyze, and report data on schools for use by decision-makers (EMIS).	Data collection and entry. Data analysis.	EPD/Monitoring	Annually
Develop and review policies concerned with sub-sectors and programs.	Policy initiation. Policy development. Policy analysis and implementation.	EPD	Annually
Support projects that pilot ways to improve learning <i>in</i> literacy and numeracy, and spread lessons learned throughout the system.	Establish fund. Project monitoring and evaluation. Project support.	EPD	Annually
Track the allocation and use of resources, such as in primary-level quality-related agencies (UNEB, ESA, NCDC, PTE, SNE/CG, EPD, Pre/Primary) and secondary school size and staffing.	Develop terms of reference for the study. Identify consultants. Undertake the study.	EPD	Annually
3.2. Strengthened capacity of the Ministry--its agencies and institutions--to provide leadership and management			
3.2.1. Provide administrative staff with needed resources and tools.			
Conduct a management audit and adjust organizational structures and resource allocations to reflect priorities and system requirements of the pccp	Mid-term review of the ESSP.	EPD	2006/07
Train administrative staff in good management practices and provide incentives for their use.	Hold workshop.	EPD	Annually

Work Plan 200415-200617: EPD and MOES Administration			
Intervention	Activities	Manager	Completion date
3.2.2. Accommodate cross-cutting initiatives as they appear.			
Establish guidelines for adopting cross-cutting initiatives (such as HIV/AIDS, agricultural education, ICT, sports, environment) and procedures for incorporating them into the system and the curricula.	Mainstreaming of cross-cutting issues in the sector.	EPD	2005
Ensure that teachers have time and other resources to add cross-cutting initiatives to the curricula.	Increase remuneration as an incentive.	EPD	2005
3.3. Quality assurance and accountability throughout the sector			
3.3.1. Institute a coherent and feasible system of standards and performance monitoring.			
Provide allowances for inspection visits.	Identify the source of funding. Increase the bargaining .Frc+n	EPD	
3.3.2. Prevent and reduce corruption and misuse of public resources.			
Provide incentives for professional conduct and enforce sanctions for unprofessional conduct.	Staff appraisal. On spot checks.	MOES/Admi n.	Annually
Train Ministry staff at all levels in professional conduct.		MOES/Admi n.	Annually
3.4. Partnerships between the Ministry and other agencies in service delivery and capacity-building			
3.4.1. Develop and maintain public-private partnerships in service delivery.			
Encourage private providers and communities to offer education and training, particularly at post-primary, and tertiary levels.	Offer financial and material assistance to private providers:	EPD, DEOs	Annually
3.4.2. Develop and maintain partnerships with other agencies in service delivery and capacity-building.			
Continue moving toward budgetary support from external funding agencies without closing the door on project support for high priority interventions.	Setting up institutional mechanisms that mainly have characteristics of budget support yet encompassing some characteristics of the project mode of funding such as attaching a donor nominated advisor to a protect.	EPD	2006

Work Plan 2004/ 5-2006/ 7: Education Standards Agency (ESA)

Intervention	Activities	Manager	Completion date
Objective 3. An effective and efficient education sector			
3.1. Decentralized authority, financing, and management of education services			
3.3.1. Institute a coherent and feasible system of standards and performance monitoring.			
Set standards for buildings, sanitation, facilities, staff attendance record keeping	Review of existing documents.	ESA	Jun-04
	Survey of Sampled Institutions.		
	Workshops to define review Standards and develop guidelines on standards	ESA Regional Offices, MOE&S line departments	Jul-04
	Stakeholders consultation workshop	ESA, districts, MOE&S line department	July/August 2004
	Inspection/monitoring (survey inspection)	ESA, Regional offices, District Inspectors	Annual
	Advocacy and sensitisation activities	ESA	Annual
	Operationalisation of the data base to specifically capture aspects of quality e.g attendance	ESA, MOE&S line department	Annual
	Dissemination of standards set and guidelines	ESA	Annual
Strengthen the system of Private School Licensing, Registration and Inspection.	Review existing guidelines-through w/shops.	DEO, ESA, MOE&S, school foundation bodies	Jul-04
	Develop Quality Is for Inspection of private schools to check compliance	ESA	Jun-04
	Inspection and support supervision	ESA, regions, District	Annual
	Training and sensitisation of Stakeholders	DIS, ESA, MOE&S	Annual
	Develop a new framework on the inspection of private schools.	ESA	Aug-04
	W/shops with school development partners		Annual
	Set a task team	ESA, foundation bodies	Sep-04
	Dissemination of standards on ground	ESA, regions	Annual
	Monitoring on compliance	ESA, Task team	Annual

<i>Work Plan 2004/5-2006/7: Education Standards Agency (ESA)</i>			
Intervention	Activities	Manager	Completion date
Regularly inspect and help schools, institutions report on compliance with standards, regulations and reporting procedures (ESA + districts)	Developing an inspection framework which will guide inspection activities at all levels	ESA, regions	Sep-04
	Capacity Building for all inspectors through training both in country and abroad	ESA HQ staff, regional staff and district inspectors	Annual
	Sensitization programmes to the public on issues pertaining to standards in schools	ESA, HQs, regional	Annual
	Follow up inspection and dissemination of inspection findings to stakeholders	ESA, HQ, MOE&S	Annual
	Inspection and support supervision of schools/institutions and district inspectorate activities	ESA, Regions, Districts	Annual
	Inspection handbooks for Primary, Secondary, Teacher Education and BTVET institutions	ESA	Oct-04
	Review existing quality indicators and developing new quality indicators to inspection and monitoring	ESA, HQ, Regions, District Inspectors	Annual
	Code of conduct for inspectors and come up with appropriate documentation	ESA, District Inspectors, ESC, MOE&S	Nov-04
	Induction of newly recruited Inspectors both in the regions and Districts	ESA	Annual
		ESA, Districts	Annual
	Facilitation of District Inspectors activities specifically focussing on inspection of primary schools to enhance quality		
	Transport and equipment	ESA, Regions	Annual
	Documentation and compilation of school reports and providing written reports to stakeholders	ESA, Regions	Annual
	Research	ESA, Regions	Annual
	Consultancy (local and international)	ESA	-
	Developing of Training manuals at all levels.	ESA, regions, Districts, consultant	Annual
	Annual staff conference to map up away forward and harmonisation of activities among others	ESA, Districts	Annual
	Monitoring and evaluation of programmes, policy implementation, curriculum	ESA, Regions, District inspectors	Annual
	Scaling up of Monitoring Learning Achievement for Lower Primary and developing Learning Competencies for all other classes and bringing on Board Secondary	ESA, Regions	Annual
	Evaluating initiatives on reading and writing in primary	ESA, District Inspectors	Annual

Work Plan 2004/5-2006/7: Education Standards Agency (ESA)

Intervention	Activities	Manager	Completion date
	Scaling up break through to literacy programme to cover more schools and districts.	ESA, Regions District Inspectors.	Annual

<i>Work Plan 2004/5-200617: UNEB</i>			
Intervention	Activities	Manager	Completion date
Objective 2: Students achieving education goals			
2.1 Primary-level pupils mastering basic literacy (reading and writing), maths and basic life skills			
2.1.1 Improve the instructional processes that lead to students' achievement of literacy, numeracy and basic life skills			
Continuously assess student progress at each grade level.	Develop and use end-of--class standardised tests. Develop, review and redesign of materials for use on CA.	UNEB, DEOs	Annually
	Distribute CA materials to schools.		Annually
	Train and reorientate teachers on the <i>use</i> of CA materials and conduct practical skills assessment.		Annually
	Develop of tools and guidelines for monitoring CA.		2004
	Monitor the implementation of CA.		Annually
	Recruit and train additional staff.		2005
Objective 3. An effective and efficient education sector			
3.1 Decentralised authority, financing and management of pre-primary, primary and post-primary services			
3.1.3 Central offices formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot and special programs.			
Develop and implement a coherent system of assessment that includes day-day assessment in the classroom, assessment at each grade level and post-primary and secondary exams of critical, competencies (UNEB).			2004
	Discuss and refine draft plan.		2005
	Hold national consensus conference.		2005
	Incorporate stakeholders' views and refine plan.		2005

Work Plan 2004/5—2006/7: UNEB

Intervention	Activities	Manager	Completion date
	Get plan approved.		2005
	Full implementation of the plan.		2006
3.3.1. Institute a coherent and feasible system of standards and performance monitoring.			
Use NAPE to regularly assess system performance.	Hold meeting of NAPE Advisory Committee.	UNEB	
	Develop and refine instruments.	Annually	
	Select sample schools in which to conduct survey.	Annually	
	Produce instruments.	Annually	
	Carry out field administration of the instruments in the selected schools.	Annually	
	Score and code completed instruments	Annually	
	Carry out data processing.	Annually	
	Write, discuss and refine report.	Annually	
	Disseminate the findings.	Annually	
	Recruite and train additional staff.	2005	

Work Plan 200415-200617: Sports			
Intervention/ Undertaking	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
Strategy 1. Develop and sustain a cadres of high-performing national athletes			
Develop a national framework for talent search and development	Organise sports championship in school and tertiary institutions. Support to secondary schools sports. Organise intra & Inter Forces Championships, (Army, Police & Prisons).	MoES/NCS MoES NCS	Annual
Train athletic personnel to participate in internatioal competitions	Organise and facilitate participation in national sports championships. Identify and groom elite athletes at national and international levels. Facilitate elite athletes for international events.	NCS MoES/NCS NCS/MoES	Annual
Establish a scheme for recognizing athletes	Establish National Data Bank of elite athletes. Establish a national academy for elite athletes.	MoES/NCS MoES	2006 2007
Sensitise the public on the importance of PE&S and the search for talent	Radio/TV and Print Media sports programmes for schools and community.	MoES/NCS	Annual
Develop programs in football/soccer, boxing, cricket, rugby, basketball, tennis, and netball	Provide sports equipment and gears at district level. . Provide schools/tertiary institutions with sports equipment and gear. Train sports official (coaches, Administration, Doctors, Trainers, etc) Support local and international competitions.	MoES/NCS MoES/NCS MoES/NCS MoES/NCS	Annual
Develop programs for people with disabilities	Provide PE & S facilities for sports for disabled. Train sports officials in sports for disabled. Support local and internaitonal competitions.	MoES/NCS MoES/NCS MoES/NCS	Annual
Objective 2. Students achieving education goals			
Strategy 2. Improve the quality of physical education and sports in the country			
Provide PE&S in primary, secondary, and tertiary institutions and PE&S officials at all levels	Provide balls, nets, bats, hockey sticks, etc for various sports discipline. Provide uniforms. games masters, coaches, referees etc for schools.	MoES/NCS MoES/NCS MoES/NCS Train	Annual
Conduct in-service training for teachers, P5-7	Facilitate study leave. Provide games teachers with sport kits and equipment.	MoES/DLLs MoES/DLLs	Annual

Work Plan 2004/5-2006/7: Sports

Intervention/ Undertaking	Activities	Manager	Completion date
Construct, rehabilitate, and equip primary, secondary, and tertiary institutions' PE&S facilities and national sports stadiums and fields	Rehabilitate and construct playing grounds/courts in schools and districts. Provide physical equipment for grounds/stadia e.g. goal posts, nets, etc.	MoES/NCS/DLG MoES/NCS	2009 2009
Objective 3. An effective and efficient education sector			
Strategy 3. Improve planning, management and administration of physical education and sports			
Staff and equip offices of PE&S at headquarters, districts, and sub-counties	Recruit and train appropriate staff and provide emoluments e.g. salaries. Procure officer and office equipment e.g. furniture, vehicles, computers etc.	MoES/NCSDLGs MoES/NCSDLGs	2007 2006
Design and implement a participatory monitoring and evaluation system; develop planning services and coordinate activities	Conduct baseline survey and its development plan. Establish a participatory monitoring and evaluation system.	MoES MoES	

Work Plan 2004/5-2006/7: Education Service Commission

Intervention	Activities	Manager	Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.1. Universal participation in a flexible basic education system			
1.1.3 Lower social cultural barriers to girls' attendance			
Facilitate the deployment of women teachers to rural schools/institutions	1. Encourage and support recruitment of female teachers through special incentives. 2. Introduce a deliberate policy to recruit female teachers	ESCMoES/MOPS	Annual
1.2. Increased and equitable participation in a coherent and flexible post-primary system			
1.2.1. Make more efficient use of teachers/instructors' and learners' time and other resources.			
Redeploy teachers from surplus schools to teacher-deficient schools	Improve the teachers terms and conditions of service to attract them to work in any part of the country.	ESCMoES/MOPS	Annual
Objective 2. Students achieving education goals			
2.1 Primary level pupils mastering basic literacy (reading and writing) numeracy, and basic life skills			
2.1.1 Improve the instructional processes that lead to students achievement of literacy, numeracy and basic life skills.			
Give highest priority to literacy, numeracy and basic life skills in P1-P4.	1. Retain competent teachers at these levels through regular in service and professional training. 2. Design incentives that will improve performance.	ESC	Annual
Reduce class size in P1-P3	Design and implement policies for recruitment and retention of more teachers at lower primary	ESC/DSC	Annual
2.1.2 Strengthening and motivate the primary level teaching force			
Continue to improve the conditions of service of primary teachers	Implement the scheme of service for all teachers	ESC	2006/07
2.2 Post primary students prepared to enter the workforce and higher education			
2.2.2 Strengthen and motivate the post primary teaching force			
Continue to improve the conditions of service of post primary teachers	Implement the scheme of service for the teaching personnel in the Education Service	ESC	2006/07

Work Plan 2004/5-2006/7: Education Service Commission

Intervention	Activities	Manager	Completion date
Objective 3. An effective and efficient education sector			
3.1 Decentralized authority, financing, and management of pre-primary, primary, post primary and tertiary services			
3.1.3 Central offices formulate sectoral policy and broadly direct financial resources, ensure that the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot and special programs.			
Support to the Education Service Commission's institution of a scheme of service for teachers that provides a career ladder and incentives for improving performance.	1. Finalize and operationalize a scheme of service for teachers that will provide a career path and incentives for improving performance. 2. Develop a scheme of service for non teaching staff in the education service. 3. Carry out research, studies and consultations to address other terms and conditions of service. i.e. remuneration, welfare, tenure, transfers, terminal benefits.	ESC	2004/05-2006/07
3.2 Strengthen the capacity of the Education Sector-the Ministry, its agencies, and affiliated institutions-to provide leadership and management.			
3.2.1 Provide administrative staff with needed resources and tools			
Train administrative staff in good management practices and provide incentives for their use	1. Design and conduct appropriate training programmes aimed at building capacity of the Commission. 2. Carry out a needs assessment to establish the resources and tools required. Ensure supply of the required resources.	ESC	Annual
3.3 Quality assurance and accountability throughout the sector			
3.3.2 Prevent and reduce corruption and misuse of public resources			
Provide incentives for professional conduct and enforce sanctions	1. Review teachers' professional code of conduct.	ESC	2004/05-2006/07
	2. Take disciplinary action against offenders in the education sector.		Annual
	3. Sensitize the education sector against the dangers of corruption.		Annual
	4. Introduce new measures aimed at curbing corruption in the education sector.		2004/05-2006/07
Train Ministry staff at all levels in professional conduct	Conduct seminars and refresher <i>COURSES</i>	ESC	Annual

<i>Work Plan 2004/5—2006/7: Districts</i>			
Intervention	Activities	Manager	!Completion date
Objective 1. An education system relevant to Uganda's national development goals			
1.1. Universal participation in a flexible basic education system			
1.1.1. Support programs targeted to disadvantaged children and youth.			
Support education programs for children in disadvantaged (poor, disbursed, and/or remote) communities (COPE, ABEK, BEUPA, CHANCE, etc.)	Identify the poor and disadvantaged children. Identify potential organizations to assist these programmes.	EPD/DEO	Annually.
1.1.2. Lower costs to families.			
1. Continue Universal Primary Education through capitation grants and prohibition of fees.	Ensure proper accountability	EPD/Budget, DEOs	Annually.
1.1.3. Lower social-cultural barriers to girls' attendance.			
Facilitate the deployment of women teachers to rural schools/institutions.	1. Recruit more women to become teachers	DSC	2007
1.2. Increased and equitable participation in a coherent and flexible post-primary system			
1.2.4. Improve equity in participation of girls and needy students.			
Lower social-cultural barriers to girls' attendance.	Encourage parents and communities to help girls complete four years of post-primary.	Secondary, DEOs, Principals	Annually.
	Attend to facilities and other aspects of schools that might discourage girls' attendance and completion.	Secondary, DEOs, Principals	Annually.
Objective 2. Students achieving education goals			
2.1. Primary-level pupils mastering basic literacy (reading and writing), numeracy, and basic life skills			
2.1.1. Improve the instructional processes that lead to students' achievement of literacy, numeracy, and basic life skills.			
	0 1. Recruit and deploy teachers	DSC	Annually.
2.1.2. Strengthen and motivate the primary-level teaching force.			
Objective 2. Students achieving education goals			
2.2. Post-primary students prepared to enter the workforce and higher education			
2.2.1. Give highest priority to competencies for the workforce and higher education.			
Increase supply of instructional materials through matching subsidies and seed funding for textbook rental schemes.	Enter agreement with firms to offer the subsidies and rental services.	DEOs, Principals	2006
Continuously assess student performance.	Evaluations and tests	DEOs, Principals	Annually

Work Plan 2004/5—2006/7: Districts			
Intervention	Activities	Manager	Completion date
Objective 3. An effective and efficient education sector			
3.1. Decentralized authority, financing, and management of education services			
.1.1. Schools/institutions manage instructional programs, staff and other resources and become accountable to their communities.			
Develop and implement primary School Improvement Plans and improvement plans for other institutions.			
	Develop the plan. Develop an implementation plan.	EPD/DEOs	2006
Mobilize community support of schools/institutions and monitoring of performance.			
	Involve the school management committees	DEOs/SMCs	Annually
3.1.2 District Education Offices deliver educational services, help schools/institutions comply with standards and regulations, and monitor regularly and report accurately on school performance.			
Allocate resources among schools/institutions.	Disburse funds to institutions/schools	DEOs	Annually
Keep local governments advised of the needs and achievements of schools/institutions.	Organise school days	DEOs	Annually
Share information and innovations within the district.	Exchange visits. Training Workshops.	DEOs-	Annually
3.3. Quality assurance and accountability throughout the sector			
3.3.1. Institute a coherent and feasible system of standards and performance monitoring.			
Regularly inspect and help schools/institutions report on compliance with standards, regulations, and reporting procedures (ESA and District Inspectorates).	Regular inspection of schools. Disciplinary measures for non-compliance.	DEOs/ESA	Annually
3.4. Partnerships between the Ministry and other agencies in service delivery and capacity-building			
3.4.1. Develop and maintain public-private partnerships in service delivery.			
Encourage private providers and communities to offer education and training, particularly at post-primary, and tertiary levels.	Offer government sponsorship to students attending private universities. Continue to liberalise the provision of education at these levels.	EPD, DEOs	Annually
Provide for community oversight of schools/institutions through their governing bodies.	Train members of School Management Committees	DEOs	Annually
Solicit community contributions to the school construction and maintenance.	Enforce SFG guidelines that states that the community should contribute towards the construction and maintenance of schools.	DEOs	Annually
3.4.2. Develop and maintain partnerships with other agencies in service delivery and capacity-building.			
Engage local governments in the support of primary and post-primary education.	Further decentralise the remaining education provision functions to the districts and build the districts' capacities through the district capacity building project.	DEOs	Annually
Seek the support of civil society organizations, associations, churches, and mosques for education and training.	Engage them in decision-making by inviting them to the education sector review and other for a.	DEOs	Annually