



Ministry of Education and Sports

Education Sector Strategic Plan 2004-2015

**Education Planning Department
June 2004**

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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 “vocalionalise” 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 |

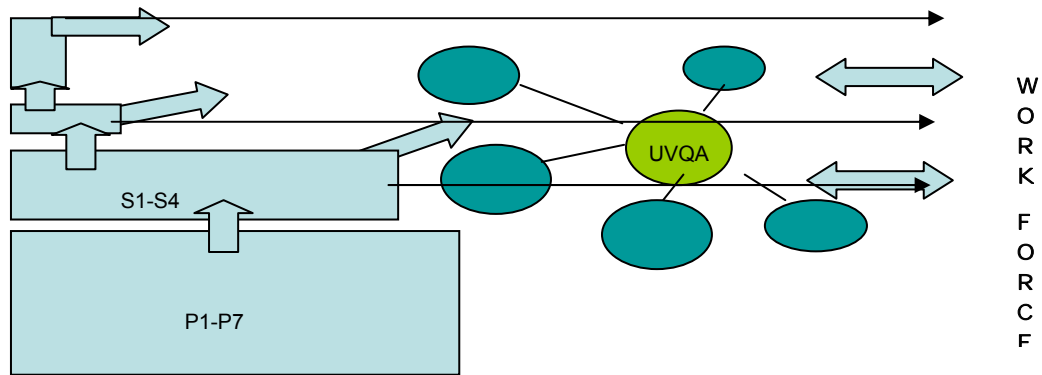
Table 1B: Achievement scores on 2003 NAPE (% of random national sample)

| | 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 |

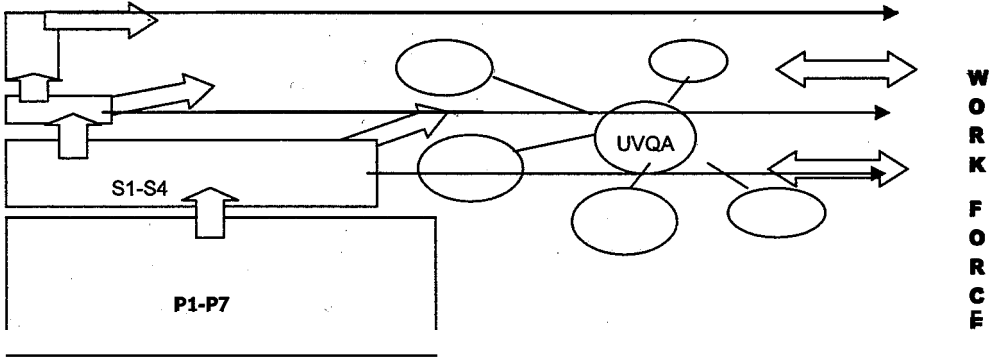
Table 1B: Achievement scores on 2003 NAPE (% of random national sample)

| | 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 |
| <i>Wage Bill</i> | 115.3 | 122.6 | 128.5 | 145.6 | 169.5 | 194.1 | 224.6 | 244.9 | 268.5 | 272.3 | 272.3 |
| <i>Capitation Grant</i> | 27.9 | 30.8 | 35.0 | 40.9 | 46.9 | 52.5 | 57.2 | 60.6 | 61.5 | 61.7 | 61.7 |
| <i>Instructional Materials</i> | 14.5 | 15.9 | 18.1 | 21.2 | 24.3 | 27.1 | 29.6 | 31.4 | 31.8 | 31.9 | 31.9 |
| <i>Maintenance</i> | 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 |
| <i>Construction</i> | 85.1 | 140.3 | 169.2 | 200.8 | 169.6 | 185.0 | 121.4 | 90.3 | 76.6 | 61.7 | 61.7 |
| <i>Furnishings</i> | 9.7 | 14.6 | 20.3 | 20.8 | 19.1 | 16.5 | 11.7 | 2.9 | 0.7 | 2.4 | 2.4 |
| <i>Staff Training</i> | 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> | 62.7% | 53.1% | 49.3% | 48.6% | 56.1% | 57.4% | 69.8% | 77.5% | 82.7% | 84.8% | 84.8% |
| <i>Percent Capital</i> | 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)

Projected Population

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

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 |
| Unlicenced Teachers | 25,086 | 22,436 | 20,900 | 18,956 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Ouput 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 or 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 |
|------|------|------|------|------|------|------|------|------|------|------|

Matriculation Rate

| | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 0.401 | 0.451 | 0.501 | 0.551 | 0.601 | 0.651 | 0.701 | 0.751 | 0.801 | 0.801 | 0.801 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|

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 |
|------|------|------|------|------|------|------|------|------|------|------|

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. | | | | | | | | | | | |
| SI | 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 | | | | | | | | | | | |
| SI | 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> |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|----------------------|----------------------|----------------------|

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> |
|---------------------|---------------------|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|

**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 |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

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 |
|-------------------------|------------|-------------|------------|------------|------------|------------|------------|------------|-------------|-------------|--------------|

| | | | | | | | | | | | |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------|--------------|--------------|
| 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

|

|

|

|

|

ANNEXES

POLICY OBJECTIVES AND STRATEGIES

Vertical lines on the left side of the page.

,r

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. 1.3.2. Develop facilities to cope with rapidly increasing numbers. 1.3.3. Establish a liberalized financing mechanism and diversify the resource base. | Establish a course credit system that allows student mobility within and among institutions. Rehabilitate and create more openings in existing universities and training institutions. Establish an open university and a university in the East. 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 |
|--|--|--|
| <p>3.3. Quality assurance and accountability throughout the sector</p> | <p>3.3.1. Institute a coherent and feasible system of standards and performance monitoring.</p> | <p>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. -----</p> |
| | <p>3.3.2. Prevent and reduce corruption and misuse of public resources.</p> | <p>Provide incentives for professional conduct and enforce sanctions for unprofessional ----- Train Ministry staff at all levels in professional conduct.</p> |
| <p>3.4. Partnerships between the Ministry and other agencies in service delivery and capacity-building</p> | <p>3.4.1. Develop and maintain public-private partnerships in service delivery.</p> | <p>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.</p> |
| | <p>3.4.2. Develop and maintain partnerships with other agencies in service delivery and capacity-building.</p> | <p>Engage local governments in the support of primary and post-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 training _____ Continue moving toward budgetary support from external funding agencies without closing the door on project support for high priority interventions.</p> |

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 | | 172% | 151% | 135% | 126% | 112% | |
| | b) Girls | | 169% | 148% | 138% | 128% | 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 | | 65% | 66% | 69% | 72% | 74% | |
| | b) Girls | | 64% | 68% | 71% | 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 | | 130% 125% | 132% 131% | 131% 125% | 126% 122% | 117% 120% | |
| | <i>The ten 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. Cost the implications | | |
| 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. Provide sanitary Pads | BTVET | On going |
| Meet the needs of students with special learning needs (disabilities). | Sensitisation of the public. Provision of specialised equipment/materials. Training teachers of the disabled. | 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. Competence based training. 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—2006/7: 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 | ESC | 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—200617: 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 | <p>Refine the Learning Framework for pre-primary as needed.</p> <p>Trial testing the learning framework and monitoring exercise in the urban areas of selected districts (Kampala, Jinja, Mbarara).</p> <p>Conduct a workshop to receive and compile inputs from the selected districts.</p> <p>Preparation of the final draft by NCDC; MoES & KYU & NGOs.</p> <p>Presentation of learning framework to urban and rural ECE practitioners in a workshop.</p> <p>Presentation of learning framework to NCDC Academic Steering Board,</p> <p>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.</p> <p>Investigate need for modifications to COPE/ABEK/BEUPA etc. Consequent on out-turns with UPE and SNE.</p> <p>Review COPE/ABEK etc. programs/learning frameworks to harmonise with the Primary School</p> | 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 BTJET | | | |
| 1.2.2.3 Offer short modular courses that lead to certification. | Investigate structure of existing BTJET 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, BTJET 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 BTJET programs. Review BTJET 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. BTJET 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, 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 in 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 |