
**Country Analysis
Education**

Uganda



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1. General educational situation

1.1 Educational history

Mission schools were established in Uganda in the 1890s, and in 1924 the government established the first secondary school for Africans. By 1950, however, the government operated only three of the fifty-three secondary schools for Africans. Three others were privately funded, and forty-seven were operated by religious organizations. Education was eagerly sought by rural farmers as well as urban elites, and after independence many villages, especially in the south, built schools, hired teachers, and appealed for and received government assistance to operate their own village schools.

Most subjects were taught according to the British syllabus until 1974, and British examinations measured a student's progress through primary and secondary school. In 1975 the government implemented a local curriculum, and for a short time most school materials were published in Uganda. School enrolments continued to climb throughout most of the 1970s and 1980s, but as the economy deteriorated and violence increased, local publishing almost ceased, and examination results deteriorated.

The education system suffered the effects of economic decline and political instability during the 1970s and 1980s. The system continued to function, however, with an administrative structure based on regional offices, a national school inspectorate, and centralized, nationwide school examinations. Enrolments and expenditures increased steadily during this time, reflecting the high priority Ugandans attach to education, but at all levels, the physical infrastructure necessary for education was lacking, and the quality of education declined. School maintenance standards suffered, teachers fled the country, morale and productivity deteriorated along with real incomes, and many facilities were damaged by warfare and vandalism.

In 1990 adult literacy nationwide was estimated at 50 percent. Improving this ratio was important to the Museveni government. In order to reestablish the national priority on education, the Museveni government adopted a two-phase policy--to rehabilitate buildings and establish minimal conditions for instruction, and to improve efficiency and quality of education through teacher training and curriculum upgrading. Important long-term goals included establishing universal primary education, extending the seven-year primary cycle to eight or nine years, and shifting the emphasis in postsecondary education from purely academic to more technical and vocational training.

1.2 Formal education

In Uganda, students first attend seven years of primary education. During their seventh year they take a national exam. The students then attend four years of secondary education, called the Ordinary (or O) Level. At the end of their fourth year the students sit for the Ugandan Certificate of Education (UCE), an intense period of exams in which students are tested on 9-14 subjects. Students are then accepted for another two years of secondary education, called Advanced (or A) Level.

In A Level, the students specialize in their best four subjects, which is quite a large change from O Level in which the students take 10 or more subjects. In their second year of A Level, the students sit for yet another national exam called the Ugandan Advanced Certificate of Education (UACE).

While it is possible to get certain jobs upon completing A Level, many students choose to attend university. There are four-year universities as well as two-year vocational institutions. Some professions, such as a doctor, also require graduate work upon completing university. There are Educate! Students at the primary, secondary, and university levels.

ISCED Level	Name	Ministry responsible
Pre-school (0)	Preschool	Ministry of Education and Culture (MOES)
Primary (1)	Primary Education	
Lower secondary (2A)	1st Cycle of Secondary Education (General)	
Upper secondary (3A)	2nd Cycle of Secondary Education (General)	
Lower secondary vocational (2C)	1st Cycle of Secondary Education (Technical or vocational)	
Upper Secondary (3C vocational)	2nd Cycle Secondary Education (Technical or vocational)	
Post-secondary - non tertiary (4)	Technical colleges	
Tertiary, first stage (5)	Universities	
Tertiary, second stage (6)	Universities	Ministry of Gender, Labour, Youth and Social Development (MGLSG) & Ministry of Education and Culture (MOES)
NFE	Non-formal institutions	

1.3 Government education policy

Mission statement

The Mission is “to provide for, support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development”.

Vision Statement

The Vision for the Ministry of Education and Sports is “Quality Education and Sports For All”

Strategic Objectives

- To ensure universal and equitable access to quality basic education for all children through:
 - Early Childhood Care and Development for children up to 8 years.
 - Universal Primary Education for children from 6 years to 12 years
 - Education for the disadvantaged groups from 6 years to 18 years
- To improve the Quality of Education in the following levels:-
 - In Primary Education by ensuring pass rates in literacy and numeracy (at the appropriate class grade) levels through the National Assessment of Progress of Education (NAPE).
 - In Post-primary Education by ensuring achievement attainment targets and pass rates in English, Mathematics, Science and Information Technology.

3. To ensure equal access by Gender, District and Special Needs at all levels of Education.
4. To build capacity of districts by helping Education Managers acquire and improve on their knowledge, skills and attitudes to be able to plan, monitor, account and perform managerial functions.

Laws Affecting Education

Seven legal statues create the framework for education in Uganda. These statues begin with the Education Ordinance of 1927 mandating government control of schools, and extend to the Education Ordinances of 1942 and 1969. As important were the Makerere Ordinance of 1938, the Makerere College Act of 1949, the Kampala Act of 1970—which chartered Makerere University—and the Education Act of 1970 (Seers 1979). Under the Kampala Act of 1970, the president of Uganda serves as chancellor of the university. The chancellor appoints the vice chancellor and a deputy vice chancellor, who serves as provost and chief academic officer. To foster self-governance by the faculty, a University Council is mandated to control and administer the institution and a university faculty senate regulates admissions, academic standards, and all appointments.

1.4 Education providers

In recent years the education sector has undergone changes and these have been characterized by the emergence of several private education institutions at all levels. This has overcome the monopolistic nature in the sector where Government was the sole provider of education services in the country and most schools and institutions were run by Government.

1.5 The quality of education

Intervention strategies

Regarding the quality improvement concern, various strategies were adopted as follows:

Pre-primary and Primary Education Sub-Sector

1. Enhancing the quality of learning through improving access and usage of scholastic materials;
2. Increasing awareness on the need for Early Childhood Development;
3. Equipping the learners with the practical agricultural knowledge and skills to engage in the agricultural sector;
4. Reviewing the pre-primary and primary school curriculum and that of Non Formal Education; and,
5. Promoting HIV/AIDS awareness among the teachers, pupils, principals of PTCs, Tutors, head teachers and senior women & men teachers.
6. Supporting learners in their education placements through the provision of instructional materials;
7. Improving the delivery of service especially Guidance and Counseling to all learners at various levels;
8. Increasing stakeholders' participation and awareness on the provision of SNE/CGC in the education sector
9. Improving Pupil- Teacher interaction in special needs education institutions.
10. Developing and furnishing infrastructure in PTCs to improve the quality of living as well as teaching and learning.
11. Enforcement of guidelines to the district service commissions and head teachers.
12. Managing National Examinations at primary level.

13. Reviewing of regulations governing the teaching personal and the teachers' code of conduct in line with the existing legal frame and office advice on policy matters affecting education service.
14. Building the capacity of teachers and tutors to improve teaching and learning in the classroom through targeted training interventions and Continuous Professional Development courses.
15. Reviewing of the primary school curriculum; NFE curriculum and ECD learning framework.
16. Equipping ECD stakeholders with knowledge and skills of better handling of ECD and NFE centres.
17. Monitoring implementation of HIV/AIDS and Life skills.
18. Improvement of head teachers' performance at school level.
19. Equipping of schools and Non-formal education centres with relevant learning materials.
20. Provision of incentives for teachers in hard-to-reach areas.
21. Providing equipment to schools to improve the teaching-learning environment.
22. Carrying out support supervision and inspection of schools.
23. Developing basic requirements and minimum standards indicators.
24. Training and capacity building for teachers and inspectors on inspection skills.
25. Developing and refining inspection tools/ Quality indicators.
26. Providing teachers' houses

Post Primary Education & Training Sub-Sector

1. Capacity building in the sub-sector;
2. Support supervision and monitoring in both secondary schools and BTVET institutions;
3. Provision of instructional materials and equipments to schools;
4. Conducting music festivals at the school and national level; and,
5. Conducting science fair at national level.
6. Updating and modularizing BTVET curricula;
7. Nationwide training/retraining of the governing councils/BoGs and Heads of BTVET institutions;
8. Establishing the Uganda Nurses and Midwives Examination Board (UNEB)
9. Carrying out support supervision and inspection of institutions.
10. Developing basic requirements and minimum standards indicators.
11. Training and capacity building for teachers and inspectors on inspection skills.
12. Monitoring learning achievements in grade 8 in Maths and Science.
13. Enhancing linkage and partnership between public and private sector through the BTVET Advisory Board.

Higher Education Sub-Sector

1. Constituting a visitation committee for public universities to check on the quality of education in universities,
2. Development of the strategic plan for higher education,
3. Developing statutory instruments to institutions,
4. Institutionalisation of a working paper on quality to act as a guideline and a tool of reference; and,
5. Up-dating of the Universities and other Tertiary Institutions Act.

Progress and achievements

Table 3.10: Trends in Quality indicators for primary education - 2003 to 2006

SN	Indicator	Source of Data	Actual 2003	Actual 2004	Actual 2005	Prov 2006
1.	Pupil Teacher ratio:	EMIS	56:1	58:1	50:1	48:1 (All

SN	Indicator	Source of Data	Actual 2003	Actual 2004	Actual 2005	Prov 2006
						schools)
2.	(i). Percentage of pupils reaching defined level of competency in literacy at (a) P3 (b) P6	NAPE UNEB	34.3%	34.3%	38%	38%
			20.5%	20.0%	30%	30%
	(ii). Percentage of pupils reaching defined level of competency in numeracy at (a) P3 (b) P6		42.9%	45%	41%	41%
			20.5%	22%	33%	33%
3.	Pupil Classroom Ratio	EMIS	94:1	97:1	79:1	76:1
4.	Pupil Textbook Ratio (Overall)	EMIS	3:1	3:1	1:1	1:1
5.	Survival rate to grade 5 (percentage of a pupil cohort actually reaching a grade) (a) Boys (b) Girls	EMIS	52%	56%	52%	47.9%
			52%	57%	52%	47.5%
			51%	56.6%	53%	48.3%
6.	Completion rate-P7 (a) Boys (b)Girls	UNEB	56%	60%	51%	48%
			66%	71%	N/a	55%
			47%	51%	N/a	42%

Source: EMIS, 2006

For more information on quality progress visit:

http://www.education.go.ug/Final%20ESAPR%202006.htm#_Toc149034340

Constraints

Basic Education Sub-Sector

- Instructional materials for children with special needs are quite expensive and can only be centrally procured in phases. These include Braille, books bailers and typewriters for the blind and sign language dictionary.
- High operational costs of vehicles to facilitate inspection and equipment.

Post Primary Education & Training Sub-Sector

- Inadequate funding for the different activities/ programmes as well as delayed processing of funds.
- Many institutions/ schools are not licensed, and are therefore operating illegally.
- Smooth operation of BTVET is impaired because of:
 - slow pace of regularisation/appointment of staff in specialised institutions;
 - lack of accurate data about the labour market demands
 - Low staffing levels;
 - Poor infrastructure;
 - Revitalisation of the Directorate of Industrial Training (DIT).

Higher Education Sub-Sector

- The Sub-sector is still financially constrained. It cannot carry out effective monitoring and supervision of higher institutions of learning.

- AICAD is faced with a number of challenges namely; lack of control of the dynamics within the wider socio-economic context (price of inputs, roads, policy, market etc) and an inadequate resource base (material/physical & human). Worse still, it is difficult to sustain follow up activities after knowledge transfer as the volume of activities and the number of participants increase.

1.6 Religion within education

Christian Missionaries traditionally used the lure of free education and hospital care to attract converts. The Anglican Church of Uganda operates over 969 primary schools, the Roman Catholic Church runs more than 1,146 primary schools, and there are approximately 200 Muslim schools. The Ismali community operates several Aga Khan schools, and there are also Hindu schools. The Islamic University, three Roman Catholic seminaries, the Bishop Tucker Theological College (Anglican), Bugema Seventh Day Adventist College, and the Anglican College of Tertiary Studies illustrate the range of institutions of higher education that are faith-based. These schools promote moral and ethical values, as well as patriotism, self-reliance, and reading, writing, and arithmetic.

In public schools religious education is a part of social studies and is included in the curriculum.

1.7 Teacher education

Current status of primary and secondary teachers

Analysis of the current status of teachers in Uganda draws attention to both quantitative and qualitative elements in relation to teacher qualifications, teacher numbers and teacher attrition rates. Table 1 and 2 give an overview of the proportion of teachers with their qualification in primary and secondary schools from 2000 to 2004.

Table 1: *Qualifications of teachers in primary schools 2000 -2004 (Education Management and Information System (EMIS), 2004)*

Qualification	Year 2000		Year 2001		Year 2002		Year 2003		Year 2004	
	Total	%	Total	%	Total	%	Total	%	Total	%
<i>At least Grade IV*</i>	11779	10.7	14686	12	17261	12	19071	14.1	22066	15.8
<i>Grade III</i>	71051	64.4	80011	63	86630	62	89792	66.3	93831	67.4
<i>Licensed**</i>	17579	15.9	18043	14	24072	17	25879	19.1	22756	16.3
<i>Others***</i>	9957	9.0	14293	11	11521	8	660	0.5	661	0.5
<i>Total</i>	110366	100	127038	100	139484	100	135402	100	139314	100

* At Least Grade IV: Includes All Graduate, Diploma, Grade V, and Grade IV.

** These are untrained teachers recommended by the Ministry of education to teach.

*** Others: Include all grade II teachers and others recorded as Not Stated.

Table 2: *Qualifications of teachers in secondary schools 2000 – 2004 (Education Management and Information System (EMIS), 2004)*

Qualification	Year 2000	Year 2001	Year 2002	Year 2003	Year 2004
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	Total	%	Total	%	Total	%	Total	%	Total	%
<i>Graduate</i>	8074	27	7905	26	10100	28	11341	33	12040	33
<i>Diploma</i>	11376	37	11998	39	12124	33	15372	45	15277	42
<i>Grade V</i>	4734	16	4557	15	7423	20	3481	10	3269	9
<i>Licensed*</i>	3502	12	1942	6	3438	9	2217	7	1722	5
<i>Others**</i>	2698	9	4023	13	3368	9	1522	4	4189	11
<i>Total</i>	30384	100	30425	100	36453	100	33933	100	36497	100

* These are untrained teachers recommended by the Ministry of education to teach.

** Others: Include all grade II teachers and others recorded as Not Stated.

The minimum qualification for teaching in primary school is a Grade III certificate, for teaching in ordinary level secondary school is a Grade V diploma and for teaching in advanced level secondary school it is a Bachelors degree in Education. As can be derived from both tables, more than two thirds of the teachers have the minimal qualifications required to teach in the schools where they are teaching and this has been improving with each year. However, two concerns are raised in relation to the data in the two tables: First, there is still a significant percentage of teachers without the minimal qualifications. Secondly, there are also teachers whose qualifications are not suited for the school level where they are teaching. This becomes especially clear when we study the detailed data in Table 3.

Table 3: Teachers in primary and secondary schools by qualification 2002 and 2004 (Ministry of education and sports, 2002 and Education Management and Information System (EMIS), 2004)

Year Level Teacher Grade	Year 2002				Year 2004 National	
	Primary		Secondary		Secondary	
	N	%	N	%	N	%
<i>Diploma in Primary education</i>	10284	7.4	12341	33.2	15281	41.0
<i>Grade II Teacher</i>	3118	2.2	48	0.1	70	0.2
<i>Grade III Teacher</i>	86630	62.1	96	0.3	159	0.4
<i>Grade IV Teacher</i>	939	0.7	100	0.3	571	1.5
<i>Grade V Teacher</i>	5147	3.7	7513	20.2	3269	8.8
<i>Graduate Teacher</i>	891	0.6	10400	27.9	12042	32.3
<i>Licensed Teacher/Untrained*</i>	24072	17.3	3512	9.4	1722	4.6
<i>Not Stated**</i>	8403	6.0	3217	8.6	4199	11.3
<i>Total</i>	139484	100	37227	100	37313	100

* These are untrained teachers recommended by the Ministry of education to teach.

** Not Stated: unqualified and not recognised by the Ministry of education

In the primary school sector slightly more than a third of the teachers teaching in this sector should not be teaching at this level or teaching at all as is the case with the 17.3% untrained teachers. In the secondary school sector more than half of the teachers teaching in secondary schools are not qualified to do so. Grade II and IV teachers were phased out of the education system however they are still prevalent. Teachers with a diploma in primary education are teaching in secondary school and those with Grade V – diploma in secondary education are also teaching in primary schools.

Teacher education

Teacher education in Uganda reflects a variety of approaches to become a qualified teacher. In the next paragraphs we describe the alternative programs, data about

enrolment and graduation numbers and we finish with a discussion of the predominant pedagogy adopted in teacher education.

Alternative teacher education programs

Four educational levels can be distinguished in the Uganda educational system: Primary (7 years), Secondary school comprises ordinary (4 years) and advanced level (2 years) and tertiary level (2-5 years). Pre-primary education or Kindergarten exists although it is not a compulsory part of the Uganda’s educational system. The lowest teacher qualification level is a grade III certificate. These candidates obtained two credits at ordinary level in order to enrol in a primary teachers college. The majority of teacher education institutions in Uganda focus on this teacher education level. Table 6 illustrates for example, that Grade III certificate teachers have an option of upgrading to a higher level. But since this implies that one has to leave their actual teaching position for about 2 to 5 years, this poses a challenge to upgrading.

Table 6: *Relationship between entry requirements and teacher education qualifications in Uganda*

Qualification obtained	Entry requirements					
	Grade III certificate (2 years at a Primary teachers' College)	Diploma in primary education (2 years at a Grade V teacher education institute of at University)	Diploma in secondary education (2 years at a Grade V teacher education institute of at University)	Bachelors degree in Primary education (3 years at a university)	Bachelors degree in Secondary education (3 years at a university)	Post graduate diploma in education (1 year at university)
Number of specific institutions offering*	45	10 – NTCs + 19 Universities		19 (6 government & 13 private)		
Ordinary level certificate	■					
Advanced level certificate		■		■		
Grade III certificate		■				
Diploma in primary education			■	■		
Diploma in secondary education					■	
Mature Age Entry teachers						■
Bachelors degree						■

* Some universities offer teacher education in view of primary, secondary or both educational levels.

1.8 Conclusions

Uganda has to cope with great numbers of poor school children that cannot afford to pay for school fees and without government support would not be able to go to school. Because of changes in payment of school fees the government has succeeded in making its education available for more citizens. However the school system needs to grow with the growing number of school going people and this has affects on the school quality and the number of teachers that are needed. The government recognises these problems and is working on improving the quality and attracting more possible teachers.

2. Primary education

2.1 School attendance

Pre-primary enrolment by district, class and gender:

Class District / Gender	Lower/Baby Class			Middle Class			Top Class			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Adjumani	888	974	1,862	696	685	1,381	558	641	1,199	2,142	2,300	4,442
Apac	55	72	127	34	15	49	4	13	17	93	100	193
Arua	239	263	502	198	177	375	101	106	207	538	546	1,084
Bugiri	253	257	510	138	136	274	226	247	473	617	640	1,257
Bundibugyo	91	86	177	47	76	123	82	80	162	220	242	462
Bushenyi	18	13	31	15	19	34	13	16	29	46	48	94
Hoima	0	0	0	26	33	59	51	43	94	77	76	153
Iganga	77	98	175	19	51	70	58	90	148	154	239	393
Jinja	39	51	90	6	6	12	27	28	55	72	85	157
Kabale	115	107	222	85	87	172	73	76	149	273	270	543
Kabarole	284	293	577	234	221	455	268	263	531	786	777	1,563
Kaberamaido	28	31	59	42	49	91	13	13	26	83	93	176
Kampala	1865	1659	3,524	987	957	1,944	1576	1577	3,153	4,428	4,193	8,621
Kamwenge	119	149	268	86	122	208	90	106	196	295	377	672
Kanungu	21	19	40	6	16	22	4	8	12	31	43	74
Kapchorwa	65	57	122	54	65	119	33	41	74	152	163	315
Kasese	163	144	307	79	89	168	121	125	246	363	358	721
Kayunga	135	118	253	51	44	95	91	82	173	277	244	521
Kibaale	303	306	609	90	97	187	412	372	784	805	775	1,580
Kiboga	159	145	304	64	58	122	101	109	210	324	312	636
Kisoro	6	2	8	4	3	7	16	14	30	26	19	45
Kitgum	69	64	133	127	122	249	16	20	36	212	206	418
Kotido	8	4	12	9	13	22	6	4	10	23	21	44
Kumi	23	16	39	30	26	56	35	49	84	88	91	179
Lira	394	395	789	285	257	542	137	159	296	816	811	1,627
Luwero	25	13	38	6	1	7	16	23	39	47	37	84
Masaka	138	144	282	63	77	140	78	98	176	279	319	598
Mayuge	85	108	193	59	61	120	63	74	137	207	243	450
Mbale	252	274	526	264	259	523	367	444	811	883	977	1,860
Mbarara	211	210	421	147	134	281	233	257	490	591	601	1,192
Moroto	102	97	199	63	58	121	52	45	97	217	200	417
Moyo	169	188	357	154	140	294	83	79	162	406	407	813
Mpigi	384	480	864	189	199	388	186	214	400	759	893	1,652
Mubende	31	45	76	22	21	43	10	22	32	63	88	151
Mukono	83	98	181	37	40	77	76	81	157	196	219	415
Nakasongola	141	169	310	108	121	229	90	102	192	339	392	731
Nebbi	216	255	471	126	152	278	119	122	241	461	529	990
Ntungamo	118	128	246	53	70	123	38	39	77	209	237	446
Pallisa	20	18	38	0	0	0	25	16	41	45	34	79
Rukungiri	69	75	144	153	172	325	132	165	297	354	412	766
Sembabule	64	35	99	25	29	54	31	17	48	120	81	201
Sironko	76	92	168	82	91	173	112	164	276	270	347	617
Soroti	149	134	283	147	121	268	88	92	180	384	347	731
Tororo	354	294	648	276	296	572	284	283	567	914	873	1,787
Wakiso	393	402	795	170	170	340	348	342	690	911	914	1,825
Totals	8,497	8,582	17,079	5,556	5,636	11,192	6,543	6,961	13,504	20,596	21,179	41,775

Primary enrolment by district, class and gender:

	Students	Pop'n	Students	Pop'n	Students	Pop'n	NER	NER	NER
Adjumani	18,243	28,623	16,416	28,908	16,416	28,908	57.12%	58.80%	60.25%
Apac	102,666	94,854	90,768	98,198	193,434	193,052	108.24%	92.43%	100.20%
Arua	162,490	117,137	143,531	126,947	306,021	244,099	138.72%	113.06%	125.37%
Bugiri	59,623	59,227	59,562	62,532	119,185	121,762	100.67%	95.25%	97.88%
Bundibugyo	28,903	29,528	27,405	31,244	56,308	60,773	97.88%	87.71%	92.65%
Bushenyi	93,750	99,918	96,703	106,595	190,453	206,522	93.83%	90.72%	92.22%
Busia	31,008	31,467	30,722	33,671	61,730	65,140	98.54%	91.24%	94.77%
Gulu	78,309	65,318	65,645	68,399	143,954	133,719	119.89%	95.97%	107.65%
Hoima	42,760	50,438	41,051	49,259	83,811	99,690	84.78%	83.34%	84.07%
Iganga	102,396	98,593	109,267	105,888	211,663	204,490	103.86%	103.19%	103.51%
Jinja	44,134	59,320	46,940	58,856	91,074	118,170	74.40%	79.75%	77.07%
Kabale	63,003	62,446	65,813	72,217	128,816	134,683	100.89%	91.13%	95.64%
Kabarole	44,797	51,555	44,598	50,989	89,395	102,538	86.89%	87.47%	87.18%
Kaberamaido	12,219	17,195	11,614	17,897	23,833	35,092	71.06%	64.89%	67.92%
Kalangala	2,206	6,387	2,053	4,085	4,259	10,466	34.54%	50.26%	40.69%
Kampala	78,469	168,443	84,154	176,563	162,623	345,012	46.58%	47.66%	47.14%
Kamuli	99,234	99,287	102,706	103,992	201,940	203,282	99.95%	98.76%	99.34%
Kamwenge	33,423	40,987	32,183	43,316	65,606	84,305	81.55%	74.30%	77.82%
Kanungu	27,393	28,388	27,995	30,160	55,388	58,550	96.49%	92.82%	94.60%
Kapchorwa	27,421	27,631	27,976	27,614	55,397	55,243	99.24%	101.31%	100.28%
Kasese	73,817	74,347	76,651	77,809	150,468	152,157	99.29%	98.51%	98.89%
Katakwi	40,789	42,539	37,613	45,109	78,402	87,651	95.89%	83.38%	89.45%
Kayunga	44,923	41,395	45,914	43,413	90,837	84,810	108.52%	105.76%	107.11%
Kibaale	50,114	57,685	49,134	60,317	99,248	118,003	86.88%	81.46%	84.11%
Kiboga	33,588	33,968	34,271	32,191	67,859	66,150	98.88%	106.46%	102.58%
Kisoro	27,664	28,419	26,243	34,210	53,907	62,641	97.34%	76.71%	86.06%
Kitgum	47,957	39,897	40,987	41,783	88,944	81,681	120.20%	98.09%	108.89%
Kotido	26,410	85,159	21,205	85,031	47,615	170,181	31.01%	24.94%	27.98%
Kumi	49,814	53,231	50,879	57,532	100,693	110,769	93.58%	88.44%	90.90%
Kyenjojo	45,662	54,176	44,036	54,414	89,698	108,585	84.28%	80.93%	82.61%
Lira	118,430	107,053	104,105	109,276	222,535	216,324	110.63%	95.27%	102.87%
Luwero	76,565	67,246	80,488	68,252	157,053	135,495	113.86%	117.93%	115.91%
Masaka	99,564	108,183	105,445	110,997	205,009	219,178	92.03%	95.00%	93.54%
Masindi	54,791	67,327	50,442	66,816	105,233	134,136	81.38%	75.49%	78.45%
Mayuge	52,858	45,652	55,414	47,574	108,272	93,227	115.78%	116.48%	116.14%
Mbale	108,736	102,214	111,115	103,600	219,851	205,808	106.38%	107.25%	106.82%
Mbarara	127,335	153,721	129,752	157,183	257,087	310,899	82.84%	82.55%	82.69%
Moroto	9,590	23,169	7,121	25,503	16,711	48,676	41.39%	27.92%	34.33%
Moyo	16,583	29,282	15,124	27,795	31,707	57,070	56.63%	54.41%	55.56%
Mpigi	64,740	59,755	67,053	58,657	131,793	118,404	108.34%	114.31%	111.31%
Mubende	82,565	101,619	83,061	100,014	165,626	201,620	81.25%	83.05%	82.15%
Mukono	90,300	115,879	96,841	114,779	187,141	230,643	77.93%	84.37%	81.14%
Nakapiripirit	7,947	22,011	7,805	21,916	15,752	43,924	36.10%	35.61%	35.86%
Nakasongola	18,756	18,030	19,587	17,742	38,343	35,769	104.03%	110.40%	107.20%
Nebbi	68,089	59,376	56,076	64,361	124,165	123,745	114.67%	87.13%	100.34%
Ntungamo	49,228	53,343	50,994	57,079	100,222	110,427	92.29%	89.34%	90.76%
Pader	70,309	41,931	52,735	41,912	123,044	83,839	167.68%	125.82%	146.76%
Pallisa	68,091	72,432	68,510	76,656	136,601	149,092	94.01%	89.37%	91.62%
Rakai	60,730	66,487	62,809	68,205	123,539	134,690	91.34%	92.09%	91.72%
Rukungiri	36,816	41,471	38,750	46,644	75,566	88,126	88.78%	83.08%	85.75%
Sembabule	38,122	26,401	41,631	26,180	79,753	52,579	144.40%	159.02%	151.68%
Sironko	43,763	41,627	44,233	41,709	87,996	83,332	105.13%	106.05%	105.60%
Soroti	54,698	51,927	54,848	54,265	109,546	106,193	105.34%	101.07%	103.16%
Tororo	78,596	78,391	75,729	81,341	154,325	159,732	100.26%	93.10%	96.61%
Wakiso	85,613	132,330	88,814	140,941	174,427	273,281	64.70%	63.02%	63.83%
Yumbe	34,795	36,381	26,407	35,942	61,202	72,318	95.64%	73.47%	84.63%
Overall Ratio:	3,210,795	3,470,796	3,148,924	3,594,470	6,359,719	7,065,265	92.51%	87.60%	90.01%

In Uganda children are to begin school at the age of 7, however a lot of children do not get the opportunity to do so because of a number of reasons: like illness, having to baby-sit younger siblings, or do to lack of schools. Another reason that children may not be able to attend school at the designated age is because children sometimes have to earn their own money to pay tuition, because parents can't afford to do it themselves. At the current time the government provides free education to four children in every home, however the average family has 8 children.

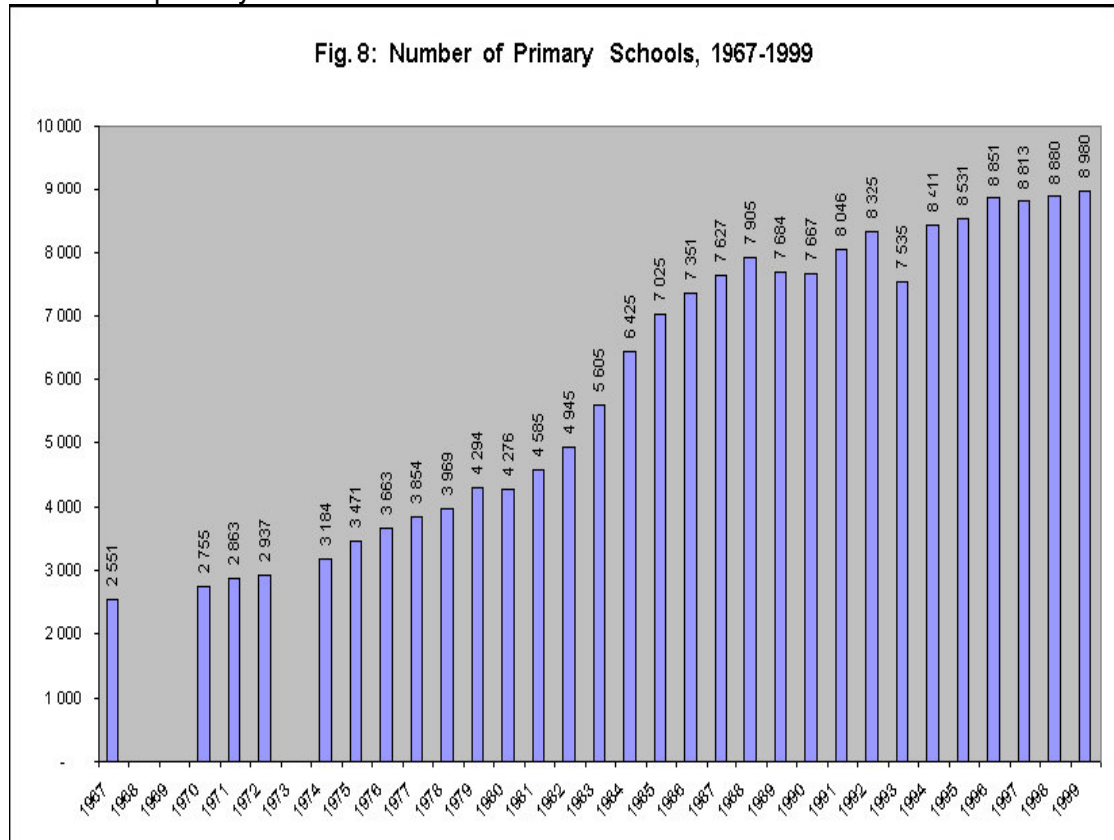
For more statistics on pre-primary and primary education visit:
http://www.education.go.ug/abstract_2004.htm

2.2 School accessibility

Despite some progress over the late 1980s, the basic education system in Uganda was in an unsatisfactory state in the early 1990s. The gross primary enrolment ratio was 87%, basic inputs were lacking, and Ugandan households were paying too much for primary education. In 1996, the President decided to remove fees for up to four children per family (of which two should be girls), in a bold effort to achieve universal primary education (UPE) for all children aged 6 to 12 years by 2000—a goal set in 1987. The President's decision removed a key obstacle for families, also sending a signal on the importance of education.

The number of primary school is growing with the years, but especially in the north of Uganda there are not always enough schools to provide education for everyone.

Number of primary schools:



Costs

Although school fees may not have to be paid in some schools children do need to pay for school uniforms and stationary. This might make education to expensive for some and if a family has more then four children they will still need to pay school fees for their other children.

For more information on the Universal Primary Education (UPE) project visit:
http://www.adeanet.org/programs/pstr99/pstr99_uganda.pdf

2.3 Forms of primary education

Pre-primary education

Pre-primary children can begin school at age three. Most urban areas have fine preschool facilities. Preschool is very commercial, and the private sector dominates such schools. The government is concerned about the lack of regulation at this level. Fees are often seen as excessive and exclusionary. The quality of education is very uneven, as are teaching methods, facilities, and alleged violations of sound pedagogical principles of child psychology and development. The problem with the better schools is competition, which is so high for the few positions available that parents must literally enrol the child at birth to assure that the child will find a place in these preschools.

Primary education

The main problem facing primary educators in Uganda is budgetary. Beyond this there is a great disparity between the education available in cities and in remote rural areas. This attracts Ugandans to cities like a magnet and is the source of many urban problems when unsuccessful students drop out and take to crime or other self-help activities to support themselves. More vocational training is being introduced into primary school curricula in an attempt to address this problem.

Urban & Rural Schools

The distribution of education at the primary level is reasonably well balanced throughout Uganda, with the exception of Karamoja in the north, where the people and climate are more Sudanese in character than Ugandan. The Karamojong and other ethnic groups little respect national boundaries and migrate freely between Uganda and the Sudan in search of grazing pastures for their livestock and water. The highly mobile lifestyle of this population makes it difficult to meet their educational needs. Special educational grants are supplied to schools in Karamoja to address this problem. Enrolment ratios in each province are within 15 percent of the national average, except for Karamoja (Helleiner 1979), where only 17.5 percent of eligible children are enrolled. Given the chronic fighting, drought, migrations, and other problems that torture this population, even this number is remarkable. The introduction by the government of Sudan in Khartoum of slavery as a weapon of war against Africans in the south of the Sudan encourages large flows of migrants into Uganda, which further complicates educational planning in northern Uganda. Despite its problems, Uganda has never, in recent years, subjected its populations to the horrors of slavery. The same cannot be said for the Sudan and Mauritania.

2.4 Curriculum

Primary students study arithmetic, natural science, farming, health, reading, writing, music, English, religion, and physical education in grades one and two. Grades two through seven add art, crafts, language, history, geography (often of England and the United States), and cooking and domestic science for young girls. Curricula are established by the National Curriculum Development Center (NCDC). Panels of

teachers and members of examination boards, university professors, and educational inspectors review all curricula. The NCDC examines syllabi and textbooks, as well as teacher guides. They even write textbooks or recommend revisions. The Ministry of Education implements the recommendations of the NCDC. Many primary schools have libraries to encourage the habit of reading as a lifelong activity. Radio lessons are provided for in-service teacher training and personnel development, as well as for English language instruction. Radios are common even in the remotest parts of Karamoja, so this is an effective means of reaching many isolated populations that might otherwise not be served.

2.5 Management and teachers

Management

District Education Officers (DEOs) are responsible, in conjunction with communities, for the delivery of primary education, while the MOES' role has shifted to become one of policymaking, investment management, and quality assurance. In practice, DEOs are responsible for monitoring and supporting all primary schools within their districts, and they work with the district's Chief Administrative Officer (CAO) to develop plans and budgets that integrate social services. Through the District Service Commission, each district recruits and assigns primary school teachers, although payment of teachers' salaries remains a central responsibility. The main source of financial support to primary education is through the Poverty Action Fund (PAF), which provides for 12 conditional grants for education. While a number of these are donor-specific initiatives, primary teachers' salaries, classroom construction, school capitation grants, support for TDMS, and funds for instructional materials are provided through the PAF. Currently, about 75 percent of the total PAF is transferred for education, and 72 percent of all government resources for education are provided through the districts.

Teachers

Primary school teachers are very mobile, and there is a persistent shortage of such teachers. In 1979, some 16.2 percent of approved teaching positions were unfilled. In 1980 there were 38,422 primary school teachers in almost 4,500 schools. The teacher-pupil ratio was about 1:34. Most were trained in grade three teacher training colleges. This means that these teachers have at least finished secondary school before being admitted to grade two teacher training. In the past they could teach primary school if they had finished grade seven. A few unqualified teachers from the old system are still teaching but they are being phased out.

2.6 Government input

The plans for pre-primary and primary education can be found below. For more information about the government budget for pre-primary and primary education visit: http://www.education.go.ug/Final%20ESAPR%202006.htm#_Toc149034340

Plans

OBJECTIVE	PLANNED ACTIVITIES	KEY OUTPUTS	PERFORMANCE INDICATORS	TIME FRAME
Create awareness for Human right education in schools	Develop guidelines for alternative ways of disciplining children	Documents/guidelines	Number of writers for writing the guidelines	Nov 06
Strengthen HIV/AIDS prevention in primary schools	Monitor and support supervision of PIASCY	Monitoring reports	Number of monitoring trips done	June 07
Capacity building	Train teachers and key	Change of the attitudes in	Number of teachers	June 07

OBJECTIVE	PLANNED ACTIVITIES	KEY OUTPUTS	PERFORMANCE INDICATORS	TIME FRAME
for Human rights Education	stakeholders on the guidelines above	punishing of children	/key stakeholders trained	
ECD/UPE advocacy	Print the 2007Ecd /UPE calendars	Number of calendars printed	Reports on how calendars were printed distributed	Feb 07
Prepare the sub sectors budget estimates	Prepare the MTBF and sub sectors budget	MTBF and PPE budget	MTBF and PPE budget	May 07
To ensue quality of delivery of ECD programmes	Monitoring of ECD centres	80ECD centres	Monitoring reports	June 07
	Carry out survey of ECD programme.	ECD programmes in 70 district	Survey report	Dec 06
	Monitor implementation of thematic curriculum	80 primary schools	Monitoring reports	June 07
	Disseminate ECD guidelines	Hold 4 workshops	Workshop reports	June 07
	Develop trainers manual (TOT) for care givers	One TOT manual	Trainers manual	March 2007
To enable access to basic education for marginalized groups	Mid year review of TRACE project	1 mid year review	Review report	July 06
	Annual review of TRACE project	1 annual review	Review report	Dec06
To enhance the quality of data on Pupil enrolment in Primary schools	Procure Pupils cards for implementation of Pupil Identification numbers	2 million Pupil record cards printed	2 million pupils record cards delivered to MoES stores and paid for	January 07
	Train Primary school headteachers on the PIN implementation guidelines	A total of 3800 headteachers trained	A total of 22 districts in West Nile and Northern regions ready to implement PIN	May 07
Support National and District Capacity to manage COPE centres	Monitor COPE centres	Improved teaching and management of COPE centres	Number of centres monitored	Oct 06
	Monitor the implementation of PIN in 22 districts	22monitoring/supervision visits made in the districts.	Implementation of PIN progressing as planned	Dec 07
	Train headteachers on the proper management of school attendance records	A total of 2500/- headteachers trained in Kiboga, Mukono, Rukungiri, Nakaseke, Lira, Kitgum, Dokolo and Wakiso	Schools will submit properly filled school attendance summaries to MOES	March 07
To use school resources efficiently and effectively through the promotion of Double shift Teaching system	Prepare requisitions	Allowances paid to the teachers in the districts of Masaka, Luwero, Nakaseke, and Hoima.	Requisitions made Cheques collected, Accountability submitted by districts	June07
	Conducting training sessions	Reports on the training	Number of stakeholders paid	June 07
	Conducting evaluation meetings	Reports on meetings	Number of meetings conducted	June 07
	Monitoring visits	Reports on the visits	Number of schools monitored	June 07
A. A. Hard – to-reach To strengthen district capacity with in hard to reach	Payment of allowances to all trained and qualified Grade III primary teachers in Hard to reach districts of Karamoja (Kotido, Kaboong Nakapiripit), Kalangala and Mukono (Buvuma and Koome) Islands.	Payment effected to 1628 GIII primary teachers in Karamoja region, Kalangala and Mukono districts at a rate of 25,000/= each teacher per month for 12 months	- Requests made from the districts - Requisitions made - Cheques collected and accountabilities submitted by districts to MOES.	Quarter I July, Aug, Sept 2006, Quarter II Oct, Nov 2006, Quarter III , Jan, Feb, Mar Quarter IV April, May, June 2007
	ii) Field monitoring to carry out reconciliation of submitted lists of teachers and also access teaching and learning process.	-Verify beneficiaries / teachers in the affected districts -Assess learning / teaching process.	Reports on the monitoring process.	March 07

OBJECTIVE	PLANNED ACTIVITIES	KEY OUTPUTS	PERFORMANCE INDICATORS	TIME FRAME
B. Management training. To promote, strengthen and enhance management practices	i). Conducting evaluation meetings with development partners/MOES departments on management training activities. ii). To hold quarterly management working group meeting.	i). Minutes of the evaluation meetings ii) Reports on harmonized progress and planned activities.	4 meetings every quarter for 2006/07	June 07
	iii) To train TOTs in Modules 3 and 4 under Education management strengthening (EMS) for customized performance targets (CPTs) in Kabulasoke C/PTC catchment area (Mpigi, Sembabule and Kyenjojo districts)	Conduct training for 60 ToTs in the Kabulasoke C/PTC catchment area.	-Evaluation of the reports on the number of people /ToTs trained.	October 06
	iv). To train head teachers and deputies in Mpigi, Sembabule and Kyenjojo districts in module 3 and 4 under (EMS) for customized performance targets.	Support training of head teachers and deputy head teachers in financial and curriculum management skills.	1548 head teachers and deputy head teachers trained in financial and curriculum management skills.	November 2006
	v). Monitor peer group meetings (PGMs) for head teachers and deputies. In module 3(managing school finances)	Evaluation report on the conduct of peer Group meetings in centre coordinating centres.	15 centre coordinating schools (CCs) visited.	
	vi). Monitor training of school management committees in northern and Karamoja region.	Evaluation reports on the district based training of school management committees and head teachers.	18 districts monitored	Dec 06
	vii) Monitor school based SMC orientations/activities	Evaluation reports on school SMCs orientations/activities	30 districts monitored	Jan-June 07
	viii). Conduct translation of SMC handbook into 3 other languages (Ng'akaramojong, Langi, Runyoro) and printing	Copies of translated SMC produced	5,000 copies of SMC handbook in Ng'akaramojong, Langi, and Runyoro) printed.	
	C. ABEK To improve national capacity to monitor ABEK	Monitor ABEK learning centres in Karamoja region	Evaluation reports on ABEK learning centres	30 ABEK learning centres monitored
D. Private primary Schools to assess applications to meet basic requirements	Process applications for private primary school for licensing and registration	Verified/ processed applications for licensing/ registration	50 applications processed	
	Monitor and evaluate private primary schools in Rukungiri, Ntugamo, Mpigi, Lira and Busia districts	Evaluation reports on private primary schools in 6 districts.	60 private primary schools monitored.	
School health and hygiene Education component: To ensure quality of school health programmes	Review draft school health policy	Reviewed school health policy in place	Approved SHP by TMM	Dec 06
	Regular support supervision and monitoring for school health an hygiene in district and schools	Reports	Number of districts and schools provided with supervisory support and monitoring	June 07
	Provide hygiene/ health tips. Orientation training to districts	Reports	Number of districts leaders trained	June 07

OBJECTIVE	PLANNED ACTIVITIES	KEY OUTPUTS	PERFORMANCE INDICATORS	TIME FRAME
To support Districts and schools in the implementation of gender parity and create partnerships for girls education with in the UNGEI, framework.	Develop, review and finalise a handbook for mentoring teachers in creating gender responsive learning environments.	A gender responsive handbook	Gender responsive handbook	Dec 06
	Pre-test guidelines for school authorities for enrolling primary school girls through Soroti PTC	Guidelines	Guidelines for school authorities	Dec 06
	Develop and review messages for community mobilisation in Karamoja	Messages to enhance access and retention of children in primary schools	Messages developed	2.6.1.1.1.1 <i>Feb 07</i>
Gender training and sensitisation at districts and sub-counties	Train and sensitise stakeholders on promotion of girls Education	800 stakeholders	Evaluation Reports. UNGEI formed	June 07

2.7 Special needs education

Special needs education in Uganda started in 1952. The Colonial Government began providing separate 'special education' services for a few children with visual, hearing, learning and motor impairments, since many children and youth with disabilities were not benefiting from the existing educational provision. However, persons with disabilities were still generally marginalised by beliefs and attitudes in society, and so developments in this 'special education' moved slowly. Inclusive education has subsequently become seen as the way to ensure that all learners access and participate in education. All teachers are central to the implementation of this strategy. Steps have been taken to ensure that Uganda's teachers are better able to teach children with special needs – all those who experience barriers to learning and development – in an inclusive setting. However, there are still some key areas of teacher training in Uganda that need further attention.

Initially, the Ugandan Government had no policy on training teachers in special needs. In 1992 it established a policy on 'Education for National Integration and Development', pledging to support special needs education by providing funding and teacher training. A 1991 Act of Parliament mandated the Uganda National Institute of Special Education, UNISE, (now Faculty of Special Needs and Rehabilitation, Kyambogo University) to train special needs education teachers. This has enabled Uganda to begin responding to the call for Education for All.

2.8 Conclusions

Uganda has made great strides in increasing the number of children that attend primary school. The attendance increased dramatically after school fees no longer had to be paid for four children per family. This initiative has however had an effect on school quality because of the greater number of students attending and the government is working on stabilising its school system after this dramatic change. The education system is based on that of England because of the British occupation, however Uganda continuously changes the curriculum to better fit the needs of education.

3. Secondary education

3.1 School attendance

GER statistics for secondary education in Uganda:

District	Male Students	Male Pop'n	Female Students	Female Pop'n	Total Students	Total Pop'n	Male GER	Female GER	Total GER
Adjumani	2,952	20,913	1,707	19,297	4,659	40,209	14.12%	8.85%	11.59%
Apac	6,118	51,788	3,655	49,831	9,773	101,619	11.81%	7.33%	9.62%
Arua	11,547	69,771	6,495	69,425	18,042	139,196	16.55%	9.36%	12.96%
Bugiri	7,542	31,060	4,833	30,676	12,375	61,736	24.28%	15.75%	20.05%
Bundibugyo	2,023	16,478	1,143	17,182	3,166	33,660	12.28%	6.65%	9.41%
Bushenyi	12,342	59,148	13,710	60,711	26,052	119,859	20.87%	22.58%	21.74%
Busia	6,716	16,480	4,961	17,267	11,677	33,746	40.75%	28.73%	34.60%
Gulu	9,737	34,080	4,601	32,275	14,338	66,355	28.57%	14.26%	21.61%
Hoima	5,110	27,987	4,231	26,875	9,341	54,862	18.26%	15.74%	17.03%
Iganga	11,509	51,216	9,741	51,605	21,250	102,820	22.47%	18.88%	20.67%
Jinja	13,870	30,581	11,063	33,134	24,933	63,715	45.35%	33.39%	39.13%
Kabale	11,615	37,774	9,347	40,077	20,962	77,850	30.75%	23.32%	26.93%
Kabarole	6,937	29,790	6,168	27,866	13,105	57,656	23.29%	22.13%	22.73%
Kaberamaido	1,327	8,789	724	8,397	2,051	17,186	15.10%	8.62%	11.93%
Kalangala	307	2,625	281	1,948	588	4,573	11.70%	14.43%	12.86%
Kampala	25,995	86,541	23,662	119,973	49,657	206,514	30.04%	19.72%	24.05%
Kamuli	12,400	51,524	8,898	49,833	21,298	101,357	24.07%	17.86%	21.01%
Kamwenge	2,525	23,989	1,808	23,317	4,333	47,305	10.53%	7.75%	9.16%
Kanungu	3,292	16,424	2,754	16,082	6,046	32,506	20.04%	17.12%	18.60%
Kapchorwa	4,570	14,579	4,365	14,732	8,935	29,311	31.35%	29.63%	30.48%
Kasese	8,068	45,043	6,222	47,815	14,290	92,858	17.91%	13.01%	15.39%
Katakwi	2,814	22,271	1,538	21,281	4,352	43,552	12.64%	7.23%	9.99%
Kayunga	4,629	21,898	4,032	21,045	8,661	42,943	21.14%	19.16%	20.17%
Kibaale	5,485	34,624	4,075	32,843	9,560	67,467	15.84%	12.41%	14.17%
Kiboga	2,339	18,711	2,176	16,907	4,515	35,619	12.50%	12.87%	12.68%
Kisoro	3,268	17,441	1,985	19,600	5,253	37,041	18.74%	10.13%	14.18%
Kitgum	2,545	23,623	1,620	22,446	4,165	46,069	10.77%	7.22%	9.04%
Kotido	2,062	71,158	1,149	67,789	3,211	138,947	2.90%	1.69%	2.31%
Kumi	5,868	27,614	4,438	26,536	10,306	54,150	21.25%	16.72%	19.03%
Kyenjojo	2,608	31,625	1,933	28,533	4,541	60,158	8.25%	6.77%	7.55%
Lira	12,644	58,731	6,066	55,949	18,710	114,680	21.53%	10.84%	16.31%
Luwero	8,777	36,866	9,144	34,865	17,921	71,730	23.81%	26.23%	24.98%
Masaka	10,629	63,500	10,776	61,597	21,405	125,096	16.74%	17.49%	17.11%
Masindi	5,150	37,935	3,520	36,844	8,670	74,780	13.58%	9.55%	11.59%
Mayuge	2,007	22,390	1,449	22,030	3,456	44,420	8.96%	6.58%	7.78%
Mbale	17,378	52,499	14,866	55,921	32,244	108,420	33.10%	26.58%	29.74%
Mbarara	14,370	85,585	10,931	85,096	25,301	170,681	16.79%	12.85%	14.82%
Moroto	860	14,201	792	14,110	1,652	28,311	6.06%	5.61%	5.84%
Moyo	3,636	19,223	1,619	16,951	5,255	36,173	18.91%	9.55%	14.53%
Mpigi	9,209	35,559	9,170	31,437	18,379	66,996	25.90%	29.17%	27.43%
Mubende	5,821	57,853	5,607	53,467	11,428	111,321	10.06%	10.49%	10.27%
Mukono	15,273	62,416	15,260	62,009	30,533	124,425	24.47%	24.61%	24.54%
Nakapiripirit	530	14,295	231	13,156	761	27,451	3.71%	1.76%	2.77%
Nakasongola	2,018	8,924	1,341	8,629	3,359	17,553	22.61%	15.54%	19.14%
Nebbi	5,845	31,196	2,755	31,892	8,600	63,088	18.74%	8.64%	13.63%
Ntungamo	4,304	31,547	2,796	31,731	7,100	63,278	13.64%	8.81%	11.22%

Pader	2,915	23,363	955	22,541	3,870	45,904	12.48%	4.24%	8.43%
Pallisa	8,755	36,214	6,180	35,315	14,935	71,529	24.18%	17.50%	20.88%
Rakai	4,112	37,355	4,886	35,957	8,998	73,313	11.01%	13.59%	12.27%
Rukungiri	5,206	25,999	6,080	26,337	11,286	52,336	20.02%	23.09%	21.56%
Sembabule	1,544	14,183	1,553	13,429	3,097	27,612	10.89%	11.56%	11.22%
Sironko	4,021	20,467	3,124	20,547	7,145	41,014	19.65%	15.20%	17.42%
Soroti	8,161	29,644	4,717	28,575	12,878	58,219	27.53%	16.51%	22.12%
Tororo	10,882	38,858	7,948	39,118	18,830	77,976	28.00%	20.32%	24.15%
Wakiso	36,183	79,407	41,548	93,186	77,731	172,594	45.57%	44.59%	45.04%
Yumbe	2,408	25,220	1,006	22,450	3,414	47,671	9.55%	4.48%	7.16%
Grand Totals:	400,758	1,958,975	327,635	1,968,437	728,393	3,927,410	20.46%	16.64%	18.55%

3.2 School accessibility

Uganda has introduced free secondary education this year. The calls heightened following the success of free primary education which is one of the Kibaki Government's success stories. Introduced in 2003, free primary education saw enrolment rise within the first year by 1.3 million, from an enrolment figure of 5.9 million in 2002, to 7.2 million in 2003. The figure has since moved to 7.6 million as at the end of last year.

Mr Musyoka (the president), while launching his manifesto in his bid for the presidency, said his administration would introduce free secondary education to expand access to higher education. Whereas the abolition of tuition will lower cost of secondary education, several challenges still remain that will hinder access. These include:

- teacher shortage;
- lack of facilities in many schools and
- high cost of boarding.

As of this year, the transition rate from primary to secondary increased to 60 per cent, up from 57 per cent the previous year. This means that out of the 640,000 candidates who sat Standard Eight examinations last year, about 240,000 did not make it to the secondary level.

Number of school

As can be seen in the table below the number of schools is very low in several districts. At this time there are not enough schools to support the growing number of people attending secondary education.

Number of secondary schools per district:

District	Number of schools	District	Number of schools
Adjumani	20	Kumi	40
Apac	31	Kyenjojo	34
Arua	93	Lira	59
Bugiri	58	Luwero	107
Bundibugyo	16	Masaka	141
Bushenyi	117	Masindi	47
Busia	45	Mayuge	47
Gulu	45	Mbale	95
Hoima	48	Mbarara	183
Iganga	118	Moroto	4
Jinja	85	Moyo	21
Kabale	75	Mpigi	99
Kabarole	43	Mubende	131

Kabaramaido	22	Mukono	217
Kalangala	3	Nakapiripirit	3
Kampala	218	Nakasongola	26
Kamuli	104	Nebbi	33
Kamwenge	28	Ntungamo	58
Kanungu	37	Pader	24
Kapchorwa	31	Pallisa	62
Kasese	82	Rakai	73
Katakwi	24	Rukungiri	46
Kayunga	58	Sembabule	29
Kibaale	78	Sironko	32
Kiboga	45	Soroti	65
Kisoro	24	Tororo	82
Kitgum	19	Wakiso	294
Kotido	8	Yumbe	18
Total			3.645

3.3 Forms of secondary education

Since many students come from great distances to attend secondary schools, most are boarding schools. It is also true that to prevent unwanted pregnancies, most secondary schools cater to a single sex. English is the principal language of instruction. Students that cannot attend secondary education may go from primary school to vocational education.

Vocational Education

High dropout rates at every level necessitate greater emphasis on vocational education to train school-leavers' for available jobs within Uganda's economy. Moreover, Uganda's industrial sector is small, compounding problems of absorption of dropouts. The Ministry of Education recognizes this problem and has revamped secondary school curricula to reflect the need for more training in arts and crafts and vocational subjects such as woodworking and agriculture. The Nakawa Vocational Institute in Kampala offers full-time courses in auto mechanics, electrical installation and fitting, and industrial engineering. A 16 year old secondary school dropout who has completed at least two years of secondary school can take six month training courses in metal working, sheet metalwork, welding, and flame cutting. Both theory and practice are taught.

There are YMCAs and YWCAs throughout Uganda which offer vocational training programs in handicrafts, cooking, health education, dressmaking, typing, business correspondence, bookkeeping, carpentry and joining, masonry, plumbing, and driving. Makerere University's Continuing Education Center also offers vocational training courses by "taking the university to the people." These are one-year full-time residence courses leading to university certificates in adult studies. It also offers courses for clerks, teachers, chiefs, artisans, and agricultural extension workers. There are 10 rural technical schools offering three year courses and five two-year technical training institutes. The Uganda Technical College and the Uganda College of Commerce also offer vocational training. In 1962 technical and commercial training accounted for 3.9 percent of the national education budget and by 1981 it had climbed to 7 percent, but it fell back to 4 percent by 1985.

Examinations & Diplomas

Admission to secondary schools depends upon passage of the Primary Leaving Examination (PLE) with high scores. Students who do so may choose to enter a grade two teacher training college or a technical college rather than pursue an academic secondary school education. Upon successful completion of four years of

"O" level secondary education, students take the Uganda Certificate of Education examination. Only 20 percent of "O" level graduates earn scores high enough for admission to "A" level secondary schools for advanced training in their area of specialization. Advanced secondary education lasts for two additional years. Upon completion of "A" level education students face another hurdle known as the Uganda Advanced Certificate of Education examination. This examination determines selection for university education, national teachers colleges, and government employment.

3.4 Curriculum

The curriculum includes mathematics, physics, chemistry, biology, English, French, history, geography, religious studies, political education, literature, and commerce. Additional languages offered may include German, Swahili, Urdu, Gujarati, and/or Luganda. All schools have extracurricular activities such as soccer and other sports, games, and cultural activities such as school plays and concerts. Home economics, art, agriculture, wood and metal fabrication, and other practical subjects have been introduced in many schools to meet the demands of a labour market that must absorb over half of all Form IV graduates who do not advance to "A" levels. Secondary school curricula do not have to be identical. General education courses are taken during the first two years and in the third year students begin to specialize. Second languages phase in during the third year in most schools.

3.5 Management and teachers

Management

For more information on the management system see 2.5 Management and teachers, management.

Teachers

In 1991, about 48 percent of all secondary school teaching positions were not filled. Rapid expansion of the secondary school system in part explains the shortages. The majority of teaching faculty in secondary schools are graduates and more than 60 percent are professionally trained. Graduates of "O" level institutions are eligible to enter grade three teacher training colleges; however, Makerere University's Department of Education bears primary responsibility for training qualified secondary school teachers, in cooperation with national teachers colleges. Students who attend national teachers colleges receive their diplomas through Makerere University's School of Education. In-service teacher education is encouraged, but no established required programs are in place. The Uganda Technical Colleges and the Uganda College of Commerce train cadres of technicians, secretaries, stenographers, accountants, and craftsmen respectively.

Technical colleges and universities face chronic shortages of teachers and have difficulty recruiting and maintaining faculty. One problem brought on by very rapid expansion of secondary schools is the recruitment of unqualified teachers to staff classrooms. Teaching staffs have more than doubled, but in 1980 untrained teachers were 38 percent of the teaching force and this number rose to 48 percent by 1989. Upgrading such faculty will present a major challenge for Uganda.

3.6 Government input

The plans for secondary education can be found below. For more information about the government budget for secondary education visit:

http://www.education.go.ug/Final%20ESAPR%202006.htm#_Toc149034340

Plans

Objective	Planned Activities	Key outputs	Performance Indicators	Targets
Training of staff	Retreat of Departmental staff	One Retreat for SE Department	-No. of retreats made -No. of retreat reports -No. of staff who attended	December 2006
	Regional workshops for leadership management and policies	4 Regional workshops conducted	-No. of workshops conducted -No. of BOGs sensitised	June 2007
	Regional workshops for Head teacher, Deputies and teachers on policy issues / matters	4 Regional workshops conducted	-No. of workshops conducted -No. of Head teachers, DH/teachers and Teachers sensitized	June 2007
	Annual workshops for Head teacher	4 required workshops conducted and 1 national	-No. of workshops conducted -No. Of H/teachers trained and sensitised	February 2007
	Training of staff in ICT	8 Regional workshops conducted	-No. of workshops conducted -No. of H/teachers and teachers trained	On-going
Universal Post Primary Education And Training (Uppet)	Publicizing UPPET	Publication in the media (print, radio and TV)	-No. of publications made -No. of prints made -Type of media used	January 2007
	Study tours for the staff of the UPPET sub-sector	Pick lessons and examples of good practices from countries already implementing USE/UPPET	-No. of staff able to go for the tour -No. of countries visited	February 2007
	Regional stakeholders sensitization workshops on the implementation guidelines	5 regional workshops conducted	-No. of workshops conducted -No. of stakeholders in attendance -Type of stakeholders	December 2006
	Recruitment of 1 st phase of 2000 teachers to cover the current deficit	Teachers recruited for various discipline in critical need areas	-No. of teachers recruited -Reduction in deficit -Deployment	On-going
	Recruitment of support staff	Various support staffs recruited	-No. of staff recruited -No. of areas covered	December 2006
	Deployment of 2000 recruited teachers and support staff	All schools attain staff ceiling	-No. of schools attaining the required ceiling	January 2007
Increasing Access To Secondary Education	Provide bursary to S1 students in UPPET eligible schools	All eligible schools receive 7m as threshold and 29,000/= per student per term	-No. of beneficiaries paid for -No. of eligible schools covered	February 2007
	Administration of bursary scheme at District and National level	All fees for UPPET students paid	-No of beneficiaries -No. of eligible schools	March 2007
	Expansion of 6 existing seed schools	6 schools expanded	-No. of seed schools constructed and completed	June 2007
	Construction of 41 seed secondary schools	41 seed schools constructed	-No. of seed schools constructed and completed	June 2007
	Rehabilitation of Sir Samuel Baker	Sir Samuel Baker Rehabilitated	-Rehabilitation of Sir Samuel Baker completed	June 2007

Objective	Planned Activities	Key outputs	Performance Indicators	Targets
	Purchase of science kits	Science kits purchased	-No. of kits purchased -No. of schools receiving the science kits	February 2007
	Monitoring of construction work at various sites	Quality work done	-No. of quality buildings -No. of supervision/monitoring reports	On-going
	Process applications for schools for Government Grant Aiding	Grant-Aiding many Community schools	-No. of schools grant aided	On-going
Improving Governance And Management Of Schools	Governance and management of schools	Process of appointment of BOGs of schools	-No. of BOGS appointed	On-going
	Process and approval of licenses/registration for private schools	Secondary schools licensed/registered	-No. of schools licensed or registered	On-going
	Process approval of school budgets	Approved budget for all schools	-No. of budget estimates approved	On-going
	Participate in the recruitment and appointment of Head teacher and Deputy Heads	Appointed personnel in schools	-No. of Head teacher, Deputies and teachers appointed	On-going
	Deploy the appointed staff	Appointed personnel deployed	-No. of appointed personnel deployed	On-going
	Process transfers of teachers and head teachers	Teachers and Head teachers transferred to improve performance	-No. of teachers and head teachers transferred	On-going
	Administrative support supervision to head teachers, deputies, teachers and BOGs in schools Support supervisory visits made to at least 400 schools	At least 400 schools visited and supervised	-No. of schools visited and supervised	On-going
Students' Activities	Regional workshops and sensitisation seminars for students for students' leaders	5 Regional seminars conducted	- No. of seminars conducted - No. of students leaders trained, sensitized	On-going
	Conduction of music and dance festivals for secondary schools	National music and dance festival conducted	- No. of festivals conducted - No. of schools that participated	November 2006
	Conduction of science fair for secondary schools	National science fairs conducted	- No. of participating students/schools	April 2007
Travel Inland	District/school based supervision and administration of UPPEP bursary scheme	79 districts supervised 800 schools supervised	- No. of districts visited and supervised	On-going April 2007
	Survey visits for verification of schools which applied for Government Grant-Aiding	Sub counties without Government secondary schools visited and verified	-No. of sub counties visited -No. of schools visited	On-going
Advocacy, Mobilization And Networking Activities	Training and sensitization of science teachers on gender issues	5 Regional workshops held	-No of workshops conducted	December 2006 To January 2007
	Participate in Secondary Education Curriculum Review Process	Revised Curriculum for Secondary Education	-No. of meetings/workshops held	June 2007

Objective	Planned Activities	Key outputs	Performance Indicators	Targets
	Coordination of HIV/AIDS activities in the sub-sector	Improved sensitization on HIV/AIDS issues	-No. of workshops held	On-going

3.7 Conclusions

School fees for secondary education were very high and made it impossible for the poor to attend secondary school. This year the government made secondary education free as they did with primary education. The results of this cannot be seen in the statistics yet because it is such a new development. But even though school fees are no longer an issue the distance to secondary schools make it impossible for a lot of people to attend without going to a boarding school and boarding schools of course have also charge fees for living and food. So there are still a lot of issues that need to be addressed before the poor of Uganda really have access to secondary education.

4. Higher education and university

4.1 School attendance

	Institution type	Enrolment			Teaching staff			Graduates		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
(a)	Public universities									
1	Makerere University	17,078	12,212	29,299	852	274	1,126	4,833	3,298	8,131
2	Mbarara University of Science and Technology	759	397	1,156	100	38	146	144	95	239
3	Kyambogo University	4,515	2,680	7,195			645	1,373	871	2,244
4	Uganda Management Institute	377	363	740	37	12	49	301	211	512
5	Makerere University Business School	2,661	2,150	4,811						
6	Gulu University	494	146	640	66	14	80	1	1	2
	Sub-total	25,893	17,948	43,841	1,055	338	2,046	6,652	4,476	11,128
(b)	Private universities									
7	Kampala International University							382	303	685
8	Nkumba University	1,934	1,803	3,737	92	27	119	406	433	839
9	Islamic University in Uganda	1,286	717	2,003	115	14	129	304	154	458
10	Bugema University	810	361	1,171	44	28	72	125	106	231
11	Namasagali University	304	227	531	47	11	58	83	64	147
12	Uganda Martyrs University, Nkozi	1,135	648	1,783	62	18	80	243	160	403
13	Uganda Christian University, Mukono	1,424	1,240	2,664	70	35	105	139	175	414
14	E.A. Christian University, Ndejje	698	520	1,218	63	19	82	333	214	547
15	Aga Khan University	7	126	133	4	10	14	-	27	27
16	Kampala University	318	146	464	64	13	77	104	46	150
17	Kumi University	549	267	816	33	8	41	548	271	819
18	Busoga University	289	173	462	95	15	110	35	25	60
19	Kigezi International University									
	Sub-total	8,754	6,228	14,982	689	198	887	2,802	1,978	4,780
	Total universities	34,647	24,176	58,823	1,744	536	2,933	9,454	6,454	15,908
	National Teachers Colleges									
1	NTC Kakoba	1,228	958	2,186	29	10	39	266	156	422
2	NTC Ngetta	1,153	494	1,647	38	5	43	735	259	994
3	NTC Kaliro	1,230	722	1,952	40	4	44	697	363	1,060
4	NTC Nagongera	711	404	1,115	18	0	18	263	133	396
5	NTC Masindi	986	485	1,471	21	7	28	351	172	523
6	NTC Kabale	1,573	671	2,244	40	8	48	443	158	601
7	NTC Muni	843	356	1,199	31	4	35	198	55	253
8	NTC Unyama	756	285	1,041	25	1	26	307	98	405
9	NTC Nkozi	1,004	728	1,732	35	22	57	818	610	1,428
10	NTC Mubende	1,037	546	1,583	44	28	72	468	228	696
	Total NTC's	10,521	5,649	16,170	321	89	410	4,546	2,232	6,778
	Uganda Technical Colleges									
1	UTC Masaka	308	25	333	19	0	19	57	14	71
2	UTC Elgon	204	10	214	28	2	30	94	9	103
3	UTC Lira	160	2	162	17	0	17			
4	UTC Bushenyi	228	21	249	37	2	39	57	7	64
5	UTC Kichwamba	148	4	152	22	0	22	52	2	54
	Total UTC's	1,048	62	1,110	123	4	127	260	32	292
	Uganda Colleges of Commerce									

1	UCC Aduku	486	301	787	25	3	28	258	65	323
2	UCC Kabale	597	394	991	38	9	47	114	89	203
3	UCC Packwach	234	97	331	29	5	34	264	154	418
4	UCC Soroti	364	285	649	17	3	20	18	18	36
5	UCC Tororo	356	443	799	32	12	44	19	22	41
	Total UCC's	2,037	1,520	3,557	141	32	173	673	348	1,021
	Agricultural Colleges									
1	College of Agric. Mech, Busitema	213	14	227	25	1	26	52	5	77
2	College of Agric. Bukalasa									
3	Arapai Agriculture college, Soroti	274	48	322	25	2	27	61	12	73
4	Fisheries training Institute	155	39	194	26	3	29	82	19	101
	Total Agric. Colleges	642	101	743	76	6	82	215	36	251
	Forestry College									
1	Forestry college, Nyabyeya	151	45	196	27	5	32	65	17	82
	Total Forestry College	151	45	196	27	5	32	65	17	82
	Co-operative Colleges									
1	Tororo Cooperative (Annex)	17	15	32	5	0	5	17	15	32
2	Co-operative College, Kigumba	136	46	182	12	1	13	62	18	80
	Total Co-op. Colleges	153	61	214	17	1	18	79	33	112
	Hotel and Tourism									
1	Uganda Wild-life Institute									
2	Crested Crane Catering College, Jinja	86	102	188	10	7	17	79	114	193
	Total Hotel & Tourism	86	102	188	10	7	17	79	114	193
	Health and Medical									
1	School of Hygiene, Mbale	294	128	422	10	0	10	141	61	20248
2	Masaka Comprehensive Nursing	48	37	85	5	3	8	9	11	20
3	Soroti Comprehensive Nursing	83	56	139	2	3	5	18	12	30
4	School of Clinical Officers Gulu	147	51	198	8	1	9	53	15	68
5	School of Clinical Officers, FortPortal	278	121	399	16	9	25			
6	School of Clinical Officers, Mbale	151	81	232	3	1	4			
	Sub-total	1,001	474	1,475	44	17	61	221	99	320
7	Paramedical Schools, Mulago									
I	Medical laboratory	74	16	90	25	6	31	10	1	11
II	Radiography	31	3	34	2	0	2	5	2	7
III	Radiography	43	21	64	9	3	12	5	3	8
IV	Orthopaedic Officers									
V	Hygiene Annex (Nakasero)	30	26	56	2	1	3	21	8	29
VI	Medical Entomology & Parasitology	31	8	39	5	0	5			
VII	Health Tutors	21	18	39	14	8	22	4	17	21
VIII	Orthopaedic Technology	36	6	42	9	3	12	14	-	14
IX	Physio-therapy	25	11	36	2	2	4			-
X	Dental Officers	62	40	102	6	2	8	25	7	32
XI	ENT-Clinical Officers									
XII	Anaesthesia	6	11	17	4	4	8	11	6	17
XIII	Occupational Therapy	25	4	29	5	0	5	5	1	6
	Sub-total	384	164	548	83	29	112	100	45	145
	Total Health and Medical	1,385	638	2,023	127	46	173	321	144	465
	GRAND TOTALS	50,670	32,354	83,024	2,586	726	3,965	15,692	9,410	25,102

4.2 School accessibility

Admission to Uganda's universities and institutions of higher education is based upon passing the Uganda Advanced Certificate of Education. "High pass" is the ideal. A student who is over 25 years of age may apply for admission based upon "mature entry admissions." Such students must have completed "A" levels. Students who have completed diploma and certificate courses are also eligible for admission. If a student has completed four years of teacher training then they can apply for admission to Makerere's School of Education or its Institute of Education. The same general admissions qualifications apply for other institutions of higher education but admissions standards are less rigorous.

Costs

Fees need to be paid in order to attend a higher education institution in Uganda. The shortage of funds means that the fees are needed to ensure the quality of education and therefore the fees cannot be lowered to make higher education available for the poor. There are scholarships for those who qualify for higher education but cannot afford it.

4.3 Forms of higher education

In Uganda postsecondary or higher education refers to education that is post-"A" level. Only students who have successfully completed "A" levels and passed their Uganda Advanced Certificate of Education are eligible to enter postsecondary institutions of higher education. Publicly supported institutions are of three types; autonomous universities, institutions run by the Ministry of Education, and institutes administered by the Public Service Commission. Makerere University and Mbarara University of Science and Technology are autonomous universities. The Institute of Teacher Education, the Uganda Polytechnic, the National College of Business, four technical colleges, five colleges of commerce, and 10 national teachers colleges are administered by the Ministry of Education. The Institute of Public Administration, the Uganda Law Development Center, the School of Radiography, the School of Medical Laboratory Technology, the School of Psychotherapy, four agricultural colleges, the Fisheries Training Institute, two veterinary training institutes, Kigumba Cooperative College, the Soroti Flying School and 10 paramedical schools are all administered by the Public Service Commission. These are all considered postsecondary institutions of higher education in Uganda.

Makerere University is the oldest university in East Africa. It was founded by the British Colonial Office in 1922 to train "talented natives" for subordinate jobs in the colonial civil service. Until 1950 Makerere was the only publicly funded university in all of East Africa. It achieved full university status in 1970.

Uganda's private institutions of higher education include the Islamic University at Mbale, the Mbarara University of Science and Technology, Bishop Tucker Theological College (Anglican), Bugema Adventist College, the College of Tertiary Studies (Anglican), Chartered Institute of Bankers, Nkumba College of Commerce, and the Catholic National Seminaries (three). These institutions have separate charters and often receive substantial external funding.

Courses, Semesters, & Diplomas

It normally takes three years to earn a bachelors degree at any East African university, Makerere University and Mbarara University are no exceptions. Degrees in medicine and veterinary science take five years to complete, and engineering requires four years. Academic years begin October 1 and end on June 30, or August 30 for four term courses. During the first year of study each student must take and pass three subjects before being allowed to advance to their second year of

coursework. Lectures, discussions, and laboratories are supplemented with tutorials and library studies, research, and practical training. Undergraduate students have facilities for relaxation, sports facilities, chaplaincies, health care, and opportunities to participate in student government and social clubs. First degrees are offered in fields such as medicine, law, dentistry, veterinary science, agriculture, engineering, commerce, statistics, social work, forestry, philosophy, political science, anthropology, sociology, geography, literature, public administration, economics, music, dance, drama, fine art, physics, chemistry, biology, zoology, environmental studies, mathematics, and computer science, as well as languages (English, French, German, Russian, Swahili, Luganda, and Lingala).

Students can earn either a degree, such as a bachelor's degree, master's degree, or Ph.D., or a diploma or certificate. Certificate courses include adult education and library science, which take one year to complete. Two-year diploma courses are available in library science, music, dance, and drama. The Islamic University offers bachelor's degrees in Islamic studies, education, and medicine. Mbarara University of Science and Technology awards degrees in development studies, education, medicine, and applied science. The Institute of Teacher Education at Kyambogo awards diplomas in education to teachers who complete a two-year course. Uganda's many institutes award either certificates or diplomas depending upon the duration of coursework.

Postgraduate & Professional Training

Most master's degree candidates must meet residency requirements, take required courses, and write a master's thesis based upon original research. Doctoral degree programs also have residency and minimum coursework requirements, as well as a dissertation based upon original research. Students must satisfy their internal review committees and external examiners that they have mastered their subject. The M.D. and/or Ch.M. degree is awarded after completing one year of study beyond the bachelor's of science degree, and the doctorate of literature (D. Lit.) and D.Sc. are awarded after publication of work. For Ugandans, fees for tuition, research, and accommodations are free. Foreign students are required to pay annual tuition and fees, plus pay for research and dissertation, as well as accommodation costs separately.

4.4 Government input

The plans for higher education can be found below. For more information about the government budget for higher education visit:

http://www.education.go.ug/Final%20ESAPR%202006.htm#_Toc149034340

Plans

Planned Activities	Expected Outputs	Performance Indicator	Target
Establish Open University in Uganda	Open University established	(i) (i) Taskforce report on open university is reviewed (ii) (ii) Review report submitted to Cabinet	June 2007
Establish a Public University in Eastern Uganda	A Public University established	Operational University in Eastern Uganda	June 2007
Implement Recommendations in the Higher Education Strategic Plan	A cost saving measure which will increase the infrastructure and the number of government sponsored students	(i) No. of government sponsored students (ii) Infrastructural developments in universities	June 2007
Finalise a report from the Visitation Committee for Public Universities	Final Report on the visitation of Makerere, Gulu, Kyambogo, Mbarara universities and MUBS	Visitation Committee Report	June 2007

Planned Activities	Expected Outputs	Performance Indicator	Target
Finalise Loan Scheme Report	Final Report on Loan Scheme	(i) Consultants procured Legal Framework and financial projection written; (ii) Report approved by TMM; (iii) Loan Scheme report submitted to Cabinet	June 2007
Carry out admissions under Joint Admissions Boards of Public Universities and Tertiary Institutions	Admit 30,000 students for Academic Year 2006/2007 for Universities and other Tertiary Institutions	30,000 students admitted for 2006/2007	June 2007
Carry out processing of scholarships from Friendly countries	Receive, advertise, process and nominate successful candidates	Nomination of students to respective countries of study	June 2007
Monitor enrolment and registration of university and other tertiary institutions	Determine the number of students who have reported and accurate data on enrolment	Statistics on the enrolment	June 2007
Monitor intake capacity of Tertiary Institutions and Public Universities	Determine existing capacity in Public Universities and other Tertiary Institutions for Academic Year 2006/07	Report on the existing capacities available	June 2007
Participate in Governing Council Meetings	Participation in Governing Council meetings of Public Universities and other Tertiary Institutions	Report of the meetings available	June 2007
Monitor AIA funds in Public Universities and other Tertiary Institutions	Ensure the institutions comply with the Budget Act, which demands for quarterly returns of income and expenditure of AIA.	AIA quarterly reports of institutions available	June 2007
Review JAB Guidelines	Reviewed guidelines available	5,000 JAB Guidelines produced	June 2007
Attend International meetings where Uganda is represented by MoES	Participate in Seminars, Conferences, workshops, and build consensus	Reports of seminars, conferences and workshops available	June 2007
Carryout HIV/AIDS advocacy in Public Universities and Tertiary Institutions and attend Conferences on HIV/AIDS	Students in the institutions sensitised about HIV/AIDS, ARVS, voluntary counselling, peer education and behaviour change	(i) Reports of advocacies available (ii) Students sensitised on HIV/AIDS	June 2007
Hold National Forum for Distance Learning	Stakeholders sensitised; views on policy formulation on Distance Learning collected.	Report on Forum on Distance Learning available	June 2007

4.5 Conclusions

Higher education in Uganda is mostly for the more affluent families. There are thought of increasing the school fees for higher education, but as a study shows that would not be a problem because people attending them have the money. There is a scholarship program for those who qualify for higher education but cannot afford it. The government cannot afford to lower the fees because the institutions need the money to ensure quality education.

5. Informal education and literacy

5.1 Non formal education

Government caters for Non-formal education largely for children who still do not access education for various reasons such as social, economic and Environmental. These children include; over age, children in pastoral areas, and fishing villages and those in labour who are too old to return to school. Several initiatives have been undertaken by government in collaboration with other stakeholders with a view to enable the out of school youth benefit from education through alternative education delivery modalities. These include; Alternative Basic Education for Karamoja (ABEK), Complementary Opportunities for Primary Education (COPE), Basic Education for Urban Poverty Areas (BEUPA), Child-centred Alternative Non-formal Community Based Education (CHANCE), Empowering Lifelong Skills Education in Masindi (ELSE). Non-Government Organizations have made a tremendous contribution in this field and currently the enrolment in Non-formal programs stands to over 20,567 boys and 27,248 girls in Primary Education.

5.2 Adult education and literacy

History

During the 1940s, adult literacy programs produced commendable results from the time government joined the missionaries in their educational efforts. Most adults who went through baptism courses can still read and write with understanding. From 1946 to 1960 the program, which was implemented through films, demonstrations, and drama, contributed a lot to changing people's attitudes towards good health habits. From 1965 to 1978, 10% of the target population became literate at an average of between 40,000 and 45,000 people each year. This contributed greatly to the gradual reduction of illiteracy from 80% for women and 60% for men at independence, to 54% and 45% respectively in 1980. However, the illiteracy levels are still high in Uganda especially among women today.

Numbers

According to the IFAD study under the, Gender strengthening Program for Eastern and Southern Africa done in 2000, it was revealed that, illiteracy in Uganda is 55.1% among women, compared to 36.5% among men. Usually, in rural areas the gap is larger and literacy rates are lower. Programs to bridge these gaps have been introduced and they include; Functional Adult Literacy (FAL).

Functional Adult Literacy

In Uganda, Functional Adult Literacy Programmes involve other useful learning besides reading, writing and numeracy skills. The programmes are considered, as a powerful tool for empowering the people particularly if they can apply their new learning and skills properly. In addition, linking functional literacy training to credit helps enhance women's control over income. Today, most of the people who attend these Functional Adult Literacy classes are women.

Functional Adult Literacy (FAL) also empowers the population and reduces their ignorance and poverty. The study by UWESO and IFAD in the district of Hoima, Masindi and Kibaale shows that because of the programme, women have acquired learning or skills that enable them to control pest crops; how to improve sanitation and hygiene at the household level (use of rubbish pits, boiling water, use of latrines);

the care and nutrition of children (breastfeeding, a balanced diet, immunization); and modern farming methods and above all, it had given them self confidence.

In order to promote Functional Adult Literacy in Uganda, the Ministry of Gender, Labour and Social Development (MoGLSD) which covers only 26 Districts has produced Literacy Materials in six languages and these include; Luganda, Luo, Lunyankole, Lukiga, Lunyoro, Lutoro, Ateso and Lukonjo. The Literacy Materials include; Primers, Instructors' Guides to the primer, and charts. Some post-literacy materials have also been produced.

NGO's

Some Non-Governmental Organizations (NGOs) have been also active in the field of Functional Literacy programmes. The NGOs include; Action-aid. National Adult Education Association, Uganda Community Association for Child Welfare, Uganda Joint Action for Adult Education, Religious bodies and some parastatal organisations. There are also some literacy programmes being carried out by the Prisons Department.

Adult education

Apart from "Adult Literacy", diverse adult education programmes and activities in Uganda are in place. These contain a vital and significant educational component consisting of such elements as vocational training in various skills, artistic activities including theatre and drama, extra-mural studies, community development and club activities, various mass mobilisation programmes for general or specific adult groups and varied forms of extension work.

Statistics

Literacy statistics 2002:

Adult illiterate population. Female	2,750,204
Adult illiterate population. Male	1,479,808
Adult illiterate population. Total	4,230,012
Youth illiterate population. Female	758,735
Youth illiterate population. Male	457,145
Youth illiterate population. Total	1,215,880
Adult illiterate population. % female	65
Youth illiterate population. % female	62
Adult literacy rate (%). Female	57.7
Adult literacy rate (%). Male	76.8
Adult literacy rate (%). Total	66.8
Gender parity index for adult literacy rate	0.75
Youth literacy rate (%). Female	71.2
Youth literacy rate (%). Male	82.7
Youth literacy rate (%). Total	76.6
Gender parity index for youth literacy rate	0.86

5.3 Conclusions

The government makes good use of non formal education for those that still do not have access to education. The government is also working on the literacy problem. Several programs are running to try and increase the number of people that can read and write. For now the statistics on literacy rates are very poor.

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