THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

THE EDUCATION AND SPORTS SECTOR
ANNUAL PERFORMANCE REPORT

Financial Year 2016/17

Produced By:
SME Division,
Education Planning and Policy Analysis Department,
Ministry of Education & Sports,
Floor 6,
Embassy House, Kampala.

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Vision:  "Quality Education and Sports for All"

Broad Priority Objectives:

- To make significant and permanent gains in achieving equitable access to education at all levels;
- To improve considerably the quality of education, particularly at primary level;
- To enhance the management of education and sports service delivery at all levels particularly at district level;
- To develop the 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.

Mission Statement:  "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".

Strategic Objectives:

- To ensure universal and equitable access to quality basic education for all children through:
  (i) Early Childhood Care and Development for children up to 8 years;
  (ii) Universal Primary Education for children from 6 years to 12 years;
  (iii) Education for the disadvantaged groups from 6 years to 18 years; and,
  (iv) Implementing Universal Post Primary Education and Training.

- To improve the Quality of Education; and,
- To ensure equal access by Gender, District and Special Needs at all levels of Education.
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<td>GPI</td>
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<td></td>
<td>NER</td>
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<td>GIR</td>
<td>152%</td>
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<td>NIR</td>
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<td>Literacy rate at P6</td>
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<td>JPP</td>
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<td>KOICA</td>
<td>Korea International Cooperation Agency</td>
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<td>KPEP</td>
<td>Karamoja Primary Education Project</td>
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<td>Acronym</td>
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<td>Monitoring &amp; Evaluation</td>
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<td>MDAs</td>
<td>Ministries Departments and Agencies</td>
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<td>Millennium Development Goals</td>
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<td>Monitoring Learning Achievements</td>
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<td>Ministry of Education &amp; Sports</td>
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<td>Ministry of Finance Planning and Economic Development</td>
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<td>Ministry of Local Government</td>
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<td>Member of Parliament</td>
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<td>MTBF</td>
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<td>Medium Term Budget Framework</td>
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<td>MTN</td>
<td>Mobile Telecom Network</td>
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<td>Mbarara University of Science and Technology</td>
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<td>National Social Security Fund</td>
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<td>Physical Activity &amp; Sports</td>
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<td>Presidential Initiative on AIDS Strategy for Communication to the Youth</td>
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<td>Private University Joint Admission Board</td>
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<td>Uganda Shilling</td>
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<td>Sector Policy and Management Working Group</td>
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<td>Special Needs Education</td>
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<td>Support Public Sector Workplace to Expand Action &amp; Response against HIV/AIDS</td>
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<td>Top Management Meeting</td>
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<td>Tr</td>
<td>Teacher</td>
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<td>Organization/Programme</td>
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<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNFPA</td>
<td>United Nations Population Fund</td>
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<td>UN-JPGE</td>
<td>United Nations Joint Programme on Gender Equality</td>
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<td>Universities and Other Tertiary Institutions Act</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>Uganda Society for Sports Science &amp; Physical Education</td>
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<td>Uganda Young Positives</td>
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<td>Violence Against Children in Schools</td>
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<td>Virtual Local area Network</td>
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<td>Vocational Training Institute</td>
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<td>World Anti-Doping Agency</td>
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<td>Water, Sanitation and Hygiene</td>
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<td>WFP</td>
<td>World Food Programme</td>
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<td>WHO</td>
<td>World Health Organization</td>
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### Glossary of Terms

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Completion Rate</strong></td>
<td>Total number of pupils/students who registered for the end of cycle exams regardless of age, expressed as a percentage of the population at the official primary/secondary graduation age (12 years for primary and 16 years for lower secondary).</td>
</tr>
<tr>
<td><strong>Enrolment</strong></td>
<td>This is the total number of pupils/students who have registered in school during the current school year.</td>
</tr>
<tr>
<td><strong>Gross Enrolment Ratio (GER)</strong></td>
<td>Total enrolment in a specific level of education (Pre-primary, Primary, Secondary and Tertiary), regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year. Official school age groups for the specific levels of education are: Pre-primary: 3 – 5 years, Primary: 6–12 years, Secondary: 13-18 years, Tertiary: 19-25 years.</td>
</tr>
<tr>
<td><strong>Net Enrolment Ratio (NER)</strong></td>
<td>Enrolment of the official age-group for a given level of education (Pre-primary, Primary, Secondary and Tertiary) expressed as a percentage of the corresponding population.</td>
</tr>
<tr>
<td><strong>Under-age in Primary School</strong></td>
<td>Refers to the sum of the number of pupils in each grade of primary school who are one or more years younger than the official age (6 -12yrs) for that grade, expressed as a percentage of the number of pupils attending primary school.</td>
</tr>
<tr>
<td><strong>Gross Intake Ratio (GIR)</strong></td>
<td>Total number of new entrants in the first grade of a given level of education (Primary and Secondary), regardless of age, expressed as a Percentage of the population at the official school-entrance age. Official school-entrance ages for the specific education levels are: Pre-primary: 3 years Primary: 6 years, Secondary:13 years, Tertiary : 19 years</td>
</tr>
<tr>
<td><strong>Net Intake Ratio (NIR)</strong></td>
<td>Number of new entrants of official age expressed as a proportion of the official school entry age (3 years for pre-primary, 6years for primary, 13 years for secondary and 19 years for tertiary)</td>
</tr>
<tr>
<td><strong>Literacy Rate</strong></td>
<td>Percentage of pupils with ability to read and write in any language.</td>
</tr>
<tr>
<td><strong>Performance Indicators</strong></td>
<td>Refers to the several key indicators that can be computed and utilized for evaluating the educational system's performance at various levels, using the data available in the education statistics data bank. These indicators constitute an important component of a management information system.</td>
</tr>
<tr>
<td><strong>PCR/SCR</strong></td>
<td>Is the average number of pupils/students per classroom in primary/secondary education in a given school year.</td>
</tr>
<tr>
<td><strong>Pass Rate</strong></td>
<td>Total number of candidates who scored between division one and division four in the end of cycle exams expressed as a percentage of the candidates that sat the end of cycle exams.</td>
</tr>
<tr>
<td><strong>Performance Index</strong></td>
<td>This is an index that measures the quality of passing at all levels of Education.</td>
</tr>
<tr>
<td><strong>PTR/STR</strong></td>
<td>Refers to the average number of pupils/students per teacher in a primary/secondary education in a given school year.</td>
</tr>
<tr>
<td><strong>Repeaters</strong></td>
<td>These are pupils/students who are enrolled in the same grade/year for a second (or more) time.</td>
</tr>
<tr>
<td><strong>Repetition Rate</strong></td>
<td>Proportion of pupils/students from a cohort enrolled in a given grade at a given school-year who study in the same grade/class in the following school-year.</td>
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<tr>
<td><strong>School-Age Population</strong></td>
<td>Is the population between the ages of six and twenty-four, irrespective of the time frame of education provided for in various types of schools.</td>
</tr>
<tr>
<td><strong>Survival Rate</strong></td>
<td>Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who reach successive grades.</td>
</tr>
<tr>
<td><strong>Transition Rate</strong></td>
<td>The number of pupils/students admitted to the first grade of a higher level of education in a given year, expressed as a proportion of the number of candidates who successfully sat and passed the final grade of the lower level of education in the previous year.</td>
</tr>
<tr>
<td><strong>Formal Education</strong></td>
<td>Highly established, organized and hierarchically structured education system that begins from the primary level to the tertiary education.</td>
</tr>
<tr>
<td><strong>Higher Education</strong></td>
<td>is the period of formal education following the secondary level leading to bachelor's degree and other degree courses of study beyond the undergraduate level.</td>
</tr>
<tr>
<td><strong>Non-Formal Education</strong></td>
<td>Refers to an organized, methodical educational activity outside the structure of the formal education system to provide selected types of learning to a cross-section of population and across age groups.</td>
</tr>
<tr>
<td><strong>Vocational/Technical Education (BTVET)</strong></td>
<td>Is the post-secondary education with non-degree programs leading to one, two, or three-year certificates in preparation for middle-level occupations.</td>
</tr>
</tbody>
</table>
This section of the report provides summaries of major achievements of the sector during the FY 2016/17. It provides a snapshot of Legal and policy framework, budget performance, overall Overview of Education Sector Performance (in terms of access, Quality, efficiency and effectiveness), cross cutting issues, international commitments as well as the implementation of H.E. the President Manifesto.

1.0 Introduction

This is the 14th Edition of the Education and Sport Annual Performance Report since 2003. It provides stakeholders both within and outside the sector with a summary of the sector performance in its delivery of government programmes. Specifically, the report provides an analysis of the sector performance against set goals, objectives and targets as articulated in the Education and Sport Sector Strategic Plan (ESSP), the National Development Plan (NDP), H.E. the Presidential Manifesto (2016-2021); Ministerial Policy Statement (2016/17) and the Aide Memoire for the 23rd ESSR as well as the Annual Sector Work Plans.

The purpose of this ESSAPR, therefore, is to provide feedback to the stakeholders on the overall sector performance during FY 2016/17. It will constitute the key document that will inform stakeholders during the 24th Education and Sport Sector Review (ESSR).

2.0 Legal and Policy framework

Under the legal and policy framework, an issues paper for the review of the GWP on Education was developed and consultations are on-going. With regards to the review of the ESSP, a draft plan was in place waiting discussion and approval by the Top Management of Education and Sports. The sector also commenced drafting of Sexuality in Education Framework, Environment in Education Policy, Education for Sustainable Development and the National Teacher Policy.

3.0 Overall Financial Budget Performance (FY 2016/17)

The total approved budget for the Education and Sports sector in FY 2016/17 stood at Ushs. 2,447.46bn including external financing, out of the total national budget of Ushs. 20,430.61bn hence translating into 11.98% share and this corresponds to a 0.9% increase in the sector budget share from FY 2015/16 of 11.08% where the sector had a budget of Ushs. 2,029.07bn out of the total national budget of Ushs. 18,311.37bn.

The Government total expenditure on Education and Sports Sector was 2.94% of the total Gross Domestic Product (up from 2.39% in FY 2015/16).

Wage was the biggest expenditure category of the sector followed by non-wage, external financing and lastly domestic development. In comparison to FY 2015/16, there was a decrease in budget allocation of 2.4% to wage, 2.6% to non-wage, 1.3% to domestic development whereas the sector received an increase of 6.3% to the external financing expenditure category. There was also an aggregated decrease of 5% to the Sector’s recurrent budget while an increase of the same margin was realized under the development component.
3.1 Analysis of the Financial Budget Performance Outrun for FY 2016/17

The Budget Release Performance (excluding external financing) for FY 2016/17 shows that a total release of Ushs. 2,012.84bn was made to the Sector out of the overall approved budget of Ushs. 2,051.90bn hence is translating into an overall release performance of 98%.

The approved recurrent wage budget was Ushs. 12.82bn and the release performed at 100%, while the absorption capacity stood at 96%. Absorption was low by 4% which is attributed to delayed recruitment to fill staffing gaps.

The recurrent non-wage release performed at 92% of the approved budget, while the expenditure (absorption capacity) performed at 98% on average of the non-wage released. Programme 12 Physical Education and Sports sub sector over performed at 158% due to the supplementary budget release of Ushs. 4.24bn of which Ushs. 2.24bn was for International Athletics world cross country championships (IAAF) and Ushs. 2bn for Uganda Cranes participation in African Cup of Nations Final.

Programme 08 - Education Planning and Policy Analysis, Internal Audit, and Human Resource Department had the least budget release at 66.21%, 55% and 59% respectively. This was attributed to budget release cut of Ushs. 1.73bn to the Non PAF component of the Vote. The Absorption Capacity for Programme 01-Finance and Administration was the least at 93.74% due to under payment for pension. Under payment of pension was due to verification of the pension list that identified some beneficiaries.

The GoU Development budget release performed at an average of 68% while the absorption of funds stood at 98%. This was attributed to budget cuts. Projects that included; Project 1233 Improving the Training of BTVET Technical Instructors; Project 1369 Akii Bua Olympic Stadium and Project 1241 Development of Uganda Petroleum Institute Kigumba performed at a cumulative release of 20%, 21% and 31% respectively. The project 1370 National High Altitude Training Centre (NHATC) budget release was the highest at 93% attributed to the existing contractual obligations for the construction of the stadium.

The Absorption capacity for the development projects averaged 98%, with Project 1368 John Kale Institute of Science and Technology (JKIST) falling below the average at 87%.

The projects that have no funds (zero) under external financing as the source of funds e.g. Development and improvement of Special Needs Education, National High Altitude Training Centre (NHATC) were entirely funded by the Government of Uganda in the year under review.
4.0 Overview of Education Sector Performance

4.1 Access and Equity

4.1.1 Pre-Primary Education

In the pre-primary sub sector, the following outcomes were registered:

(i) The number of pre-primary schools increased by 18% from 5,763 in FY 2015/16 to 6,798 in FY 2016/17;

(ii) Total enrolment increased by 18.2% from 477,123 (236,284 boys; 240,839 girls) in FY 2015/16 to 563,913 (i.e. 279,089 boys; 284,824 girls) in FY 2016/17; and,

(iii) Gender Parity Index at pre-primary stood at 1.02 in FY 2016/17 showing a disparity in favor of girls.

4.1.2 Primary Education

In the primary sub sector, the main outcomes include:

(i) The sector registered an increase in total enrolment by 4.7% from 8,264,317 (4,122,663 male; 4,141,654 female) in FY 2015/16 to 8,655,924 (4,294,473 male; 4,361,451 female) in FY 2016/17;

(ii) On a sub-regional basis, Karamoja sub region had the highest percentage increase in enrolment of 12.4%, followed by Lango of 6.1%, Kigezi, Acholi, Buganda and Elgon sub regions of each 6%, West Nile of 5.3%, Teso of 5.4%, and Busoga of 5%. The sub regions that registered the least increase in enrolment are Toro and Bukedi sub regions at 0.7% and 0.05% respectively. This translated into an average increase of 6% across all sub regions;

(iii) GER improved by 6 percentage points from 109% (107% boys; 111% girls) in FY 2015/16 to 115% (112% boys; 117% girls) FY 2016/17;

(iv) The Net Enrolment Ratio (NER) improved by 5 percentage points from 91% (89% boys; 93% girls) in FY 2015/16 to 96% (93% boys; 99% girls) in FY 2016/17;

(v) The Net Intake Ratio (NIR) increased by 1 percentage point from 65% (63 boys : 68% girls) in FY 2015/16 to 66% (64 boys : 69% girls) in FY 2016/17; and,

(vi) Gender parity Index in primary likewise stood at 1.02 in FY 2016/17. This was attributed to the negligible difference between the percentage share of girls between FY 2015/16 and FY 2016/17 of 0.2% for females that enrolled in primary education in compared to 49.7% of the boys enrolled. This resulted in a gender parity of 1.02 implying that for every boy enrolled there is at least a girl enrolled.

4.1.3 Secondary Education

Interventions undertaken in secondary sub sector to expand access resulted into the following outcomes:

(i) The sector experienced an increase of 13.5 % in total enrolment in secondary sub-sector from 1,284,008 (675,163 boys; 608,845 girls) in FY 2015/6 to 1,457,277 (765,406 boys; 691,871 girls) in FY 2016/17;
The GER also increased by 2.6% from 24.5% (25.5% boys; 23.4% girls) in FY 2015/16 to 27.1% (29.0% boys; 25.2% girls) in FY 2016/17; while

NER also increased by 2.2% from 21.8% (22.1% boys; 21.4% girls) in FY 2015/16 to 24% (25 boys: 23.1% girls) in FY 2016/17;

On a regional level, the sector registered a general increase in enrolment across all sub-regions, Buganda registering the highest increase at 17.5%, followed by the Eastern region at 15.3%, Northern region at 12.2% Western region at 7%.

Additionally Lango sub region registered the highest increase of 24%, followed by the Busoga sub region at 21%, Buganda at 18%, Teso at 17.10%, Karamoja at 16.3%, with Bunyoro coming in at 3.1%;

The proportion of USE students to the overall total enrolment of secondary education increased by 4.4% from 912,394 in FY 2015/16 to 952,539 in FY 2016/17, and also increased by 5.6% from 70,771 in FY 2015/16 to 74,695 FY 2016/17 in schools under the UPOLET programme;

The number of classrooms increased from 25,888 (FY2015/16) to 27,726 (FY2016/17), representing a 0.7% increase; and,

Gender parity index in secondary education stood at 0.88 in FY2015/16, down from 0.90 in FY2016/17. This therefore implied that for every boy enrolled in secondary school there are less girls.

4.1.4 Business, Technical and Vocational Education and Training Education

The main outcomes registered by the BTVET Sub sector include:-

The number of BTVET institutions has increased by 8.4% from 119 (103 govt; 16 private) in FY2015/16 to 129 (115 govt: 14 private) in FY2016/17; and,

The overall enrolment in BTVET increased by 3.2% from 105,905 (Female: 41,943 and Male: 63,957) students in FY 2015/16 to 109,305 (Female: 39,325 and Male 69,980) in FY 2016/17.

4.1.5 University Education

In the University sub sector, the main achievements include:-

The total enrolment in tertiary education increased by 0.4% from 257,855 (143,212: 114,643 female) in FY 2015/16 to 258,866 (114,314 male, 114,552 female) in FY 2016/17;

The percentage of male students remained constant at 56% between FY 2015/16 and FY 2016/17. The female students on the other hand accounted for only 44.5% and 44.3% in FY 2015/16 and FY 2016/17 respectively; and,

Under the loan scheme out of the 1,325 beneficiaries 403 (33%) are female compared to 922 male (67%).
4.2 Quality

4.2.1 Pre-primary Education

Under pre-primary sub sector registered the following outcomes:

(i) The Pupil Teacher Ratio (PTR) at pre-primary sub sector improved by 1 point from 22:1 in FY 2015/16 to 21:1 in FY 2016/17;
(ii) The total number of qualified care givers increased from 16,741 (2,262 Male; 14,479 Female) in FY 2015/16 to 26,363 (Male 4,066; Female 22,297) in FY 2016/17; and,
(iii) In FY 2016/17 the Pupil Classroom Ratio (PCR) at pre-primary level improved by 6 points from 31:1 in FY 2015/16 to 25:1 in FY 2016/17.

4.2.2 Primary Education

Initiatives implemented under the primary sub sector to enhance quality of education resulted into the following outcomes:

(i) The Pupil Classroom Ratio (PCR) improved by 7 points from to 63:1 (77:1 gov’t; 33:1 private) in FY 2015/16 to 56:1 (69:1 gov’t; 29:1 private) in FY 2016/17;
(ii) The Pupil Teacher Ratio remained constant at 43:1 between FY 2015/16 and FY 2016/17 reducing by 1 point from 53:1 to 54:1 in government aided schools; while it improved by 1 point in privately owned primary school;
(iii) A Pupil Book Ratio in primary level in FY 2016/17 of 5:1 was achieved for both local language and English readers for P.1 and P.2, due to an increase in the provision of instructional materials provided;
(iv) In FY 2016/17, the Pupil Stance Ratio in primary education improved by 4 points from 52:1 in FY 2015/16 to 48:1 in FY 2016/17;
(v) In addition, out of the 19,717 primary schools, 22.4% were able to get access to piped water, 46.4% to boreholes, and 22.6% to water from wells/springs, 14.4% to water through rain water tanks. While 3.6% were able to access water from lakes/rivers;
(vi) The number of qualified teachers increased by 5.2% from to192,566 (111,177 male, 81,389 female) in FY 2015/16 to 202,617 (116,109 male 86,508 female) in FY 2016/17;
(vii) The number of P.3 and P.6 pupils rated proficient in literacy and Numeracy could not be assessed. This was due to the fact that NAPE that has usually been used to assess P.3 & P.6 pupils rated proficient in literacy and numeracy was not undertaken; and,
(viii) P.L.E Pass Rate improved slightly by 0.9 percentage points from 86% in FY 2015/16 to 86.9% in FY 2016/17.
4.2.3 Secondary Education

Quality outcomes under the secondary sub sector included:

(i) The Student Classroom ratio declined by 1 point from 52:1 in FY 2015/16 to 53:1 in FY 2016/17;
(ii) The Student Teacher Ratio remained constant at 22:1 between FY 2015/16 and FY 2016/17;
(iii) The provision of text books targeting core science subjects in UPOLET schools has enabled each student to have a text book in the areas of physics, chemistry and biology achieving a Student text book ratio of 10:1;
(iv) The Performance index reduced by 4 percentage points from 43% in FY 2015/16 to 39 % (42% male; 37 female) in UCE; while, improving from 56 % (54% male; 60% female) in FY 2015/16 to 64% (60% male; 68% female) in FY 2016/17; and,
(v) In FY 2016/17, maintenance of the solar energy packages was conducted in 140 post primary schools throughout the country.

4.2.4 Business, Technical and Vocational Education and Training Education

The main outcomes registered by the sub sector included:

(i) The construction and rehabilitation of infrastructure in the various BTVET institutions in FY 2016/17, helped increase the number of facilities hence reducing congestion in BTVET institutions given the increasing enrolments;
(ii) Under UVQF I the total number of registered candidates declined by 5% while assessment centres and UVQF occupations increased by 22.1% and 5% respectively;
(iii) For UVQF Level II assessment, the total number of registered candidates increased by 0.98%, assessment centers increased by 9.6% but UVQF occupations decreased by 8.7%; and,
(iv) Under UVQF Level III, there was a decline in the number of registered candidates by 81%, assessment centers by 67% and registered occupations by 75%.

4.3 Efficiency and Effectiveness

4.3.1 Primary Education

In the area of efficiency, the outcomes registered included:

(i) The Survival Rates to Grade 5 improved by 1.7 Percentage point from 59.9% (58.6% boys; 61.1% girls) in FY 2015/16 to 61.6% (59.9% boys; 63.3% girls) in FY 2016/17;
(ii) The Survival Rate to grade 7 also increased by 1.9 Percentage points from 30.1% (Boys 30.1%; Girls 30.0%) in FY 2015/16 to 32.0% (Boys 31.7%; Girls 32.3 %) 2016/17;
(iii) The P7 Completion Rate declined by 0.1 Percentage points from 61.6% (59.8% boys; 63.3% girls) in FY 2015/16 to 61.5% (59.7% boys; 63.4% girls) in FY 2016/17. There was also a 0.1% decline for boys while the completion rate increased by 0.1% for girls.
4.3.2 Secondary Education

(i) Transition Rate to Senior One increased by 6 percentage points from 63.2 % (62.8% male; 63.6% female) in FY 2015/16 to 69.2 % (70.5% male; 68% female) in FY 2016/17;

(ii) Transition Rate to Senior Five also increased by 4.2 percentage points from 25.0 % (28.1% male; 21.4% female) in FY 2015/16 to 29.2 % (33.9% male; 24.2% female) in FY 2016/17;

(iii) The number of students who registered for the Uganda Certificate of Education increased by 1.6 percentage points from 36.2% (36.4% male; 35.9% female) in FY 2015/16 to 37.8% (39.6% male; 36% female) in FY 2016/17;and,

(iv) The transition rates from S.1 to S.2 USE students were 96.2 % (96.7% male; 95.8% female) which implies that 3.8 % (3.3% male; 4.2% female) students did not transit to S.2. Students who transited to S.3 were 6.2 % (5.5% male; 7% female); those who transited to S.4 were 78.2% only, implying that 21.8 % (20% male; 23.8% female) did not transit from S.3 to S.4.

4.3.3 Business, Technical and Vocational Education and Training

Efficiency outcomes under the BTVET included:

(i) An Examination Information Management System (EIMS) was enhanced in the Uganda Business and Technical Examination board that involved online registration of candidates in the various institutions;

(ii) Under UNMEB, a total of 4,326 candidates were examined in a number of certificate and diploma courses out of which 3,502 candidates passed compared to 2,968 candidates in the previous financial year; and,

(iii) Under UBTEB, a total of 73,420 candidates (May/June and Nov/Dec 2016) were examined compared to 67,333 examined during FY 2015/16. This implied an overall increase in number of candidates that sat for examinations during FY2016/17 by about 9%.

4.3.4 University Education

The total graduates that were awarded academic qualifications for the academic year FY 2016/17 were approximately 17,895.

5.0 Teacher Instructor Education and Training Achievements

(i) Supported 20,285 teacher trainees across 52 TIET institutions;

(ii) Disbursed funds amounting to UGX.1.034bn to cater for teaching practice exams and living out allowances for 3,751 students in NTCs, 200 students in National Instructors College Abilonino, 120 students in HTC Mulago and for instructors under the Teacher Vocation Education Training and Jinja VTI;

(iii) Monitored and provided support supervision to 5 National Teachers’ Colleges, 3 Instructors Colleges and the Health Tutors’ College Mulago;

(iv) Developed the Teacher Education Harmonization Framework for Uganda, which also includes Competence Profiles for ECD teachers, Secondary School Teachers, and those in tertiary institutions;
Trained, mentored and supported 300 lecturers from (NTCs, instructor’s colleges and HTC Mulago) in active teaching and learning;

Trained 3,705 primary two teachers in EGR methodology under UTSEP;

Provision of a legal framework for professionalizing and regulating the teaching

Established three ICT hubs at Nakawa Vocational Training Institute, Shimoni Primary Teachers College, and Kyambogo University to promote the use of ICT as a pedagogical tool by teacher educators;

Licenced a total 3,739 care and 2,529 registered for the Certificate in Community Child Care, (CCC)

Under the Development of PTCs project, the sector constructed facilities in ten(10) Primary Teachers’ Colleges, namely: Kishore PTC, Rukungiri PTC, Rakai PTC, Kabukunge PTC, CTK Gulu, Erepi PTC, Busubizi PTC, Kabale- Bukinda PTC, Kabwangasi PTC and, Kaliro PTC; and,

Constructed, rehabilitated and equipped two National Teachers Colleges, (Kaliro and Muni NTCs), and the National Instructors College Abilonino.

5.1 Education Service Commission

Appointed a total of 1,250 people against a set target of 1500. 886 were male and 352 were female. This represented 83% performance level;

Confirmed a total of 2,194 personnel in teaching service against a set target of 1500 representing 146% performance level;

Improved access to education;

Improved learning and efficiency through increased supply of personnel; and,

Increased morale among promoted primary school teachers due to better remuneration.

6.0 Sports Development

Oriented a total of 317 primary school teachers in Ball Games Skills and Kid’s Athletics with support from UNICEF;

Facilitated the participation of Six (6) national educational institutions sports championships;

Monitored the teaching of P.E in 169 schools; and,

Continued with Civil works in the National High Altitude Training Centre in Teryet, Kapchorwa;

6.1 Community Sports

Continued to support the activities of the National Council of Sports;

Supported national teams to participate in international events like the Uganda Team and Paralympics team to attend the Rio Olympic games international sports championships; the Uganda Cranes participation in the Africa Cup of Nations in Gabon; and hosted the IAAF World Cross Country Championships 2017;

Developed a “Development for Sports Strategy for Children and Youth” policy; and,

Forged bi- lateral partnerships with the German government and a total of 10 trainers of trainers and 71 community based coaches were trained to run sports programmes in the refugees settlement camps in Adjumani and Kiryadongo refugee camps.
7.0 Cross Cutting Issues

7.1 Guidance and Counselling

(i) Monitored and provided support supervision to a total of 236 secondary schools from all the sub regions of the country to improve effective and efficient delivery of guidance and counselling services in educational institutions;

(ii) Disseminated 8,300 copies of information guide booklets for P.7 leavers; and 3,300 copies of career guidance handbooks;

(iii) Conducted the national placement exercise were a total of P.7 445,576 leavers (i.e. 256,036 students in government aided secondary schools; 157,860 students in schools under the Public Private Partnership programme) were placed in S.1, 3,240 to BTVET (UPPET government and PPP) institutions and 28,440 students to Non-USE; and,

(iv) Conducted school-based vocational and careers talks in 236 secondary schools in the Northern, Western, Central, and Eastern regions.

7.2 Special Needs Education

(i) Continued to pay subvention grants to a total of 100 special schools/units supporting 5,000 learners with special needs;

(ii) Monitored and offered support supervision to a total of 60 special needs out of 152 institutions translating into 40% performance;

(iii) Procured a total of 32 Perkins Braille Machines; 150 Cartons of Braille Paper; and 114 Braille Kits for learners with visual impairment during the period under review;

(iv) Trained a total of 209 teachers in basic sign language and functional assessment from Mbale and Wakiso Schools for the Deaf representing a 42% performance; and,

(v) Completed the construction of a 3 classroom block and MV/CJ Workshop block built in Mbale School for the Deaf.

7.3 Communication and Information Management

(i) Provided E-learning solutions to 872 secondary schools;

(ii) Monitored the implementation of ICT in teaching and learning in 103 secondary schools;

(iii) Retooled 550 teachers in the use of ICT in teaching;

(iv) Established the first phase of the Teacher Management Information System in 11 districts;

(v) Communication unit activities have added value to the ministry mandate of service delivery and department intervention in schools and the general public;

(vi) Sensitized the public in matters pertaining to Violence against Children in Schools with support from the USAID RTI programme; and,

(vii) Improved the relationship between the Ministry and the media houses in Uganda through regular update forums at the media centre, press releases, briefs, concept notes on the Ministry website and other social media channels like; Facebook, Twitter and Whatsapp.
7.4 Gender in Education

(i) Reviewed the Gender in Education Policy taking into account the Uganda’s Vision 2040 and the Sustainable Development Goals;
(ii) Launched a new Programme on Promoting Access to Quality and Equitable Education for Karamoja Children targeting 283 primary schools and 23 secondary schools;
(iii) Conducted dialogues with district leaders, CCTs, senior women and male teachers from the districts of: Pallisa, Lira, Kween, Mbarara and Masaka, Gulu, Kitgum, Luweero, Kamuli, Iganga, Namutumba, Mayuge, Jinja, Bugiri, Namayingo, Buyende, Luuka and Kaliro. The dialogues focused on the development of strategies to tackle the vices of early/forced marriages, child mothers and teenage pregnancy issues;
(iv) Disseminated the Menstrual Hygiene Management Tool Kit;
(v) Trained 1,100 teachers (740 senior women and 360 senior men) from the districts of Kaabong, Pallisa, Kween, Moroto, Jinja, Namayingo, Buyende, Luuka, Kamuli, Namutumba, Mayuge, Iganga, Kaliro, Bugiri, Arua, Nebbi, Moyo, Adjumani, Zombo, Yumbe, Koboko, Maracha, Kyankwanzi, Kiboga and Mubende on menstrual hygiene management;
(vi) Launched the National Strategy for the Elimination of Violence against Children in Schools (VACiS) and operationalization of the Reporting, Tracking, Referral and Response (RTRR) Guidelines on VACiS; and,
(vii) Conducted mentorship camps in the districts of Kamuli, Iganga, Kaabong, Kween, Arua, Nebbi, Adjumani, Maracha, Koboko, Yumbe, Moyo, Kasese, and Pallisa. A total of 4,800 pupils (boys and girls) from the primary schools within the districts were mentored.

7.5 HIV/AIDS in Education

(i) Developed the 3rd Education and Sports HIV Strategic Plan 2017-2022;
(ii) Developed the National Framework on Sexuality education that will offer guidelines on school health education programmes;
(iii) Trained 2,271 (1,293 male:978 female) Teachers; 76 Trainer of Trainers; 67 Head teacher, 06 post- primary teachers and 05 District Inspectors of Schools in enhanced PIASCY; and,
(iv) A total of 359,327 children were trained through an hour of HIV and Health education sessions.

7.6 National Curriculum Development Centre (NCDC)

(i) Orientated oriented 135 Trainers of Trainers (ToTs) for training of teachers in 25 least performing districts and oriented 746 teachers from 20 least performing districts on interpretation of the thematic curriculum;
(ii) Developed general and specific training manuals for the 11 learning areas of lower secondary curriculum;
(iii) Trained 108 head teachers in preparation for the roll out of the lower secondary curriculum to be implemented under SESMAT;
(iv) Developed 6 Technical and Vocational National Courses of Ceramics Technology, Hotel & Institutional Catering, Secretarial & Office Management, Records & Information management, Agricultural Mechanisation and Beautification & body Therapy; and,

(v) Developed the NCDC House style manual that will standardize and guide all publications done at the Centre.

7.7 School Inspection

(i) Distributed a total of 12,700 bi carbonated copies of a standard support supervision tool to local governments for use by head teachers in Primary and Secondary schools to supervise teachers at least once a term. This is aimed at strengthening school internal supervision;

(ii) In the FY 2016/17 inspected a total of 2,050 secondary schools, 646 BTVET, 5 NTCS, 35 PTCs and 60 nursery teacher training institutions on compliance to basic Requirements and Minimum Standards in 74 districts;

(iii) Monitored Learning Achievement (MLA) in a total of 12,000 primary schools in P.2 in government aided Primary schools focusing on literacy;

(iv) Trained a total of 298 inspectors and manager’s inland and 6 abroad;

(v) Enhanced capacity building for the district inspectors; and,

(vi) Improved implementation of recommendations by head teachers.

7.8 The Uganda National Commission for UNESCO (UNATCOM)

(i) Enhanced national capacity building in UNESCO’s fields of competence

(ii) Promotion of peace building initiatives; and

(iii) Increased sensitization on natural resources management and climate change and adaptation.

8.0 International Commitments

The 2030 Agenda for Sustainable Development stresses the need for individual Governments to be at the forefront of conducting follow-up and review of the SDG 4 targets and indicators.

In the 2030 Agenda, Member States (Uganda inclusive) committed to fully engage in conducting regular and inclusive reviews of progress at the national level. The national reports are useful in facilitating regular assessment of progress.

The 2030 Agenda also underscored that quality and reliable disaggregated data will be needed to help with the measurement of progress and to ensure that no one is left behind. Such data are key to decision making, as well as to monitoring and reporting on implementation for the achievement of SDGs.

Consequently, the Education and Sports Sector (being the main actor in the implementation of SDG 4) bears the full responsibility of reporting on progress made towards achieving the SDG 4 targets.
9.0 Presidential Manifesto Commitments

In FY 2016/17, the education sector commenced with the implementation of H.E. the Presidential Manifesto (2016-2021). Among the things pledged in the manifesto include; provision of infrastructure; development of Primary Teacher Training; Enhance Teacher’s Salaries; provision of instructional materials; enhance School inspection; Provision of a mid-morning meal and school uniform. These activities were structured according to different sub-sectors (i.e. Pre-primary and primary education, Secondary education, BTVET and Higher Education). A total of 60 different interventions were envisaged and most of them focused on improving quality of education at all levels.

By the end of FY 2016/17, progress had already been made in the implementation of these interventions. Out of the 60 interventions/undertakings, 34 were implemented. This translated into a 56% performance.
The 14th Edition of the Education and Sports Sector Annual Performance Report has three main parts (i.e. the executive summary, nine chapters and annexes).

**Executive Summary** provides the overall summary of the 14th ESSAPR.

**Chapter 1:** Provides background information on ESSAPR and the 24th ESSR

**Chapter 2:** Presents the legal/regulatory, policy and institutional framework for education and sports service delivery for the period under review

**Chapter 3:** Highlights the Education and Sports Sector Budget Performance

**Chapter 4:** Presents the Education and Sports Sector performance

**Chapter 5:** Provides information on Teacher Training, Recruitment and Deployment

**Chapter 6:** Discusses Sports Development in the sector

**Chapter 7:** Articulates the implementation of cross cutting issues

**Chapter 8:** Provides an overview on International commitments (*SDG 4*)

**Chapter 9:** Achievement of H.E. the President’s Manifesto (2016-2021)

**Annexes:** Constitute the last part and provide necessary details intended to facilitate cross-referencing
1.1 Purpose

This is the 14th Edition of the Education and Sport Annual Performance Report since 2003. It provides stakeholders both within and outside the sector with a summary of the sector performance in its delivery of government programmes. Specifically, the report provides an analysis of the sector performance against set goals, objectives and targets as articulated in the Education and Sport Sector Strategic Plan (ESSP), the National Development Plan (NDP), H.E. the Presidential Manifesto (2016-2021): Ministerial Policy Statement (2016/17), and the Aide Memoire for the 23rd ESSR as well as the Annual Sector Work Plans.

The purpose of this ESSAPR, therefore, is to provide feedback to the stakeholders on the overall sector performance during FY 2016/17. It will constitute the key document that will inform stakeholders during the 24th Education and Sport Sector Review (ESSR).

1.2 Rationale for the ESSAPR

In the last five years, the Government of Uganda (GoU) has adopted a number of mechanisms to strengthen its accountability systems. This demand among others regular reporting of progress in the utilization of resources accorded every sector through the GoU budget. The process involves quarterly reporting based on the Programme Budgeting System (PBS) as well as production of Annual Sector Performance Reports (ASPRs). The ASPRs are integrated into the Government Annual Performance Report (GAPR). The GAPR independently evaluates the Annual Performance of every sector and submits its findings to the cabinet. The Performance reports provide accountability to both Education Development Partners and to their constituencies.

Under Minute 34 (CT 2009) of the meeting of cabinet on 21st January 2009, the Office of the Prime Minister (OPM) was directed to report on Government Performance to Cabinet on six monthly basis. As a result, the Office of the Prime Minister (OPM) requires that all sectors prepare their Annual Sector Performance Report and hold their sector review by the end of August every Year. This is to give the OPM ample time to prepare the Government Annual Performance Report and also organize the Government Retreat of (Ministers, Ministers of State, Permanent Secretaries and Representatives of Local Governments), to discuss Government Performance during the FY under review.

In order to beat the OPM’s deadline of August 2017, the preparation of the Annual Performance Report for Education and Sports for FY 2016/17 commenced in April 2017. As in the previous Financial Years, the FY 2016/17 ESSAPR will present progress made by the Sector towards achieving the broad objectives of equitable access to quality education at all levels through effective and efficient delivery mechanisms. It will also outline the major implementation constraints experienced by the Sector during FY 2016/17.

1.3 ESSAPR Preparation Process

This 14th ESSAPR was prepared by Education and Sports Sector. It was spearheaded by Education Planning and Policy Analysis Department in collaboration with other MoES Departments and Affiliate bodies. The following institutional structures were established to prepare the report:-
(a) **Sector Performance Technical Working Group**: this Working Group was setup and it composed of: Sector Policy, Sector Budget Performance and Sector Performance Working Groups. The roles and responsibility of these groups were to collect and compile performance data/information based on agreed reporting format;

(b) **ESSAPR Secretariat**: A Secretariat was established within the SME Division of EPPAD to coordinate all activities related to the preparation of the report. In addition, the secretariat was responsible for analysis, synthesis, editing and formatting of the report prior to its submission to the printery; and,

(c) **A Reference Group**: A Reference Group (*comprised of representatives of all Departments*) was constituted to validate the report. This Group was further, complemented by Heads of Departments, Education Development Partners and members of Top Management.
This chapter outlines the legal, policy and institutional framework for service delivery in the Education and Sports sector during the period under review.

### 2.1 Legal and Regulatory Framework


### 2.2 Policy Framework

The Education Sector’s policy framework is hinged on the 1992 Government White Paper on Education (GWPE); the official policy document that guides access to relevant quality and equitable Education and Sport at all levels. The GWP on Education guides the development and implementation of all policies, programs, projects and initiatives in the education sector in line with the broad aims of education as specified in the GWP which are to:

(i) Promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of international relations and beneficial interdependence;

(ii) Inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;

(iii) Inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;

(iv) Promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;

(v) Eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-employment as well as national development for better health, nutrition and family life, and the capability for continuous learning; and

(vi) Contribute to the building of an integrated, self-sustaining and independent national economy.
Over time, policy specific documents (sub-sector policies and strategic plans) have been developed to complement the broad policy objectives articulated in the Government White Paper to guide sub-sector specific policy priorities. The sub-sector policies and strategic plans include among others: Gender in Education Policy, 2009; Early Childhood Development Policy, 2007; HIV&AIDS workplace policy; Physical Education and Sports (PES) Policy; Special Needs Education Policy and Guidance & Counseling Policy.

2.3 Planning Framework

For FY 2016/17, Vision 2040 and NDP II constituted the overarching planning framework. This was reinforced by the adoption of SDGs in the year 2015.

At the sector level, the SWAp provided the overall mechanism for sector planning (i.e Sector Working Groups, Annual Sector Review and Budget Workshop). The resultant plans are mainly operationalized through the Education Sector Strategic Plan. This strategic plan is complemented by the BTVEI Strategic plan (2011/11 – 2020/21), Secondary Education Strategic Plan (2009 – 2018) and the National Strategy for Girls’ Education (2014 – 2019).

During the period under review, the process to undertake review of the Education Sector Strategic Plan (ESSP II) commenced and is in its final stages.

2.4 Institutional Framework and Arrangements for Service Delivery

Institutional framework and arrangement for service delivery consists of three levels. These are: Ministry of Education and Sports headquarters, Local Governments and Schools/institutions level.

2.5 Ministry of Education and Sports Headquarters

The Ministry Headquarters is comprised of 4 Directorates, 12 departments, and 10 affiliate bodies. It works closely with line ministers in executing its functions. These include MoFPED, MoPS, MoLG and MoGLSD. Other Key players in the ministry are Education Development Partners, OPM, NPA and UBOS.

The Ministry headquarters is responsible for among others policy formulation, resource mobilization, monitoring implementation of policies, plans, strategies and programmes as well as provision of technical guidance and support for delivery of quality education and sports services.

Affiliated bodies i.e. NCDC (responsible for curriculum development); UBTEB, UAHEB, UNMEB and UNEB (responsible for assessment of students); NCHE and NCS (responsible for accreditation of educational institutions and management of sports in country respectively); HESFB (responsible for providing loans to students admitted to the institutions of higher learning); and, ESC (responsible for recruitment of teaching and non-teaching staff in educational institutions).

The line ministries which include Ministry of Finance, Planning and Economic Development (MoFPED), Ministry of Public Service (MoPS), and Ministry of Gender, Labour and Social Development (MoGLSD) are responsible for mobilization of funds, management of the pay roll, recruitment and retirement aspects as well as other related entitlements and ensuring good workplace environment and advocacy for gender and welfare aspects.
2.6 Local Government and Authorities

Local Government is another level of institutional framework and arrangement for service delivery. It comprises of Districts, Municipalities and Authorities established with the enactment of the Local Government Act (1997). They are responsible for implementation and process monitoring, operational management and supervision of delivery of services.

2.7 School/institution

Schools/institutions offer the lowest level of education and sports service delivery and the level where implementation of sector programs take place.

2.8 Implementation of Policy Recommendations of the 23rd ESSR

During the 23rd ESSR, a number of policy recommendations were made. The status of implementation of policy recommendations arising from the 23rd ESSR is reflected in Table 2.1 below.
<table>
<thead>
<tr>
<th>SN</th>
<th>THEME</th>
<th>POLICY ISSUE</th>
<th>POLICY AND OPERATIONAL RECOMMENDATION</th>
<th>IMPLEMENTATION STATUS</th>
<th>RESPONSIBLE OFFICE</th>
</tr>
</thead>
</table>
| 01 | General Governance and Management | Limited management and innovative capacity of school and institution leadership. | (i) Design programme to induct school leadership in effective management practices.  
(ii) Conduct regular refresher courses for school and institution leadership.  
(iii) Develop a twinning programme between good performing and poor performing schools to build leadership capacity  
(iv) Document best management practices to be circulated and shared broadly.  
(v) Recognize and reward innovative management practices in different forums. | (i) The programme for inducting school leadership in effective management practices is yet to be developed. However, efforts to develop a programme for capacity building among education stakeholders at national and Local Government levels are ongoing.  
(ii) The twining programme between good and poor performing schools is yet to be developed.  
(iii) Best management practices in document handling have not been developed and circulated  
(iv) Recognition and rewarding of innovative management practices is done periodically in different fora including the Education and Sports Sector Review Workshops. | MoES, EDPs and Education NGOs |
|     | Limited community participation in school management and governance | (i) Induct and sensitize members of SMCs and BoGs on their functions.  
(ii) Encourage SMC/BoG members to give feedback to respective constituencies.  
(iii) Revitalize PTAs in schools. | Sector sensitzes Proprietors, Head teachers and BOGs on proper management of Educational institutions for quality service and to coordinate establishment of regional private schools' leadership. | C/PSI  
C/GSS  
C/BE | |
|     | Management and regulation under the BTVET subsector is highly fragmented, involving too many regulatory bodies with partly overlapping responsibilities. | (i) Formation of the Skills Development Authority (SDA) to ensure overall coordination. | The process of establishing the Skills Development Authority (SDA) was halted and a TVET council is being proposed as an alternative to regulate skills development in Uganda | BTVET |
|     | Avail the SMC members with the guidelines on their roles | There is need to develop a comprehensive Education Policy and amend the Education Act (2008) to provide a n enabling legal framework within which to support and clearly |  | C/PSI  
C/GSS  
C/BE |
<table>
<thead>
<tr>
<th>SN</th>
<th>THEME</th>
<th>POLICY ISSUE</th>
<th>POLICY AND OPERATIONAL RECOMMENDATION</th>
<th>IMPLEMENTATION STATUS</th>
<th>RESPONSIBLE OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(ii) Guidelines of PTAs are not widely disseminated</td>
<td>Need for a legal framework supporting the existence of PTAs</td>
<td>There is need to develop a comprehensive Education Policy and amend the Education Act (2008) to provide an enabling legal framework within which to support and clearly provide for PTAs. This is yet to be implemented</td>
<td>C/PSI C/GSS C/BE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii) Generally PTA are not empowered</td>
<td>Sensitize politicians and the community on the role of SMCs and address attitude issues with reference to the Education Act, 2008</td>
<td>The Sector is in the process of designing a comprehensive awareness creation program. In this regard, this specific recommendation is yet to be implemented pending allocation of resources to undertake the comprehensive and nation-wide awareness creation program.</td>
<td>C/PSI C/GSS C/BE</td>
</tr>
<tr>
<td>02</td>
<td>Curriculum</td>
<td>Need to Improve the Higher and Tertiary education programmes so that they are employment creation oriented.</td>
<td>(i) More focus on research and employability of youth through key entrepreneurship training; (ii) More scholarships awarded for research and are well depicted right across;</td>
<td>The review of programs at public universities is on-going. Makerere University has completed and expects to roll out the new programs in Academic Year 2018/2019. The funding for research remained constrained.</td>
<td>Higher and Tertiary</td>
</tr>
<tr>
<td>03</td>
<td>Assessment</td>
<td>Lack of a standardized Competency Based Assessment system for BTVET which makes it difficult to determine the credibility of their programs.</td>
<td>There is a need to identify the skills needs of the private sector and to further develop an assessment frame work for vocational skills training.</td>
<td>BTVET through DIT has initiated the process of developing the UVQF</td>
<td>BTVET C/PSI</td>
</tr>
<tr>
<td><strong>Education Financing</strong></td>
<td>Public funding for ECD</td>
<td>Need to come up with a policy on ECD public funding.</td>
<td>The Sector is in the process of reviewing the Early Childhood Development Policy with technical support from Cambridge Education and this process is being undertaken with GPE financial support. The review of the ECD Policy is meant to streamline sector interventions in the early learning sub sector and the reviewed Policy will clearly define the scope and specificity of Government interventions in delivery of ECED.</td>
<td>C/BE AC/PPE</td>
<td></td>
</tr>
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<td>------------------------</td>
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<td>----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>School feeding</strong></td>
<td>(i) Ministry should undertake a nationwide awareness creation campaign on the role of parents in educating their children which include the responsibility of parents feeding the children as this policy demands in the education Act 2008 (ii) Reintroduce and support the policy of every rural school having a school garden/ farm using modern farming methods.</td>
<td>The awareness creation activity on responsibility of parents to feed their children is yet to be undertaken.</td>
<td>C/BE C/GCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expansion and rehabilitation of 5 NTCs.</strong></td>
<td>2 NTCs should be expanded and rehabilitated <em>(Kabale and Mubende).</em></td>
<td>The Ministry of Education and Sports has formulated 2 projects to rehabilitate the 2 NTCs, that is “Improve Secondary Teachers Education in the NTCs of Kabale and Mubende” Project <em>(Project Code: UGA1503111)</em> as well as the “Improving Teacher Training in Muni and Kaliro NTCs”.</td>
<td>C/BTVET C/EPPAD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Issues</strong></td>
<td>Inadequate staffing in instructor training colleges, Health Tutors College, PTCs and NTCs.</td>
<td>Open up ceiling for recruitment and increase the wage bill.</td>
<td>Continue with recruitment on replacement basis.</td>
<td>MoPS, MoES and MoFPED</td>
<td></td>
</tr>
<tr>
<td><strong>Low enrolment levels</strong></td>
<td>Increase enrolment of students in instructor training</td>
<td>Three technical institutions including</td>
<td>MoES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Inspection | Inadequate school inspection and supervision | (i) More efforts and resources need to be geared towards inspection.  
(ii) Develop an inspection information system to strengthen the inspection and supervision function  
(iii) Optimize the MoES LAN | The Inspection Information System is yet to be developed | DES |

| Lack of a comprehensive National Teachers Policy to guide entry into the teaching profession, recruitment, training, continuous professional development and teacher code of conduct. | Urgent need for National Teachers Policy | The draft National Teachers Policy was prepared and presented in the Sector M&E Working Group in June 2017, where it secured approval to be forwarded to subsequent processes. The draft Policy is undergoing the approval processes of the Sector and will be subsequently forwarded to Cabinet for discussion and adoption. | TIET, EPPAD and HRM |

| Lack of reliable data on teachers with most administrative data being manually generated | Expedite implementation of the TMIS (Teacher management Information System) aimed at streamlining the delivery of government services to teachers and other members of the teaching profession. | A pilot phase for TMIS implementation was successfully conducted in 2016 and the Ministry is now in the process of rolling out the system to capture all teacher information in the Sector. | CIM |

<p>| of students in instructor training colleges. | colleges to utilise the new facilities for skills training to meet the demands of BTVET institutions. (Public and Private) | Jinja VTI, Nakawa VTI and Baronyo are offer instructor training for BTVET institutions on top of Abilomino and health tutors college-Mulago | C/BTVET C/VTIET |</p>
<table>
<thead>
<tr>
<th><strong>Access, Equity and Quality</strong></th>
<th>Lack of a government secondary school in some sub-counties and a UPE school in some Parishes.</th>
<th>Continue engaging MoFPED to provide the required funds for construction of seed secondary schools in every sub county and UPE schools in every parish.</th>
<th>The Ministry is engaging Ministry of Finance to allocate additional funds to construct seed secondary schools in all sub counties and primary schools in all parishes. However, additional funding is yet to be secured owing to the fact that Government priorities in the short run are focused on infrastructural development. In addition, the Ministry is engaging African Development Bank (ADB) through a project proposal targeting construction of secondary schools, primary schools and technical institutes in areas without in line with the Government commitments made in the NRM manifesto.</th>
<th>EPPAD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decline in survival rate to P7</strong></td>
<td></td>
<td></td>
<td>District dialogues were held 13 local government where the head teachers and deputies were also sensitized on their roles and responsibilities.</td>
<td>D/BSE</td>
</tr>
<tr>
<td><strong>Limited community participation in UPE.</strong></td>
<td>Strengthen/ Enhance the SMC.</td>
<td></td>
<td>With support from UTSEP, sector trained school leadership and School Management Committees on school leadership, management and accountability.</td>
<td>D/BSE, DES</td>
</tr>
<tr>
<td><strong>Continued poor performance in Science and Mathematics at O-Level</strong></td>
<td>(i) Integration of ICT in teaching and learning of Sciences and Mathematics</td>
<td></td>
<td>The ICT in Education Policy is in the process of being developed and this will provide a framework for mainstreaming ICT in all areas of education delivery, management and other operational areas.</td>
<td>BSE, TIET, CIM and GSS</td>
</tr>
<tr>
<td><strong>Physical Education and Sports</strong></td>
<td>Non-adherence to the teaching of PE on formal time table</td>
<td>(i) Recruitment and deployment of physical education teachers in the schools</td>
<td>Conducted a needs assessment to establish the existing gap of physical education teachers: Circular letter</td>
<td>DES and PES</td>
</tr>
</tbody>
</table>
(ii) Conducting support supervision by school management and governing councils.  (iii) Regular and instant monitoring

were issued to DEO's, CAO's and ASSHU \textit{(Association of Secondary Schools Head teachers Uganda)} to establish the number of physical education teachers available throughout the country. To date, 370 teachers have been identified.

DES engaged a SMC’s and BOG’s support supervision of the teaching of P.E

The PES department sensitized Head teachers during monitoring exercise.

One monitoring exercise conducted in April 2017 40 targeted districts in Eastern region of Uganda and also monitored 169 institutions (74 primary schools; 78 primary schools and 17 Teacher Training Institutions)

<table>
<thead>
<tr>
<th>Inadequate provision of relevant instructional materials especially reference materials</th>
<th>Provision of relevant instructional materials and equipment to schools.</th>
<th>Evaluated the textbooks and made recommendations for P.5 – P.7.</th>
<th>IMU</th>
</tr>
</thead>
</table>
| Insufficient sports facilities | (i) Involve local governments in provision and protection of sports facilities.  
(ii) Ministry to consider securing a training facility for staff. | (i) Engaged the district local governments and rehabilitated PECE stadium in Gulu district and built a swimming pool in St. Joseph Layibi  
(ii) Lira district LG commenced preliminary activities for the construction of Akii Bua Olympic Stadium  
(iii) Process was initiated and is pending provision of space for regular healthy fitness programmes by the MoES office | PES |
<table>
<thead>
<tr>
<th>Cross Cutting Issues</th>
<th>Poor participation by districts and municipalities in National primary schools championship.</th>
<th>Monitor local government participation in the national primary schools championships.</th>
<th>Issued Circular to all Local Governments requiring them to prepare teams and participate in National Championships including teams with Special Needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) Re-entry policy on pregnant girls and teenage mothers,</td>
<td>(i) Building on the study on linkage between Pregnancy and school drop-out in Uganda, the Gender Unit with support of Irish Aid-UNICEF constituted a Technical Team with Terms of reference to develop the re-entry policy for pregnant girls and teenage mothers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) Stronger measures to stop violence against children in schools including taking disciplinary measures against teachers that engage girls in sexual relationship defilement.</td>
<td>(ii) The Gender Unit is working the Child and Family Protection Unit of Police and Ministry of Gender, Labour and Social Development to support reporting, tracking and referral of cases of sexual violence. However, appropriate response by different actors is still low.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(iii) Operationalize the Reporting, Tracking, Referral and Response Guidelines of Violence Against Children in Schools</td>
<td>(iii) The Sector with the support of USAID/RTI/LARA has developed and launched the Journeys Handbooks for Teachers and School Staff, Community Members and Learners on Building a positive and supportive learning environment. Using the Handbooks the Sector has engaged district leadership, schools and communities in 61 districts on the operationalization of the reporting, tracking, referral</td>
<td></td>
</tr>
</tbody>
</table>
| Poor education outcomes especially among girls' low survival, performance, completion and transition | (i) Allocate resources for the implementation of the National Strategy on Girls' Education (NSGE) 2014-2019  
(ii) Allocate resources for the implementation of the Gender Mainstreaming Strategic Plan, 2015-2020. | The Ministry of Education and Sports, with support from UNICEF is implementing activities in line with the National Strategy on Girls’ Education as well as the Gender Mainstreaming Plan of 2015 – 2020. | Gender Unit |
| Increasing number of Unemployed graduates. | (i) Operationalize the program to re-train and re-tool unemployed graduates.  
(ii) Liaise with other ministries to create unemployment bureaus to provide information to the public status on career demand. | This is yet to be implemented owing to lack of funds to operationalize the program on skilling unemployed graduates which was approved by Cabinet in 2015.  
However, a Presidential Initiative on Youth employment (PIYE) has been developed and now being handled by the office of the president | EPPAD, BTVET |
| Uncontrolled distribution of foreign instructional materials labelled “Comprehensive Sexuality Education”. | (i) The Ministry should come out with a policy on textbooks and instruction materials deployment and use in Education Institutions.  
(ii) In addition the MOES should issue a circular out lowering CSE and give guidelines for schools to follow in stocking reading materials. | A Circular restraining schools from circulating inappropriate reading materials was issued in 2016. In addition, Parliament passed a resolution stopping the Ministry from undertaking sexuality education in all schools until a Comprehensive Sexuality Education Framework was developed by the Sector.  
The draft Sexuality Education Framework has been developed and presented in the Sector M&E Working Group. The Framework is now set to | C/PSI |
| Lack of an efficient pensioner’s verification mechanism. | Operationalize the pension verification system for efficient verification of genuine pensioners. | The Pension Verification System is being implemented in conjunction with the Ministry of Public Service and Education Service Commission. | be finalized prior to undergoing approval processes leading to its presentation in Cabinet for discussion and adoption by Government. | CIM and HRM |
2.9 Legal, Policy and Institutional Developments during FY 2016/17

This section describes the legal, policy and institutional developments that occurred during the period under review.

2.9.1 Legal Development during the Period under Review

The Education and Sports sector with the technical support of the Solicitor General Office, identified provisions under the BTVEA Act (2008) which allows the Minister responsible for Education and Sports to make regulations using BTVEA to provide for the financing of BTVEA Institutions as well as the Governance and Management of BTVEA Institutions. The regulations once operationalised, will allow 50% of membership in the governing bodies of BTVEA Institutions to be constituted by the employers/private sector. This is in line with the recommendations of BTVEA Strategic Plan (2012/13 to 2021/22).

The preparatory processes towards amending some of the outdated and/or conflicting regulatory frameworks within the sector have been undertaken. These conflicting Acts included among others: the Universities and Other Tertiary Institutions Act (2001), the Uganda National Examinations Board (UNEB) Act (1983) BTVEA Act (2008) and the National Curriculum Development Centre (NCDC) Act (2000).

Additionally, with guidance of the Solicitor General, the sector commenced the drafting of bills/new laws which included among others: the Physical Activity and Sports (PAS) Bill (to address emerging sports regulatory concerns and gaps in implementation, governance, as well as technical and operational issues). The Principles to the Bill were approved by cabinet.

2.9.2 Policy Development during the Period under Review

Under the policy dimension, the review of the Government White Paper on Education (GWPE) of 1992, continued. The review was aimed at addressing gaps as well as aligning the policy with the emerging global and national educational issues that respond to today’s and future challenges. The process also aimed at linking the policy to the National Development Plan II, the Vision 2040 and the international commitments (mainly the Sustainable Development Goals - SDG - Goal 4).

Additionally, the Sector also commenced the process of reviewing the Education Sector Strategic Plan (2007 to 2015), which guides investment programmes and delivery of quality education at all levels in the sector. The ESSP review process sought to set new sector targets drawing from the good practices and lessons learnt during its implementation. The revised ESSP will also address emerging issues on education as well as ensuring linkage to NDP II, Vision 2040 and the SDGs.

Other sectoral specific policies under review included among others: the Gender in Education Policy (GEP-2009), the Early Childhood Development (ECD) Policy (2007). While the National Education for Sustainable Development (NESD) Policy was being drafted.
2.9.3 Institutional Developments

The Institutional developments in the period under review (FY 2016/17) were as follows:

(i) **Creation of Votes:** During the period under review, four (4) new Local Governments were created. These include: Kagadi and Kakumiro which were curved out of Kibaale, Omoro from Gulu, and Rubanda from Kabale district.

(ii) **Change of Accounting Officer:** Mr. Alex Kakooza was appointed the Permanent Secretary, Ministry of Education and Sports.

(iii) **Recruitments:** In the period under review, the Sector was able to recruit and fill staffing gaps as per vacancies declared by the departments and educational institutions as reflected in the table 2.4 below.

<table>
<thead>
<tr>
<th>Post</th>
<th>Positions Declared</th>
<th>Status of action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commissioner, Government Secondary Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Policy Analysis</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Vocational Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Technical Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Primary Teacher Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Higher Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Teacher, Instructor Education and Training</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Education Standards</td>
<td>2</td>
<td>Positions were filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Private Schools and Institutions</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Assistant Commissioner, Guidance and Counseling</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Principal, Uganda Petroleum Institute – Kigumba</td>
<td>1</td>
<td>Position was filled (On local contract)</td>
</tr>
<tr>
<td>Principal Education Officer, Private Schools and Institutions</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Principal Education Officer (Guidance and Counselling)</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Principal Education Officer, Business Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Principal Education Officer, Special Needs Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Principal Qualifications Officer</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Principal Education Officer, Vocational Education</td>
<td>1</td>
<td>Position was filled</td>
</tr>
<tr>
<td>Principal Education Officer, Technical Education</td>
<td>1</td>
<td>Position to be re-advertised</td>
</tr>
</tbody>
</table>

*Source: MoES 2017*

1.1.1 2.10. Cabinet and Presidential Directives to the Education and Sports Sector

In the period under review, a number of directives were issued by H.E. the President of the Republic of Uganda. These directives were delivered during the first Cabinet meeting of the tenure beginning 2016, and are contained in the 23 Presidential Directives. Additionally, more directives were issued by the Cabinet to the Minister responsible for Education and Sports. These directives contained issues to be considered as priority matters and must be undertaken by the sector in the subsequent sectoral activities. In the period under review, the directives included:
(i) Develop and implement a National Youth Service Scheme in collaboration with Ministry of Gender, Labor and Social Development as well as the leadership of Patriotism Clubs: \(CT\ 2016\) 18;

(ii) Prepare and submit to Cabinet the Policy to regulate Early Childhood Education for discussion: \(CT\ 2016\) 267.
This section presents an overview of the sector financial performance as well as a synopsis of the appropriated budget for FY 2016/17.

In FY 2016/17, the Education and Sports Sector was allocated Ushs. 2,447.46 billion to implement its strategic objectives. Overall, the Sector’s financial performance stood at 97% slightly lower than the expected release performance.

1.1.2 3.1 Overview of Financial Budget Performance for FY 2016/17

The total approved budget for the Education and Sports sector in FY 2016/17 stood at Ushs. 2,447.46bn including external financing, out of the total national budget of Ushs. 20,430.61bn hence translating into 11.98% share and this corresponds to a 0.9% increase in the sector budget share from FY 2015/16 of 11.08% where the sector had a budget of Ushs. 2,029.07bn out of the total national budget of 18,311.37bn.

The Government expenditure on Education and Sports Sector was 2.94% of the total Gross Domestic Product thus improving from 2.39% in FY 2015/16 despite the decrease in the in the County’s GDP from 84,906.75bn to 83,244.04378bn.

The education sector budget is divided into 4 major expenditure categories. These are compared to the national budget categorises as reflected in table 3.1 below:

<table>
<thead>
<tr>
<th>Category of expenditure</th>
<th>Amounts in Billions (Ushs)</th>
<th>Sector Allocation</th>
<th>National allocation</th>
<th>% share of National allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage</td>
<td>1,378.66</td>
<td>3,359.04</td>
<td>41.04%</td>
<td></td>
</tr>
<tr>
<td>Non-Wage</td>
<td>481.99</td>
<td>4,204.76</td>
<td>11.46%</td>
<td></td>
</tr>
<tr>
<td>Domestic Development</td>
<td>189.89</td>
<td>4,319.35</td>
<td>4.40%</td>
<td></td>
</tr>
<tr>
<td>External financing (Donor)</td>
<td>396.92</td>
<td>6,524.54</td>
<td>6.08%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,447.46</td>
<td>1,8407.70</td>
<td>13.30%</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Medium Term Budget Framework (MTEF) 2016/17*

The Education and Sports Sector wage was 41.04%, its non-wage was 11.46%, domestic development 4.4% and external financing 6.08% of the total national wage, non-wage, domestic development and external financing respectively.

Wage was the biggest expenditure category of the sector followed by non-wage, external financing and lastly domestic development.

In comparison to FY 2015/16, as per the Table 3.2 below, there was a decrease in budget allocation of 2.4% to wage, 2.6% to non-wage, 1.3% to domestic development whereas the sector received an increase of 6.3% to the external financing expenditure category. There was also an aggregated decrease of 5% to the Sector’s recurrent budget while an increase of the same margin was realized under the development component.
Table 3.2: Percentage share of the budget expenditure categories for FY 2016/17, a comparison to FY 2015/16.

<table>
<thead>
<tr>
<th>Amounts in Billions (Ushs)</th>
<th>FY 2015/16 Appropriated budget</th>
<th>Percentage of Budget (A)</th>
<th>FY 2016/17 Appropriated budget</th>
<th>Percentage of Budget (B)</th>
<th>Change in Appropriated budget</th>
<th>Percentage change (B-A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage</td>
<td>1,191.98</td>
<td>58.7%</td>
<td>1,378.66</td>
<td>56.3%</td>
<td>186.68</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Non-Wage</td>
<td>451.92</td>
<td>22.3%</td>
<td>481.99</td>
<td>19.7%</td>
<td>30.07</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Total Recurrent</td>
<td>1,643.90</td>
<td>81.0%</td>
<td>1,860.65</td>
<td>76.0%</td>
<td>216.75</td>
<td>-5.0%</td>
</tr>
<tr>
<td>GOU Devt</td>
<td>184.69</td>
<td>9.1%</td>
<td>189.89</td>
<td>7.8%</td>
<td>5.20</td>
<td>-1.3%</td>
</tr>
<tr>
<td>External Financing</td>
<td>200.48</td>
<td>9.9%</td>
<td>396.92</td>
<td>16.2%</td>
<td>196.44</td>
<td>6.3%</td>
</tr>
<tr>
<td>Total Development</td>
<td>385.17</td>
<td>19.0%</td>
<td>586.81</td>
<td>24.0%</td>
<td>201.64</td>
<td>5.0%</td>
</tr>
<tr>
<td>Total Budget</td>
<td>2,029.07</td>
<td>100.0%</td>
<td>2,447.46</td>
<td>100.0%</td>
<td>418.39</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Source: MTEF 2016/17

The Sub sectoral distribution of the total sector budget allocation is shown in the table 3.3 below.

Table 3.3: Subsector shares of the total Sector budget.

<table>
<thead>
<tr>
<th>Sub sector</th>
<th>Allocation (UGX.Bn)</th>
<th>Percentage Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1,228.16</td>
<td>50.17%</td>
</tr>
<tr>
<td>Secondary</td>
<td>372.14</td>
<td>15.20%</td>
</tr>
<tr>
<td>BTVET</td>
<td>258.09</td>
<td>10.55%</td>
</tr>
<tr>
<td>Tertiary</td>
<td>479.96</td>
<td>19.61%</td>
</tr>
<tr>
<td>Others</td>
<td>109.53</td>
<td>4.47%</td>
</tr>
<tr>
<td>Total</td>
<td>2,447.88</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: MTEF 2016/17

In the Figure 3.1 below, the Primary sub sector received the highest allocation of the sector budget of 50.17%, followed by Tertiary at 19.61%, Secondary at 15.20%, BTVET at 10.55% and others at 4.47% (Physical Education and Sports, Special Needs Education, Guidance and Counselling and Policy, Planning and Support Services).

In comparison to the FY 2015/16, the total sector allocation to primary education declined by 3.73% while Secondary Education declined by 2.7%. Tertiary had the highest increment in the sector budget allocation of 5.11%, followed by BTVET at 1.15% and others at 0.17%. The increment under tertiary is attributed to the Ushs. 78bn wage enhancement for public universities, under BTVET is attributed to the increment in donor allocation while the percentage increase in the category of others is attributed to creation of the Human Resource Department and increment in pension allocation by Ushs. 20.93bn.
3.2 Analysis of the Financial Budget Performance Outturn for FY 2016/17

Analysis of the Budget Release Performance excluding external financing for the Financial Year under review indicated in table 3.4 below shows that a total release of Ushs. 2,012.84bn was made to the Sector out of the overall approved budget of Ushs. 2,051.90bn hence translated into an overall release performance of 98%.
Table 3.4: The FY 2016/17 Budget Performance: Sector Approved Budget and Releases (excluding external financing)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>013</td>
<td>MoES inc Primary Educ</td>
<td>12.82</td>
<td>145.37</td>
<td>105.80</td>
</tr>
<tr>
<td>132</td>
<td>ESC</td>
<td>1.26</td>
<td>4.65</td>
<td>0.65</td>
</tr>
<tr>
<td>136</td>
<td>MUK</td>
<td>100.08</td>
<td>24.01</td>
<td>10.16</td>
</tr>
<tr>
<td>137</td>
<td>Mbarara</td>
<td>23.93</td>
<td>3.94</td>
<td>3.80</td>
</tr>
<tr>
<td>138</td>
<td>MUBS</td>
<td>16.26</td>
<td>3.44</td>
<td>2.80</td>
</tr>
<tr>
<td>139</td>
<td>Kyambogo University</td>
<td>32.18</td>
<td>8.24</td>
<td>0.72</td>
</tr>
<tr>
<td>140</td>
<td>UMI</td>
<td>1.68</td>
<td>0.35</td>
<td>1.50</td>
</tr>
<tr>
<td>149</td>
<td>Gulu University</td>
<td>18.46</td>
<td>4.15</td>
<td>2.50</td>
</tr>
<tr>
<td>111</td>
<td>Busitema University</td>
<td>17.33</td>
<td>7.55</td>
<td>1.08</td>
</tr>
<tr>
<td>127</td>
<td>Muni University</td>
<td>3.53</td>
<td>3.47</td>
<td>4.55</td>
</tr>
<tr>
<td>128</td>
<td>UNEB</td>
<td>3.95</td>
<td>27.50</td>
<td>-</td>
</tr>
<tr>
<td>301</td>
<td>Lira University</td>
<td>3.70</td>
<td>2.75</td>
<td>1.50</td>
</tr>
<tr>
<td>303</td>
<td>National Curriculum</td>
<td>3.97</td>
<td>4.57</td>
<td>-</td>
</tr>
<tr>
<td>307</td>
<td>Kabale University</td>
<td>4.69</td>
<td>2.94</td>
<td>0.60</td>
</tr>
<tr>
<td>308</td>
<td>Soroti University</td>
<td>3.38</td>
<td>1.62</td>
<td>6.00</td>
</tr>
<tr>
<td>501-850</td>
<td>Dist. LG</td>
<td>1,106.60</td>
<td>231.38</td>
<td>46.93</td>
</tr>
<tr>
<td>122</td>
<td>KCCA Education Grant</td>
<td>24.82</td>
<td>6.07</td>
<td>2.67</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1,378.66</td>
<td>481.99</td>
<td>191.26</td>
</tr>
</tbody>
</table>

Source: IFMS & own computation
The sector received supplementary budget releases to wage component for Vote 136 (12.1bn), 138 (3.153bn), 137 (1.878bn), 111 (1.825bn), 127 (0.896bn), 139 (4.408bn), 140 (0.895bn), and 149 (3.321bn) to cater for salary enhancement for non-teaching staff in Public Universities and this translated into 100.4% budget release performance whereas a 100.11% budget release was realised for the non-wage component mainly attributed to the supplementary budget release to Vote 128 (7.238bn) and vote 136 (10bn) to cater for 2016 examinations and operational expenses and Payment Retirement Benefits Scheme respectively. The GOU development budget release performed at 69.89% due to budget cuts (under releases) to all Votes except Vote 132,307, 122 and 501-850 series, which performed at 100%.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finance and Administration (Headquarters)</td>
<td>2.186</td>
<td>2.186</td>
<td>2.119</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>2</td>
<td>Primary and Pre-Primary Education</td>
<td>0.266</td>
<td>0.266</td>
<td>0.238</td>
<td>100%</td>
<td>89%</td>
</tr>
<tr>
<td>3</td>
<td>Secondary Education</td>
<td>0.152</td>
<td>0.152</td>
<td>0.078</td>
<td>100%</td>
<td>51%</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Education</td>
<td>4.186</td>
<td>4.186</td>
<td>4.117</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>5</td>
<td>BTVET</td>
<td>2.933</td>
<td>2.933</td>
<td>2.911</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>6</td>
<td>Special Needs Education</td>
<td>0.12</td>
<td>0.12</td>
<td>0.112</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>7</td>
<td>Higher Education</td>
<td>0.187</td>
<td>0.187</td>
<td>0.182</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>8</td>
<td>Education Planning and Policy Analysis</td>
<td>0.67</td>
<td>0.67</td>
<td>0.588</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>9</td>
<td>Directorate of Education Standards (DES)</td>
<td>1.061</td>
<td>1.061</td>
<td>1.041</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>10</td>
<td>Physical Education and Sports</td>
<td>0.099</td>
<td>0.099</td>
<td>0.085</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>11</td>
<td>Departmental Training Institutions</td>
<td>0.614</td>
<td>0.614</td>
<td>0.56</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>12</td>
<td>Internal Audit</td>
<td>0.076</td>
<td>0.076</td>
<td>0.066</td>
<td>100%</td>
<td>87%</td>
</tr>
<tr>
<td>13</td>
<td>Private Schools Department</td>
<td>0.152</td>
<td>0.152</td>
<td>0.145</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>14</td>
<td>Guidance and Counselling</td>
<td>0.121</td>
<td>0.121</td>
<td>0.116</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12.823</strong></td>
<td><strong>12.823</strong></td>
<td><strong>12.358</strong></td>
<td><strong>100%</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

Source: MoES (Finance and Administration – Accounts) IFMS
The approved recurrent wage budget was Ushs. 12.82bn and the release performed at 100%, while the absorption capacity stood at 96%. Absorption was low by 4% which is attributed to delayed recruitment to fill staffing gaps as shown in table 3.5 above.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finance and Administration (Headquarters)</td>
<td>32.01</td>
<td>29.73</td>
<td>27.66</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>Primary and Pre-Primary Education</td>
<td>23.26</td>
<td>20.99</td>
<td>20.99</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Secondary Education</td>
<td>1.41</td>
<td>1.12</td>
<td>1.12</td>
<td>79%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Education</td>
<td>4.66</td>
<td>4.64</td>
<td>4.64</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>BTVET</td>
<td>20.79</td>
<td>19.60</td>
<td>19.58</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>Higher Education</td>
<td>29.68</td>
<td>25.33</td>
<td>25.27</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>Education Planning and Policy Analysis</td>
<td>5.12</td>
<td>3.39</td>
<td>3.38</td>
<td>66%</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Directorate of Education Standards (DES)</td>
<td>3.09</td>
<td>2.12</td>
<td>2.12</td>
<td>69%</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>Departmental Training Institutions</td>
<td>2.99</td>
<td>2.98</td>
<td>2.97</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>10</td>
<td>NHSTC</td>
<td>12.59</td>
<td>11.89</td>
<td>11.89</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>11</td>
<td>Physical Education and Sports</td>
<td>5.28</td>
<td>8.32</td>
<td>8.32</td>
<td>158%</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>Internal Audit</td>
<td>0.46</td>
<td>0.25</td>
<td>0.25</td>
<td>55%</td>
<td>100%</td>
</tr>
<tr>
<td>13</td>
<td>Private Schools Department</td>
<td>0.90</td>
<td>0.59</td>
<td>0.58</td>
<td>65%</td>
<td>99%</td>
</tr>
<tr>
<td>14</td>
<td>Special Needs Education</td>
<td>1.37</td>
<td>1.13</td>
<td>1.13</td>
<td>82%</td>
<td>100%</td>
</tr>
<tr>
<td>15</td>
<td>Guidance and Counseling</td>
<td>0.96</td>
<td>0.75</td>
<td>0.75</td>
<td>78%</td>
<td>100%</td>
</tr>
<tr>
<td>16</td>
<td>Human Resource Management Department</td>
<td>0.78</td>
<td>0.46</td>
<td>0.46</td>
<td>59%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>145.36</td>
<td>133.30</td>
<td>131.12</td>
<td>92%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Source: MoES (Finance and Administration -Accounts) IFMS
In table 3.6 above, the recurrent non-wage release was 133.30bn performing at 92% of the approved budget, while the expenditure (absorption capacity) stood at 131bn performing at 98% on average of the non-wage released. Programme 12 Physical Education and Sports sub sector over performed at 158% due to the supplementary budget release of Ushs. 4.24bn of which Ushs. 2.24bn was for International Athletics world cross country championships (IAAF) and Ushs. 2bn for Uganda Cranes participation in African Cup of Nations Final.

Programme 08-Education Planning and Policy Analysis, Internal Audit, and Human Resource Department had the least budget release at 66.21%, 55% and 59% respectively. This was attributed to budget release cut of Ushs. 1.73bn to the Non PAF component of the Vote.

The Absorption Capacity for Programme 01-Finance and Administration was the least at 93.74% due to under payment for pension. Under payment of pension was due to verification of the pension list that identified some beneficiaries as primary teachers whose payments are processed under the Local Government votes.

Table 3.7: Development Budget for Vote 013 Ministry of Education and Sports (excl. Taxes) FY 2016/17

<table>
<thead>
<tr>
<th>Source funding</th>
<th>Government of Uganda</th>
<th>External Financing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co de Project</td>
<td>Approv ed Annu al Budget</td>
<td>Cumula tive Release s</td>
</tr>
<tr>
<td>08 97 Development of Secondary Education</td>
<td>10.58 8.45</td>
<td>8.44</td>
</tr>
<tr>
<td>09 42 Development of BTVET</td>
<td>24.26 14.02</td>
<td>14.01</td>
</tr>
<tr>
<td>12 32 Karamoja Primary Education Project</td>
<td>0.76 0.62</td>
<td>0.62</td>
</tr>
<tr>
<td>12 33 Improving the Training of BTVET Technical Instructors</td>
<td>2.2 0.45</td>
<td>0.45</td>
</tr>
<tr>
<td>12 41 Development of Uganda Petroleum Institute Kigumba</td>
<td>8.00 2.51</td>
<td>2.51</td>
</tr>
<tr>
<td>12 70 Support to National Health &amp; Departmental Training</td>
<td>2.85 1.38</td>
<td>1.38</td>
</tr>
<tr>
<td>Institutions</td>
<td>12</td>
<td>73</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Support to Higher Education, Science &amp; Technology</td>
<td>25.71</td>
<td>18.39</td>
</tr>
<tr>
<td>Uganda Teacher and School Effectiveness Project</td>
<td>7.89</td>
<td>4.34</td>
</tr>
<tr>
<td>Development and improvement of Special Needs Education</td>
<td>2.06</td>
<td>1.00</td>
</tr>
<tr>
<td>Albertine Region Sustainable Development Project</td>
<td>2.83</td>
<td>1.67</td>
</tr>
<tr>
<td>Skills Development Project</td>
<td>0.4</td>
<td>0.26</td>
</tr>
<tr>
<td>Emergency Construction of Primary Schools Phase II</td>
<td>1.86</td>
<td>0.68</td>
</tr>
<tr>
<td>Development of PTCs Phase II</td>
<td>5.38</td>
<td>3.29</td>
</tr>
<tr>
<td>John Kale Institute of Science and Technology (JKIST)</td>
<td>1.63</td>
<td>1.35</td>
</tr>
<tr>
<td>Akii Bua Olympic Stadium</td>
<td>1.00</td>
<td>0.21</td>
</tr>
<tr>
<td>National High Altitude Training Centre (NHATC)</td>
<td>5.83</td>
<td>5.43</td>
</tr>
<tr>
<td>Support to the Implementation of Skilling Uganda Strategy (BTC)</td>
<td>1.65</td>
<td>1.05</td>
</tr>
<tr>
<td>The Technical Vocational Education and Training</td>
<td>0.9</td>
<td>0.61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21.48</td>
<td>14.55</td>
</tr>
</tbody>
</table>

Source: MoES (Finance and Administration - Accounts) IFMS
The GoU Development budget release performed at an average of 68% while the absorption of funds stood at 98%. The budget release performance is attributed to budget cuts. This led to Project 1233 Improving the Training of BTVET Technical Instructors; Project 1369 Akii Bua Olympic Stadium and Project 1241 Development of Uganda Petroleum Institute Kigumba to a cumulative release performance of 20%, 21% and 31% respectively; below the ideal quarterly release percentage. The project 1370 National High Altitude Training Centre (NHATC) budget release was the highest at 93% attributed to the existing contractual obligations for the construction of the stadium. See table 3.7 above.

The Absorption capacity for the development projects averaged 98%, with Project 1368 John Kale Institute of Science and Technology (JKIST) falling below the average at 87%. This was due to the delay of submission of the land title for institution's proposed site by Kisoro District Local Government for the project.

The projects that have no funds (zero) under external financing as the source of funds e.g. Development and improvement of Special Needs Education, National High Altitude Training Centre (NHATC) were entirely funded by the Government of Uganda in the year under review.

### Table 3.8: Non Tax Revenue (AIA) Budget Performance for the Education and Sports Sector

<table>
<thead>
<tr>
<th>Code</th>
<th>Vote</th>
<th>Approved Budget</th>
<th>Budget Release</th>
<th>Budget Expenditure</th>
<th>Release Performance</th>
<th>Expenditure Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>136</td>
<td>MUK</td>
<td>93.63</td>
<td>90.42</td>
<td>90.42</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>137</td>
<td>Mbarara</td>
<td>7.96</td>
<td>8.47</td>
<td>8.92</td>
<td>106%</td>
<td>105%</td>
</tr>
<tr>
<td>138</td>
<td>MUBS</td>
<td>43.33</td>
<td>37.13</td>
<td>37.13</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>139</td>
<td>Kyambogo University</td>
<td>54.97</td>
<td>63.45</td>
<td>65.46</td>
<td>115%</td>
<td>103%</td>
</tr>
<tr>
<td>140</td>
<td>UMI</td>
<td>24.14</td>
<td>14.43</td>
<td>14.43</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>149</td>
<td>Gulu University</td>
<td>9.84</td>
<td>8.89</td>
<td>8.89</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>111</td>
<td>Busitema University</td>
<td>6.65</td>
<td>5.63</td>
<td>5.62</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>127</td>
<td>Muni University</td>
<td>0.61</td>
<td>0.78</td>
<td>0.37</td>
<td>127%</td>
<td>48%</td>
</tr>
<tr>
<td>128</td>
<td>UNEB</td>
<td>39.50</td>
<td>24.80</td>
<td>24.75</td>
<td>63%</td>
<td>100%</td>
</tr>
<tr>
<td>301</td>
<td>Lira University</td>
<td>2.20</td>
<td>2.28</td>
<td>0.97</td>
<td>104%</td>
<td>43%</td>
</tr>
<tr>
<td>303</td>
<td>National Curriculum Development Centre</td>
<td>0.45</td>
<td>0.18</td>
<td>0.18</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>307</td>
<td>Kabale University</td>
<td>5.51</td>
<td>4.11</td>
<td>4.11</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>308</td>
<td>Soroti University</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>122</td>
<td>KCCA Education Grant</td>
<td>2.94</td>
<td>3.07</td>
<td>2.94</td>
<td>105%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>291.72</strong></td>
<td><strong>263.615</strong></td>
<td><strong>264.163</strong></td>
<td><strong>90%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Vote Performance Reports FY 2016/17

The Sector projected in table 3.8 above to collect Ushs. 291.72bn as non-tax revenue. However, by the end of FY 2016/17 only Ushs. 263.615bn had been collected hence posted performance of 90.4% while Ushs. 264.163bn was spent. Vote 308 Soroti University is not yet operational and thus did not collect any non-tax revenue.
While Vote 139, 127 and Vote 301 had more revenue than projected, the difference was because of the balance of the previous FY 2015/16 that was brought forward to FY 2016/17.

Vote 303 NCDC projected to generate 0.45bn from sale of curriculum books but performed the least at 40% of this projection. This was because the Centre suffered stock outs on many titles of curriculum books due to the increased cost of reprinting the books. The Centre also anticipated to sale curriculum books for the Lower Secondary Curriculum (CURRASE) which was due for roll out in 2017 but this was not possible because the roll out was halted and the printing was stopped.
<table>
<thead>
<tr>
<th>Sub-Sector</th>
<th>Activities</th>
<th>Annual Budget Shs. Bn</th>
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<th>Actual Exp. FY 16/17 Shs. Bn.</th>
<th>Actual Outputs</th>
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</thead>
<tbody>
<tr>
<td><strong>RECURRENT</strong></td>
<td>(i) Wage (Primary, Tertiary and Secondary Wage)</td>
<td>1,106.60</td>
<td>Pay salaries for primary teachers, secondary teacher's and tutors</td>
<td>1,124.08</td>
<td>127,691 primary teachers, 22,488 secondary teachers and 3,757 tutors were paid salaries respectively.</td>
</tr>
<tr>
<td>Local Government</td>
<td>(ii) Non-Wage Inspection of schools &amp; DEO Monitoring(LG), and capitation grants</td>
<td>4.69</td>
<td>All schools inspected and monitored at least once a term.</td>
<td>4.58</td>
<td>58% of Local governments ensured submitted inspection and monitoring reports to the Directorate of Education Standards.</td>
</tr>
<tr>
<td><strong>Pre-Primary and Primary Education</strong></td>
<td>(iii) Consolidated Development</td>
<td>46.93</td>
<td>Construction and rehabilitation of secondary and Primary schools</td>
<td>46.93</td>
<td>Funds disbursed for the construction and rehabilitation of 49 Secondary Schools. Under Primary new classrooms 377, 1,431 V.I.P latrines, and 191 units of teachers' houses were constructed.</td>
</tr>
<tr>
<td></td>
<td>PLE Exams(UNEB)</td>
<td>8.799</td>
<td>639,279 Primary leaving Examination Candidates registered in 113 Districts.</td>
<td>7.796</td>
<td>Released all inclusive PLE results for 640,833 candidates of which, UPE constituted 76% &amp; Non-UPE 24%. Boys were 48.7% compared to 51.3% girls. A total of 917 Candidates with special needs sat for PLE of which 44.5% (408) were girls and 55.5% (509) were boys.</td>
</tr>
<tr>
<td></td>
<td>UPE Capitation Grants</td>
<td>68.53</td>
<td>Pay Capitation Grants for 7,242,902 pupils.</td>
<td>66.31</td>
<td>Paid capitation grants to 7,028,163 pupils.</td>
</tr>
<tr>
<td></td>
<td>Monitoring and Supervision of Primary Schools</td>
<td>0.41</td>
<td>P1-P3 classes in 20 private schools and nursery in 20 schools monitored; 300 nursery teachers/caregivers trained on the use of the learning framework in 3 districts; 60 nursery schools /ECD centres and 120 primary schools supervised and monitored focusing</td>
<td>0.34</td>
<td>Monitored HIV/AIDS activities in 60 schools; Monitored P1-P3 classes in 60 schools (20 Luuka, 20 kayunga and 20 Namutumba) districts; Monitored 20 ECD Centres in Luuka and Namutumba districts respectively; Monitored and supervised 130 schools in 13 Districts of Lwengo, Masaka, Kalungu, Bukomasimbi, Sembabule, Rakai, Lyantonde, Kapchorwa, Mubende, Nakasongola, Jinja, luuka and kiboga. Under World Food Program: monitored 735 schools on School feeding (i.e focusing on enrolment, attendance, food deliveries, and utilization and food records).</td>
</tr>
<tr>
<td>Sub-Sector</td>
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<tr>
<td></td>
<td>Instructional Materials</td>
<td>16,073.26</td>
<td>Procurement of Local Language Reading Books in 25 languages for P1 and P2; English Readers for P1 and P2; Wall charts for P1 and P2; assorted instructional materials for Teacher Instruction Education. 6,500,000 copies of textbooks, non-textbooks and teach</td>
<td>16,073.26</td>
<td>Procured and distributed a total of 505,409 (P1= 346,091, P2= 159,318) pupil books; 36,120 local language dictionaries and 12,200 English dictionaries; 24,400 P1 and P2 wallpapers; 12,200 wall charts; 20,890 bilingual dictionaries and 61,000 Math work cards. Monitored the state and management of instructional materials in sampled districts across the country. Facilitated Internal Audit to conduct a verification exercise for supply and delivery of Instructional Materials by M/s Fountain Publishers. Paid M/s Fountain Publishers the last tranche of 50% second installment Payment. Paid M/s MK Publishers 50% of the contract value.</td>
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<td></td>
<td>Advocacy and Counselling</td>
<td>0.539</td>
<td>Regional Career Talks covering 320 educational institutions conducted. Support supervision &amp; follow-up in the provision of G&amp;C Services in 180 institutions conducted. Regional school-based orientation/training in the provision of standardized G&amp;C Service.</td>
<td>0. 143</td>
<td>Printed and distributed P.7 information guide booklets (5,000 copies) and 5000 Copies of GC Handbook (A guide for enrollment into Health Training Institutions). Procured and re-printed 3,300 copies of the information guides for P.7 leavers 2017 Edition. Facilitated career talks and disseminated guidance and counseling materials in 236 (80 in Q1 and 156 in Q2) secondary schools in Northern, Western, Central, Eastern and West Nile Regions. Facilitated support supervision and follow up of Guidance and Counseling Services in 42 regional centers of Excellence.</td>
</tr>
<tr>
<td></td>
<td>Selection Exercise and placement of children</td>
<td>0.418</td>
<td>Organising and conducting National Placement for P.7 &amp; S.4 leavers conducted.</td>
<td>0. 396</td>
<td>Placed primary seven leavers as follows: 256,036 students to S.1 in Government aided Sec Schools; 157,860 students to S.1 in PPPs; 3,240 students to BTVET Institutions (government &amp; PPPs) and 28,440 students to Non-USE total 445,576. Placed Senior four leavers for academic year 2016 as follows: 152,740 students to S.5: 8,119 students to Primary Teachers.</td>
</tr>
<tr>
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<tr>
<td>Special Needs Education</td>
<td>Monitoring and support supervision</td>
<td>0.090</td>
<td>12 school based support supervision conducted in 152 institutions supporting learners with special educational needs.</td>
<td>0.057</td>
<td>Carried out three (03) support supervision visits to 82 (30 in Q1; 30 in Q2 and 22 in Q4) institutions supporting learners with SNEs. Monitored NFE centers implementing accelerated learning in the Acholi region in the districts of Gulu, Lamwo, Kitgum, Pader, Amuru, Nwoya, Agago, Bulisa, Moroto, Mubenda, Nakasongola, Mityana, Arua, Isingiro and Bushenyi. Conducted follow up visits and support supervision of teachers trained in SNE in Kanungu, Ntungamu, Kabale, Rukungiri, Kisoro, Kiruhura, Mitoma, Sheema, Isingiro, Kyegga Kyenjojo, Rubirizi and Kamwenge conducted. Participated in the International Disability day.</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td></td>
<td>0.50</td>
<td>Procurement of specialized instructional Materials and equipment.</td>
<td>0.34</td>
<td>Procured (41) Perkin Braille’s Machines &amp; 150 Cartons of Braille paper for Madera School for the Blind, Salam School for the Blind and Gulu Prison. Procured assorted stationery and small Office procured.</td>
</tr>
<tr>
<td>Special needs Education Services</td>
<td></td>
<td>0.63</td>
<td>Subvention grants transferred to 100 institutions to support learners with special needs</td>
<td>0.63</td>
<td>Transferred subvention grants to 100 institutions in Q1 &amp; Q2, 99 in Q3 and 93 in Q4 to support learners with special needs.</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Monitoring and support supervision</td>
<td>0.207</td>
<td>Provided support supervision to 125 government USE secondary schools and administrative support to 125 USE schools.</td>
<td>0.135</td>
<td>Conducted administrative visits to schools in the Northern region to follow up on the implementation and execution of recommendations contained in inspection reports, functionality of Board of Governors and teacher attendance (i.e Onono Memorial ss, Koro ss, Opit ss, St. Thomas Minakulu ss, Lokome ss, Lalogi ss, Kockongako ss, Awere ss, Amanang ss Chepkwasta ss, Chesower ss, Kabei ss, Kapoyo High School, St Joseph’s ss Bukwo, Chemanga sss ‘Kween, Chemwania High school ‘Kween, Kapkoch ss’</td>
</tr>
<tr>
<td>Sub-Sector</td>
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<td>Actual Exp. FY 16/17 Shs. Bn.</td>
<td>Actual Outputs</td>
</tr>
<tr>
<td>USE and UPOLET capitation Grants</td>
<td>129.51</td>
<td>Capitation grants paid to USE and UPOLET students</td>
<td>125.30</td>
<td>949,554 USE and 76,834 UPOLET students</td>
<td></td>
</tr>
<tr>
<td>UCE and UACE examinations</td>
<td>18.11</td>
<td>323,714 Uganda Certificate education Candidates and 136</td>
<td>26.5</td>
<td>The Board registered 325,237 candidates for UCE of which Males are 164, 837 compared to 160,400 female candidates for FY 2017/18. At UACE, 101,033 candidates were</td>
<td></td>
</tr>
<tr>
<td>Sub-Sector</td>
<td>Activities</td>
<td>Annual Budget Shs. Bn</td>
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<td></td>
<td>papers for UCE and 116 for UACE set and moderated.</td>
<td></td>
<td>registered, male 59,179 and female candidates 41,854. Complete registration status expected at end of July</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9,000,000 UCE and 2,500,000 UACE Answer booklet is to be printed</td>
<td></td>
<td>The Board set and moderated 136 papers for UCE and 110 for UACE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>323,714 UCE and 105,245 UACE result slips printed.</td>
<td></td>
<td>Printed and issued 323,714 result slips for UCE and 104,358 for UACE.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Printed 108,419 certificates for UACE.</td>
</tr>
<tr>
<td>Private Schools Department</td>
<td>0.57</td>
<td>600 Non USE private schools monitored and support supervised.</td>
<td>0.37</td>
<td>Monitored 337 Non-USE schools (i.e in the districts of Tororo, Busia, Buteleja, Kapchorwa and Kween) and 641 USE/UPOLET schools (i.e in the districts of Tororo, Busia, Buteleja, Bukwo, Bulambuli Masindi, Buliisa, Kiryandongo, Kiboga, Bukomansimbi, Kalungu, Masaka, Iganga, Nakasongola, Kiboga, Kyankwanzi, Nakaseke, Kaliro and Luuka).</td>
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<tr>
<td></td>
<td></td>
<td>400 USE/UPOLET private schools Monitored and support supervised.</td>
<td></td>
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<tr>
<td>Higher Education</td>
<td>Monitoring/supervision and Quality assurance for Tertiary Institutions (AICAD, NCHE, JAB)</td>
<td>2.94</td>
<td>African Institute for Capacity Development (AICAD) Supported.</td>
<td>2.50</td>
<td>Paid part of the subscription contribution to AICAD to facilitate research in agriculture and value addition trainings.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Subvention to NCHE to support its Programmes disbursed: Embark on 2nd phase of</td>
<td></td>
<td>Disbursed subvention to NCHE to enable it perform its regulatory/quality assurance function through accrediting programs, monitoring and supervision of higher institutions of learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCHE Home provided.</td>
<td></td>
<td>Facilitated JAB secretariat to conduct monitoring of progression, completion and graduation rates of students in public Other tertiary institutions. Procured stationery for the JAB secretariat and paid for the JAB data entry exercise.</td>
</tr>
<tr>
<td>Sub-Sector</td>
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<tr>
<td></td>
<td>Operational support for public and private Universities</td>
<td>District Quota activities monitored and reviewed.</td>
<td>1.88</td>
<td>Disbursed funds to support 150 Science Education Students at University of Kisubi formerly Kisubi Brothers University College.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Funds to support 100 science education students at Kisubi Brothers University College provided.</td>
<td></td>
<td>Disbursed funds (1.64bn) to 5 selected private universities (i.e Bishop Stuart, Mountains of the Moon, Nkumba, Ndejje and Kumi) to support infrastructure expansion.</td>
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<tr>
<td></td>
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<td>Selected private universities supported to expand infrastructure</td>
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<tr>
<td></td>
<td>Support to Research Institutions in Public Universities</td>
<td>Top-up allowances to 370 students abroad paid.</td>
<td>1.48</td>
<td>Paid Top Up allowances to 316 students (44 in China, 53 in India, 9 turkey, 39 Egypt, 6 Cuba, 3 Thailand and 162 Algeria).</td>
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<tr>
<td></td>
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<td>Uganda Commonwealth Scheme Supported.</td>
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<tr>
<td></td>
<td>Sponsorship Scheme and Staff Development for Masters and PhDs</td>
<td>Uganda’s Education Attaché in India and Algeria supported.</td>
<td>17.62</td>
<td>Paid full tuition for 3,482 students in 18 Universities and 33 tertiary institutions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support to Higher Education Students’ Financing Board facilitated. Financing Board facilitated. 10 candidates for Masters and PhDs as annually selected by NCHE.</td>
<td></td>
<td>Supported two (02) Education Attachés (i.e. 1 in India and the other in Algeria)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uganda Management Institute (Teaching)</td>
<td>Advertising of various short and long courses, GoU 4.30</td>
<td>Registered 174 participants on long courses and 100 on professional courses. Ran 11 prospectus short courses and 7</td>
<td></td>
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<td>and Research)</td>
<td></td>
<td></td>
<td>Teaching of participants and managing of examinations. To develop policy briefs, publish research for staff, attending local and international conferences.</td>
<td>AIA 13.39</td>
<td>tailor made courses in the period. Graduated 2,151 participants from all UMI branches. Eight (8) staff attended local and Five (5) attended international conferences. Held 4 research seminars and 1 public dialogue. Developed 6 policy papers and 3 policy briefs.</td>
</tr>
<tr>
<td>Makerere University</td>
<td>124.08</td>
<td>Enrolment: Enrolment is expected at 38,000 (35,000 undergraduate and 3000 graduate students). Academic programmes include 112 undergraduate and 127 graduate programmes. Operation and management of two newly established campuses. 3000 graduate students in 106 academic programmes Multidisciplinary research teams targeting the university research agenda. Books published Dissemination workshops/seminars meetings</td>
<td>124.66</td>
<td>Between 21st - 24th February, 2017 the University held her 67th Graduation Ceremony at it graduated a total of 14,901 graduates. Out of these 77 were Doctorates (PhDs), 1,271 Masters Degrees, 77 Postgraduate Diplomas, 13,225 Bachelor's Degrees and 188 Ordinary Diplomas. The proportion of Female graduates has on average remained at 45% especially at Bachelor's Degree level. The University nurtured 2500 students on graduate programmes, the 1248 University academic staff have continued to participate in research and offering of professional services to various Government Department and Sectors of the Economy, NGOs, the public and the Private Sector. The University continued to run Short courses in five Colleges of Computing and Information Sciences, Business and Management Sciences, Humanities and Social Sciences and Vet medicine and Bio-Security.</td>
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<td>Civil society engagement and Consultancy services/ Reports Colleges</td>
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<td></td>
<td>Short courses in five Colleges-Computing and IT, CHUSS/Gender, Law, CoBMAS, COVAB</td>
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<tr>
<td>Muni University</td>
<td>Conduct 34 weeks of lecture for 300 Government sponsored students and 48 privately sponsored students, prepare and conduct examinations for 348 students.</td>
<td>7.00</td>
<td>8.17</td>
<td>34 weeks of lectures conducted for all the four programs of Nursing, Education, Computer science and Information science including 4 weeks for examination. 337 students registered for the four programs. 7 progressive assessments conducted in all programs of Nursing, Education, Computer science and Information science. 2 Semester Examination (i.e. first Semester) conducted (335 students) and results compiled. Draft School practice manual and assessment tools developed 4 new draft curricula developed (2 in Computer and information science and 2 Science education)</td>
<td></td>
</tr>
<tr>
<td>Busitema University</td>
<td>-3,741 students taught and examined for two semesters of which 808 are government. 1,167 students graduated. Two semester examinations conducted. Four program reviewed. Two Semester exams conducted and reviewed</td>
<td>26.23</td>
<td>27.74</td>
<td>-3,225 students were taught and examined of which 31% were females and 69% were males. 1,034 Graduated of which 31% were females and 69% were males. Two semester examinations conducted. Reviewed 4 engineering programs, 4 in Agriculture, developed 2 new in agriculture and submitted to National council. 1 program developed in Health Sciences and submitted to senate. 1,333 students of 2nd and 3rd year attached to industries</td>
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|            |                                                                           |                        | by external examiners twice  
- 4 training session in proposal and report writing, and publications skills conducted to ensure high quality research and publication.  
- 5 research collaborations conducted  
- 102 publications published by staff in different reorganized Journals.                                                                 |                                                                                                          | and supervised during the recess term.  
- 363 first year students given vocational training during recess term.  
- 3,225 students were registered.  
- 5,000 application forms procured.  
- 9,000 registration forms & 3,000 registration certificates procured.  
- 234 proposals and projects for final year students were vetted and approved.  
- 195 students carried out teaching practice.  
- Monitoring and supervision of teaching was carried out in all the six campuses.  
- 2 training session in proposal and report writing, publications skills conducted to ensure high quality research and publication.  
- 2 research collaboration conducted with RUFORUM  
- 76 publications published by staff in different recognized journals.  
- RUFORUM nurturing grant support project to Busitema University was awarded.  
- Seventy two (72) University staffs were trained on Research methods, proposal writing project planning and implementation, research ethics, publications in referenced journals and outreach.  
- Fifty (50) University senior academic staff from all campuses were trained on research and graduate studies mentoring and supervision.                                                                 |                                                                                                          |                                                                                                                                                                                                                                       |
|            |                                                                           |                        |                                                                                                           |                                                                                                          |                                                                                                                                                                                                                                       |
| Kyambogo University |                                                                           | 40.42                  | 320 Post Graduate & 22,384 undergraduate students trained & examined.  
3,492 students examined at DEPE centres.  
24,280 examined at affiliated institutions.                                                                 | 44.55                                                                                                    | 320 Post graduate & 22,384 under graduate students were trained & examined.  
3700 students were trained at DEPE centres & 22,900 at affiliated institutions.  
Assorted instructional materials were procured for the academic planning centres, delivered and used by both the students and lecturers. Six New programs were developed.  
17 academic staff were funded by the University on Award                                                                 |
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<td>research in various PhD Disciplines in various Universities i.e. 3 staff at PhD level in Makerere University, two in MUBS, four in Kenyatta University, two in Dar es Salaam university, two in University of Pretoria, one person in the University of Pretoria, one person in University of Oslo, Norway, one person in University of Addis Ababa, one person in Nangang Technology University</td>
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<td>Collaborations done to sister universities i.e. Visited Seneca University College, Canada from 25th to 30th October 2016 and signed a MoU on Academic staff and student exchange and on joint research in Early Childhood Education.</td>
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<td>28 academic and non-teaching staff were facilitated to attend research conference, paper presentations at various research conference both at national level and international level i.e. Japan, Malaysia, Ghana, and Portugal.</td>
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<tr>
<td>Gulu University</td>
<td>23.64</td>
<td>Admit 240 Government sponsored students and 2,500 Private students Register 8 additional PhD students.</td>
<td>26.93</td>
<td>Conducted 6 weeks of lectures for 4,800 students, Conduct students’ field training for 200 Agriculture students, and internship and community clerkship for 50 students.</td>
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<td>Sponsor 15 additional Masters Programme students under AfDB HEST Project, Sponsor 20 administration to undergo trainings, workshops, conferences.</td>
<td></td>
<td>Sponsored 15 staff for PHD under CIDA scholarship, AfDB HEST 5 staff for 6 PHD and 2 Masters, Sponsored 5 administration to trainings, workshops, conferences and seminars Under AfDB HEST Project.</td>
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<td>Conduct community clerkship in 30 Health Centres for 100 Medical</td>
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<td>Conducted community clerkship in 10 Health Centres for 50 Medical Students, 100 students Faculty of Agriculture.</td>
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<td>Students, carry out internship for 50 Medical students.</td>
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<tr>
<td>Lira University</td>
<td>Students, carry out internship for 50 Medical students.</td>
<td>6.45</td>
<td>900 students taught and examined for two semesters of which 100 will be government sponsored. Two Semester examinations conducted and reviewed by external examiners. Five academic programs developed. 167 students supervised for Internship. 3 HIV/AIDS sensitization workshops for students and communities around the University carried out. 2 community mobilisation and sensitisation on hygiene and sanitation and solid waste management.</td>
<td>6.15</td>
<td>696 students taught and examined for one semesters of whom 84 are government sponsored. One Semester examination conducted and reviewed by external Examiners. 157 research reports for the final year students supervised, vetted and approved and examined. 41 third year Midwifery students conducted Domiciliary training, 50 second year LSM students carried out field work and school practice. 1 research collaboration conducted, 2 training sessions in proposal, report writing and publication skills done, 157 research reports approved and marked. 3 HIV/AIDS sensitization workshops for students and communities around the University carried out. 2 community mobilisation and sensitisation on hygiene and sanitation and solid waste management.</td>
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<tr>
<td>Mbarara University</td>
<td>1,297 new students enrolled and registered. 30 weeks of lectures &amp; practicals and 4 weeks of examinations conducted. Procure teaching materials (Computers supplies, Chemicals, Apparatus, and Text books) for 3,553 students. 8 weeks of Leadership</td>
<td>27.87</td>
<td>1,297 new students enrolled and registered. 30 weeks of lectures &amp; practicals and 4 weeks of examinations conducted. Procure teaching materials (Computers supplies, Chemicals, Apparatus, and Text books) for 3,553 students. 8 weeks of Leadership</td>
<td>27.91</td>
<td>Enrolled and registered 1,206 new students (182 Government &amp; 1,024 private). Conducted 30 weeks of lectures &amp; practicals and 4 weeks of examinations. Procured teaching materials (Computer supplies, Chemicals, Apparatus, and Text books) for 3,647 students. Held 8 Quality Assurance and Curriculum Review meetings/workshops. Paid Faculty Allowance for 607 GoU science based students. Conducted 1 study Trip for each of the following programmes: Business Administration, Accounting &amp; Finance, Nursing, Pharmacy, and Medical Laboratory Science. Conducted Graduation for 1,188 students. Paid salaries for 328 staff.</td>
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<td>and Community placement for 75 Medical students, 43 Nursing, 44 Pharmacy &amp; 66 Medical Lab. Science, 17 Pharmaceutical Science students; 8 weeks of School Practice for 263 Science Education Students, 8 weeks of Industrial Training.</td>
<td></td>
<td>Conducted 5 weeks of Leadership and Community placement for 75 Medical students, 68 Nursing, 40 Pharmacy, 89 Medical Lab. Science, 15 Pharmaceutical Science &amp; 11 Physiotherapy students; 8 weeks of School Practice for 254 Science Education Students, 8 weeks of Industrial Training for 165 Computer Science, Engineering and Information Technology Students, 263 BBA, Accounting &amp; Finance &amp; Procurement Students; 40 Pharmacy and 70 Science Laboratory Technology Students conducted.</td>
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<td>To admit, register, teach, examine and graduate students. Govt: 1,300; Private 18,000: Total of 19,300 students. Purchase 2,500 books for library bank. Facilitate staff on Phd and other Programmes for capacity development. PhD 45: Masters 50: Bachelors</td>
<td>26.91</td>
<td>16,827 students registered for all programmes, graduated 4,553 students on under and post graduate programmes. A total of 292 students were admitted to programmes jointly run by Makerere University and MUBS by under government sponsorship on National merit through direct entry for 2017/2018. Organised Guest Lectures by the IMF Resident Representative to Uganda and a series of Guest Lectures for students pursuing BCOM, BAE and BSF. The IMF Res. Rep. delivered the lectures.</td>
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<td>Conduct 4 research seminars and training, make 8 publications, Prepare and present 4 Research proposals for approval and funding.</td>
<td>3.55</td>
<td>Needs assessment conducted on student accommodation around Soroti Town, research agenda in place, 1 consultative stakeholder meeting conducted for review of academic programmes. Serere DLG for IGAs, teaching community on poverty</td>
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<td></td>
<td>Conduct 4 Public lectures.</td>
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<td>eradication, environmental issues, fisheries and livestock farming in collaboration with Makerere College of Veterinary.</td>
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<td>Introduce Medical students to nearby Health Centres, introduce technology students to the community in order to improve the technology in the community</td>
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<td>Kabale University</td>
<td>7.63</td>
<td>Research, Consultancy and Publications: Conducted development of curriculum for health and engineering related program done. 15 research proposals developed and submitted for funding. Completed and submitted 3 articles for the university; Publication and reviewed peer Journals. Outreach: Conducted 4 study trips for students and staff in nursing, geography, land use planning and environmental sciences. Conducted community</td>
<td>6.80</td>
<td>Research, Consultancy and Publications: Consultancy for development curriculum for health related program done. Developed a Research Proposal on &quot;Preserving Kigezi Heritage&quot;. 10 research proposals submitted for funding. Completed an article on “Ethical Leadership in Uganda” while on &quot;Religious Ethics&quot; is underway; Publication in Peer review Journals made. 57 students (26 male and 31 female) and 8 staff (4 male and 4 female) participated in outreach sessions at Kabale</td>
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<td>sensitization outreach for health and environmental management</td>
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<td>Regional Referral hospital.</td>
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<td>Conduct stakeholder sensitization on community service by Red-cross.</td>
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<td>One hundred students (100) trained by Uganda Red Cross for community service.</td>
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<td>Conduct conferences for students and staff with development stakeholders</td>
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<td>Organized a joint mental health conference between Kabale University and Global Livingston Institute, USA.</td>
</tr>
<tr>
<td>Skills Development</td>
<td>Assessment and Profiling of Industrial skills (DIT)</td>
<td>2.051</td>
<td>Capacity of Assessment resource persons developed (1 Assessor training w/shop for 60 Assessors comprised of selected instructors /entrepreneurs/ enterprise supervisors conducted at a hired venue in central region). Assessment of BTVET Institutional Management.</td>
<td>1.954</td>
<td>Printed &amp; issued 32,667 transcripts &amp; certificates. Facilitated development of the DIT strategic plan. Quality checked occupational profile, developed training modules &amp; 85 test items (7 performance &amp; 78 theory) for the occupation of housemaids, floriculturists and Juicy Processor for level 1 &amp; 2. Developed 3 occupations for welder technician: diary processor and Air Conditioning and Refrigeration Technician and conducted 2 labour market Scans. Assessed 4,478 candidates for Non-Formal/Modular and 49 DTIM institutional Managers. Developed 337 Performance Assessment Standards for the 8 occupations of DITTE program for semester 1 &amp; 2. Quality assured, aligned DITTE curricula with profiles &amp; developed practical learning tasks for 8 Trades/occupations.</td>
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<td>Operational Support to Government Technical Colleges</td>
<td>18.667</td>
<td>Capitation grants for 1,600 students in 5 UTCs, 1,600 students in 5 UCCs and Industrial training fees paid.</td>
<td>17.581</td>
<td>Paid capitation grants for 1,600 students in 5 UCCs; 1,600 students in 5 UTCs; and 1,909 Non-Formal trainees. Provided Examination Materials for 75 Technical Institutes. Disbursed examination and paid Industrial training fees for 1,600 Government sponsored students in 5 UCCs; 1,600 students in 5 UTCs; 2,300 students in Technical Institutes; 2,784 students in Technical schools; 248 students in Agricultural Institutes; 1,786 students in Polytechnics; and, 611UGAPRIV students. Under UBTEB: Enhanced Examination Information Management system (EIMS) including Training of institutions online registration of candidates. Oriented 240 Examination Managers (i.e. writers/setters) on CBET item. Set and moderated 697 sets of question papers for May/June examinations. Conducted the assessment/examinations for 15,800 in May/June. Deployed 3,886 examination managers, scouts, invigilators and reconnitores to manage examinations. Inspected, accredited and issued exam guidelines to 200 Institutions.</td>
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<td>Monitoring and Supervision of BTVET Institutions</td>
<td>0.039</td>
<td>Monitoring of BTVET institutions conducted;</td>
<td>0.025</td>
<td>Monitored 19 BTVET institutions (i.e. Nakapiripirit, TI, Iyolwa TI, Tororo UCC, Iganga TI, Rugando TI, Mulago, UCC kabale, Kabale School of Nursing, Kabale Technical institute, kizinga TS, Rukole CP.Ahmed Seguya TI, Kyarubingo TI, Arua TI, Dokolo TI, Namasele TI Lake Katwe TI, Aduku UCC and UTC Elgon).</td>
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<td>Operational Support to UPPET BTVET Institutions (DTI)</td>
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<td>2.941</td>
<td>Capitation grants (examination and industrial training fees) for 1,896 students in 07 departmental training institutions disbursed (i.e. UCC Kigumba; Tororo Coop. College; NVTI; Jinja Voc. Training Institute; Lugogo Voc. Institute of Survey and Land Management)</td>
<td>2.941</td>
<td>Paid capitation grant for 848 Government Sponsored Students in Kigumba Cooperative College, Nsamizi Social Development Institute, Survey and Land Management Institute and Tororo Cooperative College. Paid capitation grant for 662 Government sponsored students at Lugogo, Nakawa and Jinja V.T.Is. Conducted interviews for May Extension and Verified students in Health Training Institutions. Conducted training for 90 trainees in CBET.</td>
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<td>NHSTC</td>
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<td>12.535</td>
<td>UNMEB: Effective operation of Uganda Nurses and Midwives Examination Board (UNMEB) activities. UAHEBs: Examinations for students conducted Supervisory visits conducted. New examination centers and schools approved.</td>
<td>11.857</td>
<td>Conducted UNMEB Examinations for 16,882 candidates &amp; UAHEB Examinations for 10,696 candidates. Conducted one (01) supervisory visit. Approved 27 new Examination centres. Registered 11,000 candidates. Paid capitation grant to cater for 102 Government Sponsored Students at Hoima Nursing School.</td>
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<tr>
<td>Quality and Standards</td>
<td>Teacher Training in Multi-Disciplinary Areas</td>
<td>1.679</td>
<td>Teaching practice exams and living out allowances for 3,751 students in NTCs, 175 students in Abilonino CPIC, and 120 students in Health</td>
<td>1.679</td>
<td>Paid teaching practice exams and living out allowances for 3,751 students in 5 NTCs, 175 students in Abilonino CPIC, and 120 students in Health Tutors College. Facilitated instructor Teacher Vocational Education</td>
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<td>Training of Secondary Teachers and Instructors (NTCs)</td>
<td>2.922</td>
<td>Capitation Grants to 5 NTCs for 3,751 students; Abilonino CPIC for 175 students, Health Tutors College for 120 students and 45 PTCs for 16,239 students paid.</td>
<td>2.922</td>
<td>Paid capitation Grants to 5 NTCs for 3,751 students; Abilonino CPIC for 175 students, Health Tutors College for 120 students and 45 PTCs for 16,239 students.</td>
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<td>DES (Inspection, Training and Capacity Building of Inspectors and Education Managers)</td>
<td>3.089</td>
<td>143 Local Governments and Municipalities’ activities monitored and support to education managers provided. 296 education managers and inspectors trained inland and 6 trained abroad.</td>
<td>1.927</td>
<td>Monitored 143 Local Governments and municipalities activities. Trained 48 central inspectors.</td>
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<tr>
<td>Education Service Commission (Management of Education Service Personnel)</td>
<td>3.19</td>
<td>Appoint 1500, Confirm 1500 and Validate 2000 Teaching and Non-Teaching Personnel; and Regularize 500 Appointments of Teaching and Non-Teaching Personnel.</td>
<td>3.03</td>
<td>Appointed 1,250 Personnel (886 Male, 352 Female), Confirmation 2,194 Personnel (1,582 Male, 612 Female), Validation 7,532 Personnel (5,714 Male, 1,818 Female), Regularization 122 cases handled (56 Male, 66 Female), Study Leave 117 cases (68 Male, 49 Female), Corrigenda 308 cases (214 Male, 94 Female), Disciplinary 13 cases (9 Male, 4 Female), Retirement 18 cases (10 Male, 8 Female).</td>
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<td>Physical Education and Sports</td>
<td>0.900</td>
<td>20 Educational Institutions Sports Championships</td>
<td>0.587</td>
<td>Monitored the teaching of Physical Education in 200 Schools in Eastern Uganda and Facilitated the 1st Inspection of Host Venues for FEASSSA Games 2017 in Gulu District.</td>
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<td>for PES</td>
<td>Monitor and support supervise teaching of PE in primary, secondary schools and teacher training institutions.</td>
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<td>Inspected various proposed host venues for the secondary Schools, Nurses and Health Institutions, Primary Schools Sports Championships 2017 as per Educational Institutions Sports Calendar. Supported Secondary Schools National Swimming championship held in Seeta High School, Mukono, Secondary Schools National Ball Games II and Athletics held at Immaculate Heart Girls School- Rukungiri. Facilitated 6 MoES officials to coordinate the Primary School National Championship held in Koboko district. Supported the Technical Schools games held in Arua and Kids and SNE National Championships held in Tororo District. Supported Mandela National Stadium Limited.</td>
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<td>National Council of Sports Management and Capacity Development</td>
<td>0.497</td>
<td>50 sports functions attended (schools' sports days, sports championships and trainings). PAS Bill Development workshops and consultative meetings held Develop a framework for disability sports.</td>
<td>0.304</td>
<td>Attended 25 sports functions (i.e. 7 Els National Championships; 10 Schools Sports Days; and 8 National Sports Association Activities). Developed and issued Policy guidelines for disability sports for Primary Schools. Trained and oriented 387 (150 in ball games and 237 in kids athletics) teachers from Busia; Tororo; Butaleja; Mbale; and, Manafwa. Supported staff to coordinate Secondary Schools National Coca-Cola Boys’ Football Championships held in Masaka. Trained 10 Trainers of Trainers in Adjumani and Kiryandongo refugee camps with support from German Government. Trained 71 Community Based Coaches (i.e. 36 Adjumani and</td>
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<td>52 National Sports Associations’ activities supported Operations and administration activities of the NCS supported The NCS statutory instrument 2014, to improve sports management practices implemented National teams supported to world championships</td>
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<td>Planning</td>
<td>Policy, consultation,</td>
<td>1.998</td>
<td>Release advices for the</td>
<td>0.180</td>
<td>Release advices for the centre and LGs for FY 2016/17</td>
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| planning and monitoring services; Ministry support services | centre and LGs for FY 2016/17 prepared and submitted  
Tracking, monitoring and analyzing budget utilization, policies and policy guidelines  
Implementation  
PAF related programmes and rapid head exercises conducted in local governments | -1.86                  | -0.076  
6,967 out of 6,962 expected Pre-primary questionnaires, 19,162 out of 19,697 expected Primary questionnaires, 2,799 out of expected 3,070 Secondary questionnaires and 266 out of 309 expected Post-primary questionnaires have been returned | Draft ESSP is in place, Regional validation workshops for the ESSP concluded.  
Monitored projects and reports compiled: Draft issues paper on the Education White Paper in place. |
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<td>Headquarter</td>
<td>Support to National Commission for UNESCO Secretariat and other organisations</td>
<td>1.21</td>
<td>UNATCOM facilitated to perform administrative services. The 200th &amp; 201th session of UNESCO Executive Board and UNESCO conferences attended Contribution to UNESCO, ISESCO paid. UNATCOM Act operationalised.</td>
<td>0.62</td>
<td>A capacity building workshop for selected Primary School teachers was held in Koboko District from Sep 12th -16th (36 teachers were equipped with basic skills to support children with special learning needs). 60 Teachers (12 Females, 48 Males) from 60 Secondary Schools, 15 Schools per region were trained in April 2017 as champions with skills of popularization of the Natural Sciences in the Country. The Human rights based approach (HRBA) Model for medical professionals was conducted in 40 health units in the Northern (Acholi &amp; Lango) and Central Regions. Validation. UNATCOM supported the process of developing the National ESD policy.</td>
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<td>DEVELOPMENT</td>
<td>Emergency Construction of Primary Schools</td>
<td>1.865</td>
<td>Construction &amp; rehabilitation in 18 primary schools carried out.</td>
<td>0.644</td>
<td>The following schools received funds during Q4: Ngaro Nkalu in Luweero; Nabalanga P/S- Mukono; Rumogi P/S Hoima; St. Edward Gobero P/S- Wakiso; and, Bugiri P/S- Bugiri. With the exception of Rumogi P/S in Hoima (i.e commenced the re-roofing works for 2 four classroom blocks including completion of previous works), all the other schools that benefited were yet to commence procurement for the construction works.</td>
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<tr>
<td>Uganda Teacher and School Effectiveness Project</td>
<td>Instructional materials</td>
<td>20.033</td>
<td>6,500,000 copies of textbooks, non-text books and teacher reference materials procured and supplied to schools</td>
<td>9.806</td>
<td>Procured and distributed a total of 505,409 (P1= 346,091, P2= 159,318) pupil books; 36,120 local language dictionaries and 12,200 English dictionaries; 24,400 P1 and P2 wallpapers; 12,200 wall charts; 20,890 bilingual dictionaries and 61,000 Math work cards.</td>
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<td>Monitoring and Supervision of Primary Schools</td>
<td>Monitoring and Supervision of Primary Schools</td>
<td>9.343</td>
<td>Catchment areas of 23 core PTCs and CCs remapped to improve coordination. 4,000 schools inspected and reports filed through the ICT base inspection system. National Assessment of Progress in Education (NAPE) exercises conducted at P3 and P6.</td>
<td>0.108</td>
<td>Monitored construction works at 55 primary schools, the delivery and utilization of textbooks in a sample of 157 schools. Inspected 421 primary schools</td>
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<tr>
<td>Classroom construction and rehabilitation (Primary)</td>
<td>Classroom construction and rehabilitation (Primary)</td>
<td>52.267</td>
<td>Facilities (7 classrooms, 1 administration block, 2 blocks of 5 stance latrine, 1 block 2 stance latrine and water tanks) constructed in 293 schools and teachers houses constructed for schools in hard to reach areas.</td>
<td>3.426</td>
<td>Construction of facilities in 54 primary schools spread in 6 districts is currently ongoing with progress at most of the facilities estimated at 30% level. The breakdown includes: 11 primary schools in Ibanda district, 20 schools in Isingiro district, 01 school in Kapchorwa district, 9 schools in Bukwo, 4 schools in Arua and 9 schools in Alebtong district.</td>
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<td>Training of Secondary Teachers</td>
<td>Training of Secondary Teachers</td>
<td>3.380</td>
<td>Induction training for 256 newly appointed members of BOGs. Provided facilitation Allowances to monitor lesson study activities through regional SESEMAT training sessions and classroom observations (8 field visits facilitated.</td>
<td>0.138</td>
<td>Monitored SESEMAT Regional INSET activities in 10 SESEMAT INSET Centres in the North and Central SESEMAT Zones (i.e Lango Center, Lango college; Gulu center, Sacred Heart SS; Arua center, Mvara SS, Moyo center, Moyo S S; Kampala center, Kibuli SS &amp; Rubaga Girls’ S S; Wakiso center, Trinity College Nabbingo &amp; St. Mary’s College Kisubi; Mpigi center, St. Maria Gorretti SS Katende; and, Mukono center, Mt. St. Mary’s College Namagunga); and facilitated SESEMAT National INSET training in terms of Catering Services &amp; accommodation at Kololo SS. (A total of 2,648 teachers were trained through</td>
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<td>Sub-Sector</td>
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<td>the cascade system); and, Inducted 64 newly appointed members of BoGs. Inducted 159 newly promoted head teachers.</td>
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<td>Completed construction works at: Patongo SS (four classrooms, 2-unit Science laboratory and a five stance VIP latrine); Awara College (four classrooms, 2-unit Science laboratory and a five stance VIP latrine); Laropi Seed S.S (four classrooms, 2 unit Science laboratory and a five stance VIP latrine); and, at Kifamba Comprehensive Secondary School. Plastering the double storey structure at Kyenjojo S.S; and the structure at Ntare School is at walling stage.</td>
</tr>
<tr>
<td>Classroom construction and rehabilitation (Secondary)</td>
<td>5.573</td>
<td>Construction Latrine stances and classrooms at Kololo High School completed (Phase 1) Incomplete APL1 structures completed in Patongo SS; Agago; Laropi SS; Moyo; Awara College; Etori-Arua; Kyenjojo SS. Payment for construct works at Manjansi SS.</td>
<td>1.685</td>
<td>Completed construction works at: Patongo SS (four classrooms, 2-unit Science laboratory and a five stance VIP latrine); Awara College (four classrooms, 2-unit Science laboratory and a five stance VIP latrine); Laropi Seed S.S (four classrooms, 2 unit Science laboratory and a five stance VIP latrine); and, at Kifamba Comprehensive Secondary School. Plastering the double storey structure at Kyenjojo S.S; and the structure at Ntare School is at walling stage.</td>
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<tr>
<td>Developmen of Uganda Petroleum Institute Kigumba</td>
<td>Construction and Rehabilitation of facilities</td>
<td>8.00</td>
<td>Construction of road network and parking. Construction of administration block. Construction of Water Supply and Sewerage System. Construction of New power lines Campus road scaping. Purchase of machinery and equipment.</td>
<td>2.51</td>
<td>Completed construction of the administration block including the installation of the solar water supply system.</td>
</tr>
<tr>
<td>Support to Higher Education, Science &amp; Technology</td>
<td>Construction and Rehabilitation of facilities</td>
<td>78.307</td>
<td>New buildings constructed at beneficiary institutions: · (Makerere · 2 No, Kyambogo · 5 No, MUBS · 2 No, MUST · 2No, Busitema · 3 No,</td>
<td>65.299</td>
<td>Facility at Makerere University Business School was 100% completed and site handed over. Continued with construction works at Seven (07) Beneficiary Institutions. The status of construction works is as follows for the following Institutions: Makerere University · 85%;</td>
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<td>Sub-Sector</td>
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<td>Gulu University: 52%; Lira: 52%; Busitema University: 79%; Kyambogo University: 88%; Muni University: 64%; and MUST: 60%.</td>
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<td>Signed the contract for completion of the study complex at UMI with an implementation period of 9 months.</td>
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<td>Developmen</td>
<td>Training</td>
<td>0.445</td>
<td>Capacity building in Sign language conducted for 60 teachers and nonteaching staff of Wakiso and Mbale Sec schools for the Deaf. 342 tutors and inspectors of schools trained on functional assessment. 11,667 teachers trained in functional assessment</td>
<td>0.350</td>
<td>Conducted capacity building in Sign language for 65 teachers and nonteaching staff of Wakiso and Mbale schools for the Deaf. 124 tutors and inspectors of schools trained on functional assessment.</td>
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<tr>
<td>Government Buildings and Administrative Infrastructure</td>
<td>0.758</td>
<td>Construction of a Motor vehicle and carpentry workshop at Mbale Secondary School for the deaf. Construction of 3 classroom blocks for Home economics, Arts and Designs at Mbale Secondary School for the deaf.</td>
<td>0.0159</td>
<td>Completed the construction of a Motor vehicle; carpentry workshop; a 3 classroom block for Home economics, Arts and Designs; and, a teachers' house including 5 stance VIP latrine block with shower and urinal at Mbale Secondary School for the deaf.</td>
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<td>Akii Bua</td>
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<td>0.95</td>
<td>Construction of the stadium continued.</td>
<td>0.177</td>
<td>Disbursed funds to Lira District LG to complete preliminary Activities (i.e. Opening of Access Roads, Reclaiming Swampy Areas and grading section of project land for temporary sports use).</td>
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<td>Olympic</td>
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<td>National High Altitude Training Centre (NHATC)</td>
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<td>5.635</td>
<td>Construction works for the NHATC completed (Athletics track, jogging track, artificial tuff/ natural grass fields, practice field and athletes dormitory) Construction works at the NHATC continued (hostel, pump house &amp; water reservoir, 2.3km of site road)</td>
<td>0.099</td>
<td>Completed the 1st floor of the hostel block and excavation of the Athletics Track, Artificial Turf, Jogging Track and Parking areas.</td>
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<td>Develop- ment of PTCs Phase II</td>
<td>Policies, laws, guidelines, plans and strategies</td>
<td>0.203</td>
<td>Needs assessment conducted at the new colleges.</td>
<td>0.096</td>
<td>Conducted a needs assessment at the new 6 colleges of Kabwangasi, Kitgum, Erepi, Jinja, Ibanda &amp; Ngora PTCs and developed the respective BoQs. Reviewed the Bills of Quantities (BoQs) and drawing for the procurement of contractors to undertake works in the 6 PTCs of Kabwangasi, Kitgum, Busikho, Jinja, Ibanda and Ngora PTCs.</td>
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<td>Government Buildings and Administrative Infrastructure</td>
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<td>5.005</td>
<td>Construction of facilities at 10 PTCs paid: Kisoro, Rukungiri, Rakai, Kabukunye, Christ the King, Erepi, Busuubizi, Kabale Bukinda, Kabwangasi and Kaliro PTCs. On-going works at Shimoni Demonstration School Site paid for.</td>
<td>2.774</td>
<td>Issued final certificate for works at Rukungiri PTC after defects were corrected. Continued with the defects liability period for the completed works at Busuubizi, Kaliro and Kabukunye PTCs. Handed over completed facilities at CTK Gulu Kisoro, Erepi, Kabale-Bukinda, Rukungiri, Busuubuzi and Kabukunye PTCs with sites now under the defects liability period. Continued with works at Rakai PTC works and by the end of Q4 had reached 75% level of completion. Paid certificate No. 5 for construction works at Kaliro PTC. Paid the balance of certificate No.4 for construction works at CTK Gulu. CTK Gulu, Kabale-Bukinda, Kisoro and Rakai PTCs. Paid certificate No. 7 for works at Shimoni Demonstration</td>
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<td>Improving the Training of BTVET Technical Instructors, Health Tutors &amp; Secondary Teachers in Uganda</td>
<td>Curriculum Training of Teachers</td>
<td>50.766</td>
<td>The quality of teaching and learning in the supported colleges is improved.</td>
<td>2.808</td>
<td>Procured &amp; supplied books to all the four (04) colleges and provided 2,000 Euros to each college to procure special books. Trained 35 new NTC lecturers on Active Teaching and Learning (ATL). Procured &amp; supplied Lab, Clinical and Workshop Equipment to HTC Mulago, NIC Abilonino and NTC Kaliro and Muni. Conducted training on the use of new equipment for lecturers at NIC Abilonino by international consultants. Held three (03) site meeting at NIC Abilonino. Conducted one (01) inspection visit to the three (03) colleges of HTC Mulago; and NTC Kaliro and Muni. Commissioned the new facilities at NTC Kaliro in April, 2017. Procured &amp; delivered a 30 seater Nissan bus to HTC Mulago on 5th June, 2017. Conducted a workshop on infrastructure maintenance in HTC Mulago NTC Kaliro and NTC Muni. Facilities at NTC Muni where commissioned in Q2. Additional works are being undertaken at NIC Abilonino.</td>
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<td>0942 Developme nt of BTVET</td>
<td>Training and Capacity Building of BTVET Institutions</td>
<td>9.636</td>
<td>Instructors trained in using continuous assessment tools for CBET curriculum</td>
<td>0.212</td>
<td>Trained 142 instructors in using the continuous assessment tools for CBET curriculum.</td>
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<td>Sub-Sector</td>
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<td>Acquisition of Land by Government</td>
<td>0.500</td>
<td>Payment for Land Compensation at Ahmed Seguya Memorial Technical Institute continued</td>
<td>0.280</td>
<td>Compensated 12 squatters</td>
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<td>Purchase of Specialised Machinery &amp; Equipment</td>
<td>0.500</td>
<td>Tools &amp; equipment procured for UTC Elgon, UTC Kyema, UCC Tororo and UCC Aduku</td>
<td>0.255</td>
<td>Procured tools &amp; equipment for UTC Elgon, UTC Kyema, UCC Tororo and UCC Aduku. Disbursed funds to UTC Elgon for procurement of additional tools &amp; equipment.</td>
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<td>Construction and rehabilitation of learning facilities (BTEVET)</td>
<td>66.715</td>
<td>IBD SAUDI South Korea OPEC and KUWAIT: Expansion of UTC Elgon, and UTC Iira rehabilitation &amp; expansion of Unyama NTC continued.</td>
<td>46.851</td>
<td>Status of construction works by the end of Q4 was as follows: Ahmed Seguya TI and Tororo TI (100%) complete; Kibasi TI and Kalongo TI (95% level of completion); Amelo at 55% level of completion; Bukooli TI (Construction of a 3 storied classroom block is at slab level).</td>
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<td>Construction and rehabilitation of accommodation facilities (BTBET)</td>
<td>0.257</td>
<td>Construction works at Ahmed Seguya TI, Tororo TI, Kibasi TI and Kalongo TI started</td>
<td>0.120</td>
<td>Completed construction of a girl's dormitory at St.Kizito Technical institute, Masaka.</td>
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<td>1378 Support to the Implementation of Skilling Uganda Strategy (BTC)</td>
<td>4.065</td>
<td>Elaborate manual of operations developed and capacity development. International and National Expertise</td>
<td>1.633</td>
<td>Developed Elaborate Manual of operations and disseminated them to users. Procured a consultant procured to undertake a Tracer Study for the 5 Partner institutions. Held one (01) training workshop for the Western Region. Procured a consultant to conduct mapping and scoping of fund</td>
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<td>Sub-Sector</td>
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<td>3.967</td>
<td>Provided Training workshops and awareness on the Project Engineering designs developed for the 4 BTVET institutions of Kyema in Masindi, Kasese Youth Polytechnic in Kasese, St. Joseph VTI in Fortportal and St. Simon VTI in Hoima. Machinery and equipment for Bukooli Technical School, Olio CP, Namisindwa Technical School, Mbale CP, Kakika TS, Kadogo CP, Lutunku CP, Apac TS and Namasale TS procured. 3 storied classroom Block at Bukooli Technical School in Bugiri District completed. Workshop at Namisindwa technical School in Manafwa completed</td>
<td>0.588</td>
<td>mechanisms in the districts of Hoima, Masindi, Kabarole and Kasese. Initiated SSU preparations for a mission by SYNTRA, one of Belgium’s vocational training organizations, to support the project under the framework contract with BTC</td>
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<td>0.600</td>
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<td>Developed master plans and Final Preliminary engineering designs for the 5 beneficiary institutions.</td>
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<td>0.500</td>
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<td>Procured and supplied Machinery and Equipment to Bukooli Technical School, Olio Community Polytechnic and Mbale Community Polytechnic.</td>
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<td>Completed construction of a workshop at Namisindwa Technical School in Manafwa.</td>
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<td>Continued with the construction of a three (03) storied classroom Block at Bukooli Technical School in Bugiri District which is currently at the slab level.</td>
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<td>Sub-Sector</td>
<td>Activities</td>
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<td>1412 The Technical Vocational Education and Training (TVET-LEAD)</td>
<td>Curriculum for diploma in Electrical &amp; motor vehicle developed.</td>
<td>0.302</td>
<td>19 and 8 instructors trained in Uganda and Japan respectively.</td>
<td>0.188</td>
<td>Completed development of curriculum for two (02) diploma MV courses (Diploma in Electrical &amp; motor vehicle) and were approved by NCDC. Facilitated two (02) instructors to Kinyara Sugar Works for training in instrumentation. Completed the furnishing of three (03) lecture rooms and the 2nd mechatronics laboratory.</td>
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<td>Assorted equipment and machinery procured for the medical training institutions i.e Soroti school of comprehensive nursing, Masaka school of comprehensive nursing, Arua school of comprehensive nursing and Survery school Entebbe.</td>
<td>1.50</td>
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<td>0.017</td>
<td>Procured medical equipment for Masaka School of Comprehensive Nursing Skills Lab.</td>
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<td>Construction of boys hostel at Kabale school of Nursing and a girls hostel at Butabika School of Psychiatric nursing completed. Construction of a girls hostel at Arua school of comprehensive nursing.</td>
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<td>0.204</td>
<td>Completed construction of the 1st floor of the boy’s hostel at Kabale school of Nursing and begun works on the 2nd floor. Continued with the construction of a girl’s hostel at Butabika School of Psychiatric Nursing and is currently at roofing level.</td>
</tr>
<tr>
<td>1310 Albertine Region Sustainable Development Project</td>
<td>Procurement firm to produce Engineering designs for Kigumba, Kichwamba and Nwoya. Construction works at UPIK and Kichwamba</td>
<td>0.329</td>
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<td>0.049</td>
<td>The contract for Design Engineering and Supervision firm was cleared by the Solicitor General Office.</td>
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<td>Sub-Sector</td>
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<td>Technical Institute started. Construction works monitored</td>
<td>0.12</td>
<td>Supported July – December 2016 Reform Task Force activities in form of meeting with Oil and Gas Sector Skills council.</td>
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<td>Reform Task force activities supported i.e support sector skill councils and curriculum adaption progress.</td>
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<td>1368 John Kale institute of Science and Technology (JKIST)</td>
<td>0.618</td>
<td>Architectural designs, technical drawings, site layout plan and master plan prepared.</td>
<td>0.275</td>
<td>M/S Arch Design Ltd (i.e. Consultant) submitted the Preliminary Design Report and Bidding Documents for approval.</td>
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<td>1298 Support to UMI Infrastructure Development</td>
<td>4.55</td>
<td>Partitioning of the Laboratory and lecture rooms ongoing (Office partitioning finished awaiting varnish and glazing; construction of worktops completed awaiting surface finishing; partitioning of science laboratory completed; laboratory and furniture works) complete the 1% Perimeter fencing of the University main campus (Muni Hill) 20% works planned in Q4 Purchase of TPO land and property planned to pay the 56% of contract value.</td>
<td>2.54</td>
<td>Partitioning of the Laboratory and lecture rooms ongoing (Office partitioning finished awaiting varnish and glazing; Construction of worktops completed awaiting surface finishing; partitioning of science laboratory completed; laboratory and furniture works) complete. Perimeter fencing of the University main campus (Muni Hill) 55% works completed Purchase of TPO land and property completed 100% of contract value paid.</td>
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<tr>
<td>0906 Gulu University</td>
<td>Land acquisition</td>
<td>2.50</td>
<td>Open up boundaries of all Gulu University lands, at Nwoya, Latoro, Purongo, Forest, Gulu Town, Main campus, Process Titles for 1.552 acres of land in Latoro, 70 acres in the Municipal, procure 3,000 Hectares of land in Nwoya, Carry out property valuation. Completion of the Construction of 1 Income Generation Unit with Offices, Construction of a Business Center with offices, banks, lecture rooms for Faculty of Business &amp; Development Centre Phase I and II, Tile Main administration building. Procure 3 heavy duty Generators (200KVA) for Faculty of Medicine, Bio-Systems Engineering Department and Kitgum Campus. Construction of Faculty of Agriculture &amp; Environment block, Faculty of Medicine Block, Faculty of Science Block (Under AfDB HEST Project) ongoing, Renovation of Faculty of Medicine New Site lecture halls ongoing, Faculty of Education &amp; Humanities lecture block Annex was renovated.</td>
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<td>1.47</td>
<td></td>
<td>Procured 500 acres of land at Latoro Parish, Purongo sub-county, Nwoya District. Titles in the names of Gulu University were processed for university lands. Balance of payments for 500 acres of land was processed in Q4. Administrative Office Block Annex was done. Rehabilitation of Faculty of Education and Humanities offices was done. Public Cafe was renovated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 Heavy Duty Generators for Faculty of Medicine and Faculty of Agriculture &amp; Environment procured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Sector</td>
<td>Activities</td>
<td>Annual Budget Shs. Bn</td>
<td>Expected Outputs</td>
<td>Actual Exp. FY 16/17 Shs. Bn.</td>
<td>Actual Outputs</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-----------------------</td>
<td>------------------</td>
<td>-------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Construction of Faculty of Agriculture &amp; Environment block, Faculty of medicine Block, Faculty of Science Block (Under AfDB HEST Project), rehabilitation of lecture block at Faculty of Education &amp; Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.80</td>
<td>Phased Construction works of 2,800m² Institute of Computer Science at Kihumuro. Overhaul of sanitation facilities at Mbarara campus (Replacement of 300 lm of foul pipe drainage and Toilet facilities)</td>
<td>1.40</td>
<td>Mini consultancy for Hostel Building plans processing. Paid for consultancy of designs for faculty of Computer and Informatics sciences, retention fees for construction works of the Toilet and Consultancy services for Lifts/Generator at Kihumuro.</td>
</tr>
<tr>
<td>1414</td>
<td>Lecture Room construction and rehabilitation (Universities)</td>
<td>1.50</td>
<td>Completion of one Public Health Block Phase1 construction of Road Network at Kihumuro (1km per year). Rehabilitation of Roads at Mbarara campus</td>
<td>1.01</td>
<td>Completion of Public Health Block done. Constructed a server room, a 12 stance water borne toilet and office for the faculty of Management Sciences. Procured medical equipment for the University Teaching Hospital. Levelled the parking yard at FIS. Rehabilitation of Roads at Mbarara campus started</td>
</tr>
<tr>
<td>1419</td>
<td>Support to Soroti University Infrastructure Development</td>
<td>6.00</td>
<td>Transfer Land title of 288 Hectares of land at Arapai to Soroti University Name, fencing off of 1.5 kilometres side</td>
<td>4.22</td>
<td>University land fenced (1km), legal fees on land dispute paid, 1 consultative meeting held, meetings held at State House on land issues with Apuuton community, 4 families of Apuuton relocated and facilitated, pegging of sports field done, 1 civil suit in court settled, Land title for Soroti</td>
</tr>
<tr>
<td>Sub-Sector</td>
<td>Activities</td>
<td>Annual Budget Shs. Bn</td>
<td>Expected Outputs</td>
<td>Actual Exp. FY 16/17 Shs. Bn.</td>
<td>Actual Outputs</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-----------------------</td>
<td>------------------</td>
<td>-------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Sub-Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of the land, valuation of property belonging to squatters, compensate 15 families who were squatters.</td>
<td></td>
<td>University land obtained, stakeholders meetings conducted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Completion of 8 Office spaces</td>
<td></td>
<td>13th certificate paid for construction of the multipurpose block, teaching block and laboratory block up to 82% physical progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procure 40 Desktop Computers, 5 laptops, Bandwidth of 30 mbps, 2 Multipurpose Heavy Duty Printers, 10 iPads, LCD Projectors, 3 Beamers, 4 scanners, 3 Solar Pannels of 1,500 Watts each, 12 solar batteries of 1,500 AH each.</td>
<td></td>
<td>24 desktop computers, 10 IPads, 8 laptop computers, 1 server, 1 motorized drop down screen, 1 heavy duty binding machine procured, 2 desktop printers procured</td>
</tr>
<tr>
<td>0896 Support to MUBS Infrastructure Dev't</td>
<td></td>
<td>2.80</td>
<td>Building maintenance of the infrastructure and compound maintenance at main campus, Renovation and upgrading of infrastructure at Regional Campuses. Complete the metal grill. Supervise and monitor all the projects and the Innovation Hub. Purchase of office equipment, software,</td>
<td>0.90</td>
<td>Completed the construction of Faculty of Computing building comprising of 4 labs, 2 lecture theatres and administrative offices. Completed designs for the Incubation Hub and forwarded to ministry of Education for procurement. Completed construction of walkways for the disability. Completed refurbishment and expansion of middle block in Bugolobi Annex. Completed construction of metal grill around university library.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Procured 100 computers for labs and 12 laptops for council.</td>
</tr>
<tr>
<td>Sub-Sector</td>
<td>Activities</td>
<td>Annual Budget Shs. Bn</td>
<td>Expected Outputs</td>
<td>Actual Exp. FY 16/17 Shs. Bn.</td>
<td>Actual Outputs</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1418 Support to Kabale University Infrastructure Development</td>
<td>Construction and rehabilitation of learning facilities (Universities)</td>
<td>0.51</td>
<td>Constructed anatomy laboratory and nursing skills laboratory at the main Campus. Modified KABSOM block to create a resource room. Constructed workshop at Nyabikoni campus. Installed three-phase electricity at Nyabikoni campus. Constructed and installed notice board at the main campus. Purchased and supplied 4 single office tables and 2 double office tables to Nyabikoni campus. Constructed 12 stance VIP latrine and renovated 2 hostels. Completed a Workshop at faculty of Engineering and Technology. Renovated University Library.</td>
<td>0.13</td>
<td>Constructed anatomy laboratory and nursing skills laboratory at the main campus. Modified KABSOM block to create a resource room. Construction of workshop at Nyabikoni campus painted. Installed three-phase electricity at Nyabikoni campus. Constructed and installed notice board at the main campus. Purchased and supplied 4 single office tables and 2 double office tables to Nyabikoni campus. Constructed 12 stance VIP latrine and renovated 2 hostels. Completed a Workshop at faculty of Engineering and Technology. Renovated University Library.</td>
</tr>
</tbody>
</table>

Source: MoES, 2016
The Government of Uganda has continued to focus on access, quality and relevant education for all. This is in line with the fact that universal and equitable access to education for both boys and girls is a fundamental human right and one of the core Sustainable Development Goals.

This chapter presents the performance of the Education and Sports Sector towards achieving its strategic objectives of ensuring universal and equitable access to quality basic education; improving the Quality of Education; and, promoting efficiency and effectiveness in education delivery.

4.1. ACCESS AND EQUITY IN THE EDUCATION SECTOR

In line with government commitment, the Education and Sports Sector continues ensuring that all children of school going age and all individuals who are interested in acquiring education and skills have equal opportunity, regardless of their social class, ethnicity, background or physical disabilities.

4.1.1 Pre-Primary

The Government of Uganda recognises participation in Early Childhood Development programmes as a key factor that can significantly increase positive education and life outcomes for children, especially those from disadvantaged backgrounds.

(a) Goals and Objectives

Policy objectives that have underpinned commitment to equitable access to Pre-Primary during FY 2016/17 remain as follows:

(i) Providing conducive environment for children below eight years to thrive and be able to achieve their full potential in life;
(ii) Strengthening the legal and policy framework on early childhood education;
(iii) Collaborating with private sector in provision of early childhood development;
(iv) Enactment and enforcing of necessary laws and statutes;
(v) Encouragement of access to Pre-Primary education; and,
(vi) Implementation of teacher and caregivers training initiatives.

(b) Main Initiatives undertaken during FY 2016/17

In order to achieve the above strategic objectives, the Pre-primary sub-sector implemented a number of initiatives which included among others: (i) Advocacy and social campaigns for Pre-Primary Education; and, Support policy development and quality assurance for ECD.

(c) Main Results / Outcomes

As a result of the above interventions, the following outcomes were registered:

(i) The number of pre-primary schools increased by 18% from 5,763 in FY 2015/16 to 6,798 in FY 2016/17;
(ii) Gender Parity Index at pre-primary stood at 1.02 in favour of girls in FY 2016/17. This implies that there are more girls enrolled than boys.
Total enrolment increased by 18.2% from 477,123 (236,284 boys; 240,839 girls) in FY2015/16 to 563,913 (i.e. 279,089 boys; 284,824 girls) in FY 2016/17. Figure 4.1 below illustrates trend in enrolment between FY 2015/2016 and FY 2016/17.

**Figure 4.1: Enrolment trends in pre-primary schools (FY 2015/16-2016/17)**

<table>
<thead>
<tr>
<th></th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>477,123</td>
<td>563,913</td>
</tr>
<tr>
<td>Boys</td>
<td>236,284</td>
<td>279,089</td>
</tr>
<tr>
<td>Girls</td>
<td>240,839</td>
<td>284,824</td>
</tr>
</tbody>
</table>

Source: EMIS 2017

(d) **Main challenges**

**Weak Policy framework:** the current policy delegates the responsibility of provision of pre-primary education to the private sector which limits access, particularly for disadvantaged children. This is because, the aim of the private sector is to make profit and there is no regulatory framework for the charges.

**Limited number of centres in rural areas:** The private preschools are concentrated in urban areas where the income levels are higher and parents can afford. This limits young children in rural area to access to pre-schooling.

4.1.2 **Primary Education**

Primary Education in Uganda is the core of the Education system. It absorbs the greatest number of school age going children compared to other levels of the education system. This level is the foundation of human capital development for the country. As a result, the government has continued to prioritise investments at this level.

(a) **Goals and objectives**

Policy objectives that have supported investment in primary education during the period under review and which were adopted as part of the annual work plan of the sub-sector remained as:

(i) Equitable access to quality primary education;
(ii) Provision of facilities to enable every pupil remain in school;
(iii) Encourage private efforts in provision of primary education; and,
(iv) Provision of basic education to educationally disadvantaged children.
Main Initiatives Undertaken during FY 2016/17

In order to achieve the above strategic objectives, the sub-sector Pre-primary and Primary education, implemented a number of initiatives which included among others:

(i) Payment of UPE Capitation Grants;
(ii) Establishment of new schools;
(iii) Licensing and Registering of Private Primary Schools; and,
(iv) Provision of education for the disadvantaged learners.

(i) Payment of UPE Capitation Grant

The sub-sector planned to pay a total of UGX. 68.5bn as capitation Grant to UPE Schools for a total of 7,096,211 pupils in FY 2016/17. This costs was estimated at UGX. 10,000/ per pupil. By the end of the FY 2016/17, a total of UGX. 68.5bn was paid for 7,096,211 pupils as compared to UGX. 66.3bn paid for a total of 6,993,962 pupils in FY2015/16.

(ii) Establishment of New primary Schools

The sub-sector continued to implement the policy that facilitate the establishment of a government aided primary school in every parish. Accordingly, under the Presidential Pledge, the sector planned to finance the completion/rehabilitation of 11 primary schools which commenced in the previous financial years. Out of the 11 targeted primary schools in the financial year, five schools were completed and commissioned. While civil works at 6 primary schools were at different levels of construction. This translated into 45% performance against the planned output for the financial year. Table 4.1 below presents list of targeted primary schools and status of civil works at each school under Presidential Pledges.

Table 4.1: List of targeted primary schools and status of civil works at each school under Presidential Pledges.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of School</th>
<th>District</th>
<th>Facilities</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rhoda Achen P.S</td>
<td>Amuria</td>
<td>2 classroom block with office</td>
<td>At Ring beam</td>
</tr>
<tr>
<td>2.</td>
<td>Rwesande SDA P.S</td>
<td>Kasesse</td>
<td>8 classrooms, VIP Latrines, Administrative block and library</td>
<td>3 classrooms at plastering</td>
</tr>
<tr>
<td>3.</td>
<td>Kongunga P.S</td>
<td>Bukedea</td>
<td>3 classroom block and 2 classroom block with office</td>
<td>Completed</td>
</tr>
<tr>
<td>4.</td>
<td>Otuboi P/S</td>
<td>Kabermaido</td>
<td>7 classrooms 2 stance VIP,5 stance VIP</td>
<td>Completed d</td>
</tr>
<tr>
<td>5.</td>
<td>Bukatira P.S</td>
<td>Nakaseke</td>
<td>4 unit staff house, 4 stance VIP Stance and 4 unit Kitchen</td>
<td>Completed</td>
</tr>
<tr>
<td>6.</td>
<td>Kamwenge Catholic P.S</td>
<td>Kamwenge</td>
<td>3 classroom block and 5 stance VIP Latrine</td>
<td>Procurement level</td>
</tr>
<tr>
<td>7.</td>
<td>Mashongora P.S</td>
<td>Kabarole</td>
<td>3 classroom block with office, 5 Stance VIP, 2 unit staff house with 2 stance VIP</td>
<td>Completed</td>
</tr>
<tr>
<td>8.</td>
<td>Kanyamukara P.S</td>
<td>Ntoroko</td>
<td>Teacher's house and 2 stance VIP</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Ntoroko P.S</td>
<td></td>
<td>2 No.2 Classroom blocks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rwamananale P.S</td>
<td></td>
<td>3 classroom block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Umoja P.S</td>
<td></td>
<td>2 classroom block</td>
<td></td>
</tr>
</tbody>
</table>

Source: MoES
(iii) Licensing and Registering of Private Primary Schools

In the FY 2016/17, no particular target was set for licensing and registration. This was due to the fact that licensing and registration is based on request by the school owners. However, in the period under review, a total of 458 primary schools were licensed and registered in 2016/17, as compared to 393 primary schools licensed and registered in FY 2015/16. This signifies a 17% increase in the number of private primary schools registered and licensed.

(iv) Development of Infrastructure

Under the Emergency Construction Project phase II, the sector planned to undertake construction and rehabilitation works in a total of 20 schools. However, by the end of FY 2016/17, civil works had commenced in only three schools (and they are at different levels of construction as reflected in table 4.2 below). In addition, procurement of constructors was initiated for 4 primary schools. However, construction of 13 primary schools was not funded pending clearance from the Auditor General’s Office as reflected in table 4.3 below.

Table 4.2: Status of civil works under Emergency Construction FY 2016/17

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nabalanga P/S</td>
<td>Mukono</td>
<td>2 classroom block Flooring and Plastering level</td>
</tr>
<tr>
<td>2 Rumogi</td>
<td>Hoima</td>
<td>Reroofing of 2 No.4 classroom block Reroofing is Completed</td>
</tr>
<tr>
<td>3 Mpunge P.S</td>
<td>Mukono</td>
<td>2 classroom block with office and store At ring beam level</td>
</tr>
<tr>
<td>4 St. Edward Gobero</td>
<td>Wakiso</td>
<td>2 No.5 stance lined Latrine Blocks Procurement</td>
</tr>
<tr>
<td>5 Namulanda P.S</td>
<td>Luuka</td>
<td>2 No.5 stance lined Latrine Blocks Procurement</td>
</tr>
<tr>
<td>6 Bugiri P.S</td>
<td>Bugiri</td>
<td>Rehabilitation of a main classroom/administration block Procurement</td>
</tr>
<tr>
<td>7 Ngalonkalu P.S</td>
<td>Luwero</td>
<td>Rehabilitation of a 4 classroom block including de-roofing and re-roofing Procurement</td>
</tr>
</tbody>
</table>

Table 4.3: List of primary schools pending clearance from Auditor General Office

<table>
<thead>
<tr>
<th>s/n</th>
<th>Name of school</th>
<th>District</th>
<th>Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nsozbiry Umea P.S</td>
<td>Butambala</td>
<td>2 classroom Block, rehabilitation of a 2 classroom block including re-roofing, construction of a 5 stance Lined VIP Latrine</td>
</tr>
<tr>
<td>2</td>
<td>Mulatsi P.S</td>
<td>Mbale</td>
<td>Rehabilitation of a 2 No.Classroom blocks including re-roofing</td>
</tr>
<tr>
<td>3</td>
<td>St. Thereza Kabunza P.S</td>
<td>Wakiso</td>
<td>2 classroom block with furniture, 5 stance lined latrine block, and 2 stance lined latrine block</td>
</tr>
<tr>
<td>4.</td>
<td>Kaiho Mixed P.S</td>
<td>Mbarara</td>
<td>3 classroom block with furniture and 2 No. 5 stance latrine blocks</td>
</tr>
<tr>
<td>5.</td>
<td>Bughendero P.S</td>
<td>Kasese</td>
<td>2 classroom block with furniture</td>
</tr>
<tr>
<td>6.</td>
<td>Ndolwa P.S</td>
<td>Buyende</td>
<td>2 classroom block with furniture, 2 No.5 Stance VIP Latrine blocks</td>
</tr>
<tr>
<td>7.</td>
<td>Namirembe Day and Boarding P.S</td>
<td>Budaka</td>
<td>Rehabilitation of 2 No.Classroom blocks including re-roofing</td>
</tr>
</tbody>
</table>

1 One of which (i.e Nabalanga P.S was a roll over from FY2014/5
8. Agulunde P.S Oyam 2 classroom block with furniture, 5 stance lined latrine block, and 2 stance lined latrine block
9. Namagunga P.S Mukono 2 No. 5 stance latrine blocks
10. Rwenkobwa P.S Ibanda 3 Classroom block with furniture
11. Bussi P.S Wakiso 3 Classroom block with furniture
12. Bumpingu P.S Iganga 2 classroom block with furniture, 5 stance lined latrine block, and 2 stance lined latrine block
13. Kikoma P.S Semrabuile 2 classroom block with office and store, rehabilitation of a 3 Classroom block and supply of 7 sets of Teacher’s furniture


Under the Uganda Teacher and School Effectiveness Project the sub sector planned to construct facilities that include (7 classrooms, 1 administration block, 2 blocks of 5 stance latrine, 1 block 2 stance latrine and water tanks) in 54 primary schools spread in 6 districts, (i.e 11 primary schools in Ibanda district: 20 schools in Isingiro district: 1 school in Kapchorwa district: 9 schools in Bukwo: 4 schools in Arua: and, 9 schools in Alebtong) were status of construction was at 30% by the end of the financial year. The procurement process for 83 schools under the decentralized procurement modality was undertaken and at various levels.

(a) Main Outcomes

(i) Increase in Enrolment

At the primary level, the sector registered an increase in total enrolment by 4.7% from 8,264,317 (4,122,663 male; 4,141,654 female) in 2015/16 to 8,655,924 (4,294,473 male, 4,361,451 female) in FY 2016/17. The increase in total enrolment in primary schools is attributed to a number of interventions undertaken by the sector together with the Education Development Partners to sensitise the local community about the importance of primary education. See table 4.4. below.

Table 4.4: Enrolment in primary schools by sub region and gender (FY 2015/16–FY 2016/17)

<table>
<thead>
<tr>
<th>Region</th>
<th>Sub Region</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Central</td>
<td>Buganda</td>
<td>877,785</td>
<td>906,710</td>
</tr>
<tr>
<td></td>
<td>Total Central</td>
<td>877,785</td>
<td>906,710</td>
</tr>
<tr>
<td>Eastern</td>
<td>Bukedi</td>
<td>295,255</td>
<td>296,574</td>
</tr>
<tr>
<td></td>
<td>Busoga</td>
<td>441,143</td>
<td>451,121</td>
</tr>
<tr>
<td></td>
<td>Elgon</td>
<td>249,290</td>
<td>253,936</td>
</tr>
<tr>
<td></td>
<td>Teso</td>
<td>265,826</td>
<td>271,569</td>
</tr>
<tr>
<td></td>
<td>Total Eastern</td>
<td>1,251,514</td>
<td>1,273,200</td>
</tr>
<tr>
<td>Northern</td>
<td>Acholi</td>
<td>231,982</td>
<td>223,933</td>
</tr>
<tr>
<td></td>
<td>Karamoja</td>
<td>75,414</td>
<td>57,400</td>
</tr>
<tr>
<td></td>
<td>Lango</td>
<td>293,987</td>
<td>290,537</td>
</tr>
<tr>
<td></td>
<td>West Nile</td>
<td>384,462</td>
<td>359,304</td>
</tr>
<tr>
<td></td>
<td>Total Northern</td>
<td>985,845</td>
<td>931,174</td>
</tr>
<tr>
<td>Western</td>
<td>Ankole</td>
<td>320,830</td>
<td>333,805</td>
</tr>
<tr>
<td></td>
<td>Bunyoro</td>
<td>221,485</td>
<td>217,592</td>
</tr>
<tr>
<td></td>
<td>Kigezi</td>
<td>178,090</td>
<td>187,700</td>
</tr>
<tr>
<td></td>
<td>Toro</td>
<td>287,114</td>
<td>291,473</td>
</tr>
<tr>
<td></td>
<td>Total Western</td>
<td>1,007,519</td>
<td>1,030,570</td>
</tr>
<tr>
<td>National</td>
<td></td>
<td>4,122,663</td>
<td>4,141,654</td>
</tr>
</tbody>
</table>

Source: EMIS, 2017
On a sub-regional basis, all sub-regions registered an overall increase in enrolment. The Karamoja sub region had the highest percentage increase in enrolment of 12.4%, followed by Lango of 6.1%, Kigezi, Acholi, Buganda and Elgon sub regions of each 6%, West Nile of 5.3%, Teso of 5.4%, and Busoga of 5%. The sub regions that registered the least increase in enrolment are Toro and Bukeidi sub regions at 0.7% and 0.05% respectively.

(ii) Gross Enrolment Ratio, Net Enrolment Ratio and Net Intake in Primary Schools

The Gross Enrolment Ratio improved by 6 percentage points from 109% (107% boys; 111% girls) in FY 2015/16 to 115% (112% boys; 117% girls) FY 2016/17 as shown in figure 4.2. The increase in GER is attributed to the fact that the system has continued to register both under and over aged children. The increasing number of underage children in the system is explained by inadequate ECD centres in the country.

**Figure 4.2: Gross Enrolment Ratio in Primary Schools**

<table>
<thead>
<tr>
<th>Gross Enrolment Ratio</th>
<th>FY2015/16</th>
<th>FY2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER,All</td>
<td>109%</td>
<td>115%</td>
</tr>
<tr>
<td>GER,Boys</td>
<td>107%</td>
<td>112%</td>
</tr>
<tr>
<td>GER,Girls</td>
<td>111%</td>
<td>117%</td>
</tr>
</tbody>
</table>

*Source: MoES 2017*

Also the Net Enrolment Ratio (NER) improved by 5 percentage points from 91% (89% boys; 93% girls) in 2015/16 to 96% (93% boys; 99% girls) as indicated in the figure 4.3 below.

**Figure 4.3: Net Enrolment Ratio in Primary Schools (FY2015/16-2016/17)**

<table>
<thead>
<tr>
<th>Net Enrolment Ratio</th>
<th>FY2015/16</th>
<th>FY2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>NER,All</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>NER,Boys</td>
<td>89%</td>
<td>93%</td>
</tr>
<tr>
<td>NER,Girls</td>
<td>93%</td>
<td>99%</td>
</tr>
</tbody>
</table>

*Source: MoES*
On the other hand, the percentage share of the new entrants to Primary One with the eligible age of (6 years) increased by 1 percentage point from 65% (63 boys: 68% girls) in 2015/16 to 66% (64% boys: 69% girls) in 2016/17 as shown by the figure 4.4 below.

**Figure 4.4: Net Intake Rate in Primary Schools (FY2015/16-2016/17)**

![Net Intake Rate in Primary Schools](image)

*Source: MoES*

(iii) **Gender Parity Index in Primary Schools.**

Gender parity was maintained at a constant percentage share between FY2015/16 and FY2016/17 at 50.3% for females that enrolled in primary education in comparison to 49.6% of the boys enrolled. A total of 4,294,473 boys and 4,361,451 girls were enrolled in primary schools resulting into a Gender Parity Index of 1.02 implying that for every boy enrolled in primary school, there are more girls enrolled.

(b) **Main challenges**

The main challenges encountered in the implementation of programs during the period under review included among others:

(i) **Limited infrastructure:** the rapid population growth exacerbated by high influx of refugees has continued to put pressure on the existing resources and facilities.

(ii) **High Poverty level:** despite the fact that there is universal primary education *(where the government pays tuition for all the children)*, many families lack money for scholastic materials, feeding and uniform.

(iii) **Child Labour:** some school aged going children do not attend school due to fact that they have to care for their younger siblings; elderly and sick relatives and are also expected to do house chores.

(iv) **Limited number of schools:** although the government has continued to implement the policy of established a primary school at every parish, there still exists parishes without any form of school.
4.1.3 Secondary Education

Government of Uganda has implemented strategies to increase equitable access to secondary education for all students. Secondary education continues to be a preparatory ground for further education, skills acquisition and long life learning.

(a) Goals and Objectives

The secondary sub sector continues to prioritize the implementation of Universal Secondary Education (USE). Consequently, the subsector set out to:

(i) Increase access to secondary education;
(ii) Improve access for disadvantaged groups; and,
(iii) Expand and improve infrastructure in existing secondary schools.

(b) Initiatives undertaken

A number of interventions were adopted in an effort to enhance equitable access to quality secondary education as summarised below:

(i) Provision of capitation grants for USE/UPOLET students;
(ii) Infrastructure development;
(iii) Grant aiding of community secondary schools;
(iv) Licensing and registering of private schools; and,
(v) Rehabilitation and expansion of facilities in the existing secondary schools.

(c) Main Outputs

(i) Payment of UPPET/USE/UPOLET Capitation grants.

In FY 2016/17 the sector planned to pay capitation grants to a total of 949,646 USE and 77,589 UPOLET students respectively. The Sector continued to pay tuition fees for eligible USE Students, and capitation Grants amounting to UGX.129,509bn was paid for 949,646 USE and 77,589 UPOLET students drawn from 898 USE government schools and 840 private schools under the PPP program; respectively as compared to UGX 129,447bn/= paid for 872,549 in FY 2016/17. This translated into sector performance of 100%.

(i) Grant aiding of Community Secondary Schools

During the period under review, the sub sector coded and grant aided a total of 20 community secondary schools in 19 districts to implement the policy pf a secondary school in every sub-county. Grant aiding entails the provision of salaries for teaching and non-teaching staff and capitation grants for the students. Table 4.5 below provides the list of community secondary schools that were grant aided in FY 2016/17.
(ii) Licensing and Registering of Private Schools

In FY 2016/17, targets likewise not set for the licensing and registration of private secondary schools due to the fact that the sub-sector was not certain on how many schools will request for licensing and registration. However, the sub-sector licensed a total of 197 private school, while a total of 127 private schools were registered out of which 43 were upgrading to “A” level status. This was in comparison to the 113 and 100 private schools licensed and registered in FY 2015/16. This translated into a 12% increase in registration attributed to an increase in the number of schools complying with the guidelines issued by the private schools department.

(iii) Development of Infrastructure

Under the Development of Secondary Education Project, civil works were completed in a total of six (6) secondary schools and still ongoing in 4 schools. *(i.e Ntare School, Kololo High School, Kyenjojo S.S and Kigezi H.S)*. The delayed works at the 4 schools were due to inadequate budgetary releases particularly for construction works *(which resulted into a phased implementation of works)*, as evidenced by the spill overs of civil works from previous financial years. Table 4.6 present list of schools in which civil works were completed.

### Table 4.5: Secondary Schools Grant aided by district – FY2016/17

<table>
<thead>
<tr>
<th>s/n</th>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arua</td>
<td>Ejome S.S</td>
</tr>
<tr>
<td>2.</td>
<td>Bukwo</td>
<td>Kamet S.S</td>
</tr>
<tr>
<td>3.</td>
<td>Bundibugyo</td>
<td>Kabongo S.S</td>
</tr>
<tr>
<td>4.</td>
<td>Kalungu</td>
<td>Kisaana S.S</td>
</tr>
<tr>
<td>5.</td>
<td>Katakwi</td>
<td>Priscila Comprehensive Girls S S</td>
</tr>
<tr>
<td>6.</td>
<td>Kween</td>
<td>Kapkwata S. S</td>
</tr>
<tr>
<td>7.</td>
<td>Luwero</td>
<td>Lukole S.S</td>
</tr>
<tr>
<td>8.</td>
<td>Mayuge</td>
<td>Bufulubi S.S</td>
</tr>
<tr>
<td>9.</td>
<td>Mbale</td>
<td>Bubyangu S.S</td>
</tr>
<tr>
<td>10.</td>
<td>Ntungamo</td>
<td>Kihanga Public S.S</td>
</tr>
<tr>
<td>11.</td>
<td>Ssembabule</td>
<td>Kikoma S.S</td>
</tr>
<tr>
<td>12.</td>
<td>Wakiso</td>
<td>Namulonge CoU S S</td>
</tr>
<tr>
<td>13.</td>
<td>Isingiro</td>
<td>Rwamurunga Comprehensive S S</td>
</tr>
<tr>
<td>14.</td>
<td>Hoima</td>
<td>Kyangwali S.S</td>
</tr>
<tr>
<td>15.</td>
<td>Jinja</td>
<td>Masese S.S</td>
</tr>
<tr>
<td>16.</td>
<td>Kasese</td>
<td>Ihandiro S.S</td>
</tr>
<tr>
<td>17.</td>
<td>Mubende</td>
<td>Mugungulu Seed S.S</td>
</tr>
<tr>
<td>18.</td>
<td>Kamwenge</td>
<td>Busiriraba S.S</td>
</tr>
<tr>
<td>19.</td>
<td>Rakai</td>
<td>Samson Kalibbala Kamya S.S</td>
</tr>
<tr>
<td>20.</td>
<td>Mayuge</td>
<td>Butte Seed S.S</td>
</tr>
</tbody>
</table>

*Source: MoPS 2017*

### Table 4.6: list of schools in which civil works were completed (FY 2016-2017)

<table>
<thead>
<tr>
<th>s/n</th>
<th>School/Institution</th>
<th>District</th>
<th>Facilities completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Awara College Etori</td>
<td>Arua</td>
<td>4 classrooms, 2 unit science laboratory and 5 Stance VIP Latrines</td>
</tr>
<tr>
<td>2.</td>
<td>Patongo Seed S.S</td>
<td>Agago</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Laropi Seed S.S</td>
<td>Moyo</td>
<td>4 Classrooms</td>
</tr>
<tr>
<td>4.</td>
<td>Bufunjo S S</td>
<td>Kyenjojo</td>
<td>Administration block</td>
</tr>
<tr>
<td>5.</td>
<td>Onono Memorial Secondary School</td>
<td>Emergency construction of classrooms that was hit by a strong storm.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Kifamba S S</td>
<td>Kyotera</td>
<td>The school had been damaged by an earthquake.</td>
</tr>
</tbody>
</table>

*Source: MoES, 2017*
Pictures 1 and 2 below, show the complete civil works in Awara College Etori and Patongo S.S in Agago District

In addition, under presidential pledges, the sub sector planned to construct five new schools. Civil works were completed in Kamusenene S.S, Mugungulu Seed S S, and Obalanga Seed S.S and civil works was on-going in Masese and Karangura secondary school. Refer to Table 4.7 below.

Table 4.7: Schools that have benefitted from presidential pledges

<table>
<thead>
<tr>
<th>s/n</th>
<th>District</th>
<th>Beneficiary School</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jinja M.C</td>
<td>Masese S.S</td>
<td>Construction of a laboratory</td>
</tr>
<tr>
<td>2.</td>
<td>Mubende</td>
<td>Kamusenene S.S</td>
<td>Construction of a school</td>
</tr>
<tr>
<td>3.</td>
<td>Kabarole</td>
<td>Karangura S.S</td>
<td>Construction of a School</td>
</tr>
<tr>
<td>4.</td>
<td>Mubende</td>
<td>Mugungulu Seed S S</td>
<td>Four classroom and a block of toilets</td>
</tr>
<tr>
<td>5.</td>
<td>Amuria</td>
<td>Obalanga SeedS S</td>
<td>Phase 2 construction of a 2-unit laboratory</td>
</tr>
</tbody>
</table>

Source: MoES 2017
(d) Main Outcomes

(i) Expanded Access to Secondary Education

The sector registered an increase of 13.5% in total enrolment in secondary sub-sector from 1,284,008 (675,163 boys; 608,845 girls) in FY 2015/16 to 1,457,277 (765,406 boys; 691,871 girls) in 2016/17. The increase in enrolment at secondary level is attributed to the increase in number of government aided schools as well the continued implementation of USE allowing more students to access secondary education. Figure 4.5 illustrates the increase in total enrolment at secondary sub-sector.

Figure 4.5: Enrolment in secondary schools by sex (FY 2015/16 & FY 2016/17)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2015/16</td>
<td>1,284,008</td>
<td>675,163</td>
<td>608,845</td>
</tr>
<tr>
<td>FY2016/17</td>
<td>1,457,277</td>
<td>765,406</td>
<td>691,871</td>
</tr>
</tbody>
</table>

Source: MoES, 2017

The sector registered an increase in both GER and NER in the period under review. The GER in secondary education increased by 2.6 percentage points from 24.5% (25.5% boys; 23.4% girls) in FY 2015/16 to 27.1% (29.0% boys; 25.2% girls) in FY 2016/17. While NER increased from by 2.2 percentage points from 21.8% (22% boys; 21.4% girls) in FY 2015/16 to 24% (25% boys; 23.1% girls) in FY 2016/17 respectively as reflected in figure 4.6 below.
On a regional level, the sector registered a general increase in enrolment across all sub-regions, Buganda registering the highest increase at 17.5%, followed by the Eastern region at 15.3%, Northern region at 12.2% Western region at 7%. Additionally, Lango sub-region registered the highest increase of 24%, followed by the Busoga sub-region at 21%, Buganda at 18%, Teso at 17.10%, Karamoja at 16.3% with Bunyoro coming at 3.1%. See table 4.8 below for details.

### Table 4.8: Secondary Enrolment by Sub-Region (FY 2015/16 – FY 2016/17)

<table>
<thead>
<tr>
<th>Region</th>
<th>Sub Region</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Central</td>
<td>Buganda</td>
<td>188,936</td>
<td>199,085</td>
</tr>
<tr>
<td></td>
<td>Total Central</td>
<td>188,936</td>
<td>199,085</td>
</tr>
<tr>
<td>Eastern</td>
<td>Bukedi</td>
<td>53,469</td>
<td>40,164</td>
</tr>
<tr>
<td></td>
<td>Busoga</td>
<td>89,533</td>
<td>78,157</td>
</tr>
<tr>
<td></td>
<td>Elgon</td>
<td>52,552</td>
<td>48,090</td>
</tr>
<tr>
<td></td>
<td>Teso</td>
<td>33,776</td>
<td>26,217</td>
</tr>
<tr>
<td></td>
<td>Total Eastern</td>
<td>229,330</td>
<td>192,628</td>
</tr>
<tr>
<td>Northern</td>
<td>Acholi</td>
<td>26,203</td>
<td>15,845</td>
</tr>
<tr>
<td></td>
<td>Karamoja</td>
<td>6,014</td>
<td>4,352</td>
</tr>
<tr>
<td></td>
<td>Lango</td>
<td>19,775</td>
<td>16,266</td>
</tr>
<tr>
<td></td>
<td>West Nile</td>
<td>36,984</td>
<td>22,186</td>
</tr>
<tr>
<td></td>
<td>Total Northern</td>
<td>88,976</td>
<td>58,649</td>
</tr>
<tr>
<td>Western</td>
<td>Ankole</td>
<td>60,479</td>
<td>62,950</td>
</tr>
<tr>
<td></td>
<td>Bunyoro</td>
<td>34,062</td>
<td>28,156</td>
</tr>
<tr>
<td></td>
<td>Kigezi</td>
<td>29,754</td>
<td>31,738</td>
</tr>
<tr>
<td></td>
<td>Toro</td>
<td>43,626</td>
<td>35,639</td>
</tr>
<tr>
<td></td>
<td>Total Western</td>
<td>167,921</td>
<td>158,483</td>
</tr>
<tr>
<td>National</td>
<td></td>
<td>675,163</td>
<td>608,485</td>
</tr>
</tbody>
</table>

*Source: EMIS, 2017*
(ii) **Increased enrolment in USE and UPOLET schools**

With special reference to USE program, the sector continued to register increase in enrolment. The proportion of USE students to the overall total enrolment of secondary education increased by 4.4% from 912,394 in FY 2015/16 to 952,539 in FY 2016/17, and also increased by 5.5% from 70,771 in FY 2015/16 to 74,695 FY 2016/17 in schools under the UPOLET programme. Table 4.9 below reflects the enrolment in USE and UPOLET in FY 2016/17.

Table 4.9: Enrolment in USE/UPOLET Schools FY 2016/17

<table>
<thead>
<tr>
<th>Class</th>
<th>Sex</th>
<th>FY 2015/16</th>
<th>FY 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE/UPPET Eligible students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S 1</td>
<td>Male</td>
<td>139,670</td>
<td>138,953</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>125,294</td>
<td>126,674</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>264,964</td>
<td>265,627</td>
</tr>
<tr>
<td>S 2</td>
<td>Male</td>
<td>130,595</td>
<td>135,332</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>114,483</td>
<td>122,978</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>245,078</td>
<td>258,310</td>
</tr>
<tr>
<td>S 3</td>
<td>Male</td>
<td>121,140</td>
<td>125,874</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>105,449</td>
<td>110,665</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>226,589</td>
<td>236,539</td>
</tr>
<tr>
<td>S 4</td>
<td>Male</td>
<td>95,739</td>
<td>103,580</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>80,024</td>
<td>88,483</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>175,763</td>
<td>192,063</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>487,144</td>
<td>503,739</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>425,250</td>
<td>448,800</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>912,394</td>
<td>952,539</td>
</tr>
<tr>
<td>UPOLET Eligible students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior 5</td>
<td>Male</td>
<td>25,348</td>
<td>26,425</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>13,411</td>
<td>13,700</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>38,759</td>
<td>40,125</td>
</tr>
<tr>
<td>Senior 6</td>
<td>Male</td>
<td>21,066</td>
<td>23,526</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10,946</td>
<td>11,008</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32,012</td>
<td>34,534</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>46,414</td>
<td>49,951</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>24,357</td>
<td>24,708</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>70,771</td>
<td>74,695</td>
</tr>
</tbody>
</table>

Source: MoES

(ii) **Expansion of physical infrastructure for secondary education**

The number of classrooms increased from 25,888 (FY 2015/16) to 27,726 (FY 2016/17), representing a 70% increase. This can be attributed to an increase in the number of seed schools that were established across the country. Figure 4.7 illustrates the number of classrooms in FY 2015/16 to FY 2016/17.

Figure 4.7: Number of classrooms in secondary education (FY 2015/16-2016/17)

Source: MoES
Gender Parity in Secondary Education

Gender parity index in secondary education stood at 0.88 in FY2015/16, down from 0.90 in FY2016/17. This therefore implied that for every boy enrolled in secondary school there are less girls.

Main Challenges

The sub sector faced a number of challenges during FY 2016/17 and they include:

(i) The persistently high number of sub counties without any form of secondary school and those without a public secondary school;
(ii) Unfriendly Gender-responsive school environment; and,
(iii) Low community participation especially in USE secondary schools.

Business Technical and Vocational Education and Training (BTVET)

The Business, Technical and Vocational Education and Training (BTVET) is the subsector responsible for skills development in the Education sector. The training offered is categorised under the public and the private formal institutions. The subsector is in the 5th year of implementation of the BTVET Strategic Plan (2012/13-2021/22), which is advocating for the paradigm shift in training programmes (from supply to demand driven programmes).

Goals and objectives

The main policy objectives of BTVET subsector during the period under review was to provide equitable access to skills development.

Initiatives undertaken

The main initiatives undertaken during the period under review include:

(i) Provision of capitation grants for students in BTVET institutions;
(ii) Provision of funding for non-formal programmes;
(iii) Establishing new TVET institutions;
(iv) Provision of bursaries to disadvantage groups; and,
(v) Registration and licensing of BTVET institutions;

Main outputs

Payment of Capitation Grants

The sub-sector planned to pay capitation grant worth UGX. 667,524,000, for 1,600 students Uganda Colleges of Commerce (UCCs) and UGX. 961,829,000 for 1,600, students in Uganda and Uganda Technical Colleges. By the end of the period under review, the sector performed at 100% against the above planned output and budget. However, capitation grants were also paid for students in Technical institutes, Technical Schools and Community Polytechnics as reflected in table 4.10 below.
Table 4.10: Capitation Grants for BTVET institutions in FY 2016/17.

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. Institutions</th>
<th>No. students</th>
<th>Capitation UGX (Bn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Institutions</td>
<td>52</td>
<td>5,372</td>
<td>10,821,427,800</td>
</tr>
<tr>
<td>Technical Schools</td>
<td>26</td>
<td>3,917</td>
<td>2,838,724,770</td>
</tr>
<tr>
<td>Community Polytechnics</td>
<td>29</td>
<td>2,907</td>
<td>1,843,575,000</td>
</tr>
<tr>
<td>Health Training Institutions</td>
<td>18</td>
<td>3,089</td>
<td>6,893,383,389</td>
</tr>
<tr>
<td>Uganda Colleges of Commerce (UCCs)</td>
<td>05</td>
<td>1,600</td>
<td>667,524,000</td>
</tr>
<tr>
<td>Uganda Technical Colleges (UTCs)</td>
<td>05</td>
<td>1,600</td>
<td>961,829,000</td>
</tr>
<tr>
<td>Departmental Training institutions</td>
<td>07</td>
<td>980</td>
<td>2,900,000,000</td>
</tr>
</tbody>
</table>

Source: EMIS 2017

Under vocational programmes, the sector paid capitation grants for trainees in Lugogo Vocational Training Institute (190 students) and Nakawa Vocational Training Institute (285 students) respectively.

(ii) Provision of funding for non-formal programmes

The government disbursed funds amounting to UGX.2.085 bn to facilitate three months trainings of 7,817 beneficiaries from 303 training institutions and paid outstanding arrears to some training institutions. The funding was to facilitate employment oriented short courses targeting mainly youth with different educational background. Pictures 4 and 5 below, show some of the youth undergoing training.

(iii) Establishment of new TVET institutions

The sector planned to complete construction work in 2 new technical institutes (i.e. Amelo, and Bukedea,) supported by SAUDI, and also continue with establishment of three other new technical institutes (i.e. Epe Technical Institute, Kiruhura technical Institute and Bamunanika Technical Institute). In addition, the sub-sector planned to complete civil works in institutions supported by KUWAIT.

Consequently, in table 4.11 below civil works were at 95% level of completion in 2 institutes under SAUDI Project (i.e. Amelo technical institute and Bukedea Technical institute). Civil works were completed in 3 (i.e. Ahmed Seguya TI, Tororo TI and Kalongo TI) out of the 4 institutes targeted in FY 2016/17.
Table 4.11: List of technical Institutes earmarked for completion and construction in FY 2016/17

<table>
<thead>
<tr>
<th>S/N</th>
<th>Institution</th>
<th>Planned Activity</th>
<th>Source of funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amelo</td>
<td>Completion</td>
<td>SAUDI</td>
</tr>
<tr>
<td>3</td>
<td>Bokedea</td>
<td>Completion</td>
<td>SAUDI</td>
</tr>
<tr>
<td>6</td>
<td>Epel Technical Institute</td>
<td>Continue with establishment</td>
<td>GoU</td>
</tr>
<tr>
<td>7</td>
<td>Kiruhura technical Institute</td>
<td>Continue with establishment</td>
<td>GoU</td>
</tr>
<tr>
<td>8</td>
<td>Bamunanika Technical Institute</td>
<td>Continue with establishment</td>
<td>GoU</td>
</tr>
<tr>
<td>9</td>
<td>Ahmed Seguya</td>
<td>Completion of works</td>
<td>KUWAIT</td>
</tr>
<tr>
<td>10</td>
<td>Tororo, Technical Institute</td>
<td>Completion of works</td>
<td>KUWAIT</td>
</tr>
<tr>
<td>11</td>
<td>Kibasi Technical Institute</td>
<td>Completion of works</td>
<td>KUWAIT</td>
</tr>
<tr>
<td>12</td>
<td>Kalongo Technical Institute</td>
<td>Completion of works</td>
<td>KUWAIT</td>
</tr>
</tbody>
</table>

Source: MoES 2016

In addition, under the development of BTETV in Table 4.12 civil works for the establishment of the three technical institutes which were rolled over from FY 2014/15 continued, and were at different levels of completion by the end of FY2016/17. While construction in Epel T.I stalled, civil works in, Kiruhura technical Institute and, Bamunanika Technical Institute were at 30% and 40% level of completion respectively.

Table 4.12: Facilities expanded in technical institutes under development of BTETV

<table>
<thead>
<tr>
<th>s/n</th>
<th>Technical Institute</th>
<th>District</th>
<th>Facilities</th>
<th>Estimated level of construction</th>
<th>Source of funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Epel Technical Institute</td>
<td>Katakwi</td>
<td>Administration block, 2No. 2 Classrooms, BCP Workshop, CJ Workshop, Library, Multipurpose hall, 2No. Dormitories, MV Workshop, 2No. Staff Houses, Firewood Kitchen, 4-2 Stance VIP latrines, 4-5 Stance VIP Latrines and 2-4 Unit Shower block</td>
<td>Stalled</td>
<td>GoU</td>
</tr>
<tr>
<td>2.</td>
<td>Bamukanika</td>
<td>Luweero</td>
<td>Administration block, 2No. 2 Classroom block, BCP Workshop, CJ Workshop, Library, Multipurpose hall, 2No. Dormitories, MV Workshop, 2No. Staff Houses, Firewood Kitchen, 4-2 Stance VIP latrines, 4-5 Stance VIP Latrines and 2-4 Unit Shower block</td>
<td>30% completion</td>
<td>GoU</td>
</tr>
<tr>
<td>3.</td>
<td>Kiruhura</td>
<td>Kiruhura</td>
<td>Workshop</td>
<td>40% completion</td>
<td>GoU</td>
</tr>
</tbody>
</table>

Source: MoES

(iv) Expansion and Rehabilitation of facilities

Under the IDB Project, the sub sector planned to continue with the expansion of facilities in NTC Unyama, UTC Elgon and UTC Lira, UTC Bushenyi, UTC Kyema and UTC Kichwamba; and Aduku UCC. By the end of FY 2016/17, civil works were completed in UTC Lira(Lira), UTC Elgon (Mbale) and NTC Unyama (Gulu) while the expansion progress were at different levels of completion at UTC Bushenyi UTC Kyema and UTC Kichwamba as reflected in table 4.13 below.
Table 4.13: Expansion of facilities under IDB

<table>
<thead>
<tr>
<th>s/n</th>
<th>Technical Institute</th>
<th>District</th>
<th>Facilities</th>
<th>Estimated level of construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>UTC Bushenyi</td>
<td>Bushenyi</td>
<td>Teaching Complex (Lecture theatre, Resource centre, Laboratories, Library, Drawing studio), Workshops (Welding and Metal fabrication), External works (Access road, landscaping), Hostel block</td>
<td>81%</td>
</tr>
<tr>
<td>2.</td>
<td>UTC Kyema</td>
<td>Masindi</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>3.</td>
<td>UTC Kichwamba</td>
<td>Kabarole</td>
<td></td>
<td>81%</td>
</tr>
</tbody>
</table>

Source: MoES

(v) Registering and Licensing Private BTVET institutions

The sub-sector in FY 2016/17, planned to license and register 69 and 23 BTVET institutions respectively. By the end of FY 2016/17, the subsector had licensed 114 and registered 88 institutions as compared to 81 licensed and 27 registered private institutions the previous FY 2015/16. This translates to 77% performance rate.

(vi) Provision of Bursaries to Disadvantage Groups

Under, the Albertine Region Sustainable Development Project, the sector planned to support provide bursaries worth UGX. 511,796,000 for the first batch of learners (150) in the region. By the end of the year, bursary scheme had not commenced. This is attributed to the long procurement process to hire the Bursary scheme management agency (which is supposed to manage the bursaries on behalf of the MoES).

(d) Main Outcomes

As a result of the various initiatives undertaken, the sector registered the following outcome:

(i) Enrolment under BTVET

The overall enrolment in BTVET increased by 3.2% from 105,905 (Female: 41,943 and Male: 63,957) students in FY 2015/16 to 109,305 (Female: 39,325 and Male 69,980) in FY 2016/17. The total for Non–formal includes the privately sponsored students (Government 7,817, Private 1,991, adding up to 9,808). See Table 4.14 below for a detailed breakdown by category.

Table 4.14: Enrolment in BTVET institutions by sex 2015/16-2016/17

<table>
<thead>
<tr>
<th>FY 2015/16</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
<th>Change</th>
<th>% Change increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNMEB</td>
<td>1,818</td>
<td>4,399</td>
<td>6,217</td>
<td>7,232</td>
<td>2,594</td>
</tr>
<tr>
<td>UAHEB</td>
<td>5,267</td>
<td>3,698</td>
<td>8,965</td>
<td>5135</td>
<td>3896</td>
</tr>
<tr>
<td>UBTEB</td>
<td>46,444</td>
<td>20,889</td>
<td>67,333</td>
<td>49,192</td>
<td>24,228</td>
</tr>
<tr>
<td>BTVET</td>
<td>6,661</td>
<td>9,495</td>
<td>16,156</td>
<td>4,564</td>
<td>5,244</td>
</tr>
<tr>
<td>DIT</td>
<td>3,767</td>
<td>3,465</td>
<td>7,234</td>
<td>3857</td>
<td>3363</td>
</tr>
<tr>
<td>Total</td>
<td>63,957</td>
<td>41,946</td>
<td>105,905</td>
<td>69,980</td>
<td>39,325</td>
</tr>
</tbody>
</table>

Source: MoES 2017
(ii) **Increase in number of BTVET institutions**

The number of BTVET institutions increased by 8.4% from 119 (103 govt; 16 private) in FY 2015/16 to 129 (115 govt; 14 private) in FY 2016/17. This allowed more students to access technical and vocational training. The increase in number has been illustrated in figure 4.8 below.

**Figure 4.8: Number of BTVET institutions**

![Bar chart showing the increase in the number of BTVET institutions from FY 2015/16 to FY 2016/17.](chart)

*Source: MoES*

(e) **Main challenges.**

(i) The high costs involved (*Tuition and functional fees*) involved limits access to the formal BTVET education often leading to a low enrolment numbers;

(ii) Inadequate budgetary provisions to facilitate the construction of a technical school in a very district;

(iii) Static and inadequate capitation grants; and,

(iv) Lack of awareness and poor sensitisation about skills education and training.

4.1.5 **University Education**

The Sector continued to implement various strategies to avail more opportunities for all Ugandans to access university education. Most notable among which is the expansion of Higher Education Students’ Financing Scheme Beneficiaries to include Diploma Awarding institutions. Additionally the establishment of Kabale and, Lira Universities increased the provision of university education in the country.

(a) **Policy Objectives**

The policy objectives for the sub-sector in FY2016/17 are outlined as follows:

(i) Equitable Access to university education;

(ii) Provision of equitable access to special groups;

(iii) Improved management and governance in university education institution; and,

(iv) Encouragement of Public Private Partnership in the delivery of university education.
(b) **Initiatives undertaken in FY 2016/17**

In order to realize the objectives of expanding access and equity in the university education sub sector, implemented a number of interventions that included:

(i) Sponsoring, supporting and admitting students to university institutions;
(ii) Implementation of the student Loan Scheme;
(iii) Development, expansion and rehabilitation of infrastructure in all public universities;
(iv) Implementation of the district quota system for admission of students to public universities; and,
(v) Provision of scholarships.

(c) **Main Outputs**

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

In FY 2016/17, the sub-sector continued to sponsor 4,000 students at the Eight (8) Public Universities. These students are part of the approximately 87,102 students that were enrolled in the eight (08) Public Universities and one degree awarding institution as shown in the table 4.15 below.

<table>
<thead>
<tr>
<th>S/n</th>
<th>University</th>
<th>Gov’t</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Makerere</td>
<td>6,149</td>
<td>29,042</td>
<td>35,191</td>
</tr>
<tr>
<td>2</td>
<td>Mbarara</td>
<td>640</td>
<td>3,007</td>
<td>3,647</td>
</tr>
<tr>
<td>3</td>
<td>Makerere University Business School</td>
<td>1,172</td>
<td>15,630</td>
<td>16,802</td>
</tr>
<tr>
<td>4</td>
<td>Kyambogo</td>
<td>2,456</td>
<td>18,277</td>
<td>20,733</td>
</tr>
<tr>
<td>5</td>
<td>Busitema</td>
<td>684</td>
<td>2,559</td>
<td>3,243</td>
</tr>
<tr>
<td>6</td>
<td>Kabale</td>
<td>96</td>
<td>2,552</td>
<td>2,618</td>
</tr>
<tr>
<td>7</td>
<td>Muni</td>
<td>256</td>
<td>82</td>
<td>338</td>
</tr>
<tr>
<td>8</td>
<td>Lira</td>
<td>84</td>
<td>612</td>
<td>696</td>
</tr>
<tr>
<td>9</td>
<td>Uganda Management Institute</td>
<td></td>
<td>3,744</td>
<td>3,744</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>11,537</td>
<td>75,505</td>
<td>87,102</td>
</tr>
</tbody>
</table>

*Source: MoES, 2017*

In addition, the sector continued to provide financial support amounting to UGX. 0.95bn to Kisubi Brothers University, a constituent College of Uganda Martyrs University to cater for 150 science education students.

(ii) **Implementation of the District Quota System**

To enhance equitable access as well as government sponsorship, the government has continued to operate the district quota system whereby each district in the country is given a specific number of students for sponsorship each academic year.
Consequently, in FY 2016/17, a total of 896 students were admitted to public Universities on district quota. As in the previous years, the slots were shared out on the basis of a threshold of five (05) per district and the balance based on the district population.

(iii) Provision of Students Loan Scheme

In FY 2016/17, student loans were provided to a total of 3,799 students in the three cohorts of the academic years 2014/15, 2015/16, and 2016/17. In FY 2016/17, there were 1,325 beneficiaries distributed in 17 participating universities (*9 Private chartered and 8 are Public*). Out of which 922 are male; while 403 are female. The board awarded loans to students to pursue fifty (50) undergraduate degree programmes and 62 undergraduate diploma courses which were approved by the board under 14 major disciplines as shown in table 4.16 below.

**Table 4.16: Showing Student’s Loan Scheme Beneficiaries by Discipline FY 2016/17**

<table>
<thead>
<tr>
<th>Beneficiaries by Discipline</th>
<th>Total applicants</th>
<th>By Gender</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of successful beneficiaries</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Agriculture</td>
<td>167</td>
<td>96</td>
<td>57</td>
</tr>
<tr>
<td>Human Medicine (including Clinical Medicine &amp; Dental Surgery)</td>
<td>671</td>
<td>214</td>
<td>163</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>324</td>
<td>84</td>
<td>35</td>
</tr>
<tr>
<td>Health Care Management Sciences (including Radiotherapy, Orthopedics, Physiotherapy, Occupational Therapy, Audiology, Psychiatry, Public Health Community Health and Environmental Health, Optometry, Anesthesia, Medical entomology, Ophthalmology)</td>
<td>102</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>Pharmacy &amp; Pharmaceutical Science</td>
<td>139</td>
<td>55</td>
<td>43</td>
</tr>
<tr>
<td>Laboratory Science Programme</td>
<td>111</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>Engineering (Including Architecture, Carography, meteorology, mining, construction management, surveying) Animal Science (Veterinary Medicine and Animal Production)</td>
<td>78</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Nursing (including Midwifery and community Health)</td>
<td>1,082</td>
<td>380</td>
<td>289</td>
</tr>
<tr>
<td>Petroleum &amp; Geosciences Engineering</td>
<td>27</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Science Education</td>
<td>598</td>
<td>238</td>
<td>171</td>
</tr>
</tbody>
</table>
(iv) Provision of Scholarships

As a means to increasing access to university education, the sector planned to pay top-up allowances to 370 students offered bi-lateral scholarships to study in countries like: China, United Kingdom, Egypt, Australia, Algeria, Indonesia, New Zealand, Thailand and Mexico. During the period under review, a total of 316 (44 China; 53 India; 9 Turkey; 39 Egypt; 6 Cuba; 3 Thailand; and 162 in Algeria) were paid top-up allowances translating into an 85% performance.

In addition, a total of 421 out of the targeted 475 needy but gifted students from the 6 public universities benefitted from scholarships translating into a 11% performance; while an additional 8 (3 PHD and 5 MSc) beneficiaries undertook training at Kawanda research station under the Support to Higher Education Science and Technology (HEST) Project.

(v) Development, expansion and rehabilitation of infrastructure in all public Universities

In FY2016/17, the sub-sector developed, expanded and rehabilitated infrastructure in all universities. Details for each university are presented as follows:

<table>
<thead>
<tr>
<th>Special Needs Education</th>
<th>Statistics</th>
<th>Computer Science &amp; Technology</th>
<th>Pure Sciences (Industrial Chemistry, microbiology, biotechnology, biomedical science)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>28</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>65</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,764</td>
<td>1,325</td>
<td>922</td>
<td>403</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: HESFB 2017

- Busitema University:
  The construction of lecture block at Arapai campus phase II and the re-designing of the lecture block at Mbaile School of Health Sciences was done.

- Makerere University Business School:
  Commissioned the new faculty of Business Computing which was fully constructed with a sitting capacity of 1,130 students, 4 computer labs and 2 lecture theatres and administrative offices in FY 2016/17.

- Makerere University:
  The construction of a two new shared teaching facilities (central teaching facility) and renovation of Laboratories in 6 colleges that include:

  (i) Department of Chemistry – Main Block Laboratories, the 1st year Laboratory Block and the Toxic Chemical Stores in College of Natural Sciences (CONAS);

  (ii) Department of Science and Technical Educational Laboratories (Physics Laboratory, Chemistry Laboratory & Biology Laboratory in College of Education & External Studies (CEES);

  (iii) Department of Physiology Laboratories 1 and 2 – in College of Health Sciences (CHS);
(iv) Department of Mechanical Engineering Labs.: Mechanical & Materials Laboratory and the Hydraulics and Fluid Mechanics Laboratory in the College of Engineering, Design Art & Technology (CEDAT);

(v) Department of Biosecurity Lab - Bio-security Laboratory – level 2 in the College of Veterinary, Animal Resources & Biosecurity (COVAB); and,

(vi) Revitalization of the Diary Value Chain and its transformation into an Innovations and Business Incubation Centre at MUARIK in the College of Agriculture & Environmental Sciences (CAES). In addition: renovation of the Students’ Hostel at Nyabyeya Forestry College and Nkrumah Hall of Residence were undertaken;

✓ Under the Food Technology Incubations II project:

University planned to complete phase 1 of 2 processing units measuring 1,200m²; and to rehabilitate and maintain laboratories and lecture facilities; and by the end of FY2016/17, there was an increase in installation of processing equipment and equipping of laboratories in the Food Technology & Business Incubation Centre (FTBIC).

✓ Kyambogo University:

The university planned to construct, renovate and maintain a Nonresidential building. By the end of FY2016/17, civil works of the central lecture block 1st floor slab was at 80% completion.

✓ Uganda Management Institute (UMI):

UMI was granted support to complete the new classroom/office block under the AfDB (HEST) project. Following the open tendering process for a new contractor for the completion of new UMI classroom/office block in August 2016, evaluation of bids was completed and the bank gave a no objection to the report.

✓ Gulu University:

In FY 2016/17, the university planned to open up boundaries of all Gulu university lands at, at Nwoya, Latoro, Purongo, Forest, Gulu Town, Main campus; Process Titles for 1.552 acres of land in Latoro, 70 acres in the Municipal, procure 3,000 Hectares of land in Nwoya,

During the period under review, the Survey, land title processing and valuation of 1,552 Hectares of Land in Nwoya was conducted and partial payments made to owners; Land offers were made to the university including 60 Acres of land by Amida sub-county in Kitgum District, 200 acres of land in Patongo Sub-county offered by Agago District Local Government and 500 acres of land by Pader Local Government. Renovation of Faculty of Business & Development Studies, re-painting of the Administration block done and partitioning of Library rooms in the LAW Block was also done.

✓ Muni University:

In FY 2016/17, construction of 2 Storey Lecture block, Demonstration block, IT Workshop block, Library block, 1 storied Administration block and Guest House block was completed at a cost of UGX 8.8bn; while, the construction of External works (Landscaping structures, parking lots, water supply lines, foul water drainages, storm water drainages and access roads) were also completed at UGX 3.4bn;
Additionally, the construction of Electricity reticulation (i.e. Power house, underground cables, overhead cables, street lights, garden lights, hose reel booster pump and main control board/unit) were completed at a cost of UGX. 0.4bn. Completion of disable ramps for Lecture and Administration block UGX. 0.4bn. The facilities were commissioned on 12th September 2016; furthermore, the construction of 1 incinerator was completed.

✓ **Mbarara University of Science and Technology**

The university finalized the installation of 2 Lifts with a standby Generator to complete the Faculty of Applied Sciences & Technology Block at Kihumuro; while the construction works for the conversion of Skin Clinic into a Simulation Laboratory was completed, equipped and commissioned.

In addition, the designs for the new Faculty of Computing and Informatics Sciences were done and parking yard at the Faculty of Inter-disciplinary Studies was levelled. Rehabilitation of roads at Mbarara campus was also started (paid 30% contract sum).

✓ **Under the Uganda Petroleum Institute Kigumba**:

Completed construction of the administration block including the installation of the solar water supply system.

✓ **Under Lira University**

University planned to complete the construction of one public health block, Construction of Administration block phase one; and the designing and Development of master plan and physical plan of Lira University. By the end of FY2016/17, civil works of the Public Health Lecture block had been completed; a server room and a 12 stance water borne toilet.

✓ **Under Kabale University**

An anatomy laboratory and nursing skills laboratory was constructed at the main campus, while a workshop at the faculty of Engineering and Technology; a workshop, and 12 stance VIP latrine were completed at Nyabikoni campus. A three-phase electricity project was also installed.

(vi) **Implementation of Support to Higher Education, Science & Technology project**

During FY 2016/17, the sector planned to undertake construction, rehabilitation and expansion of facilities in 7 beneficiary institutions namely: Makerere University, Kyamumbo University, Gulu University, Busitema University, Muni University, Mbarara University of Science and Technology, Lira and 2 degree awarding Institutions namely Uganda Management Institute and Makerere University Business School (MUBS).

By the end of FY 2016/17, construction, rehabilitation and renovation works at 7 Beneficiary Institutions and the estimated status of civil works at each of the these institutions is as follows: MUBS: 100%, Makerere University: 85%, Gulu University: 52%, Lira University: 52%, Busitema University (Nagongera Campus): 100%, Kyambogo University: 88% and Muni University: 64% and Mbarara University of Science and Technology: 60%. However, at Uganda Management Institute, the contract for completion of the study complex was signed with an implementation period of nine months. Pictures 6 to 9 show the status of civil works under the HEST project FY 2016/17.
(vii) Support establishment of constituent colleges & Public Universities

In FY2016/17, the sub sector planned to continue with the establishment of the Uganda Petroleum Institute Kigumba by construction of facilities (i.e., administration block, water supply and sewage system, new power lines and firefighting ground). In the period under review, the sub sector completed the construction of the administration block as well as the installation of the solar water supply system at a cost of UGX, 2,514bn.

In addition, the establishment of Soroti University continued with the construction of a multipurpose academic, teaching and laboratory blocks with a completion rate of 82%; while, 1Km of land was fenced off.

(viii) Supporting of private universities to expand infrastructure

During FY 2016/17, the sector signed Memorandum of Understandings (MoUs) with 5 private universities namely: Bishop Stuart, Mountains of the Moon; Nkumba University; Ndejje University; and, Kumi University to support them financially to expand their infrastructure with UGX. 150m each.

(d) Main outcomes

During the period under review the sub-sector achieved the following outcomes:
(i) **Increased Gender Gap**

There is a big difference in enrolment between the number of female enrolled and their male counterparts. The percentage of male students remained constant at 56% between FY 2015/16 and FY 2016/17. The female students on the other hand accounted for only 44.5% and 44.3% in FY 2015/16 and FY 2016/17 respectively.

This is further evidenced in the loan scheme were out of the 1, 325 beneficiaries only 403 (33%) are female compared to 922 male (67%).

(ii) **Increased Student enrolment**

During the period under review, the total enrolment in tertiary education increased by 0.4% from 257,855 (143,212 female) in FY 2015/16 to 258,866 (114,314 male, 114,552 female) in FY 2016/17 as reflected in figure 4.9 below.

![Figure 4.9: Enrolment in tertiary institutions](image)

*Source: MoES*

(e) **Main challenges**

The main challenges that faced university education sub-sector during FY under review included:

(i) Inadequate funds limit expansion of infrastructure;
(ii) Increasing operation costs viz a viz a stagnant resource allocation;
(iii) Industrial action by staff and student unrest at public universities; and,
(iv) Inadequate resources to raise staff levels at public universities to at least 50% of establishment for academic staff.
4.2 **Quality of Education**

Quality education is that which makes learners relevant and with useful knowledge, attitudes and skills to enable them live better lives with competence and confidence in the ever changing environment. A quality education is therefore, one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living.

Over the last decades, Uganda has made a stride towards expanding enrolment in education. However, efforts are being made to enhance the quality of education if the children are to be attracted to school, and retained so as to achieve meaningful learning outcomes. The Government of Uganda has continued to provision of ensure basic education of quality for all, regardless of gender, geographical location language or ethnic origin.

In the Financial Year 2016/17, the sector continued to prioritise initiatives which focused on facilitating training of teachers with active learning techniques; provision of adequate facilities and learning materials; making available relevant curriculum (that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners), encouraging teaching and learning environment that not only encourages learning but is gender-sensitive at all level of education.

4.2.1 Pre-Primary Education

At the pre-primary education level, the sector continued to pursue quality initiatives as articulated in the Learning framework.

(a) **Goals and objectives**

The policy objective that continued to guide the provision of quality Early Childhood Development and Education in the period under review, include strengthening quality issuance of early childhood programmes and services as well as collaboration with the private sector.

(b) **Initiatives undertaken during FY 2016/17**

During the period under review, a number of initiatives were undertaken in the stride to enhance Quality of pre-primary programmes. These initiatives include:-

(i) Training for Nursery teachers/Care givers.
(ii) license and register ECD Teacher Training Institutions (TTIs),
(iii) Review ECD Policy

(c) **Main Output**

(i) **Training and Capacity building for Nursery teachers/Care givers.**

Under the Uganda Teacher and School Effectiveness Project the sub-sector planned to train 3,000 caregivers in Early Childhood Education from 50 districts throughout the country. In the period under review a total of 3,240 caregivers were trained across 50 districts. This translates into 108% performance against the planned output. This performance was attributed to the fact that a provision for training was to cater for those teacher who had dropped out of the programme before completion during the previous financial year.
(d) **Key Outcomes**

(i) **Pupil Teacher Ratio.**

The Pupil Teacher Ratio (*PTR*) at pre-primary sub sector improved by 1 point from 22:1 in FY 2015/16 to 21:1 in FY 2016/17. This is attributed to the continued support by government in training pre-primary teachers and the increase in the number of pre-primary schools.

(ii) **Increased Number of Qualified Care givers**

The total number of qualified care givers increased from 16,741 (*2,262 Male; 14,479 Female*) in FY 2015/16 to 26,363 (*Male 4,066; Female 22,297*) in FY 2016/17. This is attributed to the implementation of the integrated ECD and primary teacher training curriculum.

(iv) **Pupil Classroom Ratio**

In FY 2016/17 the Pupil Classroom Ratio (*PCR*) at pre-primary level also improved by 6 points from 31:1 in FY 2015/16 to 25:1 in FY2016/17. This is attributed to the increase in the number of classrooms in pre-primary school. The PCR is shown in the figure 4.10 below.

![Figure 4.10: Pupil Classroom Ratio at Pre-Primary](source: EMIS, 2017)

(e) **Main challenges**

(i) Inadequate funding towards the implementation of key outputs in the ECD subsector. For instance procurement of ECD Legal frameworks; monitoring/creating awareness on the improvement of access to ECCE services.

(ii) Data collection of pre-primary across the country (*Pre-primary statistics*)

(iii) Lack of strengthened strategies towards licensing and registration of ECD centres;

(iv) Minimal access to ECD services in the up country and rural districts of Uganda due to expensive ECD services offered by the private sector;

(v) The under age children enrolled in a P.1 class tagged as P.1A, (*6 years old*), P.1B (*4-5 years*) and P.1C (*3 years and below*) leading to high repetition rates and double expenditure of UPE funds; and,
4.2.2 Primary Education

At the primary level, the sub-sector continued to prioritise initiatives for improving the quality of Primary education.

(a) Goals and objective

The main policy objectives in FY 2016/17 under quality education included:

(i) Ensuring achievement of literacy, numeracy and life skills;
(ii) Enhancing support supervision; and,
(iii) Capacity Building for teachers.

(b) Initiatives undertaken during FY 2016/17

(i) Monitoring and Support Supervision
(ii) Training Primary Teachers
(iii) Continuous Professional Development
(iv) Provision of Instructional Materials
(v) Infrastructure Development
(vi) Provision of furniture

(c) Main Outputs

(i) Monitoring and Support Supervision of Primary Schools

The sector planned to monitor P1-P3 classes in 20 private schools under the GoU and 120 primary schools, under TRACE (UNICEF support programme) focusing on sanitation and hygiene as well as girls education. Under the World Food Programme, the sector also planned to monitor 221 schools in the 7 districts of Karamoja sub-region.

By the end of the financial year, the sector monitored P1-P3 in 60 private schools (i.e. 20 Luuka, 20 Kayunga and 20 Namutumba) districts. This translates to 200% performance against the set target. This over performance was due to off budget support from TRACE.

While under TRACE, a total of 130 schools were monitored and support supervised in 13 Districts of Lwengo, Masaka, Kalungu, Bukomasimbi, Sembabule, Rakai, Lyantonde, Kapchorwa, Mubende, Nakasongola, Jinja, luuka and Kiboga. This translates to a performance rating of 108%.

Under World Food Programme, a total of 249 primary schools were monitored focusing on enrolment, attendance, food deliveries, and utilization and food records respectively. This translates to 113% performance over the period under review.

(ii) Training of Primary School Teachers in support to early Grade Reading.

Currently there are three Early Grade Reading programmes being implemented with the goal of improving reading outcomes for children in primary schools. These include the USAID/Uganda School Health and Reading Program (SHRP); the USAID / Uganda Literacy Achievement and Retention Activity (LARA); both (implemented by RTI.
International): and, the Uganda Teacher and School Effectiveness Project (funded by the World Bank).

In the period under review, SHRP planned to train Teachers and Head teachers Early Grade Reading methodology. By the end of the Financial Year, a total of 5,696 Teachers, Head Teachers and CCTs trained in EGR. Under the Uganda Teacher and School Effectiveness Project, the sector planned to train 4,800 teachers in Early Grade Reading methodology from 27 target districts. By the end of the FY 2016/17, the sub sector had trained and refreshed 3,706, P2 teachers representing a 77% performance rating.

(iii) Continuous Professional Development for primary Teachers in Early Grade Reading Methods

Under LARA, the sector planned to train facilitators, trainers and teachers in EGR methodology. By the end of the period under review, a total of 6,616 professionals were offered CPD. Table 4.17 presents the different professionals offer CPD in FY 2016/17.

### Table 4.17: Different professionals offer CPD in FY 2016/17

<table>
<thead>
<tr>
<th>Categories</th>
<th>Facilitators</th>
<th>Trainers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sex</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>67</td>
<td>453</td>
</tr>
</tbody>
</table>

Source: MoES

(iv) Provision of Instructional Materials

In FY 2016/17, under the IMU, the sector planned to procure and distribute a total of 362,173 copies of Local Language Reading Books in 25 languages for P1 and P2 at a ratio of 5:1 for selected grant-aided primary schools. It further planned to procure a total of 537,000 copies of English Readers for P1 and P2 at a ratio of 5:1 for 13,000 grant-aided primary schools; and, wall charts for P1 and P.2.

To support the teachers in teaching, the sub-sector planned to procure assorted instructional materials for Teacher Instruction Education and Training (TIET) to be distributed to all 45 PTCs (23 cores and 22 non-cores). By the end of FY 2016/17, assorted learning materials were distributed as reflected in table 4.18 below.

### Table 4.18: Number of copies supplied for P.1 and P.2 local languages

<table>
<thead>
<tr>
<th>Local Language</th>
<th>Copies of Local Language Pupils Book supplied for Primary 1</th>
<th>Class</th>
<th>Number of copies of pupils books</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acholi Pupils 'book</td>
<td>P.1</td>
<td>19,165</td>
</tr>
<tr>
<td></td>
<td>Lango Pupils 'book</td>
<td>P.1</td>
<td>25,005</td>
</tr>
<tr>
<td></td>
<td>Lugararati Pupils 'book</td>
<td>P.1</td>
<td>24,616</td>
</tr>
<tr>
<td></td>
<td>Kakwa Pupils 'book</td>
<td>P.1</td>
<td>2,259</td>
</tr>
<tr>
<td></td>
<td>Leb Thur Pupils 'book</td>
<td>P.1</td>
<td>1,064</td>
</tr>
<tr>
<td></td>
<td>Pokot Pupils book</td>
<td>P.1</td>
<td>408</td>
</tr>
<tr>
<td></td>
<td>Runyororo/Rutoro</td>
<td>P.1</td>
<td>47,735</td>
</tr>
<tr>
<td></td>
<td>Runyankore/Rukiga</td>
<td>P.1</td>
<td>61,459</td>
</tr>
<tr>
<td></td>
<td>Lukhonzo Pupils 'book</td>
<td>P.1</td>
<td>8,828</td>
</tr>
<tr>
<td></td>
<td>Lusoga Pupils 'book</td>
<td>P.1</td>
<td>38,547</td>
</tr>
<tr>
<td></td>
<td>Luganda Pupils 'book</td>
<td>P.1</td>
<td>73,581</td>
</tr>
</tbody>
</table>
In addition to the assorted pupil’s books, a number of local language and Bilingual dictionaries were also supplied as reflected in table 4.19 below.

**Table 4.19: Copies of Dictionaries in local languages supplies in FY 2016/17**

<table>
<thead>
<tr>
<th>S/n</th>
<th>Language</th>
<th>No. of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Luganda Local Language</td>
<td>15,015</td>
</tr>
<tr>
<td>2</td>
<td>Lunyole Local Language</td>
<td>505</td>
</tr>
<tr>
<td>3</td>
<td>Lugbarati Local Language</td>
<td>1,640</td>
</tr>
<tr>
<td>4</td>
<td>Leb Lango Local Language</td>
<td>3,190</td>
</tr>
<tr>
<td>5</td>
<td>Ngakarimojong</td>
<td>895</td>
</tr>
<tr>
<td>6</td>
<td>Lumasaba Local Language</td>
<td>2,675</td>
</tr>
<tr>
<td>7</td>
<td>English</td>
<td>12,200</td>
</tr>
<tr>
<td>8</td>
<td>Runyankore/ Rukiga</td>
<td>12,350</td>
</tr>
<tr>
<td>9</td>
<td>Bilingual dictionaries in Lusoga</td>
<td>5,740</td>
</tr>
<tr>
<td>10</td>
<td>Bilingual dictionaries in Lhukonzo</td>
<td>1,400</td>
</tr>
</tbody>
</table>

*Source: MoES*
Furthermore, a total of 97,600 (i.e. 12,000 P1 Wall Charts, 12,200 Picture Cards; and, 61,000 Math Work Charts) were supplied to schools throughout the country. Copies of local language readers for both teachers and pupils rolled over from previous financial year were too supplied as follows (See table 4.20) below.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Readers Category</th>
<th>Classes</th>
<th>No. of Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Luo set of Readers</td>
<td>P.5</td>
<td>18,116</td>
</tr>
<tr>
<td>2</td>
<td>Luo set of Readers</td>
<td>P.6</td>
<td>12,494</td>
</tr>
<tr>
<td>3</td>
<td>Runyankore/Rukiga set of Readers</td>
<td>P.5</td>
<td>26,377</td>
</tr>
<tr>
<td>4</td>
<td>Luganda set of Readers</td>
<td>P.7</td>
<td>26,206</td>
</tr>
<tr>
<td>5</td>
<td>Lusoga set of Readers</td>
<td>P.7</td>
<td>13,667</td>
</tr>
<tr>
<td>6</td>
<td>Luo Acholi Pupils’ Books</td>
<td>P.6</td>
<td>12,494</td>
</tr>
<tr>
<td>7</td>
<td>Luo Acholi Teachers’ Guide</td>
<td>P.6</td>
<td>634</td>
</tr>
<tr>
<td>8</td>
<td>Runyoro/Rutoro Pupils’ Books</td>
<td>P.7</td>
<td>3,294</td>
</tr>
<tr>
<td>9</td>
<td>Runyoro/Rutoro Teachers’ Guide</td>
<td>P.7</td>
<td>360</td>
</tr>
<tr>
<td>10</td>
<td>Madi Pupils’ Books</td>
<td>P.5</td>
<td>2,489</td>
</tr>
<tr>
<td>11</td>
<td>Madi Teachers’ Guide</td>
<td>P.6</td>
<td>137</td>
</tr>
</tbody>
</table>

Source: MoES

The sector also procured Kiswahili Instructional materials for 45 Primary Teachers’ Colleges. These included:

✓ 13,800 copies of P.5 Kiswahili Pupils’ Books
✓ 13,800 copies of P.5 Kiswahili Teachers’ Guide
✓ 5,326 copies of Kiswahili Reading Books 5
✓ 5,326 copies of Kiswahili Reading Books 6
✓ 5,327 copies of Kiswahili Reading Books 7
✓ 13,800 Copies of Kiswahili Pupils’ Book 7
✓ 13,800 Copies of Kiswahili Teachers’ Guide 7
✓ 16,800 Copies of Kiswahili/English Dictionary 7

Under the Uganda Teacher and School Effectiveness Project, the sector planned to procure and distribute a total of 6,500,000 copies of textbooks, non-textbooks and teacher reference materials procured and supplied to schools. During the period of review, a total of 6,015,099 copies of instructional materials were supplied to 12,198 primary schools in 112 districts. The materials included:a total of 4,720,041 copies of textbooks, non-textbooks, 753,113 copies of P1 primers 541, 293 P2 primers to 2,656 primary schools benefiting under Early Grade Reading.

Under the Karamoja Primary Education Project (KPEP), an assortment of instructional materials; and, a total of 630 pupils desks (30 per school) were planned to be supplied to the 21 newly constructed boarding schools in the Karamoja sub region. By the end of the financial year, a total of 630 pupil’s desks and a total of 84,277 assorted instructional had been supplied. This was attributed to a budget out turn of 60% out of the 74% approved budget which led to the saving of some funds which were used to implement a few activities outside its scope among which was fencing of project schools and the provision of 59 solar units. Table 4.21 represents a list of schools supplied with various instructional materials and solar units.
Table 4.21: Schools under KPEP supplied with furniture in FY 2016/17

<table>
<thead>
<tr>
<th>s/n</th>
<th>Name of School</th>
<th>District</th>
<th>Number of solar units supplied</th>
<th>Number of instructional materials supplied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Karenga Boys P/S</td>
<td>Kaabong</td>
<td>3</td>
<td>7,473</td>
</tr>
<tr>
<td>2.</td>
<td>Nalakas P/S</td>
<td>Kaabong</td>
<td>3</td>
<td>6,229</td>
</tr>
<tr>
<td>3.</td>
<td>Komukuny Girls P/</td>
<td>Kaabong</td>
<td>2</td>
<td>5,731</td>
</tr>
<tr>
<td>4.</td>
<td>Kotido Mixed P/S</td>
<td>Kotido</td>
<td>3</td>
<td>5,301</td>
</tr>
<tr>
<td>5.</td>
<td>Napumpum P/S</td>
<td>Kotido</td>
<td>3</td>
<td>7,151</td>
</tr>
<tr>
<td>6.</td>
<td>Lokitalaebu P/S</td>
<td>Kotido</td>
<td>3</td>
<td>3,767</td>
</tr>
<tr>
<td>7.</td>
<td>Kiru P/S</td>
<td>Abim</td>
<td>3</td>
<td>4,722</td>
</tr>
<tr>
<td>8.</td>
<td>Morulem P/S</td>
<td>Abim</td>
<td>3</td>
<td>6,197</td>
</tr>
<tr>
<td>9.</td>
<td>Orwamuge P/S</td>
<td>Abim</td>
<td>3</td>
<td>4,309</td>
</tr>
<tr>
<td>10.</td>
<td>Lorengecora P/S</td>
<td>Napak</td>
<td>3</td>
<td>3,770</td>
</tr>
<tr>
<td>11.</td>
<td>Loodoi P/S.</td>
<td>Napak</td>
<td>3</td>
<td>2,042</td>
</tr>
<tr>
<td>12.</td>
<td>Lotome P/S</td>
<td>Napak</td>
<td>-</td>
<td>3,112</td>
</tr>
<tr>
<td>13.</td>
<td>Kasimeri P/S</td>
<td>Moroto</td>
<td>2</td>
<td>4,517</td>
</tr>
<tr>
<td>14.</td>
<td>Naitakwae P/S</td>
<td>Moroto</td>
<td>3</td>
<td>2,070</td>
</tr>
<tr>
<td>15.</td>
<td>Moroto KDA P/s</td>
<td>Moroto</td>
<td>3</td>
<td>3,398</td>
</tr>
<tr>
<td>16.</td>
<td>Lorengedwat P/S</td>
<td>Nakapiripiriti</td>
<td>3</td>
<td>1,406</td>
</tr>
<tr>
<td>17.</td>
<td>Nakapiripiriti P/S</td>
<td>Nakapiripiriti</td>
<td>3</td>
<td>2,952</td>
</tr>
<tr>
<td>18.</td>
<td>Tokora P/S</td>
<td>Nakapiripiriti</td>
<td>4</td>
<td>2,587</td>
</tr>
<tr>
<td>19.</td>
<td>Kalas Girls P/S</td>
<td>Amudat</td>
<td>2</td>
<td>2,556</td>
</tr>
<tr>
<td>20.</td>
<td>Kalas Boys P/S</td>
<td>Amudat</td>
<td>2</td>
<td>2,592</td>
</tr>
</tbody>
</table>

Source: MoES

Under USAID/Uganda School Health and Reading Program (SHRP): the sector planned to distribute assorted copies of instruction materials for P1-P4 across the country. During the FY 2016/17, distributed over 695,000 pupil books and teacher guides and over 100,000 supplementary library books were supplied as indicated in table 4.22 below.

Table 4.22: Implementation of Early Grade Reading and HIV/AIDS activities

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Results in FY 2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Grade Reading Materials Developed for Local Language and English (Learner Primers and Teachers Guides) NCDC</td>
<td>108 titles (Pupil Books and Teacher Guides for all 12 local languages and English for P1 to P4)</td>
</tr>
<tr>
<td>Reading materials in the hands of learners and teachers</td>
<td>695,512 Pupil Books and Teacher Guides distributed to SHRP schools</td>
</tr>
<tr>
<td>Donated Books Received</td>
<td>In FY 2016/17, 930,000 library books have been distributed to primary schools.</td>
</tr>
</tbody>
</table>

Source: MoES
(iv) **Infrastructure Development**

During the period under review, the sub sector, under Emergency Construction Project phase II, the sector planned to undertake construction and rehabilitation work in a total of 20 schools, however by the end of FY 2016/17, civil works were undertaken in only three schools, one of which (i.e Nabalanga P.S was a roll over from FY2014/15) which are at different levels of construction as reflected in table 4.23 below. Construction of 13 schools was not funded, while 4 schools are at procurement level.

**Table. 4.23: Status of civil works under Emergency Construction FY 2016/17**

<table>
<thead>
<tr>
<th>Sn</th>
<th>School</th>
<th>District</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nabalanga P/S</td>
<td>Mukono</td>
<td>2 classroom block</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flooring and Plastering level</td>
</tr>
<tr>
<td>2</td>
<td>Rumogi</td>
<td>Hoima</td>
<td>Reroofing of 2 No.4 classroom block</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reroofing is Completed</td>
</tr>
<tr>
<td>3</td>
<td>Mpunge P.S</td>
<td>Mukono</td>
<td>2 classroom block with office and store</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At ring beam level</td>
</tr>
<tr>
<td>4</td>
<td>St.Edward Gobero</td>
<td>Wakiso</td>
<td>2 No.5 stance lined Latrine Blocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procurement</td>
</tr>
<tr>
<td>5</td>
<td>Namulanda P.S</td>
<td>Luuka</td>
<td>2 No.5 stance lined Latrine Blocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procurement</td>
</tr>
<tr>
<td>6</td>
<td>Bugiri P.S</td>
<td>Bugiri</td>
<td>Rehabilitation of a main classroom/administration block</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procurement</td>
</tr>
<tr>
<td>7</td>
<td>Ngalonkalu P.S</td>
<td>Luwero</td>
<td>Rehabilitation of a 4 classroom block including de-roofing and re-roofing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procurement</td>
</tr>
</tbody>
</table>

*Source: MoES, 2017*

(c) **Key outcomes**

As a result of the various interventions undertaken in the pre-primary and primary sub-sector, the sector registered improvement in quality outcome indicators as below.

(i) **Pupil Teacher Ratio**

The Pupil Teacher Ratio remained constant at 43:1 between FY 2015/16 and FY 2016/17 reducing by 1 point from 53:1 to 54:1 in government aided schools; while it improved by 1 point in privately owned primary schools as indicated in the table 4.24 below.

**Table.4.24: Pupil Teacher Ratio in Primary schools FY 2014/2015- FY 2016/17**

<table>
<thead>
<tr>
<th></th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>43:1</td>
<td>43:1</td>
</tr>
<tr>
<td>Gov’t</td>
<td>53:1</td>
<td>54:1</td>
</tr>
<tr>
<td>Private</td>
<td>23:1</td>
<td>22:1</td>
</tr>
</tbody>
</table>

*Source: EMIS, 2017*
(ii) Pupil Classroom Ratio

The Pupil Classroom Ratio (PCR) increased by 7 points from 63:1 (77:1 govt; 33:1 private) in FY 2015/16 to 56:1 (69:1 govt; 29:1 private) in FY 2016/17. This improvement is attributed to the various interventions that government had undertaken increasing the number of classrooms from 150,325 in FY 2015/16 to 155,774 in FY 2016/17. Figure 4.11 presents PCR in both Government and Private primary schools.

Figure 4.11: Pupil Classroom Ratio in primary schools (FY 2015/16 - Y 2016/17)

(iii) Pupil Book Ratio

The Pupil Book Ratio in primary level in FY 2016/17 of 5:1 was achieved for both local language and English readers for P.1 and P.2, due to an increase in the provision of instructional materials provided.

(iv) Improvement in hygiene and Sanitation

In FY 2016/17, the Pupil Stance Ratio in primary education improved by 4 points from 52:1 in FY 2015/16 to 48:1 in FY 2016/17. In addition, out of the 19,717 primary schools, 22.4% were able to get access to piped water, 46.4% to boreholes, and 22.6% to water from wells/springs, 14.4% to water through rain water tanks. While 3.6% were able to access water from lakes/rivers.

(v) Number and availability of Qualified Teachers

During the period under review, the number of qualified teachers increased by 5.2% from 192,566 (111,177 male, 81,389 female) in FY 2015/16 to 202,617 (116,109 male 86,508 female) in FY 2016/17. This increase in the number of qualified teachers in the sector was mainly attributed to use of the new teacher recruitment guidelines distributed to private schools.
(vi) **Literacy and Numeracy levels at Primary Three and Six**

In FY 2016/17, the number of P.3 and P.6 pupils rated proficient in literacy and Numeracy could not be assessed. This was due to the fact that NAPE that has usually been used to assess P.3 & P.6 pupils rated proficient in literacy and numeracy was not undertaken due to lack of funds to carry out the assessment.

(vii) **Pupil Book Ratio**

In FY2016/17, a pupil book ratio in primary level of 5:1 was achieved for both achieved for both local language and English readers for P.1 and P.2, due to an increase in the provision of instructional materials provided.

(viii) **Primary Leaving Examination (PLE) Pass Rate**

The P.L.E Pass Rate improved slightly by 0.9 percentage points from 86% in 2015/16 to 86.9% in 2015/2016/17. See figure. 4.12 Below.

---

**Figure. 4.12: Primary Leaving Examinations Pass Rate for FY's 2015/16 -2016/17**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>86%</td>
<td>88%</td>
<td>84%</td>
</tr>
<tr>
<td>2016/17</td>
<td>86.9%</td>
<td>89.0%</td>
<td>85%</td>
</tr>
</tbody>
</table>

*Source: EMIS/UNEB, 2017*

(e) **Main challenges**

Several challenges and constraints were faced in the period under review which include among others:

(i) High rate of Teacher and pupil absenteeism in schools. Pupil absenteeism is greatly attributed to lack of midday meals at school. Pupils are noted to escape from school at lunch time, and others drop out of school due to hunger;
(ii) Budgetary constraints have led to reduction in appropriation of services;
(iii) Insufficient teaching and learning materials e.g. text books;
(iv) Some teachers commute long distances to and from schools due to inadequate teachers' houses;
(v) Teachers continue to agitate for improvement of their salaries in face of the constrained sector budget; and,
(vi) Teacher competences in teaching literacy need to be improved but this requires substantial financial support.
4.2.2 Secondary Education

(a) Goals and Objectives

In a bid to prioritise and enhance the provision of quality education, in the secondary education sub-sector, key policy objectives for the period under review were:

(i) Ensure the provision of quality secondary education;
(ii) Capacity building for teachers for improved teaching and learning;
(iii) Enhance monitoring and supervision in schools; and
(iv) Provision of qualified teachers.

(b) Initiatives undertaken

In FY 2016/17, key quality interventions undertaken focused on the holistic package of quality enhancement inputs. These included among others:

(i) Provision of Instructional materials to UPOLET schools and developing teacher resource books for science and mathematics;
(ii) Enhancement of soft skills;
(iii) Training of secondary school teachers, and managers;
(iv) Deployment of teachers in newly coded schools;
(v) Provision of computers in teaching and learning; and,
(vi) Support Supervision.

(c) Main outputs

(i) Provision of Instructional Materials

To enhance the teaching and learning of science, the sub sector planned to procure assorted textbooks for UPOLET schools with an enrolment of 80 and above. In FY 2016/17, funds were disbursed to a total for 174 USE/UPOLET schools for the procurement of 772 text books packs (220 Biology; 251 Physics and 251 Chemistry textbook packs).

In addition, SESEMAT Teaching References were developed for S 1, S.2, S.3 and S.4 to enhance teaching and learning of science and mathematics.

(ii) Promotion of soft skills

During FY 2016/17, the sub sector planned to facilitate the participation of students in different activities that help nurture and identify skills and talents among secondary school students. A total of 300 secondary schools were expected to participate in the East African games competition, with all the secondary schools too expected to participate in the essay writing competition; and, 61 schools in the music, dance and drama competitions.

By the end of the financial year, a total of 2,880 students from 61 (12 from Kenya) secondary schools participated in the music dance and drama competitions under the theme **Vision 2040, “Harnessing young people’s potential for Uganda’s Socio-economic transformation**”, while 56 teams took part in the East African Games held in Eldora Kenya and 600 student participated in essay writing competitions. Students gained soft skills like effective communication, creativity, problem solving, team work and social responsibility; requisite skills that are needed for the job market.
(i) **Provision of computers in teaching and learning**

The integration of the use of ICT as a pedagogical tool in secondary schools during the period under review continued with the provision of solar energy to power the ICT Laboratories. Under the development of secondary project (Energy for Rural Transformation II) the government planned to carry out routine maintenance of solar panels in 560 schools and install solar packages in 1,434 post primary rural institutions. In FY 2016/17, routine maintenance was undertaken in 467 schools while, solar packages were installed in 1,410 rural schools. This presented an 83% and 98% performance respectively. The incomplete installations were attributed to incomplete structures found in the 24 institutions.

In addition, government has supported the integration of ICT as a subsidiary subject at A‘ level for enhanced learning in schools. A total number of teachers were trained in 16 selected districts in the use of ICT (The ICT integration for enhanced teaching and learning) as a pedagogical tool; and, facilitated the procurement of 40 computers for three schools i.e.10 computers – Bishop Dunstan S.S (Kalan gala District); 20 computers – Wampeewo Ntake S.S (Wakiso); and 10 computers – Tororo Girls’ S.S (Tororo) during the period under review.

(ii) **Recruitment of Secondary Teachers**

In a bid to reduce the teacher student ratio and improve the quality of secondary education, the sub sector planned to recruit teachers for the 20 newly grant aided secondary schools. In FY 2016/17, the sub sector recruited and deployed a total of 420 teachers and 120 non-teaching staff (21 per school) using school deployment formula of 21 teaching staff plus 6 non-teaching staff per school as a threshold.

(iii) **Continuous Professional Development for Secondary School Teachers**

In order to improve the teaching ability of science and mathematics teachers, the sub sector under the SESESMAT Project, planned to train 3,959 Science and Mathematics teachers. By the end of FY 2016/17, a total of 5,931 teachers were trained in science, mathematics and digital science. This was attributed to increased participation from private schools.

In addition a total of 60 Teachers (12 Females, 48 Males) from 60 Secondary Schools, 15 Schools per region were trained in April 2017 as champions with skills of popularization of the Natural Sciences in the country under UNATCOM

(iv) **Support Supervision**

In the period under review, the sub sector planned to offer support supervision and monitor 1,200 Non – USE secondary schools and 400 USE private secondary schools; and 500 USE and 80 Non –USE government schools. In FY 2016/17, a total of 314 Non –USE and 451 USE/UPOLET private schools were monitored in 18 districts of the country; while a total of 80 government schools in 26 districts were provided with support supervision.

In addition, the sub sector under the SESEMAT program, planned to monitor and observe a total of 114 schools on the implementation of SARB activities and carry out class observation of teaching and learning of sciences in 100 schools. By the end of FY 2016/17, a total of 114 secondary schools in eastern and north eastern SESEMAT regions had been monitored representing a 100% performance; and observed 74 schools in the western and south western regions which translated into a 74% performance.
(d) **Main Outcomes**

As a result of the combined interventions undertaken by the subsector the followings were achieved:

(i) **Student Classroom Ratio**

The Student Classroom ratio declined by 1 point from 52:1 in FY2015/16 to 53:1 in FY 2016/17 as indicated in table 4.25 below. This increase could be attributed to an increase in student enrolment viz a viz the number of classrooms constructed.

<table>
<thead>
<tr>
<th>SCR</th>
<th>FY2015/16</th>
<th>FY2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52:1</td>
<td>53:1</td>
</tr>
</tbody>
</table>

*Source: MoES*

(ii) **Student Teacher Ratio**

The Student Teacher ratio remained constant at 22:1 between FY 2015/16 and FY 2016/17. It however reduced in government aided schools where it currently stands at 24:1 compared to 20:1 in private schools.

(iii) **Student Textbook Ratio**

The provision of text books targeting core science subjects in UPOLET schools has enabled each student to have a text book in the areas of physics, chemistry and biology achieving a Student text book ratio of 10:1.

(iv) **Students Performance in UCE and UACE**

**Students Performance Index**

In terms, of Quality of passing in both UCE and UACE, there was a reduction at O’ level while there was an improvement at A’ level respectively. The Performance index reduced by 4 percentage points from 43% in FY 2015/16 to 39 % *(42% male; 37% female)* in UCE; while, improving from 56 % *(54% male; 60% female)* in FY 2015/16 to 64% *(60% male; 68% female)* in FY 2016/17. See table 4.26 below.

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2015/16</th>
<th>FY 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCE Performance Index</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td>Male</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td>Female</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>UACE Performance Index</td>
<td>56%</td>
<td>64%</td>
</tr>
<tr>
<td>Male</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>Female</td>
<td>60%</td>
<td>68%</td>
</tr>
</tbody>
</table>

*MoES 2017*

(v) **Improvement of teaching and learning environment**

To improve efficiency in schools, solar energy packages were introduced in a number of schools under the Energy for Rural Transformation *(ERT)* Programme. In FY 2016/17, maintenance of the solar energy packages was conducted in 140 post primary schools throughout the country.
(e) **Main challenges**

The main challenges faced by the sub-sector in the implementation of interventions aimed at improving quality education include:

(i) High staff turnover especially in private schools;
(ii) High Student Classroom ratios in schools;
(iii) Inadequate science, English language and mathematics teachers;
(iv) High absenteeism of students and staff; and,
(v) Delayed implementation of revised lower secondary education curriculum.

4.2.3 **Business Technical Vocation Education and Training (BTVET)**

As articulated in the Skills Development Strategic, quality improvements in Uganda's skills and training supply are a pre-requisite for improved relevance in the skills development system. The plan identified areas for investment improve quality of skills development supplies. These included:

(i) Instructors’ training and strengthening of BTVET institutions, and,
(ii) Introduction of modern quality assurance systems.

(a) **Goals and Objectives**

The main goal and policy objective of the sub-sector during the period under review is providing high quality demand driven training programmes and skills as well as attracting the girl child to skills development.

(b) **Initiatives Undertaken**

The sub-sector undertook a number of initiatives during the period under review. These include among others:

(i) Training and capacity building for instructors;
(ii) Provision of Continuous Professional Development;
(iii) Curriculum Development Adaptation and Review;
(iv) Curriculum Review and alignment;
(v) Provision of Instructional Materials;
(vi) Accreditation of assessment centres;
(vii) Construction, upgrading and rehabilitation of infrastructures; and,
(viii) Monitored and Supervised BTVET institutions;

(c) **Main Outputs**

(i) **Training and Capacity Building for Instructors**

The BTVET sub sector planned to train 300 instructors in using continuous assessment tools for Competence Based Education and Training (CBET) curriculum and 500 instructors Assessment and Training (ATP) respectively.

Additionally, under the Albertine Region Sustainable Development Project (ARSDP) and the Uganda Skills Development Project (USDP), the sector planned to conduct training of lecturers and the management at the proposed Centers of Excellence (CoEs) and Vocational Training Institutes (VTIs) in the internationally curriculum.
At the end of the period under review, a total of 142 instructors were trained in using the continuous assessment tools for CBET and ATP use in the districts of in Mbarara, Ruhama, Ntungamo, Isingiro and Sheema. This represented a 142% performance against the planned target. While under the skills development projects, training of the lecturers could not be under taken because the training are dependent on the input from the International Twinning Institutions (which were yet being procured by the end of the FY 2016-17).

(ii) Continuous Professional Development of instructors

The sector planned to support 17 instructors for CPD. By the end of the FY 2016/17, a total of ten (10) instructors were supported in skills upgrading while seven (07) are on master’s degree program in Japan and China. This translates to 100% performance against the planned target during the FY 2016/17. In addition, eighteen (18) motor vehicle instructors at Toyota Uganda and twelve (12) instructors trained in -house in mechatronics and programmable logic controllers.

(iii) Curriculum Development Adaptation and Review

The sub-sector planned to develop, adapt and review the curriculum for the diploma in Electrical and Automobile; while Under the Uganda Skills Development Project and Albertine Region Sustainable Development projects the subsector planned to review and adopt new curriculum for Oil and Gas, Construction, Manufacturing and Agriculture through acquisition of International twinning institutions to all colleges.

By the end of the period under review, the curriculum was developed for the Diploma in Electrical and Automobile. While curriculum adaptation under ASDP and USDP had not commence because the twining institutions to effect the adaptation were still being procured. Contract negotiations were conducted with at least 4 international training institutions for curriculum adaptation with UPIK, UTC Kichwamba, UTC Bushenyi and Bukalasa Agricultural College.

Additionally, to enhance the quality of skills and competencies of BTET training, the sub sector planned to develop occupational 5 profiles. By the end of FY 2016/17, three profiles namely: Welder technician; Diary processor and air conditioning and refrigeration technicians were developed translating into an 80% performance. The gap in the performance is attributed to the slow process of developing occupational profiles (which requires a lot of consultations with stakeholders).

Furthermore, 5 sets of training modules were planned to be developed in FY 2016/17. At the end of the period under review, training modules that consist of 85 test items (7 performance and 78 theory) for three (03) occupations (i.e. housemaids, floriculturists and Juice Processor for level 1 &2) had been developed. This represented into a 60% performance.

(iv) Curriculum Review and Alignment

The sector planned to review and align the Diploma in Instructor Teacher Training and Education (DITTE) curricula. By the end of the period under review, DITTE curriculum was aligned with occupational profiles and practical learning tasks for 9 Trades/occupations (i.e. Electrical Engineering Technician, Automobile Technician, Metal Fabrication Technician, Civil Engineering Technician, Fashion Designer, Electronic Engineering Technician, Agricultural Technician, Painting and Decoration Technician, Leather Goods Technician).
(v) Provision of Instruction Materials

The sub-sector planned to procure assorted tools & equipment to be supplied to UTC Elgon, UTC Kyema, UCC Tororo and UCC Aduku, and by the end of FY2016/17, tools and specialized equipment had been procured as planned.

Under the ARSDP and USDP, the sector planned to procure assorted equipment for engineering workshop, training equipment and machinery. The procurement of these equipment were not affected because the specifications were expected to be made by the international Twining Institutions (whose procurement was not yet completed by the period under review).

Under Support to National Health & Departmental Training Institutions project, assorted equipment and machinery were planned to be procured for the medical training institutions that included Soroti School of comprehensive nursing, Masaka School of comprehensive nursing, Arua School of comprehensive nursing and Survey School Entebbe. However, the sub sector only managed to procure medical equipment for Masaka School of Comprehensive Nursing Skills Lab. This translated into a 25% performance.

The subsector furthermore planned to procure instructional materials for a total of 10 BTVET institutions namely Bukooli Technical School, Olio CP, Namisindwa Technical School, Mbale CP, Kakiika TS, Kadogo CP, Lutunku CP, Apac TS, and Namasale TS. During the period under review, instructional materials in the form of sand, iron sheets, detergents, text books and simulators were procured translating into a 100% performance.

(vi) Accreditation of Assessment Centers

In FY 2016/17, under DIP, the subsector planned to inspect 200 assessment centers. By end of the period under review, a total of 264 assessment centers were inspected and accredited. This translated into a 132% performance.

(vii) Construction, upgrading and rehabilitation of infrastructures

Under infrastructure development, the sector planned to rehabilitation facilities in the BTVET institutions. The sub-sector constructed and rehabilitated facilities in BTVET institutions under various projects during the period under review as indicated in table 4.27 below:

Table 4.27: Civil works completed, upgraded and rehabilitated in various projects

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Status as on 31st June 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Procure an Engineering firm to design and supervise the refurbishment for lot UTC Lira, UTC Elgon, UTC Bushenyi, BAC and 12 VTIs, UPIK and UTC Kichwamba</td>
</tr>
<tr>
<td>2</td>
<td>Develop Engineering designs for Kyema in Masindi, Kasese Youth Polytechnic in Kasese, St. Joseph VTI in Fortportal and St. Simon VTI in Hoima.</td>
</tr>
</tbody>
</table>
Support to the Implementation of the Skilling Uganda Strategy

<table>
<thead>
<tr>
<th></th>
<th>Civil works for renovation, construction and external works in the 6 BTVET institutions in the districts of Kampala, Kasese, Fortportal, Hoima &amp; Masindi</th>
<th>At Design stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Construct and renovate facilities in Namisindwa (Manafwa) and Bukooli (Bugiri) Technical Schools</td>
<td>Plumbing workshop was completed in Namisindwa and handed over in July 2016; and civil works of a 3 storied 12 classroom block in Bukooli were at slab level.</td>
</tr>
</tbody>
</table>

Presidential Pledges

|   | Completion of St. James Mbigiti Memorial Technical Institute (Iganga) where civil works under phase one comprising of the Administration, 2 Classrooms, BCP/CJ Workshop and 1 No. 5 Stance and 2 Stance VIP | Civil works at St. James Mbigiti Memorial Technical Institute (Iganga) were completed |

Source: MoES (viii) Monitoring and Support Supervision.

During the period under review the subsector undertook monitoring and support supervision in a total of 18 BTVET institutions (i.e. Iyolwa TI, Tororo UCC, Iganga TI, Rugando TI, Mulago, UCC Kabale, Kabale School of Nursing, Kabale Technical institute, Kazinga TS, Rukole CP, Ahmed Seguya TI, Kyarubingo TI, Arua TI, Dokolo TI, Namasale TI Lake Katwe TI, Aduku UCC and UTC Elgon) were monitored.

Further monitoring were undertaken in 7 departmental training institutions (i.e. UCC Kigumba; Tororo Cooperative College; NVTI; Jinja Vocational Training Institute; Lugogo Voc. Institute of Survey and Land Management).

(d) Main Outcomes

(i) Enhanced Teaching and Learning environment

The construction and rehabilitation of infrastructure in the various BTVET institutions in FY2016/17, helped increase the number of facilities hence reducing congestion in BTVET institutions given the increasing enrolments. This created a conducive atmosphere for teaching and learning.

(ii) Assessment under UVQF levels I, II and III

Occupational assessment under UVQF I posted mixed results because on the one hand, the total number of registered candidates declined by 5% while assessment centres and UVQF occupations increased by 22.1% and 5% respectively. For UVQF Level II assessment, the total number of registered candidates increased by 0.98%, assessment centres increased by 9.6% but UVQF occupations decreased by 8.7%. Under UVQF Level III, there was a decline in the number of registered candidates by 81%, assessment centres by 67% and registered occupations by 75% (See Table 4.28).
Table 4.2: Number of students assessed under UVQF Levels I, II and III

<table>
<thead>
<tr>
<th>SN</th>
<th>Item</th>
<th>FY2015/16</th>
<th>FY 2016/17</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UVQF Level I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Registered Candidates</td>
<td>3,160</td>
<td>3,002</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Assessment Centres</td>
<td>122</td>
<td>149</td>
<td>22.1%</td>
</tr>
<tr>
<td>3</td>
<td>Registered Occupations</td>
<td>20</td>
<td>21</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>UVQF Level II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Registered Candidates</td>
<td>4,183</td>
<td>4,224</td>
<td>0.98%</td>
</tr>
<tr>
<td>2</td>
<td>Assessment Centres</td>
<td>125</td>
<td>137</td>
<td>9.6%</td>
</tr>
<tr>
<td>3</td>
<td>Registered Occupations</td>
<td>23</td>
<td>21</td>
<td>8.7%</td>
</tr>
<tr>
<td></td>
<td>UVQF Level III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Registered Candidates</td>
<td>32</td>
<td>6</td>
<td>81%</td>
</tr>
<tr>
<td>2</td>
<td>Assessment Centres</td>
<td>6</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>3</td>
<td>Registered Occupations</td>
<td>4</td>
<td>1</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: MoES, 2016

(e) Main Challenges

(i) Low staffing levels in BTVET institutions;
(ii) Non-formal Assessment challenge (Language barrier of candidates and assessors, Lack of appropriate Assessment Training Packages and inadequate number of assessors to conduct the assessment);
(iii) There is also a high demand for non-formal training but with inadequate funding;
(iv) The high cost involved in carrying out assessment in terms of facilities and equipment is a big challenge; and,
(v) The Boards lack permanent homes and a printing facility to effectively handle the examinations. Boards outsource these services from other organizations such as UNEB but it so happens that these bodies conduct examinations around the same time which makes it hard to use the facilities as and when we would like to do so.

4.2.4 University Education

The main objectives of the sub sector in FY2016/17 were to enhance quality of tertiary education by facilitating research and improving on the mandate of NCHE. Emphasis was placed on improving service delivery and aligning the curriculum to meet the national development needs.

(a) Goals and Objectives

The main policy objectives during FY2016/17 were to:

(i) Enhance quality and relevance of university education in the country;
(ii) Provide policy formulation, guidance and evaluation; and,
(iii) Promote and facilitate international Cooperation.

(b) Initiatives Undertaken

The sub sector prioritized the provision of quality education which was consolidated though the introduction of the Higher Education Science and Technology (HEST) project intended to enhance quality in the public universities. The main quality interventions undertaken during the period under review include:

(i) Support to research activities;
(ii) Accreditation of university programs;
(iii) Monitoring and support supervision;
(iv) Enhancement of outreach programmes in Public universities;
(v) Provision of Instructional materials, tools and equipment;
(vi) Institutionalizing programmes for staff development;
(vii) Enhancement of Quality Assurance Committee of Senate and Council; and,
(viii) Internship placement.

(c) Main outputs

(i) Continued Support to Research activities and technological innovations

The sector planned to continue with the establishment of 8 incubation centres in 8 beneficiary institutions under the Private Sector Foundation. During the period under review, construction of business Incubation centres at Gulu University, Mbarara university Science and Technology (MUST) and Mbarara University Business School (MUBS) continued while the business Incubation Centres of three (03) institutions that include: a management consultancy BIC at Uganda Management Institute; an Information Technology (IT) research Laboratory and Technology support center at Muni University; and a bakery with a research component at Kyambogo University were operationalized.

The sub sector also continued to make contributions to Research organizations that include: the African Institute for Capacity Development (AICAD) to facilitate research in agriculture and value addition training; Inter University Council for East Africa (IEACL), and Consortium of Uganda University Libraries (CUUL), among others.

(ii) Accreditation of university programs new courses by NCHE

In FY 2016/17, the sub sector planned to provide NCHE with subvention grants to facilitate its programmes; and a total of approximately 40 programs were developed and 5 accredited in various public universities respectively. These included:

(i) Program of Bachelor of Science in Agriculture in Muni University;
(ii) Bachelor of Medicine and Surgery, Bachelor of Agribusiness, Bachelor of Records Management, Bachelor of Agriculture, BSC. Civil Engineering, BSC Mechanical Engineering, BSC. Electrical Engineering, BSC. Telecommunication Engineering, BSC Applied Design and Fine Art and BSC. Nursing in Kabale University;
(iii) One Program in the Faculty of Health Sciences, 4 in Faculty of Engineering; 6 in Faculty of Agricultural Sciences developed in Busitema university;
(iv) Six new programs were developed in Kyambogo university; and,
(v) 10 academic programmes developed and 5 accredited in Soroti University.

(iii) Monitoring and support supervision for quality assurance

The sub – sector planned to commit funds for support supervision and monitoring visits to tertiary institutions of higher learning. They planned to monitor the 1st year students admissions; academic standards; and, completion and graduation rates of students in other public tertiary institutions; JAB intake capacities; and review the district quota activities.

In FY 2016/17, a total of 5,600 1st year students were admitted and monitored through JAB; while a total of 10 universities and 20 Diploma awarding institutions were monitored and supervised to in relation to the 1st year student’s admissions,
(iv) **Provision of Instructional Materials**

The sector planned to procure and supply assorted equipment and instructional materials to public institutions. Under the food technology incubations II project, the sub sector planned to procure packaging, analytical and value addition capacity enhanced - 1 flour packaging, 1 processing line & 1 protein analysis equipment. By the end of FY 2016/17, a Texture Analyzer had been procured and installed. In addition, a teaching tractor was procured for Arapai Campus, Busitema University.

(v) **Institutionalizing programs for Staff Development**

The sub-sector planned through the Support to Higher Education Science and Technology project to institutionalize programs for staff development by continuing to sponsor 130 (97 Male; and, 33 Female) staff to pursue Doctoral Studies and 21 (14 Male; and, 7 Female) staff to pursue Masters Degrees.

In the period under review, 8 CIAT scholarship beneficiaries (3 for PhD; and, 5 for Msc) were supported to continue with their training at the International Centre for Tropical Agriculture, Kawanda; while 104 staff were trained in performance planning and appraisal in Muni University.

In Busitema University, one staff member was trained on Hybrid Potato Seed development in Nioka, DR while seventy two (72) University staff were trained on research methods, proposal writing, project planning and Implementation, research ethics, publications in referenced journals.

Furthermore, under the Higher Education Science and Technology project a total of 30 staff pursuing doctoral studies; 21 master students; 412 undergraduates and eight (8) CIAT scholarship (3 for PhD and 5 for MSCs) distributed across 22 universities benefited were among the STI beneficiaries at the various institutions.

(vi) **Internship placement**

The sub sector continued to partner with Uganda Manufacturers Association (UMA) in finding placement for students for internship in its membership companies. This partnership saw the placement and supervision of 1,834 student- internees during FY 2016/17, under the Support to Higher Education Science and Technology project. This brought the total number of interns placed to 2,855 since the partnership begun. Furthermore, a total of 2,737 students also undertook internship (i.e. 896 in MUBS, 1,333 in Busitema University, 100 in Gulu University and 408 in Kabale University).

(d) **Main Outcomes**

(i) **Improved teaching and learning environment**

The establishment of research and incubation centres have provided better teaching and learning opportunities for improved teaching and for students to get assess to better quality tertiary education through increased research.

(e) **Main challenges**

The main challenges encountered included: ·
(i) Inadequate resources for enhancement of University lecturers’ salary, leading to great attrition rates;
(ii) Inadequate resources to raise staff levels at Public Universities to at least 50% for academic staff;
(iii) Inadequate classroom/ICT laboratories/libraries, and office space; and,
(iv) Increased number of students which compromises quality in terms of facilities available.

4.3 **Efficiency and Effectiveness**

In FY 2016/17, the Sector continued to face multiple and competing needs which needed to be catered for, and therefore the education sector continued to emphasise efficient use of public resources to be able to justify an increase financing. The sector adopted various strategies and interventions to govern, manage and monitor the use of allocated resources at different levels of the education system.

4.3.1 Pre-Primary Education

At the pre-primary level, the National Integrated Early Childhood Development Policy Action Plan of Uganda, emphasises organizational efficiency and effectiveness. The use and the existence of a focal point officer at local government levels is being emphasised to enhance delivery of pre-primary education and allowing more children to enjoy the right to quality education.

(a) **Goals and Objectives**

The main goal and policy objectives that underpinned the delivery of pre-primary education in the period under review put emphasis on initiatives which enhanced the capacity of care givers, the efficiency and effectiveness in the early Childhood education.

(b) **Initiatives undertaken under FY 2016/17**

(i) Monitoring of ECD centres;
(ii) The review the ECD Policy;
(iii) Enhance Community Participation in Schools.

(c) **Main Output**

(i) **Monitoring and support supervision to pre-primary schools**

The Sub-sector in the period under review monitored and provided support to 150 ECDs in the districts of Gomba, Jinja MC, Busia, Bugiri, Nakaseke, Luwero, Buikwe and Butambala, Kyankwanzi, Kiboga, Nakasongola, Namutumba, Fort Portal and Luuka with support from TRACE.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Districts</th>
<th>ECD monitored</th>
<th>ECD monitored</th>
<th>S/n</th>
<th>Districts</th>
<th>ECD monitored</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gomba</td>
<td>10</td>
<td>9</td>
<td>2.</td>
<td>Luwero</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Kayunga</td>
<td>10</td>
<td>12</td>
<td>5.</td>
<td>Nakaseke</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Kyankwanzi</td>
<td>10</td>
<td>14</td>
<td>7.</td>
<td>Fort Portal</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Nakasongola</td>
<td>10</td>
<td>Total</td>
<td>150</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.29: Number of ECD centres monitored and support supervised in FY 2016/17.
(iii) **Review of ECD Policy**

Under the Uganda Teacher and School Effectiveness Project, the sub-sector planned to review the ECD policy. By the end of the FY 2016/17, the process of the review was underway (i.e. Inception report was prepared and approved and Baseline study on existing ECD models undertaken).

(iv) **Enhance Community Participation in Schools.**

By the end of FY 2016/17, two (02) regional training workshops were conducted to orient key stakeholders on the implementation of the Early Childhood Care and Education. The workshops were held in the West Nile and South Western sub-regions of the country. The training workshops targeted key stakeholders in 9 districts of Arua, Adjumani, Yumbe, Kiryandongo, Koboko, Hoima, Kamwenge, Kyegge and Isingiro districts. Key stakeholders trained included: District Education Officers, District Inspector of Schools, ECD focal persons, Implementing Partners and District Engineers.

![Picture 10: AC/PPE addressing stakeholders in Masindi District](image1.jpg)

![Picture 11: RDC Masindi addressing participants during a stakehoolder meeting](image2.jpg)

*Source: MoES*

(e) **Main challenges**

(i) Poor Management and leadership capacity of ECD proprietors;
(ii) Weak Policy Framework that only gives the Ministry of Education and Sports an oversight responsibility without specially addresses the provision of pre-primary education in the country;
(iii) Poor linkages with Primary education. The structure of the current ECD lacks curricula and pedagogical continuity. There is no ECD linkage with Primary education;
(iv) Limited resources to monitor and support supervised the ECD centres; and,
(v) Paucity information on the ECDCs in the Country.

4.3.2 **Primary Education**

(a) **Goals and objectives**

Enhancing efficiency in the delivery of primary education in the country remained a key policy thrust during the period under review. Implementation of efficiency, measures as well as those initiatives that contribute to organizational efficiency and effectiveness were prioritized.
Initiatives undertaken in FY 2016/17

(i) Monitor, and support supervision of primary schools;
(ii) Provision of improved learning environment in pre-primary and primary school;
(iii) Training of School Leadership
(iv) Provision of Infrastructure;

Main Outputs

(i) Monitor and support supervision in Primary schools

In the period under review, the sub-sector planned to monitor and offer support supervision to 12 districts; as well as the delivery, storage and usage of instructional materials in selected districts to enhance the provision of quality primary education. By the end of FY 2016/17, Thirteen (13) districts had been monitored and offered support supervision focusing on sanitation and hygiene and girls education; while the usage of instructional materials were monitored in 37 (i.e. of Mubende, Mityana, Kibale, Ngora, Serere, Kumi, Bukedea, Kaberamaido, Mbale, Ntungamo, Sheema, Rubirizi, Alebtong, Amolator Dokolo, Kabale, Kisoro, Kanungu, Bundibugyo, Fort portal, Arua, Nebbi, Pakwatch, Busia, Tororo, Kapchorwa, Moyo, Yumbe, Adjumani, Moroto, Kotido, Kabong, Rakai, Ssembabule, Masaka and Kalangala) districts throughout the country.

Additionally, under Uganda Teacher and School Effectiveness Project (UTSEP), the sector planned to undertake a number of monitoring activities of the project. By the end of FY 2016/17, the sector monitored the implementation of early grade reading in 1,000 primary schools, the utilisation of textbooks in a sample of 265 schools and construction of facilities at 55 schools.

Similarly, under the WFP, a total of 735 primary Schools in the Karamoja region were monitored on School feeding focusing on enrolment, attendance, food deliveries, utilization and food records.

(ii) Sensitization of school Management

In efforts to improve retention and completion rates in primary education, the sector planned to conduct district dialogues in 8 local governments; as well as sensitise the head teachers and deputies in 13 districts. By the end of FY2016/17, the sub sector had participated in 13 local government dialogues; where the head teachers and deputies were also sensitised on their roles and responsibilities.

(iii) Training of School Leadership

Under the UTSEP, the sector planned to train 2,400 head teachers and their deputies, 6,000 members of SMCs of 1,200 beneficiary primary schools in school leadership, management and accountability. By the end of the FY 2016/17, a total of 985 (i.e. 492 head teachers, 493 deputy head teachers) from 492 primary schools and 2,057 members of School Management Committees were trained in the districts of Mubende, Kibaale, Mityana, Kyankwanzi and Hoima in school leadership, management and accountability.

Furthermore, a capacity building workshop for selected Primary School teachers was held in Koboko District where 36 teachers were equipped with basic skills to support children with special learning needs.
Under the Literacy Achievement and Retention Activity (*LARA*) project a total of 5,722 (i.e. 4,638 in Leadership training in EGR; 1,084 in leadership training in SRGBV) school leaders were trained in School Related Gender Based Violence (*SRGBV*). While a total of 5,274 professionals (63 lead facilitators, 175 Trainers of, 2,474 Teachers; and 2,572 community change agents) where trained as school level change agents in SRGBV.

(iv) **Provision of Infrastructure**

In the School Facility Grant (*SFG*) and PRDP programmes, funds were transferred directly to the local governments under the decentralised programme. A total of UGX 32.5bn was earmarked for development of infrastructure in the period under review. A total of 585 new classrooms, 2,365 V.I.P latrine stances and 272 teachers’ houses were planned to be provided in FY 2016/17. Table 4.30 below show the status of construction under the consolidated funds.

<table>
<thead>
<tr>
<th>Table 4.30: Status of construction of facilities under SFG/PRDP FY 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>s/n</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

Source: MoES

The local governments targeted the completion of works for the previous FY 2015/16 sub-sector performance targets under SFG/PRDP in FY 2016/17.

(v) **Assessment of Early Grade Reading**

During the year under review, an assessment of early grade reading was undertaken for all 12 languages supported by UNEB; while assessment was also undertaken in 63 primary schools under the Literacy Achievement and Retention Activity (*LARA*) project.

(d) **Main Outcomes**

(i) **Survival Rates at Grade 5 and 7**

The Survival Rates to Grade 5 improved by 1.7 Percentage point from 59.9% (*58.6% boys: 61.1% girls*) in 2015/16 to 61.6% (*59.9% boys: 63.3% girls*) in 2016/17; while the Survival Rate to grade 7 also increased by 1.9 Percentage points from 30.1% (*Boys 30.1%; Girls 30.0*) in 2015/16 to 32.0% (*Boys 31.7%; Girls 32.3 %*) 2016/17 to. See table 4.31 below.

<table>
<thead>
<tr>
<th>Table 4.31: Survival rates to Upper Grades of Primary by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Years</strong></td>
</tr>
<tr>
<td>Survival rate to grade 5</td>
</tr>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Survival rate to grade 7</td>
</tr>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
</tbody>
</table>

Source: EMIS, 2017
(ii) **Primary Seven Completion Rate**

During the period under review, the P7 Completion Rate declined by 0.1 Percentage points from 61.6% (59.8% boys; 63.3% girls) in FY2015/16 to 61.5% (59.7% boys; 63.4% girls) in FY 2016/17. There was also a 0.1% decline for boys while the completion rate increased by 0.1% for girls as illustrated in table 4.3 below.

Table 4.32: Completion rates FY 2015/16-2016/17

<table>
<thead>
<tr>
<th>Completion rates</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>61.6%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Male</td>
<td>59.8%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Female</td>
<td>63.3%</td>
<td>63.4%</td>
</tr>
</tbody>
</table>

*Source: MoES*

(e) **MAIN CHALLENGES**

(i) **Low efficiency in primary education**: this is expressed by high head-teacher and teacher absenteeism, high pupil absenteeism, dropout and repetition, out-of-school children, inadequate utilization of teachers and high teacher attrition rates:

(ii) **Low Quality of primary Education**: this is manifested by low learning outcomes (*particularly numeracy and literacy*), low efficiency, low efficiency, inadequate school management supervision.

(iii) **High Population Growth Rates**: the high population growth putting pressure on the existing resources and facilities.

(iv) **Limited Community Participation**: community participation in primary school activities has dropped particularly in the rural areas.

4.3.3 **Secondary Education**

(a) **Policy Objectives**

Secondary education sub-sector, continued to prioritize efficiency and effective measure in the delivery of secondary education in the country. In FY 2016/17, the sub-sector planned to undertake a number of initiatives.

(b) **Interventions undertaken in FY 2016/17**

(i) Training of school managers (*head teachers*) in school management and leadership:

(ii) Strengthen Governance of Secondary schools:

(iii) Enhanced inspection, support supervision and administrative support to secondary schools; and,

(iv) Conducting the USE/UPOLET National Headcount exercise.

(c) **Main outputs**

(i) **Capacity building**

Under the Private Schools and Institutions the sub sector planned to sensitise 800 Proprietors, Head teachers and BOGs on proper management of Educational institutions for quality service and to coordinate establishment of regional private schools’ leadership. In FY 2016/17, a total of 560 of proprietors, head teachers and Board of Governors were sensitized from Kayunga, Mukono, Wakiso and Kampala districts. (*See picture 12 below*). In addition, out of the planned 296 education managers and inspectors to be trained, a total of 295 education managers were trained translating into a 99% performance rating.
The sub-sector planned to train a total of 200 student leaders in leadership and peaceful conflict resolutions in schools. In the period under review, the sector trained a total of 50 student leaders translating into a 25% performance rating.

A total of 180 BoGs were oriented and sensitised on proper management of educational institutions for quality service delivery in FY 2016/17; in comparison to 166 head teachers and 256 BoGs inducted during FY 2015/16. They were sensitised on their roles and responsibilities. In addition the sub sector has also inducted 157 newly promoted head teachers.

(ii) **Strengthen Governance of Secondary Schools.**

Under the private schools and institutions sub sector, four (4) dissemination workshops were held in four sub-regions (Eastern, Western, Northern and Greater Masaka) for streamlining licensing, registration and classification of private schools. These workshops where also used as an opportunity to address pertinent issues like lack of boards of governors in schools, operation of boarding sections for learners and unsatisfactory conduct of national examinations.

The sub sector has also appointed Boards of Governors for 334 Government aided schools whose term of office had expired.

(iii) **Enhanced Inspection of Secondary Schools**

The sub sector planned to monitor and offer support supervision to a total of 400 USE/UPOLET private schools and 600 Non – USE schools in the areas of management and general operations; records management, preparation of work plans, ensure accountability and offer guidelines on the formation of functional BoGS. In the period under review, a total of 314 Non-USE and 451 USE/UPOLET private schools in 18 districts were provided with support supervision.

A total of 30 International Schools from the districts of Kampala and Jinja were also monitored to help identify the number of foreign students enrolled.
(iv)  Improvement of teaching and learning environment

In order to improve efficiency in schools, solar energy packages were introduced in a number of schools under the Energy for Rural Transformation (ERT) Programme. In FY 2016/17, maintenance of the solar energy packages was conducted in 140 post primary schools throughout the country.

(v)  Pay UCE and UACE Examination Fees

As in the previous FY, the subsector continued to pay examination fee for student to successfully sit for UCE and UACE examinations. In FY 2016/17, the sector planned to pay UNEB fee for a total of 428,959 (i.e. 323,714 candidates to sit UCE examinations; and 105,245 candidates to sit UACE). This is in comparison to a total of 414,495 (i.e. 312,979 candidates to sit UCE examinations; and 101,516 candidates to sit UACE) students at a fee UGX 18.106bn.

(d)  Main Outcomes

(i)  Transition Rate (S.1 and S.5)

During the year under review, Transition Rate to Senior One increased by 6 percentage points from 63.2% (62.8% male; 63.6% female) in FY 2015/16 to 69.2% (70.5% male; 68% female) in FY 2016/17. Transition Rate to Senior Five also increased by 4.2 percentage points from 25.0% (28.10% male; 21.40% female) in FY 2015/16 to 29.2% (33.9% male; 24.2% female) in FY 2016/17. In figure 4.13 below, the increase in Transition Rate to S.1 and S.5 can be explained by the increase in enrolment in the USE and UPOLET implementing institutions.

Figure 4.13: Transition to S.1 and S.5 (FY2015/16-FY2016/17)

![Transition Rate Chart]

Source: MoES 2017

(ii)  Senior Four Completion Rate

Figure 4.14 below shows that in FY 2016/17, the number of students who registered for the Uganda Certificate of Education increased by 1.6 percentage points from 36.2% (36.4% male; 35.9% female) in FY 2015/16 to 37.8% (39.6% male; 36% female) in FY 2016/17. The increase is attributed to the fact that most of the students are under the USE program.
(iii) Transition rates of USE Students

The transition rates from S.1 to S.2 USE students were 96.2% (96.7% male, 95.8% female) which implies that 3.8% (3.3% male; 4.2% female) students did not transit to S.2; those who transited to S.4 were 78.2% only, implying that 21.8% (20% male; 23.8% female) did not transit from S.3 to S.4. This is illustrated in table 4.33 below.

<table>
<thead>
<tr>
<th>Table 4.33: Transition rates of USE students FY201314-FY2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>EMIS Secondary National Enrolment</td>
</tr>
<tr>
<td>Proportion of USE</td>
</tr>
<tr>
<td>Percentage of eligible S.1 intake into USE</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Transition from S.1 to S.2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Transition from S.2 to S.3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Transition from S.3 to S.4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Source: MoES 2017

(e) Main Challenges

As was the case in the previous financial Year, secondary education continued to experience the following challenges:

(i) Challenge of deployment especially for schools in remote areas where there is no staff accommodation;

(ii) Inadequate budgetary resources to facilitate capacity building and in service training of teachers; and,

(iii) Absence of minimum qualification for membership to Board of Governors that affect efficiency.
4.3.4 Business Technical Vocational Education and Training (BTVET)

(a) Goals and objectives

The overall goal that underpinned the interventions undertaken in the BTVET sub-sector is ensuring that Ugandans and enterprises acquire the skills they need to raise productivity and income. This is in line with the aspiration of the BTVET Strategic Plan FY 2011/12 to 2021/22.

(b) Initiatives undertaken

The initiatives undertaken to enhance efficiency and effectiveness of BTVET and Skills Development in the Country included:

(i) Capacity Building activities;
(ii) Enhancing strategic planning;
(iii) Monitoring of institutions;
(iv) Achieving greater organization and management effectiveness in BTVET; and,
(v) Increasing internal efficiency and resource availability for BTVET.

(c) Main outputs

(i) Capacity Building initiatives

To enhance the capacity of staff, the sub-sector planned to continue creating linkages and establish continuous training between the two BTVET institutions that include Abilonino and Nakawa VTI. By end of FY2016/17, the sub sector had conducted dialogues to establish links with Nakawa and Abilonino before embarking on continuous training of a group of selected providers for upgrading.

(ii) Improvement of teaching and learning environment

The sub sector planned to continue with the improvement of teaching and learning environments by constructing administration and dormitory blocks in UTC Bushey, UCC Aduku, Lake Katwe T.I and St. Kizito Technical institute Masaka, Under the Development of BTVET project. Under the National Health Training Institutions project, the sector also planned to construct facilities in Hoima School of Nursing and Midwifery; Butabika School of Psychiatric Clinical Officers; Arua School of Comprehensive Nursing; Kabale School of Comprehensive Nursing; and, Uganda Cooperative College Tororo. By the end of FY 2016/17, the civil works were at different levels of completion as reflected in tables 4.34 and 4.35 below.

<table>
<thead>
<tr>
<th>Technical Institute</th>
<th>District</th>
<th>Facilities constructed</th>
<th>Estimated level of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTC Bushenyi</td>
<td>Bushenyi</td>
<td>3 storied administration block</td>
<td>20% completion rate</td>
</tr>
<tr>
<td>UCC Aduku</td>
<td>Apac</td>
<td></td>
<td>70% completion rate</td>
</tr>
<tr>
<td>Lake Katwe T.I</td>
<td>Kasese</td>
<td>Boy’s dormitory and staff quarters</td>
<td>90% completion rate</td>
</tr>
<tr>
<td>St. Kizito T.I</td>
<td>Masaka</td>
<td>dormitory</td>
<td></td>
</tr>
</tbody>
</table>
Picture 13: Shows status of civil works of administration and classroom block under construction at Aduku UCC.

<table>
<thead>
<tr>
<th>Front view</th>
<th>Rear View</th>
</tr>
</thead>
</table>

Table 4.35: Civil works under the development of National Health Training Institutions project

<table>
<thead>
<tr>
<th>Technical Institute</th>
<th>District</th>
<th>Facilities constructed</th>
<th>Estimated level of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoima School of Nursing and Midwifery</td>
<td>Hoima</td>
<td>2 storied administration office/Lecture block</td>
<td>67% completion <em>(Roll over from FY2015/16)</em></td>
</tr>
<tr>
<td>Butabika School of Psychiatric Clinical Officers</td>
<td>Kampala</td>
<td>3 storied dormitory block</td>
<td>75% completion</td>
</tr>
<tr>
<td>Arua School of Comprehensive Nursing</td>
<td>Arua</td>
<td>3 storied dormitory block</td>
<td>Procurement process</td>
</tr>
<tr>
<td>Kabale School of Comprehensive</td>
<td>Kabale</td>
<td>3 storied dormitory block</td>
<td>35% completion</td>
</tr>
<tr>
<td>Uganda Cooperative College Tororo</td>
<td>Tororo</td>
<td>3 storied administration/classroom block</td>
<td>Design and documentation</td>
</tr>
</tbody>
</table>

Construction of the administration block for Uganda Allied Health Examination Board (*UAHEB*) headquarters were also completed.

(iii) **Facilitation of Operations of BTVET Examination Boards.**

The Sub sector continues to disburse funds to facilitate the operations of examination boards. With this support, the following was achieved during the period under review:

(a) **Uganda Nurses and Midwifery Examination Board (UNMEB)**

(i) Conducted examinations for Diploma in Public Health Nursing, Mental Health Nursing (*DMHN*), Comprehensive Nursing (*DCN*), Nursing (*DN*), Midwifery (*DM*) and Certificate in Mental Health Nursing (*CMHN*), Comprehensive Nursing (*CCN*), Nursing (*CN*) and Midwifery (*CM*) from 67 accredited Nursing Schools to a total of Nine thousand eight hundred twenty six (9,826) in FY 2016/17, in comparison to 8,214 examined in FY 2015/16 representing a 20% increase. This was attributed to a steady increase in demand for Nursing and Midwifery training at both certificate and diploma levels.

(ii) In line with the UNMEB strategic plan FY 2015/16 – 2019/20*, UNMEB shifted to its permanent home located on Plot 157, Ssebowa Road, and Kiwatule.

(iii) UNMEB recruited six (6) technical officers including a Procurement Officer to fill the approved structure.
Conducted three series of training for 25 staff to manage the newly adopted ICTs including the use of the Online Student Registration (OSRS) and the Examination Management Information System (EMIS).

Trained 195 of school registrars, Tutors and Administrative staff in management of the Online Student Registration System and training Institutions can now ably submit registrations online and therefore reducing time and costs involved in registration. This has also improved the quality of registration data.

Revised curricular, conducted sensitization seminars in a bid to strengthen the assessment of soft skills in nursing and midwifery profession.

In collaboration with Uganda National Examinations Board (UNEB), organized the 35th Annual African Education Assessment Association Conference (AEAA) hosted by Uganda at Speke resort Munyonyo, from 7th – 11th August 2017.

(b) Uganda Allied Health Examination Board (UAHEB)

Under the period under review, UAHEB planned to:
- Conduct Examinations for students;
- Conduct supervisory visits;
- Approve new examination centres and Facilitate registration of students. By the end of FY 2016/17, it conducted final UAHEB Examinations, One (01) supervisory visit, approved 27 new Examination centres and facilitated registration of 11,000 candidates.

Additionally, a number of activities were also undertaken which include among others:

(i) Conducted semester examinations of over 800 question papers in the academic year 2016/2017.
(ii) Completed phase one of civil works on the construction of office block.
(iii) Developed Examination rules and regulations to enhance efficiency.
(iv) Introduced online registration of students/candidates.
(v) Accredited 19 additional examination centres.
(vi) Retooled 68 tutors, 240 assessors and 210 Examiners in OSCE/OSPE.
(viii) Developed a framework for grading examiners; and,
(ix) Developed guidelines for quality assurance in qualification awards.

(c) Uganda Business and Technical Examination Board (UBTEB)

UBTEB in the period under review planned to:

(i) Manage, orient and conduct CBET examinations;
(ii) Orient item writers/setters;
(iii) Set question papers and moderate examinations;
(iv) Inspect and accredit institutions;
(v) Conduct feedback workshops; and,
(vi) Train examiners in CBET test items.
By the end of the FY 2016/17, UBTEB had achieved the following as reflected in table 4.36 below.

### Table. 4.36: Planned Activities and their Achievements in FY 2016/17

<table>
<thead>
<tr>
<th>S/n</th>
<th>Planned in 2016/17</th>
<th>Achieved in 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CBET examinations managed and conducted</td>
<td>Oriented 240 Examination Managers on CBET</td>
</tr>
<tr>
<td>2.</td>
<td>310 item writers/setters are oriented;</td>
<td>Oriented 300 item writers/setters</td>
</tr>
<tr>
<td>3.</td>
<td>A total 1,758 sets of question papers set and moderated (1080 for November/December 2016 and 705 for May/June 2017)</td>
<td>A total of 1,916 question papers were set and moderated (1,219 for November/December 2016 and 697 for May/June 2017)</td>
</tr>
<tr>
<td>4.</td>
<td>A total of 71,900 candidates examined (50200 for November/December 2016 and 21,700 for May/June 2017)</td>
<td>A total of 73,420 candidates were examined on CBET (57,634 for November/December 2016 and 15,786 for May/June 2017)</td>
</tr>
<tr>
<td>5.</td>
<td>A total of 370 Institutions Inspected for Accreditation</td>
<td>A total of 200 institutions Inspected, accredited and issued exam guidelines</td>
</tr>
<tr>
<td>6.</td>
<td>Feedback workshop involving 110 participants</td>
<td>Conducted an examination feedback workshop involving 75 participants.</td>
</tr>
<tr>
<td>7.</td>
<td>300 examiners/instructors to gain competences in CBET test items trained</td>
<td>Trained 305 examiners/instructors to gain competencies in CBET test items</td>
</tr>
<tr>
<td>8.</td>
<td>3,700 examination managers, scouts, invigilators and reconnoiters to monitor CBET exams trained and Inspected of Real life project and practical assessment conducted in UBTEB centers</td>
<td>Deployed 3,886 examination managers, scouts, invigilators and reconnoiters to manage examinations. Trained the research staff on data collection.</td>
</tr>
</tbody>
</table>

(d) **Directorate of Industrial Training (DIT)**

In the period under review, DIT planned to: Conduct assessment the capacity of 60 resource assessors, persons assess and certify 60 DIIM managers, print 36,000 assessment training packages; provide refresher courses for 42 staff members; and, conduct 4 labour market scans for new occupations.

By the end of the FY 2016/17, the Directorate had conducted 6 competence based assessment development workshops for 71 trainers; printed 3,500 ATP’s; trained and oriented 42 DIT staff and conducted 2 labour market scans for new occupations.

Furthermore, a number of activities were undertaken as flows:

(i) A total 124 and 119 practical and theory papers respectively were moderated for the UVQF Levels 1, 2 & 3.
(ii) Paid 88 markers for 12,563 scripts for UVQF Levels 1, 2 & 3.
(iii) Marked, graded, printed released results & issued certificates to 17,028 candidates assessed under both the formal and non-formal programmes.
(iv) Developed 337 Performance Assessment Standards for the 8 occupations (Agricultural Technician, Leather goods Technician, Electrical Technician & Civil Engineering Technician, Automobile Technician, Electronic Engineering Technician, Metal fabrication Technician and Fashion Designers) of DITTE program for semester 1 & 2.
(v) Assessed 49 institutional Manager Trainees under the Diploma for Technical Instructor Managers (DTIM) program.
(vi) Developed 7 performances and 18 theory test items for a Housemaid, Juice processor and Floriculturist respectively covering vocational levels 1 & 2;

(vii) 34 instructors were oriented on ATP use & CBET approaches in the greater Mbarara region;

(viii) Inspected and revisionary accredited 23 new privately owned Technical and Business Institutions;

(ix) 420 DITTE instructors and 60 DTIM managers were assessed and certified with UVQF level III occupational competence awards; and,

(x) 4 Regional Awareness seminars on the Vocational Qualifications in the Road Sector were conducted.

(d) Main Outcomes

(i) Improved institutional coordination and management

An Examination Information Management system (EIMS) was enhanced in the Uganda Business and Technical Examination board that involved online registration of candidates in the various institutions.

(ii) Improved performance of students under UNMEB

During the period under review, a total of 4,326 candidates were examined in a number of certificate and diploma courses out of which 3,502 candidates passed compared to 2,968 candidates in the previous financial year. This translated into a 5% increase.

Figure 4.15: Students who passed FY2015/16-FY2016/17

![Graph showing number of candidates passed in FY2015/16 and FY2016/17]

Source: MoES

(iii) Assessment of students under UBTEB

In FY 2016/17, a total of 73,420 candidates (May/June and Nov/Dec 2016) were examined compared to 67,333 examined during FY 2015/16. This implied an overall increase in number of candidates that sat for examinations during FY2016/17 by about 9%. See figure 4.16 below
(e) Main Challenges

(i) An unwritten Legal Framework for and subsequent development of the Uganda Qualifications Framework (UQF) as the Mother Board for Skills Development in Uganda;

(ii) Lack of Technical Assistance (TA) for development of the Uganda Qualifications Framework (UQF);

(iii) Lack of Strategic Plans in most of the BTVET Institutions;

(iv) Lack of vigilance by Heads of Training Institutions to introduce and implement the training in production Component (TIP);

(v) Lack of a deliberate policy as a basis of enforcing an interim measure of ensuring that some under enrolling technical training institutions could be transformed into health training institutions to address the ever increasing demand for health training; and,

(vi) Lack of alignment of the Health Sector Strategic Plan (HSSP) to the Education Sector Strategic Plan (ESSP) in terms of the Man power demands of the Health Sector

4.3.5 University Education

(a) Goals and objectives

The sector continued to prioritize intervention in line with improving efficiency and effectiveness at university level. The main goals and objectives were to:

(i) Formulate policy, guidance and evaluation;

(ii) Facilitation of international Cooperation; and,


(b) Initiatives undertaken during FY 2016/17

To enhance efficient and effective service delivery of university education, the sub-sector focused on a number of interventions that include:
(i) Payment of top up allowances and funding research in public universities;
(ii) Develop a strategic plan
(iii) Monitoring of Public and Private Universities;
(iv) Accreditation of programs, licensing of private universities and other tertiary institutions;
(v) Establishment of a task force for Soroti University; and,
(vi) Efficiency approaches in Public Universities through capacity building.

(c) Main Outputs

(i) Payment of top up allowances and funding research in public universities

The sub sector paid top up allowances to a total of 316 students (i.e. 44 in China, 53 in India, 9 turkey, 39 Egypt, 6 Cuba, and 3 Thailand) out of the planned 370 students on scholarship abroad to a tune of UGX 1.4bn.

(ii) Develop a strategic plan

During the period under review, Soroti University developed a strategic plan and prepared university polices and regulation.

(iii) Monitoring of Public and Private Universities

The coordination and management of higher education by NCHE and related organs was strengthened in FY 2016/17. Individual universities in addition adopted and implemented a number of efficiency measures to cut down costs and wastage. They have adopted time saving technology in relation to service delivery.

(iv) Support to institutional capacity building

In FY 2016/17, the sub sector facilitated staff capacity development in a number of public universities as detailed below:

- **Muni University**

  The university held two (2) capacity development trainings for staff on grant proposal writing; 104 staff were trained in performance planning and appraisal; while one (1) staff was trained on Hybrid Potato Seed development in Nioka, DRC. In addition, four members of staff successfully completed their studies (1 PhD, 1 Masters, 1 PGD and 1 certificate)

- **Busitema University**

  A total of Seventy two (72) University staff received training on Research Methods, Proposal Writing, Project Planning and Implementation; and, 17 publications were published by staff in different recognised journals.

  Furthermore, a 3rd university council was constituted; while a total of and participated in outreach programmes by planting 3,000 trees along the university land boundaries and tested a prototype developed with the community.
✓ **Gulu University**

A total of 5 administration staff underwent training in various subjects through, workshops, conferences and seminars. The university conducted 4 Public lectures and 2 research seminars and trainings.

✓ **Uganda Management Institute**

As one of the sole management development institutes, Uganda Management Institute prioritized capacity development of both teaching and non-teaching staff by holding two research seminars and enabled, 2 staff to attend international and local conferences [1 female and 1 male], while 6 staff were awarded research grants.

✓ **Kyambogo University**

The university facilitated 16 members of staff in research both award and non-award. The university also participated in a number of outreach programs where HIV counselling & testing was offered to 856 members of the community in partnership with Uganda cares; while 6,700 members of the community were offered nutrition assessment & counselling.

(v) **Infrastructure development**

Muni university undertook the construction of an internet tower and cabling within the whole university with progress of implementation at 54%; while Kyambogo university managed to connect Wireless and cable networking in most parts of the University;

(vi) **Dissemination of Loan award report**

A total of 100 copies of the Loan award report were printed and distributed to all relevant stakeholders including members of Parliament on the education committee.

(vii) **Improved financial management**

The University of Kyambogo in the period under review, enhanced financial management through the introduction of the Zero finance management system to increase efficiency.

In addition, the High Education Student’s Financing Board, completed the development of the Core Lending Modules (i.e. Loan Application; Loan Allocation; Loan Disbursement; and, Document Management System) and Loan Data Base which are fully function now. This was done to improve efficiency by reducing leakages. The remaining Loan Recovery Module and Disaster Recovery Site is due for completion in FY 2017/18.

(d) **Main Outcomes**

(i) **Number of graduates**

A number of students managed to complete their studies in different courses both government sponsored and privately sponsored. The total graduates that were awarded academic qualifications for the academic year 2016/17 were approximately 17,895. However, these numbers are only from the government Universities. Figures from private universities were not available. Below in table 4.37 is the number of graduates as presented by the different higher education institutions.
### Table 4.37: Number of graduates for academic year 2016/17

<table>
<thead>
<tr>
<th>s/n</th>
<th>Name of university</th>
<th>Number of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Busitema University</td>
<td>1,034</td>
</tr>
<tr>
<td>2</td>
<td>Kyambogo University</td>
<td>8,561</td>
</tr>
<tr>
<td>3</td>
<td>Makerere University</td>
<td>14,318</td>
</tr>
<tr>
<td>4</td>
<td>Mbarara Science of Technology University</td>
<td>1,188</td>
</tr>
<tr>
<td>5</td>
<td>Gulu University</td>
<td>1,346</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17,895</strong></td>
</tr>
</tbody>
</table>

(d) **Main challenges**

(i) Weak monitoring and evaluation frameworks for assessing appropriateness and relevance of education and training in the higher education sub sector;

(ii) Weak strategic linkages and collaboration between industries and training institutions and international job market;

(iii) Lack of human resource survey Report that establishes the human capacity gaps in the country so as to determine priority training areas;

(iv) Lack of an up to date data bank and information management and communication system on higher education;

(v) Lack of capacity by university councils to effectively oversee their respective universities;

(vi) Continued duplication of programs within and across universities; and,

(vii) Continued operation of universities below recovery cost.
5.1 **TEACHER TRAINING**

The teacher/tutor, instructor education and training department has a cross-cutting function that serves the need of all Technical/ Vocational needs of the Ministry of Education & Sports. The department is responsible for the training of primary and secondary schools teachers; tutors of Primary Teachers' Colleges & Health training institutions; instructors of Technical Training institutions; and lectures for specialized training institutions including National Teachers' Colleges, Colleges of Commerce and Technical Colleges among others.

**(a) Goals and objectives.**

During the period under review, the following were the main objectives under TIET:

(i) Make Teacher, Tutor, Instructor Education and Training responsive to the needs of the Education Sector by ensuring that teachers, tutors and instructors are available in adequate numbers and of the right calibre and quality;

(ii) Make the Teacher, Tutor and Instructor preparation environment conducive to promote quality, efficiency, and effectiveness;

(iii) Ensure increased and equitable access to Teacher/ Instructor /Tutor education programs;

(iv) Provide quality and relevant Teacher/Instructor Education Curricular and Programmes for both Pre-service, In-service, and Continuous Professional Development to all TIET staff;

(v) Provide technical and professional support to different stakeholders for better and quality management of Teacher Education programs and services in the country;

(vi) Improve quality of Education standards in schools and institutions through Teacher Development and Management System (*TDMS*) by providing institutional based support supervision, mentoring and coaching, periodical performance reviews and appraisals; and,

(vii) Initiate curriculum review processes and pedagogical reforms in colleges and schools.

**(b) Initiatives undertaken**

The following initiatives were undertaken during the period under review:

(i) Payment of capitation grants to facilitate teacher, tutor, and instructor training

(ii) Teacher training in multi-disciplinary areas; including curriculum implementation, school practice, and industrial training

(iii) Monitoring and support supervision of TIET Institutions to enhance quality in Teacher/Instructor/Tutor Education

(iv) Continuous Professional Development for Teachers

(v) Development of a draft National Teacher Policy

(vi) Development of a Continuous Professional Development Framework

(vii) Development of a Harmonized Framework for Initial Teacher Training

(viii) Development of competence profiles for all teacher levels

(ix) Integration of Gender and ICT in teacher education

(x) Implementation of the Development of PTCs Project;

(xi) Implementation of “Improving the Training of BTVET Technical Instructors, Health Tutors & Secondary Teachers” project; and,

(xii) Implementation of “Improving Secondary Teachers Education - Kabale and Mubende” project.
(c) **Main outputs.**

(i) **Payment of capitation grants to facilitate teacher and instructor training**

During the period under review, the subsector planned to pay capitation grants for: 3751 students from 5 NTCs; 120 students from HTC Mulago; 200 students from National Instructors College Abilonino; and, 16239 students from 45 PTCs, with the aim of increasing access to teacher education for primary and secondary teachers as well as instructors and tutors. The subsector paid capitation grants for 20,285 students spread across 52 TIET institutions.

(ii) **Teacher Training in multi-disciplinary areas**

Under this intervention, the sub sector planned to disburse funds to cater for teaching practice exams and living out allowances for 3,751 students in NTCs, 200 students in National Instructors College Abilonino, and 120 students in Health Tutors College (HTC) Mulago. In line with that, the subsector continued to disburse funds amounting to UGX.1.034bn to cater for teaching practice exams and living out allowances for 3,751 students in NTCs, 200 students in National Instructors College Abilonino, 120 students in HTC Mulago and for instructors under the Teacher Vocation Education Training and Jinja VTI. Furthermore, the subsector facilitated Instructor Teacher, Vocational Education Training (ITVET) and Jinja VTI to provide stationery for students, living out allowances to students and supervision allowances to instructors during industrial training as planned.

(ii) **Monitoring and support supervision of TIET Institutions to enhance quality in Teacher/Instructor/Tutor Education**

The subsector continued to embark on monitoring and support supervision of Teacher Training institutions in order to enhance quality in Teacher Education. During FY 2016/17, TIET embarked on comprehensive monitoring and support supervision of nine (9) institutions under the department. These include: the 5 National Teachers’ Colleges, 3 Instructors Colleges and the Health Tutors’ College Mulago. This was mainly undertaken with assistance from BTC since GoU releases were highly inadequate to sustain it. Furthermore, monitoring and site inspection was carried out on all institutions under the two TIET projects: i.e. Development of PTCs Phase II and relocation of Shimoni Demonstration School; and, Improving the Training of BTVE Technical Instructors, Health Tutors & Secondary Teachers” project under BTC. Overall, issues which were monitored include among others: curriculum implementation and progress of civil works under development projects.

(iii) **Continuous Professional Development for Teachers**

During the period under review, the sub sector designed and implemented various Continuous Professional Development Programs for teachers/tutors/instructors.

Eight sets of ICT equipment including video cameras, laptops and projectors plus their accessories were procured and supplied to 4 districts (Gulu, Apac, Pader and Amolatar) to support Continuous Professional Development Programmes (CPDs) for teachers under the Quality Educators’ Project.

The subsector developed the Teacher Education Harmonization Framework for Uganda, which also includes Competence Profiles for ECD teachers, Secondary School Teachers, and those in tertiary institutions.
Also included in the package is the Framework for Teacher Continuous Professional Development. These are tools necessary for streamlining training and professional development of teachers. This initiative was supported by UNESCO under the Capacity Building for Education for All (CapEfA) Programme.

Under TTE Project (funded by BTC) about 300 lecturers (from NTCs, Instructors colleges and HTC, Mulago) continued to be trained, mentored and supported in Active Teaching and Learning. An ATL guide and Support supervision manual were developed and are in use for this purpose. Institutional development training for administrators in these colleges was also done.

With support from the Uganda National Teachers’ Union (UNATU) and the Canadian Teachers’ Federation conducted an In-service Teacher Training (INSET) for 320 teachers in the teaching of Early Grade Literacy and Numeracy.

The TIET department under the Uganda Teacher and School Effectiveness Project (UTSEP) conducted initial training of 3,705 primary two teachers in EGR methodology who were provided with support supervision by Centre Coordinating Tutors (CCTs) benefiting 87% of the trained teachers of both P.2 and P.1.

The department also carried out national motoring of EGR implementation; and followed up the use of learner primers issued, where a total of 747 primary schools were monitored drawn from 124 coordinating centres. The monitoring revealed that a ratio of 1:1 for literacy had been achieved.

The pictures 14 and 15 below evidence the good practices of books use in a good number of schools.

*Picture 14 Pupils of P.6 reading books in Luuka*  *Picture 15: Reading to learn in Kibale district*

(v) Development of a draft National Teacher Policy

The sub-sector embarked on consultations to finalize development of a comprehensive national teacher policy which was successfully concluded, and the draft ready for validation and approval. The National Teacher policy is intended to provide a legal framework for professionalizing and regulating the teaching profession.
(vi) **Integration of ICT and Gender in Teacher Education**

With regard to ICT, during the period under review, the sub sector established three ICT hubs at Nakawa Vocational Training Institute, Shimoni Primary Teachers College, and Kyambogo University to promote the use of ICT as a pedagogical tool by teacher educators. The tutors and lecturers were trained on how to use the learner management system established at the three colleges, including how to develop and upload content for the various curricula in the teachers colleges.

As far as integration of gender in teacher education is concerned, the sub-sector carried out a gender audit in Primary Teachers colleges to establish the extent to which Gender is integrated in the teaching and learning processes. A rapid assessment of the same practice was carried out in 175 primary teachers colleges. Based on the findings, a module was developed and tutors have been trained on its use. Training of other tutors and implementers continue.

(vii) **Licensing and registration of teachers and teacher training institutions**

The subsector continued with registration and licensing of teachers/tutors/instructors for pre-primary, primary, secondary, business, technical, vocational schools and institutions. These include Grade III, V, and Graduate teachers. In addition, private institutions training these categories of teachers were also licensed and registered. An attempt to digitalize the registration process was made through development of a computerized database; but also development of a teacher management information system which was concluded ready for testing, validation, and approval.

During the period under review, the subsector licenced a total of caregivers from 13 districts in addition to 1,281 caregivers from 30 ECD teacher training institutions. In the same period, 575 ECD Caregivers/teachers were registered for the Certificate in Early Childhood (CEC) and 55 were licenced. Under the Certificate in Community Child Care, (CCC) a total of 2,529 were registered. Licencing and registration of ECD centres enables them to operate in a more legally acceptable environment since all of them are privately owned. Parents are able to entrust these centres with their children at tender age, hence increasing access to early child development.

(viii) **Development of PTCs Project**

Under the Development of PTCs project, the sector constructed facilities in ten (10) Primary Teachers’ Colleges, i.e.; Kisoro PTC, Rukungiri PTC, Rakai PTC, Kabukunge PTC, CTK Gulu, Erepi PTC, Busubizi PTC, Kabale Bukinda PTC, Kabwangaasi PTC and, Kaliro PTC. In addition, the sub-sector planned and undertook civil works at Shimoni Demonstration School. By the end of the period under review, civil works were complete in all the planned institutions, except for Rakai PTC where the progress was at 70%, and Shimoni Demonstration School, where civil works were progressing at 75% and are scheduled to be completed in December 2017. Facilities which were constructed across the various institutions include:

(i) Administration blocks, book stores,
(ii) 3no. classroom blocks; A, B, C and D
(iii) 2no. classroom blocks with office space
(iv) unit storied staff houses F &G
(v) Semidetached staff houses
(vi) Firewood kitchens
(vii) 5 stance VP latrines
(viii) no. 2 stance VIP latrines, and,
(ix) External teachers kitchen
The subsector also planned and procured office, classroom furniture and fittings for the facilities which were constructed in the above Eleven institutions. Furniture and equipment for the newly constructed facilities were procured and supplied in the nine PTCs i.e.; Kabukunge, Busubizi, Rukungiri, Kabwangasi, Kaliro, CTK Gulu, Erepi, Kabale-Bukinda; and, Kisoro PTCs where civil works were complete as follows:

(i) **Administration block** (1 executive table, 4 middle managerial tables, 4 executive chairs, 6 staffroom tables, 1 secretarial chair, 40 visitors’ chairs, 8 filing cabinets, 1 book shelf, 1 notice board, 1 fire extinguisher, 1 blackboard)

(ii) **Dormitory** (lightening arrestors, clothes hanging lines, rain water disposal system, built in wardrobes, 68 metallic double décor beds, 2 fire extinguishers)

(iii) **Semi-detached tutors’ house** (2no. built in wardrobes, storage kitchen cabinets)

Furthermore, under the Development of PTCs project, the subsector carried out site inspection and monitoring of civil works at the eleven (11) sites. In line with this, forty (44) site inspections were carried out where by every site was inspected at least four (4) times as planned. On the other hand, 15 monitoring visits were undertaken, out of the planned 40 visits due to budgetary constraints. Nevertheless, every site was monitored at least once with the available budget. The monitoring mainly focused on government buildings and administrative infrastructure, procurement of office, classroom furniture and fittings and facilitate curriculum Development and printing of registration certificates. In line with these interventions, the following progress was made as shown in picture 16 below:

**Picture 16: Completed civil works under the Development of PTCs project:**

- Girls’ Dormitory at Kisoro PTC
- Semi-detached Tutors’ house at Kisoro PTC
- Multipurpose Hall at Busubizi PTC
- Inside the Multipurpose Hall at Busubizi PTC
Boys' Dormitory at Kabale Bukinda

Beds delivered for the dormitory

Admin block at Kabwangasi PTC

Domitory Block at Kabwangasi PTC

Source: MoES, 2016
(ix) **Rehabilitation and Construction of facilities in NTCs, HTC Mulago and NIC Abilonino**

With support from BTC, the sub sector constructed, rehabilitated and equipped two National Teachers Colleges, *(Kaliro and Muni NTCs)*, National Instructors College Abilonino. Furthermore, the subsector concluded civil works at NTC Unyama under the IDB project. See pictures 17 below.

**Picture 17: Completed civil works in various NTCs, and HTC Mulago**

![National Teachers College, Unyama](image1)

![Health Tutors College, Mulago](image2)

![National Teachers College Kaliro](image3)

![National Teachers College, Muni](image4)

![National Instructors College, Abilonino](image5)

![Administration Block – Abilonino](image6)

(d) **Main Outcomes**

(i) Enhanced Literacy instruction in Early Grade Reading;
(ii) Enhanced use of ICT as a pedagogical tool;
(iii) Improved learning environment
(iv) Draft Teacher Policy in place.
(e) **Challenges**

(i) Capitation grants. The capitation grant for students in teacher training institutions is as low as sh. 1,800/= per student per day. This grossly inadequate;

(ii) Staffing. The colleges are understaffed and the shortage grossly affects the quality of teacher training. There is urgent need to lift the ban on recruitment;

(iii) Support Supervision. Teacher Educators and Colleges need to be continuously supervised and supported to ensure quality training, however the limited facilitation does not allow this to happen and therefore quality of training teachers is compromised;

(iv) Infrastructure. Most PTCs have dilapidated infrastructure and do not provide the teaching and learning environment that is conducive for teacher training; and,

(v) Transport. One other core function of the PTCs is to support primary education through outreach activities. Transport for field activities remains a challenge for most PTCs.

5.2 **Education Service Commission (ESC)**

The mandate of Education Service Commission is to advise the president in performing his/her functions in relation to Article 172 of the constitution and on appointing all personnel in the education service. The Commission is charged with developing, maintaining and improving the quality of those personnel and that of the service generally. This section presents performance of the Education Service Commission during FY 2016/17.

(a) **Goals and objectives.**

During the period under review, Education Service Commission had the following goals and objectives were to:

(i) Appoint and confirm personnel into the education service;

(ii) Validate appointments and exercise disciplinary control over Education Service personnel;

(iii) Review terms and conditions of service, standing orders, training and qualifications of public officers in the Education Service; and,

(iv) Research, analyse, develop and formulate national standards for the Education Service in relation to the training of personnel in the service.

(b) **Initiatives Undertaken**

During the period under review the Education Service Commission planned the following activities in order to achieve its strategic objectives to:

(i) Appoint 1,500 personnel into the Education Service;

(ii) Confirm 1,500 personnel into the service;

(iii) Validate appointments of 2,000 personnel;

(iv) Regularize appointments of 500 personnel;

(v) Grant study leave;

(vi) Handle disciplinary cases;

(vii) Maintain the Electronic Data Management System;

(viii) Review the Client Charter;

(ix) Review the ESC Strategic Plan 2014 -2019;

(x) Develop a recruitment Policy; and,

(xi) Enhance and support the capacity of District Service Commissions.
(b) **Main Outputs.**

During the period under review the Commission implemented and was able to realize a number of achievements as follows:

(i) **Recruitment, Promotion, Regularization, Confirmation, Validation and Management Decisions of Education Service personnel**

The Commission recruited, promoted, confirmed, and validated teaching and non-teaching staff in various schools/institutions and also at the Ministry headquarters.

(ii) **Appointment of personnel into the Education Service.**

A total of 1,250 people were appointed into the service against a set target of 1500. 886 were male and 352 were female. This represented 83% performance level. This is slightly lower than the previous year’s performance by 5% but it should be noted that the recruitment was on-replacement basis.

(iii) **Confirmation of personnel into service.**

A total of 2,194 were confirmed in service against a set target of 1500 representing 146% performance level.

(iv) **Validation of appointments of personnel in the service.**

During the period under review the Commission validated 7,532 appointments of personnel in the service from Western Region. This was against a set target of 2,000 and represented 377% performance level. The Commission ascertained the authenticity of their appointments, confirmation, and promotion letters, as well as the correctness of names, academic/professional certificates and testimonials, and also identified personnel who were due for confirmation.

(v) **Developing an Electronic Databank for teaching personnel in the Education Service**

During the period under review the Commission uploaded Minutes of the Full Commission Meetings. Upgrading of the data base also continued throughout the year.

(vi) **Support to District Service Commissions**

The Commission provided support supervision to District Service Commission districts countrywide.

(vii) **Education Service Commission Strategic Plan, 2015 - 2020**

Education Service Commission Strategic Plan, 2014 -2019 was reviewed and realigned to the Second National Development Plan (NDP II). The Strategic Plan guides the Commission in planning its annual and medium term activities, and in budgeting, with view of responding to both sectoral and national issues.

(d) **Outcomes/Results**

(i) Improved access to education;
(ii) Improved learning and efficiency through increased supply of personnel; and,
(iii) Increased morale among promoted primary school teachers due to better remuneration after promotion.
(e) Challenges and Constraints

(i) Lack of office space remains a key challenge.

(ii) There is a big number of Caretaker Head Teachers and Deputy Head Teachers in educational training institutions.

(iii) A large number of Grade V teachers had upgraded to Graduate level yet there was little effort to promote them, due to lack of funds. This had caused anxiety, distress and demoralization among them. Implementation of the Scheme of Service at Secondary Education level would alleviate this problem.

(iv) There was a high shortage of teachers in Secondary Schools.

(v) The Scheme of Service for Teaching Personnel in the Education Service was partially implemented in the Primary education sub sector for 4 years. It was then suspended, due to lack of funds. The Scheme is yet to be implemented in Secondary schools and Tertiary institutions.

(vi) There are large numbers of applicants for the few advertised jobs, consequently, the processes of recruitment took longer, due to the time taken to shortlist and interview candidates.

(vii) Most of the recruitment exercises were done on replacement basis. There was need to review the situation on the ground.

(viii) Increasing cases of forgery of academic papers and letters of appointment and promotion are being witnesses.
Physical Education and Sports (PES), if well harnessed can serve as an effective vehicle for socio-economy transformation of a nation. PES improves academic excellence, provides leisure recreation and entertainment, improves health and physical fitness and reduces the health expenditure burden on curative measures and improves individual and national productivity. PES is not yet fully exploited, yet it provides employment opportunities as well as breaking the barriers of social status, sex, religion and race.

Furthermore, sports provide a platform for championing social change, and minority group interests. PES fosters unity, promotes peace building, patriotism, national identity and implores national image on the global arena. PES in the formal educational programmes provides a firm and sustainable basis for talent nurturing and professional performance.

6.1 Physical Education and Sports

(a) Goals and objectives.

The policy objectives for Physical Education and Sports are to: (i) improve, planning and management of Physical Education and Sports in the country; (ii) improve access to quality of Physical Education and Sports in the country; and, (iii) develop a cadre of high performing athletes on a sustainable basis.

(b) Initiatives undertaken

(i) Capacity Building for PES personnel;
(ii) Facilitation of Educational Institutions national sports championships
(iii) Monitoring the teaching of Physical Education and Sports in Primary, Secondary schools and post primary institutions;
(iv) Provision of Sports Equipment;
(v) Development of policies, laws, strategies and guidelines;
(vi) Initiation of the process of construction of the national High Altitude Training centre in Target, Kapchorwa district and AkiiBua Olympic stadium in Lira district;
(vii) Remittance of quarterly subvention to NCS for oversight management and support of NSAs; and,
(viii) Recognition and rewarding excellent performance in Sports.

(c) Main outputs

During the period under review the PES department implemented the following activities:

(i) Capacity building for PES personnel

In FY 2016/17, a total of 317 primary school teachers were oriented in Ball Games Skills and Kid’s Athletics respectively with support from UNICEF. Additionally, 212 games teachers for tertiary institutions (Technical Schools, Community Polytechnics, Primary Teachers Colleges, Technical/Vocational and meteorological Institutes, and health training institutions) were oriented on basic skills in officiating during the pre-championship courses FY 2016/17.
Facilitation of Educational Institutions' National Sports Competitions

Ten (10) national educational institutions sports championships were organised and facilitated in the period under review as reflected below:

(i) Allied Health Professional Games 2016 held in Mbale district;
(ii) The PTCs, Technical Institutions and Meteorological institute Games in Kitgum Technical Institute held on 1st – 10th September 2016;
(iii) Secondary School National ball games I (Girls football, Rugby, Basketball and Hockey) and II (Netball, Volleyball, and Handball) championships held in Kabale and Rukungiri respectively;
(iv) Secondary Schools National Swimming championship held in Seeta High School, Mukono;
(v) Primary Schools National Ball Games and SNL Championship at St. Charles Lwanga S.S, Koboko where talent promotion was enhanced from 51 districts;
(vi) Secondary Schools National Coca-Cola Boys’ Football Championships held in Masaka;
(vii) FEASSA East African Games in Eldoret-Kenya where Uganda facilitated 54 school teams with approximately 800 participants; and,
(viii) Kids and SNE national championship held in Tororo District;
(ix) Intercollegiate national games at UCC Soroti, 20th – 30th April 2017;
(x) Technical Schools and Community Polytechnics National Games at Omugo Technical School in Arua, 1st – 12th May 2017

Strengthening the teaching of Physical Education and Sports in Primary and Secondary schools and teacher training Institutions

In FY 2016/17, monitored teaching of P.E in 169 schools (i.e 74 primary; 78 secondary schools and 17 post primary institutions) in 40 districts in Eastern Uganda (i.e. Bududa, Manafwa, Mbae, Sironko; Budaka, Butaleja, Palisa, Tororo, Bukwo, Bulambuli, Kapchorwa, Kween, Jinja, Kamuli, Luuka, Mayuge, Iganga, Kaliro, Buyende, Namutumba, Amudat, Moroto, Nakapiripirit, Napak, Abim, Amurui, Kaabong, Kotido, Amolatar, Serere, Soroti, Kaberamaido, Kibuku, Bugiri, Busia, Namayingo, Bukeeda, Katakwi, Kumi,Ngara).

Construction of the National High Altitude Training Centre in Teryet, Kapchorwa district

By the end of FY2016/17, civil works at the National High Altitude Training Centre was at different levels of progression as follows:

(i) Excavation for artificial turf, natural turf field, running track, parking area, and pegging for fencing works were all on going;
(ii) The water and sanitation development facility was also facilitated to supply water for the NHATC; and,
(iii) Civil works at the Hostel and kitchen are at 1st floor slab level as reflected in picture 18 below.
(iv) Initiated process of construction of the Akii Bua Olympic Stadium in Lira district

In FY 2016/17, the evaluation of the design consultancy commenced, and the project boundaries and major access roads planned for the stadium were opened. The excavation and reclaiming of site areas was also undertaken.

(v) Recognition and rewarding excellent performance in sports

The sub sector under the Sponsorship Scheme for recognising the talented sports students facilitated the admission of Forty (40) students to seven (7) public Universities in Uganda.

(vi) Continued support to National Council of Sports (NCS)

The sub-sector during the review period remitted mandatory subvention to NCS cumulative of UGX 1.58bn for its internal operations and to facilitate activities of National Sports Federations/Associations.

Under NCS, the Sports sub-sector made the following achievements under the review period:

(i) Supported activities of 39 registered National Sports Associations/Federations; and,
(ii) Supported 17 National teams to participate in World Championships.

(d) Key outcomes

In the period under review the following outcomes were realized:

(v) Increased participation by Primary schools in Kids Athletics;
(vi) The level of sports competition in Educational Institutions has significantly improved and up country schools/districts performing best;
(vii) Increased participation by the national teams in regional, continental and world championships; and,
(viii) Increased awareness on the need to have PE on the formal school time table.
Main challenges

The main constraints /challenges faced by the sub sector in FY2016/17 included:

(i) Inadequate and lack of specialized physical education and sports teachers and other personnel like coaches in schools;
(ii) Inadequate and poor sports facilities in schools; and,
(iii) Low levels of physical education and sports instructional materials for special needs learners.

6.2 Community Sports

(a) Goals and objectives

The policy objectives for community sports under the mandate of the National Council of Sports is to develop, promote and control sports activities in Uganda on behalf of Government. Community coach development will help raise the profile of sport at the most crucial time.

(b) Initiatives undertaken.

(i) Facilitation of various national sports associations;
(ii) Approval and facilitation of international and national sports competitions and festivals in the country;
(iii) Development of policies for the promotion of sports;
(iv) Hosting of International Championships;

(c) Main outputs

(i) Approval and facilitation of international and national sports competitions

During the period under review National Council of Sports supported national teams to participate in international events which:

(i) Supported and facilitated the Uganda Team and Paralympics team respectively to attend the Rio Olympic games international sports championships;
(ii) Facilitated the Uganda Cranes participation in the Africa Cup of Nations in Gabon;
(iii) Facilitated, Mr. Kampala, Andrew Ssenoga who in September 2016 won the Germany International Bodybuilding Championships in Siegen;
(iv) Supported the participation of the Wood ball Team in the Woodall World Cup in Jeju Korea;
(v) UNF hosted the Africa Netball Championship, 24th – 29th June 2017 in Lugogo and the She Cranes emerged as the Gold medallists; and,
(vi) Hosted the IAAF World Cross Country Championships 2017, Kampala where the Uganda's gold medal was in the junior under 20 men's race won by Jacob Kiplimo. (Picture 19 below) Uganda’s medal tally also included two (02) bronze medals in senior men’s and junior women’s races respectively, ranking 3rd overall.
(ii) Development of policies for the promotion of sports

The physical education sub sector developed policy guidelines for disability sports for primary Schools which were issued to improve the quality of sports and further improve skills and capacities of the people with disabilities in sports.

In addition during the period under the review, a “Development for Sports Strategy for Children and Youth” was developed.

(iii) Partnerships programs under Bi-lateral Cooperation programmes

In FY 2016/17, the subsector in partnership with the German government trained 10 trainers of trainers and 71 community based coaches to run sports programmes in the refugees settlement camps in Adjumani and Kiryadongo refugee camps.

In addition, the sub sector: Made quarterly contribution to Uganda Athletics Federation (UAF); annual subscription to World Anti-Doping Agency (WADA) and, Paid Subscription to African Union Sports Council (AUSC).

(d) Main challenges

(i) Insufficient support to National Sports Organizations/Bodies and National Sports Teams for international engagements and other sports activities; and
(ii) In adequate resources in the various local governments for the development of community sports facilities.
GUIDANCE AND COUNSELLING

(a) Goals and objectives

Under G&C, the policy objectives during FY 2016/17 were to:

(i) Formulate appropriate policies, plans, guidelines and technical advice on Guidance and Counselling;
(ii) Ensure awareness, compliance, quality and equal opportunity to education and training programmes in regard to Guidance and Counselling;
(iii) Strengthen collaboration with private service providers and coordination with line Ministries, Departments, National Planning Authority, Higher Institutions of learning, NGOS and other bodies nationally, regionally and internationally; and,
(iv) Conduct capacity building programmes for teachers and other personnel in enhancing provision of Guidance and Counselling services.

(b) Initiatives undertaken

(i) Conducting of the National placement exercise;
(ii) Dissemination of Guidance and Counselling information;
(iii) Offering support to school-based Vocational and Careers talks;
(iv) Conducting school-based supervision and follow up in G&C;
(v) Provision of technical Guidance and Counselling to schools with specific emphasis on monitoring policy formulation for matters relating to Guidance and Counselling; and,
(vi) Monitoring and follow up of Guidance and Counselling activities in schools.

(c) Main outputs

(i) Monitoring and Support Supervision

In FY 2016/17, a total of 236 secondary schools from all the sub regions of the country were monitored and supervised as a follow up in the provision of guidance and counselling services in the schools to improve effective and efficient delivery of guidance and counselling services in educational institutions.

(ii) Dissemination of students information guide and career guidance materials

To facilitate sensitisation of students, the sub sector printed and distributed 8,300 copies of information guide booklets for P.7 leavers; and 3,300 copies of career guidance handbooks that were developed and distributed. This was aimed at strengthening departmental commitment to continuously create awareness and strengthen guidance and Counselling in educational institutions.
(iii) **Conducting the National placement exercise.**

During the period under review, a total of P.7 445,576 leavers (i.e. 256,036 students in government aided secondary schools; 157,860 students in schools under the Public Private Partnership programme) were placed in S.1, 3,240 to BTVET (UPPET government and PPP) institutions and 28,440 students to Non-USE. In addition, 152,740 S.4 leavers were placed in S.5; while 8,119 students were placed in Primary Teachers Colleges and 4,030 to Technical Institutes.

(iv) **Support to school – based Vocational and Careers talks**

In the period under review, the sub sector carried out school-based vocational and careers talks in 236 secondary schools in the Northern, Western, Central, and Eastern regions to create awareness on different Vocations and careers to enable students make informed career choices. This performance was against the targeted 320 educational institutions which translated into a 74% performance.

(d) **Main Outcomes**

(i) Improved school environments for the learners; and,

(ii) Better informed pupils and students in their career choices in schools and colleges.

(iii) Improved capacity of teachers and guidance counsellors to provide guidance and counselling services.

(iv) Improved awareness of stakeholders for the need and importance of Guidance and Counselling.

(v) Improved retention and reduced school drop outs.

(vi) Reduction of school based violence.

(vii) Increased enrolment as a result of effective placement service.

(e) **Main challenges**

The main challenges faced by this sub sector in FY 2016/17 included:

(i) Poor supervision of guidance and counselling services due to inadequate technical expertise at local government level;

(ii) There is no provision for guidance and counselling positions in the local government; and,

(iii) Furthermore, the sector is faced with inadequate resources for raising awareness on importance and role of guidance and counselling in schools.

(iv) Low budget provision and release of financial resources

(v) Lack of full time and professional guidance counsellors amidst emerging guidance and counselling issues.

**SPECIAL NEEDS EDUCATION (SNE)**

The special needs sub sector under inclusive education continued to provide equitable access to quality education among children with special needs.

(a) **Goals and Objectives**

The policy objectives during FY 2016/17 were to:
(i) Provide technical guidance on Special Needs Education
(ii) Provide specialised equipment to learners with SNE,
(iii) Ensure sensitisation and awareness of stakeholders and beneficiaries
(iv) Ensure awareness, compliance, quality and equal opportunity to education and training programmes in regard to special needs education;
(v) Undertake a review, the review of the draft Inclusive Education Policy.

(b) Initiatives undertaken

The Sector undertook initiatives geared towards enhancing equitable access, and relevance of SNE education. These initiatives include:

(i) Payment of subvention grants;
(ii) Monitoring and Support Supervision of Institutions in SNE institutions;
(iii) Provision of instructional materials and equipment
(iv) Training of Teachers
(v) Infrastructure development.

(c) Main Outputs

(i) Payment of Subvention Grants for Learners

The sub-sector continued to transfer subvention grants to 100 special schools/units supporting learners with special needs and in FY 2016/17, 5,000 learners benefitted.

(ii) Monitoring and Support Supervision of SNE institutions.

In the period under review, the subsector planned to support supervise a total of 152 institutions, a total of 60 special needs schools were support supervised translating into 40% performance. This low performance was attributed to in adequate facilitation.

(iii) Provision of Instructional materials

In FY 2016/17, the sub sector planned to procure a total for 60 Perkins braille machines and 100 Braille Kits to distribute to special needs children throughout the country. By the end of the financial year a total of 32 Perkins Braille Machines; 150 Cartons of Braille Paper; and 114 Braille Kits for learners with visual impairment were procured for various primary schools throughout the country.

(iv) Training of teachers

The sub-sector during the period under review planned to train 342 special needs teachers in different skills. By the end of FY2016/17, the sector had trained 65 teachers from Mbale and Wakiso Schools for the Deaf to develop basic sign language skills; while an additional total of 144 tutors were trained in functional assessment representing a 42% performance.

(v) Vocationalisation of Special Needs Education

During the FY2016/17, in a bid to increase access to vocational education among learners with special needs, civil works i.e. 2 workshops (Carpentry & Motor Vehicle), 3 Classrooms (Home Economics Block), 2 Class (Art & Design Classroom Block), 4 Unit House Block, 5 Stance VIP Lined Pit latrine were constructed in the Mbale School of the Deaf under the development and improvement of Special Needs Project (SNE).
The project’s main objective is to provide an equitable access and quality of Special Needs Education at all levels of education. Pictures 20 below shows the completed 3 classroom block and MV/CJ Workshop block built in Mbale School for the Deaf.

**Picture. 11: Completed civil works for 3 classroom block and MVCJ Workshop in Mbale School for the Deaf**

<table>
<thead>
<tr>
<th>Civil works on 3 Classroom block</th>
<th>MV/CJ Workshop block</th>
</tr>
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</table>

*Source: MoES 2017.*

(d) **Key outcomes**

(i) Increased access of SNE learners in special schools;
(ii) Enhanced skills for teachers for special needs; and,
(iii) Improved learning outcomes for the children with special needs.

(e) **Main challenges**

The challenges faced by the sub sector in the implementation of special needs education included: Inadequate special needs teachers throughout the country.

**COMMUNICATION AND INFORMATION MANAGEMENT**

The Ministry of Education and Sports acknowledges the increasing significance of Information Technology in teaching and learning; including the need to enhance computer literacy skills of the people in Uganda. As a result, the Ministry has undertaken a number of initiatives to significantly improve the level of ICT application in teaching and learning with the aim of preparing a skilled and internationally competitive work force for the future.
(a) **Goals and objectives**

In FY 2016/17, the policy objectives on ICT, emphasized equitable access to quality education at all levels for better effectiveness in the provision of education through the use of Information Communication Technologies.

(b) **Initiatives undertaken**

The initiatives that were undertaken by ICT during FY 2016/17 included:

(i) Provision of E-learning Solutions (*Digital Science and Virtual Laboratory software*);
(ii) Monitoring Status of ICT in Government Secondary Schools and institutions;
(iii) Capacity building for Teachers;
(iv) Establishment of the Teacher Management Information System
(v) ICT Policy formulation
(vi) Assessment on Network Optimization for the LAN Setup at Embassy House and Social Security house;
(vii) Preventive maintenance of computers, printers and photo copiers;
(viii) Intranet development;
(ix) Reinstating of the education Ministry mail system;
(x) Connection of users to the PBX System;
(xi) Creating of strong Relationships and Synergies with Media;
(xii) Promotion of the MoES positive image;
(xiii) Preparation of media plans Informative campaigns; and,
(xiv) Fostering the ministry Innovations and best practices.

(c) **Main out puts**

(i) **Provision of E-learning Solutions (*Digital Science and Virtual Laboratory software*)**

The sector planned to provide E-learning solutions to 1,027 secondary schools. By end of FY 2016/17, 872 secondary schools had been provided with the E-learning Solutions (*Digital Science and Virtual Laboratory software*). This e-learning solution is specially designed as a visual aid to help teachers to explain difficult concepts in Physics, Chemistry, Biology and Mathematics.

(ii) **Monitoring and Inspection of ICT usage and availability in secondary schools and institutions**

During the period under review, the sector planned to monitor a total of 1,027 secondary schools the use of ICT in teaching and learning. By the end of the financial year a total of 103 secondary schools were monitored in 4 regions of the country that included the Central, Eastern, Western and West Nile.

(iii) **Capacity Building**

During the period under review, in collaboration with UCC, a total of 550 teachers were retooled in the use of ICT for teaching. It is expected that these teachers return to their schools and train other teachers as well so that the use of ICT as a tool for enhancing the learning experience among students is embraced well.
(iv) Establishment of the Teacher Management Information System

The Teacher Management Information System (for online teacher registration to avert the trouble teachers experience when they travel long distances to the Ministry Headquarters for registration) was developed and is now installed at the Ministry of Education. This initiative has been supported by UNESCO. A total of 10 computers, 3 heavy duty multi-functional printers and 3 servers have been supplied to the Ministry.

The First phase of the Pilot for this system is complete in 11 districts and a presentation was made to UNESCO to demonstrate the success of this pilot phase. The second phase has been approved for 12 districts. The piloting shall commence in September 2017.

(v) Local Area Network (LAN) setup and internet connectivity at MoES headquarters in Nakasero (legacy towers)

The LAN was successfully set up at MoES wing B headquarters in Nakasero (Legacy towers). This installation and implementation cost the Ministry 49 Million Ugx. There is now an operational connection of computer communication between Embassy house and Legacy towers computers. This implementation was accomplished successfully and is in full compliance with the required standards as guided by the National IT Authority (NITA). The technical staff at Legacy towers now serve the teachers that require a service with more efficiency and effectiveness.

(vi) Building strong ties with the Media

The Ministry of Education and Sports through the communication unit has disseminated its milestones and Achievements to the public in the mainstream print media, popular magazines, and regional newspapers, radio stations countrywide.

The Ministry of Education and Sports has developed a culture of information updates and information sharing through an interactive platform of the website, media centre, press releases and social media platforms. Furthermore, the projects running in the Ministry have supported the communication & advocacy function to enable it to disseminate information to the public and stakeholders. Project information in this review period has been shared and disseminated to the beneficiaries for accountability and good governance.

(vii) Promotion of the MoES’ positive image

The Communications Unit conducted field visits and press tours with journalists to brief them on the achievements of the Ministry of Education and Sports under the various projects, programs, and general service delivery in schools. In addition the Education Radio and Television unit (ERTV unit) undertook field surveys, documentation and research for information that was routinely disseminated to the public.

(viii) Prepared media plans and programs

The Communications Unit continued to respond to information gaps raised by the public through deliberate Media campaigns or plans to diffuse these gaps that exist either by mid-term or long term interventions. This is supported by the government Communication & Advocacy Strategic plan in place.
(d) **Key outcomes**

(i) Communication unit activities have added value to the ministry mandate of service delivery and department intervention in schools and the general public;

(ii) With support from the existing strategic plans implementation of information campaigns towards an information shared responsibility has been achieved. The USAID RTI programme in particular has been very supportive in sensitising the public in matters pertaining to Violence against Children in Schools; and,

(iii) The relationship between the Ministry and the media houses in Uganda has improved through regular update forums at the media center, press releases, briefs, concept notes on the Ministry website and other social media channels like: Facebook, twitter and Whatsapp. Please visit our Facebook page and “Like” it.

(e) **Main challenges**

(i) Inadequate servicing of computers (i.e. once a year by UCC), which renders large number of computers supplied to secondary schools dysfunctional.

(ii) Inadequate number of qualified teachers of computer science as well as laboratory technicians in secondary schools.

(iii) There is limited ICT infrastructure in schools. The schools use old and non-functioning computers in teaching and learning of computer science.

**GENDER IN EDUCATION**

The Gender agenda for the sector for the FY 2016/17 was to address the increasing barriers to education for boys and girls at all levels. This is in line with the Gender in Education Policy, the National Strategy for Girls’ Education and the National Strategic Plan for Elimination of Violence against Children in Schools.

(a) **Policy Objectives**

(i) Address the issues of child marriages and teenage pregnancies affecting participation and completion of education for both boys and girls;

(ii) Support to sanitation and hygiene initiatives in schools;

(iii) Support building safe and positive learning environment focussing on elimination of violence against children in schools and;

(iv) Provide technical assistance to improve gender mainstreaming in Education.

(b) **Interventions undertaken during FY 2016/17**

(i) Review of the Gender in Education Policy;

(ii) Launch of and implementation of the Adolescent Development Programme;

(iii) Development of gender mainstreaming and violence against children in schools (VACIS) indicators;

(iv) Dissemination of the Menstrual Hygiene Management Tool kit (Reader, Circular and training of Senior Women and Men teachers on Menstrual Hygiene Management;

(v) Development of the Menstrual Hygiene Management Video;

(vi) Dissemination of the National Strategy for Girls’ Education;

(vii) Engaging of stakeholders on the elimination of Violence Against Children in Schools;

(viii) Dissemination of the Study on teenage pregnancy and dropout of girls;

(ix) Formation of school clubs and mentorship of young people in primary schools;
Dissemination of the National Strategic Plan on elimination of Violence Against Children in Schools and the Reporting, Tracking and Referral Guidelines on Violence Against Children in Schools;

Development of the Teachers’ Guide on Building and Positive and Supportive School Environment; elimination of Violence Against Children in Schools;

Training of teachers and learners on building a positive and supportive schools environment; elimination of violence against children in schools in 52 districts; and,

Holding of a gender in education participatory audit to identify the challenges faced in the education sector in Karamoja region.

Main outputs

Review of the Gender in Education Policy

During the period under review, the Gender Unit with support from UNICEF and Irish Aid finalised the review of the Gender in Education Policy. The Gender in Education Policy provides a framework for the implementation and monitoring of gender responsive education; and takes into account Uganda’s Vision 2040 and the Sustainable Development Goals. The implementation of the policy will support the sector to comply with the New Public Finance and Management Act (2015), the Vision 2040 as well as the Sustainable Development Goals.

Launch and implementation of the Irish Aid/UNICEF and Government of Uganda Country Programme.

During the period under review, the Ministry of Education and Sports with funding from Irish Aid and UNICEF launched the new Programme on Promoting Access to Quality and Equitable Education for Karamoja Children. The Programme goal is to improve learning and skills development in the country. The programme targeted 283 primary schools and 23 secondary schools in three result areas which included equitable quality education, Gender and Elimination of violence against children.

A joint Monitoring of the programme was conducted in the month of July with key stakeholders who included the Ministry of Education and Sports, the district local government officials (both technical and political) PCA partners Trailblazers Mentoring Foundation, Voluntary Services Overseas and Straight Talk Foundation. In addition, the teams were joined by UNICEF and Irish Aid. The Monitoring Exercise highlighted a number of successes and areas that need to be improved on in order to promote equitable quality education in the region.

Addressing child marriages and teenage pregnancies

The Gender Unit Conducted dialogues with district leaders, religious leaders, cultural leaders/elders, CCTs, senior women and male teachers from the districts of: Abim, Kibale, Kiboga, Mubende, Kakumiro, Kagadi, Moroto, Napak, Kotido, Nakapiripirit, Amudat, Kaabong, Kamuli, Iganga, Rukungiri, Pader, Zombo, Arua, Nebbi, Yumbe, Kiryandongo, Hoima, Moyo, Amuru, Kasese, Ntoroko, Bundibugyo, and Kaliro. The dialogues focused on the development of action plans to tackle the vices of child/forced marriages, and teenage pregnancy issues.
(iv) Dissemination of the Menstrual Hygiene Management Tool Kit

During the FY 2016/17, with support from UNICEF, Irish Aid, Plan International, and other Civil Society Organisations, the Gender Unit continued to disseminate the Menstrual Hygiene Management Tool Kit (Reader, Circular and Animation Video) and engaging key stakeholders on menstrual hygiene management in Schools. The toolkit is designed to provide information to adolescent girls on menstruation hygiene management with the aim of increasing school participation and achievement. The dissemination exercise covered West Nile, Northern Uganda, North Eastern Region (Karamoja), Western Uganda and Eastern Uganda. In total, 53 districts and 1,152 schools were reached.

In addition, the Gender Unit organised for the fourth time, the International menstruation management day with a theme: “Education about Menstruation Changes Everything” The Minister of State for Higher Education officiated at the event in picture 21 below. The Unit was also able to engage with several media houses on the theme as a way of creating awareness to the public.

Picture. 21: The Minister of State for Higher Education flagging off the Match at YMCA Wandegeya, Kampala.

The Unit trained 1,568 teachers (860 senior women and 704 senior men) and learners (1908 girls and 1226 boys) from the districts of Abim, Kibale, Kiboga, Mubende, Kakumiro, Kagadi, Moroto, Napak, Kotido, Nakapiripirit, Amudat, Kaabong, Kamuli, Iganga, Rukungiri, Pader, Zombo, Arua, Nebbi, Yumbe, Kiryandongo, Hoima, Moyo, Amuru, Kasese, Ntorko, Bundibugyo, and Kaliro on menstrual hygiene management. The training was aimed at empowering senior women teachers and men teachers and learners with knowledge and skills on appreciating issues of growing up, menstrual hygiene management, making of local sanitary pads and life skills.

(v) Development of the Menstrual Hygiene Management Video

The Sector with the support of UNICEF developed an animation video on menstrual hygiene management. The video is aimed at educating children, teachers, parents, communities and school administrators on good practices for effective MHM. The sector has gone ahead to take advantage of training workshops and meetings to disseminate the video.
(vi) Dissemination and Implementation of the National Strategy for Girls’ Education

The Gender Unit continued to disseminate the National Strategy for Girls’ Education (2014-2019) to several stakeholders. The Strategy is the framework concretising and harmonising the efforts of the Ministry of Education and Sports and its partners in the promotion of Girls’ Education. The Strategy has so far been disseminated to 53 districts across the country in districts drawn from Busoga, Karamoja, West Nile, Northern, Western and Central regions. The Gender Unit has worked with the Uganda Mathematics Society to launch the Miss Mathematics Uganda and the Girls Education Challenge to implement programs promoting Girls Education in the country.

(vii) Formation of School Clubs and Mentorship of Young People

The sector has developed guidelines on formation and management of school student clubs and using the same to conduct training sessions and mentorship camps in the districts of Abim, Kibale, Kiboga, Mubende, Kakumiro, Kagadi, Moroto, Napak, Kotido, Nakapiripirit, Amudat, Kaabong, Kamuli, Iganga, Rukungiri, Pader, Zombo, Arua, Nebbi, Yumbe, Kiryandongo, Hoima, Moyo, Amuru, Kasese, Ntoroko, Bundibugyo, and Kaliro. A total of 3726 pupils (1,643 boys and 2,083 girls) from the primary and secondary schools within the districts were mentored. Relatedly, support was provided towards the formation of school clubs.

(viii) Dissemination of the Gender in education participatory audit for Karamoja sub-region

The Sector with funding from UNICEF/Irish Aid disseminated the findings and recommendations of the gender audit for the Karamoja region in all seven districts of Karamoja. The aim of disseminating the findings and recommendations was to inform the development of district education work plans to support the operationalisation of the recommendations. The Gender Unit is supporting the implementation of the district work plans as well as monitoring progress made.

(ix) Implementation of the National Strategy for the Elimination of Violence against Children in Schools (VACiS) and operationalization of the Reporting, Tracking, Referral and Response (RTRR) Guidelines on VACiS

During the period under review, the sector registered a lot of successes with the implementation of the National Strategic Plan on Elimination of Violence against Children in Schools (NSP VACiS) and the operationalization of the Reporting, Tracking, Referral and Response guidelines.

The sector held a national dialogue with Religious Leaders and owners/Directors of Private Schools which was complimented by 6 regional workshops held in Arua, Gulu, Masaka, Mbale, Bushenyi and Moroto. The Gender Unit held District engagement meetings in 14 districts which included: Amuru, Apac, Abim, Nakapiripirit, Nwoya, kabale, Ntungamo, Kyegegwa, Kyenjojo, Kibale and Kamwenge, Ntoroko, Bundibuju and Kabarole. The purpose of the engagement was to continue with advocacy for the elimination of Violence against Children in Schools including ending corporal punishment, teenage pregnancy, child marriages and female genital mutilation. Picture 22 shows some of the participants that attended the national dialogue.
The Ministry also developed information, education and communication materials for teachers and learners on VACiS as well as trained key education actors especially the District Leadership, Teachers, Learners, School Management Committees (SMCs) on building positive and supportive learning environments.

In addition, the sector with support from USAID LARA developed the Journeys—a resource material to pupils, teachers and community members on elimination of violence against children. The Journeys was launched in Iganga during the Day of the African Child by the First Lady and Minister of Education and Sports, Hon. Janet Kataha Museveni as shown in picture 23 below.

**Picture 23: First Lady/Minister of Education Launching the Journeys.**

*Source: MoES*
The Gender Unit has also worked with Belgium Technical Cooperation, World Vision, FAWEU and Plan International on building of the capacities of pre-service and in-service teachers, tutors and lecturers on elimination of violence against children in the education sector.

(x) Continued Advocacy for Gender and Equity Issues in Education

During the period under review, the sector continued advocacy campaigns on gender and equity issues in education including ending violence against children in schools and menstrual hygiene management which affect education through participation in international and National events e.g. the International Day of the Girl Child, the Day of the African Child, the Africa Civil Service Day, the 16 days of Activism on Domestic Violence, International Menstrual Hygiene Day and publication of the Quarterly Newsletter- the Gender Eye.

(d) Outcomes/Results

During the period under review, the following outcomes were realized:

(i) Increased capacity for gender mainstreaming in the Sector;
(ii) Improved coordination with relevant line ministries, development partners and NGOs as far as gender issues and violence against children in schools issues are concerned;
(iii) Compliance with the provisions of the Finance Management Act (2015) on gender budgeting;
(iv) Increased community engagement through participation in dialogues; and,
(v) Increased awareness about key gender and equity concerns affecting education amongst the political, technical, parents, religious leaders and cultural leaders.

7.5 HIV AND AIDS IN EDUCATION

The Education Sector plays a key multi-sectoral response in addressing issues of HIV and AIDS in line with the National HIV/AIDS Strategic Plan 2016-2020. The Ministry has recognized and responded to implement the Presidential Fast Track Initiative for ending AIDS as a public health threat in Uganda by 2030. Health/HIV Unit for the Ministry of Education and Sports plan for the sector for the FY 2016/17 was to address HIV/ school Health problems among the young people that have an impact to the learning achievements among boys and girls in the Education Sector at all levels.

(a) Policy Objectives

(i) To equip learners, educators and managers in the ESS with comprehensive knowledge and skills for preventing HIV infection and transmission;
(ii) To integrate the ESS HIV/AIDS prevention response within the sector’s investment plan;
(iii) To promote access to HIV and AIDS prevention services among learners, educators and managers in the ESS; and,
(iv) To strengthen the capacity of the education Institutions, Departments and Units to plan, implement, coordinate, monitor and evaluate HIV Prevention Programmes.
(b) **Interventions**

The Ministry through the Health/HIV Unit with support and collaboration with key line Ministries like MoH, MoGLD, and UAC and education developmental partners like UNFPA, UNICEF, USAID/School Health, contributed to the Education Sector Response to HIV and AIDS, through the following key interventions.

(i) Developed the Education Sector HIV/AIDS Strategic Plan 2017-2022
(ii) Development of the National Framework on Sexuality Education
(iii) Capacity building of teachers on the enhanced PIASCY programme
(iv) Distribution condoms to MoES headquarters and Sub-Sectors;
(v) Conducted an Inter-Ministerial Committee on adolescent health
(vi) Conducted consultative meeting and validation workshop for the ESS HIV/AIDS Strategic Plan 2017 -2022
(vii) Dissemination of the guidelines for mitigation and prevention of teenage pregnancy and HIV in school settings.

(c) **Main outputs**

The Ministry through the Health/HIV Unit jointly with the HIV Focal Point Persons of the respective departments provided technical support, recommendations and engaged in the implementation of the following key activities.

(i) **Development of the Education Sector HIV/AIDS Strategic Plan**

Following the expiry of the Ministry of Education and Sports (MoES) HIV/AIDS Strategic Plan 2011-2015, the Ministry developed the third ESS HIV Strategic Plan 2017-2022 as a continuation of the previous plan in guiding the sector to implement HIV and AIDS prevention interventions. The strategic plan is aligned with the current overriding global and regional commitments, national development and HIV prevention frameworks such as the Presidential Track initiative on ending HIV and AIDS in Uganda, Sustainable Development Goals (SDGs), National Development Plan (NDP) II and the National HIV and AIDS Strategic Plan (NSP) 2015/16-2019/20. The strategy targets to eliminate any new infections and avert all or most of the drivers of HIV and AIDS that prohibit children and adolescents from enrolling, attending and completing their school cycles, and also the drivers that prevent teachers to teach effectively and stifle other education managers from ensuring schools operate fully. Currently the HIV/AIDS issues pertaining in the Education Sector have been integrated in the Education investment plan 2017-2020.

(ii) **Development of the National Framework on Sexuality Education**

The sector developed a National framework on sexuality education with a wide range of consultative meetings with various stakeholders at different levels. This follows the parliamentary resolution on 17th September 2016 that instructed the Ministry to halt the teaching of Sexuality Education and dissemination of training materials in schools until when the framework is in place to guide the delivery of sexuality and development of materials, the Ministry of Education through the Health/HIV Unit embarked on the process to develop a framework. National framework is a very important component of the school health education programmes which will help in empowering the young people who face in their education and lives numerous challenges that may lead them to infections (HIV, STDs, NCD), sexual abuse, early sexual debut, teenage/unplanned pregnancies and school dropout so that they are:-

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(a) Better prepared to prevent and protect themselves;
(b) Immediately respond, mitigate and get desired relief; and,
(c) Be able to embark on recovery and rehabilitation of themselves to reduce the long-term effects of such dangerous experiences and return to education.

(iii) Capacity building of teachers on the enhanced PIASCY programme

In FY 2017/2017, the sector with support from the development partners a total of 1188 teachers (600 male and 588 female) were trained on the enhanced PIASCY as a Behavioural Change Communication Strategy in schools which provides the young people and adolescent with life skills and age appropriate HIV/AIDS prevention messages to make informed decision and prevent the further infections to help both the infected and affected to cope with the disease. The training took place in the district of Abim, Arua, Adjumani, Nakapiripirit, Kamuli and Iganga, Bukomansimbi, Sembabule, Rakai, Mubende, Mityana, Gomba, Mukono, Gulu, Lira and Oyam. A team of 20 officers Training of Trainers (7 male and 13 female) drawn from Ministry of Education and Sports, Ministry of Health and other expertise from civil society organization conducted the training of teachers.

(iv) Distribution of condoms to MoES headquarters and Sub-Sectors

The sector through the Health/HIV Unit with support from Uganda Cares received 500 cartons of condoms boxes; these condoms were distributed to the Ministry headquarters and affiliated institutions like National Curriculum Development Centre, Uganda National Examination Board and Directorate Education Standards, and placed in the condom dispensers. These condoms are intended for teachers, headteachers, Ministry headquarters Staff as part of the strategy to prevent and mitigation the spread of HIV in Education Sector.

(v) Conducted Health/HIV Technical Working meetings on adolescent health.

In FY 2016/2017, the sector through the Health/HIV Unit held a number of Health/HIV meetings, (Health/HIV TWG, Inter-Ministerial Committee on adolescent health) that brings together line Ministries like MoES, MoES, MoH, MoGLSD, MoLG, UAC, NCC; development partners included UNFPA, UNICEF, UNESCO, UNAIDS and USAID and NGOs: Uganda Reproductive Health, Straight Talk Foundation, USAID/SHRP, UYP and Y- Plus that plays a key role in ensuring that young people get access to accurate and age appropriate information on adolescent health and medical services. These meetings have done a tremendous work in advocating for the development of National framework on sexuality education and national school health policy, which policies and frameworks are now in the process to be approved. The meetings have continued to strengthen networks with implementing partners in scaling-up the implementation of PIASCY to schools that do not have access to the programme.

(vi) Conducted Consultative meeting and validation workshop for ESS HIV/AIDS Strategic Plan 2017-2022

The Ministry through the Health/HIV Unit conducted a series of consultative meetings and validation workshops to the development of the Education Sector HIV/AIDS Strategic Plan 2017-2022. Picture 24, shows participants attending a retreat for the MoES HIV/AIDS Focal Point Persons. A total 40 participants attended, a national and regional consultative meetings that constituted a total of 172 participants from coming from Kitgum, Omoro, Arua, Gulu, Pader, Kole, Amuru, Nwoya, Mbarara, Isingiro, Kyema, Bushenyi, Masaka, Lyatonde, Ibanda,Kiruhura, Masaka, Mbale, Rubirizi.
These participants comprised of the District Education Officers, District inspectors of schools, probation officers, District Health Officers, Principals of Teacher Training Colleges and Vocational Training Institutes; Heads of Secondary and Primary schools; Tutors, Instructors and teachers of secondary and primary schools and implementing partners in the sector.

Picture 24: Presentation on the SWOT Analysis during the Development of the Education Sector HIV Strategic Plan 2017-2022

(vii) Dissemination of the guidelines for mitigation and prevention of teenage pregnancy and HIV in school settings

In FY 2016/17, the Ministry of Education and Sports through Health/HIV Unit disseminated 200 copies of the guidelines on management and prevention of HIV and teenage/unintended pregnancy in school settings were distributed to 100 schools (i.e. 50 primary schools and 50 secondary schools) in the districts of Soroti and Hoima. These guidelines provide a package/programme and modes of service delivery within a school setting that enable prevention and management of teenage pregnancy and HIV in schools.

(d) Key Outcomes

During the period under review, the following outcomes were realized:

(i) Increased collaboration and coordination among line ministries (MoH, MoGLSD, MoLG) and implementing partners on Health/HIV.
(ii) Increased awareness of the risks of HIV and AIDS among the learners, teachers and administrators in the Education Sector.
(iii) To some extent there has been an increased linkage of schools to health facilities to provide psychosocial support services to young people living with HIV/AIDS in schools.

(e) Main Challenges

(i) Misconceptions about sexuality education by FBO/Cultural institutions vs the current information to the young people'
(ii) Inadequate teachers trained on Sexuality Education’
(iii) No separate clear budget provisions for ASRH services and reliance on Development partners affects the coordination’
(iv) Increasing number of HIV infected and affected students in the sector requiring specialized HIV Counseling and ARVs’ and,
(v) Emerging tendencies of drug and alcohol abuse in schools
In an effort to review and re-structure the education curriculum to match it with the country's realistic needs, National Curriculum Development Centre (NCDC) was set up in 1973 and has continued to execute its mandate of inter-alia development of curricula and related materials for various levels of education (i.e. Pre-Primary, Primary, Secondary and Tertiary). It further ensures that the education system produces school leavers at all levels that are adequately equipped with practical skills and knowledge that can make them employable and productive members of society. This is in due consideration of the current trends of social needs in the wake of technological advances and requirements and that education is still the basis for white-collar employment.

(a) Goals and objectives

NCDC was therefore guided by the following policy objectives in FY 2016/17:

(i) Design and develop appropriate curricula with effective instructional processes that lead to learner’s achievement of literacy, numeracy and life skills in order to improve quality and relevance of education at Pre-Primary and Primary School level for both girls and boys.

(ii) Develop, support and implement appropriate curricula innovations and instructional materials targeting the specific needs of all types of disadvantaged groups of children and those that interest girls in the learning process.

(iii) Design and develop appropriate curricula for improving effectiveness and efficiency of secondary education by reducing the number of subjects at ‘o level’ to a manageable number through mergers and integration.

(iv) Develop competency based skills-driven curricula for all BTVET and Tertiary institutions focusing on Uganda’s development needs and those of the labour market.

(v) Evaluate the quality and relevance of education

(b) Interventions

NCDC had the following interventions during FY 2016/17:

(i) Orientation of 6,300 teachers in 25 least performing districts on implementation of the primary curriculum;

(ii) Carry out an evaluation of the current Sub-ICT and Sub-Maths for A level in schools;

(iii) Develop modularised competence based curricula for six technical institute courses (by use of the DACUM approach) that incorporates industrial training.

(iv) Development of assessment guidelines for six technical institute courses;

(v) Development of orientation manual for 6 BTVET curriculum courses for technical and vocational institutions;

(vi) Orientation of 237 instructors on 6 technical and vocational certificate programmes;

(vii) Translation of Primary four mathematics into Braille materials for P.4 in ten learning areas;

(viii) Development of the NCDC House Style Manual;

(ix) Development of a manual to guide making of play materials for ECD; and,

(x) Digitise content for primary four syllabus and Teacher’s guide Development of 2 Diploma programmes of Purchasing and logistics management, clearing and forwarding.
(c) **Main outputs**

During the period under review, NCDC has achieved the following:

(i) **Pre - Primary and Primary**

Under the Pre-Primary and Primary sub sector NCDC has oriented 135 Trainers of Trainers (ToTs) for training of teachers in 25 least performing districts and oriented 746 teachers from 20 least performing districts on interpretation of the thematic curriculum. This was done at Ngora PTC and Gulu Core PTC. The Centre also Brailed 140 copies of SST (70) and CAPE1 (70) of Primary four curricula.

(ii) **Secondary**

Under the Secondary sub-sector, NCDC has developed general and specific training manuals for the 11 learning areas of lower secondary curriculum; and also trained 108 head teachers in preparation for the roll out of the lower secondary curriculum to be implemented under SESMAT and reviewed 19 subject content of the lower secondary curriculum.

(iii) **BTVET**

Under the BTVET Sub Sector, NCDC has developed 6 Technical and Vocational National Courses of Ceramics Technology, Hotel & Institutional Catering, Secretarial & Office Management, Records & Information management, Agricultural Mechanisation and Beautification & body Therapy. Also draft copies of assessment guidelines and training manual for the 6 technical /vocational programmes were developed.

(iv) **Research and Evaluation**

NCDC conducted an evaluation study on the effectiveness of the implementation of Sub·ICT and Sub· mathematics in secondary schools and a draft report is in place.

(v) **Production of Instructional Materials**

The production Unit developed the NCDC House style manual. This manual will standardize and guide all publications done at the Centre.

(e) **Challenges**

The Centre faced a challenge of inadequate funds to implement the undertakings. This was due to a budget cut of UGX.1.9bn suffered during the FY 2016/2017. The budget cut has failed the Centre to implement the undertakings outlined in (b) item ix to xi. This has greatly affected meeting the strategic objectives for the year and the undertakings.

7.6 **School Inspection**

School Inspection is the responsibility of the directorate of education standards which is in charge of the standards in all education institutions in Uganda and in FY2016/17 it sought to accomplish a number of objectives.
(a) **Goals and Objectives**

The objectives of school inspection are to; provide a quality assurance service; support and develop professional effectiveness; and, to strengthen inspection impact in schools. The Directorate of Education Standards therefore implemented a number of interventions as discussed below:

(b) **Initiatives undertaken**

(i) Inspection of schools and institutions;
(ii) Monitoring Learning Achievements;
(iii) Development of district improvement plans;
(iv) Dissemination of findings to stake holders;
(v) Monitoring of local governments to ensure quality of inspection; and,
(vi) Developing, reviewing and disseminating guidelines.

(c) **Main outputs**

(i) **Inspection of schools**

The sub sector planned to inspect 2,600 secondary schools, 600 BTVET, 5 NTC, 35 PTCs, and 40 Nursery teacher training institution respectively In the FY 2016/17, a total of 2,050 secondary schools, 646 BTVET, 5 NTCS, 35 PTCs and 60 nursery teacher training institutions were inspected on compliance to basic Requirements and Minimum Standards in the 74 districts that include: Gulu, Luwero, Masaka, Rakai, Otuke, Lwengo, Bukwo, Wakiso, Kapchorwa, Kween Busia, Bukedia, Kaliro, Mayuge, Iganga, Bugir, iNamayingo, Pader, Alebtong, Kole, Agago, Amuru, Oyam, Lamwo, Nwoya, Lira, Amolatar, Kaberamaido, Katakw, Serere, Kamuli, Namutamba, Jinja, Luuka, Buike, Nakaseke, Nakasongola, Kyankwanzi, Ssembabule, Mbaale, Tororo, Butamba, Budaka, Gomba, Kalungu, Buhweju, Rkungir, iKitgum, Kampala, Kyenjojo, Kyegega, Buyende, Sironko, Manafwa, Kamwege, Dokolo, Gomba, Mityana, Mubende, Bukomansimbi, Palissa, Soroti, Katakw, Ngara, Mpigi, Kayunga, Mukono, Arua, Adumani, Koboko, Maracha, Moyo, Nebbi, Yumbe and Zombo.

(ii) **Monitoring Learning Achievement**

The sub sector monitored Learning Achievement (MLA) in 12000 primary schools in P.2 in government aided Primary schools focusing on literacy with the aim of assessing competence levels of learners and come up with school specific strategies to improve learning achievement. The improvement strategies were generated though the school performance review meetings moderated by the District Inspectors and attended by parents, SMC, Teachers and the head teacher.

(iii) **Capacity building for inspectors and managers**

In FY 2016/17, the sub sector trained 298 inspectors and manager's inland and 6 abroad against the targeted 296 translating into 100% performance.

(iv) **Monitoring and Support Supervision**

In FY 2016/17, a total of 143 Local governments were monitored to establish compliance with the planning, inspection and accountability guidelines and the extent to which the performance agreements signed between the head teachers and sub county chiefs are used for school improvement.
(v) Follow up inspection

The purpose of follow up inspection is to establish whether the recommendations of previous inspection reports have been implemented by head teachers. In the period under review, 1,310 schools were visited to find out the improvements made after the first inspection had been carried out. This was against a target of 300 that had been planned.

(d) Key outcomes

(i) A standard support supervision tool for use by head teachers in Primary and Secondary schools is in place and 12,700 bi carbonated copies have been distributed to the local government and a requirement for all head teachers to supervise teachers at least once a term. This is aimed at strengthening school internal supervision;

(ii) Gazetting of Basic Requirements and Minimum standards which is aimed at ensuring compliance and enforcement of standards in schools;

(iii) Due to pressure of inspection to ensure compliance many unlicensed schools and Institutions have come up for licensing and registration;

(iv) Enhanced capacity building for the district inspectors; and,

(v) Improved implementation of recommendations by head teachers.

(e) Main challenges

(i) Slow pace of implementation of inspection recommendations at all levels;

(ii) Inadequate resources to facilitate regular inspection of schools, implementation of the revised inspection model especially the conduct of MLA and completion of the inspection Cycle.

(iii) Non-adherence to the school calendar and school days (either schools close earlier than the stated time or retain children longer especially candidate classes; or require children to report very early i.e. before day break);

(iv) High attrition rate affecting the quality of inspection since most of the inspectors with experience opt to move to administrative posts;

(v) Low levels of adherence, by Local Governments, to the monitoring and inspection guidelines;

(vi) High Inspector school ratio making it difficult for inspectors to spend longer time at school and engage with teachers and learners;

(vii) High level of uncontrolled mushrooming schools with no facilities; and,

(viii) Defiant schools.

7.7 The Uganda National Commission for UNESCO (UNATCOM)

In line with article VII of the UNESCO Constitution and Sections 4 and 5 of the Uganda National Commission for UNESCO Act 2014, the Uganda National Commission for UNESCO’s (UNATCOM) functions/objectives are to:

(i) Promote understanding of the objects and purposes of UNESCO among the people of the Republic of Uganda;

(ii) Advise the Government of Uganda, civil society organizations and individuals on matters relating to UNESCO including resolutions, recommendations and any other matter adopted by the organs of UNESCO, and follow up on their implementation;
(iii) Serve as a liaison agency between the Government of Uganda and the institutions concerned with the working for the advancement of education, sciences, culture, communication and information;
(iv) Approve and recommend all UNESCO activities and programmes in Uganda;
(v) Advise government ministries, departments or agencies, civil society organizations and individuals on resolutions, recommendations and any other matter adopted by the organs of UNESCO, and follow up on their implementation;
(vi) Participate in the planning and execution of activities entrusted to UNESCO which are undertaken with assistance of the Government, United Nations agencies and any other international organizations or development partners;
(vii) Disseminate information to the public on the objectives, programme and activities of UNESCO;
(viii) Initiate, support, undertake, sponsor, promote and encourage activities in UNESCO fields of competence;
(ix) Collect relevant data relating to UNESCO fields of competence for the purpose of its wide distribution;
(x) Monitor and evaluate the progress of UNESCO programmes in Uganda and report to UNESCO head offices;
(xi) Collaborate with other National Commissions for UNESCO, UNESCO field offices, United Nations agencies and other partners in fostering regional, sub-regional and bilateral co-operation in UNESCO fields of competence particularly through the joint formulation and execution of programmes; and,
(xii) Participate in the search for qualified candidates for UNESCO posts and in the placement of UNESCO fellowship holders.

(a) Initiatives undertaken

(i) Provision of Administrative / Programme Execution Support Services

During the financial year, UNATCOM planned to support the process of developing Education for Sustainable Development (ESD) Policy, disseminate and roll out the National Action Plan. By the end of the financial year, the ESD and National Action Plan was developed and validated in a 1 day Stakeholders’ workshop organized for 80 people.

Additionally, UNATCOM planned to support the implementation of Global Action plan for Education for Sustainable Development. By the end of FY 2016/17, teachers manual, observation tools, readers and teaching guides for the integration of GCED developed and printed. Teachers, school inspectors and Monitors trained on the use of the materials. Furthermore, the organization supported a conference on Global Citizenship Education (GCED) in Korea and Geneva. Uganda’s GCED focal person and curriculum experts trained on (GCED) and skills of GCED integration in the basic education and Teacher Training curriculum for country-wide implementation.

(ii) Capacity Building Training

UNATCOM planned to organise a 2 day capacity building training workshop for 25 teachers from 10 selected ASPnet schools and educational Institutions to pilot the implementation of the whole-school approach to ESD with a special focus on climate change. A total of 20 Participants from 10 schools trained and equipped.
Additionally, a 3 day capacity building training workshop for selected 30 primary school teachers and district officials to manage children with special learning needs was organised. A total of 35 Participants including 30 primary School Teachers and 5 District Officials from Koboko District involved in managing children with special learning needs trained.

UNATCOM also planned to hold a capacity building workshop for 60 participants for popularization of Natural sciences and improvement of performance in the sciences targeting selected schools from 5 regions of Uganda. A total of 60 teachers (12 Females, 48 Males) drawn from the 60 selected Secondary Schools from all Regions of Uganda were trained as champions and equipped with skills for popularization of the Natural Sciences and improvement of performance in the sciences in the Country.

Two capacity building workshops to implement the 2005 UNESCO Convention on the protection and promotion of the diversity of cultural expressions were held and a total of 110 participants were trained in Gulu and Kampala. While a total of 60 journalist were also oriented on the UNESCO Tool Kit of Freedom of Expression.

In further efforts to enhance Science Education in Secondary Schools piloted in Iganga District, capacity of 40 Secondary Schools teachers was built to apply effective competence-based science teaching and assessment. The outcome expected is that learners will apply hands-on experiences in research and problem solving and be inspired to engage in science clubs and science exhibitions for interpreting simple science concepts.

(iv) Coordination of projects in communities

UNATCOM coordinated the implementation of a project in promoting Sustainable Utilization and Conservation of Endangered Medicinal Plants in Mount Elgon Biosphere and Metu Forest Reserve through Active Ingredient-Guided Plant-Parts Substitution. A total of 200 beneficiaries in Mount Elgon Biosphere and Metu Forest Reserve were sensitized on the endangered medicinal trees, their pharmacological activity, active ingredients, bio-safety and safety equivalence of the various plant parts, promoting Science-community interface for informing Policy and adoption of plant part substitution while encouraging domestication and propagation of the endangered medicinal trees in Mount Elgon ecological zone and Metu forest reserve areas.

Policy recommendations on promoting Science-community interface for informing Policy and adoption of plant were made part substitution, domestication and propagation of the endangered medicinal trees in the affected areas.

It also coordinated the implementation of the project on nomination and designation of important natural sites for sustainable governance and climate change adaptation in Uganda. A total of 400 beneficiaries in and around some important unique natural sites sensitized on identification, documentation and nomination of important environmental and geological sites of outstanding value for possible designation to the relevant Worldwide Conservation Networks. These beneficiaries also have their accumulated local indigenous knowledge on livelihoods and Climate Change adaptation in these sites documented and development of an all-inclusive, well-engendered management plans developed for each of the sites to showcase research, green tourism, renewable energy and local indigenous knowledge.
Additionally, UNATCOM coordinated the implementation of project a on Youth empowerment as Lead Agents for Peace Building and Sustainable Development purposed on peace building education as a fundamental for development among the young (people) generation in pilot randomly-sampled twenty schools (10 primary and 10 secondary,) equally distributed in the two districts of Amuru and Lamwo in the northern Uganda which experienced over two decades of armed rebellion. At least 20,000 children and adult community members trained as change agents in the prevention, reduction and coping with conflict and promoting peace and 10,000 children (students/pupils) reached by quality, relevant education that contributes to peace.

All (100%) of parishes/Sub counties within the catchment of primary and secondary schools having increased capacity to supply peace and conflict sensitive education; and at least 4 policy statements & Objectives of relevant policies and programs developed for adoption at country level informed by the program-supported evidence base.
8.1 **INTERNATIONAL COMMITMENTS**

This Chapter presents the progress made towards achievement of the post 2015 development agenda referred to as the Sustainable Development Goal 4 (SDG 4). The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world.

Uganda has actively pursued the Sustainable Development Agenda since the early 90’s when it gained ascendancy as a development paradigm. This pursuit has unfolded in three distinct transition phases: post war reconstruction (1986 – 1997); poverty eradication (1997 – 2009); and social economic transformation (2010 -2020). Uganda’s leadership at both political and technical levels embraced sustainable development right from the time of promulgation of the National Constitution which integrates key principles of balanced and sustainable development.

The commitment of the political leadership of the country to sustainable development is further demonstrated through its strong support and approval of Uganda’s Vision 2040, the East African Community’s Vision 2050 and Africa’s Agenda 2063 – all of which strongly feature within Uganda’s second and current National Development Plan (2015/16 to 2019/20) whose overall goal is to transition Uganda into a lower middle-income country by 2020, through strengthening Uganda’s competitiveness for sustainable wealth creation, employment and inclusive growth. Localization of the Agenda for Uganda is accordingly being cascaded to sector and local government planning and implementation frameworks. The Manifesto of Uganda’s newly re-elected Government whose term of office runs from 2016 to 2021, is aligned to the second NDP and has also embraced the principles of Agenda 2030.

The precursor to the Sustainable Development Agenda were the Millennium Development Goals (MDGs) adopted at the turn of the 21st century (in the year 2000). For 15 years, the MDGs drove progress in several important areas: reducing income poverty, providing much needed access to water and sanitation, driving down child mortality and drastically improving maternal health. They also kick-started a global movement for free primary education, inspiring countries to invest in their future generations.

The legacy and achievements of the MDGs provided the framework for the development of the new goals (SDGs). Because the job is unfinished towards transforming the lives of millions of people around the world, the SDGs represent the continued commitment by the World leaders to end hunger, achieve full gender equality, improve health services and get every child into school beyond primary. The SDGs are also an urgent call to shift the world onto a more sustainable path.

### 8.1.1 SUSTAINABLE DEVELOPMENT GOALS (SDGs)

This section focuses on Goal 4 (i.e. Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All) that mainly relates to education.
Status on SDG 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

The target for Sustainable Development Goal 4 is to Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All by 2030 and has seven (07) targets and three (03) means of implementation. Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

**Target 4.1:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

**Target 4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

**Target 4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

**Target 4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**Target 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

**Target 4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

**Target 4.7:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

**Means of implementation**

The notion of ‘Means of implementation’ describes the interdependent Mix of financial resources, technology development and transfer, capacity building, inclusive and equitable globalization and trade, regional integration, as well as the creation of a national enabling environment required to implement the new sustainable development agenda, particularly in developing countries.

The three (03) targets under this category aim at providing information on how other relevant actors (acting individually or collectively) are adopting policies and mobilizing resources to advance equitable human rights based sustainable development.
**Target 4.a:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

**Target 4.b:** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island developing States and African countries, for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

**Target 4.c:** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States.

### 8.1.2 Reporting against the SDG 4 Targets and Indicators

The 2030 Agenda for Sustainable Development stresses the need for individual Governments to be at the forefront of conducting follow-up and review of the SDG 4 targets and indicators.

In the 2030 Agenda, Member States *(Uganda inclusive)* committed to fully engage in conducting regular and inclusive reviews of progress at the national level. The national reports are useful in facilitating regular assessment of progress.

The 2030 Agenda also underscored that quality and reliable disaggregated data will be needed to help with the measurement of progress and to ensure that no one is left behind. Such data are key to decision making, as well as to monitoring and reporting on implementation for the achievement of SDGs.

Consequently, the Education and Sports Sector *(being the main actor in the implementation of SDG 4)* bears the full responsibility of reporting on progress made towards achieving the SDG 4 targets. Table 4.38 below provides a summary status on the SDG 4.
Table 4.38: Performance against the 43 SDG 4 indicators for the Ministry of Education and Sports from FY 2015/16 to FY 2016/17

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<tr>
<th>S/N</th>
<th>SDG 4 indicator</th>
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<th>Actual FY 2016/17</th>
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<td>Literacy at P3</td>
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Primary and Secondary Education

**Target 4.1:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

**Indicator 4.1.1** Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.1.1 Proportion of children and young people:

- **(a)** in grades 2/3 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>FY 2015/16</th>
<th>FY 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>Proportion of children and young people</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy at P3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys 59%</td>
<td>Girls 61.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 60.2%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Literacy at P6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys 51.6%</td>
<td>Girls 52.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 51.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy at P3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys 73%</td>
<td>Girls 70.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 71.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy at P6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys 56.9%</td>
<td>Girls 48.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 52.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading/English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys 89.9%</td>
<td>Girls 79.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 84.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys 81.7%</td>
<td>Girls 77.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 79.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male 81.4%</td>
<td>Female 83.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 82.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male 81.0%</td>
<td>Female 77.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average 79.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data for 2015/16 results maintained as NAPE study not conducted in FY 2016/17**

4.1.2 **Indicator 4.1.2:** Administration of a nationally-representative learning assessment

- **(a)** in Grade 2 or 3;
- **(b)** at the end of primary education; and
- **(c)** at the end of lower secondary education

**Remarks**

- YES under NAPE
- YES - PLE
- YES - UCE
<table>
<thead>
<tr>
<th>S/N</th>
<th>SDG 4 indicator</th>
<th>Baseline FY 2015/16</th>
<th>Actual FY 2016/17</th>
<th>FY Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.3</td>
<td>Gross intake ratio to the last grade (primary education, lower secondary education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Gross intake ratio at primary</td>
<td>152%</td>
<td>155%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Gross intake ratio at lower secondary</td>
<td></td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>4.1.4</td>
<td>Completion rate (primary education, lower secondary education, upper secondary education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Completion rate at primary</td>
<td>61.6%</td>
<td>61.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Completion rate at lower secondary</td>
<td>36.2%</td>
<td>37.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Completion rate at upper secondary</td>
<td></td>
<td>12.7%</td>
<td></td>
</tr>
<tr>
<td>4.1.5</td>
<td>Out-of-school rate (primary education, lower secondary education, upper secondary education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Out of school rate for primary</td>
<td>9%</td>
<td>4%</td>
<td>We take the difference between NER and 100%</td>
</tr>
<tr>
<td></td>
<td>(b) Out of school rate for lower secondary</td>
<td>78.2%</td>
<td>76%</td>
<td>Difference between NER and 100%</td>
</tr>
<tr>
<td></td>
<td>(c) Out of school rate for upper secondary</td>
<td></td>
<td></td>
<td>Difference between NER and 100%</td>
</tr>
<tr>
<td>4.1.6</td>
<td>Percentage of children over-age for grade (primary education, lower secondary education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Percentage of children over-age for primary education</td>
<td>Male 15.8%</td>
<td>Female 14.8%</td>
<td>Number of pupils above 12 years divide by number of children in primary school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 15.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Percentage of children over-age for lower secondary education</td>
<td>Male 40.7%</td>
<td>Female 34.1%</td>
<td>Number of students above 16 years divide by number of children in lower secondary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 37.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.7</td>
<td>Number of years of (a) free and (b) compulsory:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Primary education guaranteed in legal frameworks</td>
<td>7 years free</td>
<td>7 years free</td>
<td>Primary education is free but not yet compulsory</td>
</tr>
<tr>
<td></td>
<td>(b) Secondary education guaranteed in legal frameworks</td>
<td>7 years free</td>
<td>7 years free</td>
<td>Secondary education is free but not yet compulsory</td>
</tr>
</tbody>
</table>

**Target 4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

**Indicator 4.2.1:** Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex

**Indicator 4.2.2:** Participation rate in organized learning (one year before the official primary entry age), by sex

**Indicator 4.2.3:** Percentage of children...
<table>
<thead>
<tr>
<th>S/N</th>
<th>SDG 4 indicator</th>
<th>Baseline FY 2015/16</th>
<th>FY Actual 2016/17</th>
<th>FY Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>under 5 years experiencing positive and stimulating home learning environments</td>
<td></td>
<td></td>
<td>regular surveys</td>
</tr>
</tbody>
</table>

**Indicator: 4.2.4:** Gross early childhood education enrolment ratio in:

(a) pre-primary education: and 9.88% 16%

(b) and early childhood educational development

**Indicator: 4.2.5:** Number of years of:

(a) free pre-primary education guaranteed in legal frameworks 0 0 Pre-primary education is private-sector driven

(b) compulsory pre-primary education guaranteed in legal frameworks 0 0 This requires a policy review

**TVET and Higher Education**

**Target 4.3:** By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

**Indicator: 4.3.1:** Participation rate of youth and adults in:

(a) Formal education and training in the previous 12 months, by sex (Total) 89,747 95,841 This is enrolment in all formal BTVET institutions

(i) Male 57,296 59,877

(ii) Female 32,451 35,964

(b) Non-formal education and training in the previous 12 months, by sex (Total) 16,156 9808 Funds allocated reduced from 3bn in FY 2015/16 to 2.085bn in FY 2016/17

(i) Male 6,661 4,564

(ii) Female 9,495 5,244

**Indicator 4.3.2:** Gross enrolment ratio for tertiary education by sex 6.8% 7.8%

(a) Male

(b) Female

**Indicator 4.3.3:** Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex

(a) Male

(b) Female

**Target 4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

This requires a survey

**Indicator 4.4.1:** Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

This requires a survey

**Indicator 4.4.2:** Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

This requires a survey

**Indicator 4.4.3:** Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation

This requires a survey

**Target 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

This requires a survey
<table>
<thead>
<tr>
<th>S/N</th>
<th>SDG 4 indicator</th>
<th>Baseline FY 2015/16</th>
<th>Actual FY 2016/17</th>
<th>FY Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Indicator 4.5.1:</strong> Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated</td>
<td></td>
<td></td>
<td>This requires a survey</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.5.2:</strong> Percentage of students in primary education whose first or home language is the language of instruction</td>
<td></td>
<td></td>
<td>This requires a survey</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.5.3:</strong> Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations</td>
<td></td>
<td></td>
<td>There is a formula for allocating funds to gender and disadvantaged groups</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.5.4:</strong> Education expenditure per student by level of education and source of funding (<em>Uganda shillings</em>)</td>
<td></td>
<td></td>
<td>This includes only Government sponsored students and covers both recurrent and development expenditure</td>
</tr>
<tr>
<td></td>
<td>a. Primary 159,845</td>
<td>172,696</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Secondary 567,120</td>
<td>547,897</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. BTVET 13,031,798</td>
<td>14,407,971</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Tertiary (Universities)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.5.5:</strong> Percentage of total aid to education allocated to least developed countries</td>
<td></td>
<td></td>
<td>This excludes budget support and off-budget support</td>
</tr>
<tr>
<td></td>
<td>a. Percentage of education budget funded by donors 9,9%</td>
<td>16.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Percentage of education budget funded by GoU 90.1%</td>
<td>83.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target: 4.6:</strong> By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</td>
<td></td>
<td></td>
<td>This can be obtained from UBOS household surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.6.1:</strong> Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</td>
<td></td>
<td></td>
<td>This can be obtained from UBOS household surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.6.2:</strong> Youth/adult literacy rate</td>
<td></td>
<td></td>
<td>This can be obtained from MoGLSD</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.6.3:</strong> Participation rate of illiterate youth/adults in literacy programmes</td>
<td></td>
<td></td>
<td>This can be obtained from MoGLSD</td>
</tr>
<tr>
<td></td>
<td><strong>Target 4.7:</strong> By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</td>
<td></td>
<td></td>
<td>This requires regular surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.7.1:</strong> Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</td>
<td></td>
<td></td>
<td>This requires regular surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator: 4.7.2</strong> Percentage of schools that provide life skills-based HIV and sexuality education</td>
<td></td>
<td></td>
<td>This requires regular surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.7.3:</strong> Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)</td>
<td></td>
<td></td>
<td>This requires regular surveys</td>
</tr>
<tr>
<td>S/N</td>
<td>SDG 4 indicator</td>
<td>Baseline FY 2015/16</td>
<td>Actual FY 2016/17</td>
<td>Remarks</td>
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</tr>
<tr>
<td></td>
<td><strong>Indicator 4.7.4</strong>: Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability</td>
<td></td>
<td></td>
<td>This requires regular surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.7.5</strong>: Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience</td>
<td></td>
<td></td>
<td>This requires regular surveys</td>
</tr>
<tr>
<td></td>
<td><strong>School Environment</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Target 4.a</strong>: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Indicator 4.a.1</strong>: Proportion of schools with access to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) electricity:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Internet for pedagogical purposes: and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) computers for pedagogical purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.a.2</strong>: Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.a.3</strong>: Number of attacks on students, personnel and institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target 4.b</strong>: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.b.1</strong>: Volume of official development assistance flows for scholarships by sector and type of study</td>
<td></td>
<td></td>
<td>This information can be obtained from available records</td>
</tr>
<tr>
<td></td>
<td><strong>Indicator 4.b.2</strong>: Number of higher education scholarships awarded by beneficiary country</td>
<td></td>
<td></td>
<td>We take the total number of students on government scholarships in Public Universities by gender</td>
</tr>
<tr>
<td></td>
<td><strong>Proposed indicator</strong>: Number of students benefiting from the higher education loan scheme</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Target 4.c</strong>: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Indicator 4.c.1</strong>: Proportion of teachers in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Pre-primary education: who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex</td>
<td></td>
<td></td>
<td>We shall assume all teachers who lower primary have Grade III qualifications</td>
</tr>
<tr>
<td></td>
<td>(b) Primary education: who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(c) Lower secondary education: who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex

<table>
<thead>
<tr>
<th>S/N</th>
<th>SDG 4 indicator</th>
<th>Baseline FY 2015/16</th>
<th>Actual FY 2016/17</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(c) Lower secondary education: who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We shall assume all teachers who teach at lower secondary have at least Grade V qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(d) Upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex

<table>
<thead>
<tr>
<th>S/N</th>
<th>SDG 4 indicator</th>
<th>Baseline FY 2015/16</th>
<th>Actual FY 2016/17</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(d) Upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We shall assume all teachers who are degree holders teach at upper secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 4.c.2**: Pupil-trained teacher ratio by education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Primary level</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>i. Public schools</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>ii. Private schools</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>b. Lower Secondary level</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>i. Government schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Private schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 4.c.3**: Proportion of teachers qualified according to national standards by education level and type of institution

<table>
<thead>
<tr>
<th>Education level</th>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Primary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Lower secondary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Upper secondary level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 4.c.4**: Pupil-qualified teacher ratio by education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Primary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Lower secondary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Upper secondary level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 4.c.5**: Average teacher salary relative to other professions requiring a comparable level of qualification

<table>
<thead>
<tr>
<th>Education level</th>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Primary level</td>
<td>408,135</td>
<td></td>
</tr>
<tr>
<td>b. Lower secondary level</td>
<td>417,769</td>
<td></td>
</tr>
<tr>
<td>c. Upper secondary level</td>
<td>706,785</td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 4.c.6**: Teacher attrition rate by education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Primary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Secondary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Upper secondary level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 4.c.7**: Percentage of teachers who received in-service training in the last 12 months by type of training

<table>
<thead>
<tr>
<th>Education level</th>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Primary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Lower secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Upper secondary level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This requires a survey*
In the period under review, the education sector commenced with the implementation of H.E. the Presidential Manifesto (2016-2021). Among the things pledged in the manifesto include; provision of infrastructure, development of Primary Teacher Training, Enhance Teacher’s Salaries, and provision of instructional materials, enhance School inspection, Provision of a mid-morning meal and school uniform. These activities were structured according to different sub-sectors (i.e. Pre-primary and primary education, Secondary education, BTWET and Higher Education). A total of 60 different interventions were envisaged and most of them focused on improving quality of education at all levels. Table 4.39 Provide details of intervention by sub-sector.

Table 4.39: Number of undertakings for the Education sector in the Presidential Manifesto (2016-2021)

<table>
<thead>
<tr>
<th>Sn</th>
<th>Sub-sector</th>
<th>No. of Undertakings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-primary and primary education</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Secondary education</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>BTWET</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Higher Education</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Physical Education and Sports</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Special Needs education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

By the end of FY 2016/17, a number of progress were already made in the implementation of these interventions. Out of the 60 interventions/undertakings, 34 were implemented. This has translated into a 56% performance. A detailed cumulative progress of the first year of implementation of the Manifesto FY 2016/17 is reflected in the Table 4.40 below.
<table>
<thead>
<tr>
<th>Sub sector</th>
<th>Commitment</th>
<th>Target</th>
<th>Time frame</th>
<th>Actual Output as per June 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Primary and Primary</td>
<td>Development of Primary Teacher Training</td>
<td>3,000 Caregivers trained in ECD</td>
<td>FY 2016-2017</td>
<td>ECD teacher training is undertaken in all Primary Teachers Colleges based on the revised Primary Teacher Education curriculum: and, a total of 45 Master Trainers and 400 Trainers of Trainers have been trained to train the caregivers. Under the Uganda Teacher and School Effectiveness Project, a total of 3,240 caregivers were trained at 15 core Primary Teachers Colleges spread across the country.</td>
</tr>
<tr>
<td></td>
<td>Classroom construction</td>
<td>Construction of classroom blocks in 6 primary schools</td>
<td>FY 2016-2017</td>
<td>Classroom blocks were completed in have been built in 6 primary schools that include: Kongunga P.S(Buked), Otuboi P.S(Kabermaido), Mashonogora P.S(Kabarole); Ntoroko P.S, Rwamamale P.S, and Umoja P.S (Ntoroko)</td>
</tr>
<tr>
<td></td>
<td>Construction of Teachers’ houses</td>
<td>272 teacher’s houses built.</td>
<td>FY 2016-2017</td>
<td>191 teacher’s houses built under School Facilities Grant (SFG).</td>
</tr>
<tr>
<td>4.</td>
<td>Provision of instructional materials</td>
<td>(i) 362,173 copies of Local Language Reading Books in 25 Languages for P1 and P2. (ii) 537,000 copies of English Readers for P1 and P2.</td>
<td>FY 2016-2017</td>
<td>A total of 505,409 local Language (P1= 346,091, P2= 159,318) pupil books; 36,120 local language dictionaries;12,200 English dictionaries; 24,400 P1 and P2 wallpapers; 12,200 wall charts; 20,890 bilingual dictionaries and 61,000 Math work cards. In addition, under UTSEP project, a total of 6,015,099 instructional materials were supplied to 112 districts countrywide.</td>
</tr>
<tr>
<td>5.</td>
<td>Enhancement of Inspection</td>
<td>4,000 schools inspected and reports filed through the ICT base inspection system.</td>
<td>FY 2016-2017</td>
<td>A total of 1,232, primary schools were inspected using the digital reporting system.</td>
</tr>
<tr>
<td>6.</td>
<td>Implementation of the continuous assessment examination system and integration of results in final marks</td>
<td>One symposium organized</td>
<td>FY 2016-2017</td>
<td>The Sector organized a symposium to be able to discuss experiences, and existing challenges among the different stakeholders that have adopted the assessment. This will help forge a way forward in the development of a national framework on continuous assessment that will be able to guide policy.</td>
</tr>
<tr>
<td>7.</td>
<td>Increase in community participation</td>
<td>Participate in 13 LG education dialogues (Barraza’s)</td>
<td>FY 2016-2017</td>
<td>District/community dialogues were held in 13 districts of Lwengo, Masaka, Kalungu, Bukomasimbi, Ssembale, Rakai, Lyantonde, Kapchorwa, Mubende, Nakasongola, Jinja, Luuka and kiboga to sensitize parents and other stakeholders on the importance of their participation in the management of their children’s education.</td>
</tr>
<tr>
<td>Sub sector</td>
<td>Commitment</td>
<td>Target</td>
<td>Time frame</td>
<td>Actual Output as per June 2017</td>
</tr>
<tr>
<td>------------</td>
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<td>------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Provision of a mid-morning meal and school uniform</td>
<td>Number of campaigns done on school feeding</td>
<td>FY 2016-2017</td>
<td>School feeding guidelines and booklets were developed and disseminated to all local governments:</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Enhance Teacher’s Salaries</td>
<td>Salary Enhancement for Primary Teachers to 50%</td>
<td>FY 2016/17</td>
<td>A 25% increment was provided in FY2012/13, progressively increased by 15% in FY 2014/15 and finally by 10% in FY2015/16 bringing the overall increase to 50%.</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Provision of free sanitary pads</td>
<td>Menstrual Hygiene management support in 16 districts</td>
<td>FY 2016-2017</td>
<td>(i) 1,568 teachers trained on Gender Responsive Pedagogy, Menstrual Hygiene Management, Building Positive and Supportive Learning Environment in 28 districts: (ii) Developed and disseminated the Menstrual Hygiene Management manual to 900 schools to guide teacher training on menstrual hygiene management (iii) Dissemination of the menstrual hygiene management reader to 53 districts and 1,152 primary schools</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Reduction in School drop outs</td>
<td>Training of 1,567 pupils, 60 senior women and men carried out in 20 districts</td>
<td>FY 2016-2017</td>
<td>Trained a total of 3,134 learners (1226 males 1908 females), 1,568 (i.e 860 senior women and 708 senior men) on sexuality education including Menstrual Hygiene Management in 28 districts. Mentoring of 3,726 learners (1,643 boys and 2,083 girls) from Primary and Secondary schools including support on club formation in schools.</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Continue with implementation of the Karamoja Primary education project</td>
<td>84,337 of instructional materials procured</td>
<td>FY 2016-2017</td>
<td>A total of 84,337 instructional materials comprising of wall charts, pair of compasses, T-Square, rule, set square, protectors, picture cards, chalk all recommended primary text books for all primary subjects were distributed to 21 schools(Kiru P.S; Morulem Boys, Orwamuge P.S; Karenga Boys; Komukuny Girls; Nakalas P.S; Kotido P.S; Lokiteaebu P.S; Napumpum P.S; Kalas Boys P.S; Kalas Girls P.S; Ktrakik P.S; Kasimeri P.S; Moroto KDA; Naitakwi P.S; Lorengedwat P.S; Nakapiripirit P.S; Tokora P.S Lodoi P.S; Lorencora P.S; Lotome Girl’s P.S) achieving a pupil text book ratio of 2:1 for these subject.</td>
</tr>
<tr>
<td>Secondary Sub sector</td>
<td>Action Taken</td>
<td>FY 2016-2017 Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Construction of Seed Secondary Schools</strong></td>
<td>Complete construction of 3 seed schools</td>
<td>Construction of three seed schools completed and include: (i) Patongo (Agago) - 4 classrooms; 2 unit Science Laboratory and, 5 stance VIP Latrine block, (ii) Awarra College Etori (Arua) - 4 classrooms; 2 unit Science Laboratory and, 5 stance VIP Latrine block, (iii) Laropi Seed School (Moyo) - 4 classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Construction</strong></td>
<td>12 classrooms constructed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provision of instructional materials</strong></td>
<td>Procurement of textbooks for UPOLET schools</td>
<td>722 books (251 Physics, 220 biology and 251 chemistry) procured for UPOLET schools with enrolment of over 80.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduce the continuous assessment examination system at secondary school level</strong></td>
<td></td>
<td>NCDC has developed general and specific training manuals for the 11 learning areas of lower secondary curriculum; and also trained 108 head teachers in preparation for the roll out of the lower secondary curriculum to be implemented under SESMAT and reviewed 19 subject content of the lower secondary curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recruit secondary school teachers to meet the increasing demand</strong></td>
<td>Number of teachers recruited</td>
<td>A total of 420 teachers (21 per school) were recruited in the 20 grant aided schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strengthen soft skills which promote self-esteem, conscientiousness and a generally positive attitude</strong></td>
<td>Number of students to participate in MDD.</td>
<td>(i) 2,880 students from 61 schools participated in MDD competitions at Mbale S.S; (ii) 56 school teams participated in the East Africa Games that took place in Eldoret – Kenya; and, (iii) East African Essay writing competitions were also undertaken and two regional tours in Tanzania were awarded to the winners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strengthen early talent identification and nurturing</strong></td>
<td>Number of talented learners identified and nurtured</td>
<td>Review of the 20 core learning subjects found in the lower secondary curriculum that include: English Language; Literature in English; Mathematics; Biology, Chemistry; Physics; Geography; History; General Science; Foreign Languages (French, German, Arabic, Latin and Chinese); Local Languages; Kiswahili; Fine Art; Religious Education; Music; Agriculture; Home Economics; Entrepreneurship; Physical Education; Computer Studies and Technical Drawing undertaken.</td>
<td></td>
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</tr>
</tbody>
</table>

The implementation of the continuous assessment in lower secondary curriculum using the competency based approach will
enhance early talent identification and nurturing of learners

8. Promote e-learning and computer literacy in order to enhance learning outcomes
- 40 computers procured
- Number of teachers trained in the use of ICT in 16 districts
FY 2016-2017
(i) Trained teachers in 16 selected districts in the use of ICT *(The ICT integration for enhanced teaching and learning)* as a pedagogical tool; and,
(ii) Facilitated procurement of 40 computers to 3 schools: 10 computers – Bishop Dunstan S.S (Kalangala District); 20 computers – Wampeewo Ntake S.S (Wakiso) ;and,10 computers ‘Tororo Girls’ S. S(Tororo)

9. Provision of free sanitary pads
500 teachers sensitized on menstrual hygiene.
FY 2016-2017
(i) Facilitated training of 500 teachers in the following regions: Karamoja sub region, West Nile sub region, Busoga sub-region, Central and Toro in menstrual hygiene;
(ii) Sector has continued to sensitize parents and other stakeholders about the need to provide sanitary pads to the girls in their communities;
(iii) Issued a circular to all schools and institutions encouraging them to have emergency sanitary pads.

BTVET

1. Provide every District with at least vocational/technical school end of 2021
Complete civil works at six Technical Institutes
FY 2016-2017
Out of 115 districts 90 of them have at least one BTVET Institution. The Sector has continued with the construction of :
(i) Kiruhura T.I – Facilities under phase one completed *(Administration block, 2, No.2 Classrooms, 2No.Workshops, Multi-purpose Hall, 2No. 5 Stance and 1 No. Stance)*
(ii) Bamunanika T.I – 30% Completion rate
(iii) Ahmed Seguya Memorial – 95% completion
(iv) Tororo T.I – 95% completion rate
(v) UCC Aduku – 70% completion rate
(vi) Kibatsi T.I – 80% completion rate
(vii) Kalongo T.I – 75% completion rate
(viii) Amelo T.I – 55% Completion rate
(ix) St.Joseph T.I – Completed
(x) Lake Katwe T.I – Completed
(xi) Lyandonde T.I – Completed
(xii) Bukomero T.I – Completed
(xiii) Nyamango T.I – Completed

2. BTVET Curriculum enhancement
9 trades/ occupational profiles developed and aligned.
FY 2016-2017
The Diploma in Instructor Teacher Training and Education (DITTE) curricula was aligned with occupational profiles and practical learning tasks for 9 Trades/occupations
NCDC has developed for 2 diploma MV courses completed, and
| 4. | Establishment of a Skills Development agency to enhance our focus on post-education and training skills which are critical for improved productivity. | One Skills Development agency established | FY 2016-2017 | The process was halted and an alternative was prepared with a view of strengthening the existing Institutional. The proposal is at TMM level for approval. |
| 5. | Promote and establish regional centers of excellence among BTVET institutions to ensure production of a critical mass of relevant technical skills | 4 BTVET centers of excellence established | FY 2016-2017 | (i) Government established Centres of excellence in areas of specialization as: UTC Elgon – in Civil works and building technology, UTC Lira – in Highways drainage, bridges and road construction, UTC Bushenyi – in food manufacturing and food processing, Bukalasa Agric College – in crop and animal husbandry.  
(ii) Currently, the project is in the process of procuring an international firm for twinning with the above institutions |
| 6. | Review the BTVET curriculum to ensure that the technical institutions in the country produce technicians who meet the increasing requirements of various sectors of the economy | 6 curricula reviewed | FY 2016-2017 | (i) Revised curricula for a certificate and diploma (direct &extensor) for midwifery, Diploma in Clinical medicine & community health, medical laboratory, pharmacy, anaesthesia and certificate in medical laboratory and theatre assistant;  
(ii) Approved curricula for Electrical installation systems & maintenance, electronics technology, machining and fitting, automotive mechanics, woodwork technology, plumbing, building construction, welding and fabrication;  
(iii) Revised and rolled out curricula for Diploma in Business management, marketing and accounting. Other under review include the diploma and certificate in catering, records management, cosmetology and secretarial |

**Informal Skills Development**

| 7. | Expand the Uganda Vocational Qualifications Framework for 60 occupations. Will be expanded from the current level three to five. | 9 occupations expanded under the UVQF framework from level 3 to level 5. | FY2016-2017 | (i) Nine (9) occupations expanded from Level 3 – 5: (Electrical Engineering Technician, Automobile Technician, Metal Fabrication Technician, Civil Engineering Technician, Fashion Designer, Electronic Engineering Technician, Agricultural Technician, Painting and Decoration Technician, Leather Goods Technician) |
8. Increase the participation of women and disadvantaged persons such as PWDs in BTVEIT skills development programmes:  
   - 9,808 women participating in BTVEIT skills development programmes  
   FY2016-2017  
   9,808 beneficiaries were trained and assessed under the Non-Formal/Modular programme in 303 DIT accredited assessment centers.

9. Enhance inclusiveness in skills recognition by implanting the Recognition of Prior Learning program (RPL):  
   - 549 people with prior skills that are assessed by the Directorate of Industrial Training  
   FY2016-2017  
   549 beneficiaries from National Water and Sewerage Cooperation, SWISS CONTACT, Welthungerhilfe (World without Hunger), Save the children were issued with the Workers PAS under the programme for Recognition of Prior Learning (RPL).

### Higher Education

1. Supporting training of courses whose graduates are currently needed by the local job market:  
   - 3,764 applicants for loan scheme in both sciences and humanities  
   FY2016-2017  
   Provision of students loans to 1,325 (922 male; 403 female) students in 17 universities (9 private chartered and 8 public) out of a total of 3,799 cohorts (FY2014/15 - FY2016/17).

2. Rehabilitation of Public Universities:  
   - 7 public universities rehabilitated  
   FY2016-2017  
   STI faculties are being expanded, improved and equipped in the 7 public degree awarding institutions namely:  
   (i) At Makerere University, works on two Central Teaching Facilities, refurbishment of old laboratories and Refurbishment of the Dairy Value Chain stand at about 63% of completion;  
   (ii) At Gulu and Lira University, works on the multipurpose Research Laboratory, Library Block, Agricultural Block and Health Science Block stand at 65%;  
   (iii) At Busitema University, works on the Laboratory and Lecture Block, New Laboratory Block and Refurbishment of Workshop Block at Nagongera stand at 55%;  
   (iv) At Kyambogo University, works on the Central Library with Virtual Capabilities, Central Multipurpose Science Block, New Faculty of Engineering Workshops, Central Teaching Facility, Technical Teacher Education (TTE) and Capacity Improvement Facility and Renovation of 8 Faculty of Engineering Workshops/Labs stand 68%;  
   (v) At Muni University, works on the proposed Health Science Building and Utility Block stand at 42% and,
At Mbarara University of Science & Technology, works on the proposed laboratory for Applied Sciences and Library stand at 42%.

(vii) Faculty of Computing completed in Makerere University Business School with sitting capacity of 1,130; and,

(viii) Disbursed funds to 5 selected private universities (i.e. Bishop Stewart, Mountains of the Moon, Nkumba, Kumi).

| 3. | Open Soroti University | One public university | FY2016-2017 | Civil works that include the construction of a laboratory block, teaching block, multi-purpose academic block and external works are at the finishing stage (82%) progress.

Soroti University is opening for students in the academic year 2017/18 |

| 4. | Enhancement of Science Technology Innovations | 8 incubation centers established and enhanced | FY2016-2017 | Feasibility studies and business plans for Business Incubation Centres at the beneficiary Institutions have been completed and they include:

(i) Makerere University - Diary Value Chain
(ii) Gulu University - Cassava Processing Cottage
(iii) Makerere Business School - an Innovations Court;
(iv) Mbarara University for Science and Technology - a Forest Gorilla Trekking and Lodging Camp;
(v) Muni University - an IT Research Lab and Technology Support Centre;
(vi) Uganda Management Institute - a Management Consultancy;
(vii) Busitema - Technology and Business and Innovation Workshop; and,
(viii) UPIK – Oil and Gas

Currently the business incubation Centres are being implemented in Mbarara University for Science and Technology, Gulu University and Makerere University |
5. Strengthening of the National Council for Higher Education

Number of new programs accredited, FY2016-2017

A total of six programs were accredited by NCHE in different universities as shown below:

(i) Program of Bachelor of Science in Agriculture in Muni University
(ii) Bachelor of Medicine and Surgery, Bachelor of Agribusiness, Bachelor of Records Management, Bachelor of Agriculture, BSC. Civil Engineering, BSC Mechanical Engineering, BSC. Electrical Engineering, BSC. Telecommunication Engineering, BSC Applied Design and Fine Art and BSC. Nursing in Kabale University

6. Accountability for non-tax revenue

Amount of funds obtained from the non-tax revenue, FY2016-2017

Non-Tax Revenue also called “Aid in Appropriation” (AIA) is part of the budget that parliament appropriates to each university and it is therefore monitored through the quarterly progress reports made by the universities and in FY2016/17 an amount of Ushs.236.32 had been collected from the 9 public universities and 1 degree awarding institution.

<table>
<thead>
<tr>
<th>University</th>
<th>Approved Budget</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busitema</td>
<td>6.65</td>
<td>5.62</td>
</tr>
<tr>
<td>Muni</td>
<td>0.61</td>
<td>0.37</td>
</tr>
<tr>
<td>Makerere</td>
<td>93.63</td>
<td>90.42</td>
</tr>
<tr>
<td>Mbarara University</td>
<td>7.96</td>
<td>8.92</td>
</tr>
<tr>
<td>Makerere University Business</td>
<td>43.33</td>
<td>37.13</td>
</tr>
<tr>
<td>Kyambogo</td>
<td>54.97</td>
<td>65.46</td>
</tr>
<tr>
<td>Gulu</td>
<td>9.84</td>
<td>8.89</td>
</tr>
<tr>
<td>Lira</td>
<td>2.20</td>
<td>0.97</td>
</tr>
<tr>
<td>Kabale</td>
<td>5.51</td>
<td>4.11</td>
</tr>
<tr>
<td>UMI</td>
<td>24.14</td>
<td>14.43</td>
</tr>
<tr>
<td>Soroti</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>248.84</strong></td>
<td><strong>236.32</strong></td>
</tr>
</tbody>
</table>

**Physical Education and Sports**

1. Training of teachers of physical education

600 teachers/trainers trained, FY2016-2017

(i) 387(150 in ball games and 237 in kids athletics) teachers oriented and trained
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Emphasize physical education and sports in the curriculum at all levels of education and training in the country</td>
<td>FY2016-2017</td>
</tr>
<tr>
<td></td>
<td>(i) Trained 10 Trainers of Trainers in Adjumani and Kiryandongo refugee camps (Partnership support was secured from German Government); (ii) Trained 71 community based coaches to run sports programmes in the refugees settlement camps in (36 Adjumani and 35 Kiryadongo district) (iv) 11 Trainers trained to support the primary school kids and SNE National Athletics</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Strengthen policy and legal frameworks</td>
<td>FY2016-2017</td>
</tr>
<tr>
<td></td>
<td>(i) The sector is in the process of reviewing the national sports policies and laws (<em>Consultations and Developed the PAS Bill</em>) and is under the first parliamentary council (ii) Development of sports strategy for children and youths.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Support the construction of sports facilities throughout the country. For instance the high altitude athletics training Centre in Kapchwora is under construction;</td>
<td>FY2016-2017</td>
</tr>
<tr>
<td></td>
<td>(i) Excavation for artificial turf, natural turf field, running track, parking area, and pegging for fencing works are all on going. (ii) Hostel and kitchen at slab level.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Support all sports associations to identify and nurture talent at local and national level;</td>
<td>FY2016-2017</td>
</tr>
<tr>
<td></td>
<td>6 educational institutions championships at supported. At local and national level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supported 6 educational Institutions sports championships namely:- (i) Secondary Schools Ball Games II and Athletics held in Rukungiri District: (ii) Secondary Schools National Swimming Championship held in Mukono District: (iii) Primary Schools National Ball Games held in Koboko District: (iv) PTC, Vocational, Technical and Meteorological Institutes Games held in Kitgum District and Nurses, and: (v) Allied Health Professional Games held in Mbale District (vi) Kids and SNE National Championships held in Tororo District</td>
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<td>---</td>
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</tr>
<tr>
<td><strong>6.</strong></td>
<td>Facilitate national teams to participate in international tournaments when they qualify</td>
<td>Number of national teams that qualify to participate in international tournaments facilitated</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Work closely with different sports associations and develop a plan to develop respective sports disciplines in the country so that they excel at regional and international levels;</td>
<td>20 different sports associations facilitated to enhance sports disciplines</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Increase Ugandan athletes’ exposure to international events to enable them to gradually excel and break international records</td>
<td>4 athletes exposed to international events</td>
</tr>
</tbody>
</table>
### 9. Promote sports in the country by doing the following:

- (i) Develop and institute a policy of affirmative action for persons talented in sports.
- (ii) Provide bursaries and scholarships for elite athletes.
- (iii) Put in place a national rewards scheme for excelling national athletes.
- (iv) Put in place a pension scheme for nationally acclaimed sports persons.
- (v) Put in place incentives for private sector investment in sports.

#### FY2016-2017

- (i) The sector has sponsored over 500 students/talented sportsmen that benefit from 40 slots per year of the Public University admission scheme for the excelling secondary students which has been operational up to date.
- (ii) The PAS bill intends to address the issues of national rewards scheme, a pension scheme and incentives for the private sector to invest in sports.

### Special Needs

#### 1. Progressively revamp four regional institutions for PWDs – Salama Primary School, Mbale SS, Wakiso SS and Lalo Primary School and also introduce marketable courses for them:

<table>
<thead>
<tr>
<th>Construct 2 workshops (Carpentry &amp; Motor Vehicle):</th>
<th>FY2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Classrooms (3 · Home Economics Block and 2 · Art &amp; Design Classroom Block):</td>
<td>2 workshops (Carpentry &amp; Motor Vehicle), 5 Classrooms (3 · Home Economics Block and 2 · Art &amp; Design Classroom Block):</td>
</tr>
<tr>
<td>4 Unit House Block:</td>
<td>4 Unit House Block: and,</td>
</tr>
<tr>
<td>5 Stance VIP Lined Pit latrine:</td>
<td>5 Stance VIP Lined Pit latrine have all been constructed, and a 3-Phase electricity line extended.</td>
</tr>
<tr>
<td>a 3-Phase electricity line extended: and, procurement of assorted equipment</td>
<td>Currently, assorted equipment for the above facilities that were completed is under procurement.</td>
</tr>
</tbody>
</table>
List of Annexes:

Annex 1: Terms of Reference for the Education and Sports Sector Review, October 2017

Annex 1: Terms of Reference for the Education and Sports Sector Review, October 2017

TERMS OF REFERENCE

FOR

THE 24TH ANNUAL EDUCATION AND SPORTS SECTOR REVIEW (ESSR)

24TH – 25TH OCTOBER 2017

Theme:  Quality and Relevant Education for Social Economic Transformation: The Role of Key Sector Stakeholders.
1.0 Introduction

1.1 Ministry of Education and Sports (MoES) is organizing the twenty fourth (24th) Annual Education and Sports Sector Review 2017 (ESSR) to review the performance of the sector for FY 2016/17, draw lessons that will guide the implementation of FY 2017/18 planned activities and to inform the budgetary process for FY 2018/19 in line with ESSP 2017-2020.

1.2 The Education and Sports Sector review 2017/18 will be done without field visits Regional Consultative Workshops on strategic plan replaced the ESSR Field Visits. The Report from the Regional Workshops will be used to inform the Education and Sports Sector Review 2017, on key issues and concerns of the sector stakeholders. These consultative workshops were carried in four regions; Northern region in Gulu District, Eastern region in Mbale District, Central region in Masaka District and Western region in Mbarara District.

1.3 The theme for this year’s ESSR is Quality and Relevant Education for Social Economic Transformation: The Role of Key Sector Stakeholders. The workshop will focus mainly on quality education at all levels and what each key stakeholder should do to actualize it. The proposed theme underscores the need for all stakeholders (Political leaders, parents, teachers, learners, local governments, development partners, foundation bodies, private sector and key Line Ministries) to work together to bring about desired improvement in quality of Education and Sports at all levels.

1.4 Emphasis will be put on the pertinent operational issues that directly impact on quality of education and sports at all levels and areas of focus that impact directly on the quality education, will include: Academic achievement, Assessment, Effectiveness of Institution inspection, supervision and quality assurance; assessment process; curriculum delivery; supply and utilization of instructional materials; school management; governance and accountability; parents and the general community, staff training, recruitment, deployment, utilization and motivation; gender inclusiveness, Special Needs Education, career, Guidance and Counseling, Conflict and Disaster management in the Education Training Institutions and use of ICT in education service delivery Physical education and sports.

2 Objective of the Review

The main objective of the 24th ESSR is to appraise the performance of the Education and Sports Sector for the period 1st July 2016 to 30th June 2017 and plan for the FY 2018/19.

2.1 Specific Objectives

The specific objectives of the Review are to:

(a) Assess progress in achieving the agreed sector level performance as stipulated in the Ministerial Policy Statement, NRM manifesto and NDP II, including budgetary performance for FY 2016/17; strategic plan

(b) Review and present the performance of the sector in achieving the critical and process undertakings that were agreed during the 2016 Annual Sector Review workshop and propose future Undertakings for FY 2018/19; and

(c) Create awareness about the LAB methodology approach

3 Timing, Invitations and Venue.

(a) The Education and Sports Sector Review (ESSR) Workshop will take place from 24th – 25th October 2017. The Review Workshop will be preceded by a Physical Activity and Sports (PAS) Gala 2017 to be held on 20th October 2017.

(b) Invitations accompanied by the final Terms of Reference and documents for the Review will be issued to all invitees by 10th October 2017, at least two weeks before the date of the Review. Participants will confirm their participation on receipt of invitations one week prior to the date of the Review
The Workshop will be non-residential and the proposed venue shall be located within Kampala for purposes of proximity.

4 Targeted Participants

(i) The participants who will appraise the performance of the Education and Sports Sector during the period 1st July 2016 to 30th June 2017 will be drawn from the following categories:
   a) Political leaders of Ministry of Education and Sports
   b) The Education Sector Consultative Committee (ESCC);
   c) The Education Sector Budget Working Group (ESWG);
   d) Monitoring and Evaluation Working Group (M&E WG);
   e) Sector Policy and Management Working Group (SPM WG)
   f) Departmental Working Groups;
   g) Line Ministries;
   h) Local Governments;
   i) Education Institutions at all levels;
   j) The private sector and private providers of education services;
   k) Teachers Associations
   l) FENU
   m) Foundation Bodies; and
   n) The media.

(ii) About 300 persons are expected to participate in the Review activities. A detailed list is given below in Section 10.0.

5 Workshop Financing

The Review Workshop will be financed by MoES and will cover expenses for hire of venue, meals, allowances for up country participants, production of reports and publicity, allowances for the workshop core secretariat team, Aide memoire writing team, workshop proceedings report writing team, ESSAPR writing team, among others.

6 Physical Activity and Sports (PAS) Gala

As part of the review activities, the Department of Physical Education and Sports will spearhead the organization of the 5th PAS Gala on Friday 20th October, 2017. Political Leaders, Education Development Partners, civil society, staff at the Ministry of Education and Sports headquarters and its affiliated agencies will participate in this activity.

7 National Workshop

The Workshop process will be conducted through (i) paper presentations, panel discussion and plenary discussions; and panel discussions and sports gala.

7.1 Plenary Presentations (Day 1)

During the workshop, the under-listed papers/reports will be presented in a plenary setting:

(a) Opening and closing remarks by Honorable Minister of Education and Sports (Hon. MES) and the Coordinator Education Development Partners (EDP);
(b) The Permanent Secretary will make a presentation on an overview of the Education and Sports Annual Performance Report (ESAPR) to inform the workshop on the achievements of the sector during the FY 2016/17 as well as the constraints and challenges encountered.
(c) Clarifications on presentation of Permanent Secretary: Directors and Heads of department will clarify on issues raised by the participants on the presentation of the Permanent Secretary.
(d) Panel Discussions by sub-sector heads
There will be panel discussions by the following sub-sector heads:

(i) Pre-primary and primary,
(ii) Secondary,
(iii) Business, Technical, Vocational Education and Training,
(iv) Higher Education; and
(v) Physical Education and Sports.

Two persons will be identified from the media fraternity to moderate the discussions. The moderators will require the panel discussants/sub-sector heads to answer questions derived from the five sub-sector papers prepared.

The sub-sector papers will cover the following areas: Academic achievements, Effectiveness of school inspection, supervision and quality assurance; assessment process; curriculum delivery; supply and utilization of instructional materials; school management; governance and accountability; staff training, recruitment, deployment, utilization and motivation; gender inclusiveness, Special Needs Education, Carrier and Guidance, Conflict and Disaster management in the Education Training Institutions and use of ICT in education service delivery.

Guidelines will be provided to the moderators to ensure that the questions are evenly distributed across the sub-sectors. The questions will be asked randomly and will not follow any particular order.

After the panel discussants have answered the questions of the moderators, the participants will be given an opportunity to ask questions. The panel discussants will have the liberty to request other stakeholders to assist in answering the questions from the participants. Again the moderators should take care to balance the questions across the sub-sectors. Throughout the discussions, the moderators should ensure that an agreed position is reached on all issues/questions raised.

(e) Presentation on Annual Performance of the Education Sector by BMAU (MoFPED)

Note: All papers to be presented/used at the ESSR will be vetted by a select committee chaired by the US/FA.

7.2 Paper presentations and plenary discussions (Day 2)

(a) Presentation and discussion of a synthesis paper on issues from the ESSP 2017-2020 Regional Consultative Workshops report to provide first-hand feedback that will guide and enrich the deliberations of the Workshop;
(b) Presentation and discussion of a paper on the Lab Methodology approach;
(c) Presentation of the draft Aide Memoire 2017.

7.3 Workshop Activities.

During the Workshop a number of activities shall be undertaken and these include:

(a) All activities under 7.0 above;
(b) Ushering in participants;
(c) Coordinating Aide Memoire preparations;
(d) Recording workshop proceedings;
(e) Managing the workshop procedures by the MC;
(f) Arranging for the FL/MES to meet the media;
(g) Running a documentary during the workshop; and,
(h) Organize the 5th Annual Physical Activity and Sports Gala 2017.

7.4 Post-ESSR Workshop Activities
The following are the Review Activities that will be coordinated by C/EPPA:

(a) Approval of the draft Aide Memoire by ESCC;
(b) Final editing & formatting of the Aide Memoire;
(c) Printing of the Aide Memoire;
(d) Dissemination of the Aide Memoire within four weeks after the workshop.
(e) Extraction of actionable issues contained in the Aide Memoire for follow up;
(f) Communication of agreed positions relevant to respective departments and institutions for implementation; and
(g) Monitoring of the implementation of undertakings.

7.5 Outputs of the Review

1. Intermediate outputs
   (b) The Joint Positions Paper (JPP).

2. Final Outputs
   (a) The Aide Memoire of the 24th ESSR; and

8 Institutional Arrangements for Coordination of ESSR Process

There will be a Preparatory Committee and an ESSR Secretariat both led by Commissioner Education Planning and Policy Analysis (C/EPPA). Membership of the committee will be drawn from EDPs and MoES. In addition, there will be a taskforce team for the ESAPR, Aide Memoire and a Proceedings Report. Among others, the committee will undertake the following tasks:

a) Overall Coordination, Management and Administration of the ESSR process. A matrix of actions leading to the Review will guide the management process.
b) Writing the Annual Education and Sports Sector Performance Report (ESSAPR):
c) Writing of the Aide Memoire:
d) Capturing the proceedings of the Workshop; and
e) Managing activities of the Press.

9. Documents for the October 2017 Review

(a) Terms of Reference for October 2017 ESSR Workshop;
(b) Education Sector Annual Performance Review for FY 2016/17;
(c) Final Draft ESSP 2017-2020.
### Participants in October 2017 ESSR Workshop

<table>
<thead>
<tr>
<th>s/n</th>
<th>Category of Participant</th>
<th>No.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hon. Minister of Education and Sports</td>
<td>1</td>
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<tr>
<td>2.</td>
<td>Hon. Minister of State for Education and Sports/Primary</td>
<td>1</td>
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<tr>
<td>3.</td>
<td>Hon. Minister of State for Education and Sports/Higher Education</td>
<td>1</td>
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<tr>
<td>4.</td>
<td>Hon. Minister of State for Education and Sports/Sports</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Resident Representative USAID</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Members of Parliament (Parliamentary Session Committee on Education and Sports)</td>
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<td>7.</td>
<td>Head of Public Service/Secretary to Cabinet</td>
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<td>8.</td>
<td>Permanent Secretary/Ministry of Finance, Planning and Economic Development</td>
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<td>9.</td>
<td>Permanent Secretary/Ministry of Education and Sports</td>
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<tr>
<td>10.</td>
<td>Permanent Secretary/Ministry of Local Government</td>
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<tr>
<td>11.</td>
<td>Permanent Secretary/Ministry of Public Service</td>
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<td>12.</td>
<td>Permanent Secretary/ Office of the Prime Minister</td>
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<tr>
<td>13.</td>
<td>Permanent Secretary/Ministry of Health</td>
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<tr>
<td>14.</td>
<td>Permanent Secretary/Ministry of Gender, Labor and Social Development</td>
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<tr>
<td>15.</td>
<td>Permanent Secretary/Ministry of Trade, Industry and Cooperatives</td>
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<tr>
<td>16.</td>
<td>Commissioner Monitoring &amp; Evaluation OPM</td>
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<tr>
<td>17.</td>
<td>Principal Inspector, MoLG</td>
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<tr>
<td>18.</td>
<td>Assistant Commissioner Social Services/MoFPED</td>
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<td>President’s Office (Advisor in-charge Education, etc.)</td>
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<td>20.</td>
<td>Executive Director, National Planning Authority and Senior planner Education</td>
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<td>Vice Chancellor, Busitema University</td>
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<td>22.</td>
<td>Vice Chancellor Kyambogo University</td>
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<tr>
<td>23.</td>
<td>Vice Chancellor Mbarara University of Science and Technology</td>
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<td>24.</td>
<td>Vice Chancellor Makerere University</td>
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<td>25.</td>
<td>Vice Chancellor Soroti University</td>
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<tr>
<td>26.</td>
<td>Vice Chancellor Gulu University</td>
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<td>27.</td>
<td>Vice Chancellor West Nile University</td>
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<td>Vice Chancellor, Christian University Mukono</td>
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<td>Vice Chancellor, Nkozi University</td>
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<td>30.</td>
<td>Director General, UMI</td>
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<td>31.</td>
<td>Principal Mulago Paramedical School</td>
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<td>HOD, Education Foundations, School of Education, MUK</td>
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<td>33.</td>
<td>The Chairperson of the Associations of Public BTVET Institutions</td>
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<tr>
<td>34.</td>
<td>Representatives of UGAPRIVI</td>
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<td>35.</td>
<td>Representatives of PTC &amp; NTC Principals, Instructors and Health Tutors</td>
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<td>36.</td>
<td>Representatives of UTCs and UCCs</td>
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<td>37.</td>
<td>Representatives of School Clinical Officers</td>
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<td>38.</td>
<td>Chairperson &amp; Secretary for National Association of DEOs</td>
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<td>39.</td>
<td>Chairperson and Secretary for National Association of CAOs</td>
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<td>Chairperson Coalition of Uganda Private School Teachers Association (COUPSTA)</td>
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<td>Representatives of FENU (Civil Society)</td>
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<td>Chairperson and Executive Director - University Students Loan Scheme/Board</td>
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<td>Foundation Bodies (UJCC, UMSC, UMEA)</td>
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<td>Secretary General, UNATCOM</td>
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<td>46.</td>
<td>Chairperson and Secretary General , UNATU</td>
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<td>47.</td>
<td>Education Service Commission</td>
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<td>Executive Secretary, National Council of Higher Education</td>
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<td>General Secretary, National Council of Sports</td>
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<td>Under Secretary/Finance and Administration, MoES</td>
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<td>Director of Education KCCA</td>
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<td>Director of Basic and Secondary Education, MoES</td>
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<td>54.</td>
<td>Director &amp; Deputy Director National Curriculum Development Centre</td>
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<td>Director, Directorate of Education Standards</td>
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<td>Director HTVET, MoES</td>
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<td>Chairperson, Industrial Training Council</td>
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<td>Commissioner Education Planning and Policy Analysis Department</td>
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<td>Commissioner Secondary Education ( Government )</td>
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<td>71.</td>
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<td>Assistant Commissioner, Non formal Education</td>
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<td>89.</td>
<td>Gender Technical Advisor (MoES)</td>
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<td>Principal Assistant Secretary MoES and Personal Assistants to Education Ministers</td>
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<td>91.</td>
<td>Assistant Commissioner Internal Auditor</td>
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<td>93.</td>
<td>Principal Economist (Budget), MoES</td>
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<td>94.</td>
<td>Principal Education Planner (M&amp;E), MoES</td>
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<td>Principal Statistician, MoES</td>
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<td>Uganda National Examinations Board (UNEB) · Executive Secretary &amp; Deputies</td>
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<td>97.</td>
<td>Uganda Nurses and Midwives (UNMEB) · Executive Secretary &amp; Deputy</td>
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<td>98.</td>
<td>UBTEB · Executive Secretary &amp; Deputy</td>
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<td>99.</td>
<td>Executive Secretary, Uganda Allied Health Examinations Board (UAHEB)</td>
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<td>Communication &amp; Information Management/ERTV unit</td>
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<td>Masters of Ceremonies</td>
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<td>Secretariat (selected secretaries, ushers, assistants, drivers, etc.)</td>
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<td>Minister’s Office (Personal assistants, Body guards and Drivers)</td>
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<td>104.</td>
<td>Chairperson and Secretary, Uganda Local Governments’ Association (ULGA)</td>
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</table>

**EDP Participants:**

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<tr>
<th>No</th>
<th>Name</th>
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<th>Designation</th>
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## MINISTRY OF EDUCATION AND SPORTS

### Education and Sports Sector Fact Sheet 2002 – 2016

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<td>214,996</td>
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<td>279,089</td>
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<td>2.24%</td>
<td>2.19%</td>
<td>2.35%</td>
<td>5.60%</td>
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<td>8.10%</td>
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<td>(i) Boys</td>
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<td>1.50%</td>
<td>3.90%</td>
<td>5.60%</td>
<td>6.10%</td>
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<td>1.51%</td>
<td>1.50%</td>
<td>3.90%</td>
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<td>13,576</td>
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<td>49%</td>
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<td>(c) Enrolment by Ownership</td>
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<td>11%</td>
<td>11.70%</td>
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<td>10.20%</td>
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<td>2.30%</td>
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<td>2.40%</td>
<td>2.40%</td>
<td>2.40%</td>
<td>2.45%</td>
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<td>(i) Boys</td>
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<td>3.20%</td>
<td>3.40%</td>
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<td>2.80%</td>
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<td>2.61%</td>
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<td>(ii) Girls</td>
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<td>2.40%</td>
<td>2.30%</td>
<td>2.30%</td>
<td>2.60%</td>
<td>2.30%</td>
<td>2.30%</td>
<td>2.30%</td>
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<td>EMIS</td>
<td>7.10%</td>
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<td>17.40%</td>
<td>17.90%</td>
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<td>17.30%</td>
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<td>107.77%</td>
<td>114.40%</td>
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<td>107.55%</td>
<td>108.77%</td>
<td>117.80%</td>
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<td>166.80%</td>
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<td>56%</td>
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<td>54.10%</td>
<td>60.90%</td>
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<td>58%</td>
<td>60%</td>
<td>58.5%</td>
<td>60.6%</td>
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<td>6 (Boys)</td>
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<td>52%</td>
<td>49.20%</td>
<td>49%</td>
<td>53.30%</td>
<td>60.00%</td>
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<td>57.6%</td>
<td>59.5%</td>
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<tr>
<td>6 (Girls)</td>
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<td>53%</td>
<td>49.80%</td>
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<td>24%</td>
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<tr>
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<td>6 (P.7 Completions)</td>
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<td>51%</td>
<td>48%</td>
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<td>54%</td>
<td>64%</td>
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<td>67.4%</td>
<td>72%</td>
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<td>61.5%</td>
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<td>6 (Boys)</td>
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<td>58.80%</td>
<td>66%</td>
<td>72%</td>
<td>54%</td>
<td>55%</td>
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<td>72%</td>
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<tr>
<td>6 (Girls)</td>
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<td>41%</td>
<td>47%</td>
<td>54%</td>
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<td>42%</td>
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<td>51%</td>
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<td>67%</td>
<td>72%</td>
<td>63.3%</td>
<td>63.4%</td>
</tr>
</tbody>
</table>

(4) Literacy Rate: Percentage of pupils reaching defined level of competency in literacy at

(4) Numeracy Rate: Percentage of pupils reaching defined level of competency in numeracy at P.3 and P.6
<table>
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<td>162,134</td>
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<td>181,515</td>
<td>190,415</td>
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<td>193,719</td>
<td>197,497</td>
<td>217,046</td>
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<td>256,374</td>
<td>263,645</td>
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<td>177,776</td>
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<td>193,346</td>
<td>193,719</td>
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<td>Female</td>
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<td>75.40%</td>
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<td>38.80%</td>
<td>42.60%</td>
<td>48.80%</td>
<td>51.30%</td>
<td>56.90%</td>
<td>55.70%</td>
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<td>52.80%</td>
<td>57%</td>
<td>63%</td>
<td>58%</td>
<td>56.8%</td>
<td>57%</td>
<td>53.6%</td>
<td>54.8%</td>
</tr>
<tr>
<td>Male</td>
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<td>41.50%</td>
<td>44.90%</td>
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<td>54.00%</td>
<td>59.20%</td>
<td>58.60%</td>
<td>47.10%</td>
<td>54.90%</td>
<td>59%</td>
<td>66%</td>
<td>61%</td>
<td>59.7%</td>
<td>60%</td>
<td>56.3%</td>
<td>57.7%</td>
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<tr>
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<td>UNEB</td>
<td>35.60%</td>
<td>40.40%</td>
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<td>51.6%</td>
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<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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<td>763</td>
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<td>817</td>
<td>915</td>
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<td>683,609</td>
<td>697,507</td>
<td>728,393</td>
<td>814,087</td>
<td>954,328</td>
<td>1,088,744</td>
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<td>EMIS</td>
<td>359,494</td>
<td>374,659</td>
<td>383,652</td>
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<td>589,358</td>
<td>648,014</td>
<td>654,971</td>
<td>662,003</td>
<td>671,347</td>
<td>727,212</td>
<td>738,391</td>
<td>765,163</td>
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<td>(ii) Girls</td>
<td>EMIS</td>
<td>296,457</td>
<td>308,950</td>
<td>313,855</td>
<td>327,635</td>
<td>370,371</td>
<td>437,074</td>
<td>499,386</td>
<td>546,440</td>
<td>570,721</td>
<td>596,081</td>
<td>675,163</td>
<td>608,845</td>
<td>652,859</td>
<td>691,871</td>
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<tr>
<td>(b) %age of girls to total enrolmen t</td>
<td>EMIS</td>
<td>45.19%</td>
<td>45.00%</td>
<td>44.98%</td>
<td>45.50%</td>
<td>45.70%</td>
<td>46.00%</td>
<td>46.40%</td>
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<td>47%</td>
<td>47%</td>
<td>47%</td>
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<tr>
<td>(i) Boys</td>
<td>EMIS</td>
<td>179,753</td>
<td>191,718</td>
<td>211,244</td>
<td>232,617</td>
<td>233,943</td>
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<td>324,643</td>
<td>362,434</td>
<td>369,326</td>
<td>369,796</td>
<td>346,094</td>
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<tr>
<td>(ii) Girls</td>
<td>EMIS</td>
<td>138,053</td>
<td>144,644</td>
<td>159,563</td>
<td>175,288</td>
<td>178,424</td>
<td>203,485</td>
<td>225,257</td>
<td>238,695</td>
<td>242,948</td>
<td>242,948</td>
<td>294,223</td>
<td>299,899</td>
<td>303,315</td>
<td>295,093</td>
<td></td>
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<tr>
<td>(d) %age of Private to total enrolmen t</td>
<td>EMIS</td>
<td>51.55%</td>
<td>50.80%</td>
<td>46.57%</td>
<td>43.98%</td>
<td>39.61%</td>
<td>41%</td>
<td>32.60%</td>
<td>34%</td>
<td>52.20%</td>
<td>46.70%</td>
<td>47.50%</td>
<td>51.0%</td>
<td>51.6%</td>
<td>50.1%</td>
<td></td>
</tr>
<tr>
<td>(e) Repeaters</td>
<td>EMIS</td>
<td>12,904</td>
<td>14,181</td>
<td>13,556</td>
<td>16,118</td>
<td>20,179</td>
<td>27,781</td>
<td>25,882</td>
<td>24,588</td>
<td>28,298</td>
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<td>22,650</td>
<td>23,627</td>
<td>21,970</td>
<td>19,383</td>
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<td>(f) Repetition Rate</td>
<td>EMIS</td>
<td>2.39%</td>
<td>2.16%</td>
<td>2.00%</td>
<td>2.31%</td>
<td>2.50%</td>
<td>3%</td>
<td>2.40%</td>
<td>2.10%</td>
<td>2.30%</td>
<td>1.80%</td>
<td>1.74%</td>
<td>1.6%</td>
<td>1.5%</td>
<td>1.37%</td>
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<tr>
<td>(g) Total No. of</td>
<td>EMIS</td>
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<td>38,549</td>
<td>37,313</td>
<td>37,607</td>
<td>42,673</td>
<td>50,767</td>
<td>57,158</td>
<td>65,045</td>
<td>62,921</td>
<td>64,673</td>
<td>55,270</td>
<td>61,100</td>
<td>63,057</td>
<td>58,051</td>
<td>67,209</td>
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<td>------</td>
<td>------</td>
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<td>------</td>
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<td>(i) Number of Classrooms</td>
<td>EMIS</td>
<td>11,923</td>
<td>13,433</td>
<td>14,440</td>
<td>14,760</td>
<td>16,948</td>
<td>20,692</td>
<td>31,368</td>
<td>34,495</td>
<td>36,220</td>
<td>38,123</td>
<td>25,076</td>
<td>28,242</td>
<td>27,706</td>
<td>25,888</td>
<td>27,726</td>
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<td>(j) Enrolment Growth Rate</td>
<td>EMIS</td>
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<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>12%</td>
<td>17%</td>
<td>14%</td>
<td>9.70%</td>
<td>2.60%</td>
<td>3%</td>
<td>0.50%</td>
<td>8.9%</td>
<td>-0.50%</td>
<td>2.1%</td>
<td>-8.4%</td>
</tr>
<tr>
<td>(k) GER</td>
<td>EMIS/UBOS</td>
<td>19.64%</td>
<td>19.9</td>
<td>17.2</td>
<td>18.55</td>
<td>22</td>
<td>25</td>
<td>27.6</td>
<td>28.20%</td>
<td>28.30%</td>
<td>28%</td>
<td>27.20%</td>
<td>26.8%</td>
<td>30%</td>
<td>24.5%</td>
<td>27.1%</td>
</tr>
<tr>
<td>(l) Boys</td>
<td>EMIS/UBOS</td>
<td>21.10%</td>
<td>21.38</td>
<td>19.09</td>
<td>20.46</td>
<td>24.7</td>
<td>27.9</td>
<td>30.70%</td>
<td>31.20%</td>
<td>30.70%</td>
<td>31%</td>
<td>29.90%</td>
<td>28.8%</td>
<td>32%</td>
<td>25.5%</td>
<td>29%</td>
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<table>
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<th>USE indicators</th>
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<td>Total Enrolment (USE Students)</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>% age of females</td>
</tr>
<tr>
<td>Enrolment of USE students in government schools</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Enrolment of USE students in private schools</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>% of students in Private USE schools</td>
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</table>

% of students in Private USE schools

<p>| (m) GER | EMIS/UBOS | 19.64% | 19.9 | 17.2 | 18.55 | 22 | 25 | 27.6 | 28.20% | 28.30% | 28% | 27.20% | 26.8% | 30% | 24.5% | 27.1% |</p>
<table>
<thead>
<tr>
<th>(n) Boys</th>
<th>EMIS/UBOS</th>
<th>21.10%</th>
<th>21.38</th>
<th>19.09</th>
<th>20.46</th>
<th>24.7</th>
<th>27.9</th>
<th>30.70%</th>
<th>31.20%</th>
<th>30.70%</th>
<th>31%</th>
<th>29.90%</th>
<th>28.8%</th>
<th>32%</th>
<th>25.5%</th>
<th>29%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Girls</td>
<td>EMIS/UBOS</td>
<td>18.12%</td>
<td>18.36</td>
<td>15.34</td>
<td>16.64</td>
<td>19.6</td>
<td>22.4</td>
<td>24.7</td>
<td>23.40%</td>
<td>26.00%</td>
<td>27%</td>
<td>25.40%</td>
<td>24.8%</td>
<td>28%</td>
<td>23.4%</td>
<td>25.4%</td>
</tr>
<tr>
<td>0 NER</td>
<td>EMIS/UBOS</td>
<td>16.71</td>
<td>16.9</td>
<td>14.55</td>
<td>15.43</td>
<td>18.6</td>
<td>21.3</td>
<td>23.50%</td>
<td>23.80%</td>
<td>24.60%</td>
<td>25%</td>
<td>23.70%</td>
<td>24.7%</td>
<td>26%</td>
<td>21.8%</td>
<td>24%</td>
</tr>
<tr>
<td>(i) Boys</td>
<td>EMIS/UBOS</td>
<td>17.25</td>
<td>17.41</td>
<td>15.52</td>
<td>16.33</td>
<td>20</td>
<td>22.8</td>
<td>25.30%</td>
<td>25.10%</td>
<td>25.70%</td>
<td>26%</td>
<td>24.60%</td>
<td>25.9%</td>
<td>27%</td>
<td>22.1%</td>
<td>25%</td>
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<td>(i) Girls</td>
<td>EMIS/UBOS</td>
<td>16.16</td>
<td>16.36</td>
<td>15.59</td>
<td>14.55</td>
<td>17.3</td>
<td>19.8</td>
<td>21.90%</td>
<td>22.50%</td>
<td>23.50%</td>
<td>25%</td>
<td>22.70%</td>
<td>23.6</td>
<td>25%</td>
<td>21.4%</td>
<td>23.1%</td>
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<tr>
<td>(e) STR</td>
<td>EMIS</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>22</td>
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<td>(e) SCR</td>
<td>EMIS</td>
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<td>51</td>
<td>48</td>
<td>49</td>
<td>48</td>
<td>46</td>
<td>35</td>
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<td>49</td>
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</tr>
<tr>
<td>(r) Transition rate to S1</td>
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<td>49.00%</td>
<td>48.20%</td>
<td>44.50%</td>
<td>50.90%</td>
<td>68.60%</td>
<td>69.60%</td>
<td>63.90%</td>
<td>64.80%</td>
<td>65%</td>
<td>66%</td>
<td>72.2%</td>
<td>70.5%</td>
<td>63.2%</td>
<td>69.2%</td>
</tr>
<tr>
<td>(i) Boys</td>
<td>EMIS</td>
<td>55.00%</td>
<td>49.00%</td>
<td>48.20%</td>
<td>44.10%</td>
<td>50.50%</td>
<td>69.70%</td>
<td>71.10%</td>
<td>65.80%</td>
<td>66.70%</td>
<td>67%</td>
<td>68%</td>
<td>72.3%</td>
<td>70.5%</td>
<td>62.8%</td>
<td>70.5%</td>
</tr>
<tr>
<td>(i) Girls</td>
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<td>57.40%</td>
<td>49.10%</td>
<td>48.19%</td>
<td>45.00%</td>
<td>51.40%</td>
<td>67.40%</td>
<td>68.00%</td>
<td>62.00%</td>
<td>63.00%</td>
<td>64.20%</td>
<td>65%</td>
<td>72.0%</td>
<td>70.5%</td>
<td>63.8%</td>
<td>67.8%</td>
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<td>(s) Completion rate Senior 4</td>
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<td>18%</td>
<td>25%</td>
<td>30%</td>
<td>29%</td>
<td>35%</td>
<td>35.10%</td>
<td>37%</td>
<td>39%</td>
<td>33.00%</td>
<td>35.50%</td>
<td>35.3%</td>
<td>35.8%</td>
<td>36.2%</td>
<td>37.8%</td>
</tr>
<tr>
<td>(s) Boys</td>
<td>EMIS</td>
<td>25%</td>
<td>20%</td>
<td>28%</td>
<td>34%</td>
<td>33%</td>
<td>39%</td>
<td>39%</td>
<td>42%</td>
<td>45%</td>
<td>35.10%</td>
<td>37.60%</td>
<td>36.7%</td>
<td>36.4%</td>
<td>36.4%</td>
<td>39.6%</td>
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<tr>
<td>(s) Girls</td>
<td>EMIS</td>
<td>19%</td>
<td>17%</td>
<td>22%</td>
<td>26%</td>
<td>25%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>32%</td>
<td>30.80%</td>
<td>33.50%</td>
<td>33.8%</td>
<td>33.9%</td>
<td>35.8%</td>
<td>36.0%</td>
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<tr>
<td>(s) Transition rate to S5</td>
<td>EMIS/UNEB</td>
<td>41%</td>
<td>41%</td>
<td>41%</td>
<td>39%</td>
<td>49%</td>
<td>44%</td>
<td>44%</td>
<td>48%</td>
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<td>53.6%</td>
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<tr>
<td>(s) Girls</td>
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Percentage of S.2 students rated proficient in Biology

Total NAPE/UNEB N/A N/A N/A N/A N/A N/A N/A N/A 36.70% 36.30% 30.40% 19.60% 17.70% 14.5% 20.5% N/A N/A
Male NAPE/UNEB N/A N/A N/A N/A N/A N/A N/A N/A 43.30% 41.40% 36.10% 24.20% 23.60% 19.9% 20.0% N/A N/A
Female NAPE/UNEB N/A N/A N/A N/A N/A N/A N/A N/A 28.80% 30.60% 24.60% 14.90% 10.70% 9.2% 13.4% N/A N/A

Percentage of S.2 students rated proficient in Mathematics

Total NAPE/UNEB N/A N/A N/A N/A N/A N/A N/A N/A N/A 69.40% 58.80% 49.70% 38.20% 43.30% 46.1% 41.5% N/A N/A
Male NAPE/UNEB N/A N/A N/A N/A N/A N/A N/A N/A 74.40% 66.80% 54.70% 43.90% 50.80% 53.0% 48.7% N/A N/A
Female NAPE/UNEB N/A N/A N/A N/A N/A N/A N/A N/A 63.30% 56.60% 44.70% 32.20% 34.30% 41.0% 33.2% N/A N/A

Percentage of S.2 students rated proficient in the English Language

Total NAPE/UNEB N/A N/A N/A N/A N/A N/A N/A N/A 81.90% 76% 67.50% 66.40% 48.30% 43.1% 49.3% N/A N/A
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<td>6,412</td>
<td>1,755</td>
<td>8,733</td>
<td>9,629</td>
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<td>201,376</td>
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<td>49,490</td>
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