


Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
<p>(Overall Goal) To improve secondary students' performance in Science subjects (Physics, Chemistry and Biology) and Mathematics in the target areas.</p>	<p>(1) Student performance on achievement tests set by the programme improved in the target areas. (2) The UCE performance in Sciences and Mathematics improved in the target areas.</p>	<p>(1) The results of Student Achievement Tests developed by the Task Forces. (2) The results of the Uganda Certificate of Education Examinations released by the Uganda National Examinations Board.</p>	
<p>(Programme Purpose) To improve teaching ability of Science and Mathematics teachers at Secondary level in the target areas.</p> 	<p>By the end of the National Expansion plan, (a) The Lesson Observation Index obtained more than 2.3 on the 0-4 scale. (b) The Student Participation Index (student self-evaluation) obtained more than 2.1 on the 0-4 scale. (c) The Student Participation Index (observer evaluation) obtained more than 1.8 on the 0-4 scale.</p>	<p>SESEMAT Monitoring and Evaluation Reports.</p>	<p>From Programme Goal to Overall Goal,  The socio-economic situation of the districts does not rapidly decline.</p>
<p>(Outputs) (1) A number of teachers trained through the INSET. (2) School and parental support for teaching and learning Sciences and Mathematics enhanced. (3) Institutionalised INSET system strengthened.</p>	<p>(1) By the end of the National Expansion, (a) All the District Trainers (over 100) completed National Trainings. (b) All the Secondary Science and Mathematics Teachers (over 2000) in the target areas completed the training course. (c) 180 PTC tutors and over 30 NTC lecturers completed the training course. (d) Numbers of core trainers completed training course abroad. (e) Attitude Index (Pre-Post INSET Evaluation) obtained more than 3.5 on the 0-4 scale. (f) Content/Pedagogy Index obtained more than 2.0 on the 0-4 scale. (g) More than 200 teachers throughout the country participated at the lesson demonstration contests. (2) By the end of the National Expansion, (a) All the Head Teachers in the target areas completed sensitization and school management workshops. (b) All DEOs in the target areas undergone sensitisation workshops. (c) Students Vocation Guide published (at least one issue per year). (3) By the end of the National Expansion, (a) District Centres established in the districts/regions. (b) All regional centres passed Maintenance Inspection by the National Coordinator. (d) A comprehensive quality assurance programme for secondary education sub-sec including the SESEMAT INSET developed and implemented.</p>	<p>- The programme Monitoring and Evaluation Reports. - The INSET Evaluation Reports. - Reports from the MoES</p>	<p>From Outputs to programme Goal,  Most of the trained teachers remain in the target areas.</p>



<p>(Activities)</p> <p>(1-1) To select target areas where 2,500 teachers of Science and Mathematics are deployed in total.</p> <p>(1-2) To identify 120 District Trainers (three trainers per subject/centre).</p> <p>(1-3) To conduct National Trainings for the District Trainers.</p> <p>(1-4) To conduct District Trainings.</p> <p>(1-5) To conduct monitoring and evaluation.</p> <p>(1-6) To conduct trainings abroad for core trainers.</p> <p>(1-7) To conduct trainings for PTC tutors and NTC lecturers of Science and Mathematics.</p> <p>(1-8) To review the INSET curricula.</p> <p>(1-9) To provide technical support to INSET in the pilot districts.</p> <p>(1-10) To organise lesson demonstration competitions (Super Science and Mathematics Teachers' Contests).</p> <p>(1-11) To conduct international technical exchange with various institutions.</p> <p>(2-1) To provide school administrators with sensitisation and school management workshops.</p> <p>(2-2) To organise sensitisation workshops for DEOs.</p> <p>(2-3) To publish Student Vocation Guides.</p> <p>(3-1) To establish District Training Centres in the target areas.</p> <p>(3-2) To provide the centres with basic equipment, machinery, educational materials needed.</p> <p>(3-3) To incorporate the SESEMAT INSET with</p>	<p>(Inputs)</p> <p>Ugandan side:</p> <ul style="list-style-type: none"> <li>- Salary and allowances for National Trainers;</li> <li>- Accommodation and Transport Refunds for District Trainers (DTs), Teachers, PTC tutors and NTC lecturers (No participation allowance for trainees paid);</li> <li>- Allowance for DTs implementing district trainings;</li> <li>- Office space and facilities necessary for the programme; and</li> <li>- Utility (Electricity, Gas, Water).</li> </ul> <p>Japanese side:</p> <ul style="list-style-type: none"> <li>- Dispatch of one Technical Advisor;</li> <li>- Dispatch of short-term experts if necessary;</li> <li>- Trainings abroad for SESEMAT core trainers and relating officials; and</li> <li>- Equipment, machinery, educational materials necessary for programme activities.</li> </ul>	<p>From Activities to Outputs.</p> <p>All positions of National Trainers are filled.</p>	<p>(Pre-conditions)</p> <p>GoU maintains the policy to promote Science and Mathematics Education.</p>
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Appendix 2.  
Plan of Operation

Output	Activities	Target	UGY2007				2008				2009				2010				Responsible Person	Actual input
			ii	iii	iv		i	ii	iii	iv	i	ii	iii	iv	i	ii	iii	iv		
1. A number of teachers trained through the INSET	1) To select the target area.	Target area where 2500 teachers are deployed is identified.	<input checked="" type="checkbox"/>															NC and TA		
	2) To 120 identify District Trainers (DTs) from the Secondary schools in the target area.	Three trainers per subject and centre are identified.	<input checked="" type="checkbox"/>															NTs		
	3) To conduct national training for District Trainers.	National training for DTs is conducted once a year during school holiday.		<input checked="" type="checkbox"/>														NTs		
	4) To conduct district training.	District training is conducted once a year during school holiday.		<input checked="" type="checkbox"/>														NTs and DMCs		
	5) To conduct monitoring and evaluation.	Comprehensive INSET monitoring and evaluation report is published once a year.																NTs		
	6) To conduct trainings abroad for core trainers.	About 20 core trainers are trained abroad a year.		<input checked="" type="checkbox"/>														NC and TA		
	7) To conduct trainings for PTC tutors and NTC lecturers of Science and Mathematics.	About 180 PTC tutors and 30 NTC lecturers are trained in the first phase of national expansion.		<input checked="" type="checkbox"/>														NTs		
	8) To review the INSET curricula.	Academic departments at the national centre refine syllabi, curricula, monitoring and evaluation tools for the training.																NTs and TA		
	9) To provide technical support to INSET in the pilot districts.	Technical supports to the pilot districts are given through the national and district INSET as well as monitoring activities.																NTs and TA		
	10) To organise lesson demonstration competitions (Super Science and Math Teachers' Contests).	Super Science and Mathematics Teacher's Contest is held once a year.		<input checked="" type="checkbox"/>														NTs		
	11) To conduct international technical exchange with various institutions.	Technical exchange is done various institutions inside and outside of the country (SMASE-WECSA Conference, third country trainings, etc.).																NTs and TA		
2. School and parental support for teaching and learning Mathematics and Sciences enhanced	1) To provide school administrators with school sensitisation and school management workshops.	Sensitisation and school management workshop is conducted once a year and when necessary.																NC and NTs		
	2) To organise sensitisation workshops for DEOs.	Sensitisation workshop is organised once a year once a year and when necessary.																NC and NTs		
	3) To publish Student Vocation Guides.	More than two issues are published a year.																NTs		
3. Institutionalised INS ET system strengthened	1) To establish District Training Centres in the target areas.	Sufficient centres are established.																NC and TA		
	2) To provide the centres with basic equipment, machinery, educational materials necessary for the trainings.	Each centre is equipped with materials necessary for the training and passes maintenance inspection once a year.																NC and TA		
	3) To incorporate SESEMAT INSET with comprehensive quality assurance programme for secondary sub-sector	A comprehensive policy is developed and authorised by the Ministry.																NC		

Appendix 3.

TENTATIVE SCHEDULE OF IMPLEMENTATION

Secondary Science and Mathematics Teachers (SESEMAT) National Expansion Plan

Ugandan Financial Year	IMPLEMENTATION															
	2008				2009				2010				2011			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
I. PROGRAMME DURATION																
II. INPUTS BY THE UGANDAN SIDE																
1. Building, offices, and other facilities																
2. Salary and allowances of NTs																
3. Accommodation and meals for DTs, teachers, PTC tutors and NTC lecturers																
4. Transport Refunds, meals, accommodation and allowance for DTs who conducted training (financed by DMCs)																
5. Utilities (Electricity and Water)																
III. INPUTS BY THE JAPANESE SIDE																
1. Technical Advisor																
2. Provision of equipment for District Centres																
3. Training abroad for core trainers																
4. Provision of materials necessary for the implementation of the programme																
IV. TRAINING																
1. National Training																
2. District Training																
3. Monitoring and Evaluation																
IV. STEERING COMMITTEE																

Appendix 4: Budget Analysis (2008)

National Expansion Plan-Cost Analysis Year 1 (FY2008)

Component	Activity	Item Code	Detail Expense	Funding Source	Unit cost (UGX)	Quantity	Q1	Q2	Q3	Q4	line total (UGX)	Sub-total		
INSSET	National Training	211102	Salaries of 8 National Trainers (NTs)	MoES	800,000	8 persons	19,200,000	19,200,000	19,200,000	19,200,000	76,800,000			
		211103	Lunch Allowance	MoES	63,000	8 persons	1,512,000	1,512,000	1,512,000	1,512,000	6,048,000			
			Housing Subsidy for NTs	MoES	140,000	8 persons	3,360,000	3,360,000	3,360,000	3,360,000	13,440,000			
		21103	Per Diem for officers	MoES	70,000	8 persons	16,800,000	16,800,000	16,800,000	16,800,000	67,200,000			
			Training Materials for National Expansion 1	JICA	60,000	120 persons	7,200,000					7,200,000		
			Monitoring and Evaluation for National Expansion	JICA	2,000,000		500,000					2,000,000		
			Transport Allowance for core trainers	JICA	8,000,000	30 persons	60,000,000					60,000,000		
			Meals (full board) for CD is under National Expansion and pilot expansion	MoES	15,000	240 persons	12,600,000					12,600,000		
			Transport Allowance for DPs	District		120 persons							50,400,000	
			Facilitation Allowance (if External Resource)	MoES	70,000	20 persons	350,000					350,000	1,400,000	
District Training		223005/6	Utility cost (Electricity, Water)	MoES	500,000	12 months	1,500,000	1,500,000	1,500,000	1,500,000	6,000,000	470,488,000		
			Facilitation Allowance for DPs implementing training	District	15,000	120 persons						25,200,000		
			Transport Refund for Trainers	District		2,500 persons						125,000,000		
			Training Materials	JICA	80,000	2,500 persons						208,000,000		
			Stipendium for area TD District Centres	JICA	26,000,000	8 centres	104,000,000					104,000,000		
			Monitoring and Evaluation for National Expansion 1	JICA	20,000,000		5,000,000					5,000,000		
			Meals (full board) for Trainers	District	10,000	2,500 persons	30,000,000					30,000,000		
			Utility cost (Electricity, Water)	District	100,000	2 months	500,000					500,000		
			Meals and accommodation for PTC tutors	MoES	15,000	180 persons	7,425,000					7,425,000		
			Training Materials	JICA	60,000	180 persons	2,700,000					2,700,000		
PRESET	PTC tutor Training		Monitoring and Evaluation	JICA	2,000,000		500,000				500,000			
		Transport Refund	Institutions			180 persons						42,500,000		
											Grand Total	1,191,988,000		

MoES	250,988,000
District	327,200,000
JICA	615,000,000
Total	1,191,188,000

mission Plan -Cost Analysis Year 2 (FY2009)

Activity	Item Code	Detail expense	Funding Source	Unit cost (UGX)	Quantity	Q1	Q2	Q3	Q4	Line total (UGX)	Sub-total	
National Training	211102	Salary of 8 National Trainers (NTs)	MofS	800,000	8 persons	19,200,000	19,200,000	19,200,000	19,200,000	76,800,000		
	211103	Lunch Allowance	MofS	63,000	8 persons	1,512,000	1,512,000	1,512,000	1,512,000	6,048,000		
		Housing Subsidy for NTs	MofS	140,000	8 persons	3,360,000	3,360,000	3,360,000	3,360,000	13,440,000		
	211103	Per Diems for officers	MofS	70,000	8 persons	16,800,000	16,800,000	16,800,000	16,800,000	67,200,000		
		Training Materials for National Expansion 1	JICA	60,000	120 persons	7,200,000				7,200,000		
		Monitoring and Evaluation for National Expansion 1	JICA	2,000,000		500,000	500,000	500,000	500,000	2,000,000		
		Training ahead for core trainers	JICA	8,000,000	30 persons	60,000,000	60,000,000	60,000,000	60,000,000	240,000,000		
		Meals (full board) for DTs under National Expansion and pilot expansion	MofS	15,000	240 persons	12,600,000	12,600,000	12,600,000	12,600,000	50,400,000		
		Transport Refund for DTs	District		120 persons							
		Facilitation Allowance for External Resource	MofS	70,000	20 persons	350,000	350,000	350,000	350,000	1,400,000		
District Training	221002	Persons	MofS	500,000	12 months	1,500,000	1,500,000	1,500,000	1,500,000	6,000,000	470,488,000	
	223005/6	Utility cost (Electricity, Water)	MofS									
		Facilitation Allowance for DTs implementing training	District	15,000	120 persons	25,200,000				25,200,000		
		Transport Refund for Trainers	District		2,500 persons							
		Training Materials	JICA	50,000	2,500 persons	125,000,000				125,000,000		
		Monitoring and Evaluation for National Expansion 1	JICA	20,000,000		5,000,000	5,000,000	5,000,000	5,000,000	20,000,000		
		Meals (full board) for Trainers	District	10,000	2,500 persons	300,000,000				300,000,000		
		Utility cost (Electricity, Water)	District	100,000	2 months	500,000	500,000	500,000	500,000	2,000,000		
		Meals and accommodation for PTC tutors	MofS	15,000	180 persons	7,425,000	7,425,000	7,425,000	7,425,000	29,700,000		
	PTC tutor Training	221002	Persons	JICA	60,000	180 persons	2,700,000	2,700,000	2,700,000	2,700,000	10,800,000	
		Training Materials	JICA	2,000,000		500,000	500,000	500,000	500,000	2,000,000		
		Monitoring and Evaluation	JICA									
	Transport Refund	Institutions		180 persons								
						139,147,000	582,147,000	131,947,000	131,947,000	42,500,000	985,188,000	
						Grand Total					42,500,000	985,188,000

MofS	250,988,000
District	327,200,000
JICA	407,000,000
Total	985,188,000

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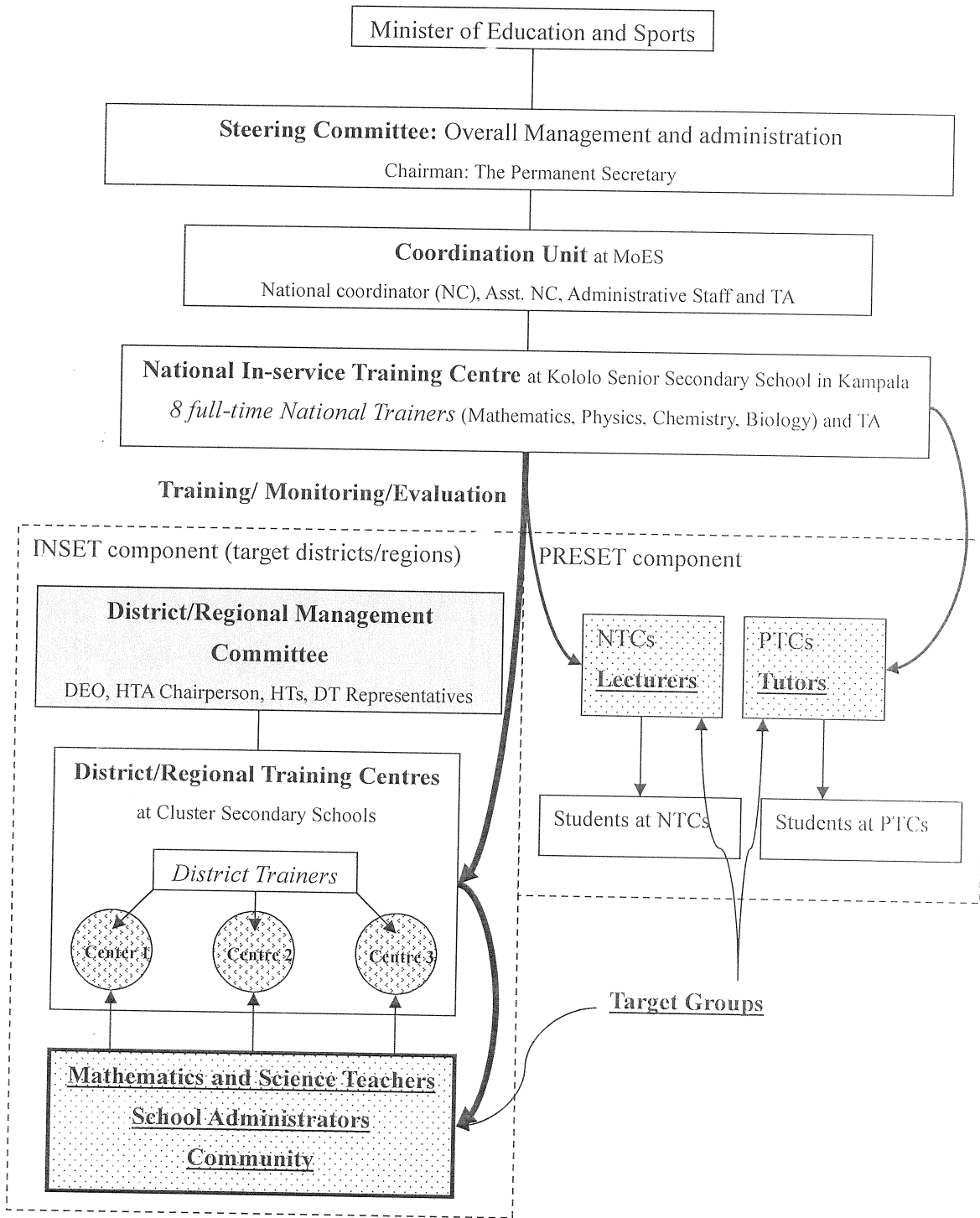
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National Expansion Plan-Cost Analysis Year 3 (FY2010)

Component	Activity	Item Code	Detail Expense	Funding Source	Unit cost (UGX)	Quantity	O1	O2	O3	O4	Line total (UGX)	Sub-total		
NSRF	National Training	211102	Salary of 8 National Trainers (NTs)	MoES	800,000	8 persons	19,200,000	19,200,000	19,200,000	19,200,000	76,800,000			
		211103	Lunch Allowance	MoES	63,000	8 persons	1,512,000	1,512,000	1,512,000	1,512,000	6,048,000			
			Housing Subsidy for NTs	MoES	140,000	8 persons	3,360,000	3,360,000	3,360,000	3,360,000	13,440,000			
		21103	Per Diem for officers	MoES	70,000	8 persons	16,800,000	16,800,000	16,800,000	16,800,000	67,200,000			
			Training Materials for National Expansion 1	JICA	60,000	120 persons	7,200,000					7,200,000		
			Monitoring and Evaluation for National Expansion 1	JICA	2,000,000							2,000,000		
			Training abroad for core trainers	JICA	8,000,000	30 persons	60,000,000					60,000,000		
			Meals (full board) for DTs under National Expansion 1 and pilot expansion	MoES	15,000	240 persons	12,600,000	14 days				12,600,000		
			Transport Refund for DTs	District		120 persons							50,400,000	
		221002	Facilitation Allowance for External Resource	MoES	70,000	20 persons	350,000					350,000		
		223005/6	Utilities cost (Electricity, Water)	MoES	500,000	12 months	1,500,000					1,500,000		
			Facilitation Allowance for DTs implementing training	District	15,000	120 persons		14 days					25,200,000	470,488,000
			Transport Refund for Trainers	District		2,500 persons								
			Training Materials	JICA	50,000	2,500 persons							125,000,000	
	Monitoring and Evaluation for National Expansion 1	JICA	20,000,000								5,000,000			
	Meals (full board) for Trainers	District	10,000	2,500 persons		12 days					300,000,000			
	Utilities cost (Electricity, Water)	District	100,000	2 months		10 centres					2,000,000			
PRISET	PTC tutor Training	221002	Meals and accommodation for PTC tutors	MoES	15,000	180 persons	7,425,000	7,425,000	7,425,000	7,425,000	29,700,000			
			Training Materials	JICA	60,000	180 persons	2,700,000	2,700,000	2,700,000	2,700,000	10,800,000			
			Monitoring and Evaluation	JICA	2,000,000							2,000,000		
			Transport Refund	Institutions		180 persons							42,500,000	
							139,147,000	382,147,000	131,947,000	131,947,000		Grand Total	985,188,000	

MoES	350,988,000
District	327,200,000
JICA	407,000,000
Total	985,188,000

### THE STRUCUTRE OF SESEMAT PROGRAMME



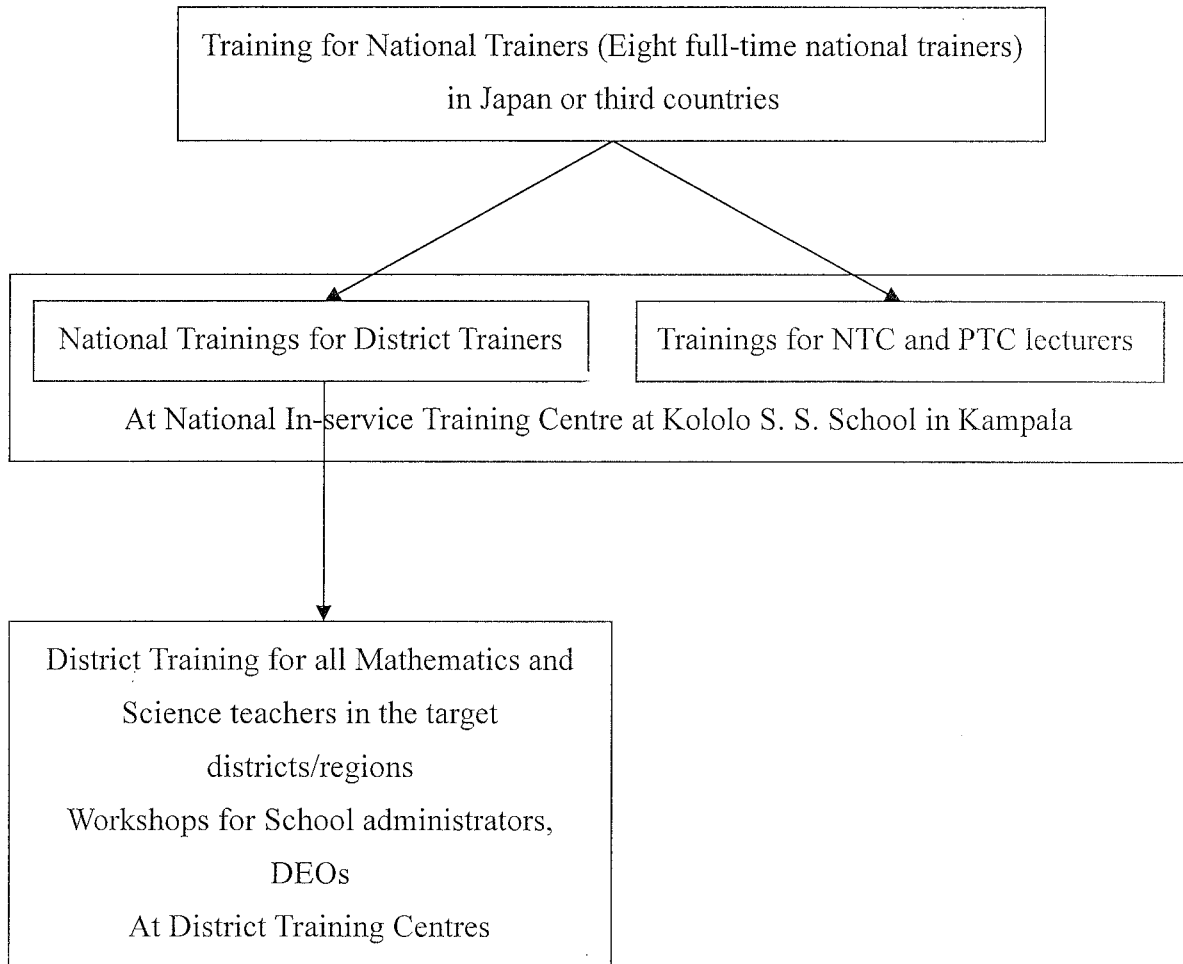
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**Appendix 6.**

**The Training Structure of SESEMAT Programme**



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THE REPUBLIC OF UGANDA

**Ministry of Education and Sports**

**DRAFT**

**STRATEGIC PLAN FOR SECONDARY  
EDUCATION IN UGANDA  
2008-2018**

**April 2008**

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## LIST OF ABBREVIATIONS

BFP	-	Budget Framework Paper
BoG	-	Board of Governors
BTVET	-	Business, Technical, Vocational Education and Training
EFA	-	Education for All
EFA-FTI	-	Education for All-Fast Track Initiative
EFAG	-	Education Funding Agencies Group.
EMIS	-	Education Management Information System
ESC	-	Education Service Commission
ESIP	-	Education Strategic Investment Plan
ESSP	-	Education Sector Strategic Plan (2004/2015)
ESR	-	Education Sector Review
GDP	-	Gross Domestic Product
HIV/AIDS	-	Human Immuno Virus/ Acquired Immunity Deficiency Syndrome
ICT	-	Information Communication Technology
IFC	-	International Financial Cooperation/World Bank
LTEF	-	Long Term Expenditure Framework
MDGs	-	Millennium Development Goals
MTEF	-	Medium Term Expenditure Framework
MoES	-	Ministry of Education and Sports
MoFPED	-	Ministry of Finance Planning and Economic Development
PPP	-	Public Private Partnership
NTC	-	National Teachers College
NGOs	-	Non Governmental Organizations
SESP	-	Secondary Education Strategic Plan (2008-2018)
STE	-	Secondary Teacher Education
STR	-	Student Teacher Ratio
PEAP	-	Poverty Eradication Action Plan
TDMP	-	Teacher Development Management Plan
TDMS	-	Teacher Development Management System
UPE	-	Universal Primary Education
UNEB	-	Uganda National Examination Board
USE	-	Universal Secondary Education

## 1.0 BACKGROUND AND CONTEXT

In February 2007, Universal Secondary Education (USE) was launched. The primary aim of USE is to increase access to quality secondary education to all Ugandan students who have successfully completed Primary Leaving Examination. Since then enrolment at S1 has grown rapidly. Enrolment (S1-S6) rose by 17.2% (from 814,087 to 954,328) between 2006 and 2007. With increased enrolments, significant additional resources are required. In view of the remaining quality problems<sup>1</sup> in primary education and the importance of moving towards the Millennium Development Goals (MDGs), it will be important to protect resources for primary education while increasing resources for secondary education.

The introduction of USE has subsequently increased the transition rate from P7 to S1 by 22% from 46.9% to 68.6%. The sector has made strides in recruiting some of the teachers required and provision of facilities in 38 sub-counties without any form of secondary school. In Uganda, the provision of secondary education is done in a two-pronged manner. There are two categories of secondary schools: The Government (Public) and the Private Secondary schools. The former type totaling 911 (See Annex 1) are a mix of schools established by Government and government-aided schools which were formerly community. The later, numbering 3,620 (See Annex 2) were founded by individuals, community, religious bodies or NGOs.

There is strong political commitment and will to support increased access to quality secondary education, including undertaking key policy reforms in the long term in line with the Sector Strategic Plan (ESSP 2007-2015) that also covers secondary education. The new challenges arising from the introduction of USE has necessitated the need of an overarching strategic plan for secondary education sub-sector with a vision, goals, policy and financial framework, with clear indicators and annual targets.

To enable participation in secondary education to expand to the maximum level possible, the MoES has planned a number of measures designed to maximize access, improve equity and protect quality with improved management and efficiency. These include: (i) the projected increased resource for secondary expansion, (ii) introduction of the eighteen subject curriculum from the current 42 subject curriculum with a school menu of ten subjects, (iii) reform of teacher deployment and utilization practices, (iv) introduction of double-shift teaching in over enrolled schools<sup>2</sup>, (v) planning for an accelerated program of low-cost classroom construction, (vi) plans for the provision of an initial stock of textbooks and instructional materials<sup>3</sup>, (vii) provision of support for USE students in non-government schools, (ix) completion of incomplete permanent structures, (x) rehabilitation of existing facilities, and, (xi) construction of new facilities in NTCs.

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<sup>1</sup> Government has formulated a primary education quality enhancement program to be implemented in schools starting 2<sup>nd</sup> academic term in May 2008.

<sup>2</sup> Over enrolled schools are those with stream size of more than 60 students.

<sup>3</sup> Stocks of textbooks will be built in the initial years of the plan as capital expenditure in both government and private schools participating in the USE program.

## 1.1 Purpose of the Secondary Education Strategic Plan (SESP) 2008-2018

The SESP has six main purposes, namely:

- (i) increase equitable access to quality secondary education;
- (ii) assure achievement of the MDG of Gender parity by 2015;
- (iii) enhance sustainability of UPE gains;
- (iv) improve management and efficiency of the secondary sub-sector;
- (v) reduce the high costs of secondary education to families; and,
- (vi) lay a firm foundation for higher education and world of work.

## 1.2 Economic Context of the Plan

A critical problem facing Uganda is that it does not have enough men and women with the competencies needed to achieve its development goals. Appropriate levels of investment in secondary education as a link to higher education and the world of work are therefore, critical to the development process. Secondary education should offer qualitative learning that should form a basis for higher education and quality of primary education by impacting the quality of teachers at that level. Effective secondary schooling introduces students to formal reasoning, problem-solving skills, and occupationally relevant content and applications of knowledge. It develops competencies that provide access to the global economy and the potential that this offers for economic growth. It is the arena from which many of the next generation of leaders will be drawn. Expanding access can contribute to equity, can be organized in ways that are pro-poor and contribute to poverty reduction, and can enhance the capabilities on which development depends; yet the anticipated rate of economic growth (GDP) is not enough to expand the education system over the next five years to meet the demands of a rapidly growing school-age population.

## 1.3 The Long-Term Expenditure Framework

The Ministry of Finance, Planning and Economic Development (MoFPED) anticipates that the budget for education would increase by 25% between 2008/09 and 2012/13, in nominal terms from Shs. 902.6bn. This projection would be driven by rapid GDP growth. The share of education in total government expenditure is currently at 17.4% and is projected to decline to 13% by 2012/13. Accordingly, the share to secondary sub sector will remain constant at 23% in the plan period. This poses a challenge for sustaining the financing levels of the USE program. See **Annex 3 & 4** for details on costs and financing.

## 1.4 Demographic Trends

The school-age population (from 4 to 18) is expected to continue to grow at a rate of about 3.4% per year over the next decade. The population of Uganda is projected to increase at 3.4% during the same period. There is no decline in the birth rates as anticipated in 2006 DHS census as analysis indicate that high crude birth rates of 44.8% would continue. The number of children reaching school age is expected to increase by 37% over the decade between 2008 and 2018. Moreover, these projections reflect the fact that half of the cohorts reaching age twelve by 2008/09 will need to access secondary education.

## **1.5 Sectoral Context for the Plan**

The SESP is based on the ESSP 2004/2015, the 1992 Government's White Paper on Education, the Poverty Eradication Action Plan (PEAP), international long-term commitments, and medium-term goals, plans, and the current annual sector review undertakings of the Ministry of Education and Sports.

### **1.5.1 The Government White Paper on Education**

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

### **1.5.2 International long-term commitments**

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

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

### **1.5.3 Medium-term goals and plans**

As the education sector is an active and evolving organism, any long-term plan must seriously take into account current activities and medium-term goals and plans. These are articulated in several documents: the *Aide Memoires* of the annual Education Sector and Sports Reviews as well as the Planning and Budgeting Workshops held since the inception of Sector Wide Approach (SWAp) in 1998, the Mid-term Review of the ESIP 1998-2003 undertaken in February 2003, the logical framework/strategic plans drafted by departments subsequent to the Mid-Term Review, and the National Poverty Eradication Action Plan (PEAP).

### **1.5.4 Education Sector Reviews (ESRs) and current undertakings**

The Annual Education Sector Reviews specify undertakings that manifest the concerns and priorities of stakeholders in the education sector. The Reviews:

- (i) call for assessments of Government's financial commitment to education, the Ministry's budget performance and public expenditure management;
- (ii) focus on quality-enhancement indicators (ratios of secondary students to classrooms, teachers, and textbooks), and measures of equitable quality (net enrolment rates, completion rates, and student achievement); and,
- (iii) assess progress in teacher recruitment and the development of strategic plans for secondary education and for student assessment.

The recommendations of the Reviews form a basis for priorities of the education sector as articulated in the ESSP 2004-2015, the SESP 2008 – 2018 and the subsequent MTBFs.



## 2.0 HIGHEST PRIORITY OBJECTIVES OF THE SESP 2009-2018

The extraordinary large numbers of children who entered the school system in 1997 with the introduction of Universal Primary Education will pass through the Secondary sub-sector and enter the tertiary system during the term of sub-sector strategic plan. To sustain the gains of UPE, Government introduced USE in 1997. Government is paying the major share of secondary education as majority of families whose children are under the USE program cannot afford to pay costs that are much higher than those in primary.

Secondary education students are not acquiring the adequate skills and knowledge for either further education or the world of work. The system of academic preparation for higher education and world of work is not appropriate for Uganda's national development needs. A key objective of this plan is to help students acquire competencies they need to continue their education and/or join the world of work.

The plan aims at accommodating more students at the Secondary level and to reach equitable levels of participation among families of all economic status and among rural and urban families. The Plan's objectives are to lower the costs of secondary education by making more efficient use of resources and to allocate resources toward schools and students who can least afford to pay.

**Annex 5** outlines the policy objectives, sub-objectives, strategies and interventions to be followed by the Government of Uganda in implementation and achievement of the intended goal of the USE program.

### 2.1 Objective 1: Secondary education system relevant to Uganda's national development goals

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

The Plan aims at accommodating drastic increases in the rates of transition between the primary and Secondary sub-sectors and the Secondary and tertiary sub-sectors. The transition rate between Primary Seven (P7) and Senior One (S1) is expected to rise from about 46.9% (2006) to 90% over the timeframe of the Plan. The rate of transition from S4 to S5 is expected to rise to about 70% from 37% in 2006. S5 and S6 will be prepared for entrance into universities and other tertiary-level institutions. The rest will enrol in BTVET courses, either immediately after S4 or at some time after they have entered the world of work. The transition rate from S6 to tertiary education is anticipated to rise 90% from the current 53% by the end of the plan period.

#### 2.1.1 *Increased and equitable participation in quality Secondary Education system*

The secondary education system cannot accommodate all pupils who complete P7 and wish to continue their education. The Plan calls for expansion of facilities and reform of delivery systems to give more access to participants. As a result of USE policy, the transition rate from P7 to S1 was increased from the current 46% in 2006 to 68.6% in 2007 and is expected to increase up to 90% at the end of the plan period. This increase will not be gradual, and it will take into account the larger cohorts of UPE resulting from improved efficiency of primary level. About 50% of those who complete S4 are expected to make the transition to S5; much of the remaining 50% will enter the labour market and enrol in BTVET courses.

## **2.2 Objective 2: Students achieving education goals**

### **2.2.1 Secondary education students prepared to enter higher education and the world of work**

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

## **2.3 Objective 3: An effective and efficient education sector**

The annual performance reviews of the Education Sector, recent tracking studies on the flow of and utilisation of available resources and the efficiency study on public education reveal some inefficiencies and wastage in the delivery of education services. This is of major concern, since the Ministry's financial resources are far below what it needs to meet its access and quality-related objectives. The Ministry has put in place a series of policies and programs that will assure cost-effective delivery of quality services. It has built the capacity of its planning and operations staff to set targets, adopt strategies, and implement interventions that move toward achieving objectives. Thus, one objective of the Plan is to correct these insufficiencies and maintain an effective and efficient education sector and institutions.

### **2.3.1 *Decentralised authority, financing and management of education services***

Given the magnitude of activities required to implement the secondary reform, the sector will have to decentralise authority, financing and management of education services to lower levels of government. Implementation and delivery of government policy will be delegated to BoGs operating at the school level while management of the pay roll will be decentralised to district level.

### **2.3.2 *Strengthened capacity of the Ministry to provide leadership and management skills***

The Ministry's capacity to plan, implement, and monitor programs has grown significantly in the last ten years since the inception of SWAp in 1998. As investments begin to include substantial developments at the Secondary with introduction of USE. The Ministry's technical and administrative staff will require even more sophisticated planning and management skills, and the system must be retuned to provide incentives for better management and the time and other resources managers need to do their jobs. With responsibility for service delivery shifting to the district and school level, central based administrators will take leadership roles and delegate routine tasks to district staff and institutional level.

### **2.3.3 *Quality assurance and accountability in the sub-sector***

The Plan calls for a coherent system of standards and monitoring performance to be implemented within the actual logistical and resource constraints. The sub-sector will develop competency levels by class which will form a basis of the quality assurance mechanism. The sector shall implement measures to reduce the incidence of corruption and misuse of public resources.

### **2.3.4 *Formalize, build and enhance public-private partnerships in service delivery and capacity-building***

The education system must also interact with the private sector. The sector will continue to depend upon community resources and the collaboration of stakeholders in the provision of secondary education, particularly families that finance the education of their children, community leaders, providers of private programs, industry, commerce and employers of graduates. Secondary can benefit considerably from close cooperation with the private sector.

### 3.0 STRATEGIES TO REACH THE OBJECTIVES OF THE SESP 2009-2018

The strategies in the plan for secondary education largely remain the same as those in the ESSP 2004-2015. Additions have been made to address the new policy of Universal Secondary Education. As a result of a limited resource envelope, the plan will focus on overcoming those constraints that keep the system from functioning at an optimal level and direct resources to those aspects that are critical. The plan is therefore broad, comprehensive and reflects the choice of the Ministry.

**Annex 5** presents strategies, and interventions under the USE program. The following narrative elaborates on the strategies found in this annex.

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

##### *Sub-objective 1.1: Increased and equitable participation in quality secondary education system*

###### Strategies

###### *(a) Lower costs to families*

Household surveys conducted by Government indicate high costs of secondary education as a major impediment to increasing access. Government has drastically lowered the costs of secondary education to many families with the introduction of Universal Secondary Education (USE). In an effort to lower costs, the Ministry will implement the following interventions:

- (i) provide capitation grants for government schools under USE;
- (ii) provide bursaries to students under USE private schools;
- (iii) regulate school fees in all schools;
- (iv) Government to provide incentives (tax exemption, etc) to private schools to lower the cost of operation;
- (v) provide the wage bill for optimal number of teachers in the system; and,
- (vi) make more use of double-shift teaching to maximize utilisation of available facilities.

###### *(b) Expand, equip, and improve secondary school facilities*

The secondary sub-sector has been growing but with insufficient funding. This has resulted most notably in a deterioration of the physical infrastructure. That system, however, served only a small portion of the population; demand for secondary education has grown impressively and will continue to grow as the UPE bulge moves into that level. The Ministry plans to:

- (i) increase access to secondary education by building "seed" schools in each sub-county where there is no government secondary school or where the need is great;
- (ii) complete permanent incomplete structures in government secondary schools;

- (iii) construct additional facilities (classrooms, pit latrines, administration blocks, libraries, multi purpose science rooms and ICT rooms) where required;
- (iv) rehabilitate existing facilities and expand them to accommodate growing numbers;
- (v) provide a government "A" level school in every county where they do exist (See **Annex 6** for the counties without Government) ; and,
- (vi) grant aid willing and deserving community schools.

***(c) Improve equity in the participation of girls, students with special learning needs and vulnerable students***

In order to increase the participation of the vulnerable and most needy students, the Ministry will:

- (i) expand, equip and improve secondary school facilities;
- (ii) provide full bursaries to girls, bright, gifted and talented but needy students;
- (iii) continue to apply the policy of affirmative action especially in the Educationally disadvantaged areas;
- (iv) continue to conduct regular assessments of services to children with special needs, in an effort to implement its policy of inclusive education and reduce the costs of educating children with special needs;
- (v) build schools for children with severe disabilities on a regional basis; and,
- (vi) provide boarding facilities for schools in educationally disadvantaged areas (pastoral communities, islands, etc).

### 3.2 Objective 2: Students achieving education goals

*Sub-objective 2.1: Secondary education students prepared to enter higher education and the world of work.*

#### Strategies

(a) *Give highest priority to competencies for higher education, the world of work and life long skills.*

Uganda can only transform its subsistence into knowledge based economy including modern agriculture, industrial, service, and public sectors. The population will require competencies and ability to:

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

These competencies are only a small part of the general secondary curriculum, and are not the focus of exams. Over the term of the plan, the Ministry will move toward a four-year program (S1-S4) for all participants at the Secondary level that emphasizes competencies for further education and the world of work. This is a deliberate move by the sector towards creating a firm basis for acquisition of productive and employable knowledge and skills that the country needs for creating a modern, self-sustaining, independent and integrated national economy.

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

The revision in Curriculum will involve reduction in the number of subjects taught in lower secondary (S1-S4) to 10, with seven compulsory subjects, and three chosen from a menu of 11 electives. The ten subjects will be introduced in S1 in all government schools and delivered in the time of 35 instructional periods per week starting January 2009. Schools outside the USE scheme can continue to provide additional subjects, financed from fee income, if they wish.

To improve the quality of secondary education, the Ministry will:

- (i) provide a curriculum for all secondary school students that focuses on these competencies;
- (ii) construct laboratory/multi purpose science rooms, libraries and ICT infrastructure in secondary schools;
- (iii) provide Centers of Excellence (see Annex 7 for these centres funded under ADB IV support) by district;
- (iv) supply initial stock of textbooks for ten subjects per school (7 core & 3 electives);
- (v) supply science kits/equipment;
- (vi) develop tests of the new competencies and train teachers in continuous assessment;
- (vii) Reduce students' course loads from 18 to 11, including required core courses and electives at school level, and ultimately rationally reducing the curriculum menu through integration and merging of subjects; and,
- (viii) Provide new equipments and raw materials to Science and Technology Equipment Production Unit (STEPU).

**(b) Strengthen and motivate the secondary education teaching service**

With an increase in teacher workload to a standard of 24 periods per week, a curriculum of 35 instructional periods per week, and an expected class size of 60, schools will be able, in principle, to operate with a student teacher ratio (STR) of 40. A teacher allocation formula of 1 teacher for every 35 students plus one headteacher is being considered. This will result in workloads of 24 periods or under per teacher, and an average STR of between 34 and 35. If this STR can be achieved, the projected expansion of USE can be achieved with an overall increase of just over ..... new teaching posts in the period to 2018. However, modalities to protect low enrolment schools should be taken into consideration to ensure that these schools are not further disadvantaged.

Using an attrition rate of 6%, recruitment of an average of 2,500 teachers per year will be required. The 2009 intake into the NTCs and other government funded colleges should be adjusted to meet these needs. Further, intake into the training colleges should reflect the balance of subject specialisation that will be required, i.e at least 17% trained in Mathematics and English, and at least 9% trained in each of the other core subjects. Numbers in the optional subjects should be reduced, and ideally each student teacher should be trained to teach at least one of the core subjects. Capacity needs of the NTCs to handle the projected teacher expansion should also be taken on board.

Consequently, teachers qualified at the Secondary level will then be trained to teach the competencies that students require. In an effort to strengthen the secondary teaching service, the Ministry will:

- ✓(i) develop and implement a Teacher Development and Management System (TDMS) to provide in-service teacher training and support;
- (ii) recruit teachers for special needs education;
- (iii) train serving teachers in career guidance and counseling;
- (iv) implement the scheme of service;
- (v) construct teachers' houses in hard-to-reach and hard-to-stay areas;
- (vi) recruit more teachers in the secondary education system;

- (vii) recruit additional lecturers in NTCs;
- (viii) re-define and provide full sponsorships in NTCs and Public Universities to increase the number of mathematics and science teacher trainees;
- (ix) re-tool teachers for the subjects to be phased out after the curriculum review process;
- (x) refine the recruitment and deployment mechanism;
- (xi) institutionalise leadership training and mentoring courses for all headteachers, deputies and teachers; and,
- (xii) establish a national school leadership centre.

(c) *Expand, equip, and improve facilities at NTCs and Schools of Education in Universities*

The quality of any education system depends on the quality of her teachers. At present, the sector is concerned about the quality of the teachers graduating from NTCs and Schools of Education in Universities. To improve this situation, the Ministry plans to:

- (i) rehabilitate and complete existing facilities in NTCs and Schools of Education in Public Universities; and,
- (ii) construct extra facilities (lecture rooms, pit latrines, laboratories, libraries and ICT rooms); and,
- (iii) review the STE curriculum



### 3.3 Objective 3: An effective and efficient education sector

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

##### Strategies

##### *(a) Make more efficient use of teachers/lecturers' and learners' time and other resources*

As a consequence of the insufficient attention devoted to Secondary education in recent years, resource allocation has become inefficient, especially in the light of access and equity objectives. As the Secondary sub-system moves from a small number of elite schools to a large number of schools providing mass education, the Ministry must take measures to reduce the per-student cost of Secondary education. It will do this by:

- (i) revising curriculum to consolidate subject matter into eighteen subjects at national level (8 core and 10 electives);
- (ii) reducing class size from 72 to a maximum of 60 and increase teacher work loads from 22 to 24 periods implemented within a 35 period of instruction in all government schools. Schools outside the USE program can continue to provide additional subjects, financed from fee income, if they wish;
- (iii) requiring teachers to have the skills to teach at least two subjects so as to enhance efficiency;
- (iv) redeploying teachers from teacher-surplus schools to teacher-deficient schools;
- (v) making more use of double-shift teaching;
- (vi) decentralizing procurement for construction and instructional materials at school-level;
- (vii) implementing Customised Performance Targets for Headteachers/ Principals and their Deputies and provide non-monetary rewards to good performers;
- (viii) enforcing the Teachers' Professional Code of Conduct and Standing Orders to increase time-on-task;
- (ix) designing low cost structures (classrooms, multi-purpose science room, laboratory, administration block, teachers houses and library);
- (x) having a nationally approved limited list of core textbooks as opposed to school-based lists<sup>4</sup>; and,
- (xi) develop a teacher allocation formula based on STR of 35 plus two administrative staff.

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

Government will improve the management of instructional programmes, staff and other resources in order to make schools become more accountable to their communities. This will be done through:

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<sup>4</sup> Studies undertaken by World Bank in countries with similar development characteristics like Kenya indicate that implementing this policy shift reduces per capita cost on textbooks' provision by two thirds.

- (i) strengthening the BoGs, Headteacher Associations, National Teacher Unions, Student Leadership;
- (ii) supporting and enhancing inspection and support supervision by District Inspector of Schools;
- (iii) establishing functional procurement units and contracts committees at school level;
- (iv) recentralizing the inspection of schools; and,
- (v) mandatory publishing of capitation funds released.

***Sub-objective 3.2: Strengthened capacity of the Ministry to provide leadership and management***

**Strategies**

***(a) Provide technical/ administrative staff with needed resources and tools***

The Plan will improve and enhance the operational capacity of the technical and administrative staff at the centre, district, and school level. The Ministry will undertake to:

- (i) conduct a management audit and adjust organizational structures and resource allocations to reflect priorities;
- (ii) train administrative/technical staff in good management practices and provide incentives for their use;
- (iii) promote exchange programmes at school, district levels and the centre for sharing of knowledge, skills and best practices;
- (iv) identify potential leaders and develop a transparent and effective mentoring program; and,
- (v) train head teachers/principals and deputies in leadership and management skills and provide incentives for their use.

***(b) Accommodate cross-cutting initiatives***

Cross cutting initiatives, including girls' education, awareness and impact, agricultural education, career guidance and counselling, peace and human rights education, gender equality, environment, and physical education and sports, arise in response to changes in national social and economic policies. They will continue to arise during the timeframe of this Plan. Rather than accommodating only those that are currently embedded in the system (such as girls' education) or on the horizon (such as agricultural education). The Plan includes guidelines for adopting crosscutting initiatives and procedures for incorporating them into the system and curricula (*Annex 8*). These procedures should help ensure that teachers have the time and other resources to address crosscutting initiatives to the curriculum without compromising quality education.

***(c) Mainstream HIV/AIDS related activities***

The sector will continue to address and mainstream HIV/AIDS related interventions and activities in its programmes. The sector will:

- (i) enhance promotion of awareness and prevention of HIV/AIDS;
- (ii) mitigate the adverse effects of HIV/AIDS;
- (iii) provide IEC materials for HIV/AIDS; and,
- (iv) build capacity for students, teachers, headteachers and principals to enable them become HIV/AIDS competent.

***(d) Increase capacity for Assessment***

In light of increased numbers of students arising from the implementation of USE, the Plan will enhance the capacity of UNEB to handle assessment activities in a timely manner through provision of modern equipment for both the printery and computer units.

***Sub-objective 3.3: Quality assurance and accountability in the sub-sector sector***  
**Strategies**

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

The long-term aim of quality-assurance activities is to develop a working relationship among the various agencies that have some responsibility for this function so that it is effective and efficient. The Plan will support the Directorate of Education Standards and collaborating ministries and institutions to:

- (i) set standards for buildings, sanitation, facilities, staff attendance, record-keeping;
- (ii) observe teachers and help them improve instructional methods and management;
- (iii) strengthen the system of private schools licensing, registration, and inspection;
- (iv) regularly inspect and prepare schools/institutions reports on compliance with standards, regulations, and reporting procedures;
- (v) use NAPE to regularly assess system performance;
- (vi) support District Inspectors of Schools to regularly inspect and report on schools' compliance with standards, regulations, and reporting procedures;
- (vii) Strengthen STEPUP
- (viii) enforce the required two (2) minimum inspection visits by DISs per school per academic term; and,
- (ix) organise mandatory refresher courses which will help teachers improve instructional methods and management.

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

The Plan addresses problems of corruption and misuse of public resources. The Ministry will:

- (i) provide incentives for professional conduct and enforce sanctions for unprofessional behavior;
- (ii) recruit qualified bursars;

- (iii) strengthen school level budgeting and financial audit; and,
- (iv) institute a coherent and feasible system of standards and performance monitoring.

***Sub-objective 3.4: Formalize, build and enhance public-private partnerships in service delivery and capacity building***

**Strategies**

***(a) Formalize, build and enhance public-private partnerships in service delivery***

The Ministry's main roles vis-à-vis private schools and institutions are, first, to encourage their development and sustainability and, second, to protect the consumer of education services by setting standards and monitoring all schools - public and private - for compliance. The Ministry will collaborate with private schools by:

- (i) sending bursaries to private schools particularly in USE;
- (ii) providing initial stock of instructional materials to schools participating in USE;
- (iii) providing initial stock of science kits/equipments;
- (iv) providing for community oversight of secondary schools through Boards of Governors;
- (v) soliciting community contributions to the school construction and maintenance;
- (vi) supporting and encouraging NGO programs for disadvantaged groups and in conflict areas;
- (vii) restructuring secondary department to provide for oversight responsibility of private schools;
- (viii) grading and licensing private schools;
- (ix) ensuring access to affordable long-term financing;
- (x) providing tax incentive to deserving private schools;
- (xi) strengthening EMIS to capture enrolments of all schools (private and government); and,
- (xii) strengthen monitoring and support supervision in private schools.

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

The Plan calls for a strengthening of relations with these partners and a continued move toward their budgetary support, without closing the door on project support for high-priority interventions. To enhance further cooperation, the Ministry will:

- (i) engage local governments in the support of secondary education;
- (ii) work with communities and organizations to provide community-based, out-of-school sports programs;
- (iii) build capacity for MoES officials and headteachers on policy reforms;
- (iv) provide for community oversight of schools through their governing bodies;
- (v) strengthening the SWAp mechanism to promote long-standing partnerships with external funding agencies, local governments and line ministries. The Ministry expects to continue its professional relationship with the Education Funding

Agencies Group (EFAG) to look to this group from time to time for technical support.

***Sub-objective 3.5: Critical studies for enhancing of efficiency and effectiveness***

The Ministry will undertake selected sub-sectoral critical planning, monitoring and evaluation studies geared at enhancing efficiency and effectiveness. The studies will cover the broad areas of public expenditure management, quality enhancement and equitable access.

The following are some of the critical studies to be undertaken:

- (i) track the flow and utilisation of funds disbursed for various activities;
- (ii) evaluation of the 1<sup>st</sup> phase of double shift teaching including a baseline survey on learning achievements;
- (iii) assess the impact of government support to private schools;
- (iv) comparative studies on the effectiveness of IFC/World Bank concessional funding to the private sector;
- (v) evaluation of the effectiveness of school based procurement for construction and provision of instructional materials;
- (vi) NAPE at secondary level; and,
- (vii) track performance of private schools.

## 4.0 COSTS AND FINANCING

### 4.1 Enrolment Growth

Participation in secondary education is projected to increase sharply over the next ten years (see details in the Simulation Model in **Annex 3** and technical/explanatory notes in **Annex 4**). The reforms to primary education will lead to an annual increase in the number of students qualified to enter academic secondary education of about 90% by 2018 - a gain of 39.1%. Using UNEB pass rate of ...%, a total of ..... pupils will qualify for entry in academic secondary over the plan period of which ..... will be in government schools.

The increase in the numbers of primary school leavers who are qualified to enter academic secondary school will strain the capacity of the secondary school system. The USE policy commits the GoU to provide places for able and willing students in either academic secondary school. The current policy offers 68.6% (2008) of successful primary school graduates' admission to an academic secondary school, this number is likely to increase to 90% at the end of the plan period (2018). This policy contrasts with the earlier expectation in the ESSP 2004-2015 that about 50% of primary school graduates would be admitted to a secondary school in 2007 and that the proportion being admitted would steadily increase, reaching 80% in 2015. Table 1 below provides details on secondary education enrolment in the next ten years (2008-2018).

**Table 1**  
**Projected Secondary Enrolment, 2008-2018**  
**(Thousands of Persons)**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total secondary	1,024.5	1,077.38	1,163.8	1,223.7	1,384.2	1,533.8	1,642.8	1,756.9			
o/w "O" Level	891.7	942.2	1,035.1	1,085.9	1,221.3	1,362.9	1,431.4	1,502.9			
o/w "A" Level	132.9	135.0	128.7	137.8	162.9	170.8	211.4	254.0			
Govt Secondary	532.8	603.3	651.7	685.3	775.1	858.9	919.9	983.9			
o/w USE govt	271.1	427.9	595.7	663.6	711.6	755.8	786.5	798.5			
o/w non-USE govt											
Private & Comm.	491.8	473.9	512.0	538.4	6.9.0	674.9	722.8	773.1			
o/w USE Priv.sch	94.9	151.8	66.6	69.9	79.2	87.7	93.9	100.5			
o/w non-USE priv.											

The USE program will also result in greater demands for admission to A-level and tertiary education. Between 2008 and 2018, more than ..... students (i.e. from 132,862 to ... about ..... annually) will qualify for admission to either A-level studies or technical education because of the increased output of students. Most of the increase in A-level enrolment will occur in the second half of the period because of the time required for the increase in secondary enrolment to reach S5. The projected increase in upper secondary (S5-S6) enrolment between 2008 and 2018 is ... million or ... % of the number projected in plan (i.e. from about ... to.....).

## 4.2 Costs

Implementation of the plan (2008-2018) is estimated to cost Shs. .... equivalent to Shs. ... over the period 2008-2018 (in current prices) – see details in the simulation model in Annexes 3&4. This represents an *increase* in total secondary public expenditure (development and recurrent) of Shs..... or .... % of the amount projected before the introduction of USE program.

**Table 2**  
**Total Costs by Major Items**  
**(Billion of Uganda Shillings)**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Construction works	9.0	70.3	73.0	50.8	89.7	74.2	60.7	63.0			
Instructional Materials		33.6	14.0	13.9	2.1	2.2	2.3	2.4			
Other development expenditure	1.5	4.7	7.7	7.7	4.5	1.5	1.5	1.5			
Capitation grant gov't. schools	33.3	52.6	73.3	81.6	87.5	92.9	96.7	98.2			
Capitation grant USE private	13.4	21.4	29.9	33.9	36.1	38.1	39.3	39.6			
Salaries teaching and non-teaching	107.20	128.9	147.2	169.3	189.6	246.4	310.4	390.1			
Other recurrent expenditure	2.53	2.53	13.7	13.7	13.7	13.7	13.7	13.7			
<b>Total devt and recurrent</b>											

A very large fraction of the increase in planned expenditure is required to implement a new system of compensation for teachers and school administrators. The new scheme of service aims to provide a structured career for teachers in order to improve retention and motivation. The Plan provides ..... more for wages and salaries over the period 2009-2019. Most of this increase would be used to improve wage and salary levels. The salaries for secondary school teachers would increase by .... %. However, implementation of the new scheme of service for Secondary is delayed until ..... Under the ESSP 2004-2015, an increase of 30.6% of base salary was budgeted to fund increases in the purchasing power of teachers' salaries in order to ensure that salaries maintained their value relative to projected increases in per capita GDP. About ..... % of the total budget for wages and salaries would go toward serving additional students or improving the ratio of staff to students.

Table 3 presents details on the projected Government expenditure on secondary education for the next ten years (2008-2018), not constrained within the available LTEF provisions.

**Table 3**  
**Projected Government Expenditures on Secondary Education**  
**(Billion Uganda Shilling)**

	2008/09	2009/10	2010/11	2011/12	2012/13

LTEF allocation to education (4.9% p.a)	795.31	873.04	962.51	980.55	973.92
Desired LTEF allocation to education (7% p.a)	783.18	812.01	891.37	982.72	1,001.14
Share of secondary education in education budget					
Resources available for secondary education (based on 4.9% LTEF growth)					
Total estimated cost for secondary					
Provisional estimate to TTC cost					
Funding gap					

Expansion of secondary education has produced a drastic increase in both recurrent and development expenditure. Projections indicate that under the Plan, the main cost drivers are the wage bill and provision of facilities (refer to **Annexes 3&4** for details on costs). The recurrent expenditure requirements are .... % of the total expenditure (...% wage and ....% non-wage). Non wage expenditure covers: capitation, textbooks, teaching materials, laboratory supplies, teacher training, curriculum review, assessment, utilities and maintenance.

Capital spending is projected to be about shs..... bn over the period 2008-2018 - more than two times the amount envisaged for this period in *ESSP 2004-2015*. This increase reflects rapid expansion of enrolment at secondary level and putting emphasis on promotion of the science education policy. The Plan is to provide at least one school in every sub-county, multi-purpose science rooms and libraries plus ICT rooms in all secondary schools and NTCs.

### 4.3 Financing the Plan 2008-2018

#### 4.3.1 The Sector LTEF and anticipated private sector contribution

##### 4.3.1.1 The Sector LTEF

Uganda's Long-Term Expenditure Framework projects that Ug. Shs. 8,506 billion will be available to finance the provision of education over the period 2007-2015. The annual allocation increases from Ug. Shs. 764bn in 2007 to Ug. Shs. 1,474bn in 2015 - an increase of 93 %. This allocation is expressed in current prices and reflects an assumption that prices will increase at an annual inflation rate of 3.5 %. The total cost (Government and private) of the revised Strategy is Ug. Shs. 27,070.99bn (equivalent to Shs. 23,591bn in current prices) for the period 2007-2015. GoU policy specifies that the state should finance 90 % of the cost of primary education, 60 % of the cost of academic secondary education, 40 % of the cost of BTVET and 50 % of the cost of high tertiary education. These policies imply that the total demand for public expenditures for education would be Ug. Shs. 18,253bn (in current prices). This means that the



**budget shortfall** for the next eight years is Shs. 9,747bn or 61 % of planned expenditures. This represents an annual deficit of 1,218bn (equivalent to about US \$ 1billion).

#### 4.3.1.2 Secondary education sub-sector share

Introduction of universal secondary education will continue to require sustained funding in both the medium and long term. The prime mover of the cost to the sub-sector is the wage bill and provision of facilities. In the current FY 2007/08, the salary of secondary teachers is Shs.107.7bn equivalent to 74% of the total sub-sector provision. Support costs (non-wage) in the same FY are Shs.28.12bn. During this FY 2007/08, total planned public expenditure of secondary education amounts to Shs. 176.82 bn equivalent to 22.2% of the total sector budget. In the medium and long term, wages for secondary will grow by Shs. 10bn per year equivalent to 2,000 teachers a year with a pay reform of 5%. The growth of wage is projected to increase to above 10% per annum in the long term.

Table 4 indicates how the sub-sectoral share of secondary of 22.2% was arrived at. The growth in wages and support costs are compared to the projected LTEF. It is evident from Table 4 that secondary education cannot be sustained below 22.2% of the available resources to sustain current financing level. Minimum requirement of the secondary sub-sector will increase steadily up to ...% of the projected LTEF in 2017/18.

The total cost (Government and private) of the Plan is Ug. Shs. ....bn (equivalent to Shs. ....bn in current prices) for the period 2008-2018. GoU policy specifies that the state should finance ...% of the cost of secondary education. Thus, private sector contributions is estimated at ....%. This policy arrangement implies that the total demand for public expenditures for secondary education would be Ug. Shs. ....bn (in current prices) over the plan period. This means that the **budget shortfall** for the next ten years is Shs. ....bn or ....% of planned expenditures without USE program. This represents an annual deficit of ...bn (equivalent to about US \$ ....).

**Table 4:**  
**Wages and Support Costs<sup>5</sup> for Secondary**  
**(Billions in Ugandan Shillings)**

Cost item	08/09	09/10	10/11	11/12	12/13	13/14
Wages						
Support Costs						
Total Secondary						
LTEF incl. of donor						
% of Provided LTEF						

#### 4.3.2 Closing the funding gap

<sup>5</sup> Support costs for secondary include: capitation funds for construction of secondary schools, NTCs' capitation and central administrative costs.

The budgetary shortfall of Ug. Shs. .... cannot be closed entirely through greater tax revenue support for education. In order to meet the costs of providing education, it will be necessary not only to strengthen public-private partnerships in the sector, but also to reduce costs. Four budget items offer possible opportunities to contain costs.

#### **4.3.2.1 Managing wage bill of secondary sub-sector**

The implementation of the Scheme of Service for employees of the education sector should be carefully scrutinized to have a manageable and affordable wage bill. The Education Service Commission (ESC) proposes to raise the average rate of pay in secondary education by 131 %. The sector will have to implement the proposed scheme in a phased manner beginning with primary sub-sector with one cadre (i.e. Senior Assistant Education Officer) in the medium term. *Implementation of the scheme at Secondary level will be considered after 2012.*

The wage bill is increased further by enrolment growth and reductions in class size. The wage bill is declining, as the average ratio of students to teachers is increasing from 20 to 35 between 2008 and 2018 - leading to a reduction in wages and salaries of ..... %. But at the same time, enrolment in secondary education increase by ... % - from .... to ..... The increase in the wage bill for secondary schools accounts for 14.3% of total growth in education spending over the period.

#### **4.3.2.2 Lowering costs of providing facilities (classrooms & labs)**

The design standards for science laboratories, libraries and other physical facilities should be continuously reviewed with a possibility of reducing specifications. Providing three science laboratories with high design specifications as is the case today is not feasible and sustainable. Considerations have been made to provide modest designs for multi-purpose science rooms as well as supply basic equipment (a science kit) for more cost-effective teaching and promotion of science education and technology in all schools (existing ones and new ones). See **Annex 9** for the proposed plan for provision of facilities.

However, the Ministry strongly believes that strengthening the scientific basis and content of curricula in such fields as education and management is likely to have a significant positive impact on economic productivity and political discourse. Rather than providing all secondary school students with four or six years of laboratory science, it is more productive and cost-effective to create a small number of residential secondary schools at regional level for especially gifted students of science, mathematics and engineering. These institutions might then be able to justify the cost of the most modern facilities for scientific study. This is being done by mainstreaming existing selected schools and transforming them into *Centres of Excellence* staffed and equipped to provide students with a deep understanding of the scientific method and its applicability to the solution of real world problems.

#### **4.3.2.3 Enhancing Public-Private Partnerships**

Under the plan 2008-2018, the private sector (primarily households) is expected to contribute an estimated ..... of the total cost of providing education to Ugandans.

This represents ..... % of estimated household income by the year 2019. If the private sector were to contribute to that extent, then ... % of the shortfall in funding would have been assured. However, this conclusion was qualified by the need to recognize that the drastic expansion of education under the plan would have to draw children from families with lower incomes and less ability to pay than those financing the costs of education at present. A plan to increase public private partnership has been developed, see **Annex 15** for details.

## **5.0 OPERATIONAL PLAN FOR SECONDARY EDUCATION (2008-2018)**

### **5.1 Institutional set up**

The plan will be implemented within the Ministry's current procedures for planning, budgeting and annual reviews. The Ministry will continue the SWAp process, begun in 1998. The MTBF will be revised every year to reflect revisions to the strategies and interventions of the re-costed SESP and ESSP. Uganda's Education SWAp process entails MoES working together with key stakeholders including donors to agree on key priorities, and allocation of resources in a manner that enhances efficiency and effectiveness. Details on the institution set up of the sector are given in **Annex 16**.

### **5.2 Annual and quarterly work plans**

The secondary education department will develop and annually update work plans, in line with the relevant policy objectives. These workplans shall spell out initiatives/interventions to be carried out in the medium term. The technical capacity to implement the Plan is available within the Sector, while the SWAP framework through which the Plan will be implemented enhances the institutional capacity.

An "intervention," as presented in the matrix of Policy Objectives and Strategies (see **Annex 5**), is a component of SESP. An intervention might become an "Undertaking" when the annual Education Sector Review puts it on the agenda as a condition for funding. The annual workplans cover a period of five years i.e. the lifespan of the MTEF. They are to be reviewed annually.

### **5.3 Results Framework**

The draft indicators and outcome targets in line with the sector strategic objectives, which will guide the implementation of the Plan will include:

- (i) Transition to S1
- (ii) Transition to S5
- (iii) Repetition rate at all classes
- (iv) Drop out rate at all classes
- (v) Student teacher ratio
- (vi) Student classroom ratio
- (vii) Student textbook ratio
- (viii) Classroom stock
- (ix) Learning achievements
- (x) Teaching load

Key targets have been identified through a consultative process and these have been laid out in the Results Framework (**Annex 14**). The principles that guided the discussions included an emphasis on equipping young people to succeed in the rapidly changing world. This implied that particular attention was paid to the development of life-long-learning skills, including the ability to comprehend and critically assess both print media

and oral presentations of information. The desired 'skills set' includes the ability to read and understand tables, graphs and diagrams. A basic education should also provide students with skills in sharpening issues, formulating testable hypotheses about natural and social phenomena, and marshalling evidence with which to carry out these tests. The development of these capabilities may be best pursued through active learning and group work. The adoption of innovative teaching strategies might increase the effectiveness of teachers by shifting their role from expert to manager of the learning process.

Secondary schools should be developed as places in which students acquire rudimentary knowledge of the natural and social sciences, history and literature. An important outcome of secondary education should be the development of curiosity about the world and formulation of clearly expressed questions about how things work or might be made to work. An appreciation for and habit of careful organization of tasks and precise measurement of phenomena should also be cultivated. By sharply defining the outcomes of education that are desired, it will be possible to more effectively assess the performance of the education system in meeting its targets. The priority target could be successfully met within the resource envelope available.

In view of the above points and in order to assure quality of secondary education in the plan period, the Ministry has through a participatory process formulated a Results Framework (RF) that will guide the sector to track progress in achieving the planned outputs and outcomes. The RF is contained in **Annex 14**.

#### **5.4 Fiduciary safeguards**

The Government of Uganda has made significant improvements in Public Financial Management and the Procurement System with the enactment of the Public Finance and Accountability Act (PFAA) 2003 and the Public Procurement and Disposal of Public Assets Act 2003, which became operational the same year and are implemented through the relevant Financial and Procurement Regulations.

##### **5.4.1 Procurement arrangement**

The Public Financial and Procurement Regulations are applied at the centre including all government agencies and Ministries, and at the decentralized Local Governments level. They are implemented through the Integrated Financial Management System (IFMS) and Contracts Committees. This ensures the promotion of good financial and procurement arrangements at all levels of government. It also promotes improved reporting. The Ministry plans to decentralize procurement of contractors for construction works and suppliers of instructional materials to schools. This option would rely on the existing structures within the schools to conduct the procurement i.e. functional Procurement and Disposal of Assets Units and Contract Committees will be established in every school. The Local Government procurement staff will be utilised to support the schools where necessary and to conduct procurement reviews. Annual procurement reviews could be outsourced to external consultants. For procurements that require technical skills, the schools would rely on the technical staff at the local government such as the district engineers to support supervision of e.g. civil works. The more complex procurements like large civil works and initial procurement of instructional materials would be handled centrally by the Ministry.

#### **5.4.2 Financial Management**

Financial management will be handled through the Commitment Control System (CCS) initiated by Government as part of the financial reforms ensures that all public expenditures and procurements are executed against budgeted resources, and the creation of arrears is not permitted. The Education and Sports sector also holds Annual Sector Reviews with all stakeholders where the planned activities are reviewed against targets and the actual performance is scored against the set indicators. This helps the sector to plan, budget and set more realistic targets for the next financial year and review. Further, the Public Expenditure Tracking Studies (PETS) help the sector to track the timeliness and value for money utilization of the released resources.

Internal controls with regard to financial management in the Education and Sports Sector are achieved through the services of the Internal Audit Unit. For the external audits, the Office of the Auditor General and the Public Accounts Committee of Parliament perform this function for the entire government including the education sector.

In July 2007, all Government payments' system were upgraded to the "Electronic Funds Transfer" (EFT) system. The payment processing procedures for the centre and all Local Governments utilize the Integrated Financial Management System to effect the EFT. The key benefit of this EFT system is the prompt and direct remittance of payments to all Government suppliers and employee's bank accounts. Therefore, the adoption of EFT payment system further demonstrates the Government's commitment towards the improvement of efficiency, transparency and accountability in public expenditure management.

The Education and Sports Sector's management of external resources is undertaken through the Sector Strategic Plan (ESSP 2004-2015) and the MTEF, which is translated into the MTBF at the sector level. The MTEF is a five-year rolling plan with integrated ceilings which in turn provide the sector with ceilings, within which the external resources from donors are managed. Similarly, the MTBF is a three-year annual rolling plan with MTEF ceilings transformed into the maximum resource envelope available matched with priority expenditures by vote by programmed and by activity.

#### **5.5 Environment impact assessment**

The implementation of the plan is not expected to make a negative contribution to the environment and to the community. All the planned activities including those that impact directly on the national environment such as provision of construction materials (bricks, roofing timber, etc) shall be implemented in accordance with the existing national environmental legislation to minimise negative effects they cause on the biophysical and human environment.

## ANNEXES

- Annex 1: List of Government secondary schools**
- Annex 2: List of Private secondary schools**
- Annex 3: Financial Simulation model**
- Annex 4: Technical Explanatory Notes of the Simulation Model**
- Annex 5: Policies, Strategies and Interventions**
- Annex 6: List of Counties without “A” Level**
- Annex 7: List of Centres of Excellence under ADB IV support**
- Annex 8: Guidelines for adopting emerging important crosscutting initiatives**
- Annex 9: Plan for provision of education facilities**
- Annex 10: Instructional Materials Plan**
- Annex 11: List of Sub-counties without Secondary Schools**
- Annex 12: Annual Workplans (FY 2008/09-2013/14)**
- Annex 13: List of Private Schools Participating in USE**
- Annex 14: Results Framework of the USE program**
- Annex 15: Institutional setup of the Ministry**