



THE REPUBLIC OF UGANDA

**MINISTRY OF EDUCATION,
SCIENCE, TECHNOLOGY AND
SPORTS ISSUES PAPER FOR
LOCAL GOVERNMENT
CONSULTATIVE WORKSHOPS
FY 2016/17**

STRUCTURE:

- 1) INTRODUCTION
- 2) PROGRESS ON IMPLEMENTATIONS OF RECOMMENDATIONS
- 3) IMPLEMENTATION CHALLENGES TO SERVICE DELIVERY
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1. INTRODUCTION

- The Sector's objectives to attain the goals of the NDP II and Vision 2040 goals are:
- Achieve **equitable access** to relevant and quality education and training towards rapid transformation of the society and economy of the country;
- Ensure delivery of **relevant and quality education** and training for self-development and competitiveness in the global job market; and
- Enhance **efficiency and effectiveness** of education and sports service delivery at all levels.



PROGRESS ON IMPLEMENTATIONS OF RECOMMENDATIONS

s/n	Issue	Recommendation	Progress
1	Grading and Scheme of Service.	Fast track the Scheme of Service and expedite the dissemination of guidelines to Local Governments.	<ul style="list-style-type: none"> •Done: •MoESTS abolished grades and issued guidelines to facilitate implementation of the policy shift •Sector is still faced with a challenge of funding.
2	Shortage of English and Science Teachers	Increase number of slots for government sponsored students at NTCs and Universities	<ul style="list-style-type: none"> •The Sector prioritised 80% of the slots in NTCs •Students Loan Scheme now includes courses for humanities and diplomas •Diploma courses at University level admit 80% of students on Government sponsorship.
3	unit costing used to allocate the funds for UPE capitations,	Government should either increase the unit costs required by child or explore other modalities	<ul style="list-style-type: none"> •The Sector earmarked Ushs.18.3bn to go towards enhancement of the unit cost of UPE •Similarly, Ushs.21.48bn was provided to restore the approved unit costs of USE and UPOLET in both Government aided and PPP secondary

3. IMPLEMENTATION CHALLENGES TO SERVICE DELIVERY

- Policy gap created by the obsolete Education Policy Framework (the Government White Paper (1992).
- Limited budgetary resources.
- The impact of HIV and AIDS on the teachers.
- Inadequate infrastructure
- High Inspector: School Ratio
- Highly demotivated teaching staff
- Poorly resourced Inspectorate function.
- Non-prioritization of Inspection
- Understaffing at all levels
- Inadequate teaching/learning materials
- Low levels of coordination within and across MDAs
- Disempowered Head teachers
- Some Local Governments have remained complacent on the monitoring of Customized Performance Targets (CPTs), yet the implementation of the policy rests on their good-will as well;
- Non-compliance at all levels
- Reporting challenges, as a result of decentralization. Education Department indicate that there are no clear reporting and supervisory channels between the schools, local governments and MoEST.



ACHIEVEMENTS

Access and Equity

Pre-Primary and Primary Education

- Pre-primary enrolment increased by **0.7%** from **430,425** pupils in FY 2013/14 to **433,258** in FY 2014/15;
- At the primary level, enrolment increased by **3.7%** from **8,459,720** in FY2013/14 to **8,772,655** in FY2014/15;
- The GER declined by 6 points from 111.82% in FY2013/14 to 117.00% in FY2014/15.

Secondary Education

- Total enrolment in secondary schools increased by **2.1%** from **1,362,739** in FY2013/14 to **1,391,250** in FY 2014/15;
- GER increased from 26.8 % in FY 2013/14 to 30% in 2014/15 while NER increased from 24.7% to 26% in same period; and,
- The GPI (Gender Parity Index), improved from 0.874 in FY2013/14 to 0.884 in FY 2014/15.

Quality

Pre-Primary and Primary Education

- The Pupil Teacher Ratio (PTR) in primary education remained constant at 46:1 (54:1 government; 29:1 Private) in FY2014/15 as it was in FY2013/14;
- Number of primary school teachers increased by 3.1% from 185,548 in FY 2013/14 to 191,217 in FY 2014/15; and,
- Total number of primary schools with safe water sources improved to 75.1% in FY2014/15, from 72% in FY 2013/14

Secondary Education (Government & Private)


- Total number of secondary school teachers increased by 4.7% from 61,100 in FY2013/14, to 63,957 in FY2014/15;
- The Student Teacher Ratio (STR) declined by 4.8% from 21:1 in FY2013/14 to 22:1 in FY2014/15; and,
- The Student Classroom Ratio (SCR) declined from 46:1 in FY 2013/14 to 50:1 FY2014/15;

BTVET

- The Student Instructor Ratio in BTVET improved from 11:1 in FY2012/13 to 10:1 in FY2013/14
- Number of BTVET students passing examinations increased by 0.9% from 2,207 in 2013 to 2,354 in 2014; and
- The performance of diploma students improved by 0.3% from 845 in 2013 to 1,026 in 2014.

Efficiency and Effectiveness

Pre-Primary and Primary Education

- The Survival Rates to Grade 5 improved by 2.1 percentage points from 58.5 % in FY2013/14 to 60.6 % in FY2014/15;
 - The Survival Rate to grade 7 improved by 3.1 percentage points from 30% in FY2013/14 to 33.1% in FY2014/15;and,
 - The P7 Completion Rate improved by 4.6 percentage points from 67.4% in FY2013/14 to 72% in FY2014/15.
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Secondary Education

- The number of students who registered for the Uganda Certificate of Education increased by 4.3% from 293,433 in FY2013/14 to 308,397 in FY2014/15;
- Senior 4 Completion Rate increase from 35.3 % in FY2013/14 to 39.1 % in FY2014/15;and,
- The Retention Rate (the proportion of students enrolled in any school year and continues to be in school the following year). Retention Rate for USE students improved by 1.1% from 26.6% (2010-2013) to 27.7% in 2014.

BTVET

- Performance in BTVET examinations improved by 33.3% from 62.5 % in 2013 to 95.8% in 2014;and,
- Performance of Students in Community Polytechnics improved by 18% from 79 % in 2013 to 97% in 2014.



3KEY POLICY AND ADMINISTRATIVE ISSUES

○ Sanitation

- In FY 2015/16, the Ministry took a position to ensure that sanitation levels in schools
- Local Governments that prefer to use the funds for other facilities demonstrate officially that their Pupil Stance Ratios by school and gender is above the national target

○ Under payment and non-payment of schools

- Ministry received a number of complaints regarding the underpayment and non receipt of funds by schools especially under the UPE and USE/UPOLET grant.
- There was a general shortfall across all schools under the USE/UPOLET programme but together with the Ministry of Finance, Planning and Economic Development, additional resources worth Ushs.21.48bn were availed to restore the traditional approved unit costs
- Schools that did not fully comply with the validation exercise to clean up data used to inform allocation
- Wrong account details

○ Grant aiding and school mapping

- Ministry carried out a comprehensive rapid school mapping exercise to identify sub counties with no Government aided Secondary schools
- Ministry has over 1,140 parishes with no Government aided Primary School



○ **Teacher's SACCO funds**

- implementing in a phased manner, a Presidential Pledge of Ushs.25bn and funds have been channeled to the Uganda Micro Finance Support Centre which is the recognized fund manager
- During negotiations with UNATU on teachers' demands, one of the proposals was to have this money channeled to UNATU
- Local Governments are encouraged to provide the necessary support
- The Ministry is working closely with offices of the Solicitor General, Accountant General and Permanent Secretary/ Secretary to Treasury to see how best to handle the issue of transferring the funds to the Apex of the Teachers SACCO

○ **School feeding**

- Ministry recognizes the fact that school feeding remains an important factor
- position of the Ministry remains that feeding is a responsibility of the parent and Local Governments are urged to popularize and sensitize schools on this position
- Schools are encouraged to make arrangements with parents to ensure that solid meals

○ **Scheme of Service**

- the Ministry of Education Science Technology and Sports in collaboration with the Ministry of Public Service issued guidelines to all Local Governments
- clarification through an addendum to the earlier circular dated 9th January 2015
- the funds to implement the scheme of service are still yet to be identified



○ **Emergency construction in Primary school**

- Ministry has a project to handle these Emergencies but with an annual provision of Ushs.1.864bn, the project is over whelmed with such cases
- Emergencies such as blown off roofs and collapsed latrines be prioritized in the work plans

○ **Transport and facilitation of Education Departments at districts**

- Ministry requires at least Ushs.9.8bn to cater for 70 non-PRDP districts
- recommended that these funds be sourced from the normal SFG component.
- But given the paucity of SFG funds against the increasing demand for classrooms and sanitation facilities, there is need additional funds to exclusively cater for the DEOs transport provision.

○ **Inspection**

- quality of Education outcomes are still on the decline
- It is important that Local Governments adhere to guidelines set by the Directorate of Education Standards through timely submission of inspection reports




○ **Taxes**

- Tax exemption of Education Civil works and equipment was lifted.
- Local Governments are therefore advised to adhere to these guidelines communicated by MoFPED and ensure that taxes are part of their civil works although this considerably reduces on the scope.

○ **GPE implementation**

- Ministry kick started operations of the Uganda Teacher and School Effectiveness Project where the Pre-Primary and Primary Education Subsector shall benefit from 100 million dollar grant from World Bank
- Ministry shall over see the training of head teachers and school management committees and construction of 273
- Local Governments are reminded that they are accountable for the proper usage of these funds and shall follow the normal reporting and accountability procedures and open separate dedicated non-interest bearing GPE SFG bank accounts with a dedicated cashbook.

○ **Decentralisation of Secondary Education**

- Secondary Education unlike Primary Education still takes on a national outlook
 - Local Governments are urged to effectively play their roles in aspects that are already decentralized such as management of the payroll, declaration of vacancies
 - The decentralization of Secondary is embedded within the Education Act (2008) and changes to these aspects require a review and amendment to the existing Act
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5. IPFS AND ALLOCATION; CONSOLIDATION OF TRANSFERS, ALLOCATION FORMULAE AND BUDGET GUIDELINES

- Education is one of the pilot sectors chosen to under take the consolidation of grants to the Local Governments in a bid to increase their discretion No final position has been reached yet but a draft formula with 5 weighted key variables has been developed

Variable	Weighting	Justification
Population of pre-primary and primary school going age	40	Has the highest number of sector beneficiaries and traditionally has been receiving the biggest percentage of grants
Population of secondary school going age	30	Takes the biggest percentage of pupils that complete primary education
Land area	10	Cost indicator – cost of providing education
Literacy	10	Key education performance outcome
Numeracy	10	Key education performance outcome



Budget Requirements	
Salaries	This should be in line with approved structure, ceilings and the salary scale
Lower Local Services	<ul style="list-style-type: none"> ○ A minimum allocation made in accordance with enrolment eg primary is 10,000. Secondary eg 41,000 for govt, PPP for 47,000 (for A’ level 80,000 and 85,000 respectively) ○ Transfers made to schools (through STP)
Services delivered by HLG	<ul style="list-style-type: none"> ○ Allocate funds to the procurement of instructional materials.
Monitoring and Management of Service Delivery	<ul style="list-style-type: none"> ○ This budget (inspection and supervision) should be appropriated to LLGs in accordance with the inspection guidelines (DES – has these guidelines). ○ Planning, budgeting and coordination of implementation of sector guidelines and priorities
Capacity Building	<ul style="list-style-type: none"> ○ Capacity building activities planned for in line with the positive and negative lists <p>Such positive lists include:</p> <ul style="list-style-type: none"> ○ In-service training /refresher training for teachers ○ Performance appraisal and supervising of head teachers and teachers ○ Capacity building eg for newly created districts created without administrative structures ○ Mobilizing communities for education activities and events education dialogues (“baraza”) held normally at the district headquarters or county levels ○ Formulation and implementation of education Ordinances and by-laws <p>The negative lists would include:</p> <ul style="list-style-type: none"> ○ Long term training eg PHD training
Capital Investments	<ul style="list-style-type: none"> ○ Primary, Secondary, BTVET ○ Have to be mindful of needy areas, completion of structures before embarking on new ones, a focus on traditional schools (secondary)

THANK YOU

