



The Republic of Uganda **Ministry of Education & Sports**

Presidential Manifesto

Annual Manifesto (2016-2021) Week

Theme: Taking Uganda to Modernity through Job- creation and Inclusive Development

Media Centre, 19th May 2017

1.0 Introduction

During the 2016, Presidential elections, H.E the President of Uganda presented a manifesto which covered all aspects of national economy and development (*including education*). With regard to education, the Presidential Manifesto had 60 undertakings (*see table 1.1 below*) which covered various aspects of education,

Table 1.1 Summary of Undertakings under Education and Sports Sector by subsector

Sn	Subsector	No of Undertakings
1	Primary Education Subsector	15
2	Secondary Education Sub-sector	13
3	BTVET Sub-sector	11
4	Higher Education Sub-sector	9
5	Physical Education and Sports subsector	10
6	Special Needs Sub-subsector	2
Total		60

As the implementation of the manifesto commenced, the H.E made a directive in the implementation of 23 Presidential Strategic directives out of which the Ministry of Education and Sports is implementing 5 for the manifesto period of 2016-2021.

1.1 Flagship Directives

These flagship priorities include:

- (i) To ensure proper supervision and adequate inspections;
- (ii) Complete the Government countrywide infrastructure for education;
- (iii) Put an end to expulsion of UPE children;
- (iv) Conclude discussions on finding a formula of funding university education for deserving children; and,
- (v) To skill the Youth

The implementation of these undertakings and strategic directives are guided by the:

1.2 Vision

The vision of the Ministry of Education and Sports is **Quality Education and Sports for All**.

1.3 Mission

To provide for, support, guide, coordinate, regulate and promote quality education and sports for all persons in Uganda for national integration, individual and national development.

1.4 The broad sector objectives

Objective 1: Increase and improve equitable access of quality education

Objective 2: Improve the quality and relevance of education

Objective 3: Improve effectiveness and efficiency in the delivery of education.

2.0 Undertakings by Sub Sector

2.1 Undertakings for the Primary Sub-Sector

The focus of undertakings in this subsector is on consolidating the UPE programme and enhancing its quality. Box 1.2 presents a summary of undertakings in the Pre- Primary and Primary Education Subsector.

Box 1.2 Summary of Undertakings for the Pre –Primary and Primary Education

- (i) Development of Primary Teacher Training
- (ii) Primary School Construction
- (iii) Classroom Construction
- (iv) Construction of Teachers' houses
- (v) Provision of Instructional Materials
- (vi) Enhancement of Inspection
- (vii) Establishment of a semi – autonomous body (Inspectorate) of schools
- (viii) Implementation of the continuous assessment examination system and integration of results in final marks
- (ix) Increase in community participation
- (x) Provision of a mid –morning meal and school uniform
- (xi) Enhance Teachers' Salaries
- (xii) Provision of free sanitary pads
- (xiii) Reduction in School drop-outs
- (xiv) Continue with implementation of the Karamoja Primary Education Project (KPEP) aimed at school construction and rehabilitation
- (xv) Provision of free scholastic materials such as mathematical sets, exercise books, pens and pencils

2.2 Summary of Undertakings for the secondary Education

Undertakings in the Secondary subsector (see Box 1.3 for summary) are intended to consolidate the gains made by the Universal Secondary Education programme (particularly access), as well as to enhance its quality

Box 1.3: Summary of Undertakings for the Secondary Education Sub sector

- (i) Construction of Seed Secondary Schools
- (ii) Classroom Construction
- (iii) Construction of Teachers' Houses
- (iv) Provision of instructional materials
- (v) Rehabilitation of Model Schools
- (vi) Introduce the continuous assessment examination system at secondary school level
- (vii) Recruit secondary school teachers to meet the increasing demand
- (viii) Strengthen basic learning techniques that prepare one for career formation
- (ix) Strengthen soft skills which promote self – esteem, conscientiousness and a generally positive attitude
- (x) Strengthen early talent identification and nurturing;
- (xi) Provide free scholastic materials such as mathematical geometry sets, exercise books, pens and pencils
- (xii) Promote e-learning and computer literacy in order to enhance learning outcomes
- (xiii) Provision of free sanitary pads

2.3 Summary of Undertakings for the BTVET Education Sub sector

The Government commitments under the Business, Technical, and Vocational Education & Training (BTVET) focus mainly on the expansion of Equitable Access. Undertakings for BTVET are summarised in Box 1.4.

Box 1.4: Summary of undertakings for BTVET Education sub sector

- (i) Provide every District with at least vocational /technical school end of 2021
- (ii) Increase access to women and disadvantaged persons
- (iii) BTVET Curriculum enhancement
- (iv) BTVET Curriculum reform
- (v) Establishment of a Skills Development agency to enhance our focus on post- education and training skills which are critical for improved productivity.
- (vi) Promote and establish regional centres of excellence among BTVET institutions to ensure production of a critical mass of relevant technical skills.
- (vii) Review the BTVET curriculum to ensure that the technical institutions in the country produce technicians who meet the increasing requirements of various sectors of the economy
- (viii) Expand the Uganda Vocational Qualifications Framework for 60 occupations. Will be expanded from the current level three to five.
- (ix) Restructure the Directorate of Industrial Training (DIT) in order to facilitate the implementation of a National Accreditation, Assessment and Certification Programme (AACP) to reduce youth unemployment. This programme will ensure that Ugandans, especially the youth, attain international standards/qualifications which will reduce unemployment;
- (x) Increase the participation of women and disadvantaged persons such as PWDs in BTVET skills development programmes;
- (xi) Enhance inclusiveness in skills recognition by implanting the Recognition of Prior Learning program (RPL)

2.4 Summary of the Undertakings in the Higher Education Sub sector

In the Higher Education subsector, the Government undertook to consolidate the gains already made in the expansion of access to quality university education. Undertakings geared towards achieving this noble goal are reflected in Box 1.5

Box 1.5: Summary of Undertakings for Higher Education subsector

- (i) Re-training and re-tooling of unemployed graduates
- (ii) Supporting training of courses whose graduates are currently needed by the local job market
- (iii) Rehabilitation of Public Universities
- (iv) Open Soroti University
- (v) Establishment of Centres of excellence
- (vi) Enhancement of Science Technology Innovations
- (vii) Strengthening of the National Council for Higher Education
- (viii) Accountability for non-tax revenue
- (ix) Development and Commercialisation of innovations

2.5 Summary of undertakings for Physical Education and Sports

Undertakings in the Sports Subsector (see Box 1.6) are intended to foster the development of Sports in the Country so as to increase the contribution of Sports to overall national development and economic growth.

Box 1.6: Summary of Undertakings for Physical Education and Sports subsector

- (i) Training of teachers of physical education
- (ii) Emphasize physical education and sports in the curriculum at all levels of education and training in the country;
- (iii) Strengthen policy and legal frameworks
- (iv) Support the construction of sports facilities throughout the country. For instance the high altitude athletics training Centre in Kapchwora is under construction;
- (v) Give incentives to private investors interested in setting up sports academies in Uganda. Ugandans graduating from these academies will market Uganda when they excel;
- (vi) Support all sports associations to identify and nurture talent at local and national level;

- (vii) Facilitate national teams to participate in international tournaments when they qualify
- (viii) Work closely with different sports associations and develop a plan to develop respective sports disciplines in the country so that they excel at regional and international levels;
- (ix) Increase Ugandan athletes' exposure to international events to enable them to gradually excel and break international records
- (x) Promote sports in the country by doing the following:
- (xi) Develop and institute a policy of affirmative action for persons talented in sports.
 - ✓ Provide bursaries and scholarships for elite athletes.
 - ✓ Put in place a national rewards scheme for excelling national athletes.
 - ✓ Put in place a pension scheme for nationally acclaimed sports persons.
 - ✓ Put in place incentives for private sector investment in sports

2.6 Summary of Special Needs Education

Undertakings in the Special Needs Education (see Box 1.7) are intended to facilitate the development of Special Needs education in the Country so as to allow them access to quality education.

Box 1.7: Summary of undertakings for Special Needs Education

- (i) Progressively revamp four regional institutions for PWDs – Salama Primary School, Mbale SS, Wakiso SS and Lalo Primary School and also introduce marketable courses for them;
- (ii) Operationalize the Special Needs and Inclusive Education Policy to improve accessibility, retention and completion rates of children with disabilities in education

3.0 Priority Targets of the Ministry of Education and Sports for the period - 12 May 2016 – May 2017.

The Priority targets for the period 12th May 2016 - 11th May 2017 included:-

(i) Pre-primary and Primary education sub sector:

Review, streamline and strengthen the Childhood Development policy; Carry out a nationwide awareness creation campaign on School Feeding as stipulated in the Education Act, 2008; Salary Enhancement for Primary Teachers; Grant aiding 28 Primary Schools; Improve monitoring and support supervision to enhance provision of quality UPE provided; Community participation by holding 18 education dialogues (baraza's); Menstrual Hygiene management support provided; Procurement of assorted instructional materials (62,173 copies of Local Language Reading Books in 25 Languages for P1 and P2 at a ratio of 5:1 for selected grant-aided primary schools Procurement of 537,000 copies of English Readers for P1 and P2 at a ratio of 5:1 for 13,000 grant – aided Primary Schools; Procurement of Wall Charts for P1 and P2.) Construction & rehabilitation carried out in 18 primary schools; Supply of furniture, solar equipment and instructional

(ii) Secondary education sub sector:

Grant aiding 20 Secondary Schools; Provide support and administrative supervision to government USE and Non – USE secondary schools; Continue establishment of a government secondary school in every sub county (*Incomplete APLI structures completed in Patongo SS- Agago, Laropi SS-Moyo; Awara College Etori-Arua;*); Class room construction and rehabilitation; Provide for teachers houses; Continue promoting e-learning and computer literacy in order to enhance learning outcomes; Instructional materials for UPOLET secondary schools. 300 secondary schools teams facilitated in East African Games. Organize Music Dance and Drama competitions; Install solar packages to 1,434 post primary rural institutions; and Menstrual Hygiene management support.

(iii) Business, Technical, Vocational Education and Training (BTVET):

Continue with the establishment of a BTVET institution for all 112 districts (*to date, 90 districts have at least a BTVET institution*); Promote collaboration between BTVET institutions and private sector; Establish a Skills Development Agency (SDA); fully staffing Technical Institutes:

(iv) Higher Education and Training sub sector:

Increase access to Higher Education & Training; Support to Higher Education Students' Financing Board facilitated; Wage enhancement for Universities: Operationalization of Three New Universities: Promote establishment of research, innovation and technology incubation centres

(v) Sports sub sector:

Promote the need for sports in the health and wellbeing of our country; Train teachers for Physical Education, including Sports Science; Construct a High Altitude Athletics Centre sports facility in Kapchorwa.

(vi) Special Needs education:

Construction of facilities at Mbale Secondary School for the deaf.

4.0 Status of implementation of the undertakings by sub sector (12th May 2016-11th May 2017)

This report covers progress made in the implementation of key achievements of the Presidential Manifesto Undertakings whose 5 strategic directives are embedded within the 60 undertakings on the Education and Sports Sector made from May 12th 2016 to May 11th 2017.

4.1 Pre-primary and Primary Sub sector Undertakings

Undertakings	Target	Key Achievements
1.		<i>Pre- Primary and Primary Education Subsector</i>
<p>2. <u>Development of Primary Teacher Training</u></p> <p><i>Due to the need to ensure proper mental development of our children and as a means of preparing them for formal primary education, as an initial step, we will introduce ECD training in existing Primary Teachers Colleges (PTCs), development of a relevant ECD training curriculum and provide the necessary supervision support.</i></p>	<p>Review, streamline and strengthen the Childhood Development policy</p>	<p>(i) ECD teacher training is on-going in all Primary Teachers Colleges based on the revised Primary Teacher Education curriculum. In year one of the training, ECD is compulsory for all teacher trainees and then in the second year they have a choice to specialize in ECD as ECD teachers or specialize in upper primary teacher education.</p> <p>(ii) In addition, an ECD caregivers training framework developed by the Ministry is in place and training of caregivers is on-going. Support supervision of the ECD teacher education programmes is being undertaken.</p> <p>(iii) Currently more than 1,600 caregivers are already in training at various core primary teacher training colleges (PTCs). With demand for trained and certified caregivers expected to rise, the ministry is concluding plans for all trainee primary school teachers to get ECD training at PTCs; and, a total of 45 Master Trainers and 400 Trainers of Trainers have been trained to train the caregivers.</p> <p>(iv) Under the Uganda Teacher and School Effectiveness Project a total of 2,265 caregivers have been trained across 50 districts.</p>

<i>Undertakings</i>	<i>Target</i>	<i>Key Achievements</i>
<p>3. <u>Classroom Construction</u></p> <p><i>Construction of classrooms to meet targets of 50:1 pupil classroom and pupil-teacher ratio.</i></p>	<p>Construction & rehabilitation of primary schools carried out</p>	<p>A total of 138 Primary schools under construction across the Country.</p>
<p>4. <u>Provision of Instructional Materials</u></p> <p><i>Continue to increase budget allocation for the provision of Instructional materials for primary schools</i></p>	<p>Procurement of 362,173 copies of Local Language Reading Books in 25 Languages for P1 and P2 at a ratio of 5:1 for selected grant-aided primary schools</p> <p>Procurement of 537,000 copies of English Readers for P1 and P2 at a ratio of 5:1 for 13,000 grant – aided Primary Schools.</p> <p>Procurement of Wall Charts for P1 and P2.</p>	<p>(i) The Instructional Management Unit procured and distributed a total of 505,409 (P1= 346,091, P2= 159,318) pupil books; 36,120 local language dictionaries;12,200 English dictionaries; 24,400 P1 and P2 wallpapers; 12,200 wall charts; 20,890 bilingual dictionaries and 61,000 Math work cards.</p> <p>(i) In addition, under the Uganda Teacher and School Effectiveness Project (<i>UTSEP</i>), a total of 4,335,686 copies of instructional materials were supplied to 12,198 primary schools; 753,135 copies of P1 primers and teacher guides; and 541,293 copies of P2 primers and teacher guides were supplied distributed to 2,655 schools in 27 districts.</p>

<i>Undertakings</i>	<i>Target</i>	<i>Key Achievements</i>
<p>5. <u>Enhancement of Inspection</u></p>	<p>Monitor 143 Local Governments and municipalities activities</p>	<p>To enhance inspection in the primary education sub sector, a number of initiatives were undertaken and they included:-</p> <ul style="list-style-type: none"> (i) Use of the digital reporting system to inspect a total of 1,421 primary schools; and (ii) Inspection of 40 Nursery Teacher Training Institutions; (iii) 143 local governments were also visited to monitor follow up on various recommendations. (iv) Inspection was also done in 1,332 Secondary Schools; 250 BTVET institutions; 5 NTCs;35 PTCs; and, 40 Nursery Teacher Training
<p>6. <u>Increase in community participation</u></p> <p><i>Increasing community participation in the affairs of the schools in their respective areas and report problems to Resident District In addition, Commissioners (RDCs) regarding teacher absenteeism and cases of sending away children from school for not paying</i></p>	<p>Participate in 8 LG education dialogues (baraza's)</p>	<ul style="list-style-type: none"> (i) The sector has held district/community dialogues in the districts of Sembabule, Lwengo and Luwero where parents and other stakeholders have been sensitized in the importance of their participation in the management of their children’s education. (ii) A total of 958 head teachers, 960 deputies and 4,790 SMCs members were also trained in school leadership and management under the GPE project.

<i>Undertakings</i>	<i>Target</i>	<i>Key Achievements</i>
<p><i>contributions agreed upon by the Parent's and Teachers' Associations (PTAs). It's illegal to send away pupils whose parents haven't paid contributions agreed upon at school.</i></p>		
<p>7. <u>Provision of a mid –morning meal and school uniform</u> <i>Continue sensitizing parents on feeding their children and providing uniforms.</i></p>	<p>Carry out a nationwide awareness creation campaign on School Feeding as stipulated in the Education Act, 2008</p>	<p>The School Feeding Policy stipulates that it is the responsibility of the parents to provide meals for their children while in school. However in an effort to encourage provision of school meals, a circular on the school feeding guideline was sent to all the local governments and dissemination of the guidelines is underway.</p> <p>In an effort to facilitate and encourage school gardening a total of 2,000 Assorted Shade Tree seedlings; 1,500 Assorted Fruits seedlings; 1,470 Gobe seeds; 3,535 kgs Cow peace seeds; 4,240kgms maize seeds, 1,684 kgm beans seeds were distributed to 50 selected schools in the Karamoja Sub-region.</p>
<p>8. <u>Enhance Teachers' Salaries</u> <i>Gradually increase the teachers' pay to competitive levels to</i></p>	<p>Salary Enhancement for Primary Teachers:</p>	<p>(i) Government expenditure on the Education Sector wage for primary school teachers has gradually increased bringing the overall increase to 50%. A teacher who used to get 280000 now gets 480000.</p> <p>(ii) The Ministry of Finance Planning and Economic Development then provided an increment of 25% in FY2012/13, as additional funds to teachers which was progressively increased by 15% in FY 2014/15 and finally by 10% in</p>

Undertakings	Target	Key Achievements
<p>enhance professional commitment and morale. Their will progressively grow over the years until increments accumulate to 50% pay rise from the initial hike</p>		<p>FY2015/16 bringing the overall increase to 50%.</p>
<p>9. <u>Provision of free sanitary pads</u> The NRM Government will offer free sanitary pads to address the school dropout rate of girls</p>	<p>Menstrual Hygiene management support.</p>	<p>In FY2016/17, the sector continued to:-</p> <ul style="list-style-type: none"> (i) Encourage and sensitize parents and other stakeholders about the need to provide sanitary pads to the girls in their communities. (ii) Provide training to 400 schools on promotion of Menstrual Hygiene Management in 8 districts of northern Uganda to teachers and learners; (iii) Develop and disseminate the Menstrual Hygiene Management manual to 900 schools to guide teacher training on menstrual hygiene management; (iv) Train 240 teachers on gender responsive teaching methodologies and mentoring them on how to handle learners and sexual maturation in Abim and Nakapiripit; and, engaged 81 district officials in Karamoja region (59 males; 22 females) (v) Train a total of 900 Senior Women and Men teachers (530 Senior Women Teachers and 375 Senior Men Teachers from 60 schools trained including 75 district officers from 16 district as well as 900 Head teachers on Gender Responsive Pedagogy, Menstrual Hygiene Management, Building Positive and Supportive Learning Environment. (vi) Provision of free sanitary pads is still a priority.
<p>10. <u>Reduction in School drop-outs</u></p>		<p>In an effort to promote enrolment and retention in primary schools, a number of interventions were carried out in the sub sector and they include:-</p>

Undertakings	Target	Key Achievements
<p><i>Sensitization of parents on dangers of marrying off underage girls. Every head teacher will be required to report to police any case of drop out due to underage marriage or pregnancy</i></p>		<p>(i) Provision of support supervision to 90 primary schools in the districts of Jinja, Lwengo, Masaka, Kalungu, Bukomasimbi, Sembabule, Rakai, Lyantonde, and Nakasongola.</p> <p>(ii) A total of 3,234 (1,226 boys and 1908 girls) were mentored and trained on sexual maturation, Violence Against Children in Schools (VACiS), life skills and using the Menstrual Hygiene Manual.</p> <p>(iii) A total of 500 district stakeholders were also trained on the Reporting Tracking, Referral and Response Guidelines in the districts of Kibale, Kiboga, Mubende and Lira in relation to elimination of violence against children;</p> <p>(iv) Trained 816 teachers and 2,400 student leaders on elimination of violence against children in schools in 24 districts; and,</p> <p>(v) Conducted media advocacy on Violence against children in school through radio and television programmes to promote retention and completion of both boys and girls; and,</p> <p>(vi) A total of 245 Schools in the Karamoja region were monitored on School feeding focusing on enrolment, attendance, food deliveries, utilization and food records;</p>
<p>11. <u>Continue with implementation of the Karamoja Primary Education Project(KPEP) aimed at school construction and rehabilitation</u></p>	<p>Supply of furniture, solar equipment and instructional</p>	<p>(i) A total of 84,337 instructional materials comprising of wall charts, pair of compasses, T-Square, rule, set square, protectors, picture cards, chalk all recommended primary text books for all primary subjects were distributed to 21 schools(Kiru P.S; Morulem Boys, Orwamuge P.S; Karenga Boys; Komukuny Girls; Nakalas P.S; Kotido P.S; Lokiteaebu P.S; Napumpum P.S; Kalas Boys P.S; Kalas Girls P.S; Katikit P.S; Kasimeri P.S; Moroto KDA; Naitakwi P.S; Lorengedwat P.S; Nakapiripirit P.S; Tokora P.S Lodoi P.S; Lorenecora P.S; Lotome Girl's P.S) achieving a pupil text book ratio of 2:1 for these subjects; and,</p> <p>(ii) Book shelves for storage have also been procured .</p>

4.1.1 Future commitments

a) Primary Sub sector

- ✓ Primary school Construction
- ✓ Construction of Teachers' houses;
- ✓ Establishment of a semi – autonomous body(Inspectorate)of schools
- ✓ Implementation of the continuous assessment examination system and integration of results in final marks
- ✓ Provision of free scholastic materials such as mathematical sets, exercise books, pens and pencils

4.2 Secondary Education Sub sector Undertakings

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
1.	<u>Secondary Education Subsector</u>	
<p>2. Construction of Seed Secondary Schools</p> <p><i>Continue with the policy of establishing a government secondary school in every sub county. In line with this policy, government will accept to take over community schools if communities willingly offer them.</i></p>	<p>Incomplete APL1 structures completed in Patongo SS- Agago; Laropi SS-Moyo; Awara College Etori-Arua;</p> <p>Grant aiding 20 Secondary Schools;</p>	<p>(i) Government has continued to construct seed schools in Sub County without a government secondary school and by May 2017, civil works had been completed but not yet commissioned because they are under the defect liability period. These schools and facilities include:-</p> <p>a) Patongo(<i>Agago</i>) - 4 classrooms; 2 unit Science Laboratory and, 5 stance VIP Latrine block</p> <p>b) Awara College Etori (<i>Arua</i>) - 4 classrooms; 2 unit Science Laboratory and, 5 stance VIP Latrine block.</p> <p>c) Laropi Seed School (<i>Moyo</i>) - 4 classrooms.</p> <p>(ii) The sector has also grant aided over 20 secondary schools that were operating under the Public Private Partnership arrangement and they include: - Ejome SS In Arua ,Kamet SS in Bukwo, Kabango S.S in Bundibugyo , Kisaana S.S in Kalungu, Priscila comprehensive girls SS in Katakwi</p>

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
		.Kapkwata SS in Kween ,Lukole SS In Lweero ,Bifulubi SS in Mayuge ,Buyagu SS in Mbale , Kihanga Public SS in NtangamoKikoma SS in SsembauleNamulonge SS in Wakiso , RwamurungaComprehesive in Isingiro ,Kyangwali SS in Hoima ,Musese SS in Jinja ,Kibanzanga High School in Kasese ,Mugunguu Seed SS in Mubende ,Busiria SS in Kamwenge , Samson Kamyia SS in Rakai And Wante Seed SS in Mayuge.
<p>3. <u>Classroom Construction</u></p> <p>Increase access through construction of more classrooms</p>	Class room construction and rehabilitation	<p>Civil works are on-going and are at different levels of construction in a number of schools throughout the country. These include classroom facilities in:-</p> <p>a) Kololo H.S(Kampala) - 3 classrooms; b) Kyenjojo S.S(Kyenjojo) - One Storied academic block with 9 classrooms; and, c) Kigezi H.S(Kable) - 3 classrooms d) St. Barnabas Karuganya – Kabale – Just awarded contract e) Mothercare S.S(Kabarole) – Roofing f) Kyakago S.S(Rakai)- 4 classrooms – Completed g) Kalinabiri S.S(Kampala) – At procurement stage h) Nakyenyi S.S(Lwengo) – 4 classrooms just awarded</p>
<p>4. <u>Construction of Teachers' Houses</u></p>		<p>Construction of teachers' houses is currently on-going in a number of secondary schools that include:-</p> <p>(i) Kasese S.S where 2 No. 2 units semidetached staff house are being built. (ii) Lira S.S(Lira) – Just awarded Contract;and, (iii) Butanda S.S(Kabale) Finishing stage</p>
<p>5. <u>Provision of</u></p>	Procurement of textbooks	The sector, facilitated procurement of 251 Physics textbooks for

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<p><u>instructional materials</u></p> <p>Improve student-teacher and student text book/scholastic material ratio in order to further improve the quality of secondary education</p>	for UPOLET schools	174 UPOLET Secondary Schools with a high enrolment of 80 and above.
<p>6. <u>Rehabilitation of Model Schools</u></p> <p><i>Continue with the implementation of model schools in various regions of the country to enhance equity in delivery of higher and tertiary education</i></p>	Class room construction and rehabilitation	<p>(i) Government has made provision for the rehabilitation of Buguzu S.S in Sironko(4 classrooms, 2 unit Science Laboratory and administrationblock)</p> <p>(ii) Rehabilitation of the schools for St.BalikuddembeMitala Maria in Mpigi and St. Joseph S.S Kyankwanzi-Kyankwanzi (<i>Presidential Pledge</i>) schools are at procurement stage; while,</p> <p>(iii) Improvement of water works at Busoga College Mwiri (Jinja district) are at 80% while Mary Hill H.S (Mbarara) are complete.</p>
<p>7. <u>Recruit secondary school teachers to meet the increasing demand</u></p>	Grant aiding 20 Secondary Schools;	The sector has recruited teachers for 20 newly coded secondary schools. A total of 420 teachers (21 per school) have been recruited in FY2016/17.

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
8. <u>Strengthen soft skills which promote self – esteem, conscientiousness and a generally positive attitude</u>	300 secondary schools teams facilitated in East African Games. Organize Music Dance and Drama competitions	The sector supported skills development through encouraging participation in different activities as listed below:- a) 2,880 students from 48 schools participated in MDD competitions at Mbale S.S; b) 56 school teams participated in the East Africa Games that took place in Eldoret – Kenya; and, c) East African Essay writing competitions were also undertaken and two regional tours in Tanzania were awarded to the winners
9. <u>Promote e-learning and computer literacy in order to enhance learning outcomes</u>	Install solar packages to 1,434 post primary rural institutions	(i) Government in collaboration with the Ministry of Energy has facilitated the installation of solar packages to 1,420 post primary rural educational institutions; and, (ii) Ministry of Education and Sports entered into a MoU with Cyber School Technology LTD to train teachers in selected districts in the use of ICT (<i>The ICT integration for enhanced teaching and learning</i>) as a pedagogical tool. Some of the districts covered by are Adjumani, Moyo, Yumbe, Koboko, Maracha, AruaNebbi, Zombo, Nuoya, Pader, Lamwo, Gulu, AgagoKitigumOyam and Apac.
10. <u>Provision of free sanitary pads</u> <i>The NRM government will offer free sanitary pads to address drop-out rate of girls.</i>	Menstrual Hygiene management support.	(i) Sector has continued to sensitize parents and other stakeholders about the need to provide sanitary pads to the girls in their communities; (ii) Issued a circular to all schools and institutions encouraging them to have emergency sanitary pads; and, (iii) Facilitated training of 500 teachers in the following regions; Karamoja sub region, West Nile sub region, Busoga sub-region, Central and Toro in menstrual hygiene.

4.2.1 Future Commitments

a) Secondary Sub sector

- ✓ Strengthen basic learning techniques that prepare one for career formation;
- ✓ Strengthen early talent identification and nurturing;
- ✓ Introduce the continuous assessment examination system at secondary school level; and
- ✓ Provision of free scholastic materials such as mathematical sets, exercise books, pens and pencils

4.3 Business, Technical Vocational Education Training(BTVET) Undertakings

Undertakings	Targets	Key Achievements
<i>BTVET Education Subsector</i>		
<p><u>1. Provide every District with at least vocational /technical school end of 2021</u></p> <p><i>Continue with the programme of establishing Technical and Vocational Institutes in each constituency but initially starting with districts. So far 70 districts have benefitted from the programme and 32 will be covered. In addition, we will</i></p>	<p>Complete civil works at six Technical Institutes</p>	<p>(i) Out of 115 districts 90 of them have at least one BTVET Institution. The Sector has continued with the construction of :-</p> <p>a) Kiruhura Technical Institute - Facilities under phase one that include; (<i>Administration, 2 Classroom block, Multipurpose Hall, 2No. Workshops, 2No. 5 Stance and 1No. 2 Stance are now complete.</i>)</p> <p>b) Bamunanika Technical Institute - where civil works of (<i>2 Classroom block, Administration block, BCP and CJ Workshops, which have been roofed with plastering works</i>)are at 30%,</p> <p>c) Nakawa Vocational Institute - at design and documentation level for expansion of motor vehicle workshop, while dining room is at finishing stage.</p> <p>d) UTC Bushenyi - At shuttering for the suspended floor slab level of a 3 storied administration block</p> <p>e) Uganda College of Commerce Aduku – At finishing stage with facility roofed and doors and windows fixed.</p> <p>(ii) Under Presidential Pledges the sector has continued to construct:</p> <p>a) Eng. Kasadha Memorial Technical Institute(Bugiri) - Civil works stalled due to lack of funds</p>

Undertakings	Targets	Key Achievements
<p><i>rehabilitate and equip BTVET institutions.</i></p>		<p>b) St. Francis Vocational School Wekomire (Kyegegwa) - Second Phase of Administration block, 1No. 5 Stance VIP Latrine and 1No. 2 Stance Latrine is at finishing stage.</p> <p>c) St. James Mbigiti Memorial Technical Institute (Iganga) - Construction of staff houses and a dormitory block at design and documentation</p> <p>d) John Kale Institute of Science and Technology (Kisoro) - Civil works for construction of institute is at design and documentation stage.</p> <p>e) The civil works at the proposed sites of Canon Emphraim Technical Institute (Mbarara), Rutoto Technial Institute (Rubirizi); and, Rubanda Technical Institute (Rubanda) are all under assessment.</p> <p>(iii) Construction is being undertaken under the Arab Funded Projects that includes;</p> <ul style="list-style-type: none"> • Under OPEC- Lokopio T.I - Civil works are at finishing stage with works such as plastering, painting, external works and mechanical installations (borehole drilling and water transmission/distribution), and electrical installations • Under IDB2 – Civil works on going and progress at varying levels at the three colleges of Bushenyi at 65% ; Kichwamba which are at 43%, while Kyema is at 76%; • Under SAUDI – Civil works at 3 institutes were completed (i.eKiboga, Kyenjojo and Lyantonde) while the institutes of Adjumani and Bukedea are at 65% and 85% respectively; • Under KUWAIT- Civil works are ongoing at all the four sites with progress at varying levels; Kayunga- 75%, Tororo – 75% Kalongo – 50% Kibatsi %70%; and, • Under BADEA - The construction and equipping of institute in Nakaseke district complete and is fully operational, but under defects liability period.
<p>2. <u>Increase access</u></p>	<p>At least 200 Assessment Centres</p>	<p>According to the sector policy atleast 15% admitted students should be</p>

Undertakings	Targets	Key Achievements
<p><u>to women and disadvantaged persons</u></p> <p>Increase the participation of women and disadvantaged persons such as PWDs in BTVET skills development programmes;</p>	<p>Inspected and accredited.</p>	<p>females.</p>
<p>3. <u>BTVET Curriculum enhancement</u></p> <p>Increase international certification, particularly in such areas as oil, gas, industrial machinery, transport and other technicians' certification</p>	<p>Curriculum for Vocational Diploma in Electrical and motor vehicle developed</p>	<p>The sector in order to impart skills and competencies relevant to the labor market, had reviewed and approved demand driven curricula in the following categories:</p> <ul style="list-style-type: none"> ✓ Developed 100 performance Test items for the 8 trades(Agricultural Technician, Leather good technician, Electronic Engineering Technician, Civil Engineering Technician, Automobile Technician, Electrical Technician Metal Fabrication Technician, Fashion Designer) under the Diploma in Instructional Technical Teacher Education (DITTE) Programme; ✓ Developed profiles of practical learning tasks for 9 Trades/occupations; ✓ Developed 143 Knowledge /theory and 70 performance/practical assessment instruments; ✓ Developed of curriculum for 2 diploma MV courses completed, and approved by NCDC and awaiting accreditation by NCHE.
<p>4. <u>BTVET Curriculum reform</u></p> <p>Institutionalize internship and apprenticeship, with</p>	<p>Assessment Instruments developed and moderated (60 theory; 50 performance test items developed</p>	<p>(i) Under the Non-Formal Skills Training Program, a number of selected public and private training providers signed MoUs with MoES to undertake training (<i>usually lasting up to three months</i>).Learners can undertake a specific course in phases with intervals of employment.</p> <p>(ii) Employers (<i>like Toyota, USSIA, Nile breweries among others</i>) have continued to be involved in the development of curricula in to promote</p>

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<p>the view to increase exposure of the upcoming labour (Students) to work systems and practices. Furthermore, we will promote collaboration between BTVET Institutions and the private sector to facilitate imparting of practical knowledge and skills in the students</p>		<p>and strengthen employer based training. (iii) 8 motor vehicle instructors are being trained at Toyota Uganda while 12 were trained in house in Mechatronics and programmable logic controllers.</p>
<p>5. <u>Review the BTVET curriculum to ensure that the technical institutions in the country produce technicians who meet the increasing requirements of various sectors of the economy</u></p>	<p>Assessment conducted for full UVQF levels and BTVET sponsored modular (3,000 for level 1; 4,000 for level II; 5000 for level III and 120 for level IV; 12,000 BTVET non formal candidates assessed).</p>	<p>(i) Currently, 112 Instructors have been trained in using the continuous assessment tools for CBET curriculum under Development of BTVET; and, (ii) (iii) the number of graduates produced include:- UAHEB- 3,300 graduates UNMEB – 9,954 graduates UBTEB – 23,288 graduates</p>
		<p><u>Informal Sector Skills Development</u></p>

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<u><i>Expand the Uganda Vocational Qualifications Framework for 60 occupations. Will be expanded from the current level three to five.</i></u>	120 DITTE instructors assessed and certified with UVQF LEVEL 3	(i) So far nine (9) occupations have been expanded from Level 3 – 5: (<i>Electrical Engineering Technician, Automobile Technician, Metal Fabrication Technician, Civil Engineering Technician, Fashion Designer, Electronic Engineering Technician, Agricultural Technician, Painting and Decoration Technician, Leather Goods Technician</i>)
<u><i>Increase the participation of women and disadvantaged persons such as PWDs in BTVET skills development programmes;</i></u>		To increase access and participation especially of PWDs, construction of a Motor vehicle and carpentry workshop; 3 classroom blocks for Home economics, Arts and Designs; and a teachers' house including 5 stance VIP latrine block with shower and urinal, have been undertaken at Mbale Secondary School for the deaf.
<u><i>Enhance inclusiveness in skills recognition by implanting the Recognition of Prior Learning program (RPL)</i></u>		Awarding of the Worker's PAS to various candidates for different occupations as Recognition of Prior Learning and validation of informal training has been undertaken and 3,950 Worker's PAS have been issued since 2011.

4.3.1 Future Commitments

a) BTVET Sub sector

- ✓ Establishment of a Skills Development Agency to enhance our focus on post- education and training skills which are critical for improved productivity;

- ✓ Promote and establish regional centers of excellence among BTVET institutions to ensure production of a critical mass of relevant technical skills;
- ✓ Restructure the Directorate of Industrial Training (DIT) in order to facilitate the implementation of a National Accreditation, Assessment and Certification Programme (AACCP) to reduce youth unemployment. This programme will ensure that Ugandans, especially the youth, attain international standards/qualifications which will reduce unemployment;

4.4 Higher Education Sub Sector Undertakings

<i>President's Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<u>Higher Education Subsector</u>		
<u>1. Training and Retooling un employed graaduate</u>	A proposal has been developed awaiting funding	
<u>2. Supporting training of courses whose graduates are currently needed by the local job market</u>	Increase Students Loan Scheme to 1,200 students	<p>(i) All Universities are reviewing their programs to avoid duplication and target relevance to the world of work. Implementation is to start in Academic year 2017/18.</p> <p>(ii) Government has also provided student loans to 1,325 beneficiaries for both diploma (<i>200 students</i>) and degree science and technology courses from 18 universities (<i>public and private</i>) save for PWDs who are considered for both sciences and humanities.</p> <p>(iii) Government continues to support 100 science education students at Kisubi Brothers University (private tertiary educational institution) to facilitate the teaching and learning of science and technology;</p>

President's Undertakings	Targets	Key Achievements
<p><u>1. Rehabilitation of Public Universities</u></p> <p>A special programme will be set up to rehabilitate, expand and equip lecture rooms at public universities and other tertiary institutions to cater for the increasing numbers of students;</p>	<p>New buildings constructed at beneficiary institutions:- (Makerere - 2 No, Kyambogo – 5; No, MUBS - 2 No, MUST - 2No, Busitema - 3 No, Gulu - 4 No.,Muni - 1 No.), 1 No Building completed at UMI, and Buildings rehabilitated at the following institutions (Makerere - 1 No, Kyambogo - 8 No and Busitema - 1 No)</p>	<p>Civil works are going on in the institutions mentioned below and a total of 88,276m2 of space will be added in STI faculties that are being expanded, improved and equipped in the 6 public degree awarding institutions.</p> <p>(i) At Makerere University, works on two Central Teaching Facilities, refurbishment of old laboratories and Refurbishment of the Dairy Value Chain stand at about 63% of completion;</p> <p>(ii) At Gulu and Lira University, works on the multipurpose Research Laboratory, Library Block, Agricultural Block and Health Science Block stand at 65 %;</p> <p>(iii) At Busitema University, works on the Laboratory and Lecture Block, New Laboratory Block and Refurbishment of Workshop Block at Nagongera stand at 55%;</p> <p>(iv) At Kyambogo University, works on the Central Library with Virtual Capabilities, Central Multipurpose Science Block, New Faculty of Engineering Workshops, Central Teaching Facility, Technical Teacher Education (TTE) and Capacity Improvement Facility and Renovation of 8 Faculty of Engineering Workshops/Labs stand 68%;</p> <p>(v) At Muni University, works on the proposed Health Science Building and Utility Block stand at 42%; and,</p> <p>(vi) At Mbarara University of Science & Technology, works on the proposed laboratory for Applied Sciences and Library stand at 42%.</p>
<p><u>4. Open Soroti University</u></p> <p><i>This will bring the number of public universities to seven, which is an indication of the NRM Government's</i></p>	<p>Operationalization of Three New Universities:</p>	<p>Civil works that include the construction of a laboratory block, teaching block, multi-purpose academic block and external works are at the finishing stage (80%) progress.</p> <p>Soroti University is opening for students in the academic year 2017/18</p>

<i>President's Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<i>commitment to providing university education to the people;</i>		
<p><u>5. Enhancement of Science Technology Innovations</u></p> <p>Support universities to effectively collaborate with the private sector in research and development work aimed at creating new technological innovations and products. In this regard, universities will be supported to establish and maintain incubation facilities for PhD graduates with promising science</p>	Recruit staff to manage Incubation Centers	<p>(i) Feasibility studies and business plans for Business Incubation Centres at the beneficiary Institutions have been completed and they include:-</p> <ul style="list-style-type: none"> ➤ Makerere University - Dairy Value Chain ➤ Gulu University - Cassava Processing Cottage; ➤ Makerere Business School - an Innovations Court; ➤ Mbarara University for Science and Technology - a Forest Gorilla Trekking and Lodging Camp; ➤ Muni University - an IT Research Lab and Technology Support Centre; ➤ Uganda Management Institute - a Management Consultancy; ➤ Busitema - Technology and Business and Innovation Workshop; and, ➤ UPIK – Oil and Gas <p>Currently the business incubation Centres are being implemented in Mbarara University for Science and Technology, Gulu University and Makerere University</p>

<i>President's Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<p>and technological innovations. Successful innovations will be provided with seed capital in form of affordable loans and grants so as to establish private companies for commercialization of their inventions. For proper implementation of this programme, universities will also be supported to specialize in particular disciplines;</p>		
<p>6. <u>Establishment of Centres of excellence</u> introduce Centres of excellence for technical and vocational training</p>	<p>475 of 1 year Science and Technology Innovations (STI) scholarships awarded to the gifted and needy students</p>	<p>The government formulated a project “The Eastern and Southern Africa Higher Education Center of Excellence” which was approved to establish Centres of excellence funded by world bank (US\$ 24m). The contract is awaiting clearance from the Solicitor General’s Office. Once implemented the project will establish centers of excellence in:-</p> <ul style="list-style-type: none"> (i) Makerere University – Centre of materials, product development and nanotechnology and Centre for Crop Improvement (ii) Mbarara University of Science and Technology – Pharm-

<i>President's Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<p>for post-secondary and tertiary students to enable production of a critical mass of high quality technicians that continue to be on great demand in the economy;</p>		<p>(iii) Biotechnology and Traditional Medicine Centre Uganda Martyrs University – African Center for Agro- Ecology and Livelihoods Systems.</p>
<p>7. <u>Strengthening of the National Council for Higher Education</u></p> <p><i>The National Council for Higher Education will be strengthened and empowered through increased funding and staffing to improve inspection and supervision of universities and other higher</i></p>	<p>Subvention to NCHE to support its programmes disbursed</p>	<p>The National Council for Higher Education (NCHE) moved into its own premises in November 2016, and the University and Other Tertiary Act is being reviewed so as to empower the council and increase its enforcement ability of its recommendations.</p>

<i>President's Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<i>institutions of learning.</i>		
<p>8. <u>Accountability for non-tax revenue.</u> <i>Operationalize the legal requirement for accountability for non-tax revenue collected by universities and other tertiary institutions;</i></p>		<p>Non Tax Revenue also called “Aid in Appropriation” (AIA) is part of the budget that parliament appropriates to each university and it is therefore monitored through the quarterly progress reports made by the universities.</p>

4.4.1 Future Commitments

a) Higher Education Sub sector

- ✓ Re-training and re-tooling of unemployed graduates
- ✓ Development and Commercialization of innovations.
- ✓ Establishment of Centres of excellence

4.5 Physical Education and Sports Sub sector Undertakings

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<u>Physical Education and Sports Subsector</u>		
<u>2. Emphasize physical education and sports in the curriculum at all levels of education and training in the country</u>	Monitor 20 primary schools and 40 secondary schools in the implementation of Physical Education and Sports activities in school	Physical education and sports is being emphasized at all educational levels through a policy introduced in 2005 aiming at; improving planning, management and coordination of Physical Education and Sports activities in the country; improving and sustaining physical education through formal and non-formal programs; identifying talents in games and sports among children and youth both at school and those out of school for further training and specialization.
<u>3. Strengthen policy and legal frameworks</u> Strengthen the policy and legal frameworks governing sports in order to enhance professionalism and integrity	Physical Activities and Sports (PAS) Bill developed.	The sector is in the process of reviewing the national sports policies and laws (Consultations and Developed the PAS Bill, Development of sports strategy for children and youths). Bench marking studies have been conducted in Nigeria and India to inform the process.

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
in sports. Complement this with support for training coaches of various disciplines to improve the performance and attain professionalism		
<u>4. Support the construction of sports facilities throughout the country. For instance the high altitude athletics training Centre in Kapchorwa is under construction;</u>	Construction works for the NHATC continued (Athletics track, jogging track, artificial turf/ natural grass fields, practice field and athletes dormitory)Construction of hostel, pump house and water reservoir, 2.3 km of site road completed	Civil works commenced works for Athletes hostel facilities, Athletics track, Artificial turf, Jogging track and Parking areas.
<u>5. Give incentives to private investors interested in setting up sports academies in Uganda. Ugandans graduating from these academies will market Uganda when they excel;</u>		The sector intends to include policies and laws in the PAS Bill and once approved as Law will facilitate the introduction of tax incentives from the Ministry of Finance and Economic Planning and the Uganda Revenue Authority.
<u>6. Support all sports</u>	Monitor 50 district and	The sector has facilitated and supported:-

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<u>associations to identify and nurture talent at local and national level;</u>	municipal Local Governments' participation in Primary schools National Championships for talent promotion	(i) Sprints, jumps and throws of Primary schools children for under 12 and 14 year categories participating in Primary Schools National Championships for talent identification; (ii) Nurses and Health Institutions Games 2016 held in Mbale District; (i) Secondary Schools National Swimming championship held in Seeta High School, Mukono; (ii) Primary Schools National Ball Games and Special Needs Learners(SNL) Championships at St. Charles Lwanga S.S- Koboko; (iii) PTCs, Technical Institutes and Meteorological Institute National Games 2016 held 3rd -15th September at Kitgum Technical, Kitgum; (iv) Secondary Schools National Ball Games II and Athletics held at Immaculate Heart Girls School-Rukungiri.
<u>7. Facilitate national teams to participate in international tournaments when they qualify</u>	Support to 17 national Teams to world championships	The sector facilitated the participation of teams in :- (i) Uganda Cranes preparations for Africa Cup of Nations in Gabon (ii) Uganda Team to Rio Olympics held from 5TH -21ST August 2016 in Rio-de -Janero, Brazil. (iii) Uganda Paralympics Team to Rio- Olympics
<u>8. Work closely with different sports associations and develop a plan to develop respective sports disciplines in the country so that they excel at regional and international levels;</u>	Support to 52 National Sports associations sports activities	In an effort to develop sports disciplines the sector, the sector has worked closely with a approximately 20 different sports organization number of sports associations namely:- Uganda Primary Schools Sports Association ; Uganda Netball Association, Uganda Chess Federation; Uganda Netball Federation, Uganda Ruby Union; Uganda Swimming Federation, Uganda Basketball Federation; Uganda Badminton Federation e.t.c at a cost of UGX. 553,606,381.
<u>9. Increase Ugandan</u>		The sector hosted the IAAF Cross country Championships with participants from

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<i><u>athletes' exposure to international events to enable them to gradually excel and break international records</u></i>		59 nations across the world that took place on 26 th March were the Uganda Jacob Kiplimo won a gold medal under 20.
<p><i>10. <u>Promote sports in the country by doing the following:</u></i></p> <ul style="list-style-type: none"> ✓ Develop and institute a policy of affirmative action for persons talented in sports. ✓ Provide bursaries and scholarships for elite athletes. ✓ Put in place a national rewards scheme for excelling national athletes. ✓ Put in place a pension scheme for nationally acclaimed sports persons. ✓ Put in place incentives for private sector investment in sports 		<p>The sector has sponsored over 500 students/talented sportsmen that benefit from 40 slots per year of the Public University admission scheme for the excelling secondary students which has been operational up-to-date.</p> <p>The PAS bill intends to address the issues of national rewards scheme, a pension scheme and incentives for the private sector to invest in sports</p>

4.5.1 Future Commitments

a) Physical Education and Sports Sub sector

- ✓ Training of teachers of physical education

4.6 Special Needs Education Undertakings

<i>Undertakings</i>	<i>Targets</i>	<i>Key Achievements</i>
<i>1.</i>		<i><u>Special Needs Education</u></i>
<i><u>2. Progressively revamp four regional institutions for PWDs – Salama Primary School, Mbale SS, Wakiso SS and Lalo Primary School and also introduce marketable courses for them;</u></i>	Construct 2 workshops (Carpentry & Motor Vehicle); 3 Classrooms (Home Economics Block); 2 Class (Art & Design Classroom Block); 4 Unit House Block; 5 Stance VIP Lined Pit latrine; a 3-Phase electricity line extended; and procurement of assorted equipment	The sector completed civil works in the SNE school of Mbale S.S for the deaf. This involved the construction of facilities (3 classroom blocks, 2 vocational workshops, carpentry, and motor vehicle and staff houses), as well as installation of the 3 power phase electricity. Currently, assorted equipment for the above facilities that were completed is under procurement.

4.6.1 Future Commitments

a) Special Needs Education

- ✓ Operationalize the Special Needs and Inclusive Education Policy to improve accessibility, retention and completion rates of children with disabilities in education

5.0 Brief Forecast of sector priorities (12th May 2017 – 11th May 2018)

The major priorities in the medium term are based on a number of interventions as reflected below.

5.1 Establishment of Seed Secondary Schools in Sub-Counties without:

FY 2017/18, Government will set aside Ushs.8.58bn to construct 12 Seed Secondary Schools in Sub-Counties without and these schools include: Pawor Seed SS in Arua, Majanji Seed SS in Busia, Noble MayomboMem. Seed SS in Kabarole, Nyakatonzi Seed SS in Kasese, Katikekile Seed SS in Moroto, Nabinyonyi Seed SS in Nakasongola, Nyangoma Seed SS in Rakai, Ike Seed SS in Kaabongo, Wera Seed SS in Amuria, Abok Seed SS in Oyam, Bubiita Seed SS in Bududa and Nairambi Seed SS in Buvuma.

5.2 Rehabilitation of dilapidated Primary Schools:

Government has ear marked Ushs.10bn to rehabilitate dilapidated Primary Schools around the country. These Schools include the following: Sam Iga Memorial P/School - Wakiso District; Lwala Boys Primary School – Kaberamaido; Nansololo P/S-Kaliro; Rugarama Central Primary School – Ntungamo; Bugaya Primary School – Buyende; Kiwumulo-Kabira Primary School – Rakai; Bulogo Primary School – Jinja; Kasaka CU Primary School – Kalungu; Kigandalo Primary School – Mayuge; Kitende Primary School – Wakiso; Murama Primary School- Rukungiri; St. Andrew Migadde Primary School – Wakiso; Gwase Primary School – Buyende; Nyakisoroza Primary School – Rukungiri; Uganda Matrys Primary School – Mbarara; Kikunyu Mixed C/U Primary School - Luwero District; Kabaale Primary School - Wakiso

Muterere Primary School – Bugiri; Kinyansi Primary School – Sembabule; Syanyonja Primary School – Namayingo; Ngomanene P/School – Gomba; BukonteCoU Primary School – Namutumba; Kawolo C/U Primary School - Lugazi Municipality; Nyakatooma II Primary School – Bushenyi; St. Mary's Primary School; Malungu – Luwero; Andibo Primary School – Nebbi; Budhabangula Primary School – Luuka; Namulikya Primary School – Buyende; Kidera Primary School – Buyende; Ngoma C/U Primary School – Nakaseke; Jjungo C/U Primary School – Wakiso; Butiru Demonstration Primary School - Mbale District; Kyamugoran P/S – Mbarara; Misanvu Dem. Primary School – Bukomansimbi; Idoome Primary School – Jinja; Ototong Primary School – Oyam; Oget Primary School – Otuke; Mpumbu Primary School – Fortpotal; Ngoro Primary School – Rubirizi; Ruzinga Primary School (Ruhaama) – Kiruhura; Kataraza P/S – Kiruhura; St. MatiaMulumba, Naama RC P/S – Mityana; Butsibo Primary School – Sheema; Kireka Army Primary School – Wakiso; Ruharo Primary School – Bushenyi; Kyabahura II P/S – Kiruhura; Naama Primary School – Kiruhura; St. Don Bosco P/S – Mityana; Buyobo P/S – Sironko; Muhindi P/S – Kasese; Lelapala Primary School – Oyam; Kibibi C/U Primary School – Butambala and Kinuuka P/S – Lyantonde.

5.3 Uganda Teacher School Effectiveness Project (GPE):

In partnership with the World Bank, Government plans to commence civil works in 138 Primary Schools with 55 of these schools ear marked for completion and handover in FY 2017/18.

5.4 Construction of the National High Altitude Training Centre (NHATC):

In FY 2017/18, Government is set to continue civil works at the National High Altitude Training Centre in Kapchorwa and Ushs.6bn has been allocated for this activity. Civil works will focus on the athletics track, jogging track, artificial turf/ natural grass fields, practice field and the athletes' dormitory.

5.5 Rehabilitation of Traditional Secondary Schools:

Government has also earmarked ushs.5.23bn under the Development of Secondary Project at the Ministry for civil works at some Secondary Schools which include the following: Kimuli SS; Lapono seed SS, St Kizito Lorengedwat; Lwamabara Seed SS; Bufunjo Seed SS; Kwosir Girls SS; Kihanga Public SS; MM Wairaka College; Katunguru SS Kikatsi SS; St Marys Ediofe Girls; St Paul Kagongi Seed Sch; City High Sch; St Balikuddembe Mitala Maria SS; Comboni College; Ntare school; Mt. St. Marys College Namagunga; Kings College Buddo; Gayaza High Sch; Kibuli SS; Namilyango College; Trinity College Nabbingo; Busoga College Mwiri; Makerere College; Kasawo SS; Bukulula Girls; Karungu Seed S.S; Busiuro SS and Bulamu Seed.

6.0 Conclusion

The Presidential Manifesto government strategic commitments and the priorities under the 23rd Presidential strategic directives of 23rd June 2016, are spread across the sub-sectors to ensure equitable access to quality education for all. While the Government is committed to provision of equitable quality education, implementation is slowed down by the limited resource envelope. If we all agree that the development of a nation is highly dependent on the robustness of its education system, then it is plausible to advocate for allocation of more resources to the education sector.