



Education System Brief:

Uganda



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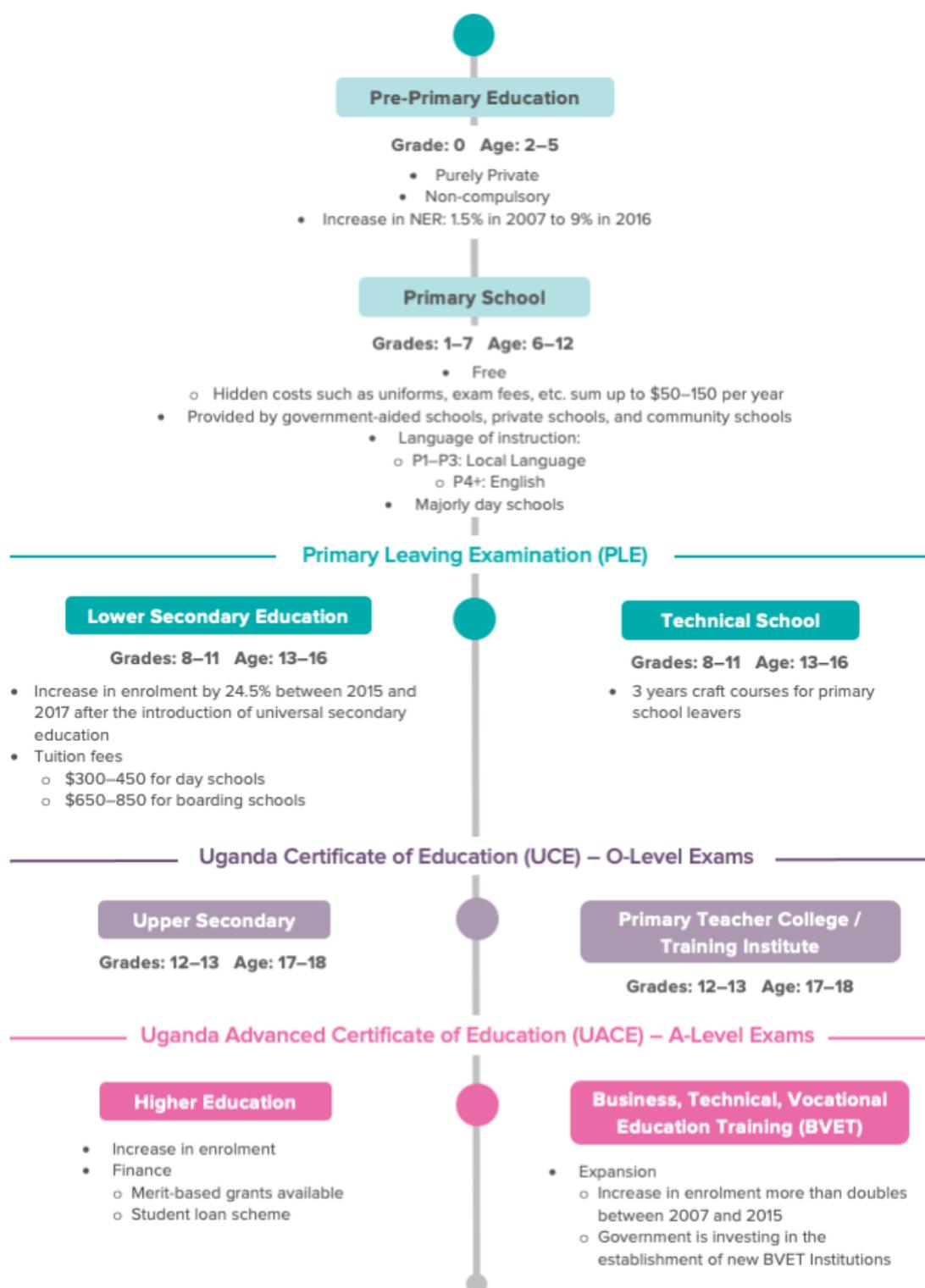
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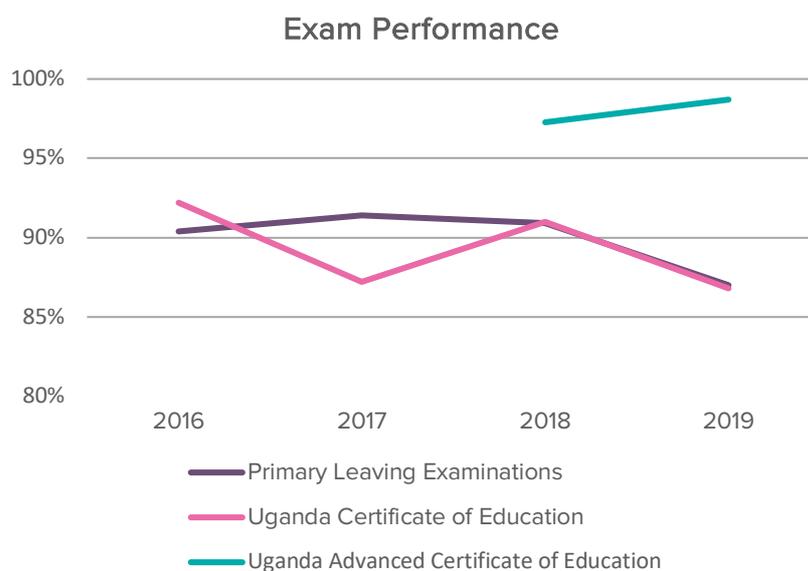
1. EDUCATION SYSTEM: OVERVIEW

1.1. STRUCTURE



1.1. EXAMINATIONS

Centralized high-stakes assessments are held at the end of primary ([Primary Leaving Examinations](#)), lower secondary ([Uganda Certificate of Education](#)), and upper secondary education ([Uganda Advanced Certificate of Education](#)). The examinations are conducted by the [Uganda National Examination Board](#) and passing them is conditional for progression to the next education level. In addition, there is a [cut-off score](#) that students need to pass to qualify for universal secondary education.



1.2. CURRICULUM

The Ugandan curriculum is designed by the National Curriculum Centre (NCDC) – an [autonomous statutory body](#) operating under the ministry of education. Recent efforts such as the 2020 curriculum reform have been addressed at creating a more competency-based syllabus (see graph).

Primary Curriculum

P1–P3:

- Rapid development of literacy, numeracy, and life skills at lower primary
- Holistic treatment of concepts, under themes of immediate meaning and relevance to the learner
- Language of instruction: local language

P4:

- Transition year to English
- Rearranging concepts rather than acquiring new knowledge

P 5–7:

- Teaching arranged around subjects (Mathematics, English, Local Languages, Kiswahili, Social Studies, Integrated Science, Religious Education, Creative Arts, and Physical Education)

Lower Secondary Curriculum (O-Level curriculum)

- The new competency-based lower secondary curriculum allows students to choose vocational electives such as Commerce, Agriculture, Home Economics, or Computer Studies next to their compulsory subjects allowing them to build a broader skill set.
- Learners are expected to study between 8-10 subjects over the course of 4 years.

Upper Secondary Curriculum (A-Level curriculum)

- Learners pursue a set of specialized subject combinations including three principal subjects and two subsidiary ones.
- Curriculum is developed by the National Curriculum Development Center

2. EDUCATION SYSTEM. REGULATORY FRAMEWORK & PROVISION

2.1. GOVERNANCE

The Education Sector in Uganda is overlooked by the Ministry of Education and Sport. The bureaucratic body is headed by a [permanent secretary](#), who overlooks the Directorate of Technical and Vocational Education and Training, the directorate of basic and secondary education, and the Directorate of Education Standards.

Further, there are several [semi-parastatal organizations](#) involved in the delivery of education services including the Uganda National Examinations Board and the [National Curriculum Development Centre](#).

In line with the 1992 [decentralization policy](#), the largest share of basic education service delivery is managed by Local Governments (LGs). [LGs](#) are responsible for implementing Universal Primary Education, supervising the disbursement of schools through capitation grants, and ensuring successful management and administration at the district level.

National Level

Institution: Ministry of Education and Sport (MoES)

Responsibility: Development and implementation of policies for all of Uganda, responsible for periodic review of the education system, procurement of instructional materials, and teacher recruitment.

District Level

Institution: District Education Offices (DEOs)

Responsibility:

1. Monitoring and management of primary education system
2. Planning, preparation, and execution of the budget, supervision, and monitoring of educational activities.

School Level

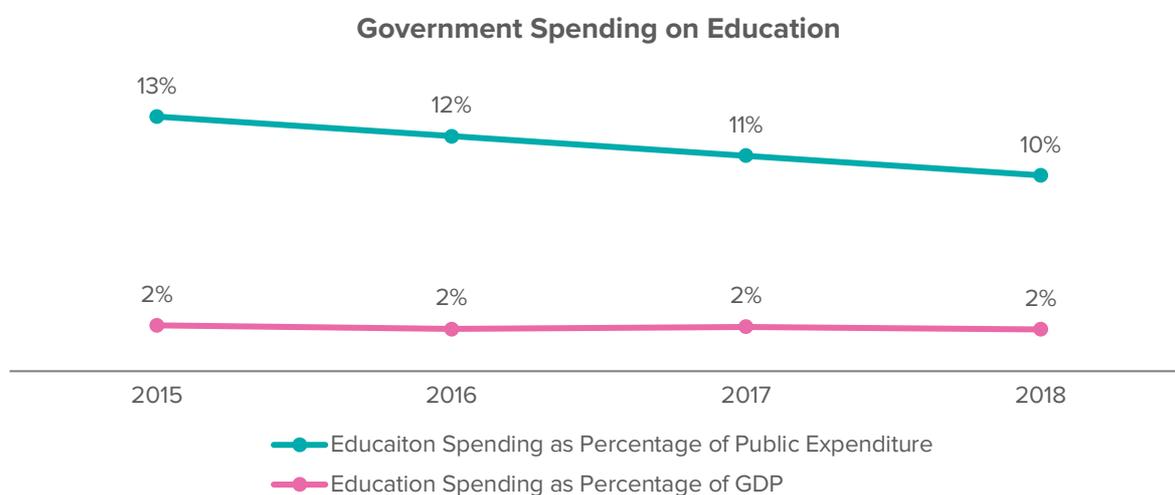
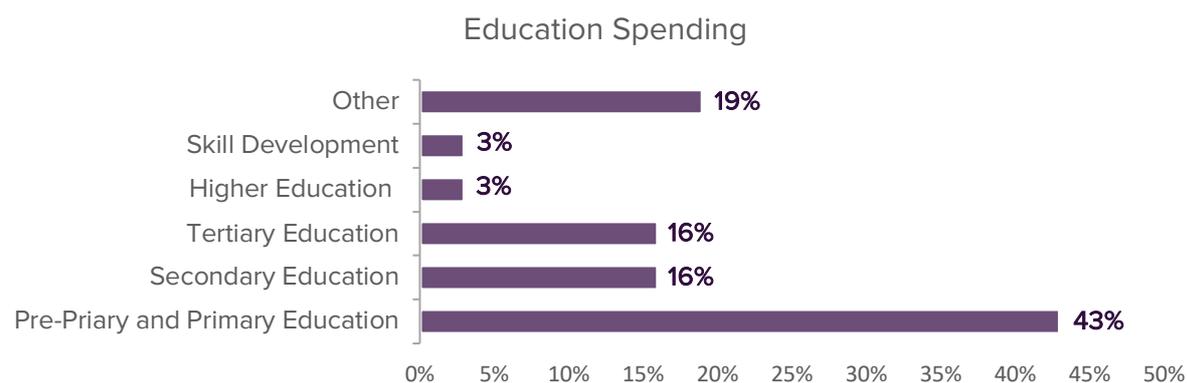
Institution: School Management Committees (SMC)

Responsibility: Full responsibility for school management

School expenditure is financed by Capitation grants paid to a district level based on the number of students enrolled in UPE in term 1 of every academic year. Current Capitation grants are **UGX. 7, 000** on a primary school level.

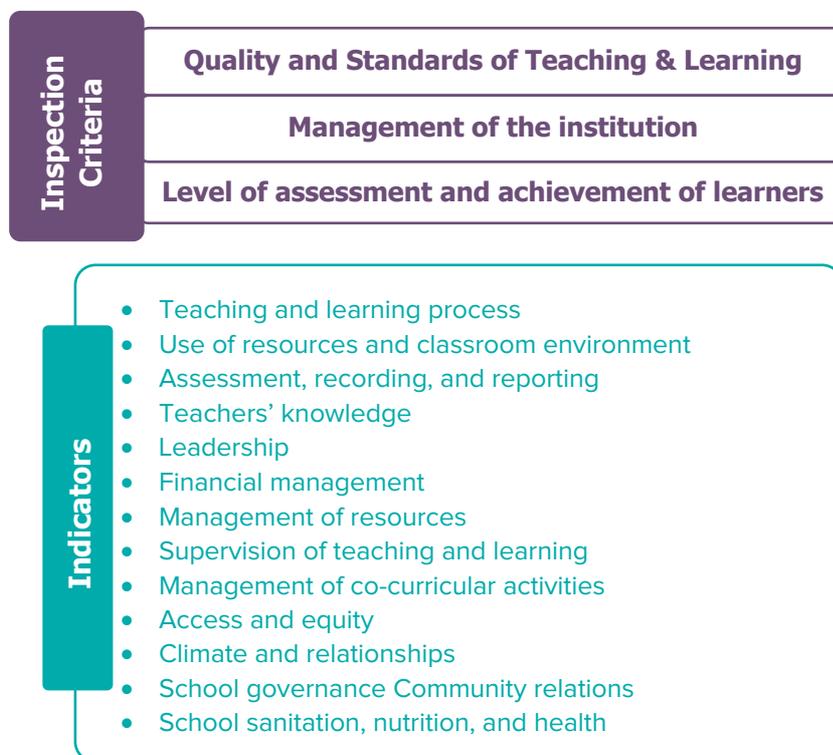
Education spending is majorly covered by public funds (66%), however, private players (e.g., CSOs, households) and development partners fill significant budget gaps each contributing around 17% of the total budget.

Although nominal public education expenditure has increased, public spending decreased relative to **Uganda's total government expenditure** and remained unchanged compared to **GDP**. The biggest bulk of government **education spending** is allocated to pre-primary and primary education followed by secondary education and tertiary education.



2.2. QUALITY ASSURANCE

School inspections are conducted in cooperation with the Directorate of Education Standards and Local Governments. Schools should be inspected twice a term, but limited resources jeopardize full coverage: only 71.2% of primary schools visited at least once at end of the 2016/17 academic year. Overall, government-aided schools are more regularly inspected than private and community schools.

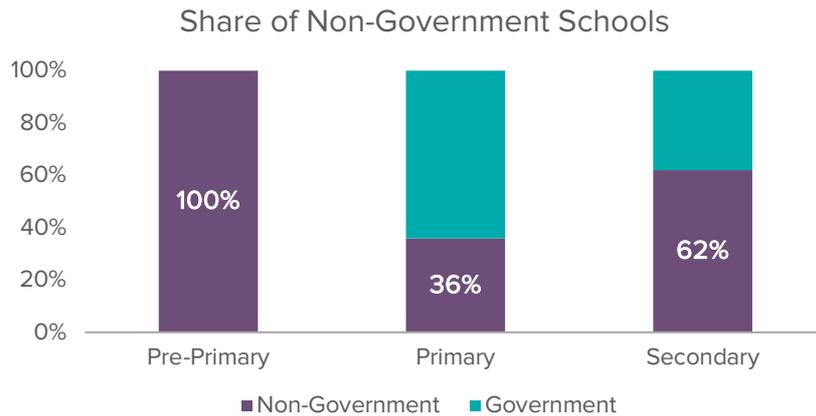


Teacher training is coordinated by the Teacher Instructor Education and Training (TIET) Department at Kyambogo University. To teach at primary schools in Uganda, two years of pre-service training and three years of in-service specialization are required (Grade III teacher Certificate). In-service training opportunities allow teachers to upgrade their teaching status (e.g., Grade III teaching certificate to diploma). However, training opportunities are not systematically allocated and financial incentives for teachers are lacking, which jeopardizes the capacity of in-service training programs to alter teaching qualities where it is most needed.

Teachers undergo an annual assessment by headteachers including attendance, work, and lesson plans, subject and pedagogical knowledge, teaching & assessment methods, use of instructional material, and leadership skills (district examinations don't focus on teacher level).

2.3. PRIVATE SECTOR

Since the 1993 liberalization of the education market, the private education sector has experienced a boom and plays an important role in delivering education services in Uganda. **Private schools** include community-funded schools, schools owned by entrepreneurs, faith-based schools, and schools owned by NGOs. The **Private Schools and Institutions department**, which is working under MoES, is responsible for coordinating and overseeing private sector education.



(Ministry of Education 2017, Government of Uganda 2008)

Non-government schools must conform to district/municipal education plans and be in line with the revised Education Sector Strategic Plan. Non-governmental schools must register with the Government and be licensed every two years to ensure this.

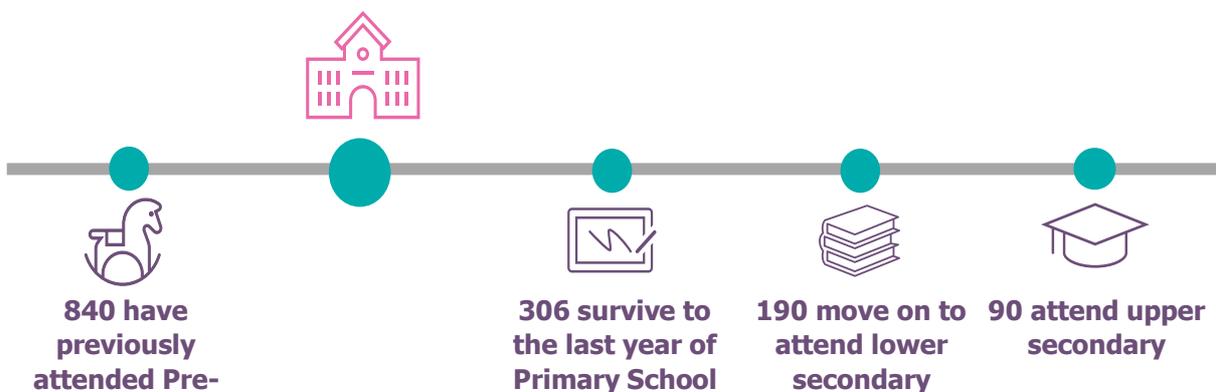
Non-governmental schools are also actively involved to reach the Government’s goal of universal secondary education and overcome supply shortages: [Private-Public Partnership Scheme](#) was put in place to meet secondary education demands after the USE's introduction in 2007. As part of the scheme, low-cost private schools in areas underserved by public schools are committed to providing free secondary education to students that qualify for USE and receive capitation grants for every student enrolled in return. While there are profit, not-for-profit, and community schools involved in the scheme, most PPP schools are profit-seeking. The share of PPP schools in overall secondary school enrolment has grown from an initial 25% in 2007 after the introduction of USE to 45% in 2014.

The Uwezo Uganda learning assessment also highlights the better [performance](#) of private schools compared to public ones: while 85.1% of students in private schools proved proficient in numeracy at the end of P3 only 50.1% of public school students were.

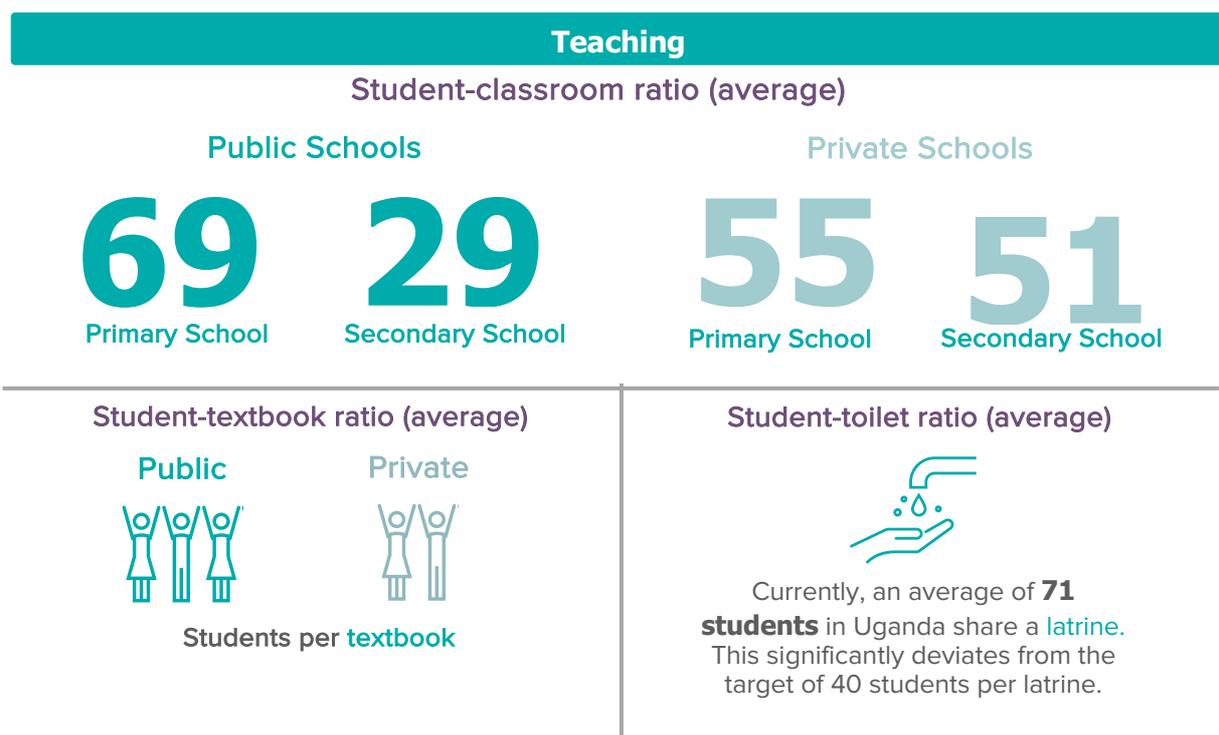
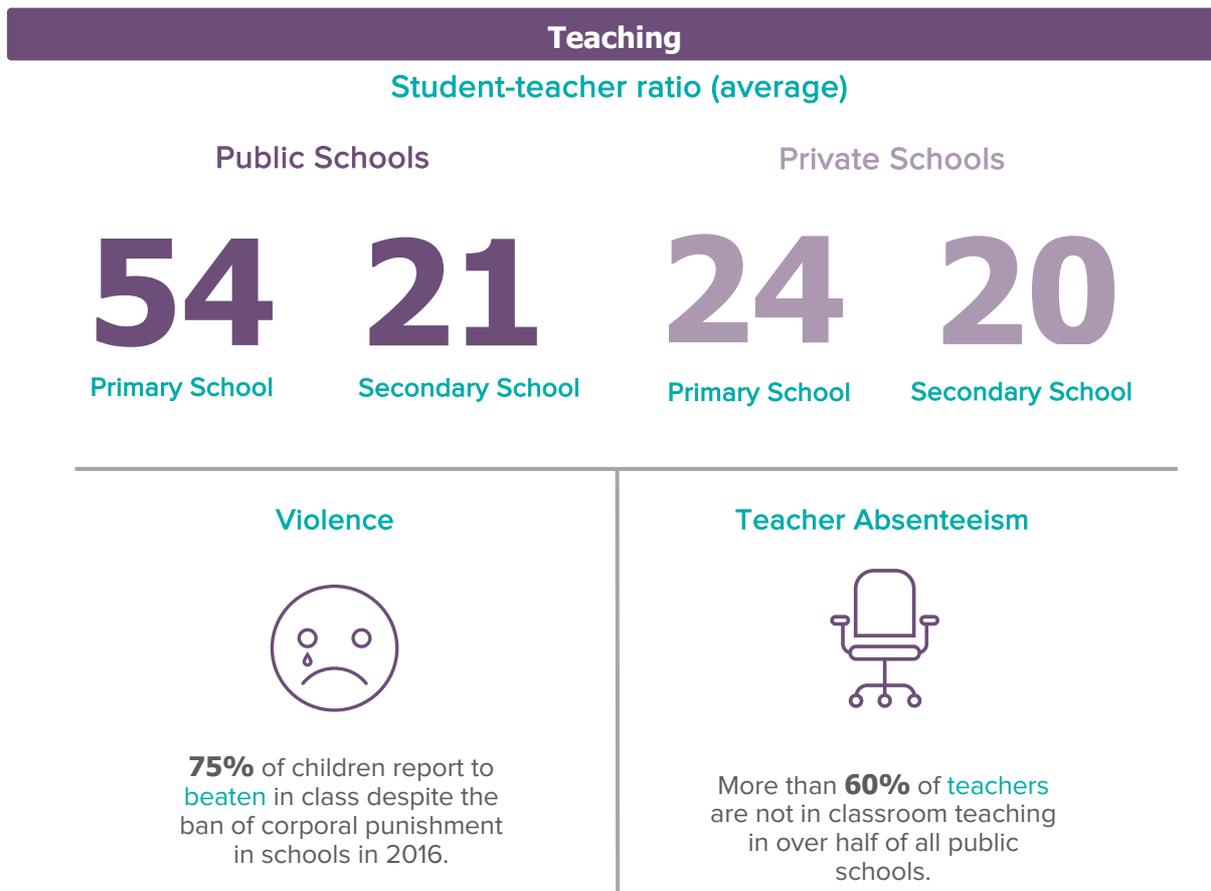
3. EDUCATION SYSTEM: PERFORMANCE AND CHALLENGES

3.1. EFFICIENCY

Out of **1,000** students who attend Primary School



3.2. TEACHING AND RESOURCES



3.3. LEARNING OUTCOMES

National Assessment of Progress in Education (NAPE) – Grades 3

Reading



have a proficiency in literacy in English

Mathematics



have adequate proficiency in numeracy

National Assessment of Progress in Education (NAPE) – Grades 6



have a proficiency in literacy in English



have adequate proficiency in numeracy

Uwezo Uganda Learning Assessment Report 2019

A household survey with children between 6 and 16

Reading

Proportion of school-aged children that can read and comprehend Grade 2 level short stories:

Grade 4



English



Local language

Grade 7



English

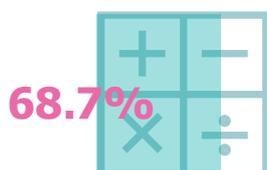


Local language

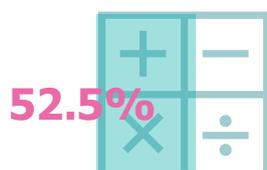
Mathematics

Proportion of school-aged children that can conduct simple numerical tasks up to the level of subtraction:

Grade 4



Grade 7



3.4. EQUITY

Gender



Mean years of schooling

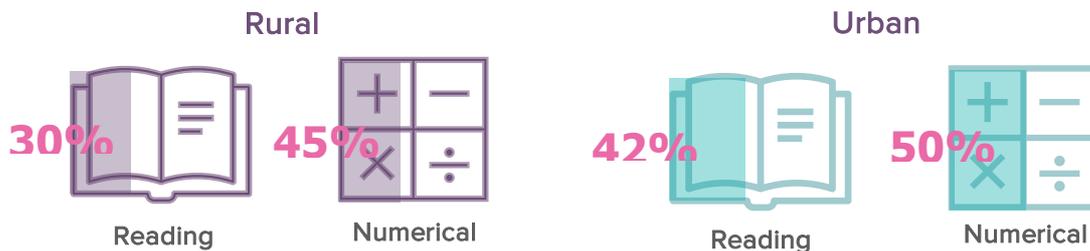
Performance – Uwezo Uganda Learning Assessment Report 2019:
No significant differences in learning outcomes between genders.

Rural vs Urban



Mean years of schooling

Performance – Uwezo Uganda Learning Assessment Report 2019:
Children in urban areas outperformed their counterparts in rural areas in the Uwezo report.



Competence rate

The best performing region is Kampala, with competence rates above 50% in both disciplines.
The poorest performing region is Karamoja, with competence rates just above 10%.

Socio-economic



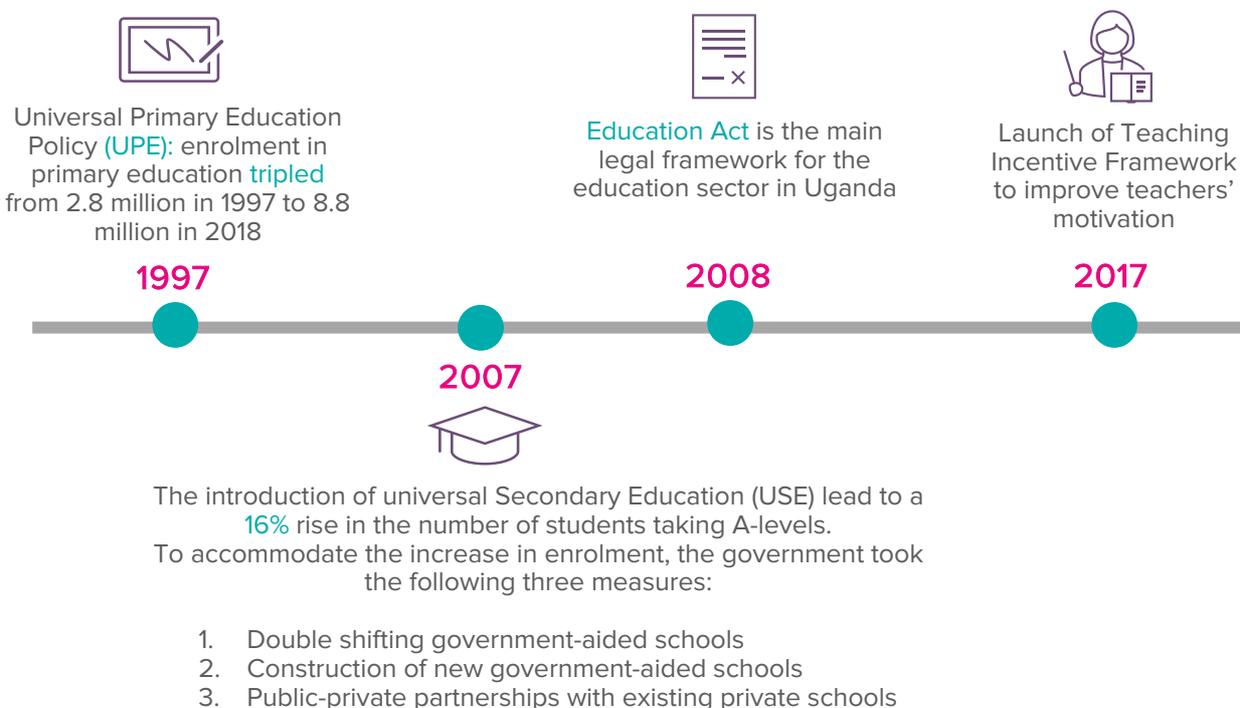
Mean years of schooling

Performance – Uwezo Uganda Learning Assessment Report 2019:
The top 33% of wealth distribution performs 21 percentage points better than the bottom 33%.

4. EDUCATION SYSTEM: TRENDS AND DIRECTION

4.1. PAST TRENDS AND DEVELOPMENTS

Article 30 of the Ugandan constitution declares that every child in Uganda is entitled to quality education.



4.2. POLICY DIRECTION

The Ugandan Government has set out in its **2040 Vision**: to become an upper-middle-income country by 2040. Five-year development plans are used to work towards this overarching goal. The current national development plan (NDP III) covers the period from 2020/21-2024/25 and was released in July 2020.

Uganda has the second youngest population in the world: nearly half of Ugandans are under 15 years. Facing these demographic conditions, Uganda recognizes the unique role of education in economic development.

Objective

Improve the foundations for human capital development.

Interventions

- Institutionalize training of ECD caregivers at public PTCs and enforce the regulatory and quality assurance system of ECD standards.
- Equip and support all lagging primary, secondary schools, and higher education institutions to meet basic standards.
- Roll out Early Grade Reading (EGR) and Early Grade Maths (EGM) in all primary schools to enhance proficiency in literacy and numeracy.
- Implement an integrated ICT enabled teaching, school level inspection, and supervision.
- Develop and implement a distance learning strategy.

Key Goals

- Increased proportion of labour force transitioning into decent employment from 34.5 percent to 55 percent.

Objective

Produce appropriate knowledgeable, skilled, and ethical labor force Interventions.

Interventions

- Roll out the modularised TVET curricula for all formal TVET programs to attain a flexible demand-driven TVET system in Uganda.
- Implement the National Strategy for Girls Education, by among others strengthening affirmative action for enrolment of girls and PWDs in BTvet.
- Provide the required physical infrastructure, instruction materials, and human resources for Higher Education Institutions including Special Needs Education.
- Implement an incentive structure for the recruitment, training, and retention of the best brains into the teaching profession across the entire education system.
- Introduce initiatives for retaining children in formal school for at least 11 years.

Key Goals

- Increase the percentage of employers satisfied with the training of TVET institutions from 40% to 65%.
- Increase average years of schooling from 6.1 to 11 years.
- Increased learning adjusted years of schooling from 4.5 to 7.

Objective

Streamline/ emphasize STEI/STEM in the education system.

Interventions

- Provide early exposure of STEM/STEI to children (e.g., the introduction of innovative science projects in primary schools).
- Provide the critical physical and virtual science infrastructure in all secondary schools and training institutions.
- Adopt science project-based assessment in the education curricular
- Promote STEM/STEI-focused strategic alliances between schools, training institutions, high-calibre scientists, and industry.

Key Goals

- Increased ratio of Science and Technology graduates to Arts graduates from 2:5 to 3:5.

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