

## **1.0 Background**

Following the introduction of Universal Primary Education (UPE) in 1997, enrolment in primary schools rose from 3.0 million to over 7.4 million in 2004 of which 51 % are boys while 49% are girls. Due to the UPE bulge, pupils successfully completing primary have also increased. Available statistics indicate that in the year 2000, a total of 238,834 pupils out of 304,507 pupils passed primary 7 while in 2004, the number increased to 320,543 out of 433,518 pupils who sat. However, not all those children who complete the primary cycle successfully are able to join post-primary education and training (PPET). Education Management Information System (EMIS) 2004 indicates that only 50% of those who complete primary seven (P7) are able to transit to post primary. According to the National Poverty Assessment Report 2003, PPET remains prohibitively expensive and as such inaccessible for many learners, in addition to other impediments such as culture, attitude to education, early marriages, petty trade and insecurity in some areas of the country. All the studies undertaken cite poverty as the major cause of drop out or failure to access UPPET.

Consequently, in November 2005, H.E. the President announced Government's declaration to introduce Universal Post-Primary Education and Training (UPPET) in Uganda with a view to consolidating the UPE gains and promoting equitable access. This announcement was included in the presidents' campaign manifesto page 23 section 2.1.2 stating that; "NRM Government will introduce Universal Secondary Education starting with senior one in January 2007 and then continue progressively to all four years from Senior One to Senior Four. The intake is estimated to be 300,000, absorbing all the 2006 PLE candidates, as well as those of 2004 and 2005 who dropped out of school owing to lack of school fees. This step is important because the pressure on parents is, easily, observable whenever leaders go up country. When we introduce USE, in the first year we will recruit 9,000 teachers in secondary schools, thus USE will create more jobs".

UPPET has been prepared in the context of the: 1998 Government White Paper on Education, the Education Sector Strategic Plan (2004-2015), the education sector long-term expenditure frame, International long term commitments and the medium term goals and plans of the sector.

## **2.0 Objectives**

- i) Increasing equitable access to UPPET;
- ii) Assuring achievement of the MDG of Gender parity by 2015;
- iii) Enhancing sustainability of UPE;
- iv) Reducing the high costs of UPPET;
- v) Enhancing the quality of post-primary education and training;
- vi) Increasing relevance of Post-Primary Education Training; and,
- vii) Improving governance management of Post Primary Education and Training.

## **3.0 Expected Outputs**

- i) Increased enrolment in secondary education i.e. transition rate increasing from 50% to 80%.
- ii) Additional 2,000 teachers recruited to reduce current deficit of 7,555
- iii) Improved access to secondary education in 41 sub-counties without any form of schools.
- iv) Improved teaching and learning of secondary science education
- v) Reviewed and more relevant and affordable secondary education curriculum.
- vi) Improved teaching and learning environment at Sir Samuel Baker Secondary Schools
- vii) Refreshed and improved quality of teachers of science and mathematics
- viii) Institutionalize sustainable INSET system
- ix) Increased use of ICT in learning and teaching processes
- x) Purchase of 160 science kits

## **4.0 Performance Indicators**

- i) Number of schools rehabilitated;
- ii) Number of sports equipment supplied;
- iii) Number of Laboratories constructed and equipped;
- iv) Number of schools constructed;
- v) Number of existing structures completed;
- vi) Amount of furniture supplied;
- vii) 2-classroom blocks plus administration facility constructed in 41 sub-counties without any form of secondary school;
- viii) No. of science kits supplied to deserving schools;
- ix) Rehabilitated and expanded capacity of Sir Samuel Baker SECONDARY SCHOOL;
- x) Training workshops and teaching science equipment provided through JICA-funded SESEMAT;
- xi) Number of schools using ICT in the learning and teaching processes; and,
- xii) Number of teachers with ICT skills.

## **5.0 Technical Description**

The project objectives will be achieved through the implementation of 3 components

### **(a) Component 1: Rehabilitation of Sir Samuel Baker Secondary School**

- i) To rehabilitate and develop Sir Samuel Baker Secondary school's physical infrastructure;
- ii) Provision of laboratory apparatus, textbooks, furniture, instructional materials and science equipment.

### **(b) Component 2: Expansion of the Secondary Education and Mathematics' Teachers**

- i) Increase the access to the SESEMAT program for science and mathematics teachers and other stakeholders in non-pilot districts countrywide by training 350 teachers;
- ii) Strengthen the capacity of the project in terms of program organization and management, monitoring and evaluation; and,
- iii) To verify the pilot models constructed by the project for the national expansion at the next phase of the SESEMAT.
- iv) Institutionalizing a sustainable INSET system

### **(c) Component 3: Construction of Seed schools**

More construction in seed schools i.e. construction of 2 more classrooms in the 41 seed schools to march the increasing number of students under USE

Provision of ICT infrastructure (computers, software etc) to schools to improve the teaching and learning processes especially in science and mathematics

## **6.0 Financing**

Government expects to fund this initiative through a combination of budget support and project support managed through a sector-wide approach; the cost for FY is estimated at Ug.Shs.28.12b. Due to a limited resource envelope available implementation of the UPPET policy is focusing in the most critical inputs namely: tuition fees; teachers; science kits; classroom construction in 41 sub-counties without any secondary school; curriculum review with the view to integrate it; and quality inspection.

The Belgium Government is contributing towards the rehabilitation and expansion of Sir. Samuel Baker (Euros 1.2m). JICA is supporting SESEMAT.

## **7.0 Plan of Operation**

The UPPET program will be implemented within the existing institutional set up of the sector. The Education Planning Department will be responsible for the overall coordination of implementation the program activities working in collaboration with the relevant departments and satellite institutions.

Construction under this project will be technically supervised by the Construction Management Unit of the ministry.