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DUICATION SECTOR LAWS, POLICIES, INVESTMENT PLANS, REGULATIONS, STRATEGIES, AND PROGRAMMES

SN	Policy/Law/Regulation/Programme	Commencement	Duration	Main goal and objectives
1.	The Universities and Other Tertiary Institutions Act, 2001	April, 2001		<ul style="list-style-type: none"> a) Establish and develop a system governing institutions of higher education; b) Regulate and guide the establishment and management of those institutions; and c) Equating the same professional or other qualifications as well as the award of degrees, diplomas, certificates and other awards by the different institutions.
2.	The Education (Pre-primary, primary and Post primary) Act, 2008	August, 2008		<ul style="list-style-type: none"> a) To give full effect to education policy of government functions and services by government; b) To give full effect to the decentralization of education services; c) To give full effect to the Universal Primary Education Policy of government; d) To give full effect to the Universal Post Primary Education and Training Policy of government; e) To promote partnership with the various stakeholders providing education services; f) To promote quality control of education and training; g) To promote physical education and sports in schools.
3.	The Business, Technical Vocational Education and Training Act, 2008	July, 2008		<ul style="list-style-type: none"> a) To define the scope and levels of BTVET programmes and the roles of the different stakeholders in the provision of BTVET; b) To separate the training and delivery of BTVET from quality assurance functions; c) To establish an institutional framework for the promotion and coordination of BTVET; d) To specify the provider of BTVET; e) To provide for mechanisms and establishment of organs responsible for the regulation of qualifications (standards, assessment and certification) and training delivery in formal and non formal institution.
4.	The Uganda National Examinations Board Act 1983	19 th August 1983		<ul style="list-style-type: none"> a) To establish the Uganda National Examinations Board, its functions, management and other matters connected therewith.

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5.	The National Curriculum Development Centre Act 1973 (<i>currently under review</i>)	1 st April 1973		a) To provide for the establishment of the National Curriculum Development Centre, to make provision for its constitution, management and functions and for other matters related thereto.
6.	Gender in Education Policy	September, 2010	6 years	b) Enhance equal participation for all in the education system; c) Promote the provision of relevant knowledge and skills equally to males and females; d) Ensure gender responsive planning, budgeting, programming and monitoring and evaluation; e) Promote an enabling and protective environment for all persons.
7.	Early Child Hood Development (ECD) Policy	2008	6 years	a) Clarify the role of government in the provision of and support for ECD services and indicate its commitment to the welfare of children; b) Consolidate and systematize existing programs and activities related to ECD for the maximum benefit of all children; c) Clarify the roles and responsibilities of different stakeholders in the provision of children's learning and well-being; d) Provide guidelines and standards for those wishing to develop quality ECD programs, and; e) Promote and strengthen the co-ordination mechanisms that foster partnership, networking and linkages, in the provision of ECD services. f) Develop the child's capabilities, healthy physical growth, good social habits, moral values, imagination, self-reliance, thinking power, appreciation of cultural backgrounds, customs, language and communication skills in the mother tongue.
8.	National Physical Education and Sports Policy	2004	5 years	a) Improve planning, management and administration of physical education and sports in the country; b) Improve access to and the quality of physical education and sports in the country; and c) Develop a cadre of high performing national athletes on a sustainable basis.
9.	The Education Sector HIV and AIDS workplace Policy			a) Promote a consequent and equitable approach to the prevention of HIV and AIDS transmission among the sector employees; b) Ensure increased access to quality HIV/AIDS prevention, treatment services, care and support; c) Eliminate all forms of stigma and discrimination in the Education and Sports Sector;

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				<ul style="list-style-type: none"> d) Promote the adoption of behavior change practices; e) Empower schools and other education workplaces to sustainably play their role in ensuring a healthy and efficient workforce.
10.	Information and Communication Technology in Education Sector Policy (<i>Note: still in draft</i>)			<ul style="list-style-type: none"> a) To sensitise and create awareness of the use of ICT b) To improve Literacy improvement and HR capacity building
11.	The Uganda Students' Higher Education Financing Policy (<i>Note: preparation of this Bill in advanced stage</i>)	2012		<ul style="list-style-type: none"> a) Increase equitable access to higher education in Uganda b) Support qualified students who may not afford higher education c) Ensure regional balance in higher education services in Uganda d) Develop and support courses which are critical to national development e) Ensure quality education in institutions of higher learning through quality assurance and supervision f) Ensure sustainable revolving loans fund
12.	Basic Education Policy for Educationally Disadvantaged Children 2006 (<i>Note: This Policy has been revised to be called Non Formal Education Policy 2011 still in final draft</i>)	September, 2006		<ul style="list-style-type: none"> g) Address the inclusion of children out of school, who are often excluded because of the rigidity of the formal school system, by providing viable complementary basic education programmes and by making the formal school approach more responsive; h) Strengthen and harmonize existing and future partnerships in on-going strategies for providing basic education for educationally disadvantaged children; and i) Provide an opportunity for the review and harmonization of existing policies with particular emphasis to addressing the rights of educationally disadvantaged children.
13.	Revised Education Sector Strategic Plan 2007-2015	September, 2008	8 years	<ul style="list-style-type: none"> a) Increase and improve equitable access to quality education; b) Improve the quality and relevance of primary education; c) Improve effectiveness and efficiency in the delivery of primary education.
14.	Strategic Plan for Universal Secondary Education in Uganda 2009 - 2018	February, 2009	10 years	<ul style="list-style-type: none"> a) Increase and improve equitable access to quality secondary education; b) Improve the quality and relevancy of secondary education; and c) Increase effectiveness and efficiency in delivery of secondary education.

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15.	Education and Sports Sector HIV Prevention Strategic Plan 2011-2015	June, 2011	5 years	<p>The overall goals are:</p> <ul style="list-style-type: none"> a) Contribute to the reduction in the number of persons in ESS engaged in high risk behaviors that facilitate transmission or acquisition of HIV infection; b) Increase the number of individuals in ESS that access prevention, care, treatment and social support services; c) Strengthen the capacity of ESS institutions to plan, implement, coordinate, monitor and evaluate their HIV prevention programs.
16.	BTVET Strategic Plan 2011-2020 <i>"Skilling Uganda"</i>		10 years	<ul style="list-style-type: none"> a) Make BTVET relevant to productivity development and economic growth; b) Increase the quality of skills provision; c) Increase equitable access to skills development; d) Improve the effectiveness in BTVET management and organization; and e) Increase internal efficiency and resources available to BTVET.
17.	Guidelines on: Policy, Planning, Roles & Responsibilities of Stakeholders in the Implementation of Universal Primary Education (UPE) for Districts and Urban Councils	October 2008		<ul style="list-style-type: none"> a) Establishing, providing and maintaining quality education as the basis for promoting the necessary human resources development b) Transforming society in a fundamental and positive way c) Providing the minimum necessary facilities and resources to enable every child to enter and remain in school until the primary cycle of education is completed d) Making Basic Education accessible to the learner and relevant to his/her needs as well as meeting national goals e) Making education equitable in order to eliminate disparities and inequalities f) Ensuring that education is affordable by majority of Ugandans g) By aiming to achieve Universal Primary Education, Government would be fulfilling its mission to eradicate illiteracy while equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development.
18.	Guidelines for Early Childhood Development Centres	July 2010		<ul style="list-style-type: none"> a) Providing procedures, standards and regulation for running ECD Centres b) Maximizing the use of scarce financial and material resources by providing guidance for integrating roles and services c) Building coordination systems that involve different stakeholders at Local council, district and national levels

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19.	School Facilities Grant (SFG) for Primary Schools: Planning and Implementation Guidelines for District and Urban Councils	May 2007		<ul style="list-style-type: none"> a) To increase accountability to communities and local people through the promotion of bottom-up planning and involving grass root stakeholders in decision making at the inception of the budget cycle b) To enhance supervision and monitoring of education service delivery by local Governments through increased local ownership and stewardship of resources c) To increase Local Governments' discretion in the use of central government transfers in line with their identified local needs and priorities.
20.	Basic Requirements and Minimum Standards Indicators For Education Institutions	March 2010		<ul style="list-style-type: none"> a) To fulfill the MoES vision of "Provision of Quality and Appropriate Education and Sports Services for All" b) To facilitate and guide institutions(both government, community and private), in creating a conducive learning environment, alleviation or total elimination of impediments to the achievement of quality education in the country c) To advance further, Government's and Education Development Partners' efforts and commitment to support schools in this endeavour d) To provide a strong foundation and comprehensive framework for an effective and systematic development, organization and management of schools
21.	Career Guidance Handbook (<i>Careers and Occupational information for Students & Guidance Practitioners</i>)	April, 2011		<ul style="list-style-type: none"> a) Provide basic classifications of careers for the purpose of helping students gain better understanding of career options, their requirements (in terms of personal attributes, professional training) and possible employment opportunities; b) Enlighten students and other stakeholders in the Education Sector on the contemporary and emerging trends in the world of work and career advancement; c) Help students to identify relevant careers in relation to their abilities, interests and values; and d) Provide students with information on the various education and training institutions available to further their education and training in their chosen career paths.
22.	Handbook on Teacher/Instructor/Tutor Education and Training Policies	September, 2010		<ul style="list-style-type: none"> a) Create awareness among all education stakeholders about the various policy documents and issues that govern the training and management of the teaching force;

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				b) To be a one-stop centre for all policies related to teacher and instructor education and training.
23.	The Education and Sports Sector Annual Performance Report (ESSAPR FY2012/13)	November 2012	1 Year	<p>a) Fulfill MoES's obligation to provide feedback to stakeholders over its performance during the period under review</p> <p>b) To inform the November 2012 Education and Sports Sector Review thereby providing the basis for participation and decision making by stakeholders during the review process</p> <p>c) Render accountability for sector performance during FY 2011/12.</p>
24.	USE/UPPET National Headcount Report	May 2012	1 Year	<p>a) To establish the actual number of students enrolled under USE/UPPET programme for informed decision making and planning resource allocation to the participating education institutions i.e. private and government</p> <p>b) To assess (i) equity in access (ii) drop out (iii) quality of learning and efficiency (iv) feedback from schools/institutions</p>
25.	Special Needs and Inclusive Education Policy 2011 (<i>still in final draft</i>)	2011		<p>a) Increased enrolment, participation and completion of schooling by persons with special learning needs;</p> <p>b) Strengthen and systematize existing initiatives/programs on SN&IE;</p> <p>c) Enhance participation of stakeholders in the management and implementation of SN&IE programs in Uganda; and</p> <p>d) Promote sporting programs for learners with special learning needs.</p>