



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

THE DEPARTMENT OF SECONDARY EDUCATION

THE SECONDARY SUB-SECTOR

JANAURY 2013

INTRODUCTION

1. **Mandate of the department as approved by Ministry of Public Service**

Secondary Education Department has the mandate to provide for, support, guide, coordinate, regulate and promote quality education to all persons in Uganda for national integration, individual and national development.

2. **Roles of the department**

The main role of the Secondary Department is to formulate, monitor, and review National policies, laws and regulations, plans, programmes; provide technical guidance and support for advancement of Secondary Education, coordinate and oversee Government owned and Government aided Secondary Schools (including the partnering schools.)

The department is also responsible for formulation, development and review of the overall National policy on Secondary Education

3. **Key functions**

- Develop, formulate and review policies, plans, programmes, strategies and guidelines for secondary education; monitor and evaluate their implementation in collaboration with relevant stakeholders.
- Promote the advancement of quality, appropriate, accessible, and affordable Secondary Education to the nationals.
- Provide technical support and support supervision to Government and Government-aided Secondary Schools.
- Advise Government on all matters on Secondary Education (including staffing, financing equipment, infrastructure development and maintenance etc).
- Coordinate matters of appointments, confirmation and transfers of technical and support staff in Government owned/Government aided secondary education.
- Identify skills, capacity gaps and recommend appropriate continuous professional development/capacity programmes for the schools.
- Ensure discipline of staff and students in Government owned/aided secondary schools,
- Develop the classification and grading systems and ensure their appropriate application.
- Ensure timely appointment, provision of technical support and support supervision to management Boards and Committees of Government owned/aided secondary schools to

ensure their effective performance, management and attainment of the Sector objectives and goals.

- Establish and maintain an up-to-date comprehensive data bank, information management and communication system covering Government/ Government aided secondary schools in line with the EMIS procedures

4. STRATEGIC OBJECTIVES OF SECONDARY EDUCATION

The strategic objectives of the secondary education are derived from the overall Educational Sector Strategic Plan [ESSP] 2004 – 2015, The Government White Paper of Education [1992] and The National Priorities as outlined in the Draft National Development Plan 2008.

The strategic objectives of Secondary Education are;

- (i) Provide equitable access to secondary education
- (ii) Improve quality of secondary education
- (iii) Ensure efficiency and improved management
- (iv) Enhancing the public private partnership
- (v) Addressing all cross cutting issues i.e. HIV/AIDS, Citizenship, Environmental Issues, Gender etc.

Arising out of the Strategic Objectives, the Department of Secondary has come up with a comprehensive plan covering a period of 10 years from 2009 – 2018 in which a number of interventions have been identified to delivery secondary education efficiently, equitably and effectively.

5. STRATEGIC POLICY DOCUMENTS OF SECONDARY SUB-SECTOR

5.1 GOVERNMENT WHITE PAPER ON EDUCATION 1992

The Government White Paper on Education [1992] emphasised the need to expand and increase opportunities at secondary level. It provided a basis for future reforms aimed at increasing access, quality, governance and how to enhance the private public partnership. The recommendations made there in have all along been implemented following the phased approach including the implementation of the USE programme.

5.2 POLICY FRAMEWORK FOR THE EXPANSION OF POST-PRIMARY EDUCATION AND TRAINING

Following the introduction of Universal Primary Education (UPE) in 1997, enrolment in primary schools jumped from 2.7 million to over 7 million pupils. This mass increase in enrolment at primary level had very serious implications as they transited to the next level of education in terms of the number of students that sought admission into secondary by 2003. This prompted

the sector to under take a series of studies which culminated into the development of the Post Primary Education and Training [PPET] Strategy 2003. The strategy provided a number of policy options to government on how to enhance access to secondary education as a way of sustaining the gains under the UPE programme.

5.2.1 STRATEGIC COMPREHENSIVE PLAN FOR SECONDARY EDUCATION 2009-2018

As a result of implementing USE a number of challenges have been encountered, consequently the sector has come up with a strategic comprehensive plan to address them. The Plan outlines the various strategies and interventions that will be pursued by the sector to deliver USE for the next 10 years cost effectively. It also proposes internal efficiency interventions that will be implemented to address the funding gap. It also embraces quality and cross cutting issues.

5.2.2 THE EDUCATION ACT 2008 [PRE- PRIMARY, PRIMARY AND POST PRIMARY/SECONDARY]

The new Act strengthens decentralized school management system through clearly spelt out roles and responsibilities of various key stake holders/players in the delivery of education services. It also promotes public private partnership. It streamlines the operation of secondary schools i.e. those under the USE programme and those not participating in the USE programme.

6.0 STRUCTURE OF SECONDARY DEPARTMENT

The department of secondary education is headed by the Commissioner Secondary Education below which are two sections, USE and NON USE sections headed by two assistant Commissioners. The restructuring was approved by Ministry of Public service and consequently Cabinet. The restructured secondary department is intended to improve service delivery in the subsector.

COMMISSIONER

**ASST COMMISSIONER
NON-USE**

**ASST COMMISSIONER
USE**

PEO

PEO

SEO

SEO

SEO

EO

EO

EO

EO

2.0 PROJECTS UNDER SECONDARY DEPARTMENT

There are a number of projects being undertaken by the department and these include:-

(i) Development of Secondary Education

- a. Construction of seed secondary schools in sub counties without any form of secondary school
- b. Expansion of over enrolled secondary schools
- c. Training of Secondary Science and mathematics teachers [SESEMAT] project. [funded by JICA/GoU]
- d. Digital Science Project
- e. Rehabilitation and expansion of traditional secondary schools.. [funded by GOU/BTC]

(i) ADB Education II Project [funded by Gou and ADB]

This focused on gender equity in secondary education targeting increased participation of girls in science.

(ii) ADB Education III Project [funded by GoU / ADB]

The project provides support to Post Primary Education and Training

- a. Construction of 24 seed secondary schools and one secondary school for the deaf
- b. Expansion of 6 existing seed secondary schools
- c. Rehabilitation and expansion of 6 traditional secondary schools
- d. Support to the roll out of PIASCY PPET programme
- e. Integration of technology education in the secondary education curriculum

(iii) ADB Education IV Project [to be funded by GoU/ADB]

The project focuses on Quality improvement of PPET

- a. Rehabilitation and expansion of 42 traditional secondary schools with the view of converting them into centres of excellence
- b. Expansion of 16 over enrolled seed secondary schools constructed under ADB III
- c. Construction of 12 new seed secondary schools in sub counties without any form of secondary school

(iv) Rehabilitation and expansion of 13 PPET institutions in Karamoja [funded by GoU/Irish Aid].

Rehabilitation and expansion of Secondary Schools in Karamoja

(v) The World bank project (APL1) Still under compilation

5.1 FUNDING OF THE PROJECTS LISTED ABOVE

The projects/programmes are funded by the Government of Uganda and its development partners as indicated.

5.2 DEVELOPMENT OF SECONDARY EDUCATION

The project started in 2001 and was initially called Rehabilitation of Secondary Project. Its initial focus was on expanding facilities in existing rural secondary schools, provision of additional facilities in comprehensive secondary schools and construction of seed secondary schools in sub counties without any form of secondary school. By 2003, the project had provided funds for construction of classrooms, science laboratories and workshops to over 60 schools. Also a total of 20 seed secondary schools out of the targeted 60 were constructed.

After an internal evaluation was done, the project name was changed to the Development of Secondary Education which retained its earlier scope but also included training of science and mathematics teachers, provision of ICT facilities and training of teachers in Digital Science. It also embraced the bursary scheme.

5.2.1. Seed Secondary School Construction

So far the project has delivered a total of 39 out of the targeted 41 seed secondary schools which are at various stages of construction. 34 seed secondary schools have already been provided with 4 classroom blocks, part of an administration block and sanitation facilities for both students and teachers. 5 seed secondary schools had their contracts cancelled because of shoddy and slow progress of civil works where only a 2-classroom block, part of an administration block and students sanitation facilities have been completed. Funds have been disbursed to the respective 5 seed secondary schools to start on phase 2 civil works whose procurement Modality for construction firm will be school based.

5.2.2. Construction of additional facilities in over enrolled secondary schools

As a result of the implementation of the USE programme, a number of participating secondary schools received over whelming response in terms of enrolments which far supersedes the available classroom space. Currently a total of 330 USE schools have average class sizes exceeding 60 students per class over and above what is recommended. The sector is responding through a variety of interventions which include;

- ✓ Construction of classrooms
- ✓ Taking on more private schools targeting areas with schools that are over enrolled.
- ✓ Implementation of double shift

In financial year 2007/08, a total of 71 USE secondary schools were identified as terribly over enrolled with classroom ratios exceeding 80 students. A total of 14 secondary schools were provided with UShs 75m each to put up a four classroom block. This

translates into 56 new classrooms constructed. An additional 16 over enrolled schools have received the same amount of money for a 4 classroom block. The modality of procuring contractors will be school based with guidance from CMU, PDU and Secondary Department.

5.2.3. Training of secondary science and Mathematics teachers' project [SESEMAT]

This project is implemented by government of Uganda with technical assistance from the government of Japan through JICA. SESEMAT activities are also jointly funded by the beneficiary schools through contributions. This arrangement makes it possible for the schools to own the project which further enhances stakeholder participation.

It started in 2004 as a pilot project in the districts of Masaka and Tororo which later expanded to cover 39 districts in 2007. Currently the project has expanded to 64 districts involving all schools both government and private.

Under the project, over 100 teachers have received training in Japan and Malaysia in modern methods of science teaching. This will improve the quality of delivery of science which will further enhance its performance.

5.2.4. Digital Science

The sector in a bid to strengthen secondary science education, it is implementing the use of digital science through the Cyber School Technology Solution. A total of 100 head teachers and 1650 science and mathematics teachers have been trained computer skills and in the utilization of digital science during lesson delivery and over 3,000 students have received hands on computer skills. The target is training at least 50 students per project school in computer skills and use of digital science. A total of 6 computers are provided to each of the beneficiary secondary schools. The project has been expanded to another 100 schools and similar activities will be done.

The schools have been further provided with a wide screen and teachers are periodically supported through regular school based training, school review meetings, surprise visits, follow up calls and facilitating the formation of Cyber Science Clubs.

5.2.6. The rehabilitation and expansion of Traditional Secondary Schools

A number of traditional secondary schools have been rehabilitated under GOU and these are not limited to Nyakasura S, Jinja S S , Namagabi S S, Kitante Hill S,Bwera S S,Kako S S, Kibuli S S, Kyambogo College,sir Tito Owinyi e.t.c. In particular with funding from BTC and GoU, Sir Samuel Baker was rehabilitated and expanded.

5.3. ADB Education II Project [Gender equity in secondary science provision]

Under this project, a total of 54 science laboratories and 13 libraries were constructed in 57 selected girls' secondary schools and mixed secondary schools with high enrolment of girls. The laboratories were fully furnished and equipped. However because of budget constraints not all

the planned 72 libraries were delivered. The project also provided support to increasing gender participation in science education through sensitization.

5.4. ADB Education III Project [Support to Post Primary Education and Training Project]

This had three sub components.

- ✓ **Construction of 24 new seed secondary schools and one secondary school for the deaf.**
Civil works are in the final stage of completion on all sites except Bubandi Seed SS which was handled over late because of political disagreement on the final location
[Refer to Appendix III for details]
- ✓ **Expansion of 6 existing seed secondary schools.**
These were seed schools constructed under direct funding of GoU prior to the commencement of USE programme in 2007. The schools are to be provided with additional facilities including classrooms to accommodate increasing enrolment and expanding the science laboratories. Bills of quantities have already been prepared and the Procurement process is to commence early next year. The new structures provided will be fully furnished and equipped. *[Refer to appendix IV]*
- ✓ **Rehabilitation and expansion of 6 traditional secondary schools.**
Old structures are to be rehabilitated and additional facilities are to be provided according to school needs. Stake holder discussions were held with stake holders on the priority areas to be handled by the project. The procurement process plans to commence in January 2009. *[Refer appendix V]*

N.B:

All new seed schools under the project are to be provided with the staff houses to alleviate on the housing problem and provide security given the unique location of the schools in remote areas.

- ✓ **HIV/AIDS:**
The project is also financing the roll out plan for the PIASCY PPET programme
- ✓ **Curriculum Reform:**
It is also providing funding for the integration of technology education in the secondary education programme.

5.5. ADB Education IV Project [Quality Improvement for PPET Project]

The Project Appraisal Report was approved by the Board of ADB but work is yet to commence.

- (i) Rehabilitation of 42 traditional secondary schools with a view of converting them into a Centres of Excellence
- (ii) The project will further provide additional facilities in 15 of the 25 new seed secondary schools under ADBIII that are over enrolled. The targeted beneficiaries have been selected based on the current and projected enrolment figures by 2010. A list is still being agreed up on by the relevant departments
- (iii) Construction of 12 new seed schools in sub counties without any form of secondary school. Priority is to be given to only those sub counties that will demonstrate ability to sustain the new schools. The final list of the beneficiary sub counties are to be

confirmed after a thorough study and analysis of the sub counties without any form of secondary school.

5.6. Rehabilitation and expansion of 13 PPET institutions in Karamoja.

With the assistance from Irish aid, a total 13 PPET institution in Karamoja sub region have been rehabilitated and expanded. Civil works are in progress. The various schools have been provided with additional facilities with classrooms, science laboratories, libraries and dormitories. The facilities will be fully furnished and equipped. Science apparatus, equipments, chemicals and text books will also be provided to the institutions.

6. Milestones [achievements] in the implementation of the education sector strategic plan

(i) Improved quality and relevancy of secondary education

- The digital Science Project under Development of Secondary Education has been expanded to cover 300 secondary schools and is now into the 2nd phase where regional centres of Excellency will be created across the country. This has enhanced the quality of science teaching.
- A total of 2412 teachers of science and mathematics were trained in FY 2011/12 under the SESEMAT Project and an additional 2648 trained in FY 2012/13.
- In FY 2011/12, 809 government secondary schools were facilitated with science specimens to conduct UCE science practical examinations
- With support from the Education Development Partners, the World Bank under APL1, the sector procured and distributed 676,743 text books in the core subjects to 1,490 secondary schools under the USE programme and an additional 20,165 text books were distributed to the 42 secondary schools proposed to be converted into centres of excellence under the ADB Education IV Project. This has improved the students text books ratio from 3:1 to 2:1 in the USE schools
- Under the UPOLET Programme a total of 1,547 graduate teachers were recruited and deployed to support the new programme.
- In order to improve the quality and relevancy of education, ministry of Education and Sports is undertaking a significant over haul of the lower secondary education curriculum with a shift away from a more traditional approach that focuses on acquisition of knowledge, to a curriculum that prioritizes cognitive competencies including communication, interpretation, problem solving critical thinking and hypothesis testing.
- The quality of secondary education has continued to be improved through motivation of teachers through regular appointment of new staff, confirmation and validation of staff through Education Service Commission.

(ii) **Improved equitable access**

- Students' enrolment at secondary level has continued to grow at an average of 3% per annum to now 1,258,084. Increased access has been further been demonstrated through increased Net Enrolment Ratio from 24.6% in 2011 to 25% in 2012. This has been achieved through.
- Construction seed secondary schools targeting sub-counties without any form of secondary school. In FY 2011/12, five (05) seed secondary schools were constructed at Nalusala S/C – Sironko; Mpunge – Mukono; Bukabooli – Mayuge; Makuutu –

Iganga and Agoro – Kitgum with funding under ADB Education IV Project Civil Works for the 12 seed secondary schools are in progress with five (05) already completed and handed over for use.

- With support from the World Bank under APL1, 769 USE schools are to receive additional facilities. Under the project a total of 4000 new classrooms; 405 science laboratories; 1444 libraries; 71 staff houses; 44 administration blocks and 125,000 stances are to be constructed in three phases. Phase 1 started in 2009 and included 217 secondary schools while phase II which started in 2011 has 442 secondary schools and phase 3 will have 100 secondary schools. Currently 169 secondary schools have completed construction and the facilities handed over.
- Under ADB Education IV Project, rehabilitation and expansion of the 31 out of the targeted 42 traditional secondary school is ongoing with additional 15 seed secondary schools to be expanded. This will create space for up to 100,000 students' country wide.

(iii) Improved effectiveness and efficiency in the delivery of education services

Progress and main achievement

- Approval of Boards of Governors in government and private secondary schools; In the period under review, the Sector approved BOGs for a total of 442 Secondary schools in a bid to ensure the effectiveness in school management.
- Training of Science and Mathematics teachers; The sub-sector trained a total of 2,412 Science and Mathematics teachers, 110 PTC Tutors, 164 Student Council members for the West Nile Sub-region, inducted 262 Head teachers and deputy head teachers of the 66 newly Grant Aided secondary schools and 121 Senior Accounts Assistants;
- Drafting of Policy Guidelines for licensing and registration of Private Schools
Under Private Secondary Education, two sets of Policy Guidelines for licensing and registration of Private schools and recruitment and retention of teachers in private schools were drafted, additional 828 private schools graded, set up Registry for Private schools, licensed and registered 114 and 206 schools respectively.
- Conducted the USE/UPPET /UPOLET headcount exercise The Ministry also conducted and validated USE/UPPET /UPOLET headcount data nation-wide, as a mechanism for ensuring that the information documented in the EMIS database is consistent with the reality on the ground, thus enhancing efficient and effective provision of the education service to the Ugandan population.
- Popularizing the Education Act (2008): Increasing an enabling environment for an effective education system, the Sector embarked on sensitization of Stakeholders on the provisions of the Education Act (2008). 2000 copies of the Education Act (2008) were printed and distributed to Schools. This goes a long way in enforcing the framework to enhance efficiency and accountability.
- Implementing the Double shift programme: An additional 100 USE Secondary School were added onto those implementing the double shift programme. The Double-shift programme is still being implemented in the 104 secondary Schools to foster efficiency of use of human and capital resources (i.e., teachers can teach more pupils and there is a reduced pressure to build more schools). The sector is currently carrying out an impact

evaluation study on double shift where results will inform future decisions on this intervention.

- Accountability for USE Funds: In ensuring accountability, transparency and efficiency in USE Placements, 164 PPP schools were monitored of which 80 were over and under subscribed as per head count results; 70 were for accountability of USE funds and text books utilization; and ninety-four (94) over enrolled and under enrolled PPP schools monitored to establish SCR and STR indicators.
- Direct remittance of USE capitation funds In order to improve efficiency and value for money funds for USE capitation are being sent directly to schools to reduce on the transaction time in the processing of funds. The funds now reach the schools in time thereby permitting smooth implementation of the program.
- Management training of head teachers and BOGs in Centres of Excellence. In the period under review, the sub-sector carried out management training of head teachers and Boards of Governors (BOGs) for the 44 proposed Centres of Excellence with the support of ADB IV project. Some of the areas covered included financial management, Human Resource management, and General Management. A total of 517 participants benefitted from this training.
- Training of School Construction Committees: The sub sector carried out training of School Construction Committees in 442 USE schools under UPPET. The areas covered included; financial management, civil works management, procurement, and environmental management.
- Retooling of teachers and Head teachers in ICT skills: In the period under review, the sub sector in collaboration with UCC retooled 516 teachers and 120 head teachers in ICT skills as a measure to improve the teaching and management of ICT in secondary schools.