

Ministry of Education and Sports

**THE UGANDAN EXPERIENCE
OF
UNIVERSAL PRIMARY EDUCATION (UPE)**

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Abbreviations and Acronyms

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| ADEA | Association for the Development of Education in Africa |
| CC | Coordinating Centre |
| CCT | Coordinating Centre Tutor |
| DEO | District Education Office |
| DIS | District Inspector of Schools |
| EARS/SNE | Educational Assessment and Resource Services/Special Needs Education Programme |
| EPD | Education Planning Department, Ministry of Education and Sports |
| EPRC | Education Policy Review Commission, 1989 |
| ESIP | Education Strategic Investment Plan 1998-2003 |
| FY | Financial Year |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Rate |
| GoU | Government of Uganda |
| GWP | Government White Paper, 1992 |
| IEQ | Improving Educational Quality |
| IMU | Instructional Materials Unit |
| LC | Local Council |
| MFPED | Ministry of Finance, Planning and Economic Development |
| MoES | Ministry of Education and Sports |
| NAPE | National Assessment of Progress in Education |
| NCDC | National Curriculum Development Centre |
| NER | Net Enrolment Rate |
| NGO | Non-Governmental Organisation |
| NRM | National Resistance Movement |
| OAU | Organisation of African Unity |
| PETDP | Primary Education and Teacher Development Project |
| PLE | Primary Leaving Examinations |
| PTA | Parents Teachers Association |
| PTC | Primary Teacher College |
| RDC | Resident District Commissioner |
| SMC | School Management Committee |
| TDMS | Teacher Development and Management System |
| UNEB | Uganda National Examinations Board |
| UPE | Universal Primary Education |

THE UGANDAN EXPERIENCE OF UNIVERSAL PRIMARY EDUCATION (UPE)

Uganda is a member of the Association for the Development of Education in Africa (ADEA). This organisation, ADEA, has agreed to carry out in 1999 a stock-taking review of education in Africa. These are the objectives of the exercise:

- the primary purpose is to take stock of success and significant breakthroughs in the development of education in Africa, to document them and to share valuable lessons and applicable practices deriving from them.
- the secondary purpose is to isolate problems that still remain insurmountable with regard to strategies hitherto used in the region and to challenge Africa to explore alternative strategies to match persisting challenges.

The Ministry of Education and Sports opted to share Uganda's experience with Universal Primary Education (UPE) with the rest of Africa.

1.0 CONTEXT

1.1 Population and Demography

The total Ugandan population in 1998 is estimated to be 21.3 million and the population growth rate is about 2.6 per cent. Eighty-nine percent of Uganda's population lives in rural areas, earning a livelihood from agriculture and animal husbandry. About 48 per cent of the population is under 15 years of age. The population age group, 6-12 years, is estimated to be about 19 per cent of the total population.

Females constitute about 50.5 per cent of the population. Life expectancy is 40.4 years for males and 42.3 years for females. The infant mortality rate is 113 per 1000 live births. The current illiteracy rate for the population over 15 years of age is estimated to be 26 per cent for males and 50 per cent for females.

1.2 Education System

Uganda became independent in October 1962 and since then has not changed fundamentally its education system. The educational system in Uganda consists of four levels of institutions, each followed by a national selection exam which feeds a centrally administered process of distributing successful candidates among the options available at the next level. Large numbers of students are forced out of the system at each transition stage because of limited capacity at the next level.

Primary education provides seven years of schooling which leads, for those who persist in the system, to the Primary Leaving Examination (PLE). Successful candidates are admitted into four year secondary schools, as well as technical schools. Upon completion of the four years, candidates sit for national Uganda Certificate of Education (UCE), O-Level examinations.

Depending on their results, candidates then have a choice of : a) proceeding to upper secondary school (A-Level), b) entering a Primary Teacher College, c) enrolling in a Technical Institute, or d) seeking out a skill training option in the private sector, e.g. in business skills. After two years in A-level secondary schools, candidates sit for the Uganda Advanced Certificate of Education (UACE), candidates compete for places in a) state Universities - Makerere University, Mbarara University of Science and Technology; or five other private Universities b) the Institute of Teacher Education, Kyambogo c) the Uganda Colleges of Commerce d) the National Teachers Colleges (to become a secondary school teacher), or e) one of several technical training institutions.

Figure 1 in the Appendix summarises the structure of the education system.

1.3 Educational Institutions at various levels

Table 1: Summary of Education Statistics at various levels – 1999

| Type of Institutions | Numbers |
|---------------------------------------|----------------|
| TOTAL NUMBER OF INSTITUTIONS | |
| Primary Schools | 10,516 |
| Secondary Schools | 623 |
| Teacher Training Colleges | 64 |
| Technical Schools and Institutes | 62 |
| National Teacher Colleges | 10 |
| Uganda Technical Colleges | 4 |
| Uganda Commercial Colleges | 5 |
| Universities | 7 |
| TOTAL NUMBER OF TEACHING STAFF | |
| Primary Schools | 96,830 |
| Secondary Schools | 17,534 |
| Technical Schools and Institutes | 916 |
| National Teachers Colleges | 759 |
| Uganda Technical Colleges | 102 |
| Uganda Commercial Colleges | 176 |
| Other Higher Institutions | 403 |
| ENROLMENT | |
| Primary Schools | 6,486,000 |
| Secondary Schools | 427,592 |
| Teacher Training Colleges | 21,472 |
| Technical Schools and Institutes | 16,489 |
| National Teachers Colleges | 11,130 |
| Uganda Technical Colleges | 2,200 |
| Uganda Commercial Colleges | 3,000 |
| Other Higher Institutions | 6,872 |
| Universities | 20,325 |

1.4 Key Challenges to the Education System over the past 10 years

1. The wars and civil strife during the seventies and eighties took their toll and led to the neglect of educational institutions and erosion in the quality of education at all levels.
2. Despite the massive expansion that took place in the number of schools and enrolments both at the primary and secondary levels during the early eighties, the expansion was without proper planning. Resources were not made available for the provision of necessary facilities, instructional materials and trained teachers for the fast-growing population of students.
3. Disparities between rural and urban areas and regional imbalances in the provision of educational facilities have increased over the years.
4. The percentage of untrained teachers was unacceptably high. Teacher training institutions have not attracted enough good students to go into the teaching profession.
5. Changes in curricula have been introduced without ensuring proper training of teachers and increasing provision of instructional materials for implementation of the new curricula.
6. The cost of education has increased considerably over the years, while Government resources had remained limited. As a result, the quality of education suffered greatly. Many students dropped out prematurely at the primary level, and millions of children remained totally uneducated which meant the gains are low whatever resources the government spent on education.
7. Most of the primary schools used to supplement and the secondary school still supplement their income with contributions from Parent-Teachers' Associations. Although this helps in running the schools, many parents find it difficult to meet the ever rising cost of schooling for their children.
8. Boarding schools at the secondary stage impose a heavy financial burden on the government, the public and parents, and limit Government's capacity to provide an avenue for meeting the growing demand for secondary education.
9. The curricula, both in primary and secondary schools, at present do not cater for the social and economic needs of the country. They do not adequately equip the individuals to become productive and self-reliant.
10. Higher education particularly has become alienated from the socio-economic realities of life in Uganda. Not only has the quality of graduates deteriorated over the years but also most of the courses taught have not been geared to manpower needs. Facilities and equipment in the tertiary level institutions are in poor shape. Furthermore, the cost per student was high, and the entire expenditure, including students' living cost, was borne by the government.
11. The education system is dominated by examinations at all stages. Without any provision for assessment of other objectives of the curriculum, such as promotion of moral values, practical skills and participation in social and cultural activities, the teaching in schools is geared towards the achievement of good marks in examination subjects at the cost of other important educational objectives.
12. There was lack of reliable and up-to-date educational data and this had hampered planning and administration of education on scientific and optimum use of resources.
13. In general, there was inefficiency in management and lack of systematic planning at all levels, leading to wastage and inefficient use of resources. There was also poor discipline, absenteeism, lack of accountability and low morale and motivation for work in both teaching and non-teaching staff. All these factors contributed to deterioration in the quality of education.

1.5 Key Achievements of the Education System over the past 10 years

1. Government White Paper on The Education Policy Review Commission Report was published in 1992.
2. Primary Education and Teacher Development Project was launched in 1993. The main objective of the project was to increase access, quality and relevance of primary education.
3. Terms and conditions of service of teachers has improved considerably.
4. Several headcounts of teachers and students and surveys of schools' facilities were carried out. From each experience lessons were learnt to improve methods of collecting data.
5. Re-organisation of the Ministry of Education has begun to streamline from the centre the administration and management of the entire education system.
6. Local Government Statute of 1993 decentralised the administration and management of primary and secondary schools to the District Councils and subsequently to the School Management Committees, so that decisions are taken as close as possible to schools.
7. Educational Assessment and Resource Services/Special Needs Education Programme was established and it collaborates with other district services in the community to provide an integrated, multi-sectoral range of services for children with disabilities and learning difficulties.
8. Minimum National Standards for schools has been produced and these guidelines have been disseminated.
9. School mapping has been completed.
10. The Ministry of Education licenced five private Universities and established the second state university.
11. The major state university, Makerere, started evening classes and also started taking in private students increasing enrolment to over 20,000 undergraduate and post-graduate students. The number of students enrolled at the beginning of the decade was just over 5,000.
12. The Universal Primary Education programme was launched in December. 1996.
13. The Universities and other Tertiary Institutions Bill, 1999 has been published. The object of this bill is to provide for the establishment of a National Council for Higher Education. The Bill seeks to streamline the establishment, administration and standards of Universities, and other Institutions of Higher Education.

In this report the Ministry of Education and Sports opted to share with the rest of Africa Uganda's experience with Universal Primary Education (UPE). The UPE programme was formally launched in December, 1996.

2.0 BREAKTHROUGH

2.1 Background

From independence in 1962 Uganda had a healthy developing economy and education sector for at least a decade. In 1962 there were about half a million pupils enrolled at primary level and this number steadily increased to about 800,000 in 1971 in about 2,900 schools. For a decade and a half after 1971, primary pupil enrolment increased to about 2.1 million in about 7,000 schools. While enrolment increased, this period was also characterised for neither the number of schools nor the number of classrooms being increased correspondingly. During this period (1971-1985), not only did the GDP generally decline but the share of the education sector in the national budget also declined from 3.4% to 1.4% of the GDP. By then primary education was reaching only 50 percent of the age group.

How did the education system cope? Most of the financial burden for education of children and youth was carried by parents. In the then economic context, this meant that children from poorer families had no access to primary education or dropped out long before completing the primary cycle (see **Figure 2**). And for those pupils that were attending schools, what were the conditions? The physical infrastructure had deteriorated. A large percentage of the primary classes met in temporary structures; permanent structures had received little or no maintenance for nearly two decades. Textbooks, teacher's guides and other essential instructional materials were almost non-existent in most schools, making teaching and learning extremely difficult. Teachers were underpaid, undertrained and demoralised. Management, communication and planning were poor at all levels and the curriculum and related assessment system, had not been significantly revised in many years.

In 1986, a new political administration, the NRM took power. The NRM, under President Museveni dealt with the education situation they inherited by appointing an education commission. It is this method of commissions that has been the one utilised for determining major policy changes which eventually evolved the Universal Primary Education (UPE) programme, the subject of this paper. Therefore, let us walk briefly through the history of education commissions in Uganda.

2.2 Evolution of UPE

Government involvement in formal education began in the colonial period following a report in 1922 by the Phelps-Stokes Fund. Prior to that report formal education was entirely in the hands of missionary organisations.

The first commission was the de Bunsen Committee appointed in 1952, which recommended among other things:

1. The expansion of secondary education in order to provide teachers for primary and junior secondary schools.
2. The expansion of facilities, both primary and secondary, for girls.
3. The establishment of new primary schools.

The major and limited function that these recommendations were apparently meant to serve was to provide a Ugandan cadre for the local colonial civil service especially at the lower levels. However, it did serve to construct a good foundation for an education system that was possible to build on later and withstand difficult political and economic conditions.

The next commission was the Castle Commission appointed in 1963, less than a year after independence. The demand then was for high-level human power to take over the running and management of both the public and private sectors. Although the need for expanding primary education was recognised (including an OAU recommendation in 1961), it was felt that there were not enough resources for both the primary-levels and the higher levels. A large proportion of the education budget then went to post-primary institutions.

The practice of more resources going to post-primary institutions continued for more than two decades. That situation persisted despite two attempts to promote universal primary education through The Third Five Year Development Plan (1972-1976) and the Education Policy Review Commission of 1977. The major constraint to achieving universal primary education was the negative political climate closely coupled to poor economic growth that characterised that period. On taking power in 1986, the NRM government instituted a series of Commissions to investigate the situation in all areas of government. One of them was Education Policy Review Commission, which was appointed in 1987 under the Chairpersonship of Professor W. Senteza Kajubi. Their terms of reference included, among other things, recommending policies at all levels - primary, secondary and tertiary.

The EPRC met for two years and consulted widely with all stakeholder around the country. A major recommendation made by this commission was the Universalisation of Primary Education (UPE) in as near future as possible but not later than the year 2000. The commission defended their position thus: “Only when every child is enrolled at the right age and does not leave school without completing the full cycle of primary education it would be possible to ensure that all the citizens have the basic education needed for living a full life. Also it will help in achieving a transformation of the society leading to greater unity among the people, higher moral standards and an accelerated growth of the economy.”

Following the EPRC report, published in 1989 after consultations carried out nation-wide among all stakeholders, government appointed a White Paper Committee. This White Paper Committee was given the task to examine the EPRC report and identify the recommendations which were acceptable to government and feasible to implement and to make amendments where necessary. Government co-opted 40 more people and again carried out consultations as widely as possible. The Government White Paper was published in 1992.

The White Paper accepted the major recommendation of the EPRC on primary education reform and with UPE only modified the time frame for completion of the programme to the year 2003. Some preparations for UPE began soon after including the training of teachers and headteachers and the supply of scholastic materials. Most of these reforms began in 1993 under the umbrella of the Primary Education and Teacher Development Project (see figure below).

**PRIMARY EDUCATION AND TEACHER
DEVELOPMENT PROJECT**

To carry out restructuring and revitalisation
of the education system

**TEACHER
DEVELOPMENT
AND
MANAGEMENT
SYSTEM**

to carry out reform
in primary teacher
education curriculum

**CURRICULUM
REFORM**

to prepare the
reform in
curriculum
for primary
education

**ASSESSMENT
REFORM**

to reform
examinations
and introduce
other forms
of assessment

**INSTRUCTIONAL
MATERIALS
UNIT**

to provided text books
and other teaching
and learning
materials

**CONTINUOUS
ASSESSMENT**

to introduce
formative
assessment in
schools

**NATIONAL
ASSESSMENT
OF PROGRESS
IN EDUCATION**

to monitor the
performance
of education

However, no dramatic progress was made in enrolment figures until 1996. Then, the first direct elections for the post of President of the Republic of Uganda took place in May. During the campaign of those elections, President Museveni made as one of his major platform issues a pledge to the electorate to provide “free” primary education to four children per family. On being elected, President Museveni fulfilled his pledge when he announced in December 1996 that

implementation of UPE was to begin in January 1997. **That was the breakthrough in Uganda in the quest to achieve UPE.**

Following the President's announcement, sensitisation seminars on UPE were held at national and district -levels with political, administrative and religious leaders and personnel. In early January 1997 a nation-wide enumeration exercise was carried out to register the four children per family. A month later "UPE pupils" started school.

The major objectives of the UPE programme include:

- Making basic education accessible to the learners and relevant to their needs as well as meeting national goals;
- Making education equitable in order to eliminate disparities and inequalities;
- Establishing, providing and maintaining quality education as the basis for promoting the necessary human resource development;
- Initiating a fundamental positive transformation of society in the social, economic and political fields; and,
- Ensuring that education is affordable by the majority of Ugandans by providing, initially, the minimum necessary facilities and resources, and progressively the optimal facilities, to enable every child to enter and remain in school until they complete the primary education cycle.

In order to achieve the above objectives, Government has ensured continued fulfillment of its obligations towards the education sector with special focus on the UPE programme. From the onset in 1997, Government committed itself to providing the following:

- Tuition fees for four children per family at the rate of (U) Shs. 5,000/= per pupil per annum for classes P1 – P3 and Shs. 8,100/= per pupil per annum for classes P4 to P7.
- Instructional materials in the form of text books.
- Construction of basic physical facilities in form of classrooms, laboratories, libraries and teachers' houses. This was to be by providing iron sheets, cement, timber and nails while local authorities and communities would make additional input especially in the form of labour for construction.
- Pay teachers' salaries; and
- Train teachers.

UPE is not an isolated package but part and parcel of the entire process of education reform being implemented within the National Goals and Broad Aims. Some of these broad aims that UPE is helping to achieve are:

- To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and,
- To contribute to the building of an integrated, self-sustaining and independent national economy.

The above goals and aims of UPE have been integrated into a five-year strategic education plan.

3.0 EVIDENCE OF BREAKTHROUGH

3.1 Access and Equity

Before the launching of the UPE programme there has, since independence in October 1962, generally been a gradual increase every year in enrolment in primary schools (see **Figure 3**). However, there was a dramatic increase from 1996 when the enrolment was 3,068,625 to the year when UPE started, 1997, when enrolment was 5,303,564 – an increase of 58% (see **Figure 4**). Therefore as could be expected, the figures for Gross Enrolment Rates (GER) were equally dramatic when they jumped from 77% in 1996 to 137% in 1997 and the figures for Net Enrolment Rate (NER) went up from 57% in 1996 to 85% in 1997. This year, that is 1999, the figure is expected to be over 90% for the NER. (see **Figure 5**).

UPE has also changed enrolment in the first year of the primary cycle, that is P1 (see **Figure 6**). Before UPE, in 1995 and 1996, the number of pupils that entered hovered around the 700,000 mark. In 1997, the number enrolled trebled to over 2.1 million pupils. After the first year of introducing UPE, 1997, when the backlog of potential pupils were catered for, there continued to be high enrolment in P1. In each of the post-UPE years, 1998 and 1999, the enrolment is about 1.5 million – double the enrolment in P1 when compared to the two pre-UPE years. These figures indicate confidence by parents not only in the year UPE was introduced but also the two following years that the programme has been in operation so far.

Female enrolment has seen a gradual improvement over the last three decades (see **Figure 7**). From 39% in 1970 to the current 47% in 1999. The enrolment of UPE was carried out with a request for parents to include girls, disabled and orphans among the four children per family they registered. In 1997, it is estimated that about 3% of the pupils enrolled were disabled. The percentage of children who are disabled is not known but the national figure for percentage of disabled in the total population is said to be about 10%.

The number of schools has increased slowly over the past two decades (see **Figure 8**). However, the increase in the number of schools has not kept pace with the increase in number of students. For example, in 1980 there was a school for every 305 pupils, in the current year 1999, there is one school for every 722 pupils.

3.2 Quality

Teachers: The number of teachers has been increasing over the last two decades but there have been times when the number of teachers dropped from one year to the next (see **Figure 9**). The major reasons for a decrease in the number of

teachers in some years has been the dropping from the payroll of “ghost” teachers, the retrenching of some teachers for various reasons and the Ministry of Finance not being able to pay the salaries of teachers above a certain ceiling.

The quality of teaching has probably been affected by the adverse pupil-teacher ratio after the introduction of UPE (see **Figure 10**). The pupil-teacher ratio changed from 37.62 in 1996 to 51.83 in 1997 and continued to decline to 63.63 in 1999. However, the percentage of trained teachers at the schools has improved over the years (see Table 2 below).

Table 2: Percentage of trained teachers in primary schools

| Year | Percentage of trained teachers |
|------|--------------------------------|
| 1989 | 52.2 |
| 1995 | 68.5 |
| 1999 | 71.5 |

Another mitigating factor as regards the character profile of teachers is the age of the teachers. Below in Table 3 is the age range of primary teachers in 1999.

Table 3: Percentage of primary teachers by age group

| Age Group | Percentage of teachers |
|-------------|------------------------|
| Below 20 | 0.7 |
| 20-24 years | 9.4 |
| 25-29 years | 25.9 |
| 30-39 years | 40.1 |
| 40-49 years | 15.4 |
| 50-59 years | 4.9 |
| 60 + years | 3.6 |

From the above table it can be observed that almost two-thirds of the teachers are above 30 years of age suggesting that they have a good number of years of teaching experience.

Teacher training. From 1995 to date about 7,800 in-service teachers have been trained or upgraded. In addition 3,023 candidates in pre-service courses for teachers have completed their training and a further 2,118 are about to complete. Teachers’ terms and conditions of service. Teachers’ salaries have improved considerably over the last ten years. In 1989 a teacher earned U. Shs. 2,700/= per month. Today, in 1999, a teacher earns about U.Shs. 75,000/= per month. Although this is a big change, most teachers with the current salary say they cannot make ends meet for themselves and their families.

Pupils: The dropouts in 1997 was 6% and in the same year there were 11% repeaters. It is not clear why there were repeaters in the year the UPE programme started as the Ministry of Education had stated that there should not be any repeaters within the UPE programme.

Headteachers: Since 1995, about 8,500 headteachers have undergone a certificate course in School Management.

Instructional Materials: The government stated its commitment to providing instructional materials in the White Paper (1992) because a scarcity of instructional materials and sporadic supply was identified as a major constraint to learning in primary schools. Reliable data on textbook ratios prior to 1995 is not available. One study in 1995, which sampled 24 schools may serve to give an indication of the number of textbooks found in schools in that year. 55 pupils shared one mathematics textbooks, 40 shared one science text, 49 shared an English text, and 44 shared a social studies text. Since then a unit within the MoES, the Instructional Materials Unit (IMU), has purchased and delivered 4,320,290 textbooks and teachers guides to over 8,500 state-aided schools. In addition 800,000 supplementary readers have also been distributed. As a result, currently the pupil-textbook ratio stands at 1:6. In four years there has been a seven-fold improvement in the pupil-textbook ratio.

4.0 FACTORS BEHIND SUCCESS OF UPE BREAKTHROUGH

4.1 PEOPLE VALUE EDUCATION

As indicated in pupil enrolment (Fig. 3), there has been a gradual increase in enrolment year after year for two decades. Despite the difficult political and economic situation from the 1970s through to the 1990s, parents continued to send their children to school. Education has been demand driven – historically, there has been a tradition of strong community support for schools. For example, in 1991 the average cost of lower primary education in urban areas was estimated at U.Shs. 52,000/= per year and in rural areas at U.Shs. 38,000/= per year. Upper primary costs average U.Shs. 61,000 and U.Shs. 54,000/= per year respectively in urban and rural areas amounting to approximately one twelfth of a household's annual expenditure per student. (Government of Uganda, Feb. 1991, June 1991). At that time parental contributions were providing up to 90 per cent of recurrent and capital expenditure at primary education. In that year, 1991, over 2.5 million pupils were enrolled. The other side of the coin was that half the children were out of the school either because their parents could not afford it from P 1 or if they enrolled in P 1, dropped out of school before completing the primary school because they ran out funds (see Figure 2).

The proof of peoples' value for education was also illustrated when communities voted on education by registering 5.3 million children for UPE in January 1997. That figure meant that 50% more children in comparison with the previous year were expected to enroll one month later. And as indicated in Figures 3 and 4, all the parents who

registered for UPE did enroll their children even though they were aware that they still have to make some contribution in the form of exercise books, pens, uniform and labour for construction. So it appears that in order to achieve UPE, all that most parents required was for government to bear a larger burden of the primary education costs.

In a KAP survey carried out during registration of children for UPE in January 1997, 98% of the parents agreed with the statement that “in order to be successful in any kind of work, it is necessary to be educated”. In the same survey, of those parents who gave a reason for not enrolling their children before, 80% mentioned they had on money. While about half of those parents interviewed in the above-mentioned KAP survey did not go to school at all or did not complete the primary cycle, it appears they are aware of the benefits of schooling. **Figure 11** shows the mean annual wages by region and school level in Uganda in 1991. At every level, including primary, a person earns more than one who has had no schooling at all.

However, it should be noted that it appears that there are some communities who

calculate, consciously or unconsciously, the opportunity costs e.g. fishing, cattle keeping and other productive labour as against going to school. For example, in one district where pastoralism is prevalent, the increase in enrolment for UPE was only 21% when compared to a national average of over 55%.

4.2 POLITICAL WILL

Governments have the power and authority to make vital decisions in education. Very often lip service is paid to mass education. Government not only made a pledge in May 1997 about UPE but also took action to implement the pledge by December 1997 despite some resistance from bureaucrats and technocrats in education. There was strong Presidential and Ministerial (Education) leadership and backing of UPE. Before the policy of “four children per family” to cover the entire primary cycle was arrived several other options had been considered. Among these were to declare compulsory and subsidised UPE for all classes P1-P7, to provide UPE only with P1 – P3 and thereafter progress upwards or start with classes P4 – P7 and then progressively extend this to more classes downwards until P1 is reached by the year 2000. The more feasible and accommodative option was the one which was finally selected. So various options were thoroughly examined before a decision was taken.

One reason for resistance given by some policy makers was that not everything was in place to implement UPE. Some of the things mentioned were the provision of sufficient physical infrastructure facilities, the trained teachers, the educational inputs (scholastic materials) and obviously the finances and human resources to provide basic education for all. Most would agree, that these factors were not all in place but having started the UPE programme, the pace has accelerated to provide what is required to make the programme successful.

4.3 PREPARATIONS AND SUPPORT FOR UPE

Primary education reform began in 1993, four years before UPE was formally launched. Under the reform, several new initiatives were planned to achieve quality education including the following: (a) Teacher Development and Management System (TDMS) (b) Instructional Materials Unit (IMU) was set up (c) Assessment Reform including carrying out a National Assessment of Progress in Education and (d) Improving Educational Quality (IEQ) research project.

4.3.1 Teacher Development and Management System (TDMS)

TDMS began implementing reform activities in 1995 in phases. Extending up to end 1998 five phases were completed to cover all districts and all government aided schools.

The implementation focused on improvements in the quality and of primary education.

HOW THE DELIVERY AND SUPPORT SYSTEM FUNCTIONS: All government-aided schools are organised into clusters of about 18 schools. One school in each cluster is selected, using national criteria, to serve as the Coordinating Centre School. An outreach tutor is trained and posted at each Coordinating Centre. The outreach tutor continuously visits each school in the cluster to assist the parents, community leaders, teachers and head teachers improve behaviours and practices that enhance pupil learning. The outreach tutors receive guidance, supervision and support from the outreach administrators of Core Primary Teacher Colleges (PTCs). A total of eighteen Core PTCs supervise about 550 outreach tutors whose school clusters include all the government-aided primary schools of Uganda was fully implemented by October 1998).

WHAT ARE THE INPUTS, PROCESSES AND STRATEGIES OF THE TEACHER DELIVERY AND SUPPORT SYSTEM (TDMS): The districts, the Core PTC, the outreach tutor, the central ministry and the individual schools and communities provide a variety of inputs, processes and strategies for improved pupil learning within the context of the new delivery and support system. Examples of which include:

- Consistent outreach tutor visitation of classrooms, schools and communities to promote integrated use of all the inputs, strategies and processes;
- Teacher made instructional materials constructed out of locally available materials;
- Vetted textbooks and learning aids selected by each school;
- In-service training programme for head teachers who earn a basic management qualification when successfully completing an eighteen month programme;
- Involvement activities which lead parents and community leaders to take actions that enhance family and community support for improved pupil learning (Community Mobilisation);
- Continuous Professional Development of teachers and head teachers through refresher courses and other means;
- Development of a model school in each cluster to serve as an example for the other schools;
- In-service training programme for untrained teachers who earn a Grade III certificate when successfully completing the three year programme;
- Liaison and collaboration with the District Education Officer on mutually agreed support for the management of primary schools;
- Liaison and collaboration with the District Inspector of Schools on mutually agreed instructional improvement activities;
- Leadership in helping teachers and schools meet the demands and conditions brought by the large UPE class loads;
- Liaison with the DIS, the LC IIIs and others in promoting girls education.

Results to date

1. Through five stages beginning from 1995, TDMS has established 554 Coordinating Centres (CCs) each with a Coordinating Centre Tutor (CCT).
2. 54 Primary Teacher College (PTC) Administrative units have been established to support the CCs and CCTs.
3. Around 13,000 untrained teachers have been or are in the process of being upgraded.
4. About 8,500 headteachers have undergone a certificate course in School Management.
5. Over 22,229 people, who volunteered, have been trained through community mobilisation so as to elicit community support to education in terms of provision of building materials, raising funds, labour and involvement in the management of schools.

4.3.2 Instructional Materials Unit (IMU)

Upto 1992, instructional materials for primary schools was dealt with by the office of the Commissioner of Inspectorate. The Instructional Materials Unit was set up in 1993 as part of the larger Primary Education and Teacher Development Project (see Fig 2).

Achievements by the IMU in the efficient distribution of textbooks has been due to the following process:

1. National Book Policy formulated and implemented in 1994. This policy was formulated by the National Curriculum Development Centre (NCDC), Uganda National Examinations Board (UNEB), MoE departments (Inspectorate and Education Planning), teacher educators, and book publishers. The two main recommendations of the policy were the *liberalisation* of the sourcing of instructional materials and thereby effectively putting an end to the NCDC production monopoly and the systemisation of the *vetting* process to ensure quality control of educational materials.
2. Instructional materials market liberalised in 1994. MoE advertised in the news media that publishers who wish their books to be vetted so that they may be included in the list of approved textbooks should send in their titles. Publishers pay for this privilege so the vetting process is self-financing.
3. Instructional materials quality control assured (over 1000 textbooks covering all subjects, teacher's guides, etc vetted). An independent panel constituted by the Ministry (Commissioner, Inspectorate) is responsible for vetting new and existing textbooks to certify their appropriateness for use in schools in Uganda. The independent panel is chaired by the dean from the teacher training university, and its membership is made of officials from the examinations board, the national curriculum centre, a principal and tutor from a teacher training college and a classroom teacher of the subject. This panel is not permanent.
4. National (Assistant Commissioner for Education Planning) and local (DEO) authorities establish discreet annual budgets for instructional materials.
5. Liberalised instructional materials selection to end user level. When the budget is approved and the precise amount of funds available is known, the amount of allocation to each district is proportional to district enrolment. At the district-level, the distribution to schools is dependent on the school enrolment. School enrolment figures are obtained from the Education Planning Department (MoE). After the determination of the district allocation of funds for books, IMU co-ordinates with the DIS of a district to allocate the funds for each government-aided school in the district. Again the allocation is proportionate to school enrollment. Book order forms are then distributed to every school and they select the books they wish to purchase up to the limit of their allocation. Selection is made from an Approved List of Vetted Books produced and published by the MoE. On completion of the forms, one copy is retained by the school, another is sent to the DIS and the original is sent to the IMU. Each of these forms are countersigned by the Headteacher and the leader of the local community (LC1 Chair).

These book order forms are consolidated and the books are purchased by IMU according to government regulations, which are designed to ensure transparency. When the ordered books arrive they are packed at UNEB Central Stores for each school by IMU. MoE then advertises in national newspapers the collection dates and the total value of books for each district. Two weeks after collection, IMU carry out a survey in some districts to determine whether these books are getting to the schools.

6. Lists of vetted approved materials produced and distributed to school. These lists are updated regularly.
7. Improved Use of learning materials. Following distribution of books it was found necessary to take steps to maximise usage of the learning materials, including the following: identified required training needs, 20,000 copies of Instructional Materials Use and Management manual produced and 10,000 have been distributed; 2 seminars involving District Inspector of Schools have been held to discuss delivery of IMU manual information to schools; 10 districts have held their own training sessions of Instructional Materials use in schools; TDMS is also delivering training in Instructional Materials use via the TDMS Co-ordinating Centre Tutors.

4.3.3 National Assessment of Progress in Education (NAPE)

National Assessment of Progress in Education (NAPE) is a monitoring and evaluation programme.

NAPE started its operations in December 1995 when UNEB appointed an Advisory Committee to oversee the implementation of NAPE.

In Uganda, assessment has been intimately associated with a highly selective process in the schooling ladder from the primary cycle to the secondary through to the tertiary level. The consequence is that the primary focus is on summative assessment (Primary Leaving Examinations, PLE) at the end of the seventh year. The summative assessment (PLE) mainly tested recall of facts, was largely theoretical and weighted more towards product than the process. The PLE results was the major source, and in many cases the only source, of measuring progress in primary education.

NAPE is attempting to do business in a different way from using only examinations.:

- In NAPE assessments, the emphasis is on determining how much knowledge pupils have acquired and are capable of acquiring in relation to the objectives of the curriculum. Scores in examinations mainly provide information on the relative performance of pupils.
- Analysis of NAPE data is done in detail, i.e. item by item, content area by content area and skill area by skill area so that the results can be used for diagnostic purposes. Furthermore the information can be provided on time so meaningful planning can be done. Because of the tight schedule of work, there is no time for timely and detailed analysis of examination papers. In addition subject secretaries are usually preoccupied with generating items and may not find time to immediately compile Examiners' reports on the work of candidates. For example, the results of the NAPE study (1996) showed that about 80% of pupils in primary six could correctly carry out subtraction of numbers but only 10% of pupils could answer questions in Geometry correctly.
- NAPE is cost effectively administered to a sample of pupils in the classes of interest. Usually the classes are lower than the PLE examination class so that areas of strengths and weaknesses are identified at an early stage.
- NAPE collects information on demographic and instructional factors which provides a mean of determining the effects of certain variables on achievement, but in examinations this information is not collected.

4.3.4 Improving Educational Quality (IEQ)

Improving Educational Quality (IEQ) Project in Uganda started as a response to the education reforms. Two field surveys have been carried out, the first in 1995 in 24 primary schools and the second in 1996 in 36 primary schools - more than three-quarters of these schools sampled were in rural areas. Both these were baseline studies which mainly employed traditional quantitative research methods to provide a snapshot of the conditions in the primary schools. school level and more specifically, the classroom.

IEQ Uganda adopted in 1998 the qualitative method of Participatory Action Research (PAR). It is being implemented in three rural primary schools. Using PAR the researchers and the community collaboratively assess the situation, do collaborative analysis and reflection and then take collaborative action. The research team (includes teacher trainers, the County Inspector and the Coordinating Centre Tutor of the areas) has organised the community in each school in three groups: the teachers, the parents and the pupils.

The PAR work is still in progress but after only a few months the following was achieved:

- in the three schools, the teachers have generated lists of conditions for quality learning. Since these were generated by themselves, they are phrased and written in their own words. This should make it more comprehensible to the teachers. By discussing those conditions, the teachers have discovered new meanings to some of the conditions that they had previously thought they fully understood.. In a few cases, they learnt that some of their assumptions were incorrect. Thus they are now able to apply these conditions for quality learning more effectively in their teaching.
- teachers used to function mainly in isolation, working usually as independent experts. The teachers have begun to talk more to each other about their professional work - peer learning among teachers, a new experience they appear to be enjoying.
- in the three schools, teachers as individuals and in groups, have been evaluating their classroom teaching. So far they have adopted three methods: self-evaluation, peer evaluation, and pupil evaluation. These activities are taking place in the context where inspectors have not come to schools in nearly two decades and so “inspection” is perceived as a threat especially in the light of retrenchments in the last three years. One of the schools has identified some common weaknesses among themselves e.g. using only one teaching method in class, and have started rectifying some of these weaknesses. All three schools are currently focusing on improving the instruments they have developed. At the same time they are also identifying indicators to monitor whether there is improvement in their teaching and in their pupils’ learning.
- the parents have identified their own roles in education as well as those of other stakeholder groups. Besides the parents have been actively involved in school affairs. e.g. organising the construction of new classroom and providing cheap innovative furniture.
- the pupils had an opportunity to be heard on their views on what is a good pupil and what is a good teacher. This was at a joint meeting of all three schools with all the stakeholder groups.
- modelling a new approach for education managers (headteachers) and administrators (county inspectors, district education officers). The general trend of management has been authoritative with orders and directives from above to below with no consultations. By modelling voluntary participation, persuasion, and other democratic practices, education administrators and managers are learning a new approach. The chances of bringing about a change in management style are increased several fold when it is demonstrated in practice

that the new methods work and are effective for improving educational quality even in rural schools.

4.4 PUBLIC FINANCING

Prior to 1990 primary education was allocated about 30 per cent of the education budget. Public financing of the education sector between 1989 to 1993 fluctuated at below 15% of public expenditure. From 1993/94 to 1999, the budget as percentage of public expenditure steadily increased to about 25%. (see **Figure 12**). And specifically for primary education, the proportion increase from to about half in 1995/96 to about two-thirds in 1998/99 as a share of total educational expenditure. (see **Figure 13**).

| Financial Year | Percentage for Primary Education of Total Education Budget |
|-----------------------|---|
| 1989/90 | 30% |
| 1995/96 | 49% |
| 1999/00 | 66% |

The increase for public financing of primary education is dramatic over the same period when the comparison is made keeping prices constant. (see **Figure 14**). Uganda spent only US\$8 per pupil in the early 1980s, and in financial year 1997/98 US\$32.50 was spent per pupil.

4.5 POLITICAL AND ECONOMIC STABILITY AND GROWTH

Between 1971 and 1986, Uganda was considered politically unstable and consequently there was no economic stability and growth. During that period, it was difficult for education planners and all those involved in education to make much headway in the system. Most observers consider the coming of the NRM administration into power in January 1986, brought some political stability to the country.

By June 1987, per capita GDP was estimated at about 40 per cent below the level of 1970. To deal with the numerous economic problems, government formulated an Economic Recovery Programme, with liberalisation as the major component of its macro-economic policy. The real GDP then grew at an average of 6.5 per cent from 1987 to date. This growth has enabled government to allocate more funds to the education sector which had not been possible during the period of instability. Another contributing factor has been the cancellation of some of the foreign debt, a fraction of which has ended up for primary education.

4.6 DECENTRALISATION

Central government has started to decentralise some public services. Under the Local Government Act of 1997, nursery, primary schools, secondary schools, trade schools, special schools and technical schools fall under the administration and management of District Councils. Each district has the authority to formulate, approve, and execute its own development plan.

Registration for UPE children, distribution of textbooks and monthly remittances for schools from central government are all channeled through the District Administration offices.

Decentralisation has brought the schools closer to the administrative units above them and therefore potentially could be more responsive.

4.7 ROLE OF INTERNATIONAL AGENCIES

Several international and multinational agencies have provided crucial technical and financial assistance to enable the UPE programme to achieve some success. These include the World Bank, USAID, DFID, DANIDA, NORAD, Irish Aid, UNICEF, European Union, JICA among others. These agencies have been very useful in supplementing government's efforts. For, example, in fiscal year 1998/99 the component of Primary Education accounted for Shs.219 billion of which salaries was Shs. 100 billion for primary teachers and Shs. 41 billion was for development. In that same year, donors contributed US \$ 47 million for development to primary education, which was about the same amount as government's contribution.

In this group could also be included several NGOs – Redd Barna, Action-Aid Uganda, World Vision, ADRA, etc. and religious organisations – Catholic, Church of Uganda, and Uganda Muslim Education Association. The total financial contributions of the NGOs and religious organisations has not been available but currently efforts are going on to coordinate all agencies involved in the education sector. Government has recognised the valuable contributions of these agencies to education and intends to collaborate more closely with them.

4.8 IMPROVEMENT IN DATA COLLECTION

Routine data collection and several headcounts have been undertaken between 1990 and 1999. With each experience, lessons are learnt and with improving reliability of data, management has improved. For example, in 1997/98 there were 96,700 teachers present in schools. Of these, there were about 3,600 ghosts on the payroll and a further 37,600 teachers were teaching but had not been paid during 1997/98. By late 1998, the ghosts had been eliminated and with World Bank budget support, most salary arrears have been paid in full. In addition, the teaching force is being brought in line with what the Ministry of Finance allocates under the salary vote for teachers.

Improved reliability of data has also enabled the Ministry of Education to come up with an Education Strategic Investment Plan (ESIP) for the period 1998-2003. ESIP's major objective was to plan for the universalisation of primary schooling in this period. On the financial side, the plan was to seek for financial assistance to overcome short-run financing gaps and reposition public spending for long term sustainability.

5.0 LESSONS LEARNT

5.1 Processes, practices and procedures

- Need to have realistic vision and plan
- widespread consultation and participation of all stakeholder at all stages of decision-making
- do not need to have everything in place to start implementing UPE
- decentralisation – more efficient to have administration and management of education system as near as possible to schools
- some innovations best introduced in phases
- need to have movement forward continuously (however small) to boost morale

5.2 Resource Mix

Political (policy makers working with other stakeholder), Technical (competent personnel in education) and Economic (stability and growth)

5.3 Values, ethics and moral codes

- Governments should have genuine response to needs of people and the will to act.
- Transparency at all levels but especially at the top
- Democracy at all levels of the system

6.0 CHALLENGES

- Providing adequate physical facilities e.g. classrooms, furniture, safe water source, accommodation, latrines, library, playing field, staffroom etc and instructional materials e.g. text books, chart, teachers' guides, etc
- Training and recruitment of teachers for appropriate teacher-pupil ratio
- Monitoring teacher performance
- Monitoring quality learning of pupils and students
- Developing curriculum for training in relevant knowledge and skills
- Decreasing drop-out rates
- Strengthening of partnerships between and among all stakeholders
- Introduction of loan scheme for students in higher education
- Fair system of cost-sharing in schools

7.0 CONCLUSION

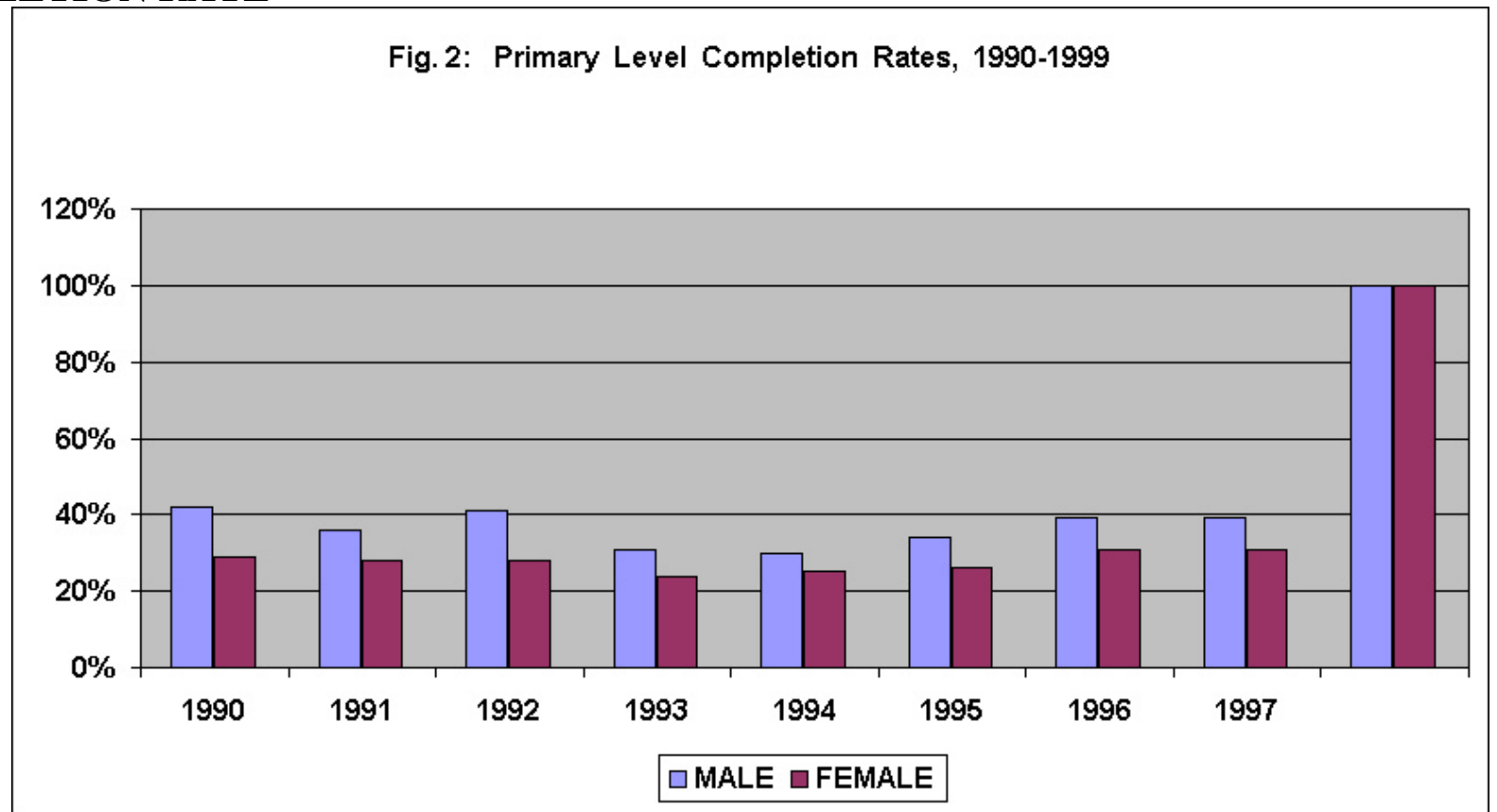
UPE is one of the surest means that will lead Uganda to the attainment of the Jomtien Conference (1990) pledge of providing basic education to our primary school going population. As we provide that “minimum package of knowledge, skills, values, and attitudes required by every person to enable him or her live as an independent, productive and effective citizen in a society” the individual is empowered to meet her or his daily needs and aspirations, those of the community and the nation, which are focused on modernisation. Uganda is confident that by the target year 2003, Universal Primary Education will have been achieved for all its children.

8.0 APPENDIX

- Fig. 1 The Structure of the Formal Education System
- Fig. 2 Primary Level Completion Rates, 1990-1999
- Fig. 3 Pupil Enrolment, 1963-1999
- Fig. 4 Pupil Enrolment, 1994-1999
- Fig. 5 Gross and Net Enrolment Rates (GER & NER), 1990-1999
- Fig. 6 Pupils Enrolling in P 1, 1995-1999
- Fig. 7 Percentage of Female Enrolment, 1970-1999
- Fig. 8 Number of Primary Schools, 1967-1999
- Fig. 9 Number of Teachers Employed, 1967-1999
- Fig. 10 Pupil-Teacher Ratio, 1967-1999
- Fig. 11 Mean Annual Wage (Uganda Shillings) and School Level by Urban/Rural Location
- Fig. 12 Budget as a Percentage of Public Expenditure, 1989/90-1998/99
- Fig. 13 Proportion to Primary Education of Total Education Expenditure, 1995/1996 - 1999/2000
- Fig. 14 Public Funding of the Education Sector

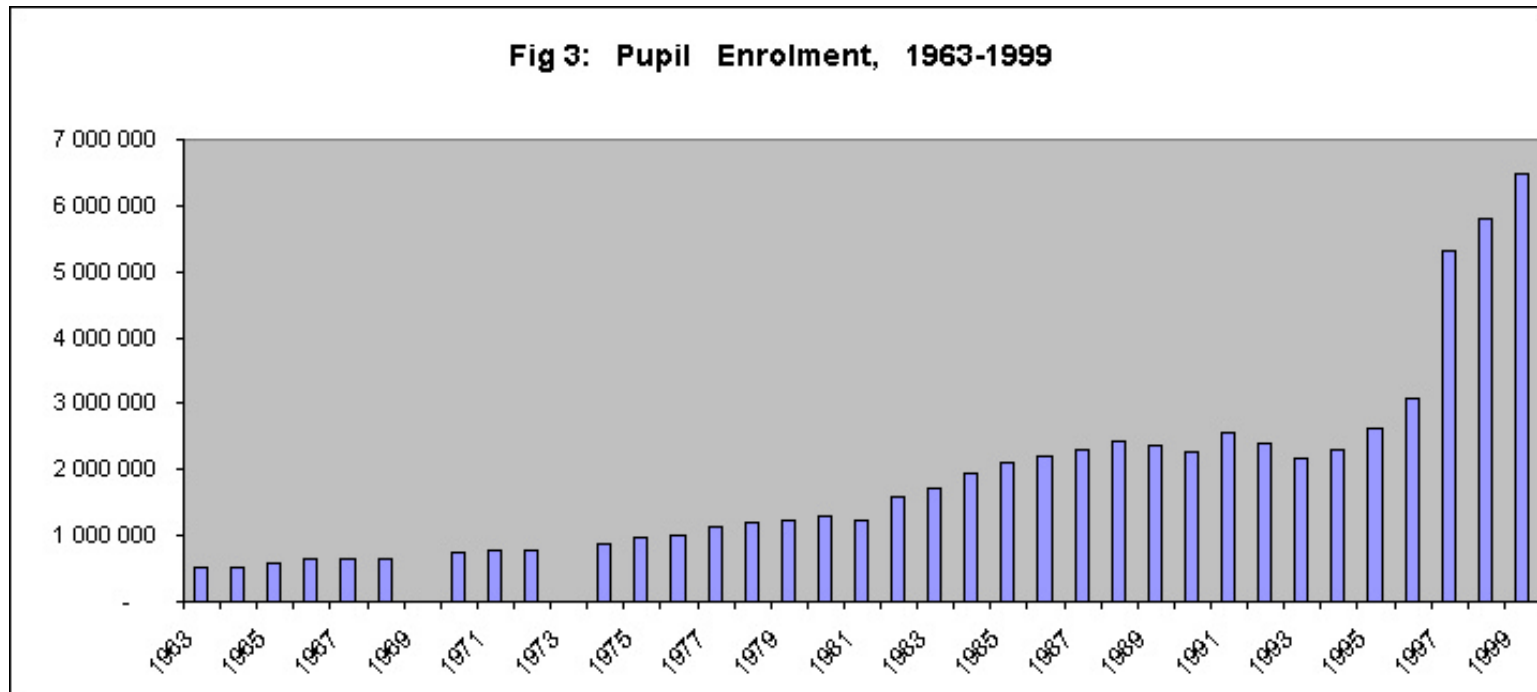
PRIMARY LEVEL COMPLETION RATE

| YEAR | MALE | FEMALE |
|------|------|--------|
| 1990 | 42% | 29% |
| 1991 | 36% | 28% |
| 1992 | 41% | 28% |
| 1993 | 31% | 24% |
| 1994 | 30% | 25% |
| 1995 | 34% | 26% |
| 1996 | 39% | 31% |
| 1997 | 39% | 31% |
| | 100% | 100% |



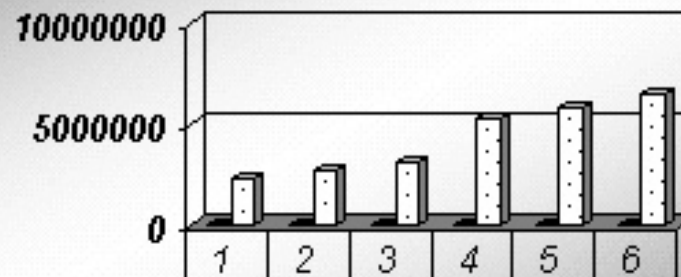
PUPIL ENROLMENT, TEACHERS AND TOTAL SCHOOLS BY YEAR

| YEAR | Enrolment | Teachers | Schools | Pupil-TeaRatio |
|--------------|-------------------|------------------|----------------|----------------|
| 1963 | 507 735 | | | |
| 1964 | 525 867 | | | |
| 1965 | 578 459 | | | |
| 1966 | 633 546 | | | |
| 1967 | 652 027 | 19 257 | 2 551 | 34 |
| 1968 | 641 639 | | | |
| 1969 | - | | | |
| 1970 | 729 522 | 21 471 | 2 755 | 34 |
| 1971 | 793 530 | 22 864 | 2 863 | 35 |
| 1972 | 783 276 | 24 032 | 2 937 | 33 |
| 1973 | | | | |
| 1974 | 878 096 | 26 339 | 3 184 | 33 |
| 1975 | 970 159 | 27 393 | 3 471 | 35 |
| 1976 | 1 016 963 | 30 321 | 3 663 | 34 |
| 1977 | 1 139 323 | 32 554 | 3 854 | 35 |
| 1978 | 1 204 321 | 34 213 | 3 969 | 35 |
| 1979 | 1 223 850 | 36 442 | 4 294 | 34 |
| 1980 | 1 302 377 | 38 422 | 4 276 | 34 |
| 1981 | 1 246 399 | 40 489 | 4 585 | 31 |
| 1982 | 1 581 409 | 43 967 | 4 945 | 36 |
| 1983 | 1 730 300 | 49 206 | 5 605 | 35 |
| 1984 | 1 930 298 | 57 078 | 6 425 | 34 |
| 1985 | 2 117 000 | 61 009 | 7 025 | 35 |
| 1986 | 2 203 824 | 66 101 | 7 351 | 33 |
| 1987 | 2 309 000 | 72 970 | 7 627 | 32 |
| 1988 | 2 417 000 | 75 561 | 7 905 | 32 |
| 1989 | 2 366 666 | 81 418 | 7 684 | 29 |
| 1990 | 2 276 590 | 81 590 | 7 667 | 28 |
| 1991 | 2 576 000 | 78 259 | 8 046 | 33 |
| 1992 | 2 403 745 | 86 821 | 8 325 | 28 |
| 1993 | 2 177 169 | 91 905 | 7 535 | 24 |
| 1994 | 2 305 258 | 84 043 | 8 411 | 27 |
| 1995 | 2 636 409 | 76 111 | 8 531 | 35 |
| 1996 | 3 068 625 | 81 564 | 8 851 | 38 |
| 1997 | 5 303 564 | 102 331 | 8 813 | 52 |
| 1998 | 5 800 000 | 94 146 | 8 880 | 62 |
| 1999 | 6 486 811 | 96 830 | 8 980 | 67 |
| TOTAL | 54 238 444 | 1 459 821 | 147 467 | 37 |



| YEAR | ENROLMENT |
|------|-----------|
| 1994 | 2 305 258 |
| 1995 | 2 636 409 |
| 1996 | 3 068 625 |
| 1997 | 5 303 564 |
| 1998 | 5 800 000 |
| 1999 | 6 486 000 |

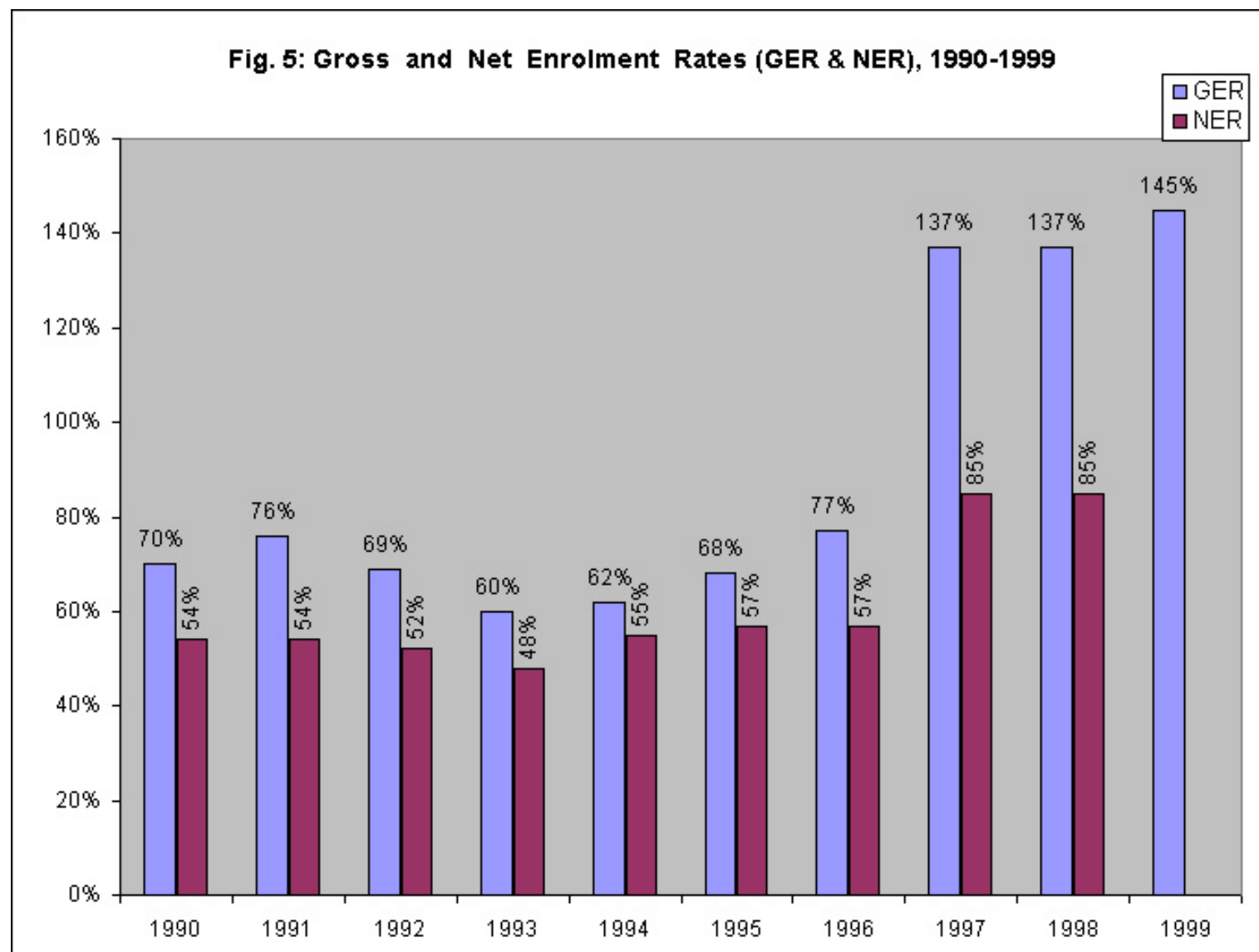
Fig. 4: Pupil Enrolment, 1994-1999



| | | | | | | |
|-------------|-----|-----|-----|-----|-----|-----|
| ■ YEAR | 199 | 199 | 199 | 199 | 199 | 199 |
| □ ENROLMENT | 2 | 2 | 3 | 5 | 5 | 6 |

**GROSS ENROLMENT
AND NET ENROLMENT
RATES IN PRIMARY
SCHOOLS 1990-99**

| YEAR | GER | NER |
|-------|------|------|
| 1990 | 70% | 54% |
| 1991 | 76% | 54% |
| 1992 | 69% | 52% |
| 1993 | 60% | 48% |
| 1994 | 62% | 55% |
| 1995 | 68% | 57% |
| 1996 | 77% | 57% |
| 1997 | 137% | 85% |
| 1998 | 137% | 85% |
| 1999 | 145% | NA |
| TOTAL | 901% | 547% |



**NUMBER OF PUPILS
ENTERING P.1**

| YEAR | Pupils in P.1 | %Age |
|--------------|------------------|-------------|
| 1995 | 672 562 | 10% |
| 1996 | 797 208 | 12% |
| 1997 | 2 159 850 | 32% |
| 1998 | 1 559 187 | 23% |
| 1999 | 1 585 863 | 23% |
| TOTAL | 6 774 670 | 100% |

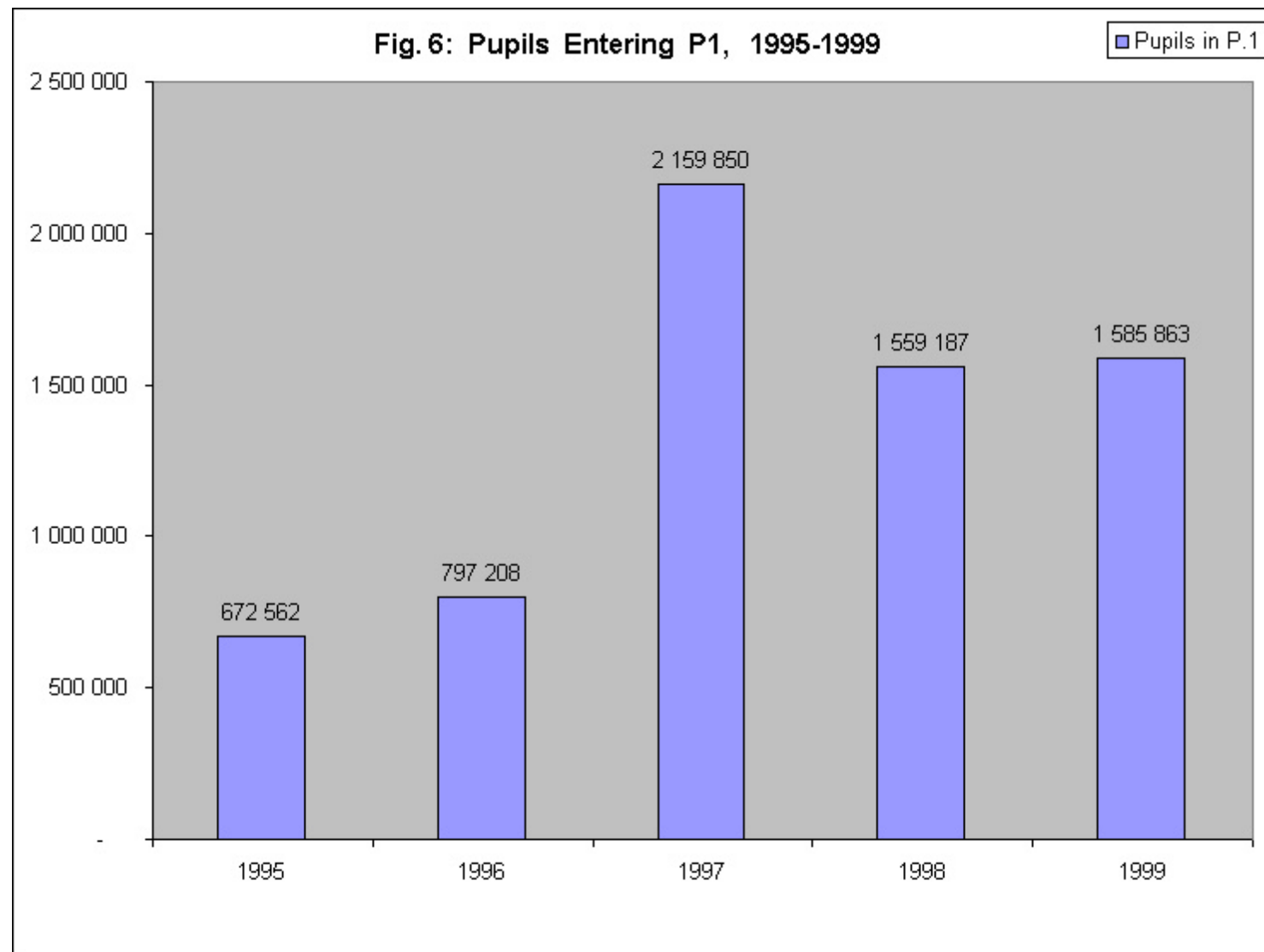


Fig. 7: Percentage of Female Enrolment, 1970-1999

■ % of Female

**POPULATION OF
FEMALE ENROLMENT
FOR PRIMARY
EDUCATION 1970 - 1999**

| YEAR | % of Female Enrolment |
|------|-----------------------|
| 1970 | 39% |
| 1975 | 42% |
| 1980 | 43% |
| 1985 | 44% |
| 1990 | 44% |
| 1995 | 45% |
| 1999 | 47% |
| | 100% |

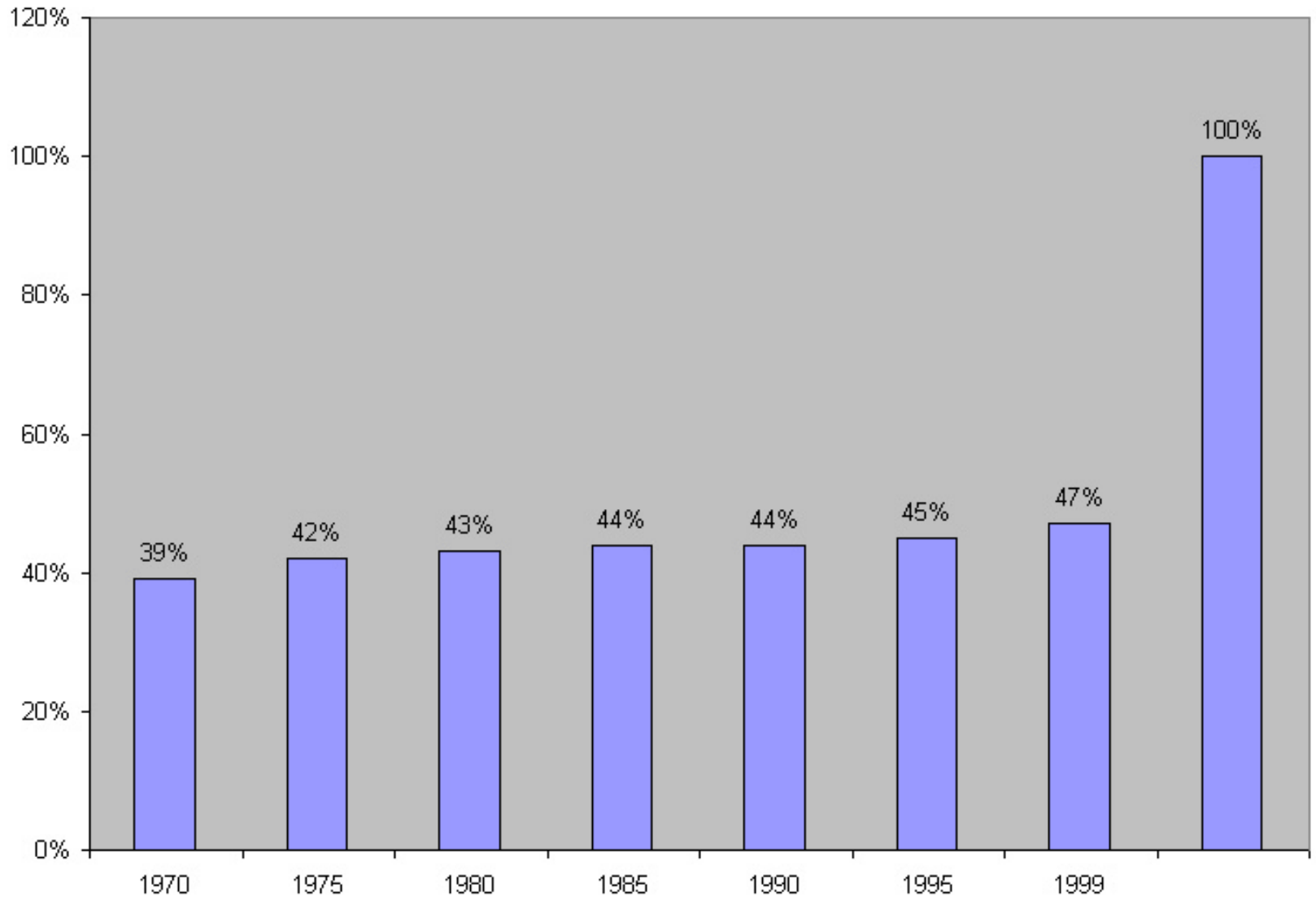


Fig. 8: Number of Primary Schools, 1967-1999

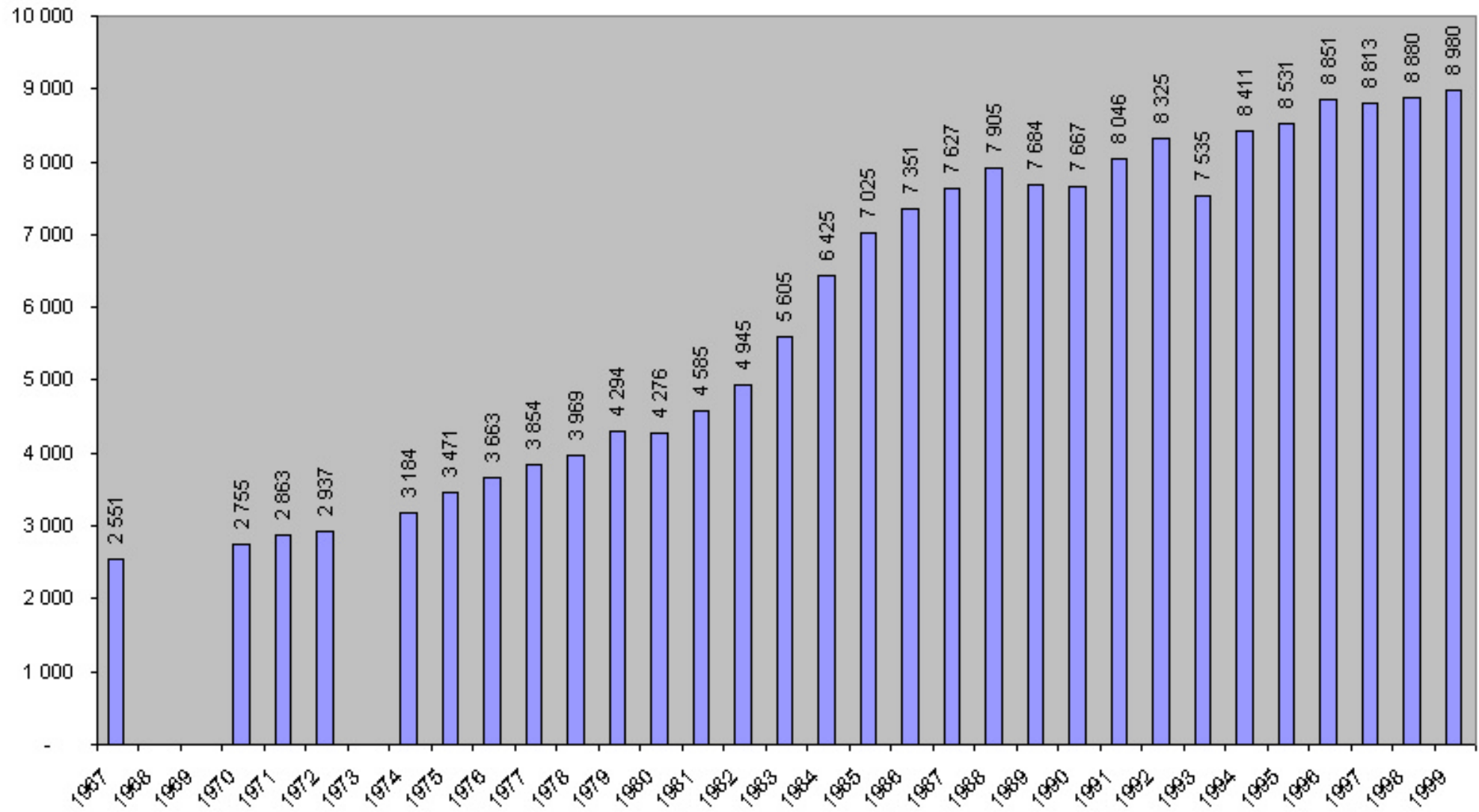


Fig. 9 : Number of Teachers Employed, 1967-1999

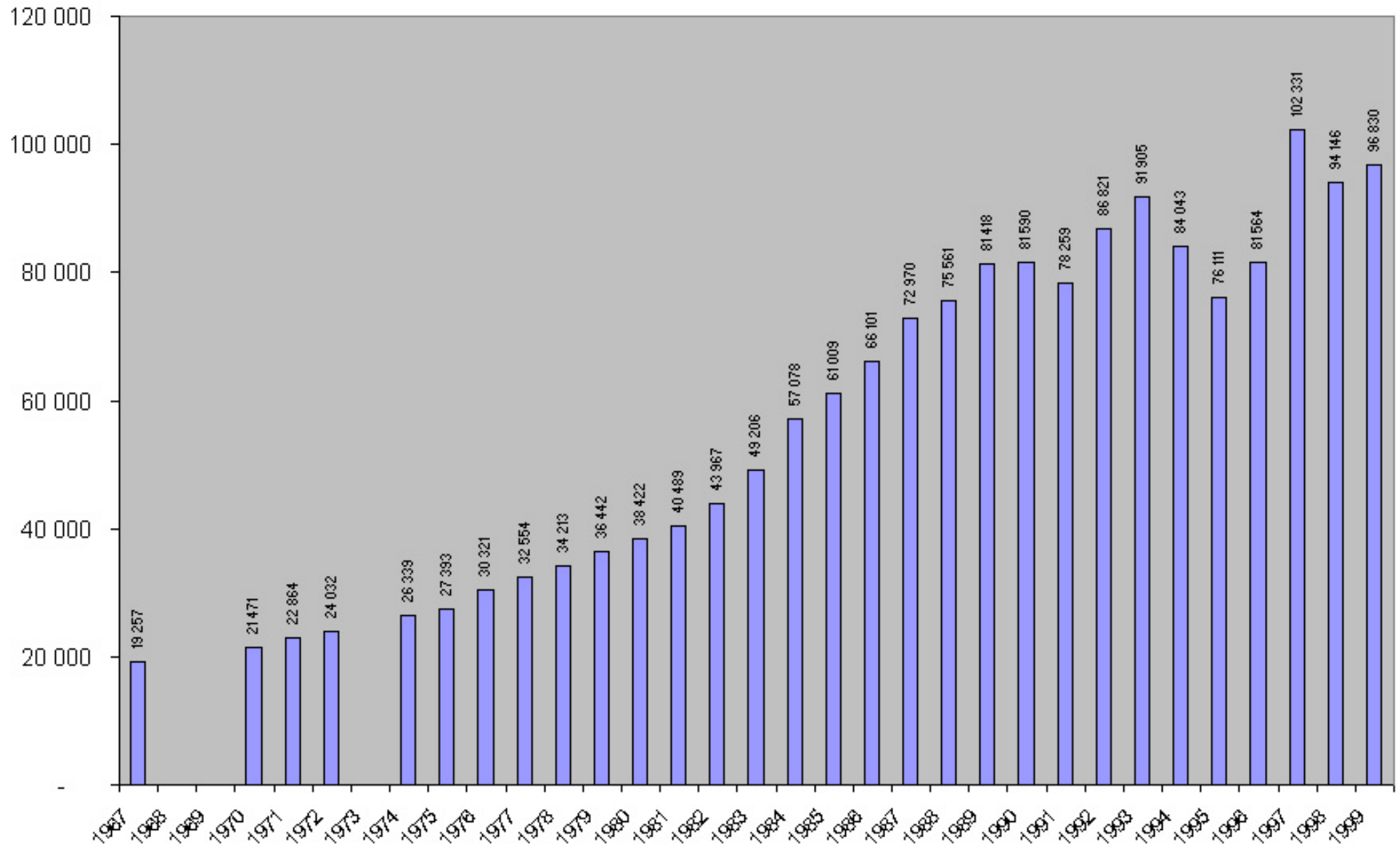
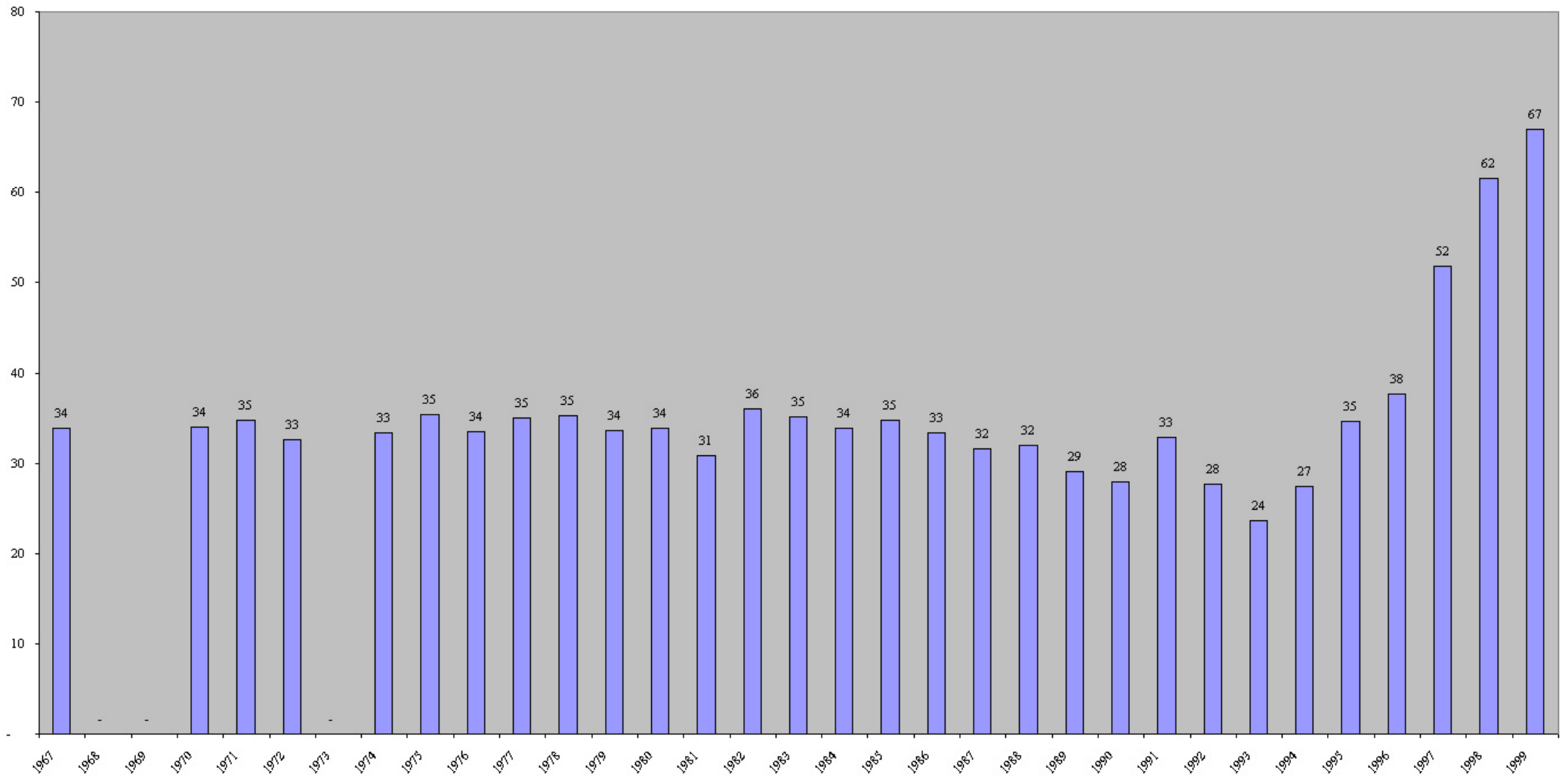


Fig. 10: Pupil-Teacher Ratio, 1967-1999



MEAN ANNUAL WAGES BY URBAN/RURAL LOCATION LEVEL.

| School Level | Annual Wage | |
|--------------|-------------|--------|
| | Urban | Rural |
| No School | 32 000 | 20 000 |
| Primary | 46 000 | 30 000 |
| Secondary | 70 000 | 40 000 |
| Tertiary | 120 000 | 60 000 |

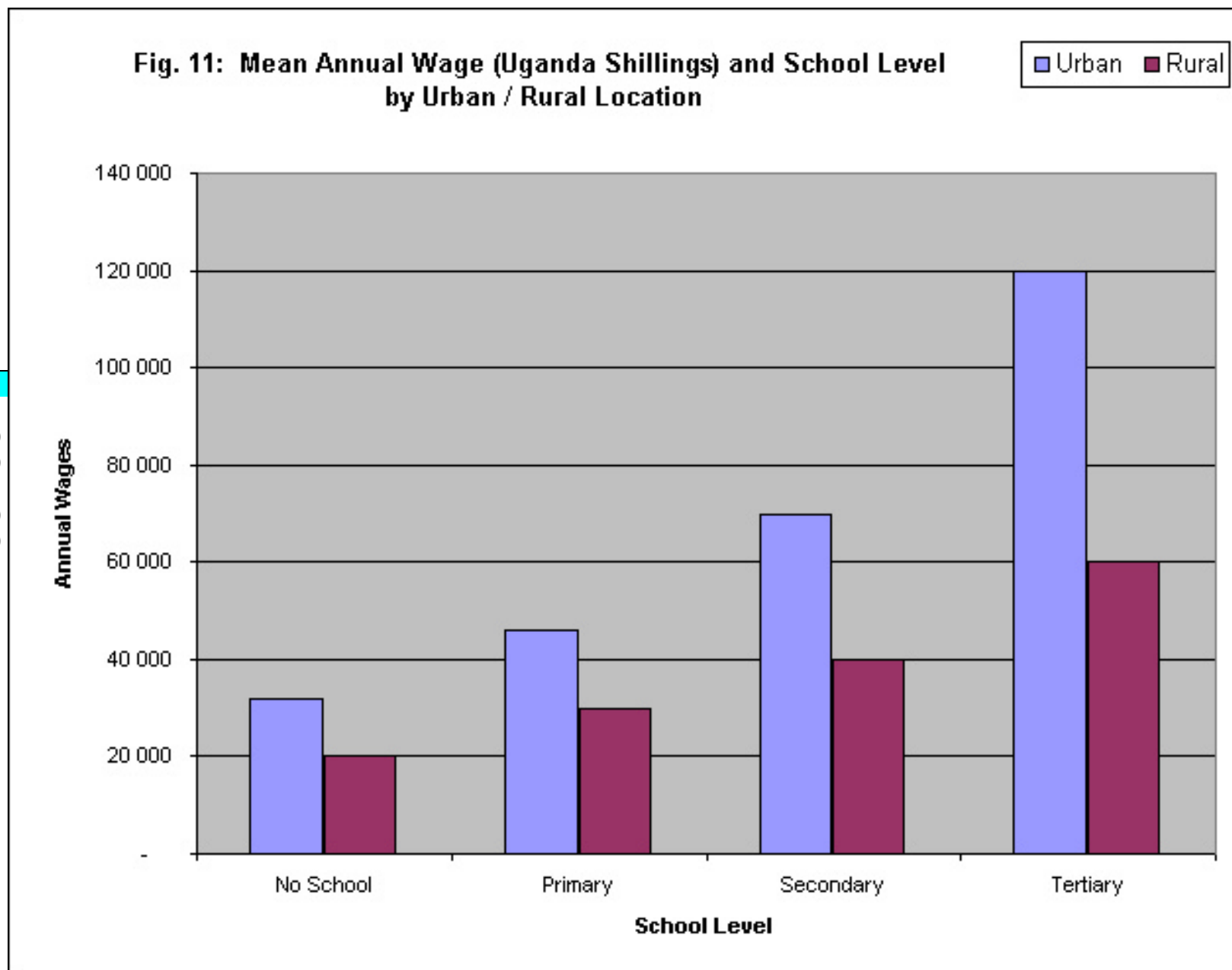
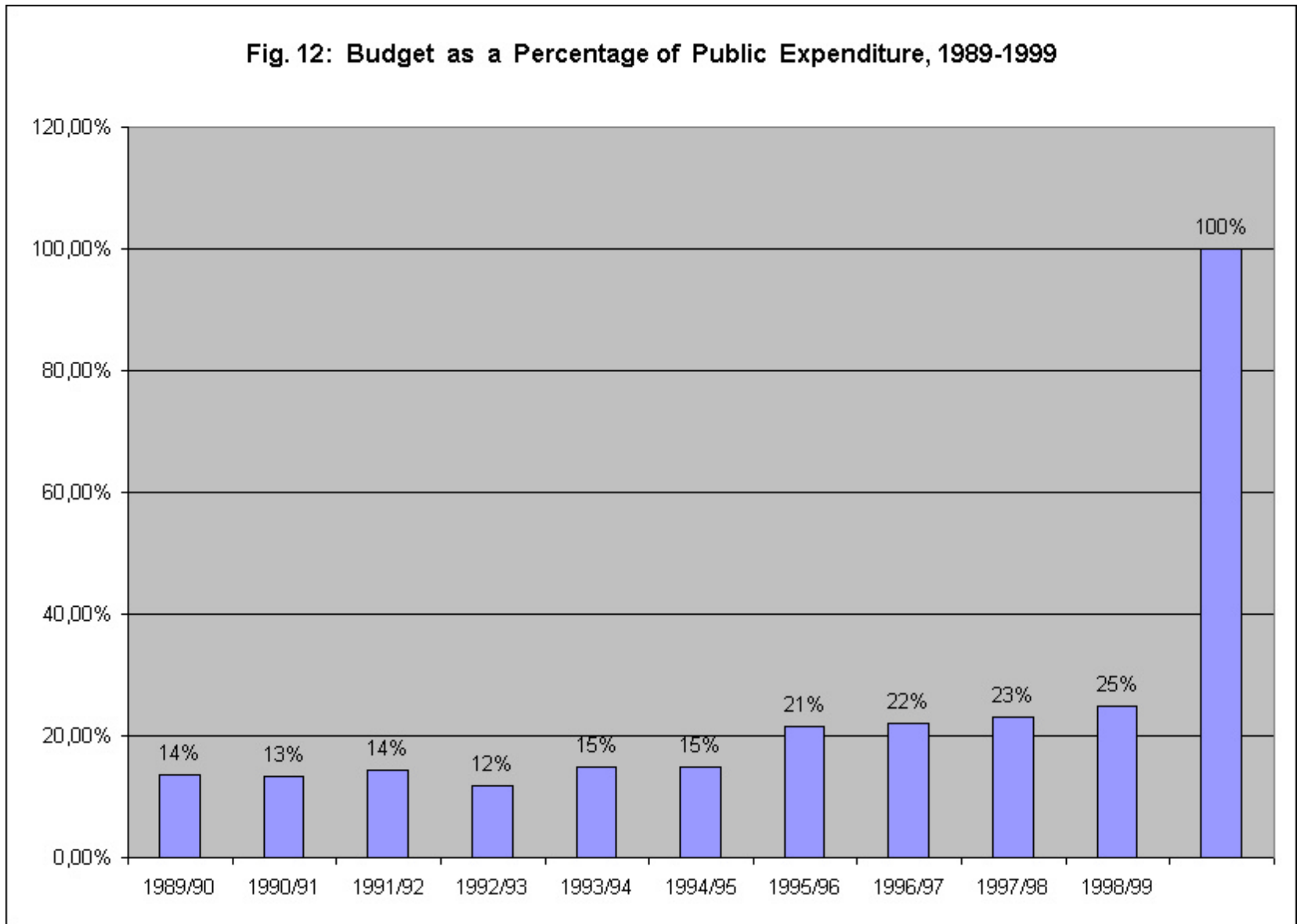


Fig. 12: Budget as a Percentage of Public Expenditure, 1989-1999

**EDUCATION
SECTOR BUDGET
AS A PERCENTAGE
OF PUBLIC
EXPENDITURE
1989/90 - 1998/99**

| YEAR | %AGE |
|---------|--------|
| 1989/90 | 13,56% |
| 1990/91 | 13,24% |
| 1991/92 | 14,24% |
| 1992/93 | 11,71% |
| 1993/94 | 14,95% |
| 1994/95 | 14,77% |
| 1995/96 | 21,44% |
| 1996/97 | 22,01% |
| 1997/98 | 23,20% |
| 1998/99 | 25,00% |
| | 100% |



| YEAR | Constant Price | | |
|-----------|----------------|-----------|----------|
| | Primary | Secondary | Tertiary |
| 1995/96 | 50 000 | 20 000 | 30 000 |
| 1996/97 | 90 000 | 25 000 | 32 000 |
| 1997/98 | 110 000 | 30 000 | 30 000 |
| 1998/99 | 120 000 | 30 000 | 30 000 |
| 1999/2000 | 125 000 | 30 000 | 30 000 |

Fig. 14: Public Funding of the Education Sector

