



Ministry of Education and Sports

# U P E

## Universal Primary Education

**ENHANCING UPE:  
A stakeholder's handbook**



Republic of Uganda

# Enhancing UPE: a stakeholder's handbook



His Excellency Y.K. Museveni,  
President of the Republic of Uganda,  
the Prime mover of UPE in Uganda

May 2004

Universal Primary Education, UPE, is the provision of basic education to all Ugandan children of primary school going age (6+years).

With UPE the government aims to fulfill 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.

**May 2004**

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## Foreword

It is most gratifying that since 1997, when His Excellency President Museveni launched the Universal Primary Education (UPE) programme, the total primary school enrolment has risen from almost 3 million to a phenomenal 7.6 million children today (2003). The girl child, children with disabilities as well as those from geographically and educationally disadvantaged areas of Uganda are equitably sharing the bounty of UPE. The country owes its gratitude to the visionary leadership of our dear President, whose Government has always advocated for and spearheaded the increased investment in human resource development.

Out of the total education sector budget of Uganda Shillings 505.17bn for financial year 2002/2003, the primary education sub-sector alone was allocated Shs. 336.18 bn, representing a share of 66.5% of the total budget for recurrent expenditure. Similarly the total number of teachers on the payroll increased from 81,564 in 1996 to 122,904 by June 2003. Provision of instructional materials, including non-text book materials has also been a priority intervention area resulting in an improvement of Pupil:Book Ratios (PBR) from 6:1 in 2000 to 3:1 by 2003 for P1-P4. A programme for construction of classrooms and teachers' houses is on-going. The ultimate goal of this massive investment is to improve equitable access, quality and affordability of education and is in line with both the Education For All (EFA) and Millennium Development Goals (MDG).

There is no doubt in my mind, and I am sure in other people's minds, too, that UPE has been and continues to be a major success of our Government and a big victory, too, in our country's quest for social, economic and political emancipation. However, we are not about to become complacent, hence the need to revitalise or re-invigorate our campaign for ensuring that all children of school-going age attend and complete primary education. We must remain clear about our individual and/or collective responsibilities. By we, I mean Government, our Development Partners, Political and Civic Leaders, Headteachers and Teachers, Parents and members of the local communities in general.

Obviously, each of us has contributed to the success of UPE in Uganda but a lot more can still be done to tie up any loose ends. Education is too important a tool in our individual and country's emancipation efforts for us to relax at this point in time when there are persistent challenges that we must surmount. Notable amongst these are the need to pay greater attention to quality issues, the HIV/AIDS pandemic and the increasing numbers of orphans and vulnerable children - most of the latter being products of incessant armed conflicts. High attrition rates, particularly of the girls and children from economically disadvantaged homes or areas of the country, and weak monitoring and supervision systems and structures are the other major challenges.

This second UPE Stakeholders' Handbook, after the first one had been published to guide on policy, roles and responsibilities, is therefore an important record of the successes and challenges the country has faced, and which it continues to face, in the implementation of the programme. Some of these are recorded directly from the voices of the immediate beneficiaries of this programme.

This Handbook serves to reawaken stakeholder commitment and, as such to strengthen partnerships for the purpose of effective delivery of UPE and other education services. The Ministry of Education and Sports is, thus, indebted to the United States Agency for International Development (USAID), which through the Basic Education Policy Support (BEPS) programme, funded the production of this Handbook. We acknowledge, too, the various forms of support, including the financial, technical, material and moral support that have unreservedly been extended to us by our other partners - members of the Education Funding Agencies Group. Straight Talk Foundation, which prepared and illustrated this Handbook, is commended highly too.

I hope all stakeholders will find this Handbook helpful in reminding ourselves to accept the successes registered with great humility, considering that a lot more remains to be done before we can realise our cherished goal of equitable and sustainable development through increased access to education for the country's citizenry.



HON. (DR) E. KHIDDU-MAKUBUYA, (MP)  
MINISTER OF EDUCATION AND SPORTS



## Message

Studies in the economics of education attribute much of the phenomenal growth of modern nations and societies to early emphasis on and heavy investment in universal basic and primary education. Countries in the continents of Asia and Latin America have been able to achieve sustainable economic and social growth through high universal literacy rates resulting from massive investment in education. In line with the Uganda Government Policy in achieving sustainable human resource development, the investment so far made in UPE is bound to result in a positive impact on the lives of the people and on the economy of the country.

Today, seven (7) years since the launch of UPE, over seven (7) million children of primary school-going age are enrolled in schools. This is no mean achievement given that only 2.7 million children had enrolled before UPE. Improved access to primary education by all is the first step in modernising society and promoting democracy in the country. It should also be noted that, through UPE, the government is not only redistributing national wealth but also creating wealth to improve the lives of the people.

This handbook summarises the achievements so far made in the implementation of UPE but most importantly it points out challenges facing all Ugandans and especially stakeholders in the programme, whose unflinching support is crucial to its sustainability and maximum success. UPE is a global and national agenda. Its short term and long term benefits to the individual beneficiaries, their families and communities must be perceived in broader development goals and contexts.

After the 1st phase (1997-2003) in the implementation of UPE, the next phase needs to lead to greater strides, taking into consideration the lessons learnt. Where the policy positions and implementation strategies and programmes may require review and adjustments, all stakeholders are mandated to do so. Vertical and horizontal dialogue and consultations must continue and must be intensified to bring all stakeholders on board and to optimise their support.

The UPE programme has enjoyed a high level of political support and the entire population has responded very well to the call to enroll all their school-going age children in schools. Government and communities have over the past seven (7) years given both financial and material support to UPE to enhance its success.

Government working together with donors and the private sector is engaged in drawing up sector investment plans to accommodate UPE leavers at the post primary education and training institutions. As the UPE bulge moves up to post primary levels, the planning and investments must match the potential and prospects of the literate, productive and socially dynamic human resource in the development process.

Hon. G.N. Bitamazire  
MINISTER OF STATE FOR EDUCATION AND SPORTS/PRIMARY

# Table of Contents

<b>Foreword</b> .....	<b>4</b>	<b>4 What are the challenges of UPE?</b> .....	<b>19</b>
<b>Message</b> .....	<b>6</b>	Large numbers	
<b>1 How did UPE begin?</b> .....	<b>9</b>	Retention and survival rates	
The beginning		Feeding/school meals	
Fees removed		Repetition	
Worries		Absenteeism	
Success		School construction	
<b>2 What is UPE?</b> .....	<b>11</b>	Transparency	
UPE is a partnership		Supervision/monitoring	
The role of government		The girl child	
The UPE capitation grant		HIV/AIDS	
The school facilitation grant		Attrition of teachers	
Key policies of UPE		Costs	
<b>3 What are the successes of UPE?</b> .....	<b>14</b>	Conflict areas	
More money for education		<b>5 How can you help UPE?</b> .....	<b>22</b>
Increased enrolment		Ministry of Education and Sports	
Increased girls' access to school		Pupils	
More and better trained teachers		Parents/guardians	
More classrooms, schools and furniture		Teachers	
Education for children with special needs		Head Teachers	
Education in non-formal settings		School management committees	
Early childhood development		PTCs and CCTs	
Partnerships		Community leaders	
Curriculum		District officials	
HIV/AIDS		Chief administrative officer	
Guidance and counselling		District education officer	
Post-primary education and training		District inspector of schools	
		Members of parliament	
		Foundation bodies	
		Non-governmental organisations	
		Education funding agencies	
		Mass media	

# List of Acronyms

ABEK	Alternative Basic Education for Karamoja
AIDS	Acquired Immune Deficiency Syndrome
BEUPA	Basic Education for Urban Poor Areas
CAO	Chief Administrative Officer
CCT	Centre Co-ordinating Tutor
COPE	Complementary Opportunity for Primary Education
DHS	Demographic Health Survey
ECD	Early Childhood Development
EFA	Education Funding Agency
ELESE	Empowering Lifelong Skills Education
HIV	Human Immunodeficiency Virus
LC	Local Council
MOES	Ministry of Education and Sports
MP	Member of Parliament
NGO	Non-Governmental Organisation
PIASCY	Presidential Initiative on AIDS Strategy for Communication to Youth
PLE	Primary Leaving Examination
PPET	Post-Primary Education and Training
PTC	Primary Teachers' College
RDC	Resident District Commissioner
SFG	School Facilitation Grant
TDMS	Teacher Development and Management System
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education

# How did UPE begin?

### PURPOSE

This handbook aims to encourage all stakeholders to understand, appreciate and support Universal Primary Education, UPE. It is a companion book to the first manual, *Guidelines on policy, roles and responsibilities of stakeholders in the implementation of UPE*, (1998). This new handbook should help all stakeholders to implement the guidelines more effectively and efficiently.

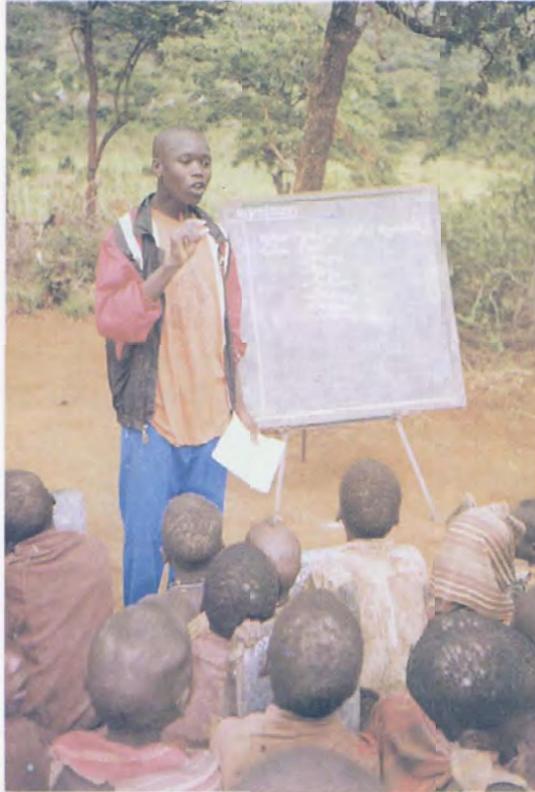
### THE BEGINNING

Most Ugandans first learnt about UPE in 1996 when President Yoweri Museveni pledged to provide free tuition for two girls and two boys of primary school-going age from every family/household. UPE as a programme was launched with the first school term in 1997.

However, prior to President Museveni's pledge, moves were already afoot for UPE in Uganda.

- In 1990, the World Conference on Education for All was held in Jomtien, Thailand. At this conference, Uganda committed itself to the Education for All targets, including universal access to primary education by the year 2000.
- In 1992, the government concretised this commitment. The Government White Paper on Education recommended a gradual approach to UPE. Primary

school tuition fees were to be waived for one class year after the other, starting at P1. UPE was to be achieved by 2000 for P1-5 and for the entire primary cycle by 2003. However, for HE the President, this timeframe was too slow. Millions of children in the country were not in school. He and his government resolved to launch a more comprehensive programme in January 1997.



**Introduction of UPE led to heavy enrolment in primary schools.**

With UPE in 1997, primary fees were waived for P1-7 for four children per family. This advanced the White Paper's timeframe by many years. Since then the programme has enjoyed political, financial and social support throughout the country. The result has been that massive

numbers of children have enrolled in primary school. Enrolment leapt from 3 million in 1996 to 5.3 million in 1997. By 2003 this figure had reached 7.6 million.

### CHALLENGES

There were concerns among stakeholders that such a swift run-in of UPE would compromise the quality of education. There was a possibility that parents would remove pupils from overloaded public schools and that enrolment might decline. However, these fears did not become reality. UPE immediately improved access to primary education as new and old pupils

continued in school. And, within a few years, UPE also improved the *quality* of education in many respects.

For example, the percentage of teachers who are trained has increased and access to instructional materials has improved.

In 2002 UPE policy was expanded to cover all children of primary school-going age and not only four children per family.

## SUCCESS

UPE is now seven years old. Its success is a credit to all stakeholders who supported it. Nothing else since independence in 1962 has had the potential to transform the nation to the same profound degree as UPE has done and will do in the future. Much has been achieved. But more needs to be done. *Enhancing UPE: a stakeholder's handbook* will further sensitise all stakeholders to play their part.

## Objectives of UPE

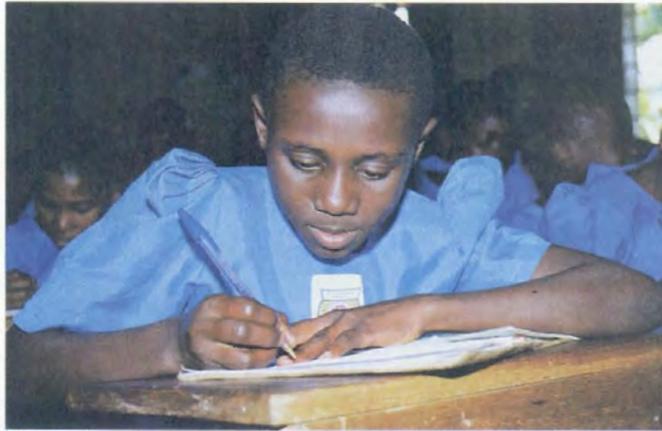
- To provide quality education to school-going age children.
- To transform society in a fundamental and positive way.
- To provide the resources to enable every child to enter and stay in school through P7.
- To make education accessible and relevant to the learner.
- To eliminate disparities and inequalities in education.
- To ensure that education is affordable by the majority of the population.
- To eradicate illiteracy.
- To equip every individual with the basic skills and knowledge with which to exploit the environment for both self and national development.



The main goal of UPE is to provide the minimum necessary facilities and resources to enable Ugandan children of school-going age to ENTER and REMAIN in school and successfully COMPLETE the primary cycle of education.

# What is UPE?

**U**niversal Primary Education is the provision of basic education to all Ugandan children of primary school-going age (6+).



**Both girls and boys of school-going age have benefited through formal and non-formal approaches**

The main goal of UPE is to provide the minimum necessary facilities and resources to enable Ugandan children of school-going age to ENTER and REMAIN in school and successfully COMPLETE the primary cycle of education. UPE also provides basic education through alternative and non-formal approaches to those who cannot access formal schools in the mainstream programme.

### UPE IS A PARTNERSHIP

UPE is a partnership between many stakeholders with different roles and responsibilities. Every stakeholder is important for the success of UPE. Among the most important stakeholders are parents, teachers, headteachers, pupils, local governments, the Ministry of Education and Sports and line ministries. MPs, RDCs, CAOs, local government officials, sub-county chiefs, foundation bodies, the community, NGOs and the mass media also have key roles to play in support of UPE programmes. The duties of all these groups and individuals are detailed in the MOES *Guidelines on policy, roles and responsibilities of stakeholders in the implementation of UPE*, 1998.

### THE ROLE OF THE GOVERNMENT

Under UPE, government today aids 12,300

primary schools. These schools constitute 80% of all primary schools and include 90% of all primary school pupils. In those schools the government:

- pays the salaries of the teachers and headteachers.
- pays for and provides all

- instructional materials.
- provides UPE capitation grants.
- meets PLE costs and charges by UNEB.

Under UPE the government also provides:

- free primary teacher education.
- the School Facilities Grant to construct classrooms, latrines and other infrastructure.

### THE UPE CAPITATION GRANT

The aim of the UPE capitation grant is to increase equitable access to education by removing the burden on parents of paying school fees. It also aims to enhance the *quality* of education by providing schools with the resources required to run the school.

From 1997 to 2002 schools received 5000/= a year for each child in P1-3 and 8100/= a year for each child in P4-7. However, from 2003-4 a new formula was developed. Each school now receives a threshold of 100,000/= per month for nine months a year, totaling to 9.2 billion/= for all schools. An additional 32.2 billion/= is then divided among all schools on the basis of pupil numbers and also the schools' support for sports.

schools' support for sports.

This money is spent as follows:

- At least 20% for co-curricular activities.
- At least 15% for school management.
- At least 35% on extra-instructional/ scholastic materials.
- Not more than 10% for administration.

This vital grant is disbursed to districts and from there to the schools. The Chief Administrative Officer is accountable for its proper expenditure. The school management committee is responsible for overseeing the school budget and for accountability. Table 1 shows releases of UPE capitation grants from 1996-97 to 2002-03.

### THE SCHOOL FACILITATION GRANT (SFG)

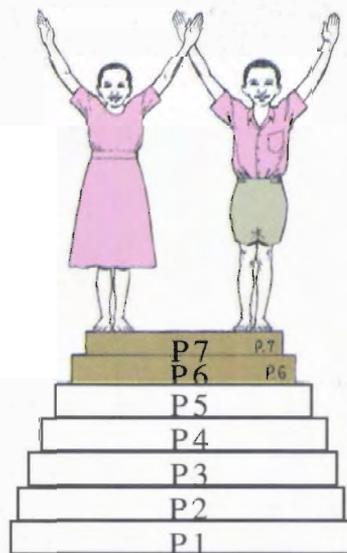
The SFG is a grant from central government to districts. It aims to help the most needy communities to build classrooms or new schools to increase access to education in previously underserved areas: 15% of the grant is for construction of teachers' houses. The implementation of the SFG programme is the responsibility of the District Local Council, and the Councils are accountable for the resources. Releases of the SFG from 1998-99 to 2002-03 are indicated in Table 1.

### KEY UPE POLICIES

The following are the most important UPE policies:

- It is the responsibility of parents to find school places for their children.
- Parents are responsible for providing a daily midday meal for each of their children at school as well as pencils, pens, exercise books and school uniform.

- Admission age to P1 shall be six years (6+).
- No child should be prevented from attending school for lack of a uniform or failing to pay for meals.
- No headteacher should levy any charges except those approved by the Ministry responsible for education.
- Pupils should not be discontinued from schooling or forced to repeat classes due to poor academic performance. Instead teachers should encourage and conduct remedial teaching.
- Textbooks and instructional materials are to be put into the hands of the learners for their active use at school and at home for reference.
- UPE is a decentralised service where school management committees play key roles in the day to day running of primary schools on behalf of the government.
- Local communities are responsible for the safety and security of the children when travelling to and from schools.
- Local communities must be involved in provision of the school infrastructure to enhance teaching and learning.



**TABLE 1: Release of funds to districts 1996-2003**

Financial yeargrant	UPE capitation releases	SFG releases
1996/97	14,316,814,124	-----
1997/98	26,220,673,589	-----
1998/99	31,663,139,112	18,632,000,000
1999/00	38,407,522,000	33,970,000,000
2000/01	38,982,272,000	48,304,000,000
2001/02	41,831,092,148	53,540,000,000
2002/03	40,340,383,000	68,348,000,000

## EDUCATION FOR ALL (EFA) GOALS

Following the World Conference on Education For All (EFA) held in Jomtein, Thailand in 1990, Uganda as signatory to the Jomtein Declaration committed itself to the following core EFA goals and targets:

- a) Expansion of early childhood and development activities.
- b) Providing universal access to, and completion of, primary education by the year 2000.
- c) Improvement in learning achievement.
- d) Reduction of adult illiteracy rates.
- e) Expansion of basic education and training in other essential skills required by youth and adults.
- f) Increased acquisition by individuals and families of the knowledge, skills and values required for better living made through education channels.

In 2000, the Dakar Framework for Action, to which Uganda is also a signatory, reaffirmed the vision as set out in the Jomtein EFA Declaration, setting out the following goals:

- i. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- ii. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- iii. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- iv. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for adults.
- v. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- vi. Improving all aspects of the quality of education, and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

## MILLENNIUM DEVELOPMENT GOALS (MDG)

The Millennium Development Goals (MDGs) state, among others,

- (i) to "ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling," and,
- (ii) to "eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015."

## What are the successes of UPE?

The first three years of UPE were challenging. There was tremendous pressure on the educational infrastructure. However, the government rapidly developed systems to cope with the influx. By the year 2000, many of the indicators of quality such as the pupil: teacher ratio were better than before UPE. Indeed, UPE rapidly brought great benefits.

### MORE MONEY FOR EDUCATION

In 2003 the education budget took about 24% of the national budget, up from about 7% in 1990 and 17% in 1994-5. This is far more than the next largest sectors: in 2003 public administration took 19.3%; security 12.6%; health 8.6%; and roads and works 8.3%.

Primary education itself now takes at least 65% of the education budget. This is a great change from before the implementation of UPE. Indeed, in 1986, the government was spending 200 times more on the average student at Makerere University than it was spending on the average primary school pupil.

### INCREASED ENROLMENT

Increased enrolment has been UPE's most visible success. Before UPE only about 60% of 6 to 12 year olds attended primary schools. Now the figure is about 90%.

### INCREASED GIRLS' ACCESS TO SCHOOL

UPE increased the enrolment of girls as more girls gained access to primary education. Today in P1-5, girl pupils equal boy pupils. Before UPE, girls were fewer than boys in all years.

Only in P6 and 7 are girls not as numerous as boys. Girls are 47% of P6 and 43% of P7 pupils. However, this is still better than before. In 1992 girls made up only 41% of P6 and 38% of P7 pupils. UPE pulled in girls by sensitising parents. It also made school more girl-friendly. UPE promotes separate latrines for boys and girls. This alone has increased girls' enrolment by 3%.

### MORE AND BETTER TRAINED TEACHERS

Initially, when UPE began, there were not enough teachers to cope with the sudden influx of pupils into primary schools. In 1996 teachers numbered just 81,564. But by June 2003 there were 122,904 on the government payroll.

When UPE began, the Primary Teachers' Colleges (PTCs) could produce only 4000 teachers a year. The first years of UPE saw the highest pupil: teacher ratios ranging from 100 to over 300 pupils per teacher. But this difficult situation is gradually changing. Eight new



### Voice of UPE

#### MPUNGU PETER 19, P7, WAKISO

If it were not for UPE, I would not be in school. I started when I was 12. I was much older than my classmates. Starting with the alphabet at that age was a big challenge.

I sell chapatis to get my uniform and books. P7 is the highest education attained in my family. Others can hardly write their names.

PTCs were built and 10 renovated and expanded to manage both pre-service and in-service teacher training. Today PTCs produce 7000 teachers a year, under the government Primary Teacher Education Programme. There has also been intensive training of in-service teachers. Today the Teacher Development and Management System, TDMS, produces about 4000 Grade III teachers a year through in-service training courses that last for three years.



**Increased enrolment has been UPE's most visible success and this has created a need for more facilities.**

In addition, teacher training courses have been improved and the basic qualifications required to train as a teacher have been raised. Today, candidates for PTCs must have passed six O level subjects, up from four. Two of these must be in Maths and English. There are plans to add Science as a requirement. All these efforts are building an increasingly well trained and professional teaching force. Before 1997 fewer than 50% of teachers were trained. Today the figure has risen to 80%.

Finally, efforts have been made to increase teachers salaries. Qualified teachers' salaries rose from about 70,000/= a month in 1997 to about 110,000/= a month in 2003. The minimum monthly pay for a qualified Grade III teacher was 105,000/- in 2003. Headteachers today earn between 300,000 and 400,000/= a month. About 10% of teachers enjoy a teacher's house.

## **MORE CLASSROOMS, SCHOOLS AND FURNITURE**

The introduction of UPE brought about an urgent need for classrooms: in 1997 the existing stock of permanent classrooms was 45,000. By the end of 2003 that figure had risen to 69,565 through vigorous building efforts by government, NGOs and communities.

In addition to classrooms, many entirely new schools have been built. Many have been government-aided. Primary schools

numbered 7351 in 1997; today the number is 13,332. To take one example: Dokolo county, Lira, had 23 permanent primary schools before UPE but now has 56 permanent primary schools.

Finally, three-seater desks have been supplied for over one million pupils and furniture for 5000 school offices. Also built are an estimated 2000 headteachers' offices, 2000 storerooms, 1500 teachers' houses, 900 kitchens and 35,000 latrines. Since 1999 government funds for building have passed exclusively through the School Facilities Grant. In 2003, under SFG alone:

- 2844 classrooms were roofed (66% of target).
- 58,580 pieces of classroom furniture were procured (73%).
- 2125 pieces of school office furniture were procured (74%).
- 2729 latrine stances were roofed (48%).
- 317 teachers' houses were roofed (62%).

## MORE LEARNING MATERIALS

Learning materials are fundamental for teaching and learning, teacher morale and maintaining pupils' interest. UPE has brought large quantities of materials into schools. In 1993 there were 37 pupils for every book. In 2003 the ratio was 3:1 for P3 and P4 for core subjects. Under cycle 9, core textbooks for P5 to P7 have been procured. Under a new procurement procedure, the cost of textbooks has been reduced by 65%. Procurement of cycle 10 materials is expected to raise the pupil: textbook ratio to 1:1 for P3 - P7. The MOES policy of placing textbooks in the hands of pupils will further improve access.

Decentralised procurement is being piloted in 19 districts. This has enabled schools to acquire books more easily and quickly since suppliers are locally appointed and based. For lower classes, non-book instructional materials such as jigsaw puzzles, slates and abacuses were distributed in 2003 for the first time to enhance learning/teaching at that level.

## EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

Before UPE, a few schools for children with disabilities were working hard to meet their needs, but most such children were out of school. Today the situation has changed. Special needs schools benefit from UPE funds. Even more significantly, children with disabilities are being integrated into normal schools through an inclusion approach. The number of pupils with special needs in schools increased by 800% from 26,429 in 1997 to 218,286 in 2002.

To manage this new "inclusive" education, 530 teachers and tutors have been trained. Over 250 teachers have been trained to help children who are deaf and blind, 200 to teach sign language, and

over 200 to teach Braille reading and writing; 450 have been trained on handling children suffering from autism.



## Voice of UPE

**APIRI LOYCE, P7, SOROTI**

My parents feared to take me to school. They thought they would pay a lot of money for me since I am blind. I had stopped school for some time. However, with UPE I have benefited. Now I am happy at school.

## EDUCATION IN NON-FORMAL SETTINGS

Despite the success of UPE, some children still do not access education due to various socioeconomic reasons. These include children who dropped out and now feel too old to return, and children who work, especially pastoralists and children living in fishing communities. Programmes for such learners have blossomed with UPE. There are about 200,000 children in non-formal education. About 67,500 receive the UPE capitation grant.

- In Karamoja only 20% of children of school-going age (6+) are in school. A non-formal education programme called ABEK (Alternative Basic Education for Karamoja) is reaching 20,000 children.
- The Complementary Opportunity for Primary Education or COPE now has 409 centres with 3781 male and 4269 female students across ten districts.

- BEUPA or Basic Education for Urban Poverty Areas offers a three-year highly participatory course in general basic education and some vocational skills to poor urban children who are out of school. So far 4861 children have benefited from this programme.
- In Masindi the Action AID supported Empowering Lifelong Skills Education (ELSE) project has trained 2814 pupils.
- The Child Centered Alternative Non-formal Community-based Education (CHANCE) in Nakasongola has trained 1327 pupils through its programme.

### EARLY CHILDHOOD DEVELOPMENT (ECD)

Early childhood, ages zero to eight years, is a crucial time. Play, stimulation and the quality of care during this period have great bearing on the child's future physical and intellectual development. In the past, private nursery schools catered for this age group with little input from government. However, with UPE, the MOES has increasingly provided a new vision of what constitutes quality early childhood care, education and development.

A draft policy on early childhood development (ECD) is ready for stakeholders to review. Government's intention is to develop ECD curricula, help to train ECD teachers and care givers, and to inspect and monitor nursery schools. The MOES is also encouraging community initiatives in ECD programmes.



**Initiatives for quality early childhood care and education are vital.**

### PARTNERSHIPS

Education has always been a partnership between families, schools, the MOES and the religious groups which run many schools. However, UPE intensified this and created new partnerships, most notably with donors. Unified under a body known as the Education Funding Agency, donors provide about 52% of funds for the primary education budget. Their high standards of monitoring and accountability have led to an increased culture of self-evaluation in the education sector. Government recognises that UPE depends on successful partnership and that stakeholders such as NGOs have competencies that complement its own.

### CURRICULUM

Before UPE the primary school curriculum had not been revised since the 1970s. It was almost archaic, designed for the educational needs of the minority of pupils who go on to secondary and tertiary education.

UPE called for a new integrated curriculum which, while still academically rigorous, was relevant for the majority of children and the national vision of development. A lengthy review was undertaken, leading to the launch of a new primary education curriculum in 2000-2. This includes practical agriculture and more material on integrated science as it relates to issues of daily life such as HIV. It also stresses skills in addition to knowledge, values, literacy and numeracy.

## **HIV/AIDS**

Uganda's education sector was among the first in the world to realise that pupils needed to learn about HIV. From 1988 to 1993 a pioneering school health programme ran in all primary schools.

In 2002 the Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY) was launched to sensitise children and the youth on HIV/AIDS. Currently the MOES, with stakeholders, is producing age-appropriate HIV education materials for teachers of P3-4 and P5-7 in all primary schools, public and private.

Research by partner NGOs confirms the positive impact teachers have on pupils' behaviour. Pupils who first learn correct facts about sex in the classroom from teachers are much more likely to abstain than pupils for whom peers and siblings are the first source of information about sex.

## **GUIDANCE AND COUNSELLING**

Guidance and counselling have a long history in Uganda but have intensified since UPE.

Guidance and counselling on choice of subjects and careers remain important. However, much of the emphasis has shifted to meeting the emotional needs of pupils, particularly children infected and affected by HIV/AIDS. A guide for training senior women and men teachers has been developed.

## **POST-PRIMARY EDUCATION AND TRAINING (PPET)**

In anticipation of the first UPE "batch" completing P7 in 2003, MOES developed policies on Post-Primary Education and Training (PPET). The challenge is not only to increase the proportion of pupils completing P7 but also to increase the proportion of those pupils who go on to further education and training after P7. Only about 50% of pupils leaving P7 in 2003 will make the transition to PPET.

Four hundred and forty-one (441) sub-counties in the country have no government-aided secondary school. Government plans to grant an additional 90 secondary schools a year.

For the many pupils for whom vocational training is more appropriate, 16 community polytechnics have been set up and are operating; 14 more are under construction.

## Summary of successes under UPE

The largest portion of the national budget now goes to education. Ninety per cent of primary school-aged children are in school, up from 60% in 1996.

Teachers in government schools now number 122,904 up from 81,564 in 1996. The pupil: teacher ratio is now 55:1, down from 85:1 in 1997.

Over three million books were supplied to P5-6 alone in 2003.

Non-book instructional materials have been provided for P1-2 to facilitate learning.

Pupils with special learning needs in primary schools have increased from 26,429 in 1997 to 218,286 in 2003.

Teachers have been trained to teach pupils with special needs.

There has been a big expansion in non-formal education for children who had dropped out of school or never attended.

Girls now make up 49% of pupils, up from 44% in 1996: this is almost gender parity.



## What are the challenges of UPE?

UPE faces many challenges. It is therefore important that all stakeholders play their roles.

### LARGE NUMBERS

With one of the highest population growth rates in the world (3.4%), Uganda has to work hard to sustain basic services such as UPE.

The number of pupils in primary schools is expected to reach 8.4 million by 2005-6 with new pupils coming from three sources:

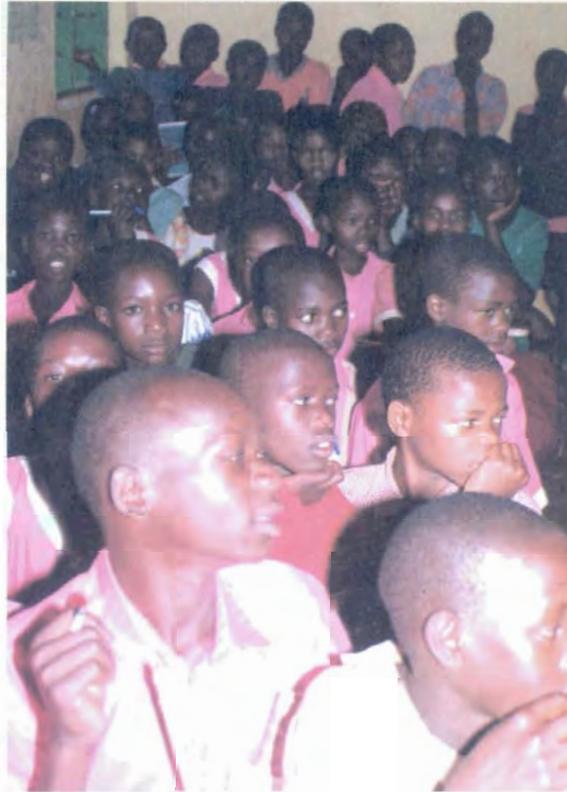
- Sealing the drop outs/improving retention
- Enrolling those currently not in school under the policy on the disadvantaged.
- Population growth.

These numbers have implications for resource availability and budget allocations among the sub-sectors.

### RETENTION AND SURVIVAL RATES

Lack of retention has long been a problem in Uganda. However, the main goal of UPE is to enable Ugandan children to **complete** the 7-year primary cycle. Therefore, drop outs threaten UPE.

*The Education Statistical Abstract 2002* suggests that "lack of interest" is the main cause, accounting for about 43% of drop outs. The next hinderance is family responsibilities, which account for about 14% of the drop outs.



**Overcrowded classrooms are a big challenge to UPE.**

In contrast, the *Uganda DHS EdData Survey 2001* suggests that cost is a factor in 55% of drop outs. The perception that the child has had enough schooling or no longer wants to attend is another factor, accounting for 25%.

Drop outs happen at all levels but the highest percentage occur during the transition from P1 to P2 and from P6 to P7. Thirty-two per cent of P1 pupils drop out before P2. Another 32% drop out between P6 and P7.

The result is a low completion rate: of those who started P1 in 1997 just 33% reached P6 in six years and just 22% reached P7 in 2003.

### FEEDING/SCHOOL MEALS

Hungry children are a challenge for UPE. This is caused by parents' failure to pack midday meals for their children. Children who are malnourished or even just temporarily hungry do not learn as well as healthy well-nourished children do. Poor feeding causes drop out, absenteeism, repetition and poor school performance.

In 2000 the Uganda National Examinations Board looked at the performance of P3 and P6 pupils in science and social studies.

UNEB concluded that urban schools

performed better partly because of better feeding: 55% of urban schools provide food compared with 13% of rural schools.

About a third of pupils come to school without having had breakfast. Sicknesses such as malaria compound the undernourishment.

### **REPETITION**

One key UPE policy is automatic promotion to prevent congested classes. Nevertheless repetition occurs. In 2002 about 700,000 pupils repeated, 30% of whom were from P1. However, "real" repetition may be less than it seems. Many underage pupils use P1 as a "nursery school", spending two years in P1. Repetition is counterproductive and needs to be stopped.

### **ABSENTEEISM**

On any school day about 15% of pupils are absent. The *Uganda DHS EdData Survey 2001* indicated that illness is the overwhelming cause (63%). About 16% of pupils miss school in order to work. This rises to 27% among the poorest children. Girls and rural pupils tend to miss school for work more than boys and urban pupils.

About 8% of pupils miss school because they do not have the necessary clothing and another 7% because they lack supplies like exercise books, pens and pencils. Orphans are less likely to be in school than non-orphans.

Absenteeism among teachers is also a problem. On any day about 10% of teachers are not in the classroom. Many live far away and are delayed by distance or bad weather. This is mainly due to the lack of teachers' houses near the school.

Other teachers are ill or unmotivated and negligent. Pay does not seem to be the key factor. One study found that teachers most

wanted textbooks and teaching materials. Higher salaries were a distant third. Efforts on monitoring and supervision need to be doubled.

Finally, despite considerably improved remuneration, there is still absenteeism among headteachers. This profoundly affects the quality of teaching, children's performance and the school environment.

### **SCHOOL CONSTRUCTION**

Despite the great classroom expansion under UPE, Uganda still had a shortfall of 59,273 classrooms in 2003-4.

- Most P1 classes have over 100 pupils: most classrooms built under SFG have been allocated to the upper classes.
- About 40% of current pupils are still studying under trees or other temporary shelters.
- Over 58% (four million pupils) do not have adequate seats or desks.
- Fewer than 50% of schools have safe water.
- Only about 20% of schools have enough latrines and washing facilities.

The most serious challenge is construction of shoddy structures under the SFG programme. The tendering mechanisms are also poor due to lack of capacity or self interest at Local Government level.

### **TRANSPARENCY**

UPE has brought large sums of money to districts, some of which has been handled poorly. This includes over-inflation of pupil numbers and delays in disbursement of capitation grants.

District Inspectors of Schools have an important role to play in ensuring correct use of funds. But their work is hampered by lack of funds at local government level.

### **SUPERVISION/MONITORING**

Involvement of parents, communities and

local leaders is crucial for UPE. But supervision by these stakeholders has been weak. Parents in particular tend to lack the confidence and capacities to challenge headteachers about use of funds. Other stakeholders, especially school management committees, have also failed to demand accountability.

### THE GIRL CHILD

The ratio of boys to girls in primary schools has improved from 55:45 in 1986 to 52:48 in 2000 to 51:49 in 2003. However, equity still needs to be achieved. Also worrying is that girls perform worse than boys and are less likely to make the transition to post-primary education and training institutions.



### Voice of UPE

**EVE AKIDI, P6, LIRA**

I am only able to go to school because of UPE. I am proud because I now study. I have learnt a lot: various subjects, good behaviour and how to relate to the opposite sex.

### HIV/AIDS

HIV/AIDS is a serious challenge, causing many teachers to suffer poor health, leading to frequent absence. Other teachers have to take on extra loads to cover the work of the absent teachers.

Thousands of HIV/AIDS orphans are in school. This is an achievement in itself but

they have special needs that teachers are often too pressed to meet. Many pupils have HIV/AIDS themselves and /or care for sick family members. HIV contributes to drop out, absenteeism, repetition, and poor academic work.

### ATTRITION OF TEACHERS

Teacher attrition creates logistical and financial problems. About 7% of teachers leave every year. Some leave due to sickness. Others go to teach in private schools or for jobs outside teaching. Many teachers would rather leave teaching than work in hard-to-reach areas. Teachers in such areas receive an additional 20% incentive allowance on top of their salary. The impact of this incentive has yet to be evaluated. However, hard-to-reach areas continue to be underserved.

### COSTS

UPE is a great need but Uganda has other competing urgent needs. To continue and to improve, UPE will have to retain and even increase its share of the national and education budgets. Only about 50% of the required infrastructure is now in place. Maintaining its share of the education budget will probably be UPE's biggest challenge.

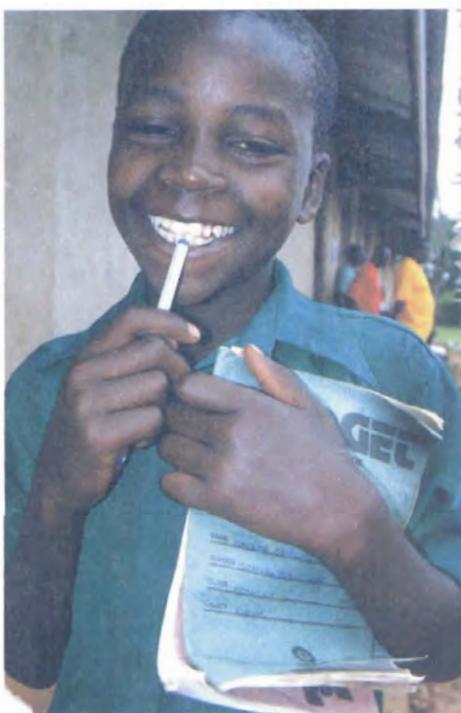
There is need to spend more on post-primary education as the "UPE bulge" moves up. Primary education's portion of the education budget may stabilise at about 60%, down from a high of 72%.

### CONFLICT AREAS

Providing education in areas disturbed by conflict is a serious challenge to UPE. An estimated one and a half to two million pupils were affected by conflict during 2003 in northern, north-eastern and parts of western Uganda. Nevertheless, many children were able to attend school in temporary learning centres and to sit for national exams.

# How can you help UPE?

**U**PE is a major political and social commitment on the part of the government. But the participation of stakeholders in enhancing UPE remains crucial. Unless the nation addresses UPE, the problems of illiteracy and lack of numeracy skills will continue to hinder development. The *Guidelines on policy, roles and responsibilities of stakeholders in the implementation of UPE* (1998) stipulates different duties for different stakeholders. Below are more details on the rights, roles and responsibilities of key stakeholders



**Children have a responsibility to value education and stay in school.**

and ensuring standards of teaching and learning.

### PUPILS

Basic education is your right. The government has given you this right through UPE. UPE offers you a chance to have a better future. Make your dream come true by:

- Making education the most important programme in your life.
- Going to school every day, studying hard and observing discipline.
- Helping your parents to prepare your breakfast and a midday meal for you.

- Valuing education and

not dropping out in favour of employment or marriage.

- Contributing to the family income during holidays so that parents can buy you exercise books, pens, pencils, uniforms and other materials you need at school.
- Staying in school at least through P1 to P7.
- Keeping the school clean and improving the school environment.
- Adopting safe behaviours to avoid HIV/AIDS.

### PARENTS/GUARDIANS

It does not matter whether you have ever been to school or not. The success of your children will be your success. You have the biggest part to play in keeping your children interested in education until they successfully complete P7. Help your children by:

- Ensuring that every day they take

### THE MINISTRY OF EDUCATION AND SPORTS

Government through MOES is in charge of education, charting the way forward with its partners. It has created an enabling environment for UPE and done much to make it a reality. The MOES will continue to implement the UPE programme through the Education Sector Strategic Plan (2004-2015) by:

- Using pre-primary programmes and other measures to prepare children for the intellectual requirements of primary school.
- Training and recruiting more teachers.
- Liaising with the MoFPED and donors to ensure continued funding.
- Providing instructional materials.
- Contributing towards the construction of classrooms, science laboratories, libraries and teachers' houses.
- Supervising and monitoring the implementation of the UPE programme

breakfast at home and have a midday meal at school: pack food or contribute to a feeding programme organised by the school.

- Ensuring that they have the minimum requirements for school (pen, pencil, exercise book, etc.).
- Buying a school uniform (although no child will be sent from school for not having one) to make your child presentable.
- Encouraging your children to always complete their homework.
- Giving your labour or materials such as bricks for school building projects.
- Attending school meetings to contribute ideas to make learning better for your children.
- Encouraging all your children to successfully complete P7.
- Valuing education and not withdrawing your children from school for work, marriage or any other activities that deter them from attending school.



### **Voice of UPE**

**REGINA BONABANA, GRAND-MOTHER, KATANGA, KAMPALA**

I look after six children. Some are orphans. Two of the children were not studying until the centre was opened. They call it non-formal education. I am happy that they have got an opportunity under UPE.

### **TEACHERS**

Without you there would be no learning. The success of your pupils is success in your profession and development for your country. You can help every child to stay in

school and successfully complete P7 by:

- Attending school every day and teaching all your lessons.
- Making learning meaningful, lively and enjoyable.
- Always putting textbooks in the hands of the pupils for use at school and home.
- Working with parents to help them to understand and appreciate the value of education.
- Never using punishments which hurt the child's body or mind.
- Maintaining professional ethics and high standards of teaching and never sexually harassing your pupils.
- Being gender sensitive to the special learning/social needs of boys and girls.
- Teaching about HIV/AIDS to help pupils avoid risky behaviours and to stay SAFE.
- Providing guiding and counselling for your pupils.

### **HEADTEACHERS**

You are the executive leaders of your schools. Your leadership is vital to the good performance of your teachers and pupils. You can ensure and improve the quality of education in your schools by:

- Explaining the goals and objectives of education, at school and national levels.
- Always explaining the government's policies, commitment and contribution towards UPE and primary education in general.
- Interpreting and managing the school curriculum.
- Being present at school every day.
- Making sure that the school starts every day at 8:30am and closes at 4:30pm.
- Openly displaying how the UPE money you receive has been spent.
- Accounting correctly for all money, property and school educational materials.
- Promoting extra curricular programmes in school.
- Supervising teachers and creating a

- child-friendly school environment.
- Maintaining high standards in discipline, health, hygiene, teaching and learning.
- Working hard to increase the number of children in your school who successfully complete P7 every year.
- Promoting good public relations with communities.



### **Voice of UPE**

**SEBASTIAN BYEKWASO,  
HEADTEACHER, MUBENDE**

I have been a headteacher for 16 years. After O levels, I qualified as a grade III teacher. I am now training in holidays to be a grade V teacher. Wind destroyed our school. But a new school was built under UPE.

### **SCHOOL MANAGEMENT COMMITTEES**

School management committees consist of parents, foundation body members and community leaders. Your committee represents the government at the level of the school. You make the guidelines that help the smooth running of school programmes.

You guide and help UPE by:

- Correctly playing your role as the statutory body of the school.
- Overseeing the life of the school, including budgets, planning and the performance of the headteacher.
- Making sure that there is mutual understanding and support between the school and parents for the benefit of the child.

- Monitoring the quality of education at the school.
- Creating a supportive link between the headteachers and the district officials for the successful running of the school.
- Meeting monthly in a spirit of volunteerism.

### **PRIMARY TEACHERS' COLLEGES (PTCs) and CO-ORDINATING CENTRE TUTORS (CCTs)**

Primary Teachers' Colleges and Co-ordinating Centre Tutors are agents of change. PTCs and CCTs both work with schools to provide continuous professional development and training.

- PTCs provide vital support for UPE by training effective teachers for UPE.
- CCTs provide vital support for UPE by improving teaching and learning in schools, supporting and guiding the school leadership, and working with the district leaders and headteachers to improve instructional skills and pupil learning.

### **COMMUNITY LEADERS (LCs, RELIGIOUS LEADERS, OTHERS)**

The success of your children will be the success of your community. The more children complete P7, the more they will be able to participate in developing your communities through their literacy and numeracy skills. You can support UPE by:

- Visiting families to persuade/encourage them to take their children to school.
- Attending school meetings to contribute ideas to improve the schools.
- Talking about the importance of education every time you preach or talk to a meeting.
- Demanding from headteachers and district officers accountability for UPE funds released to schools.
- Informing the District Education Officers or Chief Administrative Officers if you think that UPE funds or policies are being abused.

- Requesting District Inspectors of Schools to visit your schools regularly.
- Involving schools in educational community programmes.

### **DISTRICT OFFICIALS**

The government has decentralised education services management to the districts. The districts now have the power to make reasonable decisions and manage funds from central government. The district team responsible for UPE includes the Chief Administrative Officer, District Education Officer and District Inspector of Schools. This team works with local authorities and LC3s and LC5s to make sure that UPE is implemented and working at each public primary school.

### **CHIEF ADMINISTRATIVE OFFICER**

The CAO receives conditional and unconditional grants from the central government and makes sure that they are properly used for the right purpose. His or her role in the success of UPE includes:

- Making sure that all schools receive their money as soon as it arrives from the central government.
- Making sure that the schools have spent the money for the purposes it was meant for. It is particularly important to supervise the construction of SFG classrooms and other school facilities.
- Supervising and monitoring all UPE initiatives in the district.
- Enforcing UPE guidelines.
- Ensuring collection of correct data.
- Ensuring that the LC V and LC III make development plans.

### **DISTRICT EDUCATION OFFICER**

You represent the Ministry of Education and Sports in the district. You are the technical and professional person who must provide all the guidance and support to schools to ensure that UPE runs on course. Your key role is crucial and involves:

- Helping headteachers and teachers to keep to their professional ethics: give them corrective support to improve performance and take disciplinary action on all offences according to Public Service regulations.
- Guiding school staff and management committees towards quality education
- Deploying teachers to government schools and sustaining and improving their capacity in the district.
- Making sure that all private schools are licensed by the Directors of Education.
- Making sure that all scholastic materials reach the schools and are kept safely.
- Drawing the attention of district leaders to educational requirements and needs in the district for planning and budgeting purposes.

### **DISTRICT INSPECTOR OF SCHOOLS**

As the District Inspector of Schools, you have a vital role in UPE. Your visits to schools help to ensure quality teaching and learning inside and outside the classroom. You need to support UPE by:

- Ensuring that your staff visit every school in the district regularly, at least once a year.
- Evaluating the performance of teachers and headteachers.
- Helping schools to put to proper use all the money, scholastic materials and facilities they receive under UPE.
- Monitoring and ensuring that UPE buildings and scholastic materials are put to proper use.
- Promoting quality education by supervising, monitoring and mentoring headteachers.
- Ensuring proper conduct of UNEB exams.

### **MEMBERS OF PARLIAMENT**

You represent the people's views in parliament. You also bring back and explain government decisions to your

people. You need an educated constituency and UPE is the answer.

You need to help UPE by:

- Helping the people you represent to understand and appreciate the goals of education and the benefits of UPE and to send their children to school.
- Leading community efforts to raise funds, construct buildings and put in place school development programmes.
- Making sure that government contributions of money and any other resources and materials are put to proper use.
- Helping to identify the real educational needs of the communities.
- Mobilising communities to support UPE and other basic education programmes.
- Giving political support to UPE programmes.

### **FOUNDATION BODIES**

The community respects you for ensuring moral and religious development in schools. Your involvement in UPE will persuade families to bring their children to school. You can support UPE by:

- Implementing the UPE programme efficiently in all foundation schools.
- Supporting your headteachers and staff to provide quality primary education.
- Explaining to communities the goals and objectives of UPE, which include strengthening the intention of foundation bodies to raise self-sufficient, morally upright and responsible citizens.
- Sharing your findings and aspirations on education with the relevant district/government authorities to improve the quality of education in your schools.

### **NON-GOVERNMENTAL ORGANISATIONS (NGOs)**

NGOs are valuable partners in education. You mobilise communities, often reaching deep into rural areas. Since UPE began you have built thousands of new classrooms. Your input is vital. You can

further support UPE by:

- Continuing to work with communities to stress the objectives and values of education.
- Providing more classrooms, furniture, water and sanitation and training and support to teachers.
- Visiting schools to mentor and monitor teaching and learning.
- Ensuring that NGO education plans are in harmony with plans at the sub-county, district and national level to avoid duplication and wastage.
- Informing district and national authorities about what you find in the field to harmonise UPE implementation strategies.

### **EDUCATION FUNDING AGENCIES**

The funding agencies have given financial and technical advice on UPE. The funding agencies will continue working with the MOES through projects and the sector-wide approach. MOES must interact with the international community and agencies that offer external support to promote UPE.

### **MASS MEDIA**

The mass media can make or break the national perception about UPE. When you report fairly and constructively, you promote the objectives and values of UPE as well as accountability for UPE funds. You as the mass media have a big role to play in enhancing UPE by:

- Conveying accurate messages on UPE to the country.
- Assisting in exposing whoever is responsible for preventing UPE resources from being used correctly.
- Making education interesting and a national priority by featuring it regularly in newspapers and on the television and radio.
- Mobilising the entire population on the importance of education.
- Creating the demand for more and better education for sustainable development.

**Table 1 Total Enrolment of Primary Pupils by Gender and Class 2003**

District	Gender	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total
Adjumani	Male	4,872	2,888	3,260	3,407	3,459	2,629	1,935	22,450
	Female	4,888	2,851	3,074	3,455	3,169	1,940	1,050	20,427
	<b>Total</b>	<b>9,760</b>	<b>5,739</b>	<b>6,334</b>	<b>6,862</b>	<b>6,628</b>	<b>4,569</b>	<b>2,985</b>	<b>42,877</b>
Apac	Male	23,157	19,501	18,930	19,487	19,825	18,545	13,923	133,368
	Female	22,833	18,532	17,641	17,840	17,357	14,506	7,975	116,684
	<b>Total</b>	<b>45,990</b>	<b>38,033</b>	<b>36,571</b>	<b>37,327</b>	<b>37,182</b>	<b>33,051</b>	<b>21,898</b>	<b>250,052</b>
Arua	Male	55,940	34,456	29,166	24,856	19,914	15,908	10,528	190,768
	Female	56,134	32,773	27,716	22,279	16,303	11,000	5,142	171,347
	<b>Total</b>	<b>112,074</b>	<b>67,229</b>	<b>56,882</b>	<b>47,135</b>	<b>36,217</b>	<b>26,908</b>	<b>15,670</b>	<b>362,115</b>
Bugiri	Male	17,645	12,248	11,655	10,415	8,963	6,174	4,010	71,110
	Female	17,516	12,792	11,485	10,291	8,528	5,928	2,971	69,511
	<b>Total</b>	<b>35,161</b>	<b>25,040</b>	<b>23,140</b>	<b>20,706</b>	<b>17,491</b>	<b>12,102</b>	<b>6,981</b>	<b>140,621</b>
Bundibugyo	Male	9,867	5,926	5,059	4,109	3,107	2,260	1,652	31,980
	Female	10,002	5,818	4,761	3,921	2,964	1,888	1,081	30,435
	<b>Total</b>	<b>19,869</b>	<b>11,744</b>	<b>9,820</b>	<b>8,030</b>	<b>6,071</b>	<b>4,148</b>	<b>2,733</b>	<b>62,415</b>
Bushenyi	Male	41,175	18,639	18,429	16,114	13,501	10,264	7,361	125,483
	Female	40,773	18,615	18,567	17,376	14,764	10,882	7,450	128,427
	<b>Total</b>	<b>81,948</b>	<b>37,254</b>	<b>36,996</b>	<b>33,490</b>	<b>28,265</b>	<b>21,146</b>	<b>14,811</b>	<b>253,910</b>
Busia	Male	10,340	7,049	6,887	6,293	5,397	4,196	2,385	42,547
	Female	10,163	7,343	7,093	6,417	5,481	3,953	1,880	42,330
	<b>Total</b>	<b>20,503</b>	<b>14,392</b>	<b>13,980</b>	<b>12,710</b>	<b>10,878</b>	<b>8,149</b>	<b>4,265</b>	<b>84,877</b>
Gulu	Male	18,956	15,133	13,959	13,891	13,463	10,486	7,044	92,932
	Female	17,682	14,118	12,529	11,718	10,685	7,576	3,740	78,048
	<b>Total</b>	<b>36,638</b>	<b>29,251</b>	<b>26,488</b>	<b>25,609</b>	<b>24,148</b>	<b>18,062</b>	<b>10,784</b>	<b>170,980</b>
Hoima	Male	11,437	8,061	7,996	7,126	6,079	4,731	3,233	48,663
	Female	10,657	7,577	7,375	6,831	5,961	4,691	3,021	46,113
	<b>Total</b>	<b>22,094</b>	<b>15,638</b>	<b>15,371</b>	<b>13,957</b>	<b>12,040</b>	<b>9,422</b>	<b>6,254</b>	<b>94,776</b>
Iganga	Male	26,295	20,501	20,541	19,340	17,125	13,942	8,789	126,533
	Female	27,921	22,580	22,082	20,503	18,597	15,263	8,703	135,649
	<b>Total</b>	<b>54,216</b>	<b>43,081</b>	<b>42,623</b>	<b>39,843</b>	<b>35,722</b>	<b>29,205</b>	<b>17,492</b>	<b>262,182</b>
Jinja	Male	9,986	8,272	9,245	8,957	7,614	6,418	4,114	54,606
	Female	10,236	8,757	9,601	9,069	8,299	6,926	4,142	57,030
	<b>Total</b>	<b>20,222</b>	<b>17,029</b>	<b>18,846</b>	<b>18,026</b>	<b>15,913</b>	<b>13,344</b>	<b>8,256</b>	<b>111,636</b>
Kabale	Male	21,700	14,532	12,374	10,324	8,636	7,619	5,188	80,373
	Female	21,446	14,366	12,653	11,206	9,400	8,272	4,949	82,292
	<b>Total</b>	<b>43,146</b>	<b>28,898</b>	<b>25,027</b>	<b>21,530</b>	<b>18,036</b>	<b>15,891</b>	<b>10,137</b>	<b>162,665</b>
Kabarole	Male	12,454	9,338	8,591	7,832	6,130	4,590	2,957	51,892
	Female	12,091	8,805	8,168	7,750	6,652	4,976	2,938	51,380
	<b>Total</b>	<b>24,545</b>	<b>18,143</b>	<b>16,759</b>	<b>15,582</b>	<b>12,782</b>	<b>9,566</b>	<b>5,895</b>	<b>103,272</b>
Kaberamaido	Male	5,830	3,629	3,357	3,303	3,109	2,561	1,991	23,780
	Female	5,901	3,467	3,267	3,378	3,296	2,026	1,097	22,432
	<b>Total</b>	<b>11,731</b>	<b>7,096</b>	<b>6,624</b>	<b>6,681</b>	<b>6,405</b>	<b>4,587</b>	<b>3,088</b>	<b>46,212</b>
Kalangala	Male	499	273	302	249	235	195	130	1,883
	Female	493	286	306	242	189	187	122	1,825
	<b>Total</b>	<b>992</b>	<b>559</b>	<b>608</b>	<b>491</b>	<b>424</b>	<b>382</b>	<b>252</b>	<b>3,708</b>
Kampala	Male	11,532	10,975	11,767	11,093	10,892	10,054	8,544	74,857
	Female	11,483	11,148	12,189	11,949	12,143	11,012	9,518	79,442
	<b>Total</b>	<b>23,015</b>	<b>22,123</b>	<b>23,956</b>	<b>23,042</b>	<b>23,035</b>	<b>21,066</b>	<b>18,062</b>	<b>154,299</b>

District	Gender	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total
Kamuli	Male	23,359	18,051	18,899	17,583	15,547	12,309	7,297	113,045
	Female	23,860	18,874	19,225	17,879	16,276	12,551	6,406	115,071
	<b>Total</b>	<b>47,219</b>	<b>36,925</b>	<b>38,124</b>	<b>35,462</b>	<b>31,823</b>	<b>24,860</b>	<b>13,703</b>	<b>228,116</b>
Kamwenge	Male	10,052	6,343	5,804	4,901	3,976	3,234	2,296	36,606
	Female	9,808	6,066	5,634	4,723	3,756	2,731	1,761	34,479
	<b>Total</b>	<b>19,860</b>	<b>12,409</b>	<b>11,438</b>	<b>9,624</b>	<b>7,732</b>	<b>5,965</b>	<b>4,057</b>	<b>71,085</b>
Kanungu	Male	8,953	5,131	4,865	4,245	3,299	2,705	1,700	30,898
	Female	8,868	5,340	5,036	4,426	3,532	2,525	1,432	31,159
	<b>Total</b>	<b>17,821</b>	<b>10,471</b>	<b>9,901</b>	<b>8,671</b>	<b>6,831</b>	<b>5,230</b>	<b>3,132</b>	<b>62,057</b>
Kapchorwa	Male	7,269	5,289	4,967	5,097	4,881	4,224	3,779	35,506
	Female	7,500	5,423	5,023	5,009	4,957	4,327	3,510	35,749
	<b>Total</b>	<b>14,769</b>	<b>10,712</b>	<b>9,990</b>	<b>10,106</b>	<b>9,838</b>	<b>8,551</b>	<b>7,289</b>	<b>71,255</b>
Kasese	Male	20,726	13,769	13,242	12,270	10,455	8,634	5,752	84,848
	Female	21,062	14,066	13,631	12,830	10,898	9,088	5,312	86,887
	<b>Total</b>	<b>41,788</b>	<b>27,835</b>	<b>26,873</b>	<b>25,100</b>	<b>21,353</b>	<b>17,722</b>	<b>11,064</b>	<b>171,735</b>
Katakwi	Male	14,492	8,498	7,456	7,156	6,171	4,472	2,811	51,056
	Female	13,665	7,940	6,908	6,501	5,510	3,304	1,614	45,442
	<b>Total</b>	<b>28,157</b>	<b>16,438</b>	<b>14,364</b>	<b>13,657</b>	<b>11,681</b>	<b>7,776</b>	<b>4,425</b>	<b>96,498</b>
Kayunga	Male	15,291	8,259	8,199	7,709	6,861	5,648	3,844	55,811
	Female	16,296	8,784	8,745	7,929	7,288	5,670	3,631	58,343
	<b>Total</b>	<b>31,587</b>	<b>17,043</b>	<b>16,944</b>	<b>15,638</b>	<b>14,149</b>	<b>11,318</b>	<b>7,475</b>	<b>114,154</b>
Kibaale	Male	16,493	10,938	10,248	8,518	7,310	5,690	3,956	63,153
	Female	16,120	10,472	9,668	8,314	7,239	5,494	3,402	60,709
	<b>Total</b>	<b>32,613</b>	<b>21,410</b>	<b>19,916</b>	<b>16,832</b>	<b>14,549</b>	<b>11,184</b>	<b>7,358</b>	<b>123,862</b>
Kiboga	Male	11,959	6,881	6,458	5,836	4,791	3,759	2,211	41,895
	Female	12,425	7,360	6,789	6,151	4,982	3,893	2,190	43,790
	<b>Total</b>	<b>24,384</b>	<b>14,241</b>	<b>13,247</b>	<b>11,987</b>	<b>9,773</b>	<b>7,652</b>	<b>4,401</b>	<b>85,685</b>
Kisoro	Male	10,562	6,200	5,118	3,941	3,547	3,026	2,421	34,815
	Female	10,500	5,803	4,982	3,958	3,179	2,364	1,544	32,330
	<b>Total</b>	<b>21,062</b>	<b>12,003</b>	<b>10,100</b>	<b>7,899</b>	<b>6,726</b>	<b>5,390</b>	<b>3,965</b>	<b>67,145</b>
Kitgum	Male	11,493	9,333	9,008	8,977	8,306	6,656	4,831	58,604
	Female	10,489	8,576	7,719	7,879	6,796	4,744	2,426	48,629
	<b>Total</b>	<b>21,982</b>	<b>17,909</b>	<b>16,727</b>	<b>16,856</b>	<b>15,102</b>	<b>11,400</b>	<b>7,257</b>	<b>107,233</b>
Kotido	Male	14,977	6,934	4,640	3,517	2,870	2,077	1,393	36,408
	Female	14,951	5,921	3,588	2,708	2,095	1,534	658	31,455
	<b>Total</b>	<b>29,928</b>	<b>12,855</b>	<b>8,228</b>	<b>6,225</b>	<b>4,965</b>	<b>3,611</b>	<b>2,051</b>	<b>67,863</b>
Kumi	Male	15,487	11,527	10,766	10,437	9,480	6,435	3,839	67,971
	Female	15,486	11,331	10,649	10,370	9,668	6,202	3,120	66,826
	<b>Total</b>	<b>30,973</b>	<b>22,858</b>	<b>21,415</b>	<b>20,807</b>	<b>19,148</b>	<b>12,637</b>	<b>6,959</b>	<b>134,797</b>
Kyenjojo	Male	14,644	9,571	8,618	6,981	5,676	4,333	3,133	52,956
	Female	13,468	8,948	8,268	6,786	5,155	3,820	2,491	48,936
	<b>Total</b>	<b>28,112</b>	<b>18,519</b>	<b>16,886</b>	<b>13,767</b>	<b>10,831</b>	<b>8,153</b>	<b>5,624</b>	<b>101,892</b>
Lira	Male	24,229	18,902	17,946	18,449	19,276	17,507	12,642	128,951
	Female	23,612	17,693	16,669	17,369	17,298	13,872	6,518	113,031
	<b>Total</b>	<b>47,841</b>	<b>36,595</b>	<b>34,615</b>	<b>35,818</b>	<b>36,574</b>	<b>31,379</b>	<b>19,160</b>	<b>241,982</b>
Luwero	Male	22,632	12,192	12,161	11,842	10,361	8,650	5,160	82,998
	Female	22,948	12,336	12,406	12,323	11,200	9,361	5,643	86,217
	<b>Total</b>	<b>45,580</b>	<b>24,528</b>	<b>24,567</b>	<b>24,165</b>	<b>21,561</b>	<b>18,011</b>	<b>10,803</b>	<b>169,215</b>
Masaka	Male	27,217	17,226	17,108	15,941	14,274	12,202	8,215	112,183
	Female	27,604	17,448	17,410	16,460	15,368	13,639	9,318	117,247
	<b>Total</b>	<b>54,821</b>	<b>34,674</b>	<b>34,518</b>	<b>32,401</b>	<b>29,642</b>	<b>25,841</b>	<b>17,533</b>	<b>229,430</b>

District	Gender	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total
Masindi	Male	15,717	10,612	11,070	10,318	8,639	6,639	4,036	67,031
	Female	15,067	10,072	9,785	9,760	7,728	5,336	2,430	60,178
	<b>Total</b>	<b>30,784</b>	<b>20,684</b>	<b>20,855</b>	<b>20,078</b>	<b>16,367</b>	<b>11,975</b>	<b>6,466</b>	<b>127,209</b>
Mayuge	Male	14,239	10,437	10,203	8,961	7,854	5,904	3,207	60,805
	Female	15,366	11,262	10,479	9,640	7,971	5,897	2,677	63,292
	<b>Total</b>	<b>29,605</b>	<b>21,699</b>	<b>20,682</b>	<b>18,601</b>	<b>15,825</b>	<b>11,801</b>	<b>5,884</b>	<b>124,097</b>
Mbale	Male	27,076	21,020	19,833	19,377	18,158	15,240	11,073	131,777
	Female	27,351	21,621	20,155	19,308	18,437	15,320	10,757	132,949
	<b>Total</b>	<b>54,427</b>	<b>42,641</b>	<b>39,988</b>	<b>38,685</b>	<b>36,595</b>	<b>30,560</b>	<b>21,830</b>	<b>264,726</b>
Mbarara	Male	51,450	28,314	26,274	22,963	18,833	14,985	11,152	173,971
	Female	51,547	28,326	26,311	24,181	19,641	15,835	10,789	176,630
	<b>Total</b>	<b>102,997</b>	<b>56,640</b>	<b>52,585</b>	<b>47,144</b>	<b>38,474</b>	<b>30,820</b>	<b>21,941</b>	<b>350,601</b>
Moroto	Male	4,338	1,685	1,331	1,031	708	496	407	9,996
	Female	4,358	1,308	876	698	481	305	232	8,258
	<b>Total</b>	<b>8,696</b>	<b>2,993</b>	<b>2,207</b>	<b>1,729</b>	<b>1,189</b>	<b>801</b>	<b>639</b>	<b>18,254</b>
Moyo	Male	5,100	3,079	3,041	3,083	3,133	2,065	1,241	20,742
	Female	5,081	2,943	2,885	2,985	2,843	1,499	588	18,824
	<b>Total</b>	<b>10,181</b>	<b>6,022</b>	<b>5,926</b>	<b>6,068</b>	<b>5,976</b>	<b>3,564</b>	<b>1,829</b>	<b>39,566</b>
Mpigi	Male	17,396	11,021	11,066	10,430	9,645	8,426	5,693	73,677
	Female	17,747	11,496	11,076	10,707	10,164	8,913	6,452	76,555
	<b>Total</b>	<b>35,143</b>	<b>22,517</b>	<b>22,142</b>	<b>21,137</b>	<b>19,809</b>	<b>17,339</b>	<b>12,145</b>	<b>150,232</b>
Mubende	Male	26,571	16,312	16,172	14,649	12,525	10,780	6,657	103,666
	Female	26,203	16,490	16,024	14,824	13,182	11,085	6,887	104,695
	<b>Total</b>	<b>52,774</b>	<b>32,802</b>	<b>32,196</b>	<b>29,473</b>	<b>25,707</b>	<b>21,865</b>	<b>13,544</b>	<b>208,361</b>
Mukono	Male	26,456	17,266	17,727	16,589	14,413	12,166	8,206	112,823
	Female	27,862	18,220	18,622	17,520	16,132	13,596	9,289	121,241
	<b>Total</b>	<b>54,318</b>	<b>35,486</b>	<b>36,349</b>	<b>34,109</b>	<b>30,545</b>	<b>25,762</b>	<b>17,495</b>	<b>234,064</b>
Nakapiripirit	Male	5,187	1,867	1,266	839	578	385	276	10,398
	Female	7,309	1,758	971	598	391	232	119	11,378
	<b>Total</b>	<b>12,496</b>	<b>3,625</b>	<b>2,237</b>	<b>1,437</b>	<b>969</b>	<b>617</b>	<b>395</b>	<b>21,776</b>
Nakasongola	Male	7,033	3,239	3,428	3,020	2,534	1,952	1,126	22,332
	Female	7,198	3,428	3,333	3,179	2,749	2,053	1,078	23,018
	<b>Total</b>	<b>14,231</b>	<b>6,667</b>	<b>6,761</b>	<b>6,199</b>	<b>5,283</b>	<b>4,005</b>	<b>2,204</b>	<b>45,350</b>
Nebbi	Male	25,650	14,700	12,843	10,074	7,634	5,593	4,006	80,500
	Female	23,594	12,464	10,996	7,762	5,353	3,225	1,569	64,963
	<b>Total</b>	<b>49,244</b>	<b>27,164</b>	<b>23,839</b>	<b>17,836</b>	<b>12,987</b>	<b>8,818</b>	<b>5,575</b>	<b>145,463</b>
Ntungamo	Male	21,489	9,023	8,964	7,654	6,522	5,296	3,611	62,559
	Female	21,744	8,916	9,240	8,259	6,983	5,437	3,280	63,859
	<b>Total</b>	<b>43,233</b>	<b>17,939</b>	<b>18,204</b>	<b>15,913</b>	<b>13,505</b>	<b>10,733</b>	<b>6,891</b>	<b>126,418</b>
Pader	Male	17,378	14,028	11,969	11,075	9,585	8,118	5,603	77,756
	Female	14,042	11,216	9,350	8,346	6,929	5,249	2,686	57,818
	<b>Total</b>	<b>31,420</b>	<b>25,244</b>	<b>21,319</b>	<b>19,421</b>	<b>16,514</b>	<b>13,367</b>	<b>8,289</b>	<b>135,574</b>
Pallisa	Male	20,089	13,291	13,531	13,238	11,344	8,035	5,324	84,852
	Female	19,862	13,396	13,558	13,213	11,004	6,761	3,491	81,285
	<b>Total</b>	<b>39,951</b>	<b>26,687</b>	<b>27,089</b>	<b>26,451</b>	<b>22,348</b>	<b>14,796</b>	<b>8,815</b>	<b>166,137</b>
Rakai	Male	18,257	11,354	10,904	10,120	8,595	6,942	4,697	70,869
	Female	18,276	11,343	11,103	10,253	9,035	7,453	4,860	72,323
	<b>Total</b>	<b>36,533</b>	<b>22,697</b>	<b>22,007</b>	<b>20,373</b>	<b>17,630</b>	<b>14,395</b>	<b>9,557</b>	<b>143,192</b>
Rukungiri	Male	11,081	6,509	6,714	6,205	4,893	4,117	2,265	41,784
	Female	11,030	6,397	6,781	6,768	5,669	4,808	2,446	43,899
	<b>Total</b>	<b>22,111</b>	<b>12,906</b>	<b>13,495</b>	<b>12,973</b>	<b>10,562</b>	<b>8,925</b>	<b>4,711</b>	<b>85,683</b>

<b>District</b>	<b>Gender</b>	<b>P 1</b>	<b>P 2</b>	<b>P 3</b>	<b>P 4</b>	<b>P 5</b>	<b>P 6</b>	<b>P 7</b>	<b>Total</b>
Sembabule	Male	12,605	7,199	6,100	5,039	3,623	2,662	1,544	38,772
	Female	13,170	8,149	6,600	5,571	3,923	2,967	1,648	42,028
	<b>Total</b>	<b>25,775</b>	<b>15,348</b>	<b>12,700</b>	<b>10,610</b>	<b>7,546</b>	<b>5,629</b>	<b>3,192</b>	<b>80,800</b>
Sironko	Male	11,431	8,239	7,875	7,983	7,464	5,766	4,318	53,076
	Female	11,320	8,303	7,676	7,815	7,320	5,805	3,851	52,090
	<b>Total</b>	<b>22,751</b>	<b>16,542</b>	<b>15,551</b>	<b>15,798</b>	<b>14,784</b>	<b>11,571</b>	<b>8,169</b>	<b>105,166</b>
Soroti	Male	15,226	9,867	9,760	9,316	8,838	6,632	4,267	63,906
	Female	15,763	10,084	9,648	9,514	8,652	5,867	2,863	62,391
	<b>Total</b>	<b>30,989</b>	<b>19,951</b>	<b>19,408</b>	<b>18,830</b>	<b>17,490</b>	<b>12,499</b>	<b>7,130</b>	<b>126,297</b>
Tororo	Male	19,595	14,246	13,712	13,897	13,150	10,276	6,036	90,912
	Female	19,479	14,527	13,553	13,119	12,332	9,269	4,327	86,606
	<b>Total</b>	<b>39,074</b>	<b>28,773</b>	<b>27,265</b>	<b>27,016</b>	<b>25,482</b>	<b>19,545</b>	<b>10,3631</b>	<b>77,518</b>
Wakiso	Male	16,569	13,016	14,584	14,192	13,357	12,102	9,156	92,976
	Female	16,446	13,151	14,593	14,892	14,371	13,237	10,529	97,219
	<b>Total</b>	<b>33,015</b>	<b>26,167</b>	<b>29,177</b>	<b>29,084</b>	<b>27,728</b>	<b>25,339</b>	<b>19,685</b>	<b>190,195</b>
Yumbe	Male	19,153	14,185	10,737	8,644	6,801	4,713	2,247	66,480
	Female	15,591	10,748	8,293	6,239	4,827	2,968	888	49,554
	<b>Total</b>	<b>34,744</b>	<b>24,933</b>	<b>19,030</b>	<b>14,883</b>	<b>11,628</b>	<b>7,681</b>	<b>3,135</b>	<b>116,034</b>
<b>Grand Totals</b>	<b>Male</b>	<b>960,606</b>	<b>626,974</b>	<b>596,125</b>	<b>548,893</b>	<b>483,356</b>	<b>391,423</b>	<b>265,212</b>	<b>3,872,589</b>
	<b>Female</b>	<b>954,287</b>	<b>617,827</b>	<b>582,765</b>	<b>540,991</b>	<b>475,102</b>	<b>369,262</b>	<b>220,491</b>	<b>3,760,725</b>
	<b>Total</b>	<b>1,914,893</b>	<b>1,244,801</b>	<b>1,178,890</b>	<b>1,089,884</b>	<b>958,458</b>	<b>760,685</b>	<b>485,703</b>	<b>7,633,314</b>



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