

# Education Profile

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## 1.0 Introduction

Uganda's education system has undergone tremendous changes since 1979 when most institutions in the country had virtually collapsed. In the early 1980's, emphasis was mainly on the rehabilitation and expansion of schools, albeit without proper planning. Between 1980 and 1985, education accounted for an average of only 15.6% of recurrent government expenditure, reflecting its low priority at the time. However, since 1986, government expenditure on the education sector has risen steadily, and as of 2000, accounted for up to a third of total government discretionary recurrent budget.

Between 1986 and 1996, primary school enrollment rose modestly from 2.2 million to 2.7 million. But with the introduction of Universal Primary Education (UPE) in 1997, it jumped to 5.3 million, an increase of 94% in just one year. By 2001, the number had risen to 6.9 million. Without doubt, the introduction of UPE is the single most important development in the education sector in the last decade. This development has not only transformed the entire education system in Uganda, it has also presented many challenges for Government, while at the same time opening up investment opportunities for the private sector.

## 2.0 Government Policy on Education

Education is one of Government's key sectors and has continued to receive priority in resource allocation. Today 8% of total government recurrent budget is allocated to the education sector, with primary education, including the primary teacher-training budget, receiving more than 62% of this allocation. Secondary education currently receives 15% of the sector recurrent budget allocation, (also including secondary teacher training).

Education policy in Uganda has evolved over the years resulting in several documents, one of which is the White Paper on Education Policy of 1992. The document covers all levels of education from pre-primary to higher education, and all types of formal education such as general, technical, vocational, teacher training as well as non-formal education. The Ministry of Education has developed a sectoral approach to education in partnership with funding agencies. The Education Strategic Investment Plan (ESIP) 1998 – 2003 is a medium term vehicle that embodies this approach and other key aspects of the Education White Paper.

Current national priorities, as stipulated in policy documents issued by the Ministry of Education and Sports, include: -

- i) Provision of Universal Primary Education (UPE).
- ii) Sensitization of the population about UPE in order that communities fully participate in its implementation.
- iii) Provision of construction materials for primary and secondary schools and tertiary institutions in a progressive manner;
- iv) Improvement of Teacher Training Programmes and rehabilitation of Teachers' Colleges;
- v) Making the Teacher central in our education system by creating a well trained, facilitated and disciplined teacher;
- vi) Improving the teaching of science, mathematics, technical and technology education at all levels;
- vii) Vocationalisation of the curriculum through a systematic introduction at all levels through staff development programmes;
- viii) Review and reform of the examination in order to incorporate continuous assessment; and,
- ix) Implementation of strategies that will redress the existing imbalances i.e. gender, geographical, social, or otherwise as well as the disparities in education standards and performance throughout the education system in general and primary and secondary education in particular.

## **2.1 Key Aspects of Government Education Policy**

### **2.1.1 The Universal Primary Education (UPE) Policy**

The Education Policy Review Commission (EPRC) recommended that Universal Primary Education (UPE) be achieved by the year 2000 for the children aged 6-10 (for the first five years), and for the entire primary cycle by the year 2010. The policy objectives of providing UPE include: -

- Establishing, providing and maintaining quality education to promote national human resource development;
- Making basic education equitable, accessible and relevant to the nation; and
- Ensuring that education is affordable to the majority of Ugandans.

Universal Primary Education (UPE) was formally launched in Uganda in 1997 and has to date resulted in the enrollment of over 6.9 million pupils. Under the UPE program the government's responsibilities are to pay statutory fees for all primary school going children; provide instructional materials and teachers' salaries in government grant-aided schools. District authorities are expected to provide furniture, safe water, land or premises where teaching and learning can take place; assistance in the construction of school buildings; and supervision and inspection of schools. Parents are responsible for the provision of exercise books, pencils, meals; clothing for their children; and assistance in the construction of the school buildings (for instance through provision of labour).

The program enjoys significant support from the donors and also from the Highly Indebted Poor Countries (HIPC) Initiative, under which Government is channeling proceeds from debt relief to the program.

### **2.1.2 Secondary and Tertiary Education Policy**

With regard to secondary and tertiary education, government policy is to increase cost sharing by shifting boarding costs onto beneficiaries. Government has equalized capitation grants for boarding and non-boarding schools, thereby shifting boarding costs to beneficiaries. Government overall expenditure in the education sector is to shift increasing resources to Universal primary Education.

### **2.1.3 Vocational Education Training Policy**

The current government policy on technical education and Vocational Education Training (VET) aims at: -

- Introduction of changes necessary to create a favorable environment for industrial training, improvement in the effectiveness and efficiency in public training;
- Provision of training by employers and the private sector;
- Changing the negative attitudes towards technical and vocational education programmes;
- Integrating technical and business/or entrepreneurial skills to enable students to enter self-employment;
- Provision of at least one vocational secondary school in every district; and
- Vocationalisation of both primary and secondary education system to ensure provision of useful and employable skills at the end of each stage of the educational cycle.

From the current policy on education, it is apparent that the policy framework encourages the provision of specialized training, which presents an investment opportunity to the private sector.

## **2.2 Fiscal Policy**

Under Value Added Tax Statute (1996), education services are treated as an exempt supply. This means that education services are not subject to VAT. Qualifying education services under the VAT Statute include: -

- a) A pre-primary, primary or secondary school;
- b) A technical college or university;
- c) An institution established for the promotion of adult education, vocational training, technical education, or the education or training of physically or mentally handicapped persons.

Education materials such as textbooks and laboratory equipment are zero-rated, which means that investors in the education sector can claim for a refund from Government of any VAT that they pay on inputs (items purchased as education materials).

Except for the above, the education sector is subject to the same treatment as other sectors under the tax laws that affect companies/business organizations in Uganda. Tax incentives available to the education sector are described in some detail in a separate section of this profile

### **3.0 Regulation of the Education Sector**

#### **3.1 Ministry of Education and Sports**

The Ministry of Education and Sports is responsible for the overall supervision and regulation of the education sector in Uganda. It is responsible for setting national policy and monitoring the standard of education in various institutions of learning both public and private.

#### **3.2 Education Service Commission**

The Education Service Commission is responsible for the recruitment of teachers into Government service and reviewing their terms of service. The mandate of the commission also covers private institutions. The Commission is empowered to discipline teachers for any misconduct.

#### **3.3 National Curriculum Development Center**

The mission of the National Curriculum Development Center (NCDC) is to initiate, develop, monitor and evaluate existing and new curricula for primary, secondary, technical, vocational and tertiary levels of education. The Center is also responsible for supervision of the Population and Family Life Education (POP/FLE) Project; the Science and Technology Equipment Production Unit (STEPU) as well as the Project for the Integration of Environmental Education in Primary Schools in East Africa (PEEPSEA).

#### **3.4 Uganda National Examination Board**

Uganda National Examinations Board (UNEB) was set up as an independent professional examinations authority, within the umbrella of the Ministry responsible for Education. It is semi-autonomous corporate body with its own board. The main function of UNEB is to conduct national examinations at various levels, where the following certificates are awarded to the successful candidates:

- Primary Leaving Examinations (PLE) Certificate
- Uganda Certificate of Education (UCE) – Ordinary Level
- Uganda Advanced Certificate of Education (UACE) – Advanced Level
- Uganda Business Education Examinations Certificate and Diplomas (BEE)
- Uganda Technical Education Certificates, Diplomas and Higher Diplomas (UTE)
- Uganda Junior Technical Certificates (UJTC)

### **4.0 Licensing Requirements /Procedures**

Outlined below are the existing approval procedures and regulations for licensing and registration of a new private school or institution. (Attached in Appendix IX is a copy of the assessment form that all investors intending to set up an educational institution are required to fill by the Ministry of Education and Sports).

- a) The intending proprietor makes known his or her intention to start a School to the Commissioner for Education and seeks his or her permission to do so in writing.
- b) The Commissioner for Education writes back acknowledging receipt and granting or disallowing permission.
- c) The Proprietor receives application forms for license from the District Education Office.
- d) The District Inspector of Schools and the District Health Inspector inspect the intended School and attach detailed reports.
- e) The District Education Officer forwards three copies of the application forms to the Commissioner for Education (Inspectorate) Ministry of Education and Sports.

- f) The Commissioner for Education Inspectorate basing on either reports and recommendations from the district or a report following a physical inspection by the Central Inspectorate recommends to the Commissioner for Education who approves or rejects the application for license.
- g) The Commissioner for Education approves and awards a license to last one year, copied to the Commissioner for Education (Inspectorate), District Education Officer, District Inspector of School and the Head-teacher.
- h) About one or two months to the expiry of the one year license, the proprietor collects forms for registration providing details showing that the School is now fully established and meets the minimum requirements.
- i) The District Inspector of Schools re-inspects the said school for registration.
- j) The District Education Officer recommends to the Commissioner for Education (Inspectorate) the School for Registration.
- k) The Commissioner for Education (Inspectorate) using information and documents attached on to the application form, or a report based on physical inspection of the School by the Central Inspectorate, may reject the application and give reasons for doing so to the proprietor, or recommend to the Commissioner for Education the award of a Registration and Classification number.
- l) All licenses and registration certificates are entered in the relevant registers kept by the Commissioner for Education. Applications for license will be dealt with between June-December preceding the year of operation.
- m) A School may be de-licensed or de-registered in cases of non-compliance with the regulations governing the operations of private schools in accordance with the Education Act (1970) by the Commissioner for Education.

## 5.0 Institutional Framework

### 5.1 Structure of the Ugandan Education System

The existing structure of the education system in Uganda has been in force since the early 1960s. It consists of seven years of primary education followed by the lower secondary cycle of four years and the upper secondary cycle of two years, after which there are three to five years of university studies.

**Table X: Education Institutions in Uganda, their enrollment and staffing**

Type of institution <sup>1</sup>	1997	1998	1999	2000	2001
<b>Number of institutions</b>					
Primary Schools	10,490	11,211	10,597	12,480	12,280
Secondary School	621	837	1,633	1,892	2,400
Teacher Training Colleges	64	64	n.a.	n.a.	n.a.
Technical Schools and Institutions	58	58	58	58	58
National Teacher Colleges	10	10	10	10	10
Uganda Technical Colleges	5	5	5	5	5
Uganda Commercial Colleges	5	5	5	5	5
Other Higher Institutions <sup>2</sup>	3	3	2	n.a.	n.a.
Universities (Govt)	2	2	2	2	2
Universities (Private)	6	6	6	7	10
<b>Number of teachers, tutors, lecturers</b>					
Primary Schools	103,331	97,365	109,733	110,366	127,0388
Secondary School	16,696	16,200	22,599	30,408	30,425
Teacher Training Colleges	748	956	n.a.	n.a.	n.a.
Technical Schools and Institutions	1,094	1,138	n.a.	n.a.	605
National Teacher Colleges	416	520	539	n.a.	n.a.
Uganda Technical Colleges	78	97	150	n.a.	n.a.
Uganda Commercial Colleges	162	176	167	n.a.	n.a.

Other Higher Institutions <sup>2</sup>	396	237	n.a.	n.a.	n.a.
Universities (Govt)	n.a.	1,151	n.a.	n.a.	n.a.
Universities (Private)	153*	206	n.a.	n.a.	n.a.
<b>Enrolment</b>					
Primary Schools	5,303,564	5,806,385	6,288,239	6,559,013	6,900,916
Secondary School	445,676	265,676	258,263	518,931	539,786
Teacher Training Colleges <sup>3</sup>	26,418	4,756	n.a.	13,563	13,285
Technical Schools and Institutions	15,814	17,772	n.a.	n.a.	5,452
National Teacher Colleges	8,760	11,130	18,086	11,327	n.a.
Uganda Technical Colleges	703	805	821	783	n.a.
Uganda Commercial Colleges	3,239	3,386	3,932	3,386	n.a.
Other Higher Institutions <sup>2</sup>	6,198	2,354	3,070	4,098	n.a.
Universities (Govt)	14,857	22,587	n.a.	23,256	30,243
Universities (Private)	1,450	2,098	n.a.	1,457	n.a.

*Notes*

1. In the previous edition other Universities had been excluded under the number of institutions for Universities, but these figures are now for both Government and private universities.
2. Institute of Teacher Education Kyambogo, Uganda Polytechnic Kyambogo and National College of Business Studies Nakawa.
3. Including Services and ordinary intake.

*Source: Planning Unit, Ministry of Education and Sports*

On successful completion of the primary school cycle, one can either join lower secondary school or take a three-year craft course in a technical school. However, only about 40% of the primary school graduates (428,004 in 2001) are absorbed into the secondary cycle (155,937 in 2001), which implies that there are fewer schools than available students, presenting an investment opportunity to private investors. There are 12, 280 primary schools as opposed to a mere 2,400 secondary schools in the country.

Successful students completing lower secondary education have four possible outlets:

- Upper secondary school (Advanced Level);
- Technical institutes for a 2-3 year advanced craft course;
- Primary Teacher College (PTC) for a 2 year course; and
- Government's Department Training Colleges (DTCs).

Graduates of upper secondary have several options depending on their performance in advanced level examinations. They can join: -

- University on private or government sponsorship;
- Kyambogo University
- A National Teacher's College for a 2 year course;
- A College of Commerce;
- A Technical College;
- Any of 3 existing public universities on private or government sponsorship
- Private Universities, a number of which have recently sprung up.
- Department Training Colleges.

The important feature of the country's educational structure is its flexibility in permitting one to exercise their discretion in choosing a course of study, especially after completing upper secondary education.

## **5.2 Description of the Education System in Uganda**

The Educational system in Uganda consists of pre-primary, primary, secondary and post secondary or tertiary education.

**a) Pre-primary Education**

The demand for pre-primary education is still low and only about 10 percent of the total school going children pass through pre-primary schools. There has so far been lack of government control over this sector resulting into questionable trends regarding the content and quality of the curriculum, teaching methods, facilities, age of entry, quality of teachers and school charges to mention but a few.

**b) Primary Education**

The demand for primary education has radically increased with the introduction in 1997 of free primary education for four children in every family. This saw school enrolment increase from 2 million pupils in 1986 to over 6 millions pupils by 1999. There are variations however, between urban and rural areas with the former having more permanent schools and better teaching and instructional materials than the latter.

**Primary Total Enrolment of Pupils by Gender and Class- 2001**

National Summary	P.1	P.2	P.3	P.4	P.5	P.6	P.7	Total
Male	855,571	586,537	569,712	515,412	429,142	332,320	239,341	3,528,035
Female	849,195	571,445	559,058	503,950	403,713	296,857	188,663	3,372,881
Total	1,704,766	1,157,982	1,128,770	1,019,362	832,855	629,177	428,004	6,900,916

**Primary - UPE Pupils by Gender, Class and District -2001**

Total UPE Pupils	P.1	P.2	P.3	P.4	P.5	P.6	P.7	Total
Male	803,803	551,453	537,622	488,468	408,509	316,162	228,385	3,334,402
Female	797,005	537,072	526,931	478,142	384,272	282,382	179,337	3,185,141
Total	1,600,808	1,088,525	1,064,553	966,610	792,781	598,544	407,722	6,519,543

**c) Secondary Education**

This sector has witnessed a growth of over 20 percent in the number of government-aided secondary schools over the last 10 years and a 15% increase in the number of registered private secondary schools the same period. Still the sector is yet to attain the necessary capacity to cope with the large number of primary school leavers.

**d) Post Secondary Education**

Between 9,000 and 12,000 students per year qualify to join post-secondary education. However, only about 25 percent of these are absorbed in post-secondary institutions. Makerere University is Uganda's leading institution of higher learning, accounting for 95 percent of the total University enrolments. The remaining 5 percent are shared between other Universities at Mbarara, Ndejje, Nkumba, Mbale, Martyrs and Bugema (see Appendix 1). The enrolments into tertiary institutions over the last 10 years increased by over 90 percent while the number of tertiary institutions increased by 1.8 percent in the same period. This indicates that there is need for more institutions at tertiary level to absorb the high numbers of students.

There are 37 government aided Technical Training Colleges, 10 National Teacher Training Colleges spread throughout the country and several National Colleges of Business Studies (see Appendix II – IV) which include: Kabale, Aduku, Tororo, Pakwach and Soroti.

The Ministry of Education and Sports is also responsible for overseeing those institutions providing training in various agricultural fields like fish technology, Farm management and agriculture mechanization.

The Fisheries Institute at Entebbe provides the following courses:

- Fish technology;

- Boat building; and
- Fishing gear and methods.

Arapai and Bukalasa Agricultural Colleges provide training in the following areas:

- Animal husbandry;
- Agriculture;
- Farm management; and
- Animal health and dairy science.

Busitema College of Mechanization provides training in the following areas:

- Agriculture mechanization;
- Fitter machinists;
- Electrical installation; and
- Blacksmithing and welding

There are also 51 private vocational training centers throughout the country, especially in urban areas, run by private individuals and non-governmental organizations (NGOs) – (see appendix VIII for a list of selected training centers).

**e) Education Institutions**

Government Policy on Technical and Vocational Education and Training emphasizes the importance of vocationalising education at all levels.

The following institutions have been of paramount importance in the preparation of skilled manpower that is necessary for higher agricultural productivity, diversification of the economy and the industrialization of the production system namely; Uganda Polytechnic Kyambogo (UPK), Institute of Teacher Education, Kyambogo (ITEK), Uganda National Institute of Special Education (UNISE), Nakawa Vocation Training Institute, Technical institutions, Agricultural training Institutions, National Teacher Training Colleges and National Colleges of Business Studies.

**f) University Education**

There are currently twelve universities in Uganda namely; Makerere University, Mbarara University of Science and Technology (MUST), Islamic University in Uganda (IUIU) in Mbale, Nkumba University, Uganda Martyrs University Nkozi, Bugema University, Kampala University, Kampala International University, Busoga University, Namasagali University, Ndejje University, and Uganda Christian University Mukono.

**Table ---: Total Enrollment at Major Universities in Uganda in 2001**

Sr.No.	University	Number	Ownership
1	Makerere University	29,557	Gvt.
2	Mbarara University	686	Govt.
3	Uganda Christian University	676	Private
4	Bugema University	491	Private
5	Ndejje University	1,355	Private
6	Kyambogo University (2003)	4901	Gvt.
7	Uganda Martyrs University- Resident	450	Private
8	Uganda Martyrs University- Distance Learning	1000	Private
9	Kampala International University (2003)	5800	Private
10	Islamic University in Uganda	550	Private

Makerere University is Uganda's leading institution of higher learning and offers awards at the Degree, Masters and Doctorate levels, providing professionals in the following disciplines.

- i) Agriculture
- ii) Forestry and Nature Conservation
- iii) Food Science and Technology
- iv) Environment Management

- v) Tourism
- vi) Urban Planning
- vii) Medicine (Human)
- viii) Science (Physical and Natural Sciences)
- ix) Technology
  - Civil Engineering
  - Electrical Engineering
  - Mechanical Engineering
  - Architecture
- x) Veterinary Medicine
- xi) Information Sciences
- xii) Business Administration, Accounting, Marketing
- xiii) Media (Journalism and Public Relations)
- xiv) Law

In place to support the study programmes are scientific laboratories in related fields, library facilities, research facilities, scientific equipment, computer facilities and skilled manpower. The university also offers a number of non-professional courses in both the arts and sciences.

**g) Kyambogo University**

This is a public University opened in October 2001.

**h) Institute of Teacher Education, Kyambogo (ITEK)**

The Institute of Teacher Education, Kyambogo is in charge of Teacher Education in Uganda. ITEK offers study programmes at Diploma level and Post-graduate level in Education. It also offers Bachelor of Education Degree of Makerere University. In place to support the study programmes are Engineering workshops and laboratories, Science laboratories for Physical, Chemistry, Home Economics and Agriculture, Computer facilities, Library facilities, Scientific equipment and Manpower.

**i) Uganda National Institute of Special Education (UNISE)**

In 1991, the Government of Uganda in 1991 established UNISE as an autonomous institution with the objective of meeting the great demand of special educational needs in Uganda and other countries in the region. UNISE offers study programmes at Certificate, Diploma and Degree level. It offers training for people with visual Impairment (Braille), and Hearing impairment (Sign language). In place to support the study programmes are special facilities for Braille production, mobility rehabilitation and hearing aid production. Library, computer facilities are in place as well as scientific equipment and manpower.

**j) Nakawa Vocational Training Institute**

Nakawa Vocational Training Institute was established in 1971 under the Ministry of Labour but has been transferred to Ministry of Education and Sports. Its primary objective is to produce and upgrade craftsmen and women needed by the growing industry in the country. Nakawa Vocational Training Institute was built with the Japanese Technical Assistance (JICA) who equipped the workshops and provided the initial staff to train the Uganda counterpart. This technical cooperation is still going on. Together with the Directorate of Industrial Training Centre, Lugogo, the institution offers apprenticeship courses in Electronics, Electrical Installation and Fitting, Machinists and Fitter General, Automotive repair and maintenance, Carpentry and Joinery, Sheet metal and Plumbing, Welding and Fabrication. The final award is a Certificate commonly known as Craftsmen Trade Test Certificate. In place to support the study programmes are well-equipped workshops, classrooms, and library facilities and manpower.

**k) Technical Institutes**

There are 38 government – aided technical institutions (see Appendix III) providing various courses which include:

- Carpentry and joinery
- Bricklaying and concrete practice;
- Motor vehicle maintenance;

- Agricultural mechanics;
- Tailoring and cutting;
- Electrical installation;
- Plumbing;
- Painting and decoration;
- Mechanical engineering;
- Pottery and ceramics; and
- Shoe making and leather tanning.

**I) National Colleges of Business Studies**

There are five National Colleges of Business Studies and these are Kabale, Aduku, Tororo, Pakwach and Soroti. They offer various courses that include:

- Business studies;
- Accounting;
- Marketing;
- Hotel and catering;
- Stores management; and
- Secretarial studies.

### 5.3 Challenges facing the Education Sector in Uganda

- a) **Quality Assurance** - At the lower levels, the introduction of Universal Primary Education (UPE) has put a strain on existing infrastructure and facilities. For instance, following the introduction of UPE, the average number of pupils per school in Uganda, jumped from 363 to 616 between 1996 and 1997. Although the number of teachers rose from 81,564 to 89,247 during the same period, it did not keep pace with the rapid increase in pupils, so that the pupil-to-teacher ratio jumped from 38:1 to 60:1. The picture is even worse in the two lowest primary classes where the ratio of students to teachers exceeds 100. Government has committed to various training programs to train teachers and also to increase the number of classrooms. For the private sector, there are opportunities to participate as suppliers or building contractors in the classroom expansion program
- b) **Practical Skills Orientation** – Another major challenge facing the education system is the restoration of relevant and practical skills at all levels. Currently, the shortages of skilled labour including technical and managerial staff are being met by foreign labour. Current initiatives to improve the skills include the rehabilitation of the Directorate of Industrial Training, which is expected to strengthen the industrial and vocational training as well as improving industrial management and productivity. There is therefore need for specialized educational services that can equip human resources needed by the labour market in the economy. Therefore, there are various investment opportunities in specialized educational services and investors are encouraged to take advantage of the various investment concessions put in place by government.

## 6.0 Investment Opportunities

### 6.1 Education Strategic Investment Plan (ESIP)

The Education Strategic Investment Plan (ESIP) 1997 – 2003, Strategic and Programme Framework (ESIP Framework) is the foundation on which the development of education in Uganda over the medium term has been formulated. The ESIP Framework is founded upon the 1992 Government White Paper on the Education Policy Review Commission Report. It presents targets and implementation strategies together with an outline of investment programmes, which fulfill Government's policy directions.

The ESIP Framework prioritizes the following key strategic policy objectives: -

- a) Expanding Access – through achieving universal enrollment of primary school-aged children by the year 2003, ensuring that post-primary vocational opportunities are in place for primary school leavers and achieving and maintaining higher transition rates from primary to secondary schools.
- b) Quality Enhancement – through enhancing the quality and relevance of instruction through procurement of relevant instructional materials and training to teachers.
- c) Increasing Equity – by continuing the shift in public expenditure allocation in favour of broader access to basic educational opportunities and directing special incentives to the disadvantaged groups to attract them to school.
- d) Public-Private Sector Partnership – through creating a financial framework for sustained and equitable educational provision with appropriate levels of contribution from public sector – private sector and household community partnerships at post-primary level.
- e) The Role of Central Government – by strengthening the capacity of Central Government to formulate sectoral policy and broadly direct financial resources in response to evolving priorities and needs.
- f) Enhancing the Capacity of the Districts and Local Government - through promotion of greater participation of and responsibility by local authorities and communities in the development of education at all levels.

As can be seen from the above, Government has clearly articulated a role for the private sector, particularly in the provision of education opportunities at post-primary level. The following is an outline of various opportunities available to the private sector that are in line with the Government of Uganda priorities set up in the ESIP Framework.

## **6.2 Greenfield Opportunities**

Uganda's success in expanding primary education with a tripling of primary school enrollment from 2 million in 1986 to over 6 million by the end of 1999 – has created opportunities for private investors in the post-primary education sub-sector. The following are some of the opportunities available: -

### **1. Secondary Education**

Currently, there are about 1,200 secondary schools, of which 621 are government-aided and the rest private. Currently the absorption capacity in secondary schools is less than 350,000 students, which is less than half the number of pupils leaving primary school. The gap needs to be filled fast, and creates an investment opportunity for the private sector.

### **2. Technical and Vocational Education**

Besides secondary education, there is also a growing demand for tertiary education (especially Technical Education) in Uganda needed to match the rapidly growing economic development of the country and also to absorb those who opt out of the formal education system for one reason or another. Specifically, there is an acute demand for skills training in industry related skills i.e. welding and metal fabrication, carpentry and joinery, printing, motor vehicle mechanics, basic maintenance of industrial plant and machinery, electrical installation works, plumbing, masonry and concrete work etc...

### **3. In-Service Specialized Training Programmes**

Local firms have an interest in identifying specific forms of training that will benefit them in achieving their goals of among others; maximizing profits and increasing their market share through increased sales. Opportunities, therefore, exist with respect to the provision of specialized education and/or skills to redress the imbalance of availability of unskilled or semi-skilled labour versus managerial and technical experts.

### **4. Agricultural Services and Skills Development**

With the privatization of the provision of agricultural services, there is potential for investment in training programmes that are demand driven i.e. providing skills that suit the manpower needs of the labour market. These are in areas like crop and animal husbandry, land

management, artificial insemination, horticulture (vegetables, fruits, and flowers), fish farming, silkworm rearing, ostrich farming and bee keeping.

#### 5. Managerial Skills Development

The revival of economic activity brought about by the expansion of the private sector through the Government's privatization and liberalization policies and the decentralization policy of Government, has created a demand for people with specialized management skills at all levels. Potential areas to be targeted include project planning and management, human resource management, small business management, finance and accounting, hotel management etc... Currently, there are very limited facilities providing such training.

#### 6. Development of Computer Skills

Due to the great technological innovations being made in personal and business application software, hardware and the anticipated impact of the Internet on daily life, many individuals and businesses are finding themselves overwhelmed with the possibilities and opportunities these new business tools offer. Companies are finding a need to have their employees trained in the use of these tools and also job seekers find that they need to have computer knowledge before they can be considered for jobs. The table below gives an indication of potential target markets in the IT training sub-sector.

#### Potential (Target) Markets for IT Training

Course Area	Course(s)	Target Market
1. Information Technology Education	- Certificate in Computer Studies - Diploma in Computer Studies - Advanced Diploma/Degree in Computer Studies	- High school leavers - College graduates - Individuals - Undergraduates
2. Information Technology Training	- Word processing, spread-sheets, presentation graphics, databases, drawing, desktop publishing, project management, graphics design and multimedia, internet and web design, systems training, operating systems, programming languages etc.	- Secondary school students - High school leavers - Small businesses - Individuals - Undergraduates - Companies - Consultancy services

Currently, there are a number of small training centers established in Kampala but the quality of training offered is not good enough and is only in word processing, desktop publishing and database management. Computer education is still not fully a part of the formal education curriculum, leading to a situation where many students leave school with little or no practical computer skills at all. The few schools that offer computer studies have no curriculum to follow. Recently, a number of international training firms have set up shop in Kampala including Aptech Computer Education and NIIT both from India. There is, however, still a lot of potential, especially in the area of specialized IT skills.

#### 7. Support Services for the Education Sector

Opportunities also exist to provide support services and products to the sector, for instance, through the provision of chalk, exercise books, text books, laboratory equipment etc...

#### 6.3 Joint Ventures

Profiles of local private and Government Technical institutions, which are prepared to enter into joint venture partnerships with foreign investors, are presented in this section. They are as follows:

- a) Uganda Polytechnic Kyambogo (UPK)
- b) St. Joseph's Technical Institute Kisubi
- c) Wairaka Institute of Technology
- d) Institute of Teacher Education Kyambogo

- e) Pioneer Institute of Applied Electronics
- f) Victoria Technical Trust Limited

The profiles of these institutions are detailed below.

### **Joint Venture Opportunity 1 - Uganda Polytechnic Kyambogo**

Uganda Polytechnic Kyambogo (UPK) is a tertiary Educational that trains middle level technicians and engineers in the fields of Civil, Electrical, Mechanical and Science technologies. UPK is charged with the responsibility of developing new technologies appropriate to the needs of the rural environment in Uganda. Furthermore, it has the mandate to train technical teachers for different levels of technical education, e.g. Technical Schools, Institutes and Colleges. UPK has additional functions of co-ordinating the activities of the Technical Colleges in terms of synchronization of their curricula, promotion of adequate staff development programmes and the upgrading of their physical facilities. It has a major role of popularizing Science and Technology in Uganda. Lastly, it has a vital mission of developing into a full-fledged University of appropriate technology.

#### **Programmes offered**

UPK is made up of five schools and two departments and they are as follows:

- School of Building & Civil Engineering
- School of Mechanical & Production Engineering
- School of Electrical & Electronic Engineering
- School of Education
- Department of Industrial Ceramics
- Department of Human Resources Development

The Polytechnic runs programmes both on full time and part-time basis. The full time programmes include: -

- a) **Higher Diploma Courses:** Construction, Mechanical Engineering and electrical Engineering.
- b) **Ordinary Diploma Courses:** Building and Civil Engineering, Electrical and Electronic Engineering, Mechanical and Production Engineering, Architectural Drawing and Draughtsmanship, Water Engineering, Refrigeration and Air Conditioning, Science Technology with three options (Biology, Chemistry/ Biochemistry and Physics), and Diploma in Technical Teacher Education.
- c) **Certificate Courses:** Radio, Television and Electronics Technicians Parts I, II, & III; Science Laboratory Technicians course Parts I & II, and Teacher Training Education (T.T.E).

The part-time programmes include: -

- a) **Ordinary Diploma Courses:** Civil Engineering, Water Engineering, Architectural Drawing & Draughtsmanship, Mechanical Engineering and Electrical Engineering.
- b) **Certificate Courses:** Carpentry and Joinery Parts I & II, Block-laying and Concrete Parts I & II, Radio Servicing, Electrical Installation Parts B & C, Motor Vehicle Technology Parts I & II, and Mechanical Engineering Craft Practice Part II.

#### **Students and Academic Staff**

The school has 900 Government sponsored students, 750 evening programmes students and 150 private full-time sponsored students. They also have 80 students in the distance-learning programme. The Institute also has 112 academic staff whose qualifications range from first degree to Doctoral levels.

#### **Infrastructure**

The institute is well serviced with facilities including lecture rooms, library, residential halls, workshops and laboratories for each department, biogas plant, recreation grounds and administration offices.

#### **Proposed Twinning Programmes**

UPK wishes to twin with reputable international technical training institutions in the under listed disciplines;

- Information technology
- Low cost housing technology
- Environmental engineering
- Any other marketable technologies

UPK hosts a campus of the African virtual University sponsored by the World Bank with programmes in Computer Science, Electrical Engineering and Short courses.

#### **Contact address:**

Dr. Basima Mpandey,  
The Principal  
Uganda Polytechnic Kyambogo,  
P.O.Box 7181, Kampala, Uganda  
Tel: 256-41-220530, Fax: 256-41-220530  
Email: [avupk@starcom.co.ug](mailto:avupk@starcom.co.ug)

## **Joint Venture Opportunity 2 – St. Joseph’s Technical Institute, Kisubi**

### **Introduction**

Located about 20km south of Kampala city, off the main Entebbe Road (the road to Entebbe Airport), Mpigi District, St. Joseph's Technical Institute was started by the Foundation Body of White Fathers in 1911. It started by offering courses in Brick laying and Concrete Practice, carpentry and Joinery, Tailoring, Blacksmithing and Shoemaking. Admissions at that time were limited to junior four (4) leavers only and the course duration was three (3) years. At the end of the course no certificates were offered, because their aim was to impart practical skills. In 1950, the Government registered the institute as a rural technical school. On completion of their courses, students henceforth were to be awarded a Junior Leaving Technical Certificate.

### **Programmes offered**

- Bricklaying and Concrete Practice
- Carpentry and Joinery
- Plumbing and pipe fitting in tropical countries
- Motor vehicle mechanics
- Electrical installation

### **Awards:**

First Craft Certificate of UNEB  
Advanced Certificate of UNEB

### **Students and Academic staff**

Presently, the school has about five hundred (500) students) from Uganda and Tanzania. Their recruitment is not limited by country boundaries. They have fifty (50) academic staff who are have the necessary skills and knowledge to do a good job in vocational training.

### **Infrastructure**

The institute has most of the basic facilities in place. These include lecture rooms, workshops, administrative offices and residential blocks.

### **Constraints**

- Lack of up to date study materials e.g. Journals
- Lack of modern equipment especially in Motor vehicle mechanics, Plumbing and Electrical installation.
- Difficulty in introducing information technology in all the programmes.

### **Proposed Twinning Programmes**

St. Joseph's Technical Institute Kisubi wishes to twin with reputable international technical training institutions in the under listed disciplines;

- Motor vehicle engineering
- Information technology
- Any other areas with modern technology

### **Contact person:**

Mr. John Ssekayi,  
The Principal,  
P.O.Box 20, Kisubi.  
Tel: 256-041-320407

### **Joint Venture Opportunity 3 – Wairaka Institute of Technology**

Wairaka Institute of Technology is located 90 km east of Kampala and 10km from Jinja town, on Jinja - Iganga Highway. The Institute was started in 1989 by the Busoga People's Forum, made up of the political and tribal leaders of Busoga. The institute aims to cater for those who are unable to continue in the formal education system after 'O' and 'A' levels. The institute currently has two buildings on this land, an office, a classroom block, workshops, and staff quarters.

#### **Programmes offered**

The institute offers the following courses:

##### **Ordinary Diploma courses:**

- Civil Engineering
- Engineering
- Mechanical Engineering

##### **Craft Certificate Courses:**

- Electrical installation
- Motor Vehicle Mechanics
- Brickwork and Concrete Practice.

#### **Students and Academic staff**

The school has 60 students in total and 14 academic staff.

#### **Infrastructure**

The institute is well serviced with facilities and has the following structure in place:

- Classrooms
- One workshop
- A small library
- An office

#### **Constraints**

The institute has gaps (lacks) in the following facilities:

- Workshop buildings
- Books
- Tools
- Computers
- Staff training
- Entrepreneurship development skills for the students

#### **Proposed Twinning Programmes**

Wairaka Institute of Technology wishes to twin with reputable international technical training institutions in the under listed disciplines;

- Information technology
- Low cost housing technology
- Any other areas, which can help the institute, improve its courses especially in Advanced technologies.

#### **Contact address:**

Mr. John Kirkwood,  
Principal  
Wairaka Institute of Technology,  
P.O.Box 1588, Jinja  
Tel: 256-043-130063  
Fax: 256-043-130063

#### **Joint Venture Opportunity 4 – Institute of Teacher Education Kyambogo**

The Institute of Teacher Education Kyambogo (ITEK) was established by the 1989 Statute as a Tertiary Institution for Training, Research, Curriculum Development and Innovation in Teacher Education. ITEK is responsible for all teacher training in the country, it co-ordinates 4 Primary Teachers Colleges and 10 National Teachers' Colleges.

#### **Programmes offered**

ITEK has four Faculties and these are the faculties of Science, Arts, Education and Vocational Studies.

#### **Degree Courses**

Post Experience Bachelor of Education The institute in addition to the ordinary courses runs evening courses and In-service courses. The courses the institute offers are as follows:

#### **Diploma courses:**

- Diploma in Education Secondary
- Diploma in Teacher Education
- Diploma in Secondary Education
- Post Graduate Diploma Teacher Education
- Post Graduate Diploma; Education
- External Diploma in Education
- Diploma Library and Information Studies

#### **Short In-Service Courses:**

These are offered to teachers at all levels and teacher Educators

#### **Evening Diploma Courses**

These are purely privately sponsored. They include diplomas disciplines listed below:

- Business Administration
- Purchasing and Supplies
- Hotel and Institutional Catering
- Art and design: Ceramics
- Art and Design: Textiles and Decoration
- Secretarial Science
- Educational Planning and Management
- Home Economics
- Accountancy
- Stores Management
- Diploma in Education (Home Economics)
- Diploma in Fashion and Designing
- Diploma in Guidance and Counseling

#### **Evening Certificate Courses**

- Computer Studies
- Home Economics
- Hotel and Institutional Catering
- Art and Design: Ceramics
- Art and Design: Graphic Design
- Art and Design: Textiles & Fabrics Decoration
- Art and Design: Textiles Weaving
- Educational planning and Management
- Guidance and Counseling
- Nursery Teaching
- Business Studies
- Management and Planning
- Interior Design

#### **Students and Academic staff**

The school has about 2000 students in total. ITEK has about 230 academic staff.

#### **Infrastructure**

The institute is well serviced with facilities including lecture rooms, workshops and laboratories for each department, library, administration offices, recreation grounds, residential halls and a main hall.

#### **Proposed Twinning Programmes**

ITEK wishes to twin with reputable international technical training institutions in the under listed disciplines;

- Information technology
- Modern designing of ceramic work
- Modern designing of textiles, fabrics and decoration work
- Home Economics
- Any other areas, which can help the institute, improve its courses especially in advanced technologies.

#### **Contact address:**

Prof. A.J. Lutalo-Bosa (Principal)  
Institute of Teacher Education Kyambogo,  
P.O.Box 1, Kyambogo - Kampala.  
Tel: 256-041-286238/ 285001/285002

**Email:** [itek@starcom.co.ug](mailto:itek@starcom.co.ug)

### **Joint Venture Opportunity 5 - Pioneer Institute of Applied Electronics**

Pioneer Institute of Applied Electronics was founded by the promoter of Pioneer Scientific Instruments, which is a privately owned electronics workshop involved in the design and development of electronic and physics teaching aids, as well as electronic devices for general use. The workshop also undertakes repair of laboratory equipment.

#### **Objectives**

To establish an institute of Applied Electronics that would produce electronics technicians at Certificate and Diploma levels for manufacturing and service industries, medical and research establishment, and educational institutions. Trainees are expected to come from practicing technicians and school leavers.

#### **Programmes offered**

The institute offers the following courses:

##### **Ordinary Diploma courses:**

- Communication Electronics
- Industrial Electronics
- Advanced Laboratory Instrumentation
- Automotive Electronics

##### **Certificate Courses:**

- Radio and TV Servicing
- Industrial Electronics
- Laboratory Instrumentation

#### **Students and Academic staff**

The school has 210 students in total and 15 academic staff.

#### **Infrastructure**

The institute is well serviced with facilities and has the following structure in place:

- Classrooms
- One workshop
- An office

#### **Constraints**

The institute has gaps (lacks) in the following facilities:

- Workshop buildings
- Books
- Tools
- Computers
- A building to provide workshop/classroom, office and store.
- Basic furniture
- Teaching Visual Aids e.g. TV, VCR, Overhead projector, Slide Projector and Power Generator

#### **Proposed Twinning Programmes**

The Institute wishes to twin with well-established, internationally recognized institution offering similar courses. This twinning would benefit the institution in the following ways:

- Guidance on designing courses
- Guidance on teaching methods and selection of instructional materials
- Awarding Diplomas, Certificates of that international institute

#### **Contact address:**

Mr. Jesudas Mwanje,  
Principal,  
Pioneer Institute of Applied Electronics,  
P.O.Box 9622, Kampala, Uganda  
Tel: 256-041-1346526  
Fax: 256-041-1259188  
Email: [mindef@imul.com](mailto:mindef@imul.com)

## **Joint Venture Opportunity 6 – Victoria Technical Trust Ltd**

### **Promoters/Sponsors/Management team**

The promoters / the management team have excellent academic educational qualification and have more than 20 years of experience in various fields of business like Marketing, finance, administration, production, technical consultancy /training etc.

### **Project Description**

Victoria Technical Trust Limited is the brainchild of a group of investors, who are already present in the country. They have set up a homogenized, pasteurized, fresh Milk processing plant in Uganda and are also currently setting up a mineral water plant and PET performs plant.

### **Proposed Courses and their details:**

Initially the project will start with 11 vocational courses of level I & II and after six months diploma/ degree courses in engineering. The details of the vocational courses, short-term courses for professionals are highlighted below:

- Machinist
- Fitter
- Mill Wright maintenance mechanic
- Radio & television
- Draftsman civil
- Tool & die maker
- Instrument mechanic
- Draftsman mechanical
- Painter (general)
- Desktop publishing operator
- Litho machine operator
- Printer
- Book binder
- Tailoring
- Fashion designing.

### **Faculty**

The institute will be headed by a Director and assisted by instructors and other staff members. The director will have high technical qualification and about 20 years of experience as head of a reputed technical institution in India. Other senior instructional staff members will also be recruited from India.

### **Consultants**

A consultant, Mr. C.B. Kulkarni has been retained to work on the project. Mr.Kulkarni has about 30 years of experience in imparting technical education and served as a Deputy director in department of Technical education and Vocational Training, Government of Maharashtra, INDIA.

### **Land**

The college is being located in a 7-acre land in a rapid growing town, Mbarara in Western Uganda.

### **Structure**

Already acquired premises include land measuring 50000 Sq. ft of built-up area with workshop, stores that were formerly occupied by SWIP/UNICEF.

### **Facilities**

Water, hydropower and Telephone services are already taken care of.

### **Capital requirement /Cost structure/Projected profit/Loss account/ Projected balance sheet for the plan period:**

The project report covers all these aspects in details. You are requested to refer to the same. The total investment required for vocational training college and engineering College exceeds US\$ 10.00m. Since most of the Civil, Electrical and various other construction activities are completed; the vocational collage will need additional funding to the tune of approximately US \$ 2.5 million.

### **Contact Address**

Mr. Shiv S. Menon  
Managing Director  
Countrytaste (U) Limited  
P. O. Box 984 Mbarara, Uganda  
Tel. 256-0485-21307  
Fax: 256-0485021308  
Mobile: 075-650876

## 7.0 Cost Indicators

The start up costs of setting up of a training institution varies according to the capacity of the institution. The estimate for the start up costs for an institution capacity of 100 students may be in the range of US\$0.5 - 1.5 million. The cost of setting up vocational and other training institutions varies depending on the nature of the institution but the cost is in the range of US\$0.08 - US\$1.2 million.

## 8.0 Incentives

Uganda's incentive package provides generous capital recovery terms, particularly for investors whose projects entail significant investment in plant and machinery and whose investments are likely to yield profits over the long term. The rights and incentives package includes:

- Zero rate of tax on imports of plant machinery and equipment.
- Guaranteed repatriation of profits and dividends.
- Guaranteed against non-commercial risks through the multi-lateral investment guarantee agency (MIGA) of the World Bank.
- Up to 100% foreign ownership of investments allowed,
- Capital allowances of 50% on plant and machinery for projects located in Kampala, Entebbe, Namanve, Jinja and Njeru. Outside these areas the deductible allowance is 75%.
- Start up costs allowance spread over the first 4 years at 25% p.a.
- Scientific research 100% deductible allowance;
- Training expenditure 100% deductible allowance;
- 100% allowance on scientific research expenditure and training expenditure and training expenditure also deductible once from the company's income.
- There is deductible annual allowance on depreciable assets, which are specified in 4 classes (sixth schedule) under declining balance method.

Class 1: Computers and data handling equipment	40%
Class 2: Plant and machinery, vehicles	30%
Class 3: Furniture, fixture	20%
Class 4: Industrial buildings, hotels and hospitals	5%.

- A nominal corporate tax of 30%, which is among the lowest in Africa and the world, and
- Duty draw back/refund for exporters.

## The Big-Push Investment Strategy

Under the Big-Push Investment Strategy, Uganda Investment Authority is spearheading efforts to make Uganda a leading center of excellence in the region in eight key sectors, including the Education Sector. The strategy, which has been fully adopted by Government, proposes various incentives for the selected sectors.

## 9.0 Useful Addresses

1. Ministry of Education and Sports  
Plot 9-11 Parliament Avenue  
Embassy House and Development Building  
P.O.Box 7063 Kampala, Uganda  
Tel: 234451/4  
Fax: 230437
2. Uganda National Examination Board  
Ntinda  
P.O.Box 7066 Kampala, Uganda  
Tel: 285193
3. National Curriculum Development Center  
P.O.Box 7002 Kampala, Uganda  
Tel: 286170  
Fax: 269964  
E-mail: [ncdc@uol.co.ug](mailto:ncdc@uol.co.ug)
4. Makerere University  
P.O.Box 7062 Kampala, Uganda  
Tel: 542803  
Fax: 541068  
E-mail: [vc@mukla.gn.apc.org](mailto:vc@mukla.gn.apc.org)
5. Institute of Teacher Education Kyambogo  
P.O.Box 1, Kyambogo – Kampala  
Tel: 286238/ 285001/ 285002  
Fax: 347224  
E-mail: [itek@starcom.co.ug](mailto:itek@starcom.co.ug)
6. Uganda Polytechnic Kyambogo  
P.O.Box 7181 Kampala, Uganda  
Tel: 220530, 285211-3  
Fax: 222643
7. Uganda Investment Authority  
Plot 28 Kampala Road  
P.O.Box 7418 Kampala, Uganda  
Tel: 251562-5, 234105  
Fax: 342903  
E-mail: [info@ugandainvest.com](mailto:info@ugandainvest.com)  
[Http://www.ugandainvest.com](http://www.ugandainvest.com)

## 10.0 References

- a) Education Strategic Investment Plan 1998 – 2003, Government of Uganda (November 1998)
- b) Policy Statement to Parliament by Dr. E. Khiddu-Makubuya, Minister of Education and Sports on the Budget Estimates for Vote 013 and Head 113 for Financial Year 2000/2001 (June 2000)
- c) Government White Paper on the Education Policy Review Commission Report entitled 'Education for National Integration and Development', Kampala (April 1992).
- d) Mini-Statistical Abstract (Draft Paper 1999), Ministry of Education and Sports
- e) Statistical Abstract 2000, Uganda Bureau of Statistics
- f) Background to the Budget 2000/2000, Ministry of Finance, Planning and Economic Development
- g) Report of the Task Force (Big-Push Strategy) – Can Uganda become a center of excellence in the region for technical education?
- h) Major Achievements of the Movement Government in the Education Sector since 1986 – Ministry of Education and Sports – Advert in the Monitor Newspaper, March 10, 2001.

# Appendices

## Appendix I – Universities

Institution	Enrollment	Staffing
Makerere University Business School	3,868	140
Uganda Polytechnic Kyambogo	1,173	145
Uganda Technical Colleges	769	69
Institute of Teacher Education, Kyambogo	1,453	175
Makerere University	21,660	1,006
Mbarara University of Science and Technology	613	78
Islamic University in Uganda	550	
Nkumba University	568	60
Uganda Martyrs University, Nkozi	296	31
Bugema University	273	26
Namasagali University	138	30
Ndejje University	130	
Uganda Christian University, Mukono	364	45
Busoga University	17	-
Kampala University	-	-

*Source: A Profile of the Ministry of Education (2000)*

## Appendix II – National Teacher Training Colleges

INSTITUTION	ADDRESS	LOCATION
1. Kabale	P.O.Box 425	Kabale
2. Kaliro	P.O.Box 65	Kamuli
3. Masindi	P.O.Box 255	Masindi
4. Kakoba	P.O.Box 682	Mbarara
5. Mubende	P.O.Box 158/191	Mubende
6. Muni	P.O.Box 9	Arua
7. Nagongera	P.O.Box 697	Tororo
8. Ngetta	P.O.Box 127	Lira
9. Nkozi	P.O.Box 9504	Mpigi
10. Unyama	P.O.Box 541	Gulu

*Source: A Profile of the Ministry of Education (2000)*

### Appendix III – List of Technical Schools

INSTITUTION	ADDRESS	LOCATION	ENROLMENT (1999)
1. Apac Technical School	P.O.Box 75	Apac	533
2. Acaba Technical School	P.O.Box 473	Apac	108
3. Atiak Technical School	P.O.Box 12	Gulu	237
4. Barinyanga Technical School	P.O.Box 553	Tororo	375
5. Dokolo Technical School	P.O.Box 549	Dokolo, Lira	296
6. Bukooli Technical School	P.O.Box 314	Bugiri, Iganga	323
7. Inde Technical School	P.O.Box 691	Arua	104
8. Iyolwa Technical School	P.O.Box 604	Tororo	182
9. Kakiika Technical School	P.O.Box 923	Mbarara	212
10. Katakwi Technical School	P.O.Box 81	Katakwi	213
11. Kapchorwa Technical School	P.O.Box 111	Kapchorwa	175
12. Kitovu Technical School	P.O.Box 110	Masaka	323
13. Kizinga Technical school	P.O.Box 395	Kabale	317
14. Kumi Technical School	P.O.Box 2	Kumi	232
15. Namasale Technical School	P.O.Box 224	Lira	238
16. Namisindwa Technical School	P.O.Box 2566	Mbale	239
17. Ngugo Technical School	P.O.Box 82	Mbarara	217
18. Nagwere Technical School	P.O.Box 92	Paliisa	224
19. Owugo Technical School	P.O.Box 326	Arua	275
20. Pajule Technical School	P.O.Box 173	Kitgum	327
21. St. Peter's Tech. Sch- Bukalagi	P.O.Box 175	Mpigi	120
22. Rwezingiro Technical School	P.O.Box 954	Mbarara	120
23. Wear Technical School	P.O.Box 35	Katakwi	120
24. Kihanda Technical School	P.O.Box 57	Kinkinzi, Runkungiri	120
25. St. Joseph Tech. School Kyarubingo	P.O.Box 1303	Kabujogera, Kabarole	120
26. Kitagata Farm School	P.O.Box 12	Mirembo- Bushenyi	209
27. Rwampara Farm School	P.O.Box 1186	Mbarara	121
28. Ssese Farm School	P.O.Box 5	Kalangala	324
29. Rwentanga Farm School	P.O.Box 132	Mbarara	218

Source: A Profile of the Ministry of Education (2000)

## Appendix IV – List of Technical Institutes

INSTITUTIONS	ADDRESS	LOCATION	ENROLMENT (1999)
1. Arua Technical Institute- Ragem	P.O.Box 553	Arua	226
2. Ahamed Seguya, Memo. Tech. Inst.	P.O. Box 18278	Kayunga-Mukono	261
3. Burora Technical Institute	P.O.Box 21	Rukungiri	360
4. Butaleja Technical Institute	P.O.Box 498	Tororo	333
5. Iganga Technical Institute	P.O.Box 130	Iganga	561
6. Kabale Technical Institute	P.O.Box 213	Kabale	120
7. Kabasanda Technical Institute	P.O.Box 1021	Kabasanda- Mpigi	340
8. Kaberamaido Technical Institute	P.O.Box 8	Kaberamaido, Soroti	254
9. Kabira Technical Institute	P.O.Box 327	Bushenyi	282
10. Kaliro Technical Institute	P.O.Box 182	Kaliro Kamuli	248
11. Kalongo Technical Institute	P.O.Box 7	Kalongo- Kitgum	161
12. Karera Technical Institute	P.O. Box 2	Kabwohe- Bushenyi	171
13. Kamengo Technical Institute	P.O.box 15	Kyotera, Rakai	380
14. Kasodo Technical Institute	P.O.Box 169	Rushameire, Paliisa	242
15. Kibatsi Technical Institute	P.O.Box 16	Ntungamo	145
16. Kisoro Technical Institute	P.O.Box 88	Kisoro	164
17. Kisubi Technical Institute	P.O.Box 20	Kisubi, Mpigi	910
18. Kitgum Technical Institute	P.O.Box 177	Kitgum	335
19. Kiryandongo Technical Institute	P.O.Box 23	Kigumba- Masindi	186
20. Kyamuhunga Technical Institute	P.O.Box 146	Bushenyi	160
21. Lake Katwe Technical Institute	P.O.Box 95	Lake Katwe, Kasese	80
22. Madera Technical Institute	P.O.Box 320	Soroti	395
23. Minakulu Technical Institute	P.O. Box 832	Apac	270
24. St. Peter's Mubende Technical Inst.	P.O.Box 29	Mubende	407
25. Moyo Technical Institute	P.O.Box 32	Moyo	518
26. Nalwire Technical Institute	P.O.Box 160	Busia, Tororo	144
27. Nyakatara Technical Institute	P.O.Box 18	Rukungiri	203
28. Nyamitanga Technical Institute	P.O.Box 327	Mbarara	255
29. Ora Technical Institute	P.O.Box 155	Nebbi	153
30. Rugando Technical Institute	P.O.Box 1069	Mbarara	130
31. Rukungiri Technical Institute	P.O.Box 189	Rukungiri	296
32. Tororo Technical Institute	P.O.Box 940	Tororo	252
33. Amugo-Agro Technical Institute	P.O.Box 312	Lira	611
34. Uganda Technical College Lira		Lira	87
35. Uganda Technical College Masaka		Masaka	11
36. Uganda Technical College Elgon		Mbale	43
37. Uganda Tech. College Kichwamba		Kabarole	49
38. Uganda Technical College Bushenyi		Bushenyi	35

*Source: Mini-Statistical Abstract (Draft Report 2001) – Ministry of Education and Sports*

## Appendix V – Enrollment and Teaching Staff at Primary Level (as at June 2000)

District	Pupils	Teachers	Pupil/Teacher Ratio
1. Apac	211,363	3,030	70
2. Arua	463,247	5,526	84
3. Bundibugyo	61,501	909	68
4. Bushenyi	230,038	3,565	65
5. Gulu	147,639	1,997	74
6. Hoima	75,081	1,267	59
7. Iganga	333,826	5,225	64
8. Jinja	99,860	1,861	54
9. Kabale	163,541	2,921	56
10. Kabarole	228,643	3,372	68
11. Kalangala	2,853	100	29
12. Kampala	170,390	5,116	33
13. Kamuli	197,446	3,041	65
14. Kapchorwa	66,503	1,045	64
15. Kasese	160,430	2,392	67
16. Kitgum	181,983	2,682	68
17. Kotido	54,512	574	95
18. Kumi	114,201	1,962	58
19. Lira	188,940	3,575	53
20. Luwero	168,418	3,159	53
21. Masaka	218,646	4,551	48
22. Masindi	107,034	1,582	68
23. Mbale	317,549	5,045	63
24. Mbarara	295,513	5,744	51
25. Moroto	36,062	403	89
26. Moyo	33,665	588	57
27. Mpigi	344,864	8,325	41
28. Mubende	191,632	3,744	51
29. Mukono	319,684	6,734	47
30. Nebbi	132,656	1,817	73
31. Rakai	145,796	3,233	45
32. Rukungiri	148,465	2,706	55
33. Soroti	144,891	2,547	57
34. Tororo	149,974	2,547	59
35. Kibaale	102,990	1,755	59
36. Kiboga	65,660	1,200	55
37. Kisoro	60,464	896	67
38. Pallisa	152,119	2,095	73
39. Ntungamo	113,531	1,907	60
40. Adjumani	41,428	748	55
41. Bugiri	125,119	1,742	72
42. Busia	69,240	1,145	60
43. Katakwi	83,928	1,249	67
44. Nakasongola	49,030	794	62
45. Sembabule	50,829	1,046	49
<b>Grand Total</b>	<b>6,821,111</b>	<b>117,452</b>	<b>58</b>

Source: Mini-Statistical Abstract (Draft Report 2001), Ministry of Education and Sports

## Appendix VI – Education Quality enhancement indicators by district 2000

District	Pupils	Teachers	Pupil/Teacher Ratio
1. Apac	206541	2955	70
2. Arua	433235	5127	85
3. Bundibugyo	58410	853	68
4. Bushenyi	224358	3390	66
5. Gulu	147997	1987	74
6. Hoima	74780	1257	59
7. Iganga	314125	4707	67
8. Jinja	99276	1797	55
9. Kabale	163364	2864	57
10. Kabarole	222568	3224	69
11. Kalangala	2860	96	30
12. Kampala	168900	4948	34
13. Kamuli	175245	2585	68
14. Kapchorwa	65074	1017	64
15. Kasese	152226	2286	67
16. Kitgum	183091	2704	68
17. Kotido	52462	563	93
18. Kumi	111213	1910	58
19. Lira	183833	3478	53
20. Luwero	127217	2248	57
21. Masaka	198933	3962	50
22. Masindi	106549	1576	68
23. Mbale	320287	5058	63
24. Mbarara	281223	5383	52
25. Moroto	35542	396	90
26. Moyo	33761	580	58
27. Mpigi	329935	7802	42
28. Mubende	185181	3596	51
29. Mukono	314974	6446	49
30. Nebbi	132335	1807	73
31. Rakai	138744	2458	56
32. Rukungiri	137971	2490	55
33. Soroti	135476	2238	61
34. Tororo	144257	2408	60
35. Kibaale	103935	1753	59
36. Kiboga	63995	1157	55
37. Kisoro	60473	879	69
38. Pallisa	143614	1915	75
39. Ntungamo	109591	1821	60
40. Adjumani	40911	754	54
41. Bugiri	125130	1740	72
42. Busia	67963	1106	61
43. Katakwi	83386	1247	67
44. Nakasongola	47621	758	63
45. Sembabule	50451	1042	48
<b>Grand Total</b>	<b>479,632</b>	<b>28,207</b>	<b>17</b>

Source: Statistical Abstract 2002

## Appendix VII – Vocational Training Centers and Special Training Schools/Institutions

Institution	Location
1. Arapai Agricultural College	Soroti
2. Bukalesa Agricultural College	Luwero
3. Busitema National College of Agricultural Modernization	Busia
4. Fisheries Training Institute, Entebbe	Mpigi
5. Nakawa Vocational Training Institute	Kampala
6. Lugogo Vocational Training Institute	Kampala
7. Jinja Vocational Training Institute	Jinja
8. Masulita Vocational Training Institute	Luwero
9. Nsamizi Training Institute for Social Development	Mpigi
10. Kampiringisa National Rehabilitation Center	Mpigi
11. Mulago Health Tutors College	Kampala
12. School of Radiography	Kampala
13. School of Physiotherapy	Kampala
14. School of Orthopaedic Officers	Kampala
15. School of Dispensing	Kampala
16. School of Orthopaedic Technology	Kampala
17. School of Entomology	Kampala
18. School of Occupational Therapy	Kampala
19. School of Public Health Dental Assistants	Kampala
20. School of Anaesthesia	Kampala
21. Medical Laboratory School	Kampala
22. School of Hygiene	Kampala
23. Nakasero Public Health Nursing School	Kampala
24. School of Ophthalmic Officers	Kampala
25. Medical Laboratory School	Kampala
26. Mbale School of Hygiene	Mbale
27. Fort Portal Clinical Officers School	Fort Portal
28. Gulu Clinical Officers School	Gulu
29. Mbale Clinical Officers School	Mbale
30. Butabika School of Nursing	Kampala
31. Mulago Nursing and Mid-Wifery School	Kampala
32. Jinja Nurses and Mid-Wifery School	Jinja
33. Lira Enrolled Nurses and Mid-Wifery School	Lira
34. Kabale Enrolled Nurses and Mid-Wifery School	Kabale
35. Arua Enrolled Nurses School	Arua
36. Masaka School of Comprehensive Nurses	Masaka
37. Soroti School of Comprehensive Nurses	Soroti
38. Nyabyeya Forestry College	Masindi
39. Survey Training School	Mpigi
40. Physical Planning Training Institute	Kampala
41. National Meteorological Training Institute	Mpigi
42. Kigumba Cooperative College Annex	Masindi
43. Bukalasa Cooperative College Annex	Luwero
44. Tororo Cooperative College Annex	Tororo
45. Uganda Wildlife Training Institute	Kasese
46. Hotel and Tourism Training Center	Jinja

Source: Ministry of Education and Sports (2000)

## Appendix VIII – Selected Institutions & Type of Training Offered

	Name of Establishment	Location /Address	Courses offered
1	Ryanatte College of Design	Semawatta Road Ntinda	Designing & Tailoring
2	Mirembe Vocational Training Inst.	Kayunga-Bugerere,	Designing, Tailoring, Typing
3	Smallscale Industrial Technology	P.O.Box 254 Lugazi	Designing, Tailoring, Typing, Carpentry
4	Rukore Vocational Training School	Rubaya Sub County, Kabale	Multi Discipline
5	Gulu Rural Community and Vocational Training Center	P.O.Box 927, Gulu	Bicycle/Motor Repair, Carpentry, Joinery, Typing, Primary Health Care & Agric.
7	Collaborative Efforts to Alleviate Social Problems	P.O.Box 878 Lira	Carpentry, Joinery & Bicycle Repair
8	Ave Maria Vocational Youth Development Center	P.O.Box 172 Lira	Carpentry, Joinery, Fabrication, Knitting, Typing & Computer
9	Laye Vocational Training	P.O. Box 14123 Kampala	Carpentry, Joinery
10	School of Arts, Design & Vocational Training Center	P.O. Box 761 Lira	Tailoring, Leather Crafts, Painting, Industrial Ceramics, Fine Art, Weaving & Agriculture
11	St. Joseph Kyamulibwa Vocational Training Center	P.O. Box 1811 Masaka	Building & Concrete Practice, Carpentry & Joinery, Home Economics & Animal Husbandry
12	Companionship of Works Association (COWA)	P.O. Box 8868 Kampala	Metal Fabrication & Building Trades, Carpentry & Joinery
13	St. Urusula Vocational Training Center	P.O. Box 413 Masaka	Tailoring & Building Trades
14	Nile Vocational Training Institute	P.O. Box 1829	Welding, fabrication, Building Trade, Electrical, Tailoring
15	Christian Child Care Project	P.O.Box 1254 Mbale	Secretarial, Tailoring, Appropriate Building Technology & Joinery
16	Pakwach Vocational Training Center	Pakwach Project for the Disabled	Tailoring, Joinery & Carpentry
17	Uganda Kolping Society Craftsmen Training Center	Hoima	Brick Laying & Concrete Practice, Carpentry & Joinery
18	Adolph Kolping Technical Institute	P.O. Box 230 Masindi	Brick Laying & Concrete Practice, Carpentry & Joinery
19	Mbuye Farm School	P.O.Box 103 Kyotera	Crop & Animal Husbandry, Home Economics, Brick Laying & Concrete Practice
20	St. Annet Vocational Training Center	P.O. Box 32 Masaka	Tailoring, Cookery, Hand Craft, Weaving, Knitting & Home Mgt Projects
21	St. Ngondwe Vocational School	P.O. Box 6222	Tailoring, Brick Laying & Concrete Practice, Carpentry & Joinery, Motor Vehicle Mech. Electrical Installation & Shoe Making
22	Amucu Polytechnic Institute	P.O. Box 36 Soroti	Brick Laying & Concrete Practice, Carpentry & Joinery & Tailoring
23	Kiryandongo Vocational Training Center	P.O.Box 10845 Kampala	Carpentry & Joinery
24	Kabagabo Skills Vocational Training Center	P.O. Box 1125 Masaka	Carpentry & Joinery, Tailoring, Welding & Metal Fabrication, Home Economics
25	Musa Body University of Technology	P.O.Box 15103 Katwe	Carpentry & Joinery, Machining & Fitting, Welding & Fabrication, Plumbing
26	St. Joseph's Vocational Training Center	P.O.Box 429 Kitumba	Carpentry & Joinery, Electrical Installation, Motor Vehicle Mech. & Tailoring
27	Human Development Training Center	P.O.Box 461 Lira	Carpentry, Tailoring, Metal Fabrication and Brick & Concrete Practice
28	Pat the Child Lake View Vocational Training Institute	P.O.Box 85 Nkokonjeru	Brick Laying and Concrete Practice, Tailoring, Carpentry & Joinery
29	Masaka Tailoring and Embroidery Vocational School	P.O.Box 517 Masaka	Tailoring & Embroidery
30	Multiple Vocational Training Center	P.O.Box 40395 Nakawa	Welding & fabrication, Carpentry & Joinery, Plumbing, Electrical Installation and Brick Laying and Concrete Practice
31	ANUCCPTE Vocational Training Center	P.O.Box 3762 Kampala	Secretarial Courses
32	Bwambare Vocational Training Center	P.O.Box 76 Rukungiri	Carpentry & Joinery
33	Busia Vocational Training Institute	P.O.Box 271 Busia	Welding & Fabrication, Brick Laying & Concrete Practice, carpentry & Joinery
34	Uganda Technical Colleges:	Lugogo, Nakawa, Jinja & Masulita	Fitting & Machining; Painting & Decorating; Plumbing Welding & Fabrication, Auto Mechanics, Brick/Block Laying & Concreting
35	Arapai & Bukalasa Agriculture Colleges	Arapai and Bukalasa, respectively	Animal Husbandry, Agriculture, Farm Management, Animal Health & Dairy Science
36	Busitema College of Mechanisation	Busitema	Agriculture Mechanization; Fitter Machinists; Electrical Installation & Black Smith & Welding
37	Fisheries Training Institute	Entebbe	Fish Technology, Boat Building, Fishing Gear & Methods
38	AUX Found Vocational Training Center	P.O. Box 1 Nebbi	Carpentry, Joinery & Tailoring

## Appendix IX – Assessment Form for Licensing and Registration of Private Schools

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Name of School/Institution(s) .....

Type of School .....

Document Applied for: .....

No.	Requirements	Available	Not Available
1.	Land Title		
2.	Tenants Agreements		
3.	Bank Statement and Proof of Financing		
4.	Staff Certificates (photocopies)		
5.	Partnership Deeds/Articles of Association		
6.	Original Proprietor's CVs		
7.	LCIII Recommendation Letter		
8.	Head teacher's CVs		
9.	Site and Building Plan		
10.	School Rules/Code of Conduct approved by Board of Governors and/or Mg't Committee		
11.	Signed contracts with copy of terms of reference for teachers		
12.	Proprietors photographs (original)		
13.	School Inspectors Reports (detailed)		
14.	Health Inspector's Report		
15.	Three Referees (Men or women of standing in society from the school area).		

**Observation:**

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**Recommendations and reasons:**

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 .....  
 .....

Signature: .....  
**SENIOR INSPECTOR OF SCHOOLS  
 IN CHARGE OF PRIVATE SCHOOLS**

DATE: .....

**Makerere University enrolment and number graduating (Undergraduate degree programme) by area of study, 1999 – 2001**

<b>Area of Study/Course</b>	<b>Enrolment</b>			<b>Number Graduating</b>	
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>
M.B.CH.B. (Medicine)	523	526	544	125	103
BDS (Dentistry)	69	63	74	27	9
BV.M (Vet Medicine)	211	220	255	65	20
B.Sc. (Engineering)	422	702	840	159	106
B.Sc. (Agriculture)	330	320	340	159	75
B.Sc. (Forestry)	112	126	132	59	34
B.Commerce	1,685	2,919	4,189	499	374
LLB (Law)	990	1282	1633	325	85
BA (Soc. Work Soc. Admin.)	172	175	224	64	57
B.Sc. (Science)	867	768	878	577	271
B. Stat. (Statistics)	192	205	264	141	56
B.Sc. (Quantitative Economics)	241	374	486	66	61
B.Sc. (Educ.) and BA (Educ.)	4,401	5,437	6,739	338	437
B. Business Administration	1,211	1,578	2,520	168	420
BA (Arts)	1,523	1,599	2,418	412	545
B.A. (Environmental Management)	274	336	594	23	23
B. Tourism	258	330	746	44	44
BA (SS) Social Sciences	2,81	3,112	3,917	715	891
BA (FA)	221	226	439	58	44
BA (Mass Communications)	67	86	236	57	47
B. Divinity <sup>1</sup>	na	49	na	55	78
B. Food Science and Technology	112	126	137	39	29
B. Phylosophy <sup>2</sup>	na	340	353	32	91
B.Education <sup>3</sup>	na	1,166	1,050	21	116
B. Pharmacy	64	69	87	22	10
B. Architecture	87	81	89	15	12
B.Sc. Agric. Engineering	64	79	84	33	20
B.Sc. (Survey)	43	60	58	25	42
B. Library and Information	155	150	180	180	103
B.Sc. (Nursing)	55	50	51	16	17
<b>Total</b>	<b>17,168</b>	<b>22,552</b>	<b>29,557</b>	<b>4,383</b>	<b>4,197</b>