INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

APPRaisal OF
EDUCATION PROJECT
UGANDA

April 5, 1967
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<td>7.2 East African Shillings</td>
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# Uganda
## Appraisal of Education Project

**Table of Contents**

<table>
<thead>
<tr>
<th>Paragraph No.</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td>1.01-1.03</td>
<td><strong>1. Introduction</strong></td>
</tr>
<tr>
<td>2.01-2.09</td>
<td><strong>2. Background</strong></td>
</tr>
<tr>
<td>3.01-3.33</td>
<td><strong>3. The Education and Training System</strong></td>
</tr>
<tr>
<td></td>
<td>The Structure of Education</td>
</tr>
<tr>
<td></td>
<td>The Administration of Education</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
</tr>
<tr>
<td></td>
<td>Primary Education</td>
</tr>
<tr>
<td></td>
<td>General Secondary Education</td>
</tr>
<tr>
<td></td>
<td>Technical Secondary Education and Vocational Training</td>
</tr>
<tr>
<td></td>
<td>Teacher Training</td>
</tr>
<tr>
<td></td>
<td>Educational Research</td>
</tr>
<tr>
<td></td>
<td>Higher Education</td>
</tr>
<tr>
<td></td>
<td>Foreign Aid in Education</td>
</tr>
<tr>
<td>4.01-4.09</td>
<td><strong>4. The Financing of Education</strong></td>
</tr>
<tr>
<td></td>
<td>Recurrent Expenditures</td>
</tr>
<tr>
<td></td>
<td>Capital Expenditures</td>
</tr>
<tr>
<td>5.01-5.05</td>
<td><strong>5. The Need for the Project</strong></td>
</tr>
<tr>
<td>6.01-6.43</td>
<td><strong>6. The Project</strong></td>
</tr>
<tr>
<td></td>
<td>Educational Staff</td>
</tr>
<tr>
<td></td>
<td>Student Hostels and Staff Housing</td>
</tr>
<tr>
<td></td>
<td>Physical Location of Sites</td>
</tr>
<tr>
<td></td>
<td>Educational and General Service Facilities, and Hostels</td>
</tr>
<tr>
<td></td>
<td>Staff Houses</td>
</tr>
<tr>
<td></td>
<td>Costs</td>
</tr>
<tr>
<td></td>
<td>Construction</td>
</tr>
<tr>
<td></td>
<td>Foreign Exchange Components</td>
</tr>
<tr>
<td></td>
<td>Building Construction</td>
</tr>
<tr>
<td></td>
<td>Standard and Maintenance</td>
</tr>
<tr>
<td></td>
<td>Professional Services</td>
</tr>
<tr>
<td></td>
<td>Activity of the Building Industry</td>
</tr>
<tr>
<td></td>
<td>Contracting Firms</td>
</tr>
<tr>
<td></td>
<td>Tendering and Contract Awards</td>
</tr>
<tr>
<td></td>
<td>The Implementation of the Project</td>
</tr>
<tr>
<td></td>
<td>Mechanics of Disbursement</td>
</tr>
</tbody>
</table>

**Table of Contents**: The structure of the document's content is organized into sections and sub-sections, detailing various aspects of the education system, its financing, and the need for the project. Each section is further divided into sub-sections covering different aspects of the education system, financing methods, and project requirements.
7. CONCLUSIONS AND RECOMMENDATIONS 7.01-7.12

ANNEXES

2 - Chart - Educational Administration.
3 - Graph - Primary and Secondary School Enrollment 1955-1972.
4 - Graph - School Enrollment by Grade 1964 and 1972.
5 - Graph - Primary and Secondary Education Pupils Entering and Finishing 1957-1965.
6 - Graph - Central Government Recurrent Revenue and Expenditure with Total Recurrent Expenditure on Education.
Table  - Local Authorities' Expenditure on Education.
7 - Graph - Recurrent Public Expenditure on Education.
8 - Graph - Recurrent Public Expenditure on Education per Pupil.
9 - Graph - First, Second and Third Level Manpower Projections and Process of Africanization.
10 - Table - Present Enrollment and Proposed Number of Places in Aided General Secondary Schools.
12 - Table - Summary of Costs.
13 - Chart - Construction Progress.

The Uganda government has made a request to the International Development Association for financial assistance to construct and equip 24 new general secondary schools and add facilities to 15 existing similar schools.

The proposed project is of high priority. It will increase general secondary school enrollment to 33,200 by adding 13,900 new places. At the two examination levels 3,800 new places will raise the potential total annual output to 8,900.

The proposals will permit a revision of the secondary school structure and curriculum by increasing science teaching and introducing practical courses.

The proposed expansion and increased pupil output meets the requirements as estimated by available manpower surveys. The instruction offered will be appropriate to Uganda's labor market conditions.

Hostel accommodation has been included for a maximum of 7,300 students and will be designed so that it can also be used for teaching purposes if a boarding school becomes a day school. About 260 staff houses of economical standard are necessary.

The existing facilities for training secondary school teachers in Uganda are sufficient to permit the projected expansion and Africanize the teaching staff in the 1970's. The present staff of expatriates must, however, be maintained or slightly increased during the next four years.

The proposed project will cost about US$14.3 million equivalent. The construction period is 1967-1970. The foreign exchange component at US$3.4 million is approximately 24 percent of total project cost. Both capital contribution and recurrent costs are within the capacity of the Uganda government.

There is no shortage of architects and engineers but there may be some lack of competition among the local contractors. However, all procurement will be conducted in accordance with Bank/IDA guidelines for international procurement and construction contracts are expected to attract outside tenders.

The Ministry of Education has formed a separate project unit to implement the proposed project. The organization of the Ministry and the ability of the civil service in the field of education are such that successful implementation of the proposed project is expected.

Subject to certain conditions being fulfilled (paras. 7.10, 7.11), the project is suitable for an IDA Credit in the proposed amount of US$10.0 million equivalent, which is about 70 percent of the estimated total cost of the proposed project.
UGANDA

APPRAISAL OF EDUCATION PROJECT

1. INTRODUCTION

1.01. In November, 1965, the International Development Association received a request from the Uganda government for financial assistance, to expand and improve general secondary education. Prior to the request a Unesco representative had assisted the Uganda government in the preparation of the project.

1.02. An appraisal mission composed of Messrs. Mats Hultin, Peter Oltmanns and Hanns Pichler was in Uganda during November and December, 1965. This report is based on the findings of the appraisal mission and its discussions with officials in the Ministries of Education, Finance, Housing and Labor, Works and Agriculture, the Central Planning Bureau, with the British High Commissioner, U.S. Agency for International Development, the American Peace Corps and the Swedish International Development Authority.

1.03. Materials from economic planning and manpower surveys have been made available. Information has been received from the National Housing Corporation, contracting firms and private architects. More than 20 educational institutions have been visited. The mission also had discussions with Unesco officials in Paris and the Unesco representative in East Africa.

2. BACKGROUND

2.01. Uganda stands astride the equator near the center of Africa. Much of the country is a hilly plateau at an altitude of more than 1,200 m, which endows it with a favorable climate. Uganda measures 236,000 sq. km, which is comparable to the size of the United Kingdom. There are relatively dry areas in the northern part of the country but otherwise precipitation is abundant. The southern and western parts are fertile and offer good opportunities for farming. Agriculture is and will for a long period be the most important activity in the country.

2.02. The population of Uganda is 99 percent of African origin, divided into tribal groups of which 16 each number more than 100,000. Of the remainder, 86,000 are Asians and 9,000 Europeans.

2.03. As shown by the map, the population is unevenly distributed, most of it living near Lake Victoria and in the Southwest. The populous areas are characterized by the absence of villages and a scattered pattern of settlement. Townships are few and small. Except for the Kampala area, the urbanization rate is estimated to be slow, even compared with other developing countries. The official language is English. There are six major vernacular tongues.
2.04. The population in 1966 was estimated to be 7.7 million. The economically active population (age group 16 to 49) represent about 44 percent of the total. At the end of the Second Five-Year Plan - in 1971 - the population is estimated to reach 8.8 million of which 43 percent are projected to be economically active.

2.05. During the Second Five-Year Plan (1966-1971) an increase in total wage employment of 100,000 is aimed at. Since 1960, employment has declined. More recent figures show an upward trend but it is still doubtful whether the target for 1971 will be achieved. The employment situation in the monetary sector of the economy is shown below (Table 1).

| Table 1 | Total Employment in Monetary Sector |
| Total Employment in Monetary Sector |
| Total | 244,5 | 236,1 | 230,8 | 221,6 | 224,9 | 235,0 | 285,0 | 385,0 |
| African | 228,9 | 221,0 | 216,8 | 208,3 | 212,3 | 222,9 | 273,2 | 375,2 |
| Asian | 10,6 | 10,5 | 9,9 | 9,7 | 9,4 | 9,3 | 9,0 | 8,0 |
| European | 5,0 | 4,6 | 4,1 | 3,6 | 3,2 | 2,8 | 2,8 | 1,8 |

In 1965/66 only 8 percent of the total working age population were employed in statistically registered paid positions, but this is expected to increase to 10 percent by 1971.

2.06. The African population is predominantly rural and works on small private holdings on both subsistence and cash crops. The Asians are found in trade and commerce and the Europeans in administration.

2.07. Table 2 shows the educational profile of employed manpower and projected trends of utilization from 1966 to 1971. It indicates that the highest relative increase is for Higher School Certificate holders.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>1966</th>
<th>1971</th>
<th>% Increase 1966-1971</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. '000</td>
<td>% of Total</td>
<td>No. '000</td>
</tr>
<tr>
<td>Unskilled</td>
<td>194.0</td>
<td>68</td>
<td>251.0</td>
</tr>
<tr>
<td>Semi-skilled (primary + two years training)</td>
<td>64.6</td>
<td>23</td>
<td>93.3</td>
</tr>
<tr>
<td>Skilled (School Certificate or equivalent)</td>
<td>14.3</td>
<td>5</td>
<td>20.6</td>
</tr>
<tr>
<td>Skilled (Higher School Certificate or equivalent)</td>
<td>8.6</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>University or equivalent</td>
<td>3.5</td>
<td>1</td>
<td>5.1</td>
</tr>
<tr>
<td>Total</td>
<td>285.0</td>
<td>100</td>
<td>385.0</td>
</tr>
</tbody>
</table>

Of which sectors:

<table>
<thead>
<tr>
<th></th>
<th>1966</th>
<th>1971</th>
<th>% Increase 1966-1971</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture (monetary economy)</td>
<td>57.0</td>
<td>20</td>
<td>95.0</td>
</tr>
<tr>
<td>Government and Public Service</td>
<td>86.2</td>
<td>30</td>
<td>108.0</td>
</tr>
<tr>
<td>Private Sector</td>
<td>114.8</td>
<td>50</td>
<td>182.0</td>
</tr>
</tbody>
</table>

2.08. While the average economic growth 1960-1965 has been just under 4 percent per annum, the Second Five-Year Plan 1966-1971 aims at an average rate of 6.5 percent per annum, and the long-range projection 1971-1981 foresees a rate of 8 percent. Allowing for the population increase, this will raise the GDP per capita from about £30 in 1965 to £40 in 1971 and £60 in 1981, compared with current figures of £14 in Malawi, £15 in Ethiopia, £20 in Tanzania, £30 in Kenya, and £65 in Zambia. The economic growth aimed at is ambitious and may be difficult to achieve.

2.09. The targets for 1971 require a projected total investment including the private sector of £230 million over the period 1966-1971. This would be more than twice the level of investment achieved during any previous five-year period and it is doubtful if it can be fulfilled. Of interest for the implementation of the proposed project is the output from the construction sector which is expected to increase from about 3 percent of total monetary GDP in 1966 to about 3.5 percent in 1971.
3. THE EDUCATION AND TRAINING SYSTEM

The Structure of Education

3.01. Primary education is given as a seven-year course (Annex 1). Pupils then have to pass an examination to qualify for transfer from primary to secondary education. A four- or six-year period of academic secondary education is offered leading to examinations for the School Certificate (SC) or the Higher School Certificate (HSC), respectively. The latter is taken by selected pupils who are candidates for university admission.

3.02. As can be seen from Annex 1, students leaving primary education are offered vocational training at secondary level in schools of many types. Higher education institutions are also shown on the chart.

The Administration of Education

3.03. The administration of education is centralized under the Ministry of Education with headquarters in Kampala. The Ministry is organized in three divisions (Annex 2). The efficiency of the organization has been somewhat hampered by the federal structure of Uganda. The semi-autonomous kingdoms, forming an important part of the country, have had their own educational authorities responsible for education until May of this year, when Uganda became a unitary state. Therefore, the Central Inspectorate in the Ministry and the four Regional Inspectorates of the Central Government have been less effective in those provinces. Since May a more effective administration has been introduced.

3.04. The Schools and Colleges Division in the Ministry is responsible for the school organization in general and for the supply of teachers. It has a planning unit which deals with such items as budget, statistics and school construction. Recently the Ministry has established its own architectural unit which works in collaboration with the National Housing Corporation and private architectural firms.

3.05. The Ministry's Finance and Establishment Division is efficient and there seems to be good cooperation between it and the Ministry of Finance. This also applies to collaboration between the planning unit in the Ministry of Education and the Ministry of Economic Development and Planning, the latter dealing with manpower projections.

3.06. The secondary schools have Boards of Governors appointed or approved by the Ministry. Their authority is defined by law. It includes maintenance of school buildings, appointment of teachers and budget proposals. The Ministry of Education, however, exercises considerable influence because Ministry officials are often members of the Boards.

3.07. Africans hold most posts in the central and regional education administrations. The staff is understandably rather inexperienced but otherwise qualified and competent and should be able to organize, direct and supervise not only the present school system but also an expanded one.
Enrollment

3.08. The past, present and projected enrollment in primary and secondary education is shown in Annexes 3 and 4. Enrollment has increased considerably from 368,000 in primary and 10,190 in secondary education in 1955 to 578,000 and 23,300 in 1965. Despite this rapid increase, only 44 percent of the primary school age population was in school in 1965. The 2.5 percent of Uganda’s secondary school-age population attending secondary school is low compared with many other countries as shown below for the 1960’s (Table 3).

Table 3

<table>
<thead>
<tr>
<th>Country</th>
<th>Secondary level enrollment as percentage of appropriate school age population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>1</td>
</tr>
<tr>
<td>Uganda</td>
<td>2.5</td>
</tr>
<tr>
<td>Tanzania</td>
<td>3</td>
</tr>
<tr>
<td>Kenya</td>
<td>3.5</td>
</tr>
<tr>
<td>Tunisia</td>
<td>14</td>
</tr>
<tr>
<td>Pakistan</td>
<td>19</td>
</tr>
<tr>
<td>Canada, Sweden, U.S.A.</td>
<td>60-90</td>
</tr>
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It is estimated that primary school enrollment by 1970 will have grown to 710,000 or 54 percent of the relevant age group and secondary school enrollment to about 40,000 or 4 percent of the age group.

Primary Education

3.09. The majority of primary schools are supported in part by the Central Government. More than 80 percent of them are, however, administered by religious bodies under the supervision of local authorities. The average school has 180 students. Thirty-five (35) students is the most common class size. Both figures compare favorably with many developing countries. One-third of the primary pupils are girls. The drop-out rate is considerable by comparison with developed countries, but about average for countries in a similar stage of development. Only one-third of those entering Primary 1 in 1957 passed the examinations six years later (Annex 5). In addition to this, 10 percent of the pupils are repeaters. Of the primary teachers, 85 to 90 percent are trained, which is an acceptable figure. Primary school children pay, on average, a fee of 25 shillings per year.

3.10. A new primary school syllabus designed to meet present day needs in Uganda has been inaugurated. English will be introduced in Primary 1 and used as the medium of instruction from Primary 4 upwards. The supply of textbooks and stationery is better than in some developing countries although modern teaching aids are missing.

3.11. A steady qualitative improvement of primary education can be expected with the new syllabus. The number of drop-outs should decrease and a sound foundation laid for a successful expansion of secondary education.
General Secondary Education

3.12. Sixty-six grant-aided\(^1\) and 24 unaided schools offer general secondary education. Enrollment in unaided schools is fairly small and is not expected to rise. In 1965, 17,300 pupils were enrolled in aided schools about one-fourth of the students were girls. Due to the conversion of 23 intermediate schools into secondary schools and the opening of a number of Forms SI (the first year of secondary), an intake of 15 percent of those finishing primary school was achieved in 1965 but will fall in succeeding years as the output from the primary schools increases. A minimum intake of 12 percent is estimated as the need to meet manpower requirements and must be maintained for some years to come. There is, moreover, an unevenness of opportunities between districts that necessitates movement of qualified students from one district to another at each succeeding level of education. There are, for example, three times as many secondary school places on a population basis in Buganda, including Kampala, as in the western provinces.

3.13. A substantial majority of secondary schools having been founded by religious bodies, the locations were determined by factors other than those nowadays govern school planning. The schools are, however, generally in populous areas. Of the students in general secondary schools, 75 percent are Africans and the rest are Asians, except for a very tiny fraction of Europeans.

3.14. The religious organizations' desire to spread education has led to the proliferation of small and uneconomic school units. The average school has less than 300 pupils, a figure which, on economic grounds, can permit only a purely academic program. Government has now decided that the schools shall offer a wider range of subjects and, in the future, the minimum school size will therefore be 420 students. The average class size of 30 students makes possible a satisfactory utilization of classrooms and laboratories.

3.15. The outlines of the curricula and syllabuses used are laid down by the University of Cambridge Examination Syndicate. School leaving certificates are therefore widely recognized for purposes of selection for further studies both locally and abroad or for employment but there is room for improvement and adaptation to the needs of Uganda. A recent agreement to set up an East African Examinations' Council will make it possible to design curricula and syllabi more relevant to the Uganda situation.

3.16. Between 60 and 70 percent of the students pass the leaving examinations each year. This figure is low and indicates that a rise in the general standard of secondary schools is needed (90 percent is a target in many developed countries). It also indicates the need for a revision of the examination system. The final examinations are regarded as so important that the performance of students during term is often ignored. This overvaluation of examinations not only increases the number of failures but also governs the curricula in an unfavorable way.

\(^1\) Twenty-three of these 66 schools are former intermediate schools which, in 1965, were converted to secondary schools in provisional facilities.
3.17. The 23 converted and several of the other 43 aided secondary schools lack adequate classrooms, laboratories, workshops, and libraries. The quality of dormitories and staff houses varies from school to school. The stock of audiovisual teaching aids is inadequate. There is a sufficient supply of textbooks but not all are suited to African students. Although British and East African book publishers produce textbooks for Uganda, there is a shortage of authors with adequate knowledge of the country.

3.18. For secondary level education, the average fee charged is 500 shillings per year, made up of 300 shillings for tuition and 200 shillings for boarding. Annex 5 shows that there is a small drop-out in secondary education, the main cause of which is financial and not academic.

3.19. In 1964, 85 percent of the secondary school teachers were trained but 80 percent were expatriates. In 1965, the staff increased by 200 teachers but the number of those trained increased only by 40 which caused the percentage of trained teachers to fall to 70 percent. Such a level cannot be accepted if an increase in both quantity and quality of education is desired. The wages of the teaching staff are sufficient and should attract the required number of qualified teachers when the university output permits sufficient candidates.

3.20. There are no problems for the secondary school leavers to find employment or places in higher education. The output - in 1965, 2,500 from the four-year course and 500 from the six-year course - has been small in relation to the need.

3.21. To improve the standard of secondary education, courses in practical subjects are to be introduced in all schools (para. 3.14).

Technical Secondary Education and Vocational Training

3.22. Opportunities for secondary education exist in three farm schools, five technical schools, Uganda Technical College and Uganda College of Commerce. There are a number of rural trade schools and home craft centers at intermediate level. Experience with these latter schools has been disappointing and they are, therefore, being abolished. Outside the system of the Ministry of Education, a number of training courses and apprentice schemes are run by various governmental departments and private agencies. Several firms engage in some form of training programs for new recruits. Within the public sector, courses are conducted by the Ministries of Works, Housing and Labor, Health, Agriculture, Animal Husbandry, Community Development, etc. (annual output 200-300). Opportunities for vocational education, however, fall short of the demand for them. Existing technical schools are, therefore, expanding and more farm schools are being established.

3.23. The intake of technical schools will increase from 460 in 1965 to 550 in 1970 and the intake in farm schools from 220 to 680. The number of places in technical schools will increase from 1,040 in 1965 to 1,530 in 1970 and in farm schools from 590 to 2,040.
3.24. Uganda Technical College offers courses for technicians: enrollment is to increase from 230 to 540 students. Uganda College of Commerce will train by 1967 a minimum of 190 students in a two-year course in business administration.

3.25. Although technical secondary education is still regarded as a second choice by most students aiming for more than primary education, the number of applicants to vocational courses is in general higher than the number of places. The present plan for development seems therefore to strike a balance between the need for training and the supply of trainees. Some technical schools and farm schools have poor facilities. On the whole, however, these schools are better equipped than a majority of the new general secondary schools.

Teacher Training

3.26. Primary Teachers - Bold attempts are being made to meet the challenge of teacher scarcity in Uganda. The modest expansion of primary education from 44 percent of the age group in 1965 to 54 percent in 1970 is determined by the decision to have it geared to the supply of trained teachers. There are two grades of teachers for the primary schools. The lower grade teachers are recruited after an intermediate education, plus four years of teacher training. Teachers at this level are produced in 26 mission-founded colleges. Annual output is 850. Training for the higher grade prepares teachers for the upper primary classes. Two-year courses are offered in five colleges to students with School Certificate or to existing teachers - the latter in this way being upgraded. Output is planned to increase from 210 to 900 per year. It has been decided that the training of primary school teachers will be concentrated in four large colleges, and the entrance level raised to School Certificate for all students. The production of primary school teachers in Uganda should be sufficient to meet the needs created by development and replacements.

3.27. Secondary Teachers - The teaching staff in Uganda's general secondary schools numbered 930 in 1965 - 137 teachers were Africans, 212 Asians, and 581 Europeans or Americans. Available data does not indicate whether there are acute shortages of teachers in any specific subject. However, the main reason given by the headmasters for the absence of practical subjects in some schools was lack of specialist teachers. Hitherto, Uganda has drawn its staff for the secondary schools from two sources. First, there are the expatriate staff recruited from the United Kingdom, the United States Peace Corps program, Norwegian Peace Corps Scheme, and other overseas countries. Second, there is a growing supply of Ugandans. To date, the number of Ugandans has been far from encouraging. As in other developing countries, a substantial number of teachers has been called away from the teaching services into other fields of activity, but it is expected that the competitive position of teaching posts will improve as the supply of secondary graduates increases.

3.28. Local training for Uganda secondary school teachers is offered at Makerere University College in a three-year course leading to a Bachelor of Education degree. The number of Ugandans in this course is at present only 51 but is increasing.
3.29. In addition to the training of teachers in Makerere College, there is a teacher training institute at Kyambogo, Kampala, with an intake of 170 students in 1966. The entrants to its two- or three-year teacher training courses hold School Certificates or Higher School Certificates, respectively. In collaboration between the Kyambogo Teacher Training Institute and Uganda Technical College a scheme to train teachers in industrial arts has been developed. Home economics teachers have also been trained during the past few years, but the training of teachers for commerce and agriculture has still to be developed. Courses are also operating to upgrade primary teachers to teach academic and practical subjects in secondary schools.

Educational Research

3.30. The National Institute of Education is a corporate body bringing together the Ministry of Education, the principals and staffs of teacher training colleges and the Faculty of Education at Makerere College in an effort to improve and expand teacher and pupil education in Uganda. The Institute promotes research, provides conferences and in-service courses for teachers, revises curricula, textbooks and other teacher aids, and produces educational TV programs. It has just started its activities but should in due course play an important role in raising the quality of education in Uganda.

Higher Education

3.31. Opportunities for higher education are available at Makerere College in Kampala and also at other sections of the University of East Africa - in Nairobi, Kenya, and Dar-es-Salaam, Tanzania. The Faculties at Makerere College include Arts, Social Sciences, Sciences, Medicine, Agriculture, Education and Fine Arts. In 1966, there were 940 Ugandan students pursuing various courses at the University of East Africa, the majority of them in Kampala. In addition, 2,250 students were studying overseas of whom 250 were taking courses in education. The University of East Africa will expand considerably during the coming decade to meet the estimated demand of first level manpower (para. 4.06).

3.32. Students graduating from the secondary schools and not proceeding to higher education at the university level have also opportunities to enter post-secondary courses given in the institutions mentioned in paras. 3.24 and 3.29.

Foreign Aid in Education

3.33. Important grants and loans for school construction have been given to Uganda by the U. S. Agency for International Development (U.S. AID) and the British Ministry of Overseas Development. Uganda Technical College, the Kyambogo Teacher Training Institute and 16 secondary schools have been wholly or partially financed in this way. The British Ministry of Overseas Development assists in the supply of about 450 secondary teachers. The Teachers for East Africa Scheme and the U.S. Peace Corps have supplied 66 secondary teachers in 1965. Of the Uganda students studying overseas, 500 are on foreign scholarships.
4. THE FINANCING OF EDUCATION

Recurrent Expenditures

4.01. A substantial part of Uganda's public expenditures is allocated to education. The Central Government spent in 1965/66 15 percent, or £6.6 million on education of a total recurrent expenditure of £43.6 million (Annex 6).

4.02. The Central Government bears the largest share of the cost of education through the Ministry of Education and through the Ministry of Regional Administration in all parts of Uganda ("block grants") and the financial responsibility for secondary education lies almost completely with it.

4.03. However, the expenditure for educational purposes by Local Authorities is also important and their contributions - excluding the block grants - amount to about one-third of the total public recurrent expenditure on education (Annex 6, page 2). The Local Authorities are mainly responsible from their own resources for the non-salary recurrent expenditure of primary education, while the block grants cover salaries of primary teachers.

4.04. Other sources for local funds - aside from block grants and Local Authorities' contributions - are contributions by voluntary agencies (particularly missions) and community self-help schemes. There is no information available about the size of these contributions.

4.05. The projections for the Second Five-Year Plan reveal that the allocations for education will be increased to 20 percent of the total recurrent expenditure of £63.0 million in 1970/71. A budget surplus is projected, the creation of which will require substantial increases in taxation (Annex 6).

4.06. Annex 7 shows the increase in the projected total public recurrent expenditure on education by sector during the Second Five-Year Plan. Aside from the general increase from £8.0 million to £13.4 million, the expansion on university level education from £1.2 million to £2.7 million should be noted. Large amounts of funds are channelled into top level education while responsibility for primary education is to a large degree transferred to local authorities.

4.07. The planned expansion and improvement of education will cause an appreciable increase in the recurrent cost per pupil (Annex 8). The increase can be explained by the introduction of diversified curricula with new subjects and new teaching equipment. A higher standard in teaching facilities, kitchens, sanitation and dormitories will raise maintenance costs. Vocational and practical courses and teacher training institutes are more expensive than general education but the steep increase in cost in these fields is caused mainly by the upgrading of vocational education and primary teacher training from lower secondary to upper secondary level.
Capital Expenditures

4.08. Table 4 shows the development of Central Government capital expenditure over the past five-year period, including the present position. The sharp decrease from 1964/5 to 1965/6 is due to major cuts in the budget which were made necessary by a deterioration in the government financial position.

Table 4

Capital Expenditure on Education
(Excluding Local Authorities)

1961 - 1966

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961/2</td>
<td>117 25.3</td>
<td>345 714.7</td>
<td></td>
</tr>
<tr>
<td>1962/3</td>
<td>163 17.0</td>
<td>786 81.9</td>
<td>11 1.1</td>
</tr>
<tr>
<td>1963/4</td>
<td>212 13.1</td>
<td>1389 86.0</td>
<td>14 0.9</td>
</tr>
<tr>
<td>1964/5</td>
<td>161 7.4</td>
<td>1879 86.3</td>
<td>138 6.3</td>
</tr>
<tr>
<td>1965/6</td>
<td>733 614.3</td>
<td>733 614.3</td>
<td>407 35.7</td>
</tr>
</tbody>
</table>

The Local Authorities are responsible from their own resources for some of the capital costs in primary education, but no data is available about the size of these contributions.

4.09. The Second Five-Year Plan projects an educational investment of £18.5 million, the bulk of which will go to secondary and higher education. A part of the projected accumulated current account budget surplus of £30 million will assist the financing of the investments. Other important parts would be covered by the proposed IDA credit, and by a USAID loan currently under consideration for teacher training colleges. The Government may also allocate a part of a U.K. loan of £6 million to education. Table 5 shows the breakdown of the projected capital expenditure on education including contributions from Local Authorities.
Table 5

Projected Capital Expenditure on Education

<table>
<thead>
<tr>
<th></th>
<th>1966-1971 £'000</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>2,000</td>
<td>11</td>
</tr>
<tr>
<td>General Secondary</td>
<td>8,000</td>
<td>43</td>
</tr>
<tr>
<td>Trade and Technical</td>
<td>2,400</td>
<td>13</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>3,700</td>
<td>20</td>
</tr>
<tr>
<td>Higher</td>
<td>2,400</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18,500</td>
<td>100%</td>
</tr>
</tbody>
</table>

5. THE NEED FOR THE PROJECT

5.01. Based on the survey of Uganda's stock of high level manpower carried out in 1962/63, an overall manpower plan has been worked out by the Central Planning Bureau. Five-year term projections of required manpower supply have been made from 1966 to 1981, the target year when full Africanization is to be achieved. These projected manpower requirements have been divided into three levels:

- **First Level** - University graduates or equivalent;
- **Second Level** - Higher School Certificate holders or equivalent;
- **Third Level** - School Certificate holders or equivalent.

Annex 9 shows the manpower stock in 1966 and the projected manpower requirements in the period 1966-1981. The third level projections exclude primary teachers due to the mixed composition of this group.

5.02. The present stock of first, second and third level manpower, 17,600 - 6,000 of which are non-Africans, should be increased to 29,000 in 1972, an increase of 11,400. In 1981 there should be more than 65,000 first, second and third level Africans - under the assumption of 100 percent Africanization by then.

5.03. Normal wastage, Africanization, the intake of higher schools including primary teacher training institutes, dropouts and repeaters at various levels necessitate a total output in the period of about 33,000 from secondary education to meet the demand for higher level manpower in 1972 and a considerable expansion is therefore required. A part of this expansion has been initiated by the conversion in 1965 of 23 existing intermediate
schools to secondary schools. However, these former intermediate schools do not have enough classrooms. They lack also many other facilities including dormitories and staff houses. All need an extensive construction program to bring their facilities to an acceptable standard. In addition, several existing secondary schools must be expanded and reconstructed.

5.04. A qualitative improvement of the general secondary system is also needed. The number of failures in the school leaving examinations is considerable (para. 3.16), which indicates the demand for better teaching aids and an improved curriculum. An outline has, therefore, been developed by the Ministry of Education for a revised secondary school curriculum, breaking away from a narrow range of subjects in order to provide a comprehensive program which will give the pupils a range of practical courses in addition to the normal academic subjects. Commercial studies, arts and crafts, industrial arts and home economics have been included, to be taken at the Cambridge School Certificate level. Agricultural subjects will also be offered. At present very few schools are provided with the physical facilities to cope with this broadening of the curriculum.

5.05. The manpower analysis also shows that the teaching of science subjects must be given increased emphasis. The objective should be a system in which there are three science streams to two arts streams. The majority of the present schools have no facilities to meet the increased demand for science teaching.

6. THE PROJECT

6.01. The request originally submitted by the government of Uganda to IDA was for a loan of £10.6 million to convert 23 intermediate to secondary schools and expand and upgrade 42 existing general secondary schools, but a division of the proposed project into two phases was found desirable. The expansion and upgrading of 26 existing schools has therefore been postponed to a second phase of the education development program.

6.02. The postponement will cause no considerable delay in the proposed increase in student enrollment, but it means that these 26 schools will not be able to offer science and practical courses to an extent desirable for the time being. They should therefore form part of a second project to be carried out soon after the completion of the first.

6.03. The project would consist of:

(a) the construction of 24 new general secondary schools, 23 of which are on sites that before 1965 were used for intermediate education and one on a completely new site, to include academic facilities, student hostels and staff houses;

2/ i.e., 65 of 66 schools mentioned in paragraph 3.12.
(b) the construction of additional facilities in approximately 15 existing general secondary schools, to include the items mentioned under (a).

6.04. The project would be implemented during 1967-1970 and the schools in the project fully utilized in 1972. About 13,900 new places would be added by the project, including facilities for 2,100 students already accepted in provisional premises. The project would increase the annual output by a maximum of 3,800 students. The total cost of the project would be £5.1 million (US$14.3 million equivalent). The foreign exchange component is estimated at £1.2 million (US$3.4 million or 24 percent of the total).

6.05. The proposed expansion of secondary education is a part of the Second Five-Year Plan, where it is given great emphasis. Taking into account the proposed IDA Credit, the capital and recurrent expenditures caused by the proposed project are within the financial capacity of the Government.

Educational

6.06. Annexes 3 and 10 show the projected enrollment in secondary education in Uganda in the years 1966 to 1972. The general secondary school development allows for an increase in enrollment from 17,300 at present to about 33,200 in 1972. The project would provide about 90 percent of the new places. All the schools in the project are for Forms 1 to 4 (School Certificate) with 121 streams adding about 12,900 new places. Ten of the schools will, in addition, have facilities for Forms 5 and 6 (Higher School Certificate) with 20 streams and 1,000 new places.

6.07. Of the 39 schools, 16 are co-educational, four are girls' schools and 19 are boys' schools. Ten schools are for the most part day schools. Twenty-nine schools are boarding schools with some day students. All schools will have 420-560 places each and their sizes will be economically and educationally acceptable. There will be about 7,300 places in new dormitories.

6.08. In addition to academic subjects, all schools will offer practical courses such as industrial arts, commerce, agriculture or home economics and a considerable part of the project funds would be used to construct facilities for practical courses, laboratories, libraries and other special rooms for this purpose. About two-thirds of the streams for Forms 5 and 6 will be science streams.

Staff

6.09. At present a majority of secondary school teachers are expatriates and it will be necessary for Uganda to rely upon foreign teachers for some years to come. But the number of local teachers is increasing (Annex 11) and it is hoped that, by 1972, 80 percent of the 1,680 teachers needed in general secondary schools will be Africans. This estimate is
based on projected output from the teacher training institutes in Uganda, i.e., Makerere (20 p.a.) and Kyambogo (170 p.a.). An additional source of local teachers is to be found in the Ugandans studying education in universities abroad of which there are currently 250. As the United Kingdom Government and the US Peace Corps are prepared to maintain or slightly increase the present number of teaching posts filled by them (500-550) and as there are other sources (para. 3.27), the qualified teacher supply is expected to meet the demands of the project.

Student Hostels and Staff Housing

6.10. As will be observed in Table 6, paragraph 6.24, it has been necessary to make a substantial allocation of funds for student hostels (19 percent of project cost) and staff housing (19 percent). The problem is not peculiar to Uganda, although the population distribution in Uganda makes it particularly acute. Ninety-six percent of the population in Uganda live in rural areas. Although many rural districts have a fairly high population density, there is very little concentration of this population in organized centers. For example, the 1959 census shows only 12 towns with a population over 4,000, of which only 5 have a population over 10,000. Public transportation services are generally non-existent or primitive. According to a study made by a United Nations team, this low degree of urbanization will continue for many years to come and urbanization of less than 20 percent is estimated at the end of the century which would be a very low figure compared with the world average.

6.11. The education plan aims to provide secondary education for areas not hitherto served, which implies that rural schools serving wide catchment areas will form an important part of the expanded school system. The distribution pattern of the schools in the proposed project coincides indeed with the main areas of population (map) but the conventional structure in developed countries of a widespread system of day schools is not yet achievable. Population growth in the immediate vicinity of the rural centers where the schools have been located and the development of roads and transport services will permit a growing percentage of the students to attend as day students. However, considering that the percentage of secondary school students is only 2.5 of the appropriate age group, that the project will increase this figure only to 4.0, and that these students are to be drawn from the country as a whole, the majority of the pupils will have to be boarders and reliance on hostel facilities is inescapable.

6.12. During the appraisal, particular attention was paid to merits and disadvantages involved in increasing the percentage of day students and decreasing the number of residential places by the adoption of school bus service. Taking all factors into account, including catchment areas of buses - which are restricted by the conditions of the roads - and availability of drivers and mechanics, there does not appear to be justification for insisting upon the adoption of bus services as a condition of the Credit. Given the very small number of schools in Uganda at this time,
any substantial shift to day schools would result in a higher ratio of educational opportunity for students in the immediate vicinity at the expense of students in the country as a whole. This would conflict directly with the Government policy of offering opportunities selectively, but equitably, throughout the country on a merit basis.

6.13. In the future as both the number of schools and urbanization increase and the transportation system improves, a shift to day schools will be feasible, and future plans for school expansion should take this into account. This has been brought to the attention of the Uganda authorities. As an interim solution, it has been agreed that hostel space in the project will be designed so as to be convertible later on into classrooms and other instructional facilities.

6.14. The previously described extension of secondary education to areas not hitherto served increases the present housing problem for the teaching staff. Even in cities like Kampala an acute housing shortage exists and no significant private rental market has yet been created. Outside Kampala and a few other places, private housing of a minimum standard appropriate to professional employees is non-existent. Therefore, the provision of housing forms a part of the salary in all governmental and most private activities. The alternative employment opportunities for persons with secondary teacher qualifications are so numerous that not to offer housing - particularly in areas which offer very few other amenities - would seriously jeopardize the possibility of recruiting the necessary teachers. The only realistic way to assure that the schools in the proposed project will be provided with a sufficient number of teachers - Africans or expatriates - is therefore to include the construction of a certain amount of staff housing. As shown in paragraph 6.20, the allocation of funds for staff housing has been kept to a minimum essential to meet this need.

Physical

Location of Sites

6.15. The Government or Local Authorities own the land for nine schools; the land of the remaining 30 schools is owned by religious bodies. In most cases the size of the land is beyond the required space of about 30 acres per school.

6.16. As the Government does not intend to buy the required land, agreements have been signed with the religious bodies that the land and the buildings to be erected will be used for the specified educational purposes only. The land necessary for the construction will be provided without cost to the project.

Educational and General Service Facilities, and Hostels

6.17. Classrooms and laboratories are designed for classes of 35-40 at the level of Forms 1-4 and 30 in Forms 5 and 6. These are accepted sizes from both the education and economic points of view.
6.18. Each school will have a library which can also serve for teaching purposes, and either commercial, agricultural, or home economics units are to be provided, as well as shops for industrial arts. The educational equipment for classrooms, laboratories and workshops would be supplied according to standard lists which are suitable in content and reasonable in cost. Dining halls would be provided for two-shift meals and would also serve as assembly halls.

6.19. The hostels would be designed for double bunks and the area per student would be the minimum allowed according to the health regulations. There will be no common rooms. Some schools in the project already have hostels. The government of Uganda has agreed to utilize the existing hostels in the same way as the new ones.

Staff Houses

6.20. The proportion of married and unmarried staff is about equal at the present time in Uganda. Married staff would be provided with a three-bedroom house; whereas three unmarried staff members would be required to share one house. This arrangement gives flexibility for the changing requirements of married and unmarried staff and implies a maximum of utilization of the facilities in the long run. It is also a more economical solution from a construction point of view, as it would be more expensive to provide bachelor quarters. The staff house would have living room, kitchen and one bathroom in addition to the three bedrooms. There would be no servants' quarters. The agreed standard of the houses is the minimum appropriate to recruit staff.

6.21. The project schools require about 800 teachers for whom housing must be provided. If the already existing and the new staff housing is utilized according to the above-mentioned arrangement, a total sum of US$2.4 million would be required to construct about 260 houses for the teaching staff and matrons. This represents about 19 percent of the total project cost.

Costs

Construction

6.22. The construction cost estimates for the proposed project are derived from costs of building per square foot, based on standard designs and recent building experience and the effect of international competition has also been taken into consideration. For each type of structure, recent costs were adjusted to account for modifications that are to be included in the new plans. For secondary school construction in Uganda, the cost of materials generally accounts for approximately 60 percent of the total cost.

6.23. Building designs would be based on a series of standard type plans and specifications prepared for each of the building types by the project unit of the Ministry of Education. The design is economic and acceptable and construction costs are reasonable. For each type of facility to be provided, acceptable standard lists of furniture and equipment have been prepared.
6.24. Table 6 gives a breakdown of the major categories of expenditure in the project by function. The figures for academic buildings and general service, student hostels and staff housing include furniture and equipment. In determining the contingency it is recognized that the downward effect of international bidding may be offset somewhat by the increased volume of construction activity resulting from the project (paras. 6.31, 6.32). An allowance of 15 percent of the cost should be sufficient to cover unanticipated construction and site planning problems as well as price increases.

Table 6

<table>
<thead>
<tr>
<th></th>
<th>L</th>
<th>$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic buildings and general service</td>
<td>1,980,000</td>
<td>5,544,000</td>
<td>5</td>
</tr>
<tr>
<td>2. Student hostels</td>
<td>860,000</td>
<td>2,408,000</td>
<td>19</td>
</tr>
<tr>
<td>3. Staff housing</td>
<td>860,000</td>
<td>2,408,000</td>
<td>19</td>
</tr>
<tr>
<td>4. Site works</td>
<td>430,000</td>
<td>1,204,000</td>
<td>10</td>
</tr>
<tr>
<td>5. Professional fees</td>
<td>310,000</td>
<td>868,000</td>
<td>7</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>4,440,000</td>
<td>12,432,000</td>
<td>100</td>
</tr>
<tr>
<td>Contingencies, 15%</td>
<td>667,000</td>
<td>1,868,000</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>5,107,000</td>
<td>14,300,000</td>
<td></td>
</tr>
</tbody>
</table>

Foreign Exchange Components

6.25. The foreign exchange component amounts to US$3.4 million equivalent or 24 percent overall, including equipment and furniture. Imported construction materials form about 15 percent of the construction costs. The items which are usually imported are: structural and reinforced steel, concrete drain pipe, sanitary and electrical fixtures and glazing. The general procedure for the importation of building materials is for the contractor to order them through local material suppliers who, in turn, do the actual importing.

6.26. The most commonly used school furniture is made of wood and tubular metal. While the metal must be imported, the wood used is local and all the furniture is manufactured in Uganda. About 25 percent of the cost of furniture is foreign exchange.

6.27. Practically all specialized instructional equipment is imported from overseas. Normally the orders are placed by the Ministry of Education through the Chief Supplies Officer of the Ministry of Works.

Building Construction

Standard and Maintenance

6.28. In comparison with other developing countries, architectural design and building construction is of average standard. Some good quality of construction is to be seen in the Kampala area whereas in the rural areas
the standards are lower. Economic considerations are stressed in the architectural design but not sufficient consideration has until now been given to building materials or climatic conditions.

6.29. The maintenance of non-government schools is the responsibility of the School Board in compliance with public health rules. In the case of government schools, the responsibility rests with the Ministry of Works. Funds for routine repairs and maintenance of school buildings and replacement of capital equipment (other than buildings), are normally budgeted in the recurrent income and expenditure of the school and appear to be adequate. Major repairs to school buildings are considered for capital grants from the Ministry of Education and work is carried out by a private contractor for the School Board.

Professional Services

6.30. The Ministry of Education has its own architectural section which works in collaboration with the Ministry of Works. For the purpose of this project, the two government offices will be assisted by the employment of private architectural firms. As there are well-qualified and experienced firms available in East Africa, the professional services, including quantity surveying and engineering, are adequate.

Activity of the Building Industry

6.31. The output of the construction industry represents a comparatively small part of the economy - about 3 percent (para. 2.09). In recent years total building activity has dropped considerably, but prices have remained fairly stable and are still appreciably higher than in the neighboring country of Kenya. The main reason for this is the lack of competition in the building industry.

6.32. With the originally proposed project the strain on the current annual output would have been beyond the capacity of the building industry. Expenditure on the project as now proposed will be in the region of US$5 million equivalent in the first year of construction. Even this sum will have a considerable impact, particularly on the small, local contractors since it represents about 30 percent of the current total annual volume of the building industry.

Contracting Firms

6.33. At present there are about 40 building contractors. The twelve largest firms employ approximately 75 percent of the total labor force in the building industry which is at present estimated at about 8,000. The remaining 25 percent is employed by the smaller firms.

6.34. There are a number of foreign-based contracting firms, which do work and maintain offices in Uganda. Six of them are Kenya firms; three are British; and one is an international company.
6.35. For the purpose of this project, an assessment of the work capacity of the building contractors will be made by the architectural unit of the Ministry of Education in collaboration with the National Housing Corporation.

**Tendering and Contract Awards**

6.36. Since January 1965, tendering for all government building projects has been administered by a Central Tender Board in the Ministry of Finance. The Tender Board does not bind itself to accept the lowest bid, but normally, the lowest qualified bidder receives the award of the contract.

6.37. Insurance of the construction work against fire and against personal injuries is the responsibility of the contractor. The contractor will also be required to post a bond as a guarantee against his failure to complete the work.

6.38. All contracts, including those for furniture and equipment, will be awarded on the basis of international competitive bidding.

**The Implementation of the Project**

6.39. A special project unit has been established within the Ministry of Education. This unit consists of an educator to supervise execution of the project, two architects and supporting technical and secretarial staff, all full time. This unit will design new standard plans and working drawings in cooperation with private architectural firms. The Minister of Education has agreed to train one or more Africans in this project unit.

6.40. In order to adapt the standard drawings to the individual school sites, qualified and experienced firms of architects will be employed to undertake the architectural and engineering services required. In this connection, the larger firms have agreed to train Africans during the execution of the project.

6.41. The project unit will coordinate the design and supervision between the architectural firms and the Ministry of Works. The various other ministries participating in the project will appoint representatives with whom the project unit will maintain close contact in order to ensure coordination and interchange of information.

6.42. The preparation period will be one year, the construction period three years and the defects and liability period nine months, during which time the disbursement rate is expected to be 4, 35, 31, 28 and 2 percent (Annex 13).

**Mechanics of Disbursement**

6.43. Disbursements would be made against authorized vouchers presented to IDA. With an IDA credit of US$10 million equivalent total disbursements would cover about 70 percent of the total cost of the project, and disbursements would amount to 70 percent of the vouchers. This percentage would be varied as a result of any changes in the estimated total cost of the project, subject to the proviso that such percentage could not exceed 100 percent.
7. CONCLUSIONS AND RECOMMENDATIONS

7.01. During the period 1966-1972 Uganda's requirements for high-level manpower call for 11,400 persons taking up new positions. Over the same period Africanization of part of the present stock of 17,600 job holders is aimed at (para. 5.02). Enrollment in secondary education is low compared with many other developing countries (para. 3.08). Existing secondary school facilities are not adequate to meet the estimated manpower need and a major expansion is called for (para. 5.03).

7.02. The proposed project would increase the annual output from general secondary education by 3,800 places and help to meet projected manpower demands in the 1970's. It would also raise the general standard of the secondary schools and broaden the curriculum by adding science subjects and practical courses (paras. 6.06-6.07).

7.03. Some Uganda students would have to be provided residential facilities and the project would therefore provide the students with dormitories which can, however, be converted into classrooms in the future (paras. 6.11, 6.13). A number of staff houses must be constructed (para. 6.14).

7.04. Primary education will form a sound base for an expanded secondary education (para. 3.11).

7.05. There is a shortage of local secondary school teachers in Uganda. However, the local supply is increasing and is hoped to reach 80 percent of the requirement by 1972. Meanwhile, the prospect of recruiting additional expatriate teachers is favorable (para. 6.09).

7.06. The capital and recurrent expenditures caused by the proposed project are within the financial capacity of the government (para. 6.05).

7.07. International competitive bidding will be used for furniture, equipment and buildings. It is expected to have a noticeable effect on the rather high and stable building prices hitherto prevailing in Uganda (para. 6.31).

7.08. Standard designs of acceptable estimated cost would be used for school construction (para. 6.39).

7.09. The equipment to be procured is adequate and reasonable in cost (para. 6.18).

7.10. Satisfactory assurances have been obtained during negotiations that the following actions will be taken by the government:

i. Investigation of examination procedures and content of the secondary school curriculum in an effort to adjust them to the needs of Uganda and to decrease the number of failures (paras. 3.16, 5.04).
ii. Investigation of the possibilities of a gradual transfer to a day-school system as urbanization increases and improved transportation can be offered (para. 6.13).

iii. Formulation of schemes to train secondary teachers for practical subjects as offered in the syllabus (para. 3.29).

iv. Location and construction of student hostels in such a way that they can be converted into classrooms or other teaching facilities when necessary (para. 6.13).

7.11. As conditions for the granting of the Credit, the government has taken the following actions:

i. Signed agreements with the Religious Bodies concerned that the land and the buildings to be erected under the project will be used for the specified educational purposes only (para. 6.16).

ii. Set up in the Ministry of Education a project unit for the execution of the project, consisting of a project director, two experienced architects and adequate secretarial and technical supporting staff (para. 6.39).

7.12. The project forms a suitable basis for the proposed IDA Credit of US$10 million equivalent or about 70 percent of the project cost of US$14.3 million equivalent. This would cover foreign exchange costs estimated at US$3.4 million equivalent and US$6.6 million equivalent of the local currency costs, leaving US$4.3 million equivalent to be financed by the government of Uganda.
UGANDA: STRUCTURE OF EDUCATION, 1967

- Farm Schools
  - 1 2 3 4
- Trade Schools
  - 1 2 3
- Technical Schools
  - 1 2 3 4
- Uganda Technical College
  - Technician
    - 1 2 3
  - Diploma
    - 1 2 3
- Uganda College of Commerce
  - 1 2
- Makerere College, University of East Africa
  - Arts and Social Sciences, Science, Education, Agriculture
    - 1 2 3
  - Medicine
    - 1 2 3 4 5
- Primary Education
  - 1 2 3 4 5 6 7
- General Secondary Education
  - 1 2 3 4
  - SC
    - 5 6
  - HSC
- Teacher Training
  - Grade 5
    - 1 2
  - (Secondary)
  - Grade 3
    - 1 2
  - (Primary)
  - Grade 2
    - 1 2 3 4
  - (Primary)

LE - Leaving Examination
SC - School Certificate Examination
HSC - Higher School Certificate Examination
UGANDA: PRIMARY AND SECONDARY SCHOOL ENROLLMENT

- Teacher Training
- Trade and Technical
- General Secondary

Primary Education Enrollment (Left Scale)
Secondary Education Enrollment (Right Scale)

- 44% of Age Group
- 35% Girls
- 2.5% of Age Group
- 25% Girls
- Boarders

Drop caused by reorganization of technical education

NOTE: Total number of pupils in Primary Grades in 1964 is 526,489; in 1972 is 750,000.
Total number of pupils in Secondary Grades in 1964 is 19,757; in 1972 is 43,000.
UGANDA: PRIMARY EDUCATION
CURVE SHOWING NUMBER OF PUPILS
ENTERING PRIMARY 1 IN 1957 AND LEAVING
PRIMARY 8 IN 1964
(THOUSANDS OF PUPILS)

UGANDA: SECONDARY EDUCATION
CURVE SHOWING NUMBER OF PUPILS
ENTERING SECONDARY 1 IN 1960 AND
LEAVING SECONDARY 6 IN 1965
(THOUSANDS OF PUPILS)
UGANDA: CENTRAL GOVERNMENT RECURRENT REVENUE AND EXPENDITURE WITH TOTAL RECURRENT EXPENDITURE ON EDUCATION

<table>
<thead>
<tr>
<th>Financial Years</th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>'63/64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'64/65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'65/66</td>
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<td>'69/70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'70/71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Revenue**
- **Surplus**
- **Expenditure**
- **Deficit**

Central Government Total Recurrent Expenditure on Education
UGANDA

LOCAL AUTHORITIES' EXPENDITURE ON EDUCATION 1/
(excluding Government's contributions)

<table>
<thead>
<tr>
<th></th>
<th>1962</th>
<th>1963</th>
<th>1964</th>
<th>1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town Councils</td>
<td>10,000</td>
<td>12,800</td>
<td>11,300</td>
<td>27,200</td>
</tr>
<tr>
<td>District Administrations and Kingdom Governments</td>
<td>700,000</td>
<td>642,000</td>
<td>2,212,000</td>
<td>2,453,000</td>
</tr>
<tr>
<td>Municipalities</td>
<td>-</td>
<td>35,800</td>
<td>77,300</td>
<td>59,800</td>
</tr>
<tr>
<td>TOTALS</td>
<td>710,000</td>
<td>690,600</td>
<td>2,300,600</td>
<td>2,540,000</td>
</tr>
</tbody>
</table>

1/ Official estimates. Financial period on calendar year basis.
UGANDA: RECURRENT PUBLIC EXPENDITURE ON EDUCATION

<table>
<thead>
<tr>
<th>Financial Years</th>
<th>Central Government Expenditure Excluding Contributions from Local Authorities</th>
<th>Projected Central Government and Local Authorities Expenditure Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960/61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1961/62</td>
<td></td>
<td></td>
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<tr>
<td>1962/63</td>
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<tr>
<td>1963/64</td>
<td></td>
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<tr>
<td>1964/65</td>
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</tr>
<tr>
<td>1965/66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1966/67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1967/68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1968/69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1969/70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970/71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MILLIONS OF POUNDS

MILLIONS OF DOLLARS

TOTAL
HIGHER
TEACHER TRAINING
TRADE AND TECHNICAL
GENERAL SECONDARY
PRIMARY
EXCLUDING FEES
DROP COMPENSATED BY LOCAL AUTHORITIES
UGANDA: RECURRENT PUBLIC EXPENDITURE ON EDUCATION PER PUPIL

<table>
<thead>
<tr>
<th>Year</th>
<th>Trade and Technical</th>
<th>Teacher Training</th>
<th>General Secondary</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>'60/61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'61/62</td>
<td></td>
<td></td>
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<tr>
<td>'62/63</td>
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<td>'63/64</td>
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<td>'64/65</td>
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<tr>
<td>'65/66</td>
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<tr>
<td>'66/67</td>
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<tr>
<td>'67/68</td>
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<td></td>
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</tr>
<tr>
<td>'68/69</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'69/70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'70/71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FINANCIAL YEARS:

- ACTUAL
  - CENTRAL GOVERNMENT EXPENDITURE EXCLUDING SMALL CONTRIBUTIONS FROM LOCAL AUTHORITIES
- PROJECTED
  - CENTRAL GOVERNMENT AND LOCAL AUTHORITIES EXPENDITURE COMBINED
KEY TO IDENTIFICATION NUMBERS

C = Coeducational (16 schools)
F = Female (11 " ")
M = Male (19 " ")
B = Boarding (29 " ")
D = Day (10 " ")
G = 1 school certificate streams (25 schools)
A = A school certificate streams (1 schools)
H = 2 higher school certificate streams (10 schools)

KEY TO PRACTICAL COURSES

I = Industrial Arts (31 schools)
H = Home Economics (20 " ")
C = Commerce (26 " ")
A = Agriculture (6 " ")

1/ 18 of 80 streams are in provisional facilities opened in 1965.
2/ 2,121 of 6,121 students are in provisional facilities opened in 1965.
3/ Projected enrollment is 33,200.
(NUMBER OF TEACHERS)
<table>
<thead>
<tr>
<th>Description</th>
<th>Construction</th>
<th>Furniture</th>
<th>Equipment</th>
<th>TOTAL</th>
<th>Foreign Exchange Comp.</th>
<th>Foreign Exchange %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Buildings and General Service</td>
<td>1,389,000</td>
<td>125,000</td>
<td>466,000</td>
<td>1,980,000</td>
<td>5,544,000</td>
<td>2,100,000</td>
</tr>
<tr>
<td>2. Student Hostels</td>
<td>740,000</td>
<td>114,000</td>
<td>6,000</td>
<td>860,000</td>
<td>2,408,000</td>
<td>440,000</td>
</tr>
<tr>
<td>3. Staff Housing</td>
<td>784,000</td>
<td>61,000</td>
<td>15,000</td>
<td>860,000</td>
<td>2,408,000</td>
<td>440,000</td>
</tr>
<tr>
<td>4. Site Works</td>
<td>430,000</td>
<td>-</td>
<td>-</td>
<td>430,000</td>
<td>1,204,000</td>
<td>-</td>
</tr>
<tr>
<td>5. Professional Fees</td>
<td>254,000</td>
<td>21,000</td>
<td>35,000</td>
<td>310,000</td>
<td>868,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>3,597,000</td>
<td>321,000</td>
<td>522,000</td>
<td>4,440,000</td>
<td>12,432,000</td>
<td>2,950,000</td>
</tr>
<tr>
<td>Contingencies - 15%</td>
<td></td>
<td></td>
<td></td>
<td>667,000</td>
<td>1,868,000</td>
<td>443,000</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>5,107,000</td>
<td>437,000</td>
<td>754,000</td>
<td>5,868,000</td>
<td>14,061,000</td>
<td>3,393,000</td>
</tr>
</tbody>
</table>
UGANDA EDUCATION PROJECT
CONSTRUCTION PROGRESS CHART

YEAR  YEAR  YEAR  YEAR  9 MONTHS
1  2  3  4  5  6  7  8  9  10  11  12  1  2  3  4  5  6  7  8  9  10  11  12

SURVEY AND PREPARATION OF SITES
MASTER PLAN
SKETCH SCHEME
FINAL DESIGN
CONTRACT PREPARATION
TENDER
CONSTRUCTION, FURNITURE AND EQUIPMENT

DISBURSEMENTS
(Cumulative) $ 0.5 Mill. $ 5.0 Mill. $ 4.5 Mill. $ 4.0 Mill. $ 0.3 Mill.
(Yearly)

Total 14.3 Million US Dollars

DISBURSEMENTS (Cumulative) $ 0.5 Mill. $ 5.0 Mill. $ 4.5 Mill. $ 4.0 Mill. $ 0.3 Mill.

Practical Completion

Retention
Defects and Liability Period

$ 14.0 Mill. $ 10.0 Mill. $ 5.5 Mill.

$ 14.3 Mill.

$1
4.0 Mill.

$3
4.0 Mill.

$2
4.0 Mill.

$1
4.0 Mill.

$0
4.0 Mill.