

RELEVANCE OF SWOT ANALYSIS IN UNIVERSAL SECONDARY EDUCATION

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ABSTRACT

Increased environmental uncertainty and complexity requires organizations to manage strategically as never before and SWOT analysis has emerged as one of winning tools used. The study is aimed at examining the relevance of SWOT on the performance of USE in Uganda. The study utilized time series data obtained from Ministry of Education and Sports (MoES), Uganda Bureau of Statistics (UBOS) and Ministry of Finance, Planning and Economic Development (MoFPED). The study utilized the skills and knowledge from Quantitative techniques for management; Business environment and Introduction for research method by applying different data presentation, descriptive analysis and carrying out the trend analysis of key performance indicators of USE against the set SWOT variable identified at USE planning and performance reviews.

The results indicate that for SWOT analysis to achieve the required results, the set actions and strategies arising from SWOT analysis must be acted on timely. The delays on acting on the SWOT variables makes it static to the extent that it remains the same even after years of implementation hence irrelevant tool for dynamic environment. SWOT does not compel the implementers to address the strategies arising from SWOT analysis and it does not rank, which variable or strategy should be worked on first or together in order to achieve greatest impact.

KEYWORDS: Relevance, SWOT analysis, and trend analysis

List of Acronyms

BTVET	Business, Technical, Vocational Education and Training
EMIS	Education Management Information System
MDG	Millennium Development Goal
MoES	Ministry of Education and Sports
MOFPED	Ministry of Finance, Planning and Economic Development
NPA	National Planning Authority
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UBOS	Uganda Bureau of Statistics
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
UPOLET	Universal Post O'Level Education and Training

UPPET Universal Post Primary Education and Training
USE Universal Secondary Education

INTRODUCTION

Increased environmental uncertainty and complexity requires organizations to manage strategically as never before. As the global competition becomes increasingly fierce, how to sustain competitive advantage or achieve sustainable competitive advantage starts obtaining more attention (Almsafir, 2014). The boundaries between the public and private sectors are becoming gnarled. Realizing this, many organizations has turned to SWOT analysis as a core planning tool. SWOT analysis, for several decades now, has been used by an increasing number of businesses as central in their analysis of their business environment (Oreski, 2012; Dergisi, 2017). SWOT analysis has been used not only to take advantage of a new business opportunity but also to respond to new trends; implement new technology and deal with emerging and competitive business environments (Gloria, 2011).

Comprehending the importance of SWOT in development planning, the government of Uganda adopted medium term planning frame with duration of three years until shifting to comprehensive National Development Planning Framework (CNDPF) in 2007. The CNDPF itself presented a shift in the development planning mechanism from a needs-based to a proactive vision-based planning. The vision-based planning was streamlined further by Sector Development Planning Guidelines by National Planning Authority. The guidelines outlines the format of the strategic plan and section two must cover the SWOT (situation analysis) (NPA, 2015).

The introduction of National Development Planning Framework (CNDPF) in 2007 coincided with the launched 'Universal Secondary Education (USE). Uganda is the first country in sub-Saharan Africa to embark on Universal Secondary Education. The USE goal was to make secondary education more accessible and as deliberate measure to consolidate and sustain the gains of the Universal Primary Education (UPE) program launched in 1997. The introduction of Universal Secondary Education policy, created (1) public schools (fee-free for all), (2) PPP private schools (accepting both fee-free and fee-paying students) and (3) private schools. In 2007, the Universal Secondary Education covered Ordinary Level (UPPET-S1-S4) and in 2012, Government extended the universal program to the upper secondary level (UPOLET-S5-S6) (MoES, 2013).

They are different studies which have been carried out on impact of USE and they indicate mix results. Titeca, 2015, investigated the impact of USE on educational attainment and study found mixed results. The increase in education attainment remained slow and educational performance declined after the implementation of USE. The political rhetoric importance of USE, has proven to be more important than the quality of services and budgetary commitments. USE budgetary importance continues to decline, and budgetary instalments often come too late – while these commitments are crucial in universal education policies. The study concluded that, the importance

which is given to education on a discursive political level is not followed up in practice (Titeca, 2015).

The USE policy has considerably improved the enrollment rates to public secondary schools from poor households, but there still lots more to be done to improve the quality of secondary education in Uganda. At the same time, citizens have not been satisfied with the secondary education provided by governments without competition among their counterparts. Still most rural secondary schools lack basic school facilities such as desks, blackboards, chairs, drinking water, and toilet facilities etc. (Takashi**, 2014).

The MoES has been carrying out SWOT analysis on Universal Secondary Education (USE) (MoES, 2008; 2013; 2015; 2016 and 2017) to ensure that the program achieves its intended objective of increasing access to quality secondary education and increasing access at Post S.4 education. The USE (UPPET and UPOLET) has increased the number of students accessing the program from 877,331 in 2013 to 1,028,740 in 2017 (MoES, 2019) but other program indicators have shown mixed results for example secondary school education enrollment growth rate has been on decline from 8.9 percent in 2013 to -6 percent in 2017 (UBOS, 2018) and S.4 completion rate reduced from 35.3 percent in 2013 to 34.8 percent in 2017 (MoES, 2019). Despite the continuous monitoring of the USE through annual headcount reports; annual education performance review sessions; and releasing program funds on termly basis as opposed to quarterly basis by MoFPED, the program performance is still below the desired level. Therefore, the purpose of the study is to examine the relevance of SWOT on the performance of USE. Therefore the main objective of this research is to examine the relevance of SWOT on the performance of USE in Uganda. Specifically focusing on; how SWOT analysis has been implemented to achieve USE strategic objective of increased access to secondary education and Post S.4 education, and how SWOT analysis has been implemented to improve the quality of secondary education and Post S.4 education based on UCE and UACE examinations.

LITERATURE RIVIEW

SWOT Analysis definition, Aims and gaps

SWOT analysis is a direct model that analyzes an organization's strengths, weaknesses, opportunities and threats to create the foundation of making a strategy. To do so, it takes into account what an organization can and can't do as well as any potential favorable or unfavorable conditions related to the company's products or services. SWOT combines information from the environmental analysis and separates it into two components: internal issues (strengths and weaknesses) and external issues (opportunities and threats). The principal goal of a SWOT analysis is to identify and assign all significant factors that could positively or negatively impact success to one of the four categories, providing an objective and in-depth look at your business (Dictionary, 2019).

A classic SWOT (Strengths, Weaknesses, and Opportunities and Threats Analysis) is usually considered as a good start for further strategic planning efforts and analysis. SWOT can be a good

foundation for successive strategic planning efforts. A great strategic plan should not just be about beating the competition at their game, but about redefining the game as no one has done before you (Patrishkoff, 2014). The aim of a “SWOT” analysis is to identify the key factors that are important to the achievement of the firm’s objectives (Mukesh, 2013). SWOT strategies analysis helps projects, organizations or even individual about systematic thinking and comprehensive diagnosis of factors through identification of their positive and negative factors and then develop and adopt a strategy resulting in a good fit for sustainable competitive advantage (Helal Mouneer Alalie*, 2019).

SWOT analysis helps to increase competitiveness, improve performance, market knowledge and increased size of customers. There is a positive relationship between SWOT analysis and organization competitiveness and performance (T. Habimana, 2018). SWOT analysis is great tool in improving program performance but one should therefore always remember that today’s strengths could be tomorrow’s weaknesses. Plans should be tailored to fit the current, or changing, circumstances and should therefore be much more effective (Nyarku, 2011).

One of the gaps of SWOT analysis is that it can be used to generate a “brainstormed” list of opportunities rather than a thoughtful list of what is strategically important in helping a firm achieve its objectives (Mukesh, 2013). The conventional SWOT analysis lacks methodological completeness and accuracy hence not being able to understand the reality, evolutionarily and it ends up to be static, strategically infertile and superficially descriptive lists of strengths and weaknesses, opportunities and threats, for the business / organization (Vlados C. , 2019). The correlative and evolutionary SWOT analysis that integrated strategic planning of the organization, assimilating the Stra.Tech.Man approach in strategic analysis and synthesis can address the gaps in conventional SWOT. The dynamic and correlative SWOT analysis is able to, with clarity and reliability to build its alternative strategies by answering necessary questions at four levels: to which fundamental selection will I build my competitive strategy?; in which direction will I go? ; how and with which method will I move? and when will I move? (Vlados C. , 2019).

SWOT lacks a hierarchy between the elements, the framework does simplify a complex internal and external environment into a shorter list of more manageable issues. Yet reduction does not require human judgment which vary (Marilyn M., 2010). SWOT analysis categorizes variables into four SWOT quadrant. The other challenge is that strength that are not maintained may become weaknesses and opportunities not taken, but adopted by competitors, may become threats. The threats that are acted upon quickly and effectively may be really opportunities. In addition emerging technologies to have often not yet proved themselves as strength or a weakness (Marilyn M., 2010). SWOT analysis does not quantify, rank or weigh variables according to the level of importance. Without ranking or prioritizing of SWOT variables, planners and CEOs may assume each of the variables are equal in their scope and importance (Marilyn M., 2010; Nyarku, 2011).

SWOT analysis has no strategic direction, it is useful to profile and enumerate issues. It does not provide exact strategic actions to implement to take advantage of opportunities while leveraging strengths. Often too the simple list of words or bullet points without more details may be difficult to interpret. The terse format of SWOT tool may be an oversimplified action of the business situation that is more complex. SWOT does not present the complete analysis so it may lead to inaccurate results. In addition, SWOT is moving target given the dynamic nature of strategy and this may be only a situational analysis without diagnostic capacity (Marilyn M., 2010).

Universal Secondary Education in Uganda

Following the success of the Universal Primary Education (UPE), the Government introduced Universal Post Primary Education and Training (UPPET) for lower Secondary and Post P7 Vocational Education and Training in 2007; Universal Post O'Level Education and Training (UPOLET) programme in 2012. This policy for free post O' level is in line with the National Development Plan (NDP II) provision under Human Resource Development and a prolongation of the UPPET program to cater for Ugandan students who successfully complete and pass their Uganda Certificate of Education (UCE) (MoES, 2013). The strategic intervention of USE is to increasing equitable access to quality secondary education and increasing access at Post S.4 education level in order to consolidate the gains and successes so far registered under programmes (MoES, 2013 and MoEST, 2015). The same objective have been highlighted in two successor Education and Sports Sector Strategic Plan (2007-2015 and 2017/18-2019/20).

Compared to UPE, USE relied considerably more on Public Private Partnership (PPP) arrangements with the private sector. Consequently, the educational sector became comprised of (1) USE public schools (fee-free for all), (2) USE private schools (accepting both fee-free and fee-paying students) and (3) non-USE private schools. Taking advantage of this unique feature of Uganda's USE policy. According to Kasirye, 2015, private schools chose to apply for PPP, but a few schools were approached by the MoES to become USE private schools. 77 percent of the schools were fully aware of the objective of partnering with MoES but most PPP, private secondary schools mentioned that they applied for the program to access governmental funding and material support. The Government started a step-wise withdrawal from PPP in 2018 in order to support its secondary education access goals (James O'Donoghue, 2018). The step-wise withdrawal from PPP is in line with the Government policy of establishing a secondary school in each sub county in addition to improve on accountability and value for money (MoES, 2018). Previous research by the Initiative for Social and Economic Rights also revealed significant weaknesses in the implementation of the PPP program that negatively impacted the success of the USE scheme (ISER, 2019).

The introduction of USE increased enrollment from approximately 160,000 students in senior one (S1) in 2007 to 346,537 in 2013 (MoES, 2019). The success of USE in increasing access to secondary school is debatable upon a closer examination of the data. For instance, the Net Enrolment Ratio (NER) essentially stagnated from 2008 to present at around 24-25% (James O., 2018).

According to Takashi (2014), the introduction of USE policy did not significantly change the private secondary school enrollments. The MoES, however, attributed the low enrollment to dynamic factors related to misinterpretation and limited funding (MoES, 2013).

David Wanyama a Head teacher sums up his valuation of USE as "three major successes and five severe challenges". Wanyama applauds the initiative for swelling enrolment, especially of poor students. His own student population has swollen from a few hundred in 2006 to almost 3,000 today, 45% of whom are girls. The scheme has also created jobs and resulted in more schools being built. But it is not all good news, they are serious challenges of poor quality of education and insufficient teachers and equipment to meet the growing classroom population (Daily Monitor , 2016).

The MoES has categorized the major factor affecting USE as; a) Repetition where students are denied to proceed to senior four by their head teachers following anticipated poor performance in national examinations and this comes at cost, that students who repeat cease to be eligible hence elimination from the program, b) Inadequate infrastructure such as but not limited to classrooms, laboratories and libraries in some schools has made parents to opt for non-USE schools with better infrastructure, c) Inadequate/lack of science equipment in some schools which makes students/parents to opt for schools with practical learning and d) Lack of enough teachers in some USE schools to enable effective teaching and learning especially in the rural areas (MoES, 2015; MoES, 2016). The MoES has continued to carry environment scans on USE program through Headcount reports of 2013, 2014, 2015 and 2016; Education Sector Strategic Plan 2017/18 -2019/20 and annual review reports to improve on USE result attainment.

SWOT analysis is important tool in improving the education quality and result achievement. It must be consistent that whatever course of action is decided, decision making should contain each of the following elements: building on strengths, minimizing weaknesses, seizing opportunities, and counteracting threats (Famade, 2010).

METHODOLOGY

The study employed mainly time series data which was both qualitatively and quantitatively collected from Education and Sports Sector Strategic Plans; UPPET and UPOLET Headcount reports; MoES annual statistical abstracts; Aide Mermoire for Education and Sports Sector Reviews; Education and Sports Sector Fact Sheet 2003-2007 and UBOS annual statistical abstracts. Consultations with key informant at MoES Planning department was done using guiding questions. From literature review the study zeroed down on SWOT variables as in table 1 below for analysis.

Table 1: USE (UPPET and UPOLET) Condensed SWOT Analysis

<p>Opportunities:</p> <ul style="list-style-type: none"> i. Increasing community interest and support; ii. Increasing Government budget as percent of national budget support to the education sector (16.8%) iii. Increasing Demand for post primary education 	<p>Strengths:</p> <ul style="list-style-type: none"> i. Over one thousand schools/institutions benefiting from the programme; ii. Strong public awareness iii. High rates of students enrolment iv. A 58% average S1 intake; v. High survival rate with 115,604 students that started the USE in 2007 sat for the UCE exams in 2010; vi. A 90% average pass rate (S1 to S2 and S3 to S4);
<p>Threats:</p> <ul style="list-style-type: none"> i. Repetition and dropout rates ii. Low completion rate iii. Unfavorable demographic trends; 	<p>Weaknesses:</p> <ul style="list-style-type: none"> i. Slow implementation of some process due to inadequate budget ii. Delay in release of capitation iii. Inadequate infrastructure such as but not limited to classrooms, laboratories and libraries iv. Inability by MoES to recruit teachers and fill the staff establishment v. Inadequate/lack of science equipment and facilities in some schools which makes students/parents to opt for schools with practical learning.

The study considered the trend of the following indicators in order to assess how SWOT analysis has been utilized to improve the program performance. These include;

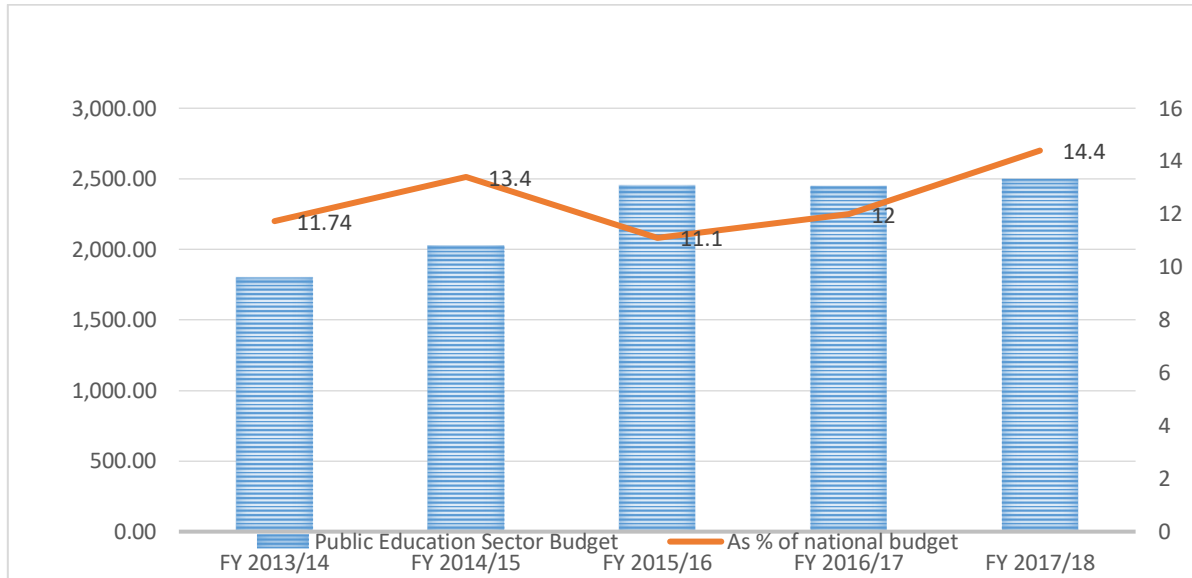
- i. Trend of total USE enrolment
- ii. Trend of UCE and UACE Performance
- iii. Trend of completion rates to S4 and transition rates to S5

RESULTS

Expenditure in Education and Sports

The expenditure in education and sports sector excluding external financing rose by 38.8% from UGX 1,801.1billion in 2013/14 to UGX 2501.1billion in 2017/18. However, as a share of the national budget, education expenditure rose from 11.74% in FY 2013/14 to 14.4% in 2017/18 (Figure 1). The increment has not been significant despite the introduction of USE policy in 2007. Education and sports financing declined from 2.9% of Gross Domestic Product (GDP) in 2014/15 to 2.7% in 2017/18 (MoES, 2019).

Figure 1: Total public expenditure on education excluding donor financing (billion UGX. Left axis) and as a share of national budget (percent, right axis)

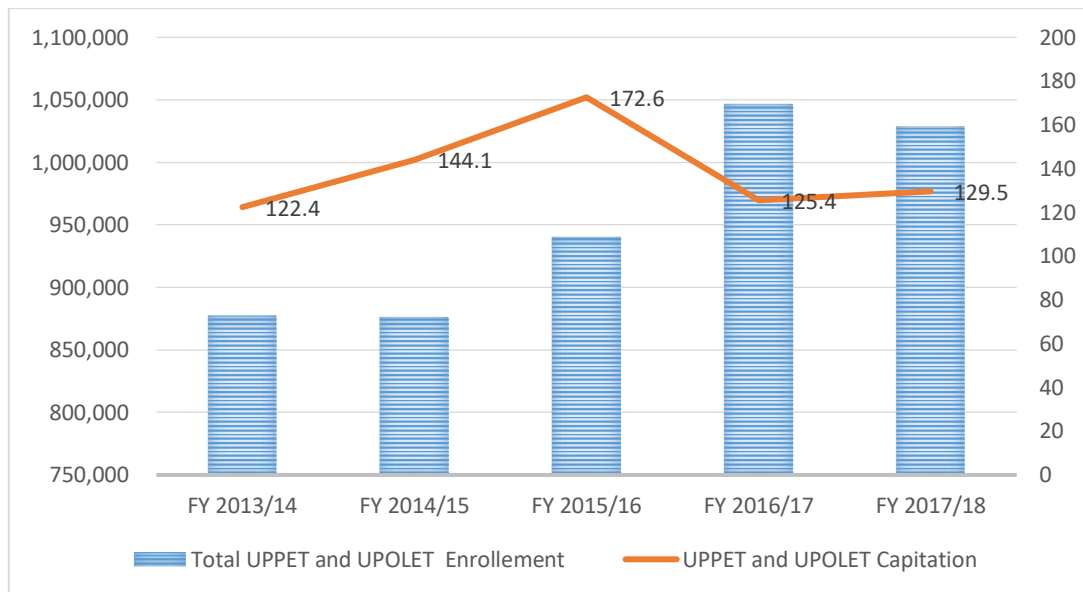


Source: MoES

The funding is far below the projected one in Education and Sports Sector Strategic Plan (ESSP) 2017/18-2019/20. The total costed objectives required UGX 6,829.25 billion, UGX 6,504.93 billion and UGX 4,613.31 billion for 2017/18, 2018/19 and 2019/20 respectively (MoES, 2017) but the expenditure for 2017/18 was only 36.6% of the projected one in the ESSP 2017/18-2019/20.

The Government capitation grant has been fluctuating from UGX 122.4 in 2013/14 to UGX 172.6 in 2015/6 to UGX 129.5 in 2017/18 over increasing USE enrollment from 877,331 in 2013/14 to 1,028,740 in 2017/18 (Figure 2). This has also led to fluctuations in remittances of per unit cost to schools, the Government releases based on a variable funds not based on the agreed figures. Government is supposed to remite UGX 41,000 and UGX 47,000 per student under Government and Private secondary schools respectively for UPPET. UGX 80,000 and UGX 85,000 per student for Government and Private secondary schools respectively under UPOLET per term. The Government improved on timely release of capitation when it started termly releases as opposed to quarterly releases in FY 2015/16.

Figure 2: Trend of total USE capitation expenditure (billion, right axis) and USE enrollment (left axis) from 2013/14-2017/18.



Source: MoES

The USE SWOT analysis indicated that there is an opportunity of Government support up to 16.8% national budget to the education and sports sector. This has turned to be a weakness because the Government funding to the sector was 14.4% in 2017/18 to the national budget. The weaknesses of slow implementation of some process due to inadequate budget; inadequate infrastructure such as but not limited to classrooms, laboratories and libraries; inability by MoES to recruit teachers and fill the staff establishment; inadequate/lack of science equipment and facilities in some schools which makes students/parents to opt for schools with practical learning have not been acted on (MoES, 2019; MoES, 2016). There were slight improvements on the Student Classroom Ratio which dropped from 50 in 2013 to 49 in 2017 (UBOS, 2018) as result of Government deliberated effort to construct a seed school per sub county, Student Teacher Ratio dropped from 22 in 2013 to 21 in 2017 (UBOS, 2018). This was as result of recruiting additional 3,461 teachers from 61,505 in 2013 to 64,966 in 2017 (UBOS, 2018). The Government solved the weakness of delays in release of capitation through releasing funds on termly basis as opposed to quarterly starting with FY 2015/16, in addition to the implementation of Straight-Through-Process where funds are transferred direct to school accounts.

This explains why most of the SWOT variables and strategies regarding additional funding were not addressed. The weaknesses of USE program highlighted in headcount reports of 2013, 2014, 2015 and 2016 and Education Sector Strategic Plan 2017/18 -2019/20 and annual review reports at different times were mainly not acted upon and the SWOT was almost the same for different times. This makes SWOT analysis static and it does not constrain the implementer to address the strategies arising from SWOT. In addition, SWOT was not able to rank, which variable or strategy should be worked on first or together for USE to succeed.

Secondary Enrolment

The secondary enrolment increased from 1,362,739 in 2013 to 1,457,277 in 2016 before declining to 1,370,583 in 2017 show in table 2 below. The share of USE (UPPET/UPOLET) to the total secondary enrollment has been increasing except until 2016 when it reduced to 72.8% from 76.6% in 2015 but the actual number never decreased see figure 2 above. The enrollment grow rate has been fluctuating over the five years but percentage of the girl enrolment has remained on average of 47.3%. The Net Enrollment Ratio (NER) has remained very low at 22% and 23% for male and female respectively meaning that there many secondary school going age population who are not schooling.

Table 2: Secondary Enrolment Indicators

Indicator/Year	2013	2014	2015	2016	2017	
Total Enrollment	1,362,739	1,391,250	1,284,008	1,457,277	1,370,583	
Percent of girls enrolled	47%	46.9%	47.4%	47.3%	47.8%	
% of which UPPET/UPOLET	59.0%	63.0%	76.6%	72.8%	75.1%	
Enrolment Growth rate	8.9	2.1	-8.4	13.5	-6	
Net Enrolment Ratio(NER)	Male	24.7	26	21.8	23.5	22
	Female	25.9	27	22.1	24.2	23

Source: Annual School Census, Ministry of Education and Sports, 2013-2017

Table 3, shows that enrollment decreases as students’ progress to higher classes. In 2017, enrolment decreased from 347,529 in S.1 to about 67,611 in S.6. A similar pattern was observed for the previous years.

Table 3: Student Enrolment by class

Year	S1	S2	S3	S4	S5	S6	Total
2013	346,537	305,501	284,919	250,274	85,760	89,448	1,362,439
2014	348,701	327,016	289,219	268,253	76,649	81,412	1,391,250
2015	326,591	299,262	279,851	242,248	70,317	65,739	1,284,008
2016	358,724	346,050	317,329	276,810	81,253	77,111	1,457,277
2017	347,529	318,795	302,322	266,483	67,843	67,611	1,370,583

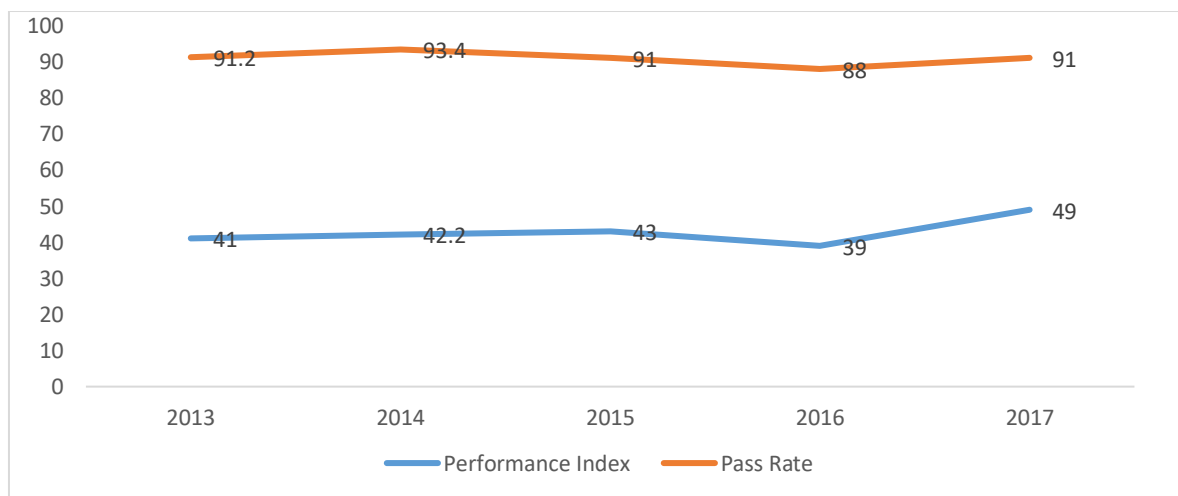
Source: Annual School Census, Ministry of Education and Sports, 2013-2017

The USE SWOT analysis had highlighted increasing community interest and support, and increasing demand for post primary education as key opportunities for USE. These were true because enrolment grow rate average was positive. The Net Enrollment Ratio (NER) has remained very low at 22% and 23% for male and female respectively meaning that there many secondary school going age population who are not in school, therefore, there is need to taka advantage of the opportunities stated in USE SWOT analysis and resulting strategic actions. The strengths of strong public awareness and high survival rate were not fully utilized, enrolment has been decreasing from S1 to the next class up to S6. SWOT analysis does not group the variables or actions strategies which aim at achieving the same performance indicator to be implemented together.

UCE and UACE Performance

Figure 3 shows that the performance index increased slightly from 41 percent in 2013 to 49 percent in 2017 during the period 2013-2017. The pass rate decreased from 91.2 percent in 2013 to 91 percent in 2017.

Figure 3: Trend of Uganda Certificate of Education (UCE) pass rate and performance index, 2013-2017



Source: UBOS, 2018

***The Performance index measures the quality of passing at all levels of education and is computed as the (Number in Div. I multiplied by 20) + (Number in Div II multiplied by 15) + (Number in Div III multiplied by 10) + (Number in Div IV multiplied by 5) + (Number in Div U multiplied by 0)) all Divided by (Total that Sat UCE multiplied by 20).

Over the five year period 2013-2017, the proportions of students that passed UACE was nearly the same (above 98 percent) as shown in Table 4. UACE Performance Index is still low, the highest being 66.4 percent for females in 2017.

Table 4: Trend in UACE performance

Year	Passed rate	UACE Performance Index	
		Male	Female
2013	97.9	51.4	56.4
2014	98.5	57	62
2015	98.3	54	60
2016	98.9	62	59
2017	98.9	57.1	66.4

Source: UNEB/Ministry of Education and Sports

**Passed: had 1, 2 or 3 Principal passes **Failed: had 1 Subsidiary pass or fail*

S.4 Completion and Transition Rate to S.5; 2013-2016

O' Level Secondary completion rate is computed as the total number of students in the fourth grade of secondary education divided by the total number of children of official completion age (16 years)(UBOS, 2018). It captures the transition rate from primary to secondary schooling. Table 5 shows that the transition rate to S.5 in 2017 was 4.8 percent, a decrease from 30.2 percent in 2016. In both instances, males were more likely to complete S.4 as well as transition to S.5 compared to their female counterparts.

Table 5: S.4 completion and Transition rates to S.5

SEX	2013	2014	2015	2016	2017
Senior 4 Completion rate					
Boys	36.7	36.4	36.4	39.6	36.2
Girls	33.8	33.9	35.9	36	33.5
Total	35.3	35.8	36.2	37.8	34.8
Transition rate to Senior 5					
Boys	37	33.6	28.1	31	28.4
Girls	27	25.9	21.4	29.4	21
Total	32	30	25	30.2	24.8

Source: UBOS, 2018

The strength in USE SWOT of 90% average pass rate was exploited as the average performance remained over 90% and 98% for UCE and UACE while the threats of repetition, dropout and low completion rate continued to negatively affect the program as completion rate for S4 was still at 34.8 percent and transition rate remained at 24.8 in 2017.

CONCLUSION

SWOT is a relevant tool in assisting USE program to achieve its objective but most of the required actions and strategies arising from SWOT analysis were not acted on. The delays on acting on the SWOT variables makes it static to the extent that it remains the same even after years of implementation which makes irrelevant tool for dynamic environment. In addition, SWOT does not constrain the implementers to address the strategies arising from SWOT and not able to rank, which variable or strategy should be worked on first in order to achieve greatest impact.

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APPENDIX

Table 7: USE/UPPET and UPOLET SWOT Analysis

Opportunities:	Strengths:
i. Increasing community interest and support;	i. Over one thousand schools/institutions benefiting from the programme;
ii. GoU 16.8% national budget support to the education sector;	ii. Strong public awareness
iii. Increasing Demand for post primary education	iii. Over six hundred and fifty Thousand students enrolled;
iv. Strong interest from international and national collaborations;	iv. A 58% average S1 intake;
v. Continued macro-economic growth;	v. A 72% survival rate with 115,604 students that started the USE in 2007 sat for the UCE exams in 2010;
vi. Favorable Government fiscal policy;	vi. A 90% average pass rate (S1 to S2 and S3 to S4);
vii. Emerging technologies e.g. ICT;	vii. A 25:1 Student Teacher Ratio. Over thirty thousand teaching staff employed;
viii. Improved security in the country.	viii. A strong track record of information generation and dissemination;
	ix. Relatively competent School/Institution management;
	x. Credible and positive relations with the

	Education Development Partners (EDPs); xi.
Threats: <ul style="list-style-type: none">i. Repetition and dropout ratesii. Low completion rateiii. An ostracized school feeding policy;iv. Unfavorable demographic trends;v. Growing competition for resources within a globalized world;vi. Technology obsolescence;vii. Prevalence of HIV/AIDS.viii. Moonlighting of teachersix. Many education institutions face eviction by families of land donors and land grabber	Weaknesses: <ul style="list-style-type: none">i. Bureaucracyii. Slow implementation of some process due to inadequate budgetiii. Delay in release of capitationiv. Inadequate infrastructure such as but not limited to classrooms, laboratories and librariesv. Inability by MoES to recruit teachers and fill the staff establishmentvi. Inadequate/lack of science equipments and facilities in some schools which makes students/parents to opt for schools with practical learning.

Source: Ministry of Education National USE/UPPET and UPOLET Headcount 2013 and 2015, Education Sector Strategic plan 2017/18 -2019/20and 2007-2015