The Republic of Uganda
Ministry of Education & Sports

Aide Memoire

FOR THE

26TH EDUCATION AND SPORTS SECTOR REVIEW *(ESSR)*

Theme: "Enhancing Learning Achievements for Productivity and Prosperity".

28th - 29th August 2019.

Hotel Africana, Kampala

August 2019

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List of Acronyms/Abbreviations

AC/IMU	Assistant Commissioner Instructional Material Unit
ADB	African Development Bank
APL	Adoptable Programme Lending
BFP	Budget Framework Paper
BTVET	Business Technical Vocational Education and Training
CAPE	Creative Arts and Physical Education
C/BE	Commissioner Basic Education
C/BTVET	Commissioner Business Technical Vocational Education and Training
C/EPPA	Commissioner Education Planning and Policy Analysis
C/G&C	Commissioner Guidance and Counseling
C/GSE	Commissioner Government Secondary Education
C/HE	Commissioner Higher Education
C/PES	Commissioner Physical Education and Sports
C/PSI	Commissioner Private Schools and Institutions
C/SNE	Commissioner Special Needs Education
C/TIET	Commissioner Teacher Instructor Education and Training
CAOs	Chief Administrative Officers
CPD	Continuous Professional Development
D/DES	Director Directorate of Education Standards
D/DIT	Director Directorate of Industrial Training
D/HTVET	Director Higher Technical Vocational Education and Training
D/NCDC	Director National Curriculum Development Centre
DEOs	District Education Officers
DES	Directorate of Education Standards
DISs	District Inspector of Schools
EAC	East African Community
ECD	Early Childhood Development
EDPs	Education Development Partners
EMIS	Education Management Information System
ESC	Education Service Commission
ESCC	Education Sector Consultative Committee
ESSAPR	Education and Sports Sector Annual Performance Report
ESSR	Education and Sports Sector Review
FAWE	Forum for African Women Educationists
FENU	Forum for Education NGO's in Uganda
FY	Financial Year
G&C	Guidance and Counselling
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GoU	Government of Uganda
GPE	Global Partnership for Education
HESFB	Higher Education Students' Financing Board
ICT	Information Communication and Technology
JAF	Joint Assessment Framework
JPP	Joint Position Paper
LGs	Local Governments
M&E	Monitoring and Evaluation
MES	Minister of Education and Sports
MLA	Monitoring of Learning Achievement
MoES	Ministry of Education and Sports

MoFPED	Ministry of Finance Planning and Economic Development
MoLG	Ministry of Local Government
MoPS	Ministry of Public Service
MSE/H	Minister of State, Higher Education
MTEF	Medium Term Expenditure Framework
MUK	Makerere University Kampala
NAPE	National Assessment of Progress in Education
NAPUSES	Association of Private Universal Secondary Education Schools
NCDC	National Curriculum Development Centre
NCHE	National Council of Higher Education
NDP II	National Development Plan
NFE	Non Formal Education
NGOs	Non-Governmental Organizations
NHATC	National High Altitude Training Centre
NTCs	National Teachers Colleges
OPM	Office of the Prime Minister
PES	Physical Education and Sports
PLE	Primary Leaving Examination
PPP	Public Private Partnership
PS/ES	Permanent Secretary, Education & Sports
PTCs	Primary Teacher Colleges
PTE	Primary Teacher Education
PTR	Pupil Teacher Ratio
SESEMAT	Secondary Science and Mathematics Teachers
SFG	School Facilities Grant
SMCs	School Management Committees
SNE	Special Needs Education
STDMS	Secondary Teacher Development and Management System
SWAp	Sector Wide Approach
TDMS	Teacher Development and Management System
TIET	Teacher Instructor Education and Training
ToR	Terms of Reference
UACE	Uganda Advanced Certificate of Education
UBTEB	Uganda Business and Technical Examinations Board
UCE	Uganda Certificate of Education
UGAPRIV	Uganda Association of Private Vocational Institutions
UJCC	Uganda Joint Christian Council
UMI	Uganda Management Institute
UNATCOM	Uganda National Commission for UNESCO
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
UPOLET	Universal Post O' Level Education and Training
UPSHA	Uganda Primary Schools Head teachers' Association
USAID	United States Agency for International Development
USD	United States Dollar
USE	Universal Secondary Education
UVQF	Uganda Vocational Qualifications Framework
VTI	Vocational Training Institution

1.0 Introduction

1. This Aide Memoire is for the 26th Education and Sports Sector Review covering FY 2018/19 conducted under the Sector Wide Approach *(SWAp)* since April, 1999.

2. The 26th ESSR process involved presentations, panel and plenary discussions. The theme was "*Enhancing Learning Achievements for Productivity and Prosperity*", The Workshop focused on enhancing learning Achievements for productivity and prosperity at all levels and the role of stakeholders in its realization. The theme underscores the need for all stakeholders *(Political leaders, Parents, Teachers, Learners, Local Governments, Development Partners, Foundation Bodies, Private Sector and Key Line Ministries)* to work together to bring about desired learning achievements in Education and Sports at all levels.

The main objective of the 26th ESSR was to appraise and validate the performance of the Education and Sports Sector for the period 1st July 2018 to 30th June 2019 and identify high level priorities for the FY 2020/21 planning and budgeting.

3. The specific objectives of the Review were to:-

(i) Review the status on agreed indicators to assess sector level performance as stipulated in the Ministerial Policy Statement FY 2018/19;
(ii) Review the performance of the sector undertakings that were agreed upon during the 2018 ESSR workshop and agree on new undertakings for FY 2019/20; and,
(iii) Set high level priorities for FY 2020/21.

2.0 The Review Process

4. The 26th Education and Sports Sector Review involved the following activities:

(i) Physical Activity and Sports *(PAS)* Gala;
(ii) An Exhibition;
(iii) Presentations, Plenary and Panel discussions and;
(iv) Audio Visual Documentary.

2.1 The Exhibition

5. The Education and Sports Sector Review involved an exhibition conducted by the autonomous and satellite institutions under the Education and Sports Sector. It was conducted during the review Workshop from **28th – 29th August 2019**. Specific Terms of Reference for the Exhibition were developed to guide the activity. The Exhibition was conducted in the context of the Review Theme and Sub-Themes.

2.2 Objectives

The purpose of the exhibition was to deliver the objective of ESSR 2019 through providing an opportunity for the MoES Departments to demonstrate their achievements over the past years and specially to:-

(i) Create a platform for Ugandan education stakeholders to engage at a sector wide level.
(ii) Offer an opportunity to share information on innovation to encourage and stimulate replication at district levels.
(iii) Raise awareness of the current MoES Publications.

2.1.1 Approach and Methodology

7 The Skills exhibition was part of the Education and Sports Sector Review, ESSR 2019 workshop.

8. The day's program began with the arrival of participants, registration and a tour through the 2019 exhibition, where diverse sector departments and agencies/institutions showcased their various achievements to the national audience as a platform to share information and engage sector stakeholders at a sector wide level.

2.1.2 Exhibition Outputs.

9. The outputs of the exhibition were:-

(i) Twenty *(20)* exhibitions displayed onsite; and,
(ii) A profile of all exhibitors published.

10. The activities of the exhibition included among others poster presentations, data evidence through multimedia, video vignettes, brochures, banners, flyers, photo murals with captions, children/student works, and testimonials from beneficiaries, artifacts, training manuals, supplementary readers, simulations, ICT integration and other innovative displays.

2.3 Approval of the Joint Position Paper

11. The Joint Position Paper for the 25th Education and Sector Review was approved by TMM on 23rd August 2019. *(See Annex 1).*

2.4 Physical Activity and Sports *(PAS)* Gala

12. The 7th edition of the PAS Gala attracted 12 departments/agencies and 1,021 participants. (*i.e. 200 Kyambogo College Students; 821 from 12 departments/agencies*). The departments/agencies included: - National Curriculum Development Centre *(NCDC),* National Council of Sports *(NCS),* Uganda Business Technical Examinations Board *(UBTEB),* Directorate of Industrial Training *(DIT)* Uganda Allied Health Examinations Board *(UAHEB),* Uganda National Examinations Board *(UNEB),* Uganda Nurses and Midwifery Examinations Board *(UNMEB),* Ministry of Education Headquarters, Physical Education Teachers (*i.e. from selected schools*), Directorate of Education Standards *(DES),* The Uganda National Commission for UNESCO *(UNATCOM).*

13. Education Service Commission *(ESC),* Primary Teachers Colleges *(PTCs)* and Ministry of Public Service *(MoPS)* did not honor the invitation to participate in the gala.

14. The activities that took place at the PAS Gala were listed below: -

15. An awareness match from MoES headquarters to Kyambogo University sports grounds; Aerobics warm up session; Cross country and Track events (*i.e. 100m, 200m and 400m*); Field events (*i.e. short and long relays*); Wood ball *(i.e. individual and team rankings);* Fun events *(i.e. Tug of war);* Teaching of Physical Education; Exhibitions; and, Health Fitness assessments.

a) Achievements

16. The PAS Gala achieved the following:-

(i) Increased scope of sports disciplines and attendance by sector institutions;
(ii) Improved skills and level of participation; and,
(iii) Improved provision of services and organization of the gala.

b) Challenges

17. The PAS gala faced the following challenges:-

(i) Lack of Punctuality at the function was not good; and,
(ii) Attendance of political leaders was lacking

2.5 The Education & Sports Sector National Workshop

18. The 26th ESSR National Workshop was held at Hotel Africana, 28th – 29th August 2019. A total of 400 participants that included political leaders, and technical officials of the Ministry of Education and Sports; Education Development Partners, members of the Education Sector Consultative Committee *(ESCC);* Education Sector Budget Working Group *(ESBWG);* Monitoring and Evaluation Working Group *(M&E WG);* Sector Policy and Management Working Group *(SPM WG);* Departmental Working Groups; Line Ministries; Local Governments; Education Institutions at all levels; Private sector and Private providers of education services; Teachers' Associations; Civil Society Organizations; foundation bodies; and the media attended the national workshop. *(Refer to Annex 2 for a detailed list).*

3.0. Opening Remarks

In her remarks opening remarks, the First Lady and Hon. Minister of Education and Sports, Janet Kataha Museveni:-

Welcomed all participants to the 26th Education and Sports Sector Review 2019 and thanked God for making it possible for the members to attend.

Emphasized that the purpose of the review was to appraise and validate the performance of the sector FY 2018/19 and detailed report would be presented by PS/ES.

Furthermore, she highlighted the achievements of the sector and sub-sectors which included among others:-

(i) Approval of the TVET and National Teacher Policies by Cabinet;
(ii) Development of Standards, Guidelines and Procedures to guide the implementation of the Policies;
(iii) Improvement of the Draft Early Childhood Care Policy which is currently undergoing the ministry approval processes;
(iv) Endorsement of the NCDC act amendment bill by Cabinet and submitted to the First Parliamentary Council for gazetting;
(v) Approval of the draft principles for the amendment of the UNEB Act by cabinet;
(vi) Drafting of the First Parliamentary Council ,the UNEB amendment bill which was also submitted for gazetting;
(vii) Proposed the review of the Universities and Other Tertiary's Institutions Act 2001 and BTVET Act 2008 are being;

(viii) Approval of a 17 member committee chaired by Prof. Fredrick Kayanja on the recommendations of the Visitation Committee on Makerere University and a White Paper (*Macro Policy*) was developed; and,
(ix) Commenced the process of development of the Education and Sports Sector Strategic Plan *(ESSP)* 2020/21-2024/25 as a successor plan.

4.0 Presentation of Subsector achievements

A brief on achievements by sub sectors was presented as highlighted below

3.1 Pre-primary and Primary sub sector:-

Under the pre-primary and primary subsector the following were achieved:-

(i) Trained 1,053 caregivers in community childcare from 53 districts across the country;
(ii) Procured 617,500 copies of P3 and P4 Pupil's Reading Books in English and 27 in Local Languages and 288,000 copies of Instructional Materials in Science, SST, CRE, IRE and creative Arts and PE; and,
(iii) Fitted 1,554 primary pupils with hearing impairment with hearing aids under UTSEP and completed construction of 84 primary schools in 27 districts.

3.2 Secondary sub sector:-

Under the secondary subsector the following were achieved:-

(i) The Ministry recruited and deployed 2,445 teaching staff;
(ii) Procured and distributed 13,841 science and mathematics textbooks to 242 UPOLET schools and 732 SESEMAT centers; and,
(iii) Executed 92 contracts for 92 sites out of the targeted 117 secondary schools in phase 1 in sub counties without public school under the Inter-governmental Fiscal Transfer Project

3.3 Skills Development

Under the skills development subsector the following were achieved:-

(i) International accreditation of UTC Kichwamba and Uganda Petroleum Institute Kigumba by City and Guilds;
(ii) Recruitment of 41 trainers to support competence-based training in UTC Kichwamba and Uganda Petroleum Institute Kigumba; and,
(iii) Construction in 7 institutions were at different levels of completion UTC Kyema in Masindi-88%, Kasese Youth Polytechnic-55%, St. Joseph's Virika VTI-25%, St. Simon Peter VTI -92%, Millennium Business School-60%, Nakapiripirit T.I-95% and St. Daniel Comboni Polytechnic-78%.

3.4 Higher Education

Under the higher education subsector the following were achieved:-

(i) Supported 8,190 students under HESFEB to acquire loans to pursue degree and diploma programs;
(ii) Completed and handed over facilities in 3 public universities i.e. Kyambogo University, Mbarara University and Uganda Management Institute;
(iii) Accredited 353 programs by National Council of Higher Education; and,
(iv) Monitored and support supervised 5 degree awarding Institutions and 33 Other Tertiary Institutions.

3.5 Physical Education and Sports sub sector

For Physical Education and Sports sub sector the Uganda Cranes were facilitated to participate in the African Cup of Nations 2019 edition in Egypt.

3.6 Challenges

The following challenges were faced that included:- Inadequate funding; Inadequate inspection and support supervision; Low levels of parent's involvement in their roles and responsibilities; and Scarcity of planning data.

Concluded her remarks by:-

(i) Appreciating the Education Development Partners, the Private Sector and all other stake holders for the various forms of contributions made during FY 2018/19; and,

(ii) Urging all the participants to effectively participate in the review as discussions on identification of implementation bottlenecks and high level priorities continued.

4.0. Opening remarks by EDP Representative

H.E the Ambassador of United States in her opening remarks:-

(i) Highlighted that Human capital development was recognized as a driver of economic development and wealth creation;

(ii) Wanted participants to know that due to a combination of factors – including low levels of learning achievement, high drop-out rates and under investment in the education sector – Uganda's children receive only the equivalent of 4.5 years of education in the seven-year primary cycle. Currently, one out of three children who make it to P.7 cannot be equated P.2 level, and 15% of children who survive to P7 are not able to do simple arithmetic;

(iii) Noted that addressing the immediate and long-term challenges is crucial for Uganda's future. The ESSR comes at an important moment when the MoES is developing the new ESSP and coincides with the development of the NDP III.

These are opportunities for the sector to reflect on the challenges we face, and to meaningfully identify priorities;

(iv) Emphasized the fact that G.o.U has put in place strong policy and regulatory frameworks to respond to these challenges such as the two important policies approved this year – Teacher policy and TVET policy;

(v) Noted that Teachers are the backbone of education and there is need to recognize that we are falling short of ensuring all classrooms have qualified teachers;

(vi) Guided that Implementation needs to focus on coordinated approaches that align investments to established targets;

(vii) Recommended that the recent independent appraisal of the ESSP highlighted lack of prioritization as a significant weakness that contributed to a 40% gap between planned activities and financing;

(viii) Made note of the fact that the Ministry with support from EDPs has committed more than $1 million to development of a high quality 5-year Sector Strategic Plan;

(ix) Noted that engagement between government and development partners and other stakeholders is important in order to ensure broad-based buy-in and sector-wide ownership of the ESSP;

(x) Suggested that recent publications have established the need to increase education financing since Uganda's expenditure has declined from 15% in 2012 to 10% in 2018.

(xi) Pronounced that Uganda became a pioneer country for the International Education Commission's initiative to create a learning generation and its committed to reforming its education system;

(xii) Wanted participants to know that the Ministry with support from partners has taken concrete steps in the right direction, with the introduction of dashboards that support dynamic tracking of performance and a clear road map for strengthening EMIS;

(xiii) Indicated that it was important not to forget that we are ultimately accountable for ensuring that all children are learning and reaching their full potential; and,

(xiv) Re-affirmed the EDP continued commitment to improve the Education and sports sector.

4.0 Overview of the Sector Performance FY 2018/19

The Education and Sports Sector Annual Performance FY 2018/19 was presented by the Permanent Secretary, Mr Alex Kakooza. The overall achievements and challenges encountered by the sector in realizing its broad policy objectives of providing equitable access to quality education in FY 2018/19 were presented as highlighted below;

4.1. Sector Budget FY 2018/19

The sector allocation registered a nominal increase of Ushs 280.01bn from Ushs. 2,501.12bn in FY 2017/18 to Ushs. 2,781.13bn (*including external financing*) in FY 2018/19.
Presented the sector percentage shares of the national budget allocation FY 2018/19 by expenditure category as follows: - Wage stood at 38.32%; Non-wage at 7.33%; Domestic development at 4.59%; and, External financing at 4.36%.

The sub-sector share stood at 41.75%- Primary sub sector; 20.53%- Secondary sub-sector; 20.33%- Tertiary, 12.06%- BTVET sub-sector and others at 5.33%.

4.2. Budget outturns FY 2018/19

The wage performed at 101.82% due to supplementary budget releases for all university votes *(30.48bn)* and Vote 013-MoES HQs *(2.71bn)* to cater for staff recruitment and wage shortfalls;

Non-wage performed at 100.97% due to supplementary budget release to Vote 132-ESC *(1.20bn),* Vote 307- Kabale University *(0.43bn)* and release of Ushs.3.39bn for all university votes ; and,

The GoU development budget performed at 108.34% due to a supplementary budget release to Vote 013 *(10.45bn)* to cater for taxes for donor funded projects staff training under ADB V project and provision of furniture under UTSEP project.

4.3. Equity and Access

Under equity and access the following were achieved in the subsectors of ESC, primary, Secondary, BTVET, Higher education:-

4.3.1. Recruitment and Confirmation of Education Personnel

Against a target of 3,610 a total of:- 3,592 personnel were recruited; 1,297 *(111 Deputy Head teachers; 1,186 Education Officers)* **were promoted; and 827 were confirmed into service.**

4.3.2. School grants

The unit cost per pupil increased from Ushs. 9,447 in FY 2017/18 to Ushs. 10,000/= in FY 2018/19 under primary indicating an 8.9% increase and Unit cost for USE students increased from Ushs 41,000 to Ushs 45,000 and for UPOLET from Ushs. 80,000/= to Ushs. 85,000/=.

4.3.3. BTVET

Capitation grants were paid for the following categories of students:- Technical Institutes - 7,135 students; Technical/Farm Schools - 3,669; Community polytechnics - 2,907; Health Training Institutions - 5,399; Departmental Training institutions -1,630; and, Uganda Colleges of Commerce and Uganda Technical Colleges -1,600 students in each college.

4.3.4. Higher Education

The number of loan scheme beneficiaries increased by 56% from 5,242 (*3,780 Male, 2,236 Female***) in FY 2017/18 to 8,190 (***i.e. 5,942 Male; 2,236 Female***) students in FY 2018/19.**

4.3.5. Infrastructure Development

Under infrastructure development in Primary, Secondary, BTVET and higher education sub-sector:-

Primary sub-sector; Civil works for construction of facilities under the Uganda Teacher and School Effectiveness Project were completed in 84 primary schools spread across 27 districts namely : - 9 schools in Lwengo district; 5 schools in each of the districts of *(Mbarara, Kagadi, Mityana,Lyantonde, Butaleja and Nakaseke***); 4 schools in each of the districts of** *(Rakai, Sheema and Mitooma);* **3 schools in each of the districts of** *(Kyankwanzi, Rubanda and Rukungiri);* **2 schools in each of the districts of** *(Namutumba, Kiruhura, Nebbi, Tororo, Kalungu, Mukono, Kamwenge, Mubende, Ntungamo, and Oyam);* **and, 1 school in each of the districts of** *(Kibaale, Kabale, Butambala and Manafwa).*

Secondary sub-sector; Under the Uganda Inter-Governmental Fiscal Transfers for Results Program, of the 117 sub counties under Phase I, 94 sites were handed over, 5 local governments retendered; 4 local governments re-evaluated; 3 are awaiting the re-evaluation process, 10 rejected due to ownership issues and 1 commenced outside the guidelines. Facilities to be provided in each school include (*06 Classrooms, a multi-purpose Hall, staff houses for 6 Teachers, an ICT laboratory, a Library, and Science Labs***).**

BTVET sub-sector; Seven *(07)* **institutions supported under Support to Skilling Uganda** *(SSU)* **Project were at different levels of implementation as shown below: - UTC Kyema, Masindi, - 88%; Kasese Youth Polytechnic, Kasese – 55%; St. Josephs Virika VTI, Kabarole, - 25%; St. Simon Peter VTI, Hoima – 92%; Millennium Business School, Hoima – 60%;**

Nakapiripirit T.I, Nakapiripirit, - 95%; and ST. Daniel Comboni Polytechnic Naoi, Moroto – 78%.

Higher Education sub-sector; Civil works were completed and handed over in 3 out of 4 public universities under the Higher Education Science and Technology Project *(HEST).*These include:- Kyambogo University- Eight *(08)* renovated Blocks *(A to H)*; Mbarara University School of Technology- Girls Hostel; Uganda Management Institute – Administration Block; and Busitema University – Multipurpose Block *(Nagongera Campus)* was at 96% completion level.

4.4. Quality of Education

Under quality of education the following achievements were realized:-

4.4.1. Pre-primary education:

Trained a total of 1,053 care givers out of 1,000 care givers planned for in community childcare from 53districts translating into a 105% performance;

4.4.2. Primary Education:

Procured 617,500 copies of P3 and P4 Pupils Reading Books in English and 27 Local Languages; 288,000 copies of P4 Instructional Materials (IMs) in 4 Core subjects Science, SST, CRE, IRE, CAPE and CAPE 2.

The Pupil Book Ratio improved from 5:1 in FY 2017/18 to 4:1 in FY 2018/19.

Procured 13,841 science and mathematics textbooks against a target of 19,060. These were distributed as follows:-

(i) 12,737 copies to 242 UPOLET schools against a target of 238 schools. These textbooks included 700 Pure Mathematics book one; 700 Pure Mathematics book two; 700 Mathematics-Mechanics+ Probability; 700 Concise Course in A' level Statistics, 700 Applied Mathematics and 9,237 Mathematical tables-UNEB.

(ii) 1, 104 copies of Science textbooks for S.1 and S.2 were also distributed to 732 SESEMAT centers.

4.4.3. BTVET

Monitored and Support supervised 47 BTVET institutions out of the targeted 70 in the 4 regions of the Eastern, Western, Central and West Nile sub region translating into 66% performance; and, Uganda Petroleum Institute Kigumba *(UPIK)* and Uganda Technical College *(UTC)* Kichwamba obtained international certification after being accredited by City and Guilds.

4.4.4. Higher Education

A total of 353 out of the targeted 636 programs were accredited, registering a *(56%)* performance; and, Developed electronic content to facilitate teaching and learning in the business incubation centers in the 7 public universities and one degree awarding institution;

4.4.5. Teacher and Instructor Education and Training sub sector

Under the teacher instructor Education and Training the following were achieved:-

(i) Paid capitation grants amounting to Ug.Shs. 2.42 billion, for 20,285 student teachers in 52 TIET institutions *(i.e. 3,751 students from 5 NTCs; 120- Health Training College Mulago; 250 - National Instructors College Abilonino; and, 16,239 students from 45 PTCs)*

(ii) Registered 66,263 teachers using the Teacher Management Information System. It is a web based system that facilitates licensing and registration of teachers;

(iii) Supplied 81,000 copies of assorted textbooks and periodicals to Teacher and Instructor Training institutions countrywide.

(iv) Civil works under Development of PTCs project were at 85% completion level in all the six *(06)* PTCs namely:- Bikungu PTC, Mitooma; Kitgum PTC, Kitgum; Ibanda PTC, Ibanda; Ngora PTC, Ngora; Erepi PTC, Moyo; and, Kabwangasi PTC, Butebo

4.4.6. Directorate of Education Standards

A total of 2,905 educational institutions were inspected as follows:- 2,400 secondary schools against 2,600 planned, 520 BTVET institutions against 600, 60 PTCs against 60 PTCs; 5 NTCs against 5 NTCS; 80 Nursery Training Institutions against 60 Nursery Training Institutions and Monitoring and inspection of education Institutions.

4.5. Efficiency and effectiveness

Under efficiency and effectiveness the different subsector achieved the following:-

4.5.1. Primary Education

Sensitised a total of 1,000 SMC members on their roles and responsibilities under the School Health Reading Program; and, Installed lightening arrestors in 134 primary schools against a target of 140 (i.e. Mubende *(25);* Bukomansimbi *(26);* Sembabule *(24);* Bushenyi *(10);* Lyantonde *(26)* and, Lwengo *(23),* reflecting a 96% performance rate.

4.5.2. Secondary Education:

Inducted a total of 100 head teachers and 100 deputy head teachers against a target of 200 *(i.e 100 D/Htrs and 100 HTs);* and, Approved 300 Boards of Governors Government Aided Secondary schools whose term of office had expired.

4.5.3. BTVET

Conducted assessment of candidates of the following categories: - UNMEB - 78,003 *(i.e. Male 24,312; Female 53,691);* UBTEB - 97,252 *(i.e. Male 59,324; Female 37,928);* UAHEB – 15,178 *(i.e. Male 9,881; Female 5,297)* and, DIT – 54,382 *(i.e. Male 22,690 and Female 31,692).*

4.5.4. Physical Education and Sports

(i) Supported and facilitated the 21st Commonwealth games in Gold Coast, Australia where six medals *(3 gold, 1 silver and 2 bronze*) were won;

(ii) A total of 3,500 participants from 200 different schools took part in the FEASSA East African Games at St. Joseph Layibi in Gulu district; were select secondary schools also played netball against She Cranes;

(iii) Continued with construction of facilities at the National High Altitude Training Centre in Teryet, Kapchorwa district. Noted that the facilities were currently at different levels of implementation; and,

(iv) Supported the Uganda cranes to participate in AFCON, Egypt; and World Cross Country Championships where 2 medals were won in the men's category *(1 gold, and 1 silver).*

4.6. Cross cutting issues

Under cross cutting issues the following achievements were realized:-

4.6.1. Guidance and Counseling

A total of 75, 5075 learners placed in Post primary and Post O' Level institutions increased from FY 2017/18 to FY 2018/19 as follows:- P.7 leavers increased from 445,576 to 549,976 while S.4 leavers increased from 204,469 to 205,099; and Conducted school-based counseling sessions in 95 Post primary education institutions in 18 districts on vocational and careers talks and talks on psychosocial issues like Gender, violence in schools and early pregnancy.

4.6.2. Special Needs Education

(i) Paid subvention grants amounting to U.Shs.540, 045,524 for a total of 100 special schools/units supporting 5,000 learners with special needs;
(ii) Procured and distributed 350 cartons of Braille paper *(50 cartons of embossing Braille papers and 300 cartons of Braille paper),* 250 Sign language Dictionaries and 28 Perkins Braille machines to 84 educational institutions; and,
(iii) Civil works (*2 dormitories and 1 block teachers' house of 4 units and 1 block of 2 classroom*) at the Mbale School of the Deaf were at finishing stage.

4.6.3. Gender in Education

(i) Trained a total of total of 1,012 *(476M; 541F)* senior women and senior male teachers and 8,425 learners *(4,666 girls; 3,759 boys)* from 450 schools on adolescent development, safe learning environment and gender responsive pedagogy;
(ii) Re- tooled 110 *(104M; 6 F)* STEM teachers and 10,169 *(6,800m; 3,369F)* learners to help them adopt gender responsive pedagogy for science and mathematics under SESMAT in the Karamoja region.
(iii) Conducted gender responsive planning and budgeting training for Heads of Departments and technical officers on developing Gender and Equity Responsive Education Sector Plans.

4.6.4. HIV and AIDS in Education

(i) Conducted a Life Skills Behavioral Change Summit for Secondary Schools which was attended by 2,500 student leaders from 50 schools around Kampala, Wakiso and Mukono;
(ii) Implemented the Adolescent and Young People Living with HIV *(YAPS)* model in schools where over 200 youths were trained and attached to health center facilities to support fellow peers in schools; *(Pg.139)*
(iii) Sensitized a total of 34,298 girls on HIV and School Related Gender Based Violence prevention information in 252 schools through a peer led approach across 15 districts *(i.e. Mubende, Mityana, Gomba, Mukono, Gulu, Lira, Oyam, Omoro, Kyotera, Agago, LwengoLyantondeBukomansimbi, Sembabule and Rakai); (Pg.139)*
(iv) Conducted a Regulatory Impact Assessment *(RIA)* for the draft National School Health Policy;

4.6.5. National Curriculum Development Centre *(NCDC)*

(i) Developed the final Early Childhood Parent Framework;
(ii) Developed and finalized the documents in preparation for Lower Secondary Curriculum roll-out in 2020. The documents include: Implementation Guidelines, Exemplar textbook specifications and teacher training manuals;
(iii) Conducted alpha testing of extracts from mathematics, chemistry, biology, physics, geography, history, English and political education. This was aimed at assessing their suitability to support competence based learning in selected schools;
(iv) Oriented 80 teachers to interpret and implement the Competence Based Education and Training *(CBET)* curriculum;

4.7. Sector achievements against the Presidential Manifesto Commitments FY 2018/19

In its third year of implementation the sector continued with the implementation of the NRM Party Manifesto *(2016-2021)* Commitments to improve access and education outcomes at all levels of education and sports

Out of the 60 commitments in the education and sports sector, 48 are at various levels of implementation.

4.8. Challenges encountered in delivering quality education FY 2018/19

The report highlighted a number of challenges faced by the sector for the period under review which included among others:-

(i) Lack of qualified ECD care givers;
(ii) Inadequate infrastructure *(Classrooms, sports, laboratories, ICT, teachers' houses, latrines, etc.);*
(iii) Inadequate staff *(teaching and non-teaching)* across the sub-sectors and affiliate organizations;
(iv) Inadequate equipment especially in BTVET institutions;
(v) High Inspector school ratio;
(vi) Reluctance of SNE teachers to teach in SNE schools;
(vii) Inadequate capitation grants *(primary, secondary, teachers' colleges, BTVET, etc.);*
(viii) Many cases of non-functional governance bodies in schools and institutions;
(ix) Poor management of some schools and institutions;
(x) Low levels of parents' appreciation of their roles and responsibilities especially with respect to school feeding; and,
(xi) Limited understanding and appreciation of the mandate and uniqueness of the National Commission by stakeholders.

4.9. Way forward in delivering quality education & sports services

(i) Put in place an incentive scheme to encourage SNE teachers to teach in SNE schools.
(ii) Review and progressively increase the capitation grants to schools and institutions, funds permitting.
(iii) Expedite the approval of governance bodies in schools and institutions and regularly monitor their performance.
(iv) Strengthen the appraisal system for school managers and apply rewards and sanctions.

(v) The sector will make use of all meetings to sensitize stakeholders on school feeding and cross cutting issues regarding HIV/AIDS, Environment, Gender and Equity, school feeding, Guidance and Counselling services, Special Needs Education and UNATCOM.

5.0. Presentation of monitoring findings by Budget Monitoring and Accountability Unit *(BMAU)* on Education Sector

The MFPED through the Budget Monitoring and Accountability Unit (BMAU) undertook monitoring to assess the Education and Sports sector performance for the period under review. The Education Sector monitoring findings were presented based on the report structure that included; Introduction, Methodology, Education sector financial performance, Overall Sector Performance, Vote performance, Good practices, Challenges and Conclusion.

5.0 Overall Sector performance

The assessment rating was Very Good – 90% and above, Good- 70-89%, Fair – 50-69% and Poor for less than 50%.

5.1. Financial performance FY 2018/19

Overall sector performance was rated good at 81.7%. (i.e. Education Service Commission- 84.1, National Curriculum Development Centre-99.8, Busitema University- 86.1, Muni University- 78.6, Lira University- 89.4, Gulu University- 86.5, Soroti University- 50.4, Kabale University- 85.6, Kyambogo University- 91.0, Makerere University Business School- 91.0, Makerere University- 79.4, Mbarara University- 83.9 and Ministry of Education- 58.5).

5.1.1. Vote performance

The details of the findings were highlighted below:-

5.1.1.1. Preprimary and Primary Education program

The Program registered good performance as the school feeding program in Karamoja was well facilitated, Contracts under Instructional Materials Unit *(IMU)* were fully signed, Instructional Materials *(IMs)* were delivered to schools and IMU deliveries were made.

Under UTSEP; Completed construction of facilities in 84 schools, 1,554 SNE pupils received hearing aids, pending furniture supply.

Under Emergency Construction project phase II; Completed construction of facilities in 52 Primary Schools rolled over from 2017/18, 10 out of 12 targeted schools for FY 2018/19 received funds and are under construction. Civil works were monitored and found to be of good quality.

5.1.1.2. Secondary education program

The Programme registered good performance *(i.e. Text books for S1 and S2 were procured; procured text books for Physics, Maths, Biology for UPOLET schools; Facilitated MDD and 61 schools attended; maintained solar systems in 453 ERT institutions in Central, Western and West Nile regions and held a national science fair).*

Under Private schools and Institutions; supervised BoGs of private schools and 280 USE UPOLET and Non USE schools, and disseminated Employment guidelines in private schools.

5.1.1.3. Higher Education Program

Three out of the four sub programs registered good performance.

(i) **Under UPIK,** 3 Motor Vehicles were procured; Male dormitory block at 70% completion. Female dormitory- 15%, classroom complex, computer/library had low progress due to delayed start. The oil rig was not procured because Tullow oil offered the institute one;

(ii) **Under African Centres of Excellence**, Poor performance was noted as a number of project outputs were not implemented 17 months after project effectiveness. Disbursement stood at 23% since project effectiveness. one (01) out of the expected two *(02)* verifications has been done; and,

(iii) **Under Higher Education Science and Technology *(HEST),*** All the works in the seven universities were completed and handed over. Disbursement rate was very good at 80.5% of which 97% was spent.

5.1.1.4. BTVET program

BTVET sub program also registered good performance as a number of planned outputs were achieved

(i) **Directorate of Industrial Training –DIT**, oriented 200 TVET providers on assessment and training; assessed 54,382 candidates, developed and profiled 7 new occupations, disseminated the UVQF, validated 817 assessors on their competences, levels of education and bio data in 38 occupations, piloted 38 different occupations.
Certified 412 plumbers, assessed 97 inmates in the occupation of tailoring carpentry and joinery, Welder and Farmer.

(ii) Development of BTVET program; the program registered mixed performance as some targets were achieved and others missed. 75 principals were oriented, procured tools and equipment for Bukooli TI and Mbale CP, no funds were disbursed to Hoima School of Nursing for furniture.

The sub sector continued with civil works in different BTVET institutions: Lake Katwe TI- dormitory completed, Bukooli TI- Admin block at 70%, Mucwinyi in Kitgum- 80%, Aduku- administration block at 95%, Bushenyi UTC- Admin block 70%, Bamunaanika TI- 30% and Nabudere TI- No civil works yet.

(iii) **The Albertine Region Sustainable Development (ARSDP)** registered poor performance and currently behind schedule. No sponsorship in oil and gas for the 400 targeted learners, the twinning process for UPIK and Kichwamba was not completed; the development plan completed for UPIK but Kichwamba not completed; the training and capacity building for 200 staff was not done, the Oil and Gas Council was not facilitated; construction works at UPIK and Kichwamba did not start as planned.

(iv) **The Skills Development Project** registered poor performance and the project is far behind schedule. The accreditation of the UTCs was not done; there was no monitoring of civil works, the familiarization tour was not done; purchase of specialized machinery was not done, construction works did not start in all the 4 institutions). However the Institutional development plans were produced for UTC Lira, UTC Bushenyi and UTC Elgon.

(v) **Support to the Implementation of Skilling Strategy (BTC)** registered Good performance. The pilot Skills Dev't manual was aligned to the new grant guidelines, six (06) occupational health workshops were conducted, spots checks on grantees were conducted and a voucher scheme was piloted. Civil Woks stood at; UTC Kyema-80%, Kasese Youth Polytechnic- 70%, Simon VTI-Hoima- 95%, Millenium School Hoima-7.0%, St Joseph Virika VTI- 60% completion

5.1.1.5. Quality and standards program

Teacher Education and Education Standards sub program had good performance.

Under Development of PTCs; civil works at Jinja- 99%, Kitgum PTC dormitory completed, Kabwangasi PTC facilities completed, Bikungu PTC Admnistration block, dormitory and VIP latrines completed.

Improvement of Kaliro and Muni NTCs. In Muni NTC; two contractors; M/s Sumadhura Technologies progressed to 51% and M/s Ambitious co ltd progressed to 60% for construction of accommodation facilities.

In Kaliro NTC; two contractors; Ms Complant Engineering Trade *(U)* was 50% progress while M/s Excel Construction was at 50% progress.

The overall progress for all facilities at Kabale NTC was at 63% progress while overall progress at Mubende stood at 36.4%.

5.1.1.6. Cross cutting issues

a) Special needs education

The sub program also registered good performance was registered as a number of planned outputs were achieved. i.e. 350 cartoons of braille paper and 250 sign language dictionaries were procured and distributed to 50 schools.

Mbale School for the deaf; the construction of the dormitory block was completed; some beds were procured for the dormitory and 150 arm chairs were procured.

b) The Physical Education and Sports program

The sub sector registered mixed performance.

(i) **Under the John Akii-Bua Memorial Stadium.** Designs were not reviewed because the consultant amount was too high at 25bn for design and construct supervision. Therefore the contract was never signed;

(ii) **Under NHATC:** Overall progress of works stood at 73.3%. The hostel block was at *(95%),* while the kitchen was remodeled *(90%).* The 3km jogging track *(70%),* pump

house *(50%),* gate house *(60%)* site road and parking *(50%).* Pending connection of electricity.

c) National Curriculum Development Centre

NCDC achieved 95% annual targets under pre-primary and primary curriculum, secondary education curriculum, BTVET curriculum, production of instructional materials and research.

The ECD parenting framework and guidelines were finalized, Nile English Course book printed and distributed to the least performing Districts. Resource book for the gifted and talented learners was developed.

d) Education Service Commission program

A total of 4,889 personnel were appointed, 827-confirmed, 94- validated, 265 resignation cases handled, 25- granted study leave ,12 cases retired on medical grounds, 21 disciplinary cases handled, 54 regularization cases handled and 285 corrigenda cases handled.

5.1.2. Transfers to Local Governments

The budget was Ug shs 1,637.2 bn all of which was released and spent to 168 LGs ***(121 districts, 46 municipalities).***

(i) **Sector Conditional Grant** ***(Wage);*** All districts monitored received funds for wage for the District Education Office, all primary teachers and for the non-teaching staff for the FY;

(ii) **Sector Conditional Grant** ***(Non-Wage);*** Capitation , DEO's monitoring and Inspection grants were received and spent;

(iii) **Capitation Grants;** All districts received their UPE, USE funds and transferred to all schools; and,

(iv) **Inspection grants;** For the 45 districts monitored; inspection grants were received and schools were monitored at least once a term.

(v) School Facilities' Grant: Good performance was observed as most districts had completed their development projects for FY 2018/19. These included construction of classroom blocks, supply of furniture, construction of 5-stance and 2-stance lined pit latrines, payment of retention fees for the previous FY and construction of teachers' houses.

(vi) The Uganda Inter-governmental Fiscal Transfer Program ***(UgIFT):*** The project is slightly behind schedule. While construction of seed schools delayed in all districts, works had started in about 70% of the districts. Construction works had not commenced in Butambala, Lyantonde, Luweero and Sembabule districts.

5.1.3. Good practices

A number of good practices were realised:-

(i) **Joint School Inspections:** LGs conducting joint school inspection *(Masaka, Kalungu, Bukomansimbi, Lwengo, Lyantonde, Kyotera, Rakai and Kalangala);*

(ii) **Cluster supervision** where head teachers in a particular parish form a cluster of three or four schools and do peer support supervision;

(iii) **Data management:** Wakiso District Education department developed data tools to ease the process i.e. Form A and Form B; and,

(iv) **Parent-led school feeding;** sensitization on school feeding has improved pupil attendance in Apac,Gulu and Lyantonde.

5.1.4. Implementation Challenges

The following implementation challenges were faced:-

(i) Poor planning as some projects became effective before the necessary preparatory activities were undertaken
(ii) Low staffing levels, and unrealistic staff ceilings across the sector
(iii) Dilapidated and deteriorating infrastructures in government schools and institutions leading to congestion in schools.

5.1.5. Conclusion

In conclusion, the sector performed better at output level. The universities achieved their enrollment and research targets, Education service commission achieved their recruitment targets and National Curriculum Development Centre achieved their curriculum development target.

However, the non-availability of information on outcome indicator performance for most programs, particularly under Vote 013, affected the assessment of performance.

6.0. Emerging Issues from the Plenary Sessions

Table 2.3: Emerging issues from the plenary sessions of the 26th ESSR

Sn	Issues	Policy and Operational Recommendations
	Primary	
1	Enrolling Children at the wrong age (over and above the right age for the level of education)	(i) Use administrative structures in place for mobilisation and sensitisation of parents on the rights of children to get education (ii) Opening up of ECD centres which shall be sustained by the parents in the absence of partners. (iii) Training of Center Management Committees *(CMCs)* (iv) Mobilise communities to establish ECD centers for sustainability
2	Low pupil retention	(i) By-laws and ordinances should be instituted and implemented. (ii) Sensitisation of parents/community to let children stay in school
3	Low literacy and numeracy levels	(i) Undertake CPD for teachers (ii) Provision of adequate instructional materials to all schools (iii) Curriculum review (iv) Provision of adequate school infrastructure
4	Teacher Issues	(i) Provision of CPDs at school level (ii) Strengthening monitoring and support supervision (iii) Orientation of stakeholders on their roles and responsibilities (iv) Strengthening management and administration of teachers. (v) Provision of teacher infrastructures. (vi) Provision of meals for both pupils and teachers. (vii) Intentional sector coordination of Basic Education Dept, TIET and DES. (viii) Broaden the ways of assessment so that other areas are considered.
5	Assessment and Examination issues and focus on cognitive outcomes with little focus on life skills.	(i) Develop an assessment policy for continuous assessment as opposed to end of cycle assessment (ii) Emphasis be put on teacher preparation/training *(strengthen capacity of teachers to do assessment).* (iii) Emphasise continuous school based assessment during training at PTCs.
Secondary		
1.	Inadequate support supervision (including lack of supervision by the head teachers as the first inspector)	(i) Eliminate the issue of caretaker Head teachers by posting appointed teachers (ii) Fully implement the teachers scheme of service at secondary to address motivation Proper Planning and programming of school activities (iii) Effective monitoring using appropriate tools and stipulating clear sanctions for underperformance (iv) Involving students in evaluating teachers performance (v) Motivation of teachers through joint planning, stakeholder involvement, reward, (vi) Guidance and counseling
2.	Absenteeism of teachers	
3.	Inadequate and poor syllabus coverage	
4.	Curriculum implementation	(i) Effective implementation of the curriculum with emphasis on the 21st Century skills (ii) Whole school approach for development of soft skills (iii) ICT/technology integration in curriculum implementation (iv) Control over-testing in schools – Develop guidelines on internal examinations

5.	Low learning achievements especially in sciences	(i) Strengthening science teachers through CPDs (ii) Provision of science laboratory equipment (iii) Affirmative action for science learners (iv) Motivation through remuneration for all staff (v) Effective Head teacher supervision of the teaching and learning process (vi) Practical teaching of sciences (vii) Promoting team-teaching (peer) (viii) Formulate and implement science education policy (ix) Promote gender sensitive pedagogy for sciences
6.	Governance and management	(i) Strengthening implementation of legal frameworks on school governance, especially BoGs (ii) Review composition of BoGs (iii) Review the law to promote parents and learners participation in school governance (iv) Strengthen vetting process for suitability of persons to operate a private school (v) Support capacity building of private school managers (vi) Strengthen involvement of parents in school governance through PTAs – review the law to clearly provide for PTA (vii) Harmonize management of sec. schools between central Government and local governments
	TVET	
1	Operationalization of the TVET Council / TVET Policy	(i) There is need to rebrand the TVET Policy and make it popular across the country. (ii) A sustainable financing model should be developed. Government should consider establishment of a Training Levy to support TVET delivery. (iii) The legal framework guiding TVET delivery should be revised address issues on governance of TVET institutions. This review should focus on mandate of TVET Institutions as well as constitution of boards for the governance bodies of these Institutions. (iv) Enhance dialoguing and engagement between Government, EDPs, private sector and other stakeholders in delivery of TVET. (v) Need to engage the private sector at all levels of TVET Policy implementation
2	Inadequate quantity and quality of trainers (instructors/tutors/coachers) and providers in TVET	(i) Introduce CPD for the available TVET trainers instead of training more TVET trainers. (ii) There is need to prolong industrial training for TVET trainers so as to enable them appreciate more the industry needs in TVET products. (iii) A department should be established to coordinate training of TVET trainers in the MoES. (iv) There is need to standardize the training and other incidental processes to TVET delivery. (v) Short courses should be designed and these should incorporate ICT in delivery of such training
3	Accreditation, Assessment, Inspection, Monitoring and Evaluation	(i) There should be a regulatory body to oversee the monitoring of TVET within Institutions and providers. (ii) Joint monitoring should be encouraged at different TVET institutions and providers (iii) There is need to establish clear understanding of the different terms used under TVET e.g. accreditation, assessment, certification, trainers/tutors/teacher/instructors/master trainers etc.

4	Poor perception at community, institutional, and individual levels about TVET.	(i) There is need to rebrand TVET to make it appealing to more persons. The rebranding campaign undertaken recently by Russia can be benchmarked to inform this process in Uganda. (ii) Encourage school tours for academic institutions to visit TVET institutions and get the learners in such institutions familiar with what happens in TVET Institutions. (iii) TVET training should focus on addressing the needs of the community within which the TVET institutions are to be established. (iv) Develop a strategy to deal with bad perception towards TVET at different levels. (v) Undertake career guidance to learners at lower education levels, i.e primary level as well as in communities to open them up to and appreciate the opportunities presented by TVET.
5	Demand-led quality training & learning	(i) Holistic training should be promoted in TVET delivery (ii) There is need to induct fresh recruits into TVET training institutions to make them appreciate and fully understand the respective fields they are joining. (iii) Ensure equity in distribution of resources towards TVET delivery
	Higher Education	
1	Poor Governance and management systems	(i) Developing a higher education policy (ii) Standardizing staffing structures and salary scales (iii) Encouraging benchmarking (iv) Affirmative action for science and technology (v) Staff capacity development and utilization systems (vi) Addressing autonomy and academic freedom (vii) Centralized admission and assessment (viii) Addressing the quality of teachers (school practice, active teaching and learning, reviving demonstration schools) (ix) Training of middle level cadres (x) Revising the process of curriculum design (xi) Partnerships and collaborations (xii) Managing course duplication (xiii) Pedagogy in university and other tertiary institutions lecturers
2	Inadequate Financing	(i) Addressing the unit cost (ii) Creating a higher education fund for public and private universities, tertiary institutions, regulatory bodies and the loan scheme. (iii) Supporting income generating initiatives in institutions (iv) Managing the budgeting process for universities (v) Infrastructure and facilities
3	Low levels of Research, innovation and community engagement	(i) Public private partnerships and industry collaboration (ii) Networking and Collaboration (iii) Publishing and dissemination of research outputs

		(iv) Evidence based research to inform policy (v) Quality assurance systems for research e.g addressing plagiarism (vi) Research incubation centers (vii) Data management and evidence generation (viii) Creating a think tank for the sub sector (ix) Developing a research agenda to inform policy and practice

15.0 Closing Remarks

15.1 Closing remarks by Education Development Partners

The Coordinator EDPs in his closing remarks:-

(i) Informed members that the process of selecting a Chair is still ongoing;
(ii) Congratulated EPPAD for organizing a successful review;
(iii) Noted that Uganda seeks to translate its population trends into a demographic dividend as their young population represents a phenomenal level of human capital and potential, with innovation, dynamism and creativity;
(iv) Noted declining proportion of the budget to education;
(v) Recognized financing as a key barrier to performance and urged the Ministry to continue advocating for increased per capita expenditure to the sector;
(vi) Recognized the achievements over the last year and urged the sector to celebrate registered success despite minimal resources availed;
(vii) Congratulated the government for successfully bringing the Global Partnership for Education *(GPE)* Project I to close and committed to supporting the government in accessing the GPE II funds ;
(viii) Informed members that the UK Government continued to support development of a policy to regulate the Education Management Information System *(EMIS)* through GPE I project;
(ix) Recognized the sector on approval of the National Teacher Policy, and the Technical and Vocational Education and Training *(TVET)* Policy and urged the sector to ensure these policies translate into implementation to drive performance;
(x) Commended the Government on its Early Childhood Care and Education *(ECCE)* Policy and urged the government to pass the so that young children benefit from improved services in this crucial stage of education;
(xi) Emphasized the need to address a number of issues affecting lower primary which include multi-age enrolments and limited learning achievements in literacy and numeracy. And proposed expansion of pre-primary as a key strategy;
(xii) Noted the need to ensure schools are violence free and expressed interest in supporting the Safe to Learn Campaign earlier launched and leading this important issue;
(xiii) Made note that there is need to better match TVET and higher education with jobs demand and strong links to the private sector. The new TVET policy aims to support this transition;
(xiv) Mentioned frequently the lack of community and parental engagement in education at all levels ;
(xv) Noted that there was limited discussion on Education Response Plan for Refugees and Host Communities. This should be commended not only as a realistic and implementable plan;
(xvi) Emphasized that financing the plan effectively should be a key priority;
(xvii) Proposed for a framework for Public Private Partnerships in education which can bring in extra financing to solve access and quality issues;
(xviii) Learned that the Uganda Intergovernmental Fiscal Transfers *(UGIFT)* programme aims to deliver performance-based incentives at district level;
(xix) Indicated that as partners in development, there is a need to stand ready to work jointly with the Ministry to define both the undertakings for the next year, and priorities in the upcoming ESSP; and,
(xx) Thanked the current Chair, the US Government, for their leadership of the Education Development Partners this year.

83. Closing remarks by the First lady and Hon. Minister of Education and Sports, Janet Kataha Museveni

84. In her closing remarks, she:-

(i) Thanked the Permanent Secretary, and his technical team and representatives of Education Development Partners for successfully organizing the review;
(ii) Appreciated her Excellency the Ambassador of the United States of America for making time to participate in this important Workshop.
(iii) Emphasized that the review affords us the opportunity to reflect and deliberate on the sector performance; draw lessons, and find lasting solutions to the sectors' most critical challenges.
(iv) Noted that Review undertaken under the overarching theme ***"Enhancing Learning Achievements for Productivity and Prosperity"***, should enable us to answer the lingering questions on how best we can enhance learning outcomes of our children.
(v) Applauded the approach used in the Review as it was more holistic and enabled receipt of enriching ideas from all the sub-sectors. These should be useful to guide the priorities of the various sub-sectors for both the forthcoming budgeting period 2020/21 and also the preparation of the Education Sector Strategic Plan 2021-2025.
(vi) Reminded all participants to perform their roles and responsibilities and serve our nation with diligence and love.
(vii) Advised that special attention should be focused on areas of "quality" where progress has been minimal to achieve the desired results.
(viii) Recognized the Mission Director USAID, the Chair of the Education Development Partners *(EDPs)* Group, for her guidance and stewardship of the EDP Group and commitment to the Education Sector in Uganda.
(ix) Noted that the sector looks forward to welcoming the successor Chair of EDPs in January 2020.
(x) Commended the excellent leadership exhibited by fellow sector ministers of state as their commitment is needed to turn around the performance of our Sector.
(xi) Congratulated all the participants upon the successful completion of the Review, and declared the 26th Education and Sports Sector Review closed.

16.0 Proposed Undertakings

85. The 26th Education and Sports Review agreed 18 process undertakings. These undertakings focus on access, quality, skills development, the data quality, infrastructure, instructional materials, teacher training, capacity building at all levels, Early Childhood Development and special needs education. See table 2.4 below.

Table 2.4: Proposed Undertakings

Sn	Programme	Process Undertakings	Performance Indicator	Target FY 2019/20	Prior Actions	Assumptions	Means of Verification	FY 2019/20 Budget Ushs	Responsible Officer
1	Primary	Monitor and support supervise ECD Centers, Primary schools, Local Governments and UTSEP beneficiary schools	No of ECD centers monitored	160	Develop a monitoring plan, allocate funds for monitoring and preparation of monitoring concepts.	Timely and adequate quarterly release of funds	Monitoring reports		CBE
			No. of Primary Schools monitored	200					
			No. of Local Governments monitored	20					
			No. of GPE beneficiary schools monitored	500					Project Coordinator for GPE
		Installation of lightening arrestors in primary schools.	No. of primary schools.	114 schools	(i) Procure contractors (ii) Deliver and install lightning arrestors in schools	Procurement activities undertaken in time Availability of funds	Monitoring and supervision reports		C/BE
2	Secondary	Training of science teachers through In Service under SESEMAT	No of science teachers trained at national level	200	(i) Identification of teachers (ii) Preparation of training schedules	(i) Funds will be available (ii) Teachers will turn up for training	Training reports		C/GSS
			No of science teachers trained at SESEMAT Regional levels	3,600					
		Monitor and support supervise secondary schools	No. of USE/UPOLET schools monitored	1,064	Monitoring plans developed	(i) Funds will be available (ii) Funds will be provided (iii) Quarterly monitoring visits will be conducted	Monitoring reports		C/GSS
			No. of Non-USE schools monitored	86					
			No. of purely private schools monitored	280					C/PSI
		Dissemination of employment Guidelines to private schools	No. of Schools provided with guidelines	280	(i) Prepare a schedule for dissemination workshops.	(i) Dissemination workshops will be held.	(i) Workshop reports (ii) Training reports		C/PSI

Sn	Programme	Process Undertakings	Performance Indicator	Target FY 2019/20	Prior Actions	Assumptions	Means of Verification	FY 2019/20 Budget Ushs	Responsible Officer
					(ii) Identify participants for the workshops	(ii) Schools will participate in the dissemination workshops			
3	Higher Education	Continue the implementation of the Students' Loan Scheme	No. of new entrants at Diploma level provided with loans	40	(i) Identify new beneficiaries (ii) Disburse funds to training institutions with beneficiaries from the loan scheme.	(i) Students will turn up (ii) Funds will be provided	(i) Loan verification reports (ii) Quarterly reports		C/HE
			No. of new entrants at Degree level provided with loans	1,808					
			No. of continuing students at Degree Level provided with loans	2,954					
			No. of continuing students at Diploma Level provided with loans	200					
4	Skills Development	Facilitate the Industrial Council to train, assess and accredit Assessment Centres	No. of students assessed in Non-Formal Training	15,000	(i) Admit students (ii) Conduct assessment (iii) Release assessment results (iv) Procure certificate materials	(i) Students will turn up (ii) Funds will be available (iii) Assessment will be conducted	Quarterly reports		D/DIT
			No. of certificates printed for Non-Formal Learners	15,000					
			No. of Regional Labour Market Scans held	4	(i) Prepare survey tools (ii) Identify stakeholders	(i) Funds will be available (ii) Scans will be conducted on a quarterly basis	Quarterly reports		D/DIT
			No. of assessment centers accredited	600	(i) Receive requests for accreditation (ii) Conduct monitoring visits to assessment centers	(i) Funds will be available (ii) Assessment centers will be identified	Quarterly reports		DIT

Sn	Programme	Process Undertakings	Performance Indicator	Target FY 2019/20	Prior Actions	Assumptions	Means of Verification	FY 2019/20 Budget Ushs	Responsible Officer
		Construction of facilities in BTVET institutions	Estimated level of completion for the 11 BTVET institutions under Development of BTVET	Bukooli Technical Institute (Wall Plate)	(i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works	Availability of funds for construction	Monitoring and supervision reports		CBTVET
				Bukooli T.I (35%)					
				Bamunanika Technical Institute (50%)					
				Epel Technical Institute (50%)					
				Aduku UCC (100%)					
				UTC Bushenyi (100%)					
				Kasadha T.I (70%)					
				Kaabong T.I (70%)					
				Mucwiny T.I (65%)					
				Nakapiripirit T.I (70%)					
				Eriya Kategaya T.I (75%)					
				Prof. Dan Nabudeere Memorial T.I (25%)					
5	Physical Education and Sports	Continue with the construction of the National High Altitude Training Center (NHATC)	Percentage level of completion of works for the Athletics Tracks	60%	(i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works	Availability of funds for construction	Monitoring and supervision reports		C/PES
			Percentage level of completion of works for the 3km Jogging Track	50%					

Sn	Programme	Process Undertakings	Performance Indicator	Target FY 2019/20	Prior Actions	Assumptions	Means of Verification	FY 2019/20 Budget Ushs	Responsible Officer
			Percentage level of completion for the External Kitchen	100%					
			Percentage level of completion for the hostel block	100%					
			Percentage level of completion for fencing works	85%					
			Percentage level of completion for the site roads and parking	60%					
6	Special Needs Education	Conduct staff training	No. of staff trained on sign language at Wakiso Schools for the Deaf	89	(i) Identification of teachers (ii) Preparation of training schedules	(i) Funds will be available (ii) Teachers will turn up for training	Training reports		C/SNE
			No. of staff trained in functional assessment and specialized skills	400					
		Construction of facilities at Wakiso School for the Deaf	No. of dormitory blocks constructed to substructure level	2	(i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works	Availability of funds for construction	Monitoring and supervision reports		
			No. of latrine stances constructed to substructure level	5					
			No. of open shower stances constructed to substructure level	5					
7	Quality and standards	Complete the implementation of civil works in TIET institutions	No. of PTCs in which civil works are completed	07	(i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works	Availability of funds for construction	Monitoring and supervision reports		C/TIET
		Inspect Schools and Institutions	No. of Secondary schools inspected	2,600	(i) Develop inspection plans (ii) Allocate funds for inspection	Timely and adequate quarterly release of funds	Inspection reports		D/DES

Sn	Program me	Process Undertakings	Performance Indicator	Target FY 2019/20	Prior Actions	Assumptions	Means of Verification	FY 2019/20 Budget Ushs	Responsible Officer
			No. of BTVET institutions inspected	600					
			No. of PTCs inspected	60					
			No. of NTCs inspected	5					
			No. of Nursery Training centers inspected	70					
		Monitor Learning Achievements	No. of districts covered during the Monitoring of Learning Achievements (MLA)	169	(i) Develop an assessment plan for MLA (ii) Allocate funds for the exercise (iii) Prepare the tools.	Timely and adequate quarterly release of funds	Assessment reports		
8	Guidance and counseling	Provide Support supervision in Career Guidance and Psychosocial issues in Institutions	No. of Post Primary Education and Training Institutions covered during career talks	160	(i) Prepare work plans (ii) Identify institutions to be considered	(i) Funds will be available (ii) Career talk materials will be available	Quarterly reports		C/G&C
			No of Post Primary Education and Training institutions covered during school based supervision and follow-up	160			Quarterly reports		
9	Policy, Planning and Support Services	Development of a draft EMIS policy	Draft EMIS policy in place	One draft EMIS policy	(i) Hold regional consultative workshops (ii) Hold a National consultative workshop (iii) Submit draft Cabinet Memo to MoFPED to obtain certificate of financial implication (iv) Submit draft Cabinet Memo to Cabinet for approval	Funds will be provided in time for the planned activities	Progress reports	0.40bn	CEPPA
		Complete the data frame under the re-development of EMIS	Level of completion of the of data frame	48%	(i) Involve UBoS in the process (ii) Collaborate with stakeholders in the	Funds will be provided	Progress reports		CEPPA

Sn	Programme	Process Undertakings	Performance Indicator	Target FY 2019/20	Prior Actions	Assumptions	Means of Verification	FY 2019/20 Budget Ushs	Responsible Officer
					development of the data frame				

86. These undertakings were refined and finalized in line with the Education and Sports Sector Strategic Plan.

18.0 Terms of Reference, Venue and Dates for the Workshop of the 27th Education and Sports Sector Review 2020

87. The 27th ESSR workshop will take place between, 22nd - 24th August 2020. The agenda, venue and detailed ToRs will be developed and submitted to M&E and ESCC for approval six *(06)* months before the review date *(i.e. February 2020)* to allow time for its effective planning and organization.

19.0 General Conclusion

88. The Review successfully appraised the progress made by the Education and Sports Sector during the past financial year 2018/19 as recorded in the ESSAPR and noted main achievements and challenges of the sector. A total of 18 process undertakings for the next ESSR were proposed and agreed at the Review. Furthermore specific issues of concern were discussed and recommendations for future improvement suggested and endorsed by the Review participants.

89. The Aide Memoire was endorsed on 29th August 2019 at the ESSR.

ANNEXES

Annex 1: Joint Position Paper on Process Undertakings for the November 2017 ESSR

Annex 2: Terms of reference for the 25th Education and Sports Sector Review 2018

Annex 1: Joint Position Paper on Critical and Process Undertakings for the September 2018 ESSR

Sector performance against agreed Undertakings

Overview of Overall Performance

1. Introduction

The 25th Education & Sports Sector Review (*ESSR*) held between 18th -19th September, 2018 at the Office of the President Conference Hall adopted eighteen (*18*) Process Undertakings premised on thirty two *(32)* assumptions and forty nine *(49)* prior actions.

The 18 process undertakings alluded to above focus on quality, skills development, the data quality, infrastructure, instructional materials, teacher training, capacity building at all levels, Early Childhood Development and special needs education.

The progress of implementation for each undertaking is measured using an indicator or a set of indicators that were tracked quarterly. In total, there were fifty seven *(57)* indicators that were used to track the status of implementation of the undertakings.

Table 1 below indicates the status of implementation of the undertakings that are due for the review during the 26th ESSR.

S/N	Undertaking	Responsibility Centre	No. of indicators agreed	No. of indicators achieved	No. of indicators not achieved	Performance Rating against the indicators (%)
1	Monitor and support supervise ECD Centers, Primary schools, Local Governments and UTSEP beneficiary schools.	Primary	3	3	0	100
2	Complete the implementation of ongoing construction works in Primary schools under UTSEP	Primary	1	1	0	100
3	Installation of lightening arrestors in primary schools.	Primary	1	0	1	0.0
4	Training of science teachers through In Service under SESEMAT	Secondary	2	1	1	50
5	Monitor and support supervise secondary schools.	Secondary	3	1	2	33.3
6	Dissemination of employment Guidelines to private schools	Private Schools and Institutions	1	1	0	100
7	Continue the implementation of the Students' Loan Scheme	Higher Education	4	4	0	100
8	Facilitate the Industrial Council to train, assess and accredit Assessment Centres.	Directorate of Industrial Training	4	4	0	100
9	Construction of facilities in BTVET institutions	BTVET	9	3	6	33.3
10	Continue with the construction of the National High Altitude Training Center *(NHATC).*	Physical Education and Sports	6	4	2	66.7
11	Conduct staff training.	Special Needs Education	2	1	1	50
12	Construction of facilities at Mbale School for the Deaf.	Special Needs Education	3	3	0	100
13	Complete the implementation of civil works in TIET institutions	TIET	7	7	0	100
14	Inspect Schools and Institutions.	Directorate of Education Standards	6	5	1	83.3
15	Monitor Learning Achievements.	Directorate of Education Standards	1	1	0	100
16	Provide Support supervision in Career Guidance and Psychosocial issues in Institutions	Guidance and Counseling	2	0	2	0.0
17	Development of a draft EMIS policy	Policy, Planning and Support Services	1	1	0	100
18	Complete the data frame under the re-development of EMIS	Policy, Planning and Support Services	1	1	0	100
	Total		**57**	**41**	**16**	**71.9%**

Table 2 below provides the details of the agreed undertakings at the 25th Education and Sports Sector Review 2018.

Agreed Undertakings FY 2018/19										
Sn	**Programme**	**Process Undertakings**	**Performance Indicator**	**Target FY 2018/19**	**Means of Verification**	**Responsible Officer**	**Progress/Status**	**Rating**	**%age Score**	**Remarks**
	Primary	**Monitor and support supervise ECD Centers, Primary schools, Local Governments and UTSEP beneficiary schools.** **Assumption** *(i) Timely and adequate quarterly release of funds* **Prior Action** *(i) Develop a monitoring plan; allocate funds for monitoring and preparation of monitoring concepts.*	No of ECD centers monitored and support supervised	160	Monitoring reports	CBE Project Coordinator GPE	Monitored and support supervised 227 ECD centers in twenty two (22) districts. Annex 1	Achieved	100%	
			No. of Primary Schools monitored and support supervised	200			Monitored and support supervised 444 UPE schools in 28 districts.	Achieved	100%	Over performance was attributed to the fact that of the 444 UPE schools monitored and support supervised, 282 were under the World Food Programme.
			No. of GPE beneficiary schools monitored and support supervised	500		Project Coordinator for GPE	Monitored and support supervised 793 GPE beneficiary schools from selected 29 districts. Annex 2	Achieved	100%	The monitoring teams utilized the existing structures at the Local Government level *(i.e. CCTs and Education Departments).*
		Complete the implementation of ongoing construction works in Primary	No. of primary schools constructed.	84	Monitoring and supervision reports	D/BSE	Completed construction works in the 84 schools in 21 districts. Annex 3	Achieved	100%	The completed structures await the supply of furniture.

		schools under UTSEP. **Assumption** *(i) Availability of funds for construction* **Prior Actions** *(i) Site meetings* *(ii) Monitor and supervise works* *(iii) Appraisal of works* *(iv) Commissioning of works*								
		Installation of lightening arrestors in primary schools. **Assumptions** *(i)* Procurement activities *undertaken in time* *(ii) Availability of funds* **Prior Actions** *(i) Procure contractors* *(ii) Deliver and install lightning arrestors in schools*	No. of primary schools installed with lightening arrestors.	140 schools	Monitoring and supervision reports	C/BE	Completed installation of lightning arrestors in 134 primary schools across 6 districts: Mubende (25); Bukomansimbi (26); Sembabule (24); Bushenyi (10); Lyantonde (26) and, Lwengo (23).	Not Achieved	95.7 %	Inadequate funds to cover all the targeted schools.
2	**Secondary**	**Training of science teachers through In Service under SESEMAT** **Assumptions** *(i) Funds will be available* *(ii) Teachers will turn up for training* **Prior Actions**	No of science teachers trained at national level	200	Training reports	C/GSS	Trained 200 Regional Trainers in Western, South Western, Eastern and North Eastern regions.	Achieved	100%	

		(i) Identification of teachers *(ii) Preparation of training schedules*								
			No of science teachers trained at SESEMAT Regional levels	3,600			Trained 3,581 teachers of Science and Mathematics in South and Western region (1,629) and (1,678) in Eastern and North Eastern regional Centres; (74)Karamoja and (200) in Iganga regions	Not Achieved	99.5%	19 applicants did not turn up for the training
		Monitor and support supervise secondary schools. **Assumptions** *(i) Funds will be available* *(ii) Funds will be provided* *(iii) Quarterly monitoring visits will be conducted.* **Prior Action** *(i) Monitoring plans developed*	No. of USE/UPOLET schools monitored	1,064	Monitoring reports	C/GSS	Monitored 395USE secondary schools Annex 4	Not Achieved	37.1 %	Inadequate budgetary resources
			No. of Non-USE schools monitored	86			Monitored and provided support supervision to 50 Non-USE secondary schools Annex 5	Not Achieved	58.1 %	Inadequate budgetary resources
			No. of Non-USE schools monitored	280		C/PSI	Monitored 280Non USE schools from the districts. Annex 6	Achieved	100%	
		Dissemination of employment Guidelines to private schools. **Assumptions**	No. of Schools provided with guidelines	280	Workshop reports Training reports	C/PSI	Disseminated employment guidelines to 280 private schools .Annex 6	Achieved	100%	478 Employment guidelines were procured.

		(i) *Dissemination workshops will be held* (ii) *Schools will participate in the dissemination workshops.* **Prior Actions** (i) *Prepare a schedule for dissemination workshops.* (ii) *Identify participants for the workshops*								
3	**Higher Education**	**Continue the implementation of the Students' Loan Scheme.** **Assumptions** (i) *Students will turn up* (ii) *Funds will be provided* **Prior Actions** (i) *Identify new beneficiaries* (ii) *Disburse funds to training institutions with beneficiaries from the loan scheme.*	No. of new entrants at Diploma level provided with loans	400	Loan verification reports. Quarterly reports	C/HE	Advanced loans to cater for the new intake of 400 Diploma students.	Achieved	100%	
			No. of new entrants at Degree level provided with loans	1,808			Advanced loans to cater for the new intake of 1,808 Undergraduate students	Achieved	100%	
			No. of continuing students at Degree Level provided with loans	2,954			Advanced loans to cater for 2,954 continuing under graduate students	Achieved	100%	
			No. of continuing students at Diploma Level provided with loans	200			Advanced loans to cater for 200 continuing Diploma students.	Achieved	100%	

4	**Skills Development**	**Facilitate the Industrial Council to train, assess and accredit Assessment Centres.** **Assumptions** (i) *Students will turn up* (ii) *Funds will be available* (iii) *Assessment will be conducted* **Prior Actions** i. *Admit students* i. *Conduct assessment* i. *Release assessment results* v. *Procure certificate material*	No. of students assessed in Non-Formal Training	15,000	Quarterly reports	D/DIT	Assessed, marked and graded 44,418 (i.e. Male 18,422 and female 25,996) under Non-Formal Training	Achieved	100%	There was increased mobilization with the assistance of political leaders who made the program popular in FY 2018/19. Of the 44,418 assessed, 18,000 were government sponsored while the rest were private sponsored.
			No. of certificates printed for Non-Formal Learners	15,000			Printed 44,418 certificates for Non-Formal Learners.	Achieved	100%	
		Assumptions i. *Funds will be available* i. *Scans will be conducted on a quarterly basis.* **Prior Actions** i. *Prepare survey tools* i. *Identify stakeholders*	No. of Regional Labour Market Scans held.	4			Conducted 4 labor Market Scans in 14 districts (i.e. Kampala, Wakiso, Mpigi, Butambala Mityana, Moroto, Amudat, Napak, Nakapirit, Abim, Kaabong, Kotido Kayunga, and Mukono).	Achieved	100%	

		Assumptions i. *Funds will be available* i. *Assessment centers will be identified.* **Prior Actions** i. *Receive requests for accreditation.* i. *Conduct monitoring visits to assessment center*	No. of assessment centers accredited.	600			Accredited and inspected 733 Assessment centres as DIT Assessment centres.	Achieved	100%	
		Construction of facilities in BTVET institutions. **Assumption** i. *Availability of funds for construction* **Prior Actions** i. *Site meetings* ii. *Monitor and supervise works* iii. *Appraisal of works*	Estimated level of completion for the 09 BTVET institutions under Development of BTVET	Bukooli Technical Institute (storied classroom & admin Block walling Stage**50%)**	Monitoring and supervision reports	C/BTVET	At 2nd Floor ring beam level. Works are estimated at 55%	Achieved	100%	
				Aduku UCC (storied classroom & admin block finishing Stage 95%)			Construction of a 3 stored classroom block/classroom was completed. Painting, plumbing, fixing of window panes and electrical works were in final stages. Works estimated at 85%	Not Achieved		The works are expected to progress normally as all the funds were released on the school account

				UTC Bushenyi (storied classroom & admin Blockfinishing Stage 95%)			The 2nd floor, slab and walling were at ring beam level. Works were estimated at 60%	Not Achieved		The works are expected to progress normally as all the funds were released on the school account.
				Kasadha T.I (storied classroom & admin blockroofing Stage 75%)			Administration block and 2 classrooms had been roofed. Works were estimated at (75%).	Achieved	100%	Funds were released on the school account
				Kaabong T.I (storied classroom & admin Block roofing Stage 75%)			A materials schedule had been developed. The BCP /CJ workshop and 2 no. classroom block were at fittings stage. Works were estimated at 80%	Achieved	100%	
				Mucwiny T.I (storied classroom & admin Blockroofing Stage 75%)			Substructure works completed now at walling stage. Works estimated at 45%.	Not Achieved		
				Nakapiripirit T.I (storied classroom & admin Block roofing Stage 75%)			Construction Administration block and 2 no. classroom had not yet commenced by end of FY 2018/19.	Not Achieved		The construction of the administration block and the 2 no. classroom had not commenced. However, the construction of

										two ddormitories was estimated at 98% while the boys' and girls' 5 stance VIP latrines had been completed.
				EriyaKategaya T.I (storied classroom & admin Block roofing Stage 75%)			The contract was signed.	Not Achieved		The site was ready for hand over.
				Prof. Dan Nabudeere Memorial T.I (storied classroom & admin Block substructure 35%)			Land was acquired and the procurement process concluded.	Not Achieved		The contract is yet to be signed.
5	**Physical Education and Sports**	**Continue with the construction of the National High Altitude Training Center (NHATC).** **Assumption** i.*Availability of funds for construction*	Percentage level of completion of works for the Athletics Track.	60%	Monitoring and supervision reports	C/PES	Leveling and compacting of surface was still ongoing by end of FY 2018/19. Works were estimated at 75%	Achieved	100%	
			Percentage level of completion of works for the	50%			Back sloping to the sides of jogging track was at 70%	Achieved	100%	

		Prior Actions i.*Site meetings* ii.*Monitor and supervise works* iii.*Appraisal of works*	3km Jogging Track							
			Percentage level of completion for the External Kitchen	70%			Construction works of external kitchen was estimated at 90%by end of FY 2018/19.	Achieved	100%	
			Percentage level of completion for the hostel block	70%			Hostel block estimated at 95%. -Roof works were nearing completion; -Excavation works for the septic tank still ongoing; -Plumbing works were still ongoing; Fabrication of door frames was still ongoing. Screening for floor areas was done to completion.	Achieved	100%	
			Percentage level of completion for fencing works	60%			All fencing materials were mobilized on site (i.e. Concrete fencing poles, Chain links cement and aggregates) works were estimated at 50%.	Not Achieved		
			Percentage level of completion for the site roads and parking	60%			Continued filling and Compacting murram for the 300m long Site	Not Achieved		

							Roads & Parking Works at 50%.			
6	**Special Needs Education**	**Conduct staff training.** **Assumption** i. *Funds will be available.* i. *Teachers will turn up for training.* **Prior Actions** i. *Identification of teachers.* i. *Preparation of training schedules*	No. of staff trained on sign language at Mbale Wakiso Schools for the Deaf	89	Training reports	C/SNE	Trained 89 staff from Wakiso and Mbale in sign language.	Achieved	100%	
			No. of staff trained in functional assessment and specialized skills	400			Training was not carried out.	Not Achieved		Funds were not provided for this activity.
		Construction of facilities at Mbale School for the Deaf. **Assumption** i. *Availability of funds for construction* **Prior Actions** i. *Site meetings* ii. *Monitor and supervise works* iii. *Appraisal of works*	No. of dormitory blocks constructed to substructure level (35%)	2	Monitoring and supervision reports		Construction of the 2 dormitories was at finishes stage. Estimated at 85%	Achieved	100%	
			No. of latrine stances constructed to	5			Construction of the 5 latrine stances was at finishes	Achieved	100%	

			substructure level (35%)				stage. Estimated at 85%			
			No. of open shower stances constructed to substructure level (35%)	5			Construction of 5 open shower stances was at finishes level. Estimated at 85%	Achieved	100%	
7	**Quality and standards**	**Complete the implementation of civil works in TIET institutions. 07 PTCs.** **Assumptions** i. *Availability of funds for construction* **Prior Actions** i. *Site meetings* i. *Monitor and supervise works* i. *Appraisal of works*	Construction of an admin block and dormitory at Jinja PTC	85%	Monitoring and supervision reports	C/TIET	Construction of an administration block and Dormitory was at finishes stage (85%)	Achieved	100%	Samples of furniture were verified and cleared.
			Construction of an admin block and dormitory at Bikungu PTC	85%			Construction of an administration block and a dormitory was at finishes stage (85%)	Achieved	100%	
			Construction of an admin block and dormitory at Kitgum	85%			Construction of an administration block and a dormitory was at finishes stage (85%)	Achieved	100%	
			Construction of dormitory and a classroom block at Kabwangasi	85%			Construction of a dormitory and a classroom block was finishes stage (85%)	Achieved	100%	Paid certificate no.3
			Construction of dormitory and a Semidetached Tutors house at Ngora	85%			Construction of a dormitory and a semi detached tutors' house was at finishes stage (85%)	Achieved	100%	Paid certificate no.4
			Construction of dormitory and a Semidetached	85%			Construction of a dormitory and a semidetached	Achieved	100%	

			Tutors house at Erepi				tutors' house was also at finishes stage (85%)			
			Construction of dormitory and semidetached tutors house at Ibanda	85%			Construction of a dormitory and a semi detached tutors' house was also at finishes stage (85%)	Achieved	100%	
		Inspect Schools and Institutions. **Assumption** i. *Timely and adequate quarterly release of funds.* **Prior Actions** i. *Develop inspection plans.* i. *Allocate funds for inspection*	No. of Secondary schools inspected	2,600	Inspection reports	D/DES	Inspected 2,240 secondary schools	Not Achieved		The inspection of all the targeted secondary schools was affected by budgetary shortfalls.
			No. of BTVET institutions inspected	600			Inspected 600 BTVET institutions	Achieved	100%	
			No. of PTCs inspected	60			Inspected 60 PTCs	Achieved	100%	
			No. of NTCs inspected	5			Inspected 5 NTCs	Achieved	100%	
			No. of Nursery Training centers inspected	70			Inspected 80 Nursery Training centers.	Achieved	100%	
			No. of Local Governments monitored	20			Monitored 169 Local Governments on their activities	Achieved	100%	

		Monitor Learning Achievements. **Assumption** i. *Timely and adequate quarterly release of funds.* **Prior Actions** i. *Develop an assessment plan for MLA;* i. *Allocate funds for the exercise.* i. *Prepare the tools.*	No. of districts covered during the Monitoring of Learning Achievements (MLA)	169	Assessment reports		Dissemination was done in all the169 Local Governments	Achieved	100%	
8	**Guidance and counseling**	**Provide Support supervision in Career Guidance and Psychosocial issues in Institutions** **Assumptions** i. *Funds will be available.* i. *Career talk materials will be available* **Prior Actions** i. *Prepare work plans.* i. *Identify institutions to be considered*	No. of Post Primary Education and Training Institutions covered during career talks	160	Quarterly reports	C/G&C	Provide career talks on Guidance on Psychosocial issues in 92 education institutions. Annex 8	Not Achieved		The implementation of this activity was affected by budgetary shortfalls.
			No of Post Primary Education and Training institutions covered during school based	160			Conducted school-based support supervision & follow-up in 112institutions. Annex 9	Not Achieved		The implementation of this activity was affected by budgetary shortfalls.

			supervision and follow-up							
9	**Policy, Planning and Support Services**	**Development of a draft EMIS policy** **Assumption** i. *Funds will be provided in time for the planned activities.* **Prior Actions** i. *Hold regional consultative workshops* i. *Hold a National consultative workshop* i. *Submit draft Cabinet Memo to MoFPED to obtain certificate of financial implication* v. *Submit draft Cabinet Memo to Cabinet for approval*	Draft EMIS policy in place	One draft EMIS policy	Progress reports	CEPPA	Draft EMIS Policy is in place. Regional consultative workshops were concluded in the 4 regions i.e. Central, Western, Eastern and Northern. Preparations for the National consultation workshops had started by end of FY 2018/19.	Achieved	100%	
		Complete the data frame under the re-development of EMIS **Assumption** i. *Funds will be provided* **Prior Action** i. *Involve UBoS in the process* i. *Collaborate with stakeholders in the development of the data frame*	Level of completion of the data frame	48%	Progress reports	CEPPA	Data collection had been concluded and by the end of FY 2018/19, report writing had started. Final report was expected by end of September 2019. Estimated work done was atn80%.	Achieved	100%	

Table 2: Agreed Undertakings

Legend

Colour	Meaning
	Undertaking Met
	Undertaking Not Met
	Undertaking Not Rated

Annex 2: Terms of reference for the Education and Sports Sector Review FY2017/18

26TH EDUCATION AND SPORTS
SECTOR REVIEW (ESSR)

28TH -29TH AUGUST 2019

Theme: "Enhancing Learning Achievements for Productivity and Prosperity".

17th July 2019

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9.1 GoU Participants

Introduction

Ministry of Education and Sports (MoES) is organizing the Education and Sports Sector Review 2019 (ESSR) to review the performance of the sector for last FY 2018/19aimed at drawing lessons that will guide the implementation of the sector planned activities for FY 2019/20 and to inform the budgetary process for FY 2020/21 in line with Education Sector Strategic Plan (2017/18-2019/20).

The theme for this year's ESSRis ***"Enhancing Learning Achievementsfor Productivity and Prosperity".*** The theme necessitates adoption of a holistic approach to teaching and life-long learning that recognizes the ever-changing global technological advancements which require innovations in how learners are taught and prepared for productive and gainful employment. The Review will focus on strengthening the development of relevant skills and dispositions including critical thinking, innovation and creativity, team work, effective communication and life-long learning. This year's theme is therefore in line with the country'smedium-term budget theme: ***"Job Creation for Industrialization".***

2.0 Objective of the Review

The main objective of the 26thESSR is to appraise and validate the performance of the Education and Sports Sector for the period 1st July 2018to 30th June 2019and identify high level priorities for the FY 2020/21 planning and budgeting.

2.1 Specific Objectives

The specific objectives of the Review are to:

a. Review the status on agreed indicators to assess sector level performance as stipulated in the Ministerial Policy Statement FY 2018/19
b. Review the performance of the sector undertakings that were agreed upon during the 2018 ESSR workshop and new undertakings for FY 2019/20; and
c. Set high level priorities for FY 2020/ 21.

3.0 Review Activities

This year's Education and Sports Sector Review will include the following activities:

3.1 Exhibition

The 2019 ESSR will involve an exhibition conducted in the context of the theme of the Review, covering the entire sector. It will be conducted during the workshop. The BTVET Department will develop Terms of Reference (ToR) for the Exhibition including organizing it. The Department will be supported by the implementing partners.

3.2 Physical Activity and Sports (PAS) Gala

The Department of Physical Education and Sports will organize the 7th PAS Gala, to be held on a Friday a week before the workshop. Political leaders, EDPs, the civil society, staff at the

Ministry headquarters and its affiliated agencies will participate in this activity. Specific ToR for the Gala will be developed to guide the activity.

3.3 Audio Visual Documentary

The Communication and Information Management Unit (CIM) will shoot an audio visual documentary that will be shared during the workshop. It will focus on flagship projects and activities of the sector. CIM will develop ToR to guide the activity.

3.4 Essay Writing Competition

There will an Essay Writing Competition for primary school pupils, secondary school students and Primary Teacher Colleges (PTCs) students including learners with special needs. The Departments of Basic Education (BE), Private Schools and Institutions (PSI) and Government Secondary Schools (GSS) will develop ToRs for the competition including determining the relevant title. The competition will be organized within the context of the theme of the Review and should take place before 23rd August 2019, which is the last day of 2nd academic term. The best essay(s) will be read out by the authors during the workshop.

3.5 The National Workshop

3.5.1 Timing, Invitations and Venue

a. The Education and Sports Sector Review (ESSR) workshop will take place from **28th-29thAugust 2019.**

b. Invitations accompanied by the final ToR and documents for the Review will be issued to all invitees by **9thAugust 2019,** at least two weeks before the date of the review. Participants will confirm their participation on receipt of invitations one week prior to the date of the Review on the following email addresses:fmatyama@yahoo.com, nelwanambi@gmail.comandjamesmayoka@gmail.com.

c. The workshop will be non-residential and the proposed venue shall be located within Kampala for purposes of proximity and based on the design of the workshop deliberations.

3.5.2 Conducting the Workshop

The workshop will be conducted through paper presentations and panel discussions. Innovative approaches to engage participants will be explored.

3.5.2.1 Paper Presentations and Discussions (Day 1)

During the workshop, the under-listed papers/reports will be presented and discussed in plenary sessions:

1. Opening and closing remarks by the First Lady and Honorable Minister of Education and Sports (FL/MES) and the Coordinator Education Development Partners (EDP).

b. Presentation of the Education and Sports Annual Performance Report (ESSAPR) to inform the workshop on the achievements of the sector during the FY 2018/19 as well as the challenges encountered. The Permanent Secretary, Ministry of Education and Sports will present this report.

c. Presentation of a report from the Budget Monitoring and Accountability Unit (BMAU) of Ministry of Finance, Planning and Economic Development (MoFPED).

d. Presentation of summary findings of the Education and Sports Analysis (ESA) Report.

e. Presentation of a paper on **"Re-Orienting Education to address the 21st Century Learning and Development Challenges in Uganda and the African continent."** This paper will be presented by a Vice Chancellor selected from among the Universities in the country under the Uganda Vice Chancellors' Forum. The Commissioner Higher Education and Training will coordinate the paper preparation exercise.

There will be a session to hold in-depth discussions on the performance of the sector as reported in the ESAPR for FY 2018/19. These in-depth sessions will adopt a "Town-hall model" of discussion where participants will break into small groups in which they can have guided discussions with the respective technical heads of their subject areas. All Directors and Heads of Departments (HoDs) in MoESwill be present for engagement in the groups discussing their respective areas of purview during this session.

3.5.2.2 Panel Discussions (Day 2)

a. There will be 3panels comprising selected successful Primary Head teachers (1 from Government and 1 from private school), Secondary School Head teachers (1 from Government and 1 from private) and Principal of a Government BTVET Institution. Each of these will present a separate paper. Other panellists will include:District Education Officers (DEOs); District/Municipal Inspectors of Schools (DISs/MISs), Chief Administrative Officers (CAOs); and Physical Education and Sports Practitioners. The topic of the panel discussions will be:***"Enhancing Learning Achievements: Best Practices, Challenges and Practical Recommendations".***

b. A moderator will chair the panel sessions and will administer pre-selected questions to the members of the panel in line with their experience and the topic of discussions.

c. Guidelines will be provided to the moderator and the panelists so as to ensure effective discussions during the panel sessions.

d. DES will lead in organizing the panel discussions supported by GSS, PSI, BTVET, PES and BE departments.

e. Basing on the best practices and challenges generated, each panel will propose practical recommendations in line with the topic of discussion and these will be presented by the Rapporteur in a plenary session.

f. A feedback plenary session will be held during which the wider audience will provide their views on the recommendations generated from the panel discussions.

3.5.3 Report Writing/ Aide Memoire

The Aide Memoire of this year's Review will be finalized during the workshop to minimize/avoid any delays in incorporating the agreed positions/undertakings into the on-going planning and budgeting process of FY 2020/21. During the compilation of the Aide memoire, parallel activities will be arranged. These include: an Essay Writing Competition and an audio visual documentary.

3.6 Review Financing

The Review will be financed by MoES and will cover expenses for hire of venue, meals, allowances for the workshop participants and core secretariat team, aide memoire writing, publicity, ESSAPR writing, essay writing competition, shooting an audio visual documentary, among others.

4.0 Targeted Participants

The participants who will appraise the performance of the Education and Sports Sector for the period 1st July 2018to 30th June 2019will be drawn from the following categories:-

Political leaders of Ministry of Education and Sports; The Education Sector Consultative Committee (ESCC); The Education Sector Budget Working Group (ESWG); Monitoring and Evaluation Working Group (M&E WG); Sector Policy and Management Working Group (SPM WG); Departmental Working Groups; Line Ministries; Parliamentary Committee on Education and Sports; Committee for National Economy; Budget Committee; Local Governments; Education Institutions at all levels; Private sector foundation; The private providers of education services; Teachers Associations; Civil Society Organizations; The media; Equal Opportunities Commission; National Planning Authority; Foundation Bodies; Local Government Finance Commission; and Uganda Local Government Association (ULGA).
About 400 persons are expected to participate in the Review activities. A detailed list is given in Section 9.0.

5.0 Institutional Arrangements for Coordination of ESSR Process

There will be a Task-Oriented Preparatory Committee and an ESSRSecretariat led by Commissioner Education Planning and Policy Analysis (C/EPPA). Membership of the committee will be drawn from EDPs and MoES. In addition, there will be a taskforce team for the ESSAPR, Aide Memoire and a proceedings Report, among others. There will be a minimum of two meetings per month. Among others, the committee will undertake the following tasks:

(i) Overall coordination, management and administration of the ESSR process. A matrix of actions leading to the Review will guide the management process.
(ii) Writing the Annual Education and Sports Sector Performance Report (ESSAPR);
(iii) Writing of the Aide Memoire;
(iv) Capturing the proceedings of the Workshop; and
(v) Managing activities of the Press

6.0 Working Documents for the August 2019 Review.

(i) Terms of Reference for August2019Education and Sports Review (ESSR).
(ii) Program for the August 2019 ESSR

(iii) Opening and Closing Speeches by First Lady and Minister of Education Sports and the Coordinator Education Development Partners.
(iv) Education Sector Annual Performance Review Report for FY 2018/19;
(v) The Budget Monitoring and Accountability Unit of Ministry of Finance, Planning and Economic Development.
(vi) Aide Memoire for 2018 ESSR.
(vii) Undertakings FY 2019/20 and High Level Sector Priorities for FY 2020/21.
(viii) Paper on: "Re-Orienting Higher Education to address the 21stCentury Learning and Development Challenges in Uganda and the African continent".
(ix) Five Papers on Institutional Effectiveness for Enhancing Learning Achievements: Best Practices, Challenges and Practical Recommendations.
(x) Education and Sports Sector Analysis (ESSA) Report 2019
(xi) Audio Visual Documentary.
(xii) Winning Essays by Students.

7.0 Post-ESSR Workshop Activities

The following are the Review Activities that will be undertaken by CEPPA:

(i) Final editing & formatting of the Aide Memoire;
(ii) Printing of the Aide Memoire;
(iii) Dissemination of the Aide Memoire within four weeks after the workshop.
(iv) Extraction of actionable issues contained in the Aide Memoire for follow up;
(v) Communication of agreed positions relevant to respective departments and institutions for implementation; and
(vi) Monitoring of the implementation of undertakings.

8.0 Final Output of the Review

The final outputs of the Review are:

(i) Audio Visual Documentary.
(ii) The Aide Memoire of the 26thESSR.
(iii) The Workshop Proceedings Report (electronic and hardcopies).

9.0 List of Participants of the August 2019 ESSR Workshop

9.1 GoU Participants

S/n	Category of Participant	No.
1.	Hon. Minister of Education and Sports	1
2.	Hon. Minister of State for Education and Sports/Primary	1
3.	Hon. Minister of State for Education and Sports/Higher Education	1
4.	Hon. Minister of State for Education and Sports/Sports	1
5.	H.E the Ambassador of Unites States of America	1
6.	Members of Parliament (Parliamentary Session Committee on Education and Sports)	4
7.	Head of Public Service/Secretary to Cabinet	1
8.	Permanent Secretary/Secretary to the Treasury Ministry of Finance, Planning and Economic Development	1
9.	Permanent Secretary/Ministry of Education and Sports	1
10.	Permanent Secretary/Ministry of Local Government	1

S/n	Category of Participant	No.
11.	Permanent Secretary/Ministry of Public Service	1
12.	Permanent secretary/Education Service Commission	1
13.	Permanent Secretary/Ministry of Health	1
14.	Permanent Secretary/Ministry of Gender, Labor and Social Development	1
15.	Permanent Secretary/Ministry of Water and Environment	1
16.	Permanent Secretary/Ministry of Energy and Mineral Development	1
17.	Permanent Secretary/Ministry of Science, Technology and Innovation	1
18.	Permanent Secretary/Ministry of Lands and Urban Development	1
19.	Commissioner Monitoring & Evaluation OPM	1
20.	Principal Inspector, MoLG	1
21.	Assistant Commissionner Social Services/MoFPED	1
22.	President's Office (Advisor in-charge Education)	1
23.	Executive Director, National Planning Authority and Senior Planner Education	2
24.	Executive Director, Uganda Communications Commission	1
25.	Vice Chancellor, Makerere University	1
26.	Vice Chancellor, Kyambogo University	1
27.	Vice Chancellor, Mbarara University of Science and Technology	1
28.	Vice Chancellor, Busitema University	1
29.	Vice Chancellor, Gulu University	1
30.	Vice Chancellor, Lira University	1
31.	Vice Chancellor, Muni University	1
32.	Vice Chancellor, Kabale University	1
33.	Vice Chancellor, Uganda Martyrs University, Nkozi	1
34.	Vice Chancellor, Bugema University	1
35.	Vice Chancellor, Kampala University	1
36.	Vice Chancellor, Islamic University in Uganda	1
37.	Vice Chancellor, Ndejje University	1
38.	Vice Chancellor, Uganda Christian University (UCU)	1
39.	Vice Chancellor, Nkumba University	1
40.	Director General, Uganda Management Institute	1
41.	Principal, Mulago Paramedical School	1
42.	National Book Trust of Uganda	2
43.	The Chairperson of the Association of Public BTVET Institutions	1
44.	Chairpersons, Association of Principals of TIET Institutions (1 PTC, 1 NTC)	2
45.	National Chairperson, Federation of Non-state Education Institutions in Uganda (FENEI) Buganda Region	1
46.	National Secretary, Federation of Non-state Education Institutions in Uganda (FENEI)	1
47.	Vice Chairperson, Federation of Non-state Education Institutions in Uganda (FENEI)Western region	1
48.	National Vice Chairperson, Federation of Non-state Education Institutions in Uganda (FENEI),Eastern region	1
49.	National Vice Chairperson, Federation of Non-state Education Institutions in Uganda (FENEI),Eastern region	1
50.	The Executive Director, Private Sector Foundation Uganda	1
51.	The Executive Director, Initiative for Social and Economic Rights (ISER)	1
52.	Representatives of FENU (Civil Society)	4

S/n	Category of Participant	No.
53.	Chairperson and Executive Director – Higher Education Students Financing Board	2
54.	Foundation Bodies Education Secretariat (Catholic Church, CoU, UMSC, UMEA)	4
55.	Secretary General, UNATCOM	1
56.	Chairperson and Secretary General , UNATU	2
57.	Education Service Commission (Chairperson, Deputy Chairperson and Commissioners)	5
58.	Executive Secretary, National Council of Higher Education	1
59.	General Secretary, National Council of Sports	1
60.	Under Secretary/Finance and Administration, MoES	1
61.	Directorate of Industrial Training (Director)	1
62.	Equal Opportunities Commission	2
63.	Director of Education KCCA	1
64.	Director of Basic and Secondary Education, MoES	1
65.	Director & Deputy Director National Curriculum Development Centre	2
66.	Director, Directorate of Education Standards	1
67.	Director Higher, Technical, Vocational Education and Training	1
68.	Chairperson, Industrial Training Council	1
69.	Commissioner, Education Planning and Policy Analysis Department	1
70.	Commissioner, Secondary Education (Government)	1
71.	Commissioner, Private Institutions and Schools	1
72.	Commissioner, Basic Education	1
73.	Commissioner, Teacher Instructor Education and Training	1
74.	Commissioner, Special Needs Education	1
75.	Commissioner, Career Guidance and Counseling	1
76.	Commissioner, Higher Education	1
77.	Commissioner, Business, Technical, Vocational Education and Training	1
78.	Commissioner, Physical Education and Sports	1
79.	Commissioners, Directorate of Education Standards	4
80.	Commissioner, Human Resource Management, MoES	1
81.	Assistant Commissioner, Construction Management Unit	1
82.	Assistant Commissioner, Instructional Materials Unit	1
83.	Assistant Commissioner, Planning and Budgeting	1
84.	Assistant Commissioner, Statistics, Monitoring and Evaluation	1
85.	Assistant Commissioner, Physical Education and Sports	1
86.	Assistant Commissioner, Secondary Education (Govt.)	1
87.	Assistant Commissioner, Private Schools	1
88.	Assistant Commissioner, Business Education	1
89.	Assistant Commissioner, Technical Education	1
90.	Assistant Commissioner, Vocational Education	1
91.	Assistant Commissioner, SNE	1
92.	Assistant Commissioner, Career Guidance	1
93.	Assistant Commissioners, Teacher Education	3
94.	Assistant Commissioners, Basic Education	2
95.	Assistant Commissioner, Higher Education	1
96.	Assistant Commissioner, Procurement and Disposable Unit	1
97.	Assistant Commissioner, Policy Analysis Unit	1
98.	Assistant Commissioner, Accounts, MoES	1

S/n	Category of Participant	No.
99.	Assistant Commissioner, Communication and Information Management	1
100.	Assistant Commissioner, Non formal Education	1
101.	Assistant Commissioners, Regional DES Offices	4
102.	Gender Technical Advisor (MoES)	1
103.	Principal Assistant Secretary MoES and Personal Assistants to Education Ministers	4
104.	Assistant Commissioner, Internal Audit	1
105.	Principal Economist (Planning), MoES	1
106.	Principal Economist (Budget), MoES	1
107.	Principal Education Planner (M&E), MoES	1
108.	Principal Statistician, MoES	1
109.	Uganda National Examinations Board (UNEB) - Executive Secretary & Deputies	3
110.	Uganda Nurses and Midwives (UNMEB) - Executive Secretary & Deputy	2
111.	UBTEB - Executive Secretary & Deputy	2
112.	Executive Secretary & Deputy Uganda Allied Health Examinations Board (UAHEB)	2
113.	Communication & Information Management/ERTV unit	4
114.	Chairperson and Secretary, Uganda Local Governments' Association (ULGA)	2
115.	The Chairperson and Secretary, Resident District Commissioners' Association	2
116.	The Chairperson and Secretary, Association of Secondary Schools Head teacher's Union (ASSHU)	2
117.	The Chairperson and Secretary, Chief Administrative Officers Association	2
	National Association of Districts and Municipal Officers:	
118.	Chairperson- DEO Sheema	1
119.	Vice- Chairperson- Acom Kellen	1
120.	General Secretary- KiyingiKinobe Fredrick	1
121.	Vice- General Secretary- Alituha Richard	1
122.	Publicity Secretary- Kyaboona John	1
123.	Treasurer- Rev. Ocheng Vincent	1
124.	KCCA. Namuddu Juliet	1
125.	Gender- Florence SsekitolekoBossa	1
	Regional Representative- National Association of Districts and Municipal Officers:	
126.	Karamoja Region- Oputal Paul	1
127.	Western Ankole- Rwampororo Saul	1
128.	Western-TooroBunyoro-TibakanyaGetrude	1
129.	Eastern Region- Kalyebi Phillip	1
130.	Teso Region- Ochung Moses	1
131.	Busoga Region- Kasadha Baker	1
132.	Lango Region- Ofungi Francis	1
133.	Achooli Region-Odonga Celestine Lamakio	1
134.	Central Region- KajuraLubega	1
135.	Central Region$_{2}$- Zziwa Patrick	1
136.	West Nile- Osoa Flavia	1
	Uganda National Inspector of Schools Association:	
137.	Chairperson - DIS Kayunga	1
138.	Vice Chairperson - DIS Mbarara	1
139.	General Secretary - DIS Kaliro	1
140.	Treasurer - DIS Mbale	1
141.	Publicity Secretary - DIS Hoima	1

S/n	Category of Participant	No.
	Regional Representatives- Uganda National Inspector of Schools Association:	
142.	Northern - MIS Gulu	1
143.	West Nile - DIS Moyo	1
144.	Central -DIS Masaka	1
145.	Far East -DIS Bududa	1
146.	North Eastern -DIS Ngora	1
147.	South Western -MIS Kabale	1
148.	Karamoja -DIS Kotido	1
149.	Busoga -MIS Iganga	1
150.	Mid-Western -MIS Kasese	1
151.	Chairperson and Secretary Uganda Youth Council	2
152.	Masters of Ceremonies	2
153.	Town Clerk, Lyantonde	1
154.	Town Clerk, Moroto	1
155.	District Chairperson, Gulu	1
156.	District Chairperson, Bududa	1
157.	District Chairperson, Bukomansimbi	1
158.	District Chairperson, Kiryandongo	1
159.	Chairpersons Districts Service Commission, Budaka	1
160.	Chairpersons Districts Service Commission, Kalungu	1
161.	Chairpersons Districts Service Commission, Mitooma	1
162.	Chairpersons Districts Service Commission, Dokolo	1
163.	Human Resource Officer, Rakai	1
164.	Human Resource Officer, Kabale	1
165.	District Sports Officer, Mayuge	1
166.	District Sports Officer, Fort Portal	1
167.	District Planner, Wakiso	1
168.	District Planner, Gulu	1
169.	Chairperson SMC, Budhabangula P.S, Luuka	1
170.	Chairperson SMC,Aciisa P.S, Ngora	1
171.	Chairperson, Board of Governors, Nabumali S.S	1
172.	Chairperson, Board of Governors, St. Bernard Manya S SS, Rakai	1
173.	Principal Ahmed Sseguya Technical Institute	1
174.	Principal Uganda Technical College, Lira	1
175.	Academic Registrar UCC, Kabale	1
176.	Principal UCC, Aduku	1
177.	Chairperson Governing Council, Abia Memorial Technical Institute,Alebtong	1
178.	Chairperson Governing Council, Uganda Technical College, Bushenyi	1
179.	Principals School of Nursing, Masaka	1
180.	Principals Allied School of Nursing, Mulago	1
181.	Regional DES Office Representative, Central Region	1
182.	Regional DES Office Representative, Eastern Region	1
183.	Regional DES Office Representative, Western Region	1
184.	Regional DES Office Representative, Northern Region	1
185.	Head teachers, Primary School, Kiru P/S, Abim	1
186.	Head teachers, Primary School,St. Charles LwangaMaddu Primary School, Gomba	1
187.	Head teacher, Kawempe Moslem Secondary School, Kampala	1

S/n	Category of Participant	No.
188.	Head teacher, Muterere S.S, Bugiri	1
189.	Secondary school teacher, Immaculate High School, Rukugiri	1
190.	Secondary school teacher, Bombo Army S.S, Luwero	1
191.	Primary school teachers, Uganda Martyrs' Junior Boys School – Namilyango	1
192.	Primary school teachers Kiru P/S, Abim	1
193.	Primary school pupil, Uganda Martyrs' Junior Boys School – Namilyango	1
194.	Primary school pupil, St. Charles LwangaMaddu Primary School, Gomba	1
195.	Secondary student, Immaculate High School, Rukugiri	1
196.	Secondary student, Muterere S.S, Bugiri	1
	Panelists-Primary:	
197.	Mary GorettNakabugo	1
198.	Rukungiri Universal P/S-ButerabaGorias	1
199.	Queen of Peace (Rubaga): SrNalulePriscar	1
200.	DEO Amuria, Achom Kellen	1
201.	CAO Kabarole-SanyuPhionah	1
202.	S.M NgobiUNEB Representative	1
	Panelists-Secondary:	
203.	Executive Director, FENEI: Mr. Patrick Kaboyo	1
204.	Head Teacher, Mengo SSS: Mr. John Fred Kazibwe	1
205.	Head Teacher, Nnalango SS Kamuli: Mr. Paul Kasadha	1
206.	Former Head Teacher/Associate Assessor DES: Mr. Humphrey Ahimbisibwe	1
207.	Director NCDC: Mrs. Grace Baguma	1
	Panelists-BTVET:	
208.	Engineer Okinyal Francis	1
209.	Principal Nakawa VTI: Mr. Fred Muwanga	1
210.	Principal St. Benedict Technical, Kisubi: Mr. Etole Rao Vuilison	1
211.	Private Sector: Mr. G.Badagawa	1
212.	UNMEB-Maria Walusimbi-Chairperson-UNMEB	1
	Panelists-Higher Education:	
213.	Prof. Barnabas Nawangwe – VC Makerere University	1
214.	Bernard Ongondia – Principal UPIK	1
215.	Michael Wanyama – ED HESLS	1
216.	Prof. Christine Dranzoa – VC Muni University	1
217.	Prof. E. Katunguka- VC Kyambogo University	1
218.	Prof. BenonBasheka – VC UTAMU	1
219.	Head teachers, Nancy School for the Deaf	1
220.	Head teachers, Salaam School for the Blind	1
221.	Sign Language Interpreter, HoDGulu High S.S –Unit for blind	1
222.	Sign Language Interpreter, Head teacher, Mbale School for the Deaf	1
223.	Learners, Mbale School for the Deaf	2
224.	Learners, Salaam School for the Blind	2
225.	***Support Staff (Secretariat and Ministers office)***	
226.	Dr. Dennis Mugimba-TA-FL/MES	1
227.	Irene Kauma- PPS/FL	1
228.	Dorothy Ssekimpi-SE/P	1
229.	Eliot Arinaitwe- A.g SE/P	1
230.	Mary Frances Atima-AC/SAS	1

S/n	Category of Participant	No.
231.	Moses Musingo-PEO/PSI	1
232.	Derrick Namisi-PE/B	1
233.	Jane Nakajjubi- A.g SE/B	1
234.	Azaria Mwesigwa-E/P	1
235.	Ahmed Bbale-E/P	1
236.	Michael Ssozi-Stat/B	1
237.	Gordon Mukasa-A.g SEP/M&E	1
238.	Ivan Ogwanga-M&EO	1
239.	Marian Namubiru-M&E	1
240.	Sandra Nambooze-M&E	1
241.	Juliet Engole-M&E	1
242.	MastulahKyagaba-M&E	1
243.	Yusuf Mukoka-PAS	1
244.	Lillian Nabiryo-M&E	1
245.	ProssyKiiza-EPPAD	1
246.	JaliaNakazzi-EPPAD	1
247.	FaustaKabajarika-EPPAD	1
248.	Samuel Sevume-EPPAD	1
249.	Lawrence Aisu-EPPAD	1
250.	Ibrahim Muyima-EPPAD	1
251.	Patrick Were-EPPAD	1
252.	Ibrahim Muyima-EPPAD	1
253.	Rose Nanteza-SME	1
254.	Milly Nampala-Admin	1
255.	Sharon Yeko-FL/MES	1
256.	Emily Tusiime-Admin	1
257.	Dorothy Kibedi-HRM	1
258.	Stella Tushabe-GSS	1
259.	Kamugisha-Admin	1
260.	Fazat Namuwaya-M&E	1
261.	ZulaikaNayiga-GSS	1
262.	Gift Gilbert Siima-NCDC	1
263.	Nobert Ssali-EPPAD	1
264.	Maria Kugonza-E/B	1
265.	Racheal Kagoro-HET	1
266.	Peace Sanyu-Accts	1
267.	Olive Ssemwogerere-Accts	1
268.	AldrineNabaterega-CIM	1
269.	FaridahNabaterega-Admin	1
270.	Joseph Mbine-CIM	1
271.	Henry Ssemakula-MC	1
272.	Rose Namaganda-PS/ES Office	1
273.	GoretNamukwaya-Admin	1
274.	SafinahTukashaba-AS/FL-MES	1
275.	ZamladNamukose-Admin	1
276.	***Laptops to be used during the Review***	1
277.	Mary Frances Atima	1

S/n	Category of Participant	No.
278.	Marian Namubiru	1
279.	Ahmed Bbale	1
280.	Azaria Mwesigwa	1
281.	Lillian Nabiryo	1
282.	Mastullah Najjuka	1
283.	Ivan Ogwang	1
284.	Jane Nakajubi	
285.	Richard Minze	1
286.	Dorothy Ssekimpi	1
287.	Irene Lubega	1
288.	Sandra Namboze	1
289.	Eliot Arinaitwe	1
290.	***Laptops for moderators***	1
291.	Dr. KedraceTuryagyenda	1
292.	Prof. BenonBashaka	1
293.	Dr. Mary GoretNakabugo	1
294.	Mr. Jimmy Twebaze	1

EDP Participants:

Sn	Name	Organisation
	Mulle Chikoko	AFDB
2.	Peter OgwalOgwang	AFDB
3.	Halima Hashi	AFDB
4.	Jan Bijnens	Enabel
5.	ChristelleJoquet	Enabel
6.	VirginieHallet	Enabel
7.	Niels de Block	Enabel
8.	Bart Horemans	Enabel
9.	Isla Gilmore	DFID
10.	Sandra Barton	DFID
11.	Catherine Kawamara	DFID
12.	Jacklyn Makaaru	DFID
13.	NozakaNaohiro	Embassy of Japan
14.	NaoyukiShima	Embassy of Japan
15.	Bruter Clotilde	Embassy of France
16.	Joris Van Bommel	Embassy of Netherlands
17.	Anno Galema	Embassy of Netherlands
18.	Mary Mabweijano	Embassy of Norway
19.	GityBehravan	Embassy of Sweden
20.	Alexandre Brecx	Embassy of Belgium
21.	GrietKenis	Embassy of Belgium
22.	Sevume Rosemary	Embassy of Belgium
23.	Dennis Otim	EU Delegation
24.	Torres Miralles	EU Delegation
25.	Julia Mager	GIZ
26.	Ben Mulinda	GIZ
27.	Ben	ICEIDA
28.	Jackie Banya	ILO
29.	Lorraine Gallagher	Ireland
30.	NaomeMuhwezi	Ireland
31.	FukaseYutaka	JICA
32.	Judith Mutabazi	JICA
33.	NabakkaResty	JICA
34.	Regina Hong	KOICA
35.	Sherry Ahiriwe	KOICA
36.	Victoria KisaakyeKanobe	UNESCO
37.	Charles Draecabo	UNESCO
38.	D. Avinyia	UNESCO
39.	Kajungu	UNFPA
40.	E Muhwezi	UNFPA
41.	Krauses	UNHCR
42.	Mary Hanlon	UNHCR
43.	NabendraDahal	UNICEF
44.	Rosemary RugambaRwanyange	UNICEF
45.	Tomoko Nakajima	UNICEF

46.	Noreen Prendiville	UNICEF
47.	DivyaLata	UNICEF
48.	Marleen Renders	UNICEF
49.	Kay Leherr	USAID
50.	William Osafo	USAID
51.	Samuel Andema	USAID
52.	Diana Anna Bamuhigire	USAID
53.	Christine Wright	WFP
54.	Diana Sekaggya-Bagarukayo	World Bank
55.	Kirill Vasiliev	World Bank
56.	Joanna Juzon	World Bank
57.	Toon De Bruyn	VVOB vzw Uganda