

THE EDUCATION AND SPORTS SECTOR ANNUAL PERFORMANCE REPORT

Covering the period 1st July 2018 – 30th June 2019

**Produced By:
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VISION, MISSION STATEMENT & STRATEGIC OBJECTIVES

Vision: *"Quality Education and Sports for All"*

Mission Statement: *"To provide for, support, guide, coordinate, regulate and promote delivery of quality Education and Sports to all persons in Uganda; for national integration, individual and national development.*

Broad Priority Objectives:

The Make significant and permanent gains in achieving equitable access to education at all levels;

- (i) Improve considerably the quality of education, particularly at primary level;*
- (ii) Enhance the management of education and sports service delivery at all levels particularly at district level; and,*
- (iii) Develop the capacity of Local Governments by helping Education Managers acquire and improve on their knowledge, skills and attitudes to be able to plan, monitor, account and perform managerial functions.*

Strategic Objectives:

- (a) Achieve Equitable Access to Education and Training;*
- (b) Ensure delivery of relevant and quality Education and Training; and,*
- (c) Enhance efficiency and effectiveness of Education and Sports service delivery at all levels.*

TABLE OF CONTENTS

VISION, MISSION STATEMENT & STRATEGIC OBJECTIVES.....	III
TABLE OF CONTENTS	IV
ACRONYMS/ABBREVIATIONS.....	IX
EXECUTIVE SUMMARY.....	XIV
CHAPTER 1-INTRODUCTION	1
CHAPTER 2: LEGAL, POLICY, PLANNING AND INSTITUTIONAL FRAMEWORK.....	3
2.1 LEGAL AND REGULATORY FRAMEWORK.....	3
2.2 POLICY FRAMEWORK	3
2.3 PLANNING FRAMEWORK.....	4
2.4 INSTITUTIONAL FRAMEWORK AND ARRANGEMENTS FOR SERVICE DELIVERY	4
2.5 MINISTRY OF EDUCATION AND SPORTS HEADQUARTERS	4
2.6 LOCAL GOVERNMENT AND AUTHORITIES.....	5
2.7 SCHOOLS/INSTITUTIONS	5
2.8 LEGAL, POLICY AND INSTITUTIONAL DEVELOPMENTS DURING FY 2018/19	5
2.8.1 Legal Documents under review.....	5
2.8.2 Policy Development.....	5
CHAPTER 3 - THE EDUCATION & SPORTS BUDGET PERFORMANCE.....	7
CHAPTER 4- THE EDUCATION AND SPORTS SECTOR PERFORMANCE	62
4.1. ACCESS AND EQUITY IN THE EDUCATION AND SPORTS SECTOR	62
4.1.2 Primary Education.....	63
4.1.3 Secondary.....	66
4.1.4 Business Technical and Vocational Education and Training (BTJET)	69
4.2.1 Pre-Primary Education	78
4.2.2 Primary Education.....	79
4.2.3 Secondary Education	85
4.2.4 Business Technical Vocation Education and Training (BTJET)	87
4.2.5 University Education	90
4.3.1 Pre- Primary Education	<u>9594</u>
4.3.2 Primary Education.....	<u>9695</u>
4.3.3 Secondary Education	<u>9796</u>
4.3.4 Business Technical Vocational Education and Training (BTJET)	<u>9897</u>
4.3.6 Uganda Nurses and Midwifery Examination Board (UNMEB)	<u>102401</u>

4.3.6	Uganda Allied Health Examination Board (UAHEB).....	<u>103102</u>
4.3.7	Uganda Business and Technical Examination Board (UBTEB)	<u>103102</u>
4.3.8	Directorate of Industrial Training (DIT)	<u>105104</u>
4.3.9	University Education	<u>107106</u>
CHAPTER 5 - TEACHER INSTRUCTOR EDUCATION AND TRAINING		<u>111110</u>
5.1	TEACHER TRAINING.....	<u>111110</u>
5.2	EDUCATION SERVICE COMMISSION (ESC)	<u>118117</u>
5.3	SPECIFIC INTERVENTIONS:.....	<u>120119</u>
CHAPTER 6 - SPORTS DEVELOPMENT.....		<u>122120</u>
6.2	Community Sports (National Council of Sports).....	<u>124122</u>
CHAPTER 7- CROSS-CUTTING ISSUES		<u>127125</u>
7.1	GUIDANCE AND COUNSELLING	<u>127125</u>
7.2	SPECIAL NEEDS EDUCATION (SNE).....	<u>129127</u>
7.3	COMMUNICATION AND INFORMATION MANAGEMENT (CIM)	<u>131129</u>
7.4	GENDER IN EDUCATION	<u>133131</u>
7.5	HIV AND AIDS IN EDUCATION	<u>140138</u>
7.6	NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC)	<u>143141</u>
7.6.1	Pre - Primary and Primary Sub sector Curriculum	<u>144141</u>
7.6.2	Secondary.....	<u>144142</u>
7.6.3	BTVET	<u>144142</u>
7.6.4	Research and Evaluation.....	<u>145142</u>
7.6.5	Production of Instructional Materials	<u>145142</u>
7.7	SCHOOL INSPECTION.....	<u>146144</u>
7.8	THE UGANDA NATIONAL COMMISSION FOR UNESCO (UNATCOM)	<u>148146</u>
CHAPTER 8 - EXTERNAL FINANCING INCLUDING OFF BUDGET		<u>154151</u>
8.1	EDUCATION DEVELOPMENT PARTNERS (EDPS) IN UGANDA FY 2018/19.....	<u>154151</u>
8.2	ON AND OFF BUDGET SUPPORT	<u>155152</u>
8.3	FUNDING FOR THE EDUCATION REFUGEE RESPONSE PLAN	<u>157154</u>
CHAPTER 9 - INTERNATIONAL COMMITMENTS.....		<u>170167</u>
9.1	CESA 16-25 AND SUSTAINABLE DEVELOPMENT GOAL 4 - AGENDA 2030	<u>170167</u>
9.1.1	Introduction.....	<u>170167</u>
9.1.3	Monitoring and Evaluation Context.....	<u>172168</u>
9.1.5	M&E FRAMEWORK FOR MONITORING CESA AND SDG4 NATIONAL TARGETS.....	<u>174170</u>
9.2.1	Goal: To effectively report on CESA and SDG4 national targets.	<u>174170</u>
9.2	Reporting obligations.....	<u>175171</u>
CHAPTER 10- IMPLEMENTATION OF THE NRM MANIFESTO (2016-2021)		<u>182178</u>
ANNEXES		<u>199195</u>

LIST OF TABLES

TABLE 2.1: AMENDMENT AND DRAFTING OF BILLS/ACT	5
TABLE 2.2: THE REVIEW AND DRAFTING OF POLICIES	6
TABLE.3.1: EDUCATION EXPENDITURE CATEGORIES AS A SHARE OF THE NATIONAL BUDGET FY 2018/19	ERROR!
BOOKMARK NOT DEFINED.64	
TABLE 3.2: COMPARISON OF PERCENTAGE SHARE OF THE BUDGET EXPENDITURE CATEGORIES FOR FY 2018/19 AND FY 2017/18	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.3.: SUBSECTOR SHARES OF THE TOTAL SECTOR BUDGET FY 2018/19	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.4: COMPARISON OF SUB-SECTOR SHARES TO TOTAL SECTOR BUDGETS FOR FY 2017/18 AND FY 2018/19	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.5: THE FY 2018/19 BUDGET PERFORMANCE: SECTOR APPROVED BUDGET AND RELEASES BY VOTE (EXCLUDING EXTERNAL FINANCING)	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.6: RECURRENT (WAGE) EXPENDITURE PERFORMANCE FOR VOTE 013 MINISTRY OF EDUCATION AND SPORTS:	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.7: RECURRENT (NON-WAGE) EXPENDITURE PERFORMANCE FOR VOTE 013 MINISTRY OF EDUCATION AND SPORTS.....	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.8: DEVELOPMENT BUDGET FOR VOTE 013 MINISTRY OF EDUCATION AND SPORTS FY 2017/18.....	ERROR!
BOOKMARK NOT DEFINED.64	
TABLE 3.9: NON TAX REVENUE (NTR) BUDGET PERFORMANCE FOR THE EDUCATION AND SPORTS SECTOR	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.10: PHYSICAL PERFORMANCE OF THE SECTOR.	ERROR! BOOKMARK NOT DEFINED.64
TABLE 3.10: KEY PHYSICAL OUTPUTS ARISING FROM THE APPROVED BUDGET FY 2018/19 ..	ERROR! BOOKMARK NOT DEFINED.64
NOT DEFINED.64	
TABLE.4.1: LIST OF SCHOOLS WITH COMPLETED FACILITIES UNDER EMERGENCY CONSTRUCTION PROJECT PHASE II IN FY 2018/19	64
TABLE. 4.2.: STATUS OF CONSTRUCTION OF FACILITIES UNDER SFG/PRDP FY 2018/19	65
TABLE.4.3 : LIST OF SCHOOLS THAT BENEFITTED FROM PRESIDENTIAL PLEDGES (FY 2018/-2019).....	67
TABLE.4.4: STATUS OF IMPLEMENTATION OF CIVIL WORKS UNDER THE SUPPORT TO SKILLING UGANDA PROJECT	70
TABLE.4.5: STATUS OF CONSTRUCTION OF NEW BTVET INSTITUTIONS DURING FY 2018/19	71
TABLE.4.6: COMPLETION OF CIVIL WORKS IN 4 BTVET INSTITUTIONS UNDER DEVELOPMENT OF BTVET PROJECT	72
TABLE 4.7: BTVET LICENSED PRIVATE INSTITUTIONS FROM JULY 2018 TO JUNE 2019.....	73
TABLE 4.8: ENROLMENT IN UNIVERSITIES BY COURSE FY 2018/19	75
TABLE 4.9: NUMBER OF STUDENTS WITH SPECIAL NEEDS ENROLLED	75
TABLE.4.11: TRAINED CAREGIVERS BY COLLEGE UNDER UTSEP FY 2018/19	79
TABLE. 4.12: ACHIEVEMENTS OF EARLY GRADE READING UNDER VARIOUS PROJECTS 2012-2019	81
TABLE. 4.13: NUMBER OF PRIMERS SUPPLIED TO DISTRICTS UNDER UTSEP FY 2018/19.....	82
TABLE.4.14: SHOWING THE LIST OF SCHOOLS THAT WERE SUPPLIED WITH FURNITURE UNDER UTESP	82
TABLE.4.16: SHOWING PERFORMANCE INDEX IN UCE 2018.	87
TABLE. 4.17: INDUCTION AND PLACEMENT OF STUDENTS IN THE 9 PUBLIC UNIVERSITIES	93
TABLE.4.18: RESULTS OF NURSING AND MIDWIFERY CANDIDATES 2017 - 2018.	102 101
TABLE.4.19: ASSESSMENT OF MODULAR PROGRAMMES IN FY 2018/19	105 104
TABLE. 4.20: LIST OF OCCUPATIONS DEVELOPED AND PROFILED IN FY 2018/19.....	106 105
TABLE.4.21: LIST OF INSPECTED AND ACCREDITED CENTRES BY REGION	106 105
TABLE .4.22: IMPLEMENTATION STATUS OF UNIVERSITIES	108 107

TABLE. 4.23: NUMBER OF GRADUATES ACADEMIC YEAR 2018/19	110409
TABLE.5.1: STATUS OF IMPLEMENTATION OF FACILITIES, DEVELOPMENT OF PTCs PROJECT PHASE II	113412
TABLE.5.2: SHOWING STATUS OF IMPLEMENTATION OF FACILITIES UNDER IMPROVEMENT OF KALIRO AND MUNI NATIONAL TEACHERS COLLEGES PROJECT FY 2017/18 – FY 2018/19;	115444
TABLE.5.3: LEVEL OF COMPLETION OF FACILITIES UNDER THE IMPROVEMENT OF KABALE AND MUBENDE NATIONAL TEACHERS COLLEGES PROJECT FY 2017/18- FY 2018/19	116445
TABLE. 6.1: NUMBER OF PARTICIPANTS THAT TOOK PART IN THE VARIOUS EDUCATIONAL NATIONAL SPORTS CHAMPIONSHIPS	122420
TABLE...6.2: STATUS OF IMPLEMENTATION OF CIVIL WORKS IN NHATC	123424
TABLE.7.1: LIST OF INSTITUTIONS WHERE CAREER TALKS WERE CONDUCTED IN FY 2018/19	128426
TABLE 8.1: TOTAL BUDGET OF THE EDUCATION SECTOR	<u>ERROR! BOOKMARK NOT DEFINED.167</u>
TABLE: 8.2: LIST OF DONORS SHOWING ON AND OFF- BUDGET SUPPORT ...	<u>ERROR! BOOKMARK NOT DEFINED.167</u>
TABLE.8.3: EDPS PROGRAMMATIC SUMMARY	<u>ERROR! BOOKMARK NOT DEFINED.167</u>
TABLE.: PERFORMANCE AGAINST THE 43 SDG 4 INDICATORS FOR THE MINISTRY OF EDUCATION AND SPORTS FROM FY 2015/16 TO FY 2018/19	176472
TABLE 10: IMPLEMENTATION OF OUTSTANDING COMMITMENTS IN THE EDUCATION SECTOR	183479

LIST OF FIGURES

FIGURE 3.1: EDUCATION EXPENDITURE CATEGORIES AS A SHARE OF THE NATIONAL BUDGET FY 2018/19	<u>ERROR! BOOKMARK NOT DEFINED.64</u>
FIGURE 3.1: SUBSECTOR SHARES TO THE TOTAL SECTOR BUDGET	<u>ERROR! BOOKMARK NOT DEFINED.64</u>
FIGURE .4.1: TREND ANALYSIS OF LOAN SCHEME BENEFICIARIES (FY 2014/15 – FY 2018/19)	75
FIGURE .4.3: PROFICIENCY OF P.3 AND P.6 LEARNERS IN LITERACY IN ENGLISH, BY GENDER	84
FIGURE.4.4: PERCENTAGE OF P.3 AND P.6 LEARNERS RATED PROFICIENT IN NUMERACY, BY GENDER.....	84
FIGURE .4.5: PASS RATE FOR UCE FOR 2017/18 - 2018/19	87
FIGURE.4.6 : SHOWING CANDIDATES ASSESSED BY UBTEB IN FY 2018/19	104403
FIGURE.8.1: EDP’S FINANCING FY 2018/19 IN THE EDUCATION SECTOR .	<u>ERROR! BOOKMARK NOT DEFINED.167</u>
FIGURE.8.2: LEVEL OF FINANCING FOCUS BY THE EDPS	<u>ERROR! BOOKMARK NOT DEFINED.167</u>
FIGURE 8.3: AREA OF FOCUS FOR EDP PROJECTS IN THE EDUCATION SECTOR	<u>ERROR! BOOKMARK NOT DEFINED.167</u>
FIGURE.8.4: AMOUNT SPENT BY ERP OUTCOME AREA	<u>ERROR! BOOKMARK NOT DEFINED.167</u>

LIST OF BOXES

BOX 4.1: PLANNED INITIATIVES BY THE PRIMARY SUBSECTOR FY 2018/19	63
BOX 4.2: PLANNED INITIATIVES, SECONDARY SUBSECTOR FY 2018/19	66
BOX 4.3: PLANNED INITIATIVES, BTVET SUBSECTOR FY 2018/19	69
BOX.4.6: PLANNED INITIATIVES, PRE-PRIMARY FY 2018/19	78
BOX. 4.7: PLANNED INITIATIVES, PRIMARY SUBSECTOR FY 2018/19	79
BOX 4.8: PLANNED INITIATIVES SECONDARY SUBSECTOR FY 2018/19	85
BOX 4.9: PLANNED INITIATIVES BTVET SUBSECTOR FY 2018/19	87
BOX.4.10: PLANNED INITIATIVES FOR UNIVERSITY EDUCATION FY 2018/19	90
BOX .13: PLANNED INITIATIVES SECONDARY EDUCATION FY 2018/19	9796
BOX 4.11: PLANNED INITIATIVES PRE-PRIMARY EDUCATION FY 2018/19	9594
BOX 4.12: PLANNED INITIATIVES PRIMARY EDUCATION FY 2018/19	9695
BOX 4.16: PLANNED INITIATIVES BY UAHEB FY 2018/19	103402

BOX 4.15: PLANNED INITIATIVES BY UNMEB FY 2018/19	102401
BOX 4.17: PLANNED INITIATIVES BY UBTEB FY 2018/19	103402
BOX 4.18: PLANNED INITIATIVES BY DIT, FY 2018/19	105404
BOX 4.19: PLANNED INITIATIVES, UNIVERSITY EDUCATION FY 2018/19	108407
BOX 5.1: PLANNED INITIATIVES, TEACHER TRAINING, RECRUITMENT & DEPLOYMENT FY 2018/19	111440
BOX 5.2: PLANNED INITIATIVES, EDUCATION SERVICE COMMISSION FY 2018/19	118447
BOX 6.1: PLANNED INITIATIVES, SPORTS DEVELOPMENT FY 2018/19	122420
BOX 6.2: PLANNED INITIATIVES, COMMUNITY SPORTS	125423
BOX 7.1: PLANNED INITIATIVES GUIDANCE AND COUNSELLING FY 2018/19	127425
BOX 7.2: PLANNED INITIATIVES, SPECIAL NEEDS EDUCATION FY 2018/19	129427
BOX 7.3 PLANNED INITIATIVES, COMMUNICATION AND INFORMATION MANAGEMENT IN FY 2018/19..	132430
BOX.7.4: PLANNED INITIATIVES UNDERTAKEN DURING THE FY 2018/2019	146444
BOX 7.5 PLANNED INITIATIVES SCHOOL INSPECTION FY 2018/19.....	146444

LIST OF PICTURES

PICTURE.1.0: TWO (2) CLASSROOM BLOCK AT BUGAYA P.S- BUYENDE DISTRICT	64
PICTURE .1.2: FITTING OF HEARING DEVICES TO CHILDREN WITH HEARING IMPAIRMENT BY STARKEY FOUNDATION AND UTSEP	65
PIC 1.4 SHOWING SOME OF THE FACILITIES UNDER CONSTRUCTION IN THE NAKAPIRIPIRIT T.I AND St SIMON PETER'S VOCATIONAL TRAINING CENTER, HOIMABTVET EDUCATIONAL INSTITUTIONS.....	70
PICTURE 1.4.: ADMINISTRATION BLOCK/CLASSROOMS AT UTC BUSHENYI AND BUKOOLI TECHNICAL INSTITUTE	72
PICTURES .8.0 : CANDIDATES TAKING PART IN THE NON-FORMAL ASSESSMENT COURSES	106405
PICTURE.9.0: THE DIRECTOR DIT OFFICIALLY OPENING THE ORIENTATION OF TVET TRAINERS IN ATP USE AND CBET APPROACHES AT NAKAWA VTI.....	107406
PICTURE.5.0: ANNUAL REVIEW MEETING HELD AT SHIMONI CPTC ON QUALITY ENHANCEMENT INITIATIVE (QEI).....	83
PICTURE 6.0: HAND OVER OF CITY AND GUILD CERTIFICATE TO PRINCIPAL OF UPIK	90
PICTURE.5: THE DEOS, MEOs, DISS AND NISS RETREAT HELD IN JINJA DISTRICT	9695
PICTURE 2: SSC VALIDATING OS FOR MANUFACTURING SECTOR	10099
PICTURE ... AGRICULTURE SECTOR SKILLS COUNCILS VALIDATING OS FOR AGRICULTURE TRADES.....	10099
PICTURE 2.3: LAUNCH OF TRAINING OF BAC FACULTY AND STAFF AT DALHOUSIE UNIVERSITY.	101400
PICTURE 7.0 : ILLUSTRATING SOME OF THE ACTIVITIES EXECUTED BY UBTEB DURING FY 2018/19.....	104403
PICTURE.10.0: STATUS ON DORMITORIES, ADMINISTRATION BLOCKS AND CLASSROOMS IS INDICATED BELOW	113442
PICTURE.11.0: CIVIL WORKS IN MUNI AND KALIRO NTCs	115444
PICTURE 12.0: CIVIL WORKS UNDER KABALE AND MUBENDE NTCs	117446
PICTURE.13.0: CIVIL WORKS AT THE HOSTEL NATIONAL HIGH ALTITUDE CENTER, TERYET	123421
PICTURE.15.0: FACILITIES CONSTRUCTED AT MBALE SCHOOL FOR THE DEAF.....	131429
PICTURE. 16.0: HEAD TEACHERS, TEACHERS, CCTs, AND DISTRICT OFFICIALS ATTENDING A VACIS TRAINING IN MOYO S.S, MOYO DISTRICT	135433
PICTURE.17.0: SWT AND SMT OF MPIGI DISTRICT MAKING REUSABLE SANITARY PADS	137435
PICTURE.18.0: DONATION OF SANITARY TOWELS DURING THE LAUNCH OF THE 'KEEP A GIRL IN SCHOOL INITIATIVE'	137435
PICTURE.19.0: TRAINING OF HEADS OF DEPARTMENT IN GENDER RESPONSIVE PLANNING AND BUDGETING HELD AT THE CIVIL SERVICE COLLEGE, JINJA	138436
PICTURE.20.0: THE COMMEMORATION OF THE INTERNATIONAL MENSTRUAL HYGIENE DAY.....	138436

PICTUE.21.0: THE NATIONAL SYMPOSIUM ON GIRLS' EDUCATION 2019 – LEARNERS IN ATTENDANCE139137

PICTURE.23.0: SAMPLE OF INSTRUCTIONAL MATERIALS SUPPLIED TO 11 EDUCATIONAL INSTITUTIONS145143

PICTURE.26.0: YOUTH CAMP IN MT. RWENZORI HERITAGE: PROMOTING HERITAGE AND CONSERVATION
AWARENESS AMONG THE YOUTH: AUGUST 2018, CENTRE (STANDING) IS ROSIE AGOI, SG, UNATCOM.
.....152149

ACRONYMS/ABBREVIATIONS

AAG	AIDS Awareness Group
ABEK	Alternative Basic Education for Karamoja
ADB	African Development Bank
AEAA	Association of Education Assessment in Africa
AfDB	African Development Bank
AICAD	Africa Institute for Capacity Development
APCEIU	Asia Pacific Centre of Education and International Understanding
ARMS	Academic Records Management System
ARVS	Anti-Retro-Viral Supplements
ASC	Annual School Census
ATL	Active Teaching and Learning
ATPs	Assessment and Training Packages
BFP	Budget Framework Paper
BICs	Business Incubation Centres
Bn	Billion
BoGs	Board of Governors
BRMS	Basic Requirements and Minimum Standards
ENABEL	Belgian Development Agency
BTVET	Business, Technical, Vocational Education and Training
C/EPPA	Commissioner Planning and Policy Analysis
CAO	Chief Administration Officer
CBA	Competence Based Assessment
CBET	Competency-Based Education and Training
CCC	Certificate in Community Child Care
CEC	Certificate in Early Childhood
CCTs	Coordinating Centre Tutors
CMU	Construction Management Unit
CP	Community Polytechnic
CPDs	Continuous Professional Development
CPIC	Community Polytechnic Instructors' College
CPTs	Customized Performance Targets
CRE	Christian Religious Education
CSO	Civil Society Organization
C-TEP	Certificate in Teacher Education Proficiency course
CVTI	Certificate in Vocational Education Training Instruction
CWD	Children With Disabilities
DACUM	Developing a Curriculum
DEO	District Education Officer
DES	Directorate of Education Standards
DFID	Departmental for International Development
DIMP	Decentralized Instructional Materials Procurement
DIS	District Inspector of Schools
DIT	Directorate of Industrial Training

DLG	District Local Government
DTIM	Diploma in Training Instruction Management
DVTI	Diploma in Vocational Education Training Instruction
ECD	Early Childhood Development
ECDCs	Early Childhood Development Centres
EDPs	Education Development Partners
EGRA	Early Grading Reading Assessment
EMIS	Education Management Information System
EPPAD	Education Planning Policy and Analysis Department
ERT	Energy for Rural Transportation
ESBWG	Education Sector Budget Working Group
ESC	Education Service Commission
ESCC	Education Sector Consultative Committee
ESSAPR	Education and Sports Sector Annual Performance Report
ESSP	Education Sector Strategic Plan
ESSR	Education and Sports Sector Review
F&A	Finance and Administration
FEASSA	Federation of East African Secondary Schools Association
FUFA	Federation of Uganda Football Association
FY	Financial Year
G&C	Guidance and Counselling
GAPR	Government Annual Performance Report
GCED	Global Citizen Education
GDP	Gross Domestic Product
GEM	Girls' Education Movement
GoU	Government of Uganda
GPE	Global Partnership in Education
GV	Grade V
GWP	Government White Paper
H.E	His Excellency
HESFB	High Education Students' Financing Board
HEST	Higher Education Science and Technology
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
HTC	Health Training College
IAAF	International Association of Athletics Federations
IAEA	International Association of Education Assessors
ICT	Information Communication Technology
IDB	Islamic Development Bank
IMU	Instructional Materials Unit
INSET	In -service Teacher Training
IT	Information Technology
IUCEA	Inter University Council for East Africa
JAB	Joint Admissions Board
JICA	Japanese International Cooperation Agency
JKIST	John Kale Institute of Science and Technology
JPP	Joint Position Paper
KCCA	Kampala Capital City Authority

KOICA	Korea International Cooperation Agency
KPI	Key Performance Indicators
KYU	Kyambogo University
LARA	Literacy Achievement and Retention Activities
LDCs	Least Developed Countries
LGs	Local Governments
M&E	Monitoring and Evaluation
M/C	Municipal Council
MDAs	Ministries Departments and Agencies
MDGs	Millennium Development Goals
MEOs	Municipal Education Officers
MLA	Monitoring Learning Achievements
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoH	Ministry of Health
MoLG	Ministry of Local Government
MTEF	Medium Term Expenditure Framework
MUBS	Makerere University Business School
MUK	Makerere University Kampala
MUST	Mbarara University of Science and Technology
NCDC	National Curriculum Development Centre
NCHE	National Council of Higher Education
NCS	National Council of Sports
NDP	National Development Plan
NEMA	National Environment Management Authority
NFE	Non Formal Education
NGO	Non- Governmental Organization
NHATC	National High Altitude Training Centre
NPES	National Physical Education and Sports
NSGE	National Strategy for Girls Education
NSSF	National Social Security Fund
NTC	National Teachers' College
OPEC	Organization of Petroleum Exporting Countries
OPM	Office of the Prime Minister
OSR	Online Student Registration
OVC	Orphans and Vulnerable Children
P/S	Primary School
PAF	Poverty Alleviation Fund
PAS	Physical Activity & Sports
PBS	Programme Budgeting System
PCU	Project Coordination Unit
PE	Physical Education
PES	Physical Education and Sports
PG	Post Graduate
PhD	Doctorate in Philosophy
PIASCY	Presidential Initiative on AIDS Strategy for Communication to the Youth
PLE	Primary Leaving Education

PLN	Peer Learning Network
PPET	Post Primary Education and Training
PPP	Public Private Partnership
PRDP	Peace Recovery and Development Plan
PS/ES	Permanent Secretary Education Secretary
PSA	Practical Skills Assessment
PSFU	Private Sector Foundation Uganda
PTA	Parent Teachers' Association
PTC	Primary Teachers' College
PTE	Primary Teacher Education
PUJAB	Private University Joint Admission Board
QEI	Quality Enhancement Initiative
RHU	Reproductive Health Uganda
RTF	Reform Task Force
RTRR	Reporting, Tracking, Referral and Response Guidelines on Violence against Children in Schools
S.S.S	Senior Secondary School
SACCO	Savings and Credit Cooperative Organization
SARB	SESEMAT Regional Based Activities
SCA	Secretary for Children Affairs
SCSA	Supreme Council for Sports in Africa
SDGs	Sustainable Development Goals
SESEMAT	Science and Mathematics Teachers
SFG	School Facilities Grant
SHRP	School Health and Reading Program
Shs.	Shillings
SIDs	Small Island Developing States
SMCs	School Management Committees
SME	Small Scale Enterprises
SPM WG	Sector Policy and Management Working Group
SNE	Special Needs Education
SPEAR	Support Public Sector Workplace to Expand Action & Response against HIV/AIDS
SRGBV	School Related Gender-based Violence
SSU	Support to Skilling Uganda
STDMS	Secondary Teacher Development Management System
STF	Straight Talk Foundation
SWAp	Sector Wide Approach
TAAG	Teacher's Anti-AIDS Action Group
TeLA	Teacher effective and Learners Achievement System
TDMS	Teacher Development Management System
TIET	Teacher Instructor Education and Training
TMD	Training Modules Development
TMIS	Teacher Management Information System
TMM	Top Management Meeting
ToT	Trainers of Trainers
Tr	Teacher
TS	Technical School

TSSC	Tourism Sector Skills council
TVET	Technical Vocation Education and Training
UACE	Uganda Advanced Certificate of Education
UAF	Uganda Athletics Federation
UAHEB	Uganda Allied Health Examinations Board
UBTEB	Uganda Business and Technical Examinations Board
UCC	Uganda Communications Commission
UCE	Uganda Certificate of Examination
UgiFT	Uganda Inter-governmental Fiscal Transfer
UGX	Uganda Shilling
UJTC	Uganda Joint Technical Cooperation
UMA	Uganda Manufacturers Association
UMI	Uganda Management Institute
UN	United Nations
UNAIDS	United Nations Agencies on HIV/AIDS
UNAIDS	The Joint United Nations Programme on HIV/AIDS
UNATCOM	Uganda National Commission for UNESCO
UNATU	Uganda National Teachers Union
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Education Fund
UN-JPGE	United Nations Joint Programme on Gender Equality
UNMC	Uganda Nurses and Midwives Council
UNMEB	Uganda Nurses and Midwives Examinations Board
UOTIA	Universities and Other Tertiary Institutions Act
UPIK	Uganda Petroleum Institute Kigumba
UPOLET	Universal Post-O'Level Education and Training Programme
UPPET	Uganda Post Primary <i>Education</i> and Training
USAID	United States Agency for International Development
USE	Universal Secondary Education
USSIA	Uganda Small scale Industries Association
USSPE	Uganda Society for Sports Science & Physical Education
UTC	Uganda Technical College
UTSEP	Uganda Teacher and School Effectiveness Project
UVQF	Uganda Vocational Qualifications Framework
UYP	Uganda Young Positives
VACiS	Violence Against Children in Schools
VLAN	Virtual Local area Network
VTI	Vocational Training Institute
WADA	World Anti-Doping Agency
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organization
WV	World Vision

EXECUTIVE SUMMARY

1.0 Introduction

The Education and Sports Sector Annual performance report for the fiscal year 2018/19 will inform the 26th Education and Sport Sector Review (ESSR). It constitutes a principal reference for evaluating the sector's performance and challenges in achieving its set goals and objectives as articulated in Education and Sports Strategic Plan (ESSP) 2017/18 – 2020/21; National Development Plan II (NDP II) 2015/16–2019/20; Vision 2040, H.E the Presidential Manifesto (2016–2021); Ministerial Policy Statement (2018/19); and, the Aide Memoire for the 25th ESSR.

1.1 Purpose of ESSAPR

The purpose of this ESSAPR, therefore, is to provide feedback to the stakeholders on performance during FY 2018/19.

2.0 Legal, Policy and Institutional Framework

In FY 2018/19, the sector embarked on amendment of The Universities and Other Tertiary Institutions Act, 2001, the Uganda National Examinations Board (UNEBC) Act- 1983, The BTVET Act, 2008, The National Curriculum Development Centre (NCDC) Act- 2000 while the Physical Activity and Sports (PAS) Bill is still under drafting process while is under review.

The sector also commenced the review and formulation of the: Gender in Education Policy; Early Childhood Care and Education Policy; HIV&AIDS workplace policy; Physical Education and Sports (PES) Policy; National Inclusive Education Policy (NIEP); Instructional Materials Policy; Education Management Information System (EMIS) Policy; the Education for Sustainable Development (ESD) Policy; The Government White Paper on Education (GWP) of 1992 and The ESSP (2020 – 2025).

3.0 Sector Budget Performance

3.1 Overall Financial Budget Performance (FY 2018/19)

The Sector approved budget for the FY 2018/19 was Ushs. 2,781.13bn including external financing. This represented 11.08% share of the total national budget allocation indicating a 0.29% decline from the 11.37% of FY 2017/18.

The FY 2018/19, the Education and Sports Sector budget share was 2.78% of the total Gross Domestic Product increasing from 2.71% in FY 2017/18.

The wage was the biggest expenditure category of the Sector followed by non-wage, domestic development and lastly external financing. There was an aggregated increase of 11.20% to the

Sector's budget. The recurrent appropriated budget increased by 12.95% (wage 10.33% and non-wage 21.05%) from while development budget increased by 4.96% (GoU development 49.38% and external financing decreased by 13.39%).

3.2 Analysis of the Financial Budget Performance Outturn for FY 2018/19

The budget release performance (excluding external financing) for FY 2018/19 showed an overall sector approved budget of **Ushs. 2,444.23bn** with a corresponding budget release of **Ushs. 2,444.23bn**; translating into an overall release performance of **102.26%**.

The wage component performed at 101.82% budget release due to supplementary budget releases to wage component for the university votes worth **Ushs. 30.48bn** to cater for staff salary enhancement; **Ushs. 2.71bn** to Vote 013 Ministry of Education and Sports to cater for staff recruitment and wage shortfalls.

The non-wage budget release performed at **100.97%** due to the supplementary budget release of **Ushs. 1.20bn** to Vote 132-Education Service commission to cater for recruitment of **3,000** secondary school teachers and **Ushs. 0.43bn** to Vote 307 Kabale University as a supplementary budget release bringing forward unreleased NTR from the previous financial year 2017/18. A non-wage supplementary budget release of **Ushs. 3.39bn** was also provided for all university votes arising from additional NSSF contribution to match with the supplementary budget for salary enhancement.

The GoU development budget release performed on average at **108.34%** against a total budget of **Ushs. 239.93bn**. Vote 301 Lira University had the least budget release at **96.53%** attributed to under releases. Vote 013 Ministry of Education and Sports had an over development budget release of **115.62%**. Vote 136 Makerere University performed at **153.58%** a total of **Ushs. 5.58bn** supplementary budget release. Vote 139 Kyambogo University performed at 117.31% due to **Ushs. 0.13bn** supplementary release; Vote 307 Kabale University performed at 233.50% due **Ushs. 0.80bn** to boost infrastructure development of the university; Vote 308 Soroti University performed at 151.97% due to a supplementary Budget release of **Ushs. 3.12bn**.

The sub Programmes with the least budget release were 08 Education Planning and Policy Analysis, 16-Human Resource Management, 13-Internal Audit, 14-Private Schools Department, Special Needs Education and Directorate of Education Standards at 81.10%, 82.05%, 83.74%, 85.40%, 87.62% and 88.72% respectively due to under releases and reallocations.

The Absorption Capacity for Programme 01-Finance and Administration was the least at 89.43% and this underperformance was due to unutilised, delayed and non-submission of pension and gratuity arrear requests by claimants.

Sub Programs 16- Human Resource Management Department and 10- NHSTC had no wage allocations for the Financial Year under review. This is because wage for staff under these Sub Programs was budgeted for under Finance and Administration and Vote 500-850 series Local Governments respectively.

4.0 Overview of Education Sector Performance

4.1 Access and Equity

4.2.24.1.1 Primary Education

Under the primary subsector, the accomplishments included:-

The primary subsector registered the following achievements:-

- (i) Paid capitation grants amounting to Ugx. 75,240,789,507 in FY 2018/19. There was an 8.9% increase in capitation grants paid compared to last FY 2017/18.
- (ii) Licensed a total of 1,005 schools and registered in FY 2018/19, indicating a 54% decline in licensed schools and a 17% increase in registered primary schools from FY 2017/18.
- (iii) Completed construction of facilities in 129 schools (*Emergency Construction Project- 45, UTSEP- 84*)
- (iv) Procured and distributed hearing aids to 1,554 children with hearing aids (*i.e. 1,188 fitted with custom-moulds and 366 with stock moulds*).

4.2.24.1.2 Secondary Education

Under the secondary subsector, the following were the achievements: -

- (i) Paid capitation grants amounting to Ugx. 134.860bn compared to Ugx 129.784bn FY 2017/18 which represents a 4% increase in the capitation grants.
- (ii) Registered and licensed a total of 247 secondary schools (*117- registered, 130-licensed*) in FY 2018/19
- (iii) The sub sector also issued guidelines and signed contracts with 92 LGs under UGiFT

4.2.24.1.3 Business, Technical and Vocational Education and Training Education

Under the Business, Technical and Vocational Education and Training Education subsector, the sector registered the following achievements: -

- (i) Paid capitation grants, industrial attachment and assessment fees for 1,630 students from UCC Kigumba, Nsamizi Institute of Social Devt, Institute of Survey and Land Management, Tororo Cooperative College, Jinja VII, Lugogo VII, Ntinda VII and Nakawa VII;
- (ii) Paid capitation grants worth Ugx. 667,524,000, for 1,600 students Uganda Colleges of Commerce (UCCs) and Ugx. 961,829,000 for 1,600, students in Uganda Technical Colleges;
- (iii) Supported five (05) institutions under SSU project and are at different levels of completion (*i.e. UTC Kyema Masindi- 88%, Kasese Youth Polytechnic - 55%, St. Josephs Virika VTI Kabarole - 25%, St. Simon Peter VTI (Hoima)-92% and Millennium Business School (Hoima) - 60%*)
- (iv) Established seven (07) new BTVET institutions; and,
- (v) Licensed and registered a total of fourteen (14) BTVET institutions.

4.1.4 University Education

During the period under review, the main achievements registered under University Education among others include: -

- (i) Enrolled a total of total of 101,184 (4,000 Government, 97,184 Private) students in the Eight (08) Public Universities and one (01) degree awarding institution in FY 2018/19;
- (ii) Provided loans to a total of 2,943 students (i.e. 2,174 Male; 769 Female);
- (iii) Recruited a total of 448 students (379-Masters Students: 80 female, 54 regional); 79 PHD- (18 females, 184 regional) under African Centers of Excellence program;
- (iv) Admitted a total of 896 students to public Universities under the district quota system;
- (v) A total of 279 (228 male; 51 female) students benefited from bi-lateral scholarships and top up allowances amounting to Ugx 1.272bn were paid; and,
- (vi) Completed and handed over facilities in three (03) institutions under HEST.

4.3.4.2 Quality

4.3.4.2.1 Pre-primary Education

Under quality, the achievements registered under pre-primary sub-sector include:-

- (i) Monitored 227 ECD centers in eighteen (22) districts; and,
- (ii) Trained a total of 1,053 care givers, offered field-based support and on-job training given to them in 53 districts.

4.3.4.2.2 Primary Education

Under quality, the achievements registered include: -

- (i) The Pupil Book Ratio improved from 5:1 in FY 2017/18 to 4:1 in FY 2018/19;
- (ii) The sector registered a slight increase in the P.L.E Pass Rate of 0.4 percentage points i.e. from 91% in FY 2017/18 to 91.4% in FY 2018/19;
- (iii) The Literacy rate stood at 49.9% (47.4% boys, 52.5% Girls) in P.3 and 53% (52.7 boys, 53.5% girls) in P.6;
- (iv) The numeracy rate stood at 55.2% (56.1% Girls; 54.3% Boys) in P.3 and 50.9% (56.2% Girls; 45.9% Boys);
- (v) Monitored and offered support supervision to 162 selected primary schools from 28 districts;
- (vi) Trained 61,864 teachers and 17,057 head teachers in Early Grade Reading;
- (vii) Supplied furniture to 1,844 (78 teacher chairs; 78 teacher tables; 1,404 – 3 seater desks; 40 staffroom tables; 216 staffroom chairs and 28 office tables with drawers) to fourteen (14) schools under UTSEP;
- (viii) Trained 7,412 (2470F, 4942M) SMC members under the QEI program; and,
- (ix) Trained 324 (142F and 182M) Trainers of trainers in MDD from all the 4 regions.

4.3.4.2.3 Secondary Education

Under quality, the achievements registered under secondary education include:-

- (i) The pass rate reduced by 3.8% from 91% (92% Male; 91% Female) in FY 2017/18 to 87.2% (85.7% male; 88.6% female);
- (ii) Procured a total of 13,841 textbooks; 12,737 (i.e. 700 Pure Mathematics book 1, 700 Pure Mathematics book 2, 700 Mathematics-Mechanics+ Probability, 700 Concise Course in A' level Statistics, 700 Applied Mathematics and 9,237 Mathematical tables) for 242 secondary schools;
- (iii) Recruited and deployed a total of 2,454 new teaching staff; Promoted a total of 1,297 teachers from Grade 5 to Graduates; and recruited a total of 702 teachers on replacement basis against a target of 3,610 government teaching jobs advertised in secondary schools;

- (iv) A total of 61 (Uganda-41, Kenya- 20) secondary schools with 3,121(Uganda-2,654; Kenya 467) students participated in the National Music, Dance and Drama competitions;
- (v) A total of 258 participants from 51 schools across the country took part in the East African essay competitions;
- (vi) A total of 3,581 SESEMAT teachers were trained and support supervised in All SESEMAT regions (South and Western region -1,629, Eastern- 1,678, Karamoja -74 and Iganga-200); and,
- (vii) A total of 929 (i.e. 395 USE and 50 Non- USE) government and (300 USE; 277 Non- USE) private secondary schools were monitored and support supervised.

4.3.44.2.4 Business, Technical and Vocational Education and Training Education

Under quality, the initiatives implemented in BTJET sub-sector registered the following achievements: -

- (i) Procured assorted tools and equipment for UCC Soroti, Kasodo, UTC Elgon, UCC Kabale and UTC Kichwamba, Bukooli T.S, Mbale C.P, Rutunku C.P and Apac T.S;
- (ii) The Technical, Vocational and Education Training (TVET) Policy was approved by cabinet;
- (iii) Monitored a total of 47 BTJET institutions in the Eastern, Western Central and West Nile regions;
- (iv) Recruited under ARSDP and USDP a total of 41 (21 for UTC Kichwamba and 20 for UPIK) new trainers; and
- (v) Developed a total of 5 Competence-Based-Training curricula in oil and gas trades to be delivered by UPIK and UTC Kichwamba.

4.3.54.2.5 University Education

The quality enhancing achievements under university education include:-

- (i) Accredited a total of 353 (56%) Programs, 33 OTI's and monitored 5 other degree awaiting institutions;
- (ii) Reviewed Msc programmes and revised the PhD programmes in (Nanotechnology, Nano medicine, Mechanical Engineering, plant Breeding and Biotechnology; and, Master's programmes in Material and Product Development, Nano Medicine, Mechanical engineering, Technology and Innovation Development, Plant breeding and Seed System, Clinical Pharmacy, Pharmaceutical Analysis and Pharmacognosy) under the African Centres of Excellence project;
- (iii) Operationalized 5 out of 8 Business Incubation Centers in the beneficiary institutions where civil works were completed;
- (iv) Monitored Twenty three (23) higher learning institutions (i.e. 16 Private Universities and 7 public universities i.e. Kabala, MUST, Lira, Gulu, MUNI, Makerere and Kyambogo) for compliance with Higher Education Standards;

4.44.3 Efficiency and Effectiveness;

4.3.1 Pre-primary Education

The efficiency and effectiveness enhancing achievements under the pre-primary sub-sector, conducted an orientation workshops/stakeholders' dialogues on the implementation of the Integrated Early Childhood Development approach system in districts of Adjumani, Lira, Kaliro and Kotido.

4.3.2 Primary Education

Under efficiency and effectiveness, the primary sub-sector, registered the following achievements:-

- (i) Trained a total of 1,000 SMC/PTA members and were sensitized on their roles and responsibilities under SHRP; and,
- (ii) Installed lightning arrestors in 134 primary schools in the lightening corridor region (*i.e.* Mubende -26, Bukomansimbi -26 and Sembabule -26, Bushenyi -10, Lyantonde -26 and Lwengo- 26).

4.3.3 Secondary Education

Under efficiency and effectiveness, the secondary sub-sector, registered the following achievements:

- (i) Paid examination fees for 336,751 (*Male 169,984; 166,767 Female*) candidates for UCE (*152,278 USE, 184,473 Non- USE*) Programmes compared to 326,295 (*Male 165,458; 160,840 Female*) UCE candidates paid for in FY 2017/18. This translates into a 3.2 percentage point increase in UCE students;
- (ii) Paid examination fees for 99,680 (*58,359 Male; 41,321 Female*) candidates for UACE (*18,554 UPOLET, 81,126 Non -UPOLET*) programme. This is in comparison with 101,294 candidates for UACE registered in FY 2017/18. Translating into and a 1.6% decrease;
- (iii) Inducted and trained a total of 298 (*i.e. in 200 deputy head teachers and 98 head teachers*) on their roles and responsibilities as education managers;
- (iv) Approved a total of 300 Boards of Governors, transferred 1,666 staff; and deployed 111 deputy head teachers; and,
- (v) Monitored a total of 18 private schools for functionality of Boards of Governors.

4.3.4 Business, Technical and Vocational Education and Training

Under efficiency and effectiveness, the Business, Technical and Vocational Education and Training sub-sector, registered the following achievements: -

- (i) Renewed the tenure of thirty-six (36) boards of BTJET institutions;
- (ii) Approved 24 health training institutions as examination centres;
- (iii) UNMEB assessed 6,666 (*1,830 diploma; and 4,836 certificate*) candidates, compared to 6,767 (*1,760 diploma; and 5,007 certificate*) candidates examined in FY 2017/18;
- (iv) UAHEB conducted examinations for 17,488 candidates;
- (v) UBTEB Conducted CBET examinations for 97,251 candidates in 510 examination centers
- (vi) UBTEB registered 73,090 candidates out of which 27,400 were finalist candidates (*i.e. Female: 6,772 and Male: 20,628*) during the November/December 2018 sitting and 24,161 candidates (*i.e. Female: 11,115 and Male: 13,046*) during May/June 2019 sitting;
- (vii) Monitored Industrial Training in 141 organizations and Inspected 1,205 Real-life projects (*i.e. 4,661 candidates were involved*);
- (viii) Conducted Competency Based Assessment (CBA) training for 300 examiners/ assessors;
- (ix) DIT Assessed, marked and graded 54,382 (*i.e. Male 22,690 and Female 31,692*) candidates under the modular and full UVQF levels in 61 occupations against a target of 25,120;
- (x) Assessed a total of 12,531 trainees (*i.e. inclusive of 8,299 male and 4,231 female*) by DIT;
- (xi) Oriented 205 TVET providers from the central regions (*i.e. Kampala, Wakiso and Mukono*) in ATP use, interpretation, and CBET approaches against a target of 200 TVET providers;

- (xii) Printed 54,382 transcripts as follows: Level I 4,970; Level II 4,834; Level III 39; and, Non-Formal/ Modular 44,418
- (xiii) Inspected and Accredited 733 centres as DIT Assessment centres; and
- (xiv) Conducted four (04) labour Market Scans in selected districts (i.e. Kampala, Wakiso, Mpigi, Butambala, Mityana, Moroto, Amudat, Napak, Nakapirit, Abim, Kaabong, Kotido Kayunga, Mukono, Kween and Kapchorwa).

4.3.5 University Education

Under efficiency and effectiveness, the university sub-sector, registered the following achievements: -

- (i) In FY 2018/19 a total of 25,574 (13,681 Male, 11,893female) students completed their studies in the various courses offered in the different universities; and,
- (ii) Trained 11 staff in Audit department in audit assurance and advanced excel.

5.0 Teacher Instructor Education and Training

A number of achievements were met in FY 2018/19 under Teacher Instructor Education and Training subsector and they include: -

- (i) Paid Capitation grants amounting to Ug.shs. 2.42bn for a total of 20,285 student teachers (i.e. Primary & Secondary teacher trainees, Health tutors and Instructor trainees), spread across 52 TIET institution;
- (ii) Paid for teaching practice exams and living out allowances 3,751 NTC students from the five (05) NTCs (i.e. Kaliro, Kabale, Muni, Unyama and Mubende); 250 students in Abilonino NIC; 120 students in Health Tutors' College; 120 instructor trainees at Nakawa VTI and 120 instructor trainees at Jinja VII;
- (iii) Finalised the Teacher Policy which was approved by Cabinet on 1st April, 2019; and
- (iv) Operationlised the Teacher Management Information System which had a total of 66,263 teachers licensed and registered online, and issued a total of 15,928 teachers with certificates.

5.1 Education Service Commission

The achievements under the Education Service Commission in FY 2018/19 include:-

- (i) A total of 4,889 people, were appointed into the service against a set target of 1,500. Of these, 3470 were male and 1419 were female. This represented 325.9% performance level;
- (ii) Confirmed a total of 827 teachers in service against a set target of 1,500 representing 55% performance; and,
- (iii) Validated a total of 394 (66 male; 28 female) appointments of personnel in the service against a set target of 2,000 representing a minimal performance.

6.0 Sport; Development

The Physical Education and Sports achievements in the period under review include:-

- (i) Supported and facilitated a total of ten national educational institutions sports championships;
- (ii) Trained 91 secondary teachers against a target of 400 translating into a 23% performance rating, and 426 teachers participated in pre-championship training;
- (iii) Procured and distributed Sports equipment to 107 educational institutions; and,

(iv) Continued Construction of the National High-Altitude Centre in Teryet, Kapchorwa district.

6.26.1 Community Sports

Under community sports the subsector achieved the following:-

- (i) Facilitate participation in international sports competitions; and,
- (ii) Promoted partnership programs under Bi-lateral Cooperation programmes.

6.27.2 Cross cutting issues

Under cross cutting issues the subsectors of Guidance and counselling, special needs education, communication and information management, gender in education, HIV and AIDs achieved following:-

6.47.1 Guidance and Counselling

In the Guidance and Counselling subsector, the main achievements include:-

- (i) Printed 9,119 copies of the Guidance and Counselling National Guidelines for Post-Primary Institutions;
- (ii) Facilitated Guidance and counselling Talks in 92 education institutions;
- (iii) Disseminated Guidance and Counseling Information in 50 education institutions;
- (iv) Conducted school-based support supervision & follow-up in 112 education institutions; and,
- (v) Placed 549,976 P.7 Leavers into Post- Primary institutions and 205,099 S.4 Leavers into Post-O'level Institutions.

6.57.2 Special Needs Education

The achievements registered under Special Needs Education were:-

- (i) Procured 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 ;
- (ii) Monitored, support supervised and followed up in 83 schools to support learners/teachers with/of special educational needs;
- (iii) Teachers from 10 schools trained in Functional Assessment and Sign Language;
- (iv) Transferred Subvention grants to 100 special schools/units;
- (v) Procured 5 instructors through Human Resource Ministry of Education and Sports for Mbale School for the deaf ;
- (vi) Developed resource guide and learning needs identification tool; and,
- (vii) Procured a contractor to construct 2 dormitories, 2 classrooms and teacher's house of 4 units at Wakiso School for the deaf.

6.67.3 Communication and Information Management

In communication and information management the following achievements were realized:-

- (i) Monitored and inspected ICT Training and hardware management in 60 selected secondary schools; and,
- (ii) Sensitised teachers on the use of the Teacher Management Information System to enable on-line registration for teachers.

6.77.4 Gender in Education

During FY 2018/19 Gender in Education achieved the following:-

- (i) Developed operational guidelines for Senior Men and Woman Teachers;
- (ii) Developed a Training manual on Menstrual Health Management for teachers and other stakeholders on menstrual hygiene management (MHM);
- (iii) Developed the School Clubs Formation, Management and Strengthening Guidelines;
- (iv) Trained a total of 655 (417 M; 248 F) from 330 primary schools and 330 secondary schools on safe learning environment; and,
- (v) 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) in 450 schools in menstrual health and hygiene in schools.

6.97.5 HIV and AIDS in Education

The subsector under HIV/AIDs in education achieved the following:-

- (i) A total of 2,500 student leaders from 50 secondary schools around Kampala attended a aa Life Skills Behavioural Change Summit for Secondary Schools;
- (ii) Sensitised a total of 34,298 girls on HIV and SRGBV education prevention information in 252 schools through a peer led approach across 15 districts;
- (iii) Trained a total of 90 District Education Officers (DEOs) and District Inspectors of Schools (DIS) in the adolescent and young people living with AIDS (AYPLHIV) model to prepare them for the rollout across the nine (09) piloted districts of Jinja, Mubende, Mityana, Lira, Otuke, Kabarole, Kyenjojo, Soroti and Kumi;
- (iv) Conducted a national Human Papilloma Virus Vaccination to ensure that all 10-year-old girls in primary schools are protected from Cancer of the Cervix.

6.97.6 National Curriculum Development Centre (NCDC)

Under National curriculum development centre the following achievements were realized:-

- (i) Developed the final Early Childhood Parent Framework;
- (ii) Developed and finalized the alternative syllabi and Teachers' guides for young learners living in Fishing, Nomadic and Refugee communities;
- (iii) Reviewed the Nile English Course Book 6 in preparation for printing in FY 2019/20;
- (iv) Developed and finalised Resource Books for supporting Learners with Special Needs (*i.e. the gifted and talented, autistic and specific learning difficulties*);
- (v) Developed and finalised the documents in preparation for Lower Secondary Curriculum roll-out in 2020. The documents include: Implementation Guidelines, Exemplar textbook specifications and teacher training manuals; and,
- (vi) Developed the Draft Teacher's Guide for National Diploma in Leather tannery and Production.

6.107.7 School Inspection

During FY 2018/19 under school inspection the following achievements were realized:-

- (i) Inspected 60 PTCs, 5 NTCs, 80 Nursery Training Institutions which translated to 100%, 520 BTVET Institutions and 2,240 secondary schools which translated to 86% performance rating.;
- (ii) Trained a total number of 314 (*i.e 114 Education Managers; 200 secondary school headteachers*) on transforming secondary school inspection;

- (ii)(iii) Monitored and support supervised and disseminated the Learning Achievement report to all the 169 Local Governments on their activities; and,
- (ii)(iv) Tested the functionality of the software of the Teacher effectiveness and Learner Achievement System in sixty (60) Primary schools in the districts of Amuria, Bukedia, Kaliro, Kamuli, Kyenjojo, Kyegegwa, Mubende, Kyankwanzi, Amuru and Nwoya.

6.17.8 Uganda National Commission for UNESCO (UNATCOM)

The Uganda National Commission for UNESCO achieved the following:-

- (i) Trained a total of thirty five (35) selected primary teachers against a target of 60 from the districts of Kyegegwa and Kyenjojo to effectively deliver the competence based Primary School curriculum, which translated into a 58% performance rating;
- (ii)(ii) Completed and launched the UNATCOM Strategic Plan 2018-2025;
- (ii)(iii) Sensitised 10 Urban cities of which nine (09) were the upcoming regional cities (*i.e Fort Portal, Mbarara and Hoima from Western Uganda; Kampala Entebbe from the Central region; Lira, Arua and Gulu from the Northern region, and Mbale and Jinja from the Eastern Region*) into the framework of promoting inclusive rights-based and ethically sound social transformations in line with UNESCO Cities 2030 Framework and the Management of Social Transformation (MOST), Human Rights Education and Bioethics principles;
- (ii)(iv) a total of 56 stakeholders from local governments and civil society of Eastern Uganda were trained on the Implementation of the 2003 and 2005 UNESCO Conventions against a performance rating 93%; and,
- (ii)(v) Oriented journalists on the UNESCO Tool Kit of Freedom of Expression.

8.0 External Financing including Off Budget Support

The Budget of the Education sector for the FY2018/19 was USD 725,069,070. Of this amount EDPs contributed on-budget USD 56,253,017 equivalent to 7.75% of the budget. This amount was short by 6% of projected external funding in the MTEF of USD 59,818,230. The total EDPs' support realized in the FY 2018/19 on- and off-budget was USD 149,659,553. This was far less than the amount EDPs contributed in FY17/18 at \$220 Million. The shortfall was partly attributed to a decrease in the support from the African Development Bank (*AfDB*). The largest EDP contributors to the education sector during the FY 2018/19 were USAID with \$37.3 M, the African Development Bank (\$25.5 M) and DFID (\$17.7M).

9.0 International Commitments

The SDG4-Education 2030 Framework for Action, was formally adopted at a high-level meeting alongside the 38th session of the General Conference of UNESCO in November 2015, it serves as the overall guiding framework for the implementation of SDG4-Education 2030.

It outlines strategies on how to translate into practice the commitment made in Incheon, Korea in 2015 at global, regional and national level. The SDG 4 is "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all".

Individual countries are expected to translate the global SDG 4 targets into achievable national targets based on the educational priorities, and national development strategies by developing a clear road map in light of the country context and national education development needs.

The sector therefore undertook a number of initiatives to implement the commitments of SDG4 and these included: Enhancement of the learning environment, expansion of scholarships for higher education through the district quota system, top up allowances for students, facilitating skills for work, and gender equality and equal access for all, among others.

9.010.0 Presidential Manifesto

In the third year of its implementation, the sub sector continued with the implementation of the H.E Presidential Manifesto (2016-2021) Commitments to improve access and education outcomes at all levels of education and sports. Progress in the implementation of these commitments is structured according to different sub sector. Implementation is at various levels of implementation in 48 commitments.

THE STRUCTURE OF THE REPORT

The 16th Edition of the Education and Sports Sector Annual Performance Report has three main parts (i.e. the executive summary, nine chapters and annexes).

The **Executive Summary** provides the overall summary of the 16th ESSAPR.

Chapter One: Provides background information on ESSAPR and the 26th ESSR

Chapter Two: Presents the legal/regulatory, policy and institutional framework for education and sports service delivery for the period under review

Chapter Three: Highlights the Education and Sports Sector Budget Performance

Chapter Four: Presents the Education and Sports Sector performance

Chapter Five: Provides information on Teacher Training, Recruitment and Deployment

Chapter Six: Discusses Sports Development in the sector

Chapter Seven: Articulates the Implementation of cross cutting issues

Chapter Eight: External Financing including off budget support

Chapter Nine: Provides an overview on International commitments (*SDG 4*)

Chapter Ten: Achievements of H.E. President's Manifesto (*2016-2021*)

Annexes constitute the final part of the report and provide necessary details intended to facilitate cross-referencing

CHAPTER 1-INTRODUCTION

The Education and Sports Sector Annual performance report for the fiscal year 2018/19 will inform the 26th Education and Sports Sector Review (ESSR). It constitutes a principal reference for evaluating the sector's performance and challenges in achieving its set goals and objectives as articulated in Education and Sports Strategic Plan (ESSP) 2016/17 – 2020/21; National Development Plan II (NDP II) 2015/16-2019/20; H.E the Presidential Manifesto (2016-2021); Ministerial Policy Statement (2018/19); and, the Aide Memoire for the 24th ESSR.

1.1 Purpose

ESSAPR is a performance report comprising of a comprehensive evaluation of the FY 2018/19 annual performance of the sector; highlighting the priority policy and operational issues that should be considered in the subsequent planning and budgetary cycles; reviewing sector level indicators, undertakings and overall budgetary performance; and, provide basis for stakeholders' participation and decision making during the review process.

The overall purpose of the ESSAPR, therefore, is to provide feedback to the stake holders on the overall sector performance during FY 2018/19. Specifically, ESSAPR is intended to: -

- (i) Review the Education and Sports Sector performance during FY 2018/19;
- (ii) Highlight challenges/constraints that influenced performance;
- (iii) Outline emerging policy measures that need to be pursued in the short term;
- (iv) Summarise performance of the off-budget interventions carried out within the education and sports sector; and,
- (v) Inform the 26th Education and Sports Sector Review process. Annex 1 presents the ToRs for the 26th ESSR process.

1.2 Rationale for the ESSAPR

The Education and Sports Sector Performance report (ESSAPR) is a requirement by the Office of the Prime Minister (OPM), derived from the Cabinet Pronouncement of 21st January 2009, under Minute 34 (CT 2009). By superintending over Ministries, Departments and Agencies (MDAs), OPM is mandated to report to Cabinet on Government Performance on a six-monthly basis.

The Government of Uganda, has adopted a number of mechanisms to strengthen its accountability systems that require regular and comprehensive feedback to stakeholders (*i.e* particularly Ministry of Finance, Planning and Economic Development; Office of the Prime Minister; Education Development Partners; District Local Governments; NGOs; Civil Society; and, the public at large) in the utilisation of resources provided through the GoU budget. This process involves quarterly reporting based on Program Budgeting System (PBS) as well as the Annual Sector Performance Report for integration to the Government Annual Performance Report (GAPR). The GAPR independently evaluates the Annual Performance of individual sectors and submits the results of its assessment to the Cabinet.

The purpose of this ESSAPR, therefore, is to provide feedback to the stakeholders on the performance during FY 2018/19. More especially, the ESSAPR will inform the key stakeholders during the 26th Education and Sport Sector Review (ESSR).

1.2 ESSAPR Preparation Process

This 16th ESSAPR was written by the Education Planning and Policy Analysis Department in conjunction with other MoES Departments and Affiliate bodies. The following institutional structures were established to prepare the report;

Sector Performance Technical Writing Teams: It comprised of authors and researchers tasked with preparing the Sector Policy, Sector Budget Performance and Sector Performance chapters;

ESSAPR Secretariat: The SME Division of EPPAD spearheaded the coordination of all activities related to the preparation of the report. In addition, it also superintended over the analysis, synthesis, editing and formatting of the report prior to its printing; and,

A Reference Group: This comprised of representatives from all Departments and agencies, constituted to validate the report. This group was supported by Heads of Departments, Education Development Partners and members of Top Management.

1.3 The ESSR Workshop

The review workshop under the theme “*Enhancing Learning Achievements for Productivity and Prosperity*” will run for 2 days beginning on 28th - 29th August 2019. The review is expected to evaluate the progress made in achieving the agreed sector targets as well as the challenges faced. Annex 1 shows TORs for the review workshop

1.4 Expected Outputs

The main outputs of the 26th ESSR include:-

- (i) The Aide Memoire for the 26th ESSR ; and,
- (ii) The workshop Proceedings Report.

CHAPTER 2: LEGAL, POLICY, PLANNING AND INSTITUTIONAL FRAMEWORK

This Chapter outlines the legal, policy and institutional frameworks for service delivery within the Education and Sports Sector during the period under review.

Appropriate legal and institutional frameworks are vital in the delivery of Education and Sports services at all levels. These frameworks constitute various intertwined components that are needed to support the effective implementation of programs and activities in the Education and Sports Sector.

2.1 Legal and Regulatory Framework

The Education and Sports Sector's legal framework comprises of the Constitution of the Republic of Uganda (1995), the Education Act (2008), the BTVET Act (2008), the Universities and other Tertiary Institutions Act (2001 as amended), the Uganda National Examination Board (UNEB) Act (1983), National Curriculum Development Centre (NCDC) Act (2000), Education Service Act (2002), Uganda National Commission for United Nations Educational, Scientific, Cultural Organization (UNATCOM-UNESCO) Act, 2014 as well as the Higher Education Students' Financing Board (HESFB) Act (2014).

2.2 Policy Framework

The Education and Sports sector policy framework is hinged on the 1992 Government White Paper on Education (GWP); the official policy document that guides access to relevant quality and equitable Education and Sport at all levels. The GWP on Education guides the development and implementation of all policies, programs, projects and initiatives in the Education and Sports Sector in line with the broad aims of education as specified in the GWP and these are to:-

- (i) Promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of international relations and beneficial inter dependence.
- (ii) Inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
- (iii) Encourage a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- (iv) Support scientific, technical and cultural knowledge, skills and attitudes needed to promote development.
- (v) Eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-employment as well as national development for better health, nutrition and family life, and the capability for continuous learning.
- (vi) Contribute to the building of an integrated, self-sustaining and independent national economy.

Over time, policy specific documents (*Sector policies and strategic plans*) have been developed to complement the broad policy objectives articulated in the Government White Paper to guide sector specific policy priorities.

The sector policies and strategic plans include among others: Higher Education Students' Financing Policy, 2011; Gender in Education Policy, 2017 (*revised*); HIV&AIDS workplace policy;

Physical Education and Sports (*PES*) Policy; National Inclusive Education Policy, 2014; the Basic Education Policy for Educationally Disadvantaged Children (2006) and, the Sexuality in Education Framework (2018).

2.3 Planning Framework

For FY 2018/19, Vision 2040 and NDP II constituted the overarching planning framework for the Education and Sports sector which was reinforced by the adoption of SDGs.

At the sector level, the SWAp provided the overall mechanism for sector planning (*i.e Sector Working Groups, Annual Sector Review and Budget Workshop*). The resultant plans are operationalised through the Education and Sports Sector Strategic Plan – ESSP (2017 – 2020) complemented by the BTVET Strategic plan (2010/11 – 2020/21), Secondary Education Strategic Plan (2009 – 2018) and the National Strategy for Girls’ Education (2014 – 2019).

During the period under review, the process to formulate a successor ESSP (2020 – 2025) commenced with undertaking of a comprehensive Education Sector Analysis (*ESA*) which has identified crucial baselines and findings to inform formulation of the subsequent ESSP. This ESSP will guide investment programs and delivery of quality education in the education and sports sector. It will also address emerging issues on education and ensure alignment to the NDPIII and to all policy reforms adopted by government.

2.4 Institutional Framework and Arrangements for Service Delivery

The institutional framework and arrangement for Education and Sports sector service delivery consists of three levels, namely: Ministry of Education and Sports headquarters, Local Governments and Schools/institutions level.

2.5 Ministry of Education and Sports Headquarters

The Ministry Headquarters is comprised of four (04) Directorates, twelve (12) departments, and nine (09) affiliate bodies. The Ministry headquarters is responsible for among others policy formulation, resource mobilization, monitoring implementation of policies, plans, strategies and programmes as well as provision of technical guidance and support for delivery of quality education and sports services.

The Ministry also oversees semi-autonomous and affiliated bodies including: NCDC (*responsible for curriculum development*); UBTEB, UAHEB, UNMEB and UNEB (*responsible for assessment of students*); NCHE (*responsible for quality assurance and oversight over delivery of higher education*); NCS (*responsible for management of sports in country*); HESFB (*responsible for providing loans to students admitted to the institutions of higher learning*); and, ESC (*responsible for recruitment of teaching and non-teaching staff in educational institutions*).

A number of Line Ministries play a crucial role in the delivery of Education and Sports in the country for example: MoFPED which is responsible for mobilization of funds; MoPS which is responsible for management of the pay roll, recruitment and retirement aspects of personnel in the Education and Sports sector; MoLG which oversees delivery of education in a decentralized context; MoH which is responsible for promoting health initiatives in schools and institutions and, MoGLSD charged with social development issues related to Education and Sports sector.

2.6 Local Government and Authorities

Local Government is another level of institutional framework and arrangement for service delivery. The enactment of the Local Governments Act, Cap 243 resulted in the decentralization of some of the education functions to Local Governments.

In the Second Schedule to the Act, section 21 – Education policy was decentralized. Under Part 2, the Functions and services for which district councils are responsible, subject to article 176 (2) of the Constitution and sections 96 and 97 of the Local Government Act include but are not limited to education services, which covers Pre-primary, Primary, Secondary, Trade, Special Education and Technical education. This affirms the critical role of Local Governments (*Cities, Municipalities, Districts and lower LGs*) in the planning, management and oversight of effective education delivery in their respective areas of jurisdiction.

2.7 Schools/Institutions

Schools/institutions are at the smallest units (*i.e at the frontline*) in Education and Sports service delivery and the level where implementation of sector programs takes place.

2.8 Legal, Policy and Institutional Developments during FY 2018/19

This section describes the legal, policy and institutional developments during the period under review as follows:

2.8.1 Legal Documents under review

In FY 2018/19, the process of amending and drafting some regulatory frameworks was embarked on. This is intended to ensure harmony while at the same time address emerging regulatory concerns.

In line with this, sectoral laws including: the Universities and Other Tertiary Institutions Act, 2001; the Uganda National Examinations Board (*UNEb*) Act, 1983; and the BTVET Act, 2008 are being proposed for review to address the overlaps within the provisions in the Acts.

Additionally, The National Curriculum Development Centre (*NCDC*) Act, 2000 is being amended to address the curriculum issues and gaps, technical and operational issues that have emerged since its enactment, while the Physical Activity and Sports (*PAS*) Bill is still under drafting process. A Summary status on the progress towards the amendment of Acts and drafting new Bills is highlighted in Table 2.1 below.

Table 2.1: Amendment and Drafting of Bills/Act

Sn	LAW/BILL	STATUS
01	The Business, Technical Vocational Education and Training Act, 2008	The BTVET Act is being reviewed to align it with the TVET Policy, 2019.
02	The Universities and Other Tertiary Institutions Act, 2001	A Committee was constituted to prepare a Government White Paper on recommendations of the Rwendeire Visitation Committee report and this will inform the amendment of the UOTIA.
03	NCDC Act, 1973 (<i>Revised Edition: 2000</i>)	Cabinet, under Minute No. 307 (<i>CT 2007</i>) of 4 th July, approved the Principles for the drafting of the NCDC Amendment Bill; and pending to have the Bill gazetted.
04	UNEb Act (1983)	The draft principles were approved by Cabinet under Minute No. 279 (CT 2018) .
05	Nakivubo War Memorial Stadium Trust Act (1953)	Cabinet under Minute 44 (<i>CT 2009</i>) approved the re-development of NWMS facilities under a PPP venture. This requires an enabling law hence the need to amend the NWMS Act.
06	National Teachers' Act (Proposed)	The National Teachers' Act is required to operationalize the provisions of the National Teacher Policy which was approved by Cabinet in March 2019.

2.8.2 Policy Development

In the period under review, the process to review the Government White Paper on Education (*GWP*) of 1992 continued. This is aimed at addressing gaps and to ensure alignment to the emerging global and national educational issues.

Other sectoral specific policies under review or formulation include among others; Early Childhood Care and Education Policy; National Inclusive Education Policy (*NIEP*); Instructional Materials Policy; School Health Policy; Guidance and Counseling Policy; National Assessment Policy; Education Management Information System (*EMIS*) Policy; and, the Education for Sustainable Development (*ESD*) Policy. Progress on the process for reviewing and drafting new sector policies is provided in Table 2.2 below.

Table 2.2: The review and drafting of policies

Sn	Policy	Status
01	Government White Paper on Education (1992)	The Issues Paper on review of the GWP was presented and subsequently approved by Top Management. TMM guided that a select Committee be constituted to prepare and refine a methodology for review of the GWP.
02	National Teacher Policy (2019)	The National Teacher Policy was approved by Cabinet under Minute 130 (CT 2019).
03	Technical and Vocation Education and Training (TVET) Policy (2019)	The Policy was approved by Cabinet under Minute 07 (CT 2019)
04	Early Childhood Care and Education (ECCE) Policy (Draft)	The draft ECCE Policy and its supporting documents are currently undergoing internal approval processes.
05	Education for Sustainable Development Policy (Draft)	The draft policy was presented and approved by Sectoral Working Groups; and forwarded to Ministry of Finance, Planning and Economic Development to obtain a Certificate of Financial Implications (CoFI).
06	National EMIS Policy (Draft)	The draft Policy and Regulatory Impact Assessment (RIA) was developed and subjected to nationwide consultations for validation.
07	National Instructional Materials Policy (Draft)	A RIA and draft National Instructional Materials Policy were developed and awaits national consultations
09	National Inclusive Education Policy - NIEP (Draft)	The draft NIEP and its RIA were developed and subjected to nationwide regional consultations.
10	School Health Policy (Draft)	The draft Policy was undergoing refinement so as to be able to meet the adequacy checklist by Cabinet Secretariat.

Source: MoES 2019

CHAPTER 3 - THE EDUCATION & SPORTS BUDGET PERFORMANCE

This chapter provides a synopsis of the financial and physical performance of the Education and Sports Sector budget for FY 2018/19. It draws attention to the budget allocations for the various components of Education and Sports Sector which include, wage, non-wage recurrent, GoU development, external (donor) financing and Appropriation in Aid (AIA)¹ under the respective votes, programmes and sub programmes.

3.1 Overview of Financial Budget Performance for FY 2018/19

The total Education and Sports Sector approved budget for the FY 2018/19 was Ushs. 2,781.13bn including external financing. This reflected an absolute increase of Ushs 280.01bn from the FY 2017/18 budget of Ushs. 2,501.12bn. The FY 2018/19 budget allocation represented 11.08% of the total national budget allocation, a 0.29% decline from the 11.37% of FY 2017/18. Furthermore, the Education and Sports Sector budget share of the total Gross Domestic Product, translated into 2.78% increasing from 2.71% in FY 2017/18.

The FY 2018/19 sector budget comprised of the recurrent budget amounting to Ushs. 2,204.3 bn (i.e. 79.3% of the total budget) and the Development/Capital budget both GoU and Donor amounting to Ushs. 576.8bn (20.7% of the total budget). On the other hand, the Appropriation in Aid component was projected at Ushs. 359.34 compared to Ushs. 307.43bn in FY 2017/18.

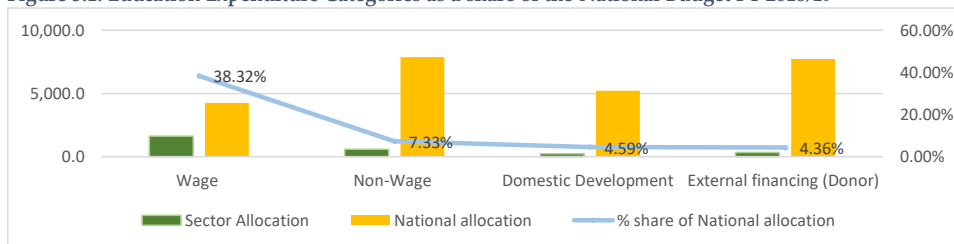
The Education and Sports Sector share of the national budget by category expenditure are reflected in table 3.1 below: -

Table.3.1: Education Expenditure Categories as a share of the National Budget FY 2018/19

	1,626.4	4,244.4	38.32%
	577.9	7,885.3	7.33%
	239.9	5,229.0	4.59%
	336.9	7,734.5	4.36%
	2,781.13	25,093.23	11.08%

Source: Medium Term Budget Framework (MTEF) 2018/19

Figure 3.1: Education Expenditure Categories as a share of the National Budget FY 2018/19



¹ Appropriation in Aid (AIA) is sometimes referred to as Non Tax Revenue (NTR).

Source: Medium Term Budget Framework (MTEF) 2018/19

For the FY 2018/19, the wage category stood at 38.32%, non-wage 7.33%, domestic development 4.59% and external financing (*donor*) 4.36% of the respective national budget categories.

The wage was the biggest expenditure category of the Sector followed by non-wage, domestic development and lastly external financing as compared to the previous FY 2017/18 where external financing category at 5.50% was third in share allocations (*had a higher share than domestic development whose percentage share was 3.76%*).

In comparison to FY 2017/18, there was an overall increase of 11.20% to the Sector's budget. The recurrent appropriated budget increased by 12.95% (*wage 10.33% and non-wage 21.05%*) from while development budget increased by 4.96% (*GoU development 49.38% and external financing decreased by 13.39%*).

Table 3.2: Comparison of percentage share of the budget expenditure categories for FY 2018/19 and FY 2017/18

	1,474.17	58.94%	1,626.44	58.48%	152.27	10.33%
	477.38	19.09%	577.86	20.78%	100.48	21.05%
	1,951.55	78.03%	2,204.30	79.26%	252.75	12.95%
	160.614	6.42%	239.93	8.63%	79.32	49.38%
	388.958	15.55%	336.89	12.11%	(52.07)	(13.39%)
	549.572	21.97%	576.82	20.74%	27.25	4.96%
Total Budget	2,501.12	100%	2,781.13	100%	280.01	11.20%

Source: MTEF 2018/19

The Sub Sectoral distribution of the total sector budget allocation is shown in the table 3.3 below.

Table 3.3.: Subsector shares of the total Sector budget FY 2018/19

Sub sector	GoU Recurrent		GoU Development		Donor Development		Total Allocation (UGX.Bn)	Overall Percentage Share
	Expen	Percentage Share	Expend	Percentage Share	Expend	Percentage Share		
Primary	1,068.69	48.48%	45.19	18.83%	47.26	14.03%	1,161.14	41.75%
Secondary	459.01	20.82%	97.92	40.81%	14.03	4.17%	570.96	20.53%
BTVET	111.04	5.04%	23.83	9.93%	200.51	59.52%	335.37	12.06%
Tertiary	441.00	20.01%	49.42	20.60%	75.09	22.29%	565.52	20.33%
Others	124.57	5.65%	23.57	9.82%	-	0.00%	148.13	5.33%
Total	2,204.30	100%	239.93	100%	336.89	100%	2,781.13	100%

Source: MTBF and MTEF 2018/19

From the above table, the Primary sub sector received the highest share (41.75%) of the total sector allocation, followed by the secondary subsector (20.58%), tertiary (20.33%), then BTVET (12.06%) and others (5.33%) comprising of Physical Education and Sports, Special Needs Education, Guidance and Counselling and Policy, Planning and Support Services.

The Primary Sub-Sector received the biggest share of 48.48% under recurrent category, Secondary subsector got the highest under the GoU development category of 40.81% while the BTVET Sub-Sector received the biggest share under the external financing category of 59.52%.

Table 3.4: Comparison of Sub-Sector shares to total Sector budgets for FY 2017/18 and FY 2018/19

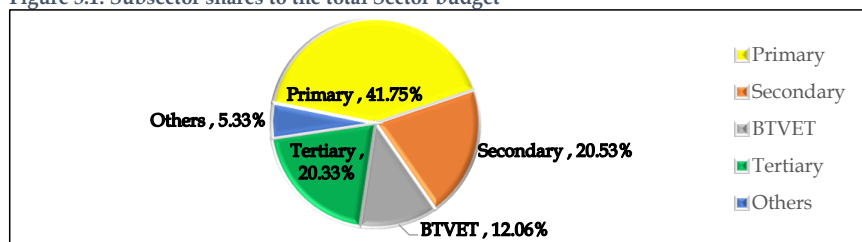
Sub sector	FY 2017/18		FY 2018/19		Change in Percentage Share
	Allocation (UGX.Bn)	Percentage Share	Allocation (UGX.Bn)	Percentage Share	
Primary	1,178.06	47.10%	1,161.14	41.75%	(5.35%)
Secondary	443.54	17.73%	570.96	20.53%	2.80%
BTVET	279.49	11.17%	335.37	12.06%	0.88%
Tertiary	491.55	19.65%	565.52	20.33%	0.68%
Others	108.49	4.34%	148.13	5.33%	0.99%
Total	2,501.12	100.00%	2,781.13	100.00%	0.00%

Source: MTBF and MTEF 2018/19

Comparison of subsector shares of the FY 2018/19 to the FY 2017/18 (table 3.4 above), indicated that all subsectors had an increase in the budget allocation except for the primary subsector that declined by (5.35%). The Secondary subsector had the highest increase of 2.80%, followed by others category with an increase of 0.99%. BTVET and Tertiary subsectors allocations increased by 0.88% and 0.68% respectively.

The subsector shares for FY 2018/19 are illustrated in the figure 3.1 below.

Figure 3.1: Subsector shares to the total Sector budget



Source: MoES 2018/19

The decline in percentage share for primary subsector was due to reduction in donor allocation for the GPE project by Ushs. 47.6bn as it is tending to closure. The increment under Secondary subsector is attributed to the Uganda Intergovernmental Fiscal Transfer (UGFT) world bank funded project that provided funds for construction of secondary schools in some sub counties without.

The increment under Tertiary is attributed to additional resource provided for the following; Ushs. 4.15bn towards the Students Loan Scheme and Ushs. 9.77bn for establishment of Karamoja Agricultural Constituent college of Gulu and; operationalisation of Busoga and Mountains of the Moon University. Under BTVET, the increment was due to additional allocation of Ushs. 4.00bn towards the Examination Boards (UBTEB, UAHEB, UNMEB and DIT). The increase for the category of other is due to Ushs. 15.00bn additional allocation for facilitation of national sports teams and national sports associations.

3.2 Analysis of the Financial Budget Performance Outturn for FY 2018/19

The budget release performance (*excluding external financing*) in Table 3.5 below shows an overall sector approved budget of Ushs. 2,444.23bn with a corresponding budget release of Ushs. 2,499.36bn; translating into an overall release performance of 102.26%.

Table 3.5: The FY 2018/19 Budget Performance: Sector Approved Budget and Releases by Vote (*excluding external financing*)

Vote	FY 2018/19 Approved Budget				FY 2018/19 Budget Release				FY 2018/19 Release performance			
	Wage	Non-wage Rect.	Domestic Dev't.	Total Excl. Donor	Wage	Non-wage Rect.	Domestic Dev't.	Total Excl. Donor	Wage	Non-wage Rect.	Domestic Dev't.	Total Excl. Donor
013 - MoES	14.19	187.94	66.90	269.03	16.90	186.31	77.35	280.57	119.07%	99.14%	115.62%	104.29%
132 - ESC	2.82	5.14	0.35	8.31	2.82	6.34	0.35	9.51	99.99%	123.35%	100.13%	114.45%
136 - MUK	134.67	32.70	10.41	177.78	146.47	34.19	15.99	196.65	108.76%	104.56%	153.58%	110.61%
137 - Mbarara	27.40	4.10	3.60	35.09	29.46	4.19	3.58	37.23	107.52%	102.30%	99.45%	106.08%
138 - MUBS	25.44	3.91	2.80	32.15	27.89	4.20	2.80	34.90	109.64%	107.56%	100.00%	108.55%
139 - Kyambogo	42.12	8.74	0.72	51.59	45.47	9.79	0.85	56.10	107.94%	111.98%	117.31%	108.76%
140 - UMI	5.32	0.46	1.50	7.28	5.32	0.46	1.50	7.28	99.99%	100.08%	100.00%	100.00%
149 - Gulu	27.92	4.96	2.50	35.38	29.72	5.24	2.51	37.47	106.44%	105.77%	100.20%	105.90%
111 -	21.77	7.09	1.08	29.94	23.17	7.27	1.08	31.52	106.45%	102.47%	100.04%	105.28%
127 - Muni	6.77	3.37	4.55	14.70	7.35	4.44	4.55	16.34	108.45%	131.76%	100.00%	111.18%
128 - UNEB	3.95	46.28	4.50	54.73	3.95	46.28	4.50	54.73	100.00%	100.00%	-	100.00%
301 - Lira	8.36	3.78	1.50	13.63	9.07	3.86	1.45	14.37	108.48%	102.17%	96.53%	105.42%
303 - NCDC	3.61	3.52	-	7.13	3.61	3.30	-	6.90	100.00%	93.62%	-	96.84%
307 - Kabale	13.77	2.78	0.60	17.15	15.16	3.37	1.40	19.92	110.08%	121.15%	233.50%	116.20%
308 - Soroti	4.68	1.51	6.00	12.19	5.98	2.62	9.12	17.71	127.70%	173.77%	151.97%	145.34%
500-850 Dist LG	1,251.7	255.25	30.25	1,637.25	1,251.75	255.25	130.25	1,637.25	100.00%	100.00%	100.00%	100.00%
122 - KCCA Education Grant	31.91	6.34	2.67	40.92	31.91	6.34	2.67	40.92	100.00%	100.00%	100.01%	100.00%
Total	1,626.4	577.86	239.93	2,444.23	1,655.97	583.45	259.94	2,499.36	101.82%	100.97%	108.34%	102.26%

Source: IFMIS, performance reports & own computation

The wage component performed at 101.82% budget release, due to the supplementary budget releases to wage component for the university votes worth Ushs. 30.48bn to cater for staff salary enhancement and Ushs. 2.71bn to Vote 013 Ministry of Education and Sports to cater for staff recruitment and wage shortfalls.

The non-wage budget release performed at 100.97% due to the supplementary budget release of Ushs. 1.20bn to Vote 132-Education Service commission to cater for recruitment of 3,000 secondary school teachers and Ushs. 0.43bn to Vote 307 Kabale University to bring forward the unreleased NTR from the previous financial year 2017/18. A non-wage supplementary budget release of Ushs. 3.39bn was also provided for all university votes arising from additional NSSF contribution to match with the supplementary budget for salary enhancement.

The GoU development budget release performed on average at 108.34% against a total budget of Ushs. 239.93bn. Vote 301 Lira University had the least budget release at 96.53% attributed to under releases. Vote 013 Ministry of Education and Sports had an over development budget release of 115.62% due to Ushs. 10.45bn supplementary budget release to cater for taxes for donor funded projects, staff training under ADB V project and provision of furniture under UTSEP project.

Vote 136 Makerere University performed at 153.58% due to a provision of Ushs. 5.58bn supplementary budget release relating to funds released for the construction of the netball stadium for the World Female Netball Championship; Vote 139 Kyambogo University performed at 117.31% due to Ushs. 0.13bn supplementary release for payment of construction works arrears for the central lecture block; Vote 307 Kabale University performed at 233.50% due to Ushs. 0.80bn to boost infrastructure development; Vote 308 Soroti University performed at 151.97% due to a supplementary budget release of Ushs. 3.12bn for procurement of ICT equipment and, specialized equipment and machinery for school of health sciences and school of engineering and technology.

Table 3.6: Recurrent (Wage) expenditure performance for Vote 013 Ministry of Education and Sports:

Sub Prog.	Description	Approved Annual Budget FY 2018/19 (Ushs.bn)	Cumulative Releases FY 2018/19 (Ushs.bn)	Cumulative Expenditures as at 30th June 2019 (Ushs. Bn)	Cumm. Release % Perf.	Cumm. Exp. % Perf. (Absorption capacity)
01	Finance and Administration	2.30	3.67	3.67	159.44%	100.00%
02	Primary and Pre-Primary	0.28	0.28	0.28	100.00%	99.54%
03	Secondary Education	0.83	0.83	0.83	100.00%	99.79%
04	Teacher Education	4.42	4.42	4.42	100.00%	100.00%
05	BTVET	3.09	4.43	3.09	143.25%	69.63%
07	Higher Education	0.20	0.20	0.19	100.00%	98.03%
08	Education Planning and Policy	0.71	0.71	0.70	100.00%	99.97%
09	Directorate of Education Standards	1.12	1.12	1.12	100.00%	99.99%
10	NHSTC	-	-	-	-	-
11	Departmental Training Institutions	0.65	0.65	0.55	100.00%	84.75%
12	Physical Education and Sports	0.10	0.10	0.10	100.00%	100.00%
13	Internal Audit	0.08	0.08	0.08	100.00%	100.00%
14	Private Schools Department	0.16	0.16	0.16	100.00%	100.00%
06	Special Needs Education	0.13	0.13	0.12	100.00%	93.64%
15	Guidance and Counselling	0.13	0.13	0.12	100.00%	90.51%
16	Human Resource Management				-	-
	Total	14.19	16.90	15.43	119.07%	91.29%

Source: MoES (Finance and Administration -Accounts) IFMIS

From the table 3.6 above, Ushs. 16.90bn was released for the wage recurrent component against a total approved budget of Ushs. 14.19bn, translating into 119.07% release performance.

This over release performance is attributed to a supplementary budget release of Ushs. 1.34bn to Sub programme 05 BTVET (143.25% budget release) for filling staffing gaps in the centres of excellence to promote skilling Uganda and allow for international accreditation.

The other over release of 159.44% was registered under Sub Programme 01 Finance and Administration, this was due to a supplementary budget release of Ushs. 1.37bn to cater for wage shortfalls.

The absorption capacity for the wage recurrent category under the Vote was 91.29% with Sub Programme 05 BTVET and Programme 11 Departmental Training Institutions performing the least at 69.63% and 84.75% respectively, attributed to the long process for recruitment of staff for the Centres of Excellence.

Sub Program 16 Human Resource Management Department and Sub Program 10 NHSTC had no wage allocations for the Financial Year under review because wage for staff under these Sub Programs was budgeted for under Finance and Administration and Vote 500-850 series Local Governments respectively.

Table 3.7: Recurrent (Non-Wage) expenditure performance for Vote 013 Ministry of Education and Sports

Prog.	Description	Approved Annual Budget FY 2018/19 (Ushs.bn)	Cumulative Releases FY 2018/19 (Ushs.bn)	Cumulative Expenditures as at 30th June 2019 (Ushs. Bn)	Cumm. Release Perf.	Cumm. Exp. Perf. (Absorption capacity)
01	Finance and Administration	35.10	35.95	32.15	102.40%	89.43%
02	Primary and Pre-Primary	20.73	20.19	20.18	97.40%	99.96%
03	Secondary Education	3.17	2.96	2.94	93.37%	99.38%
04	Teacher Education	5.73	5.55	5.55	96.86%	100.00%
05	BTVET	24.11	24.04	24.03	99.72%	99.98%
07	Higher Education	49.19	45.64	45.63	92.78%	99.96%
08	Education Planning and Policy Analysis	3.17	2.57	2.56	81.10%	99.23%
09	Directorate of Education Standards	2.57	2.28	2.26	88.72%	99.13%
10	NHSTC	16.27	16.01	16.01	98.40%	100.00%
11	Departmental Training Institutions	4.09	4.09	4.09	100.00%	99.97%
12	Physical Education and Sports	19.92	23.65	23.64	118.73%	99.96%
13	Internal Audit	0.43	0.36	0.36	83.74%	100.00%
14	Private Schools Department	0.48	0.41	0.41	85.40%	100.00%
06	Special Needs Education	1.37	1.20	1.20	87.62%	99.84%
15	Guidance and Counselling	0.81	0.77	0.77	95.08%	100.27%
16	Human Resource Management	0.78	0.64	0.64	82.05%	100.00%
	Total	187.93	186.32	182.42	99.14%	97.91%

Source: MoES (Finance and Administration -Accounts) IFMIS

From the above table, the approved non-wage recurrent budget for FY 2018/19 Vote 013 was Ushs. 187.93bn, out of which Ushs 186.32bn (99.14%) was released and Ushs. 182.42bn (97.91%) of the release was spent. Sub Programme 01 Finance and Administration and Sub Programme 12 Physical Education and Sports over performed at 102.40% and 118.73% respectively. This was due to the budget reallocations of Ushs. 1.79bn to cater for development of a magazine for celebrating 20 years of UPE and land compensation for Kitaganda Memorial Primary School, Kiboga District under Sub programme 01 and; of Ushs. 3.77bn to support FUFA and other sports associations activities under Sub Programme 12.

The sub Programmes with the least budget release were 08 Education Planning and Policy Analysis, 16-Human Resource Management, 13-Internal Audit, 14-Private Schools Department, Special Needs Education and Directorate of Education Standards at 81.10%, 82.05% 83.74%, 85.40%, 87.62% and 88.72% respectively due to under releases and reallocations.

The Absorption Capacity for Programme 01-Finance and Administration was the least at 89.43% due to under payment for pension and gratuity occasioned by inactive and invalid payment details for the beneficiaries. In addition, underperformance was due to unutilised and delayed/non submission of pension and gratuity arrear requests by claimants.

Table 3.8: Development Budget for Vote 013 Ministry of Education and Sports FY 2017/18

Code	Project	Approved Annual Budget	Cumulative Releases	Cumulative Expenditures 30th June 2019	Cumm Release % Perf.	Cumm Exp. % Perf.	Approved Annual Budget	Cumulative Releases	Cumulative Expenditures 30th June 2019	Cumm. Release % Perf.	Cumm. Exp. % Perf.
0942	Development of BVET	10.62	10.41	10.41	98.02%	100.00%	N/A	N/A	N/A	N/A	N/A
1241	Development of Uganda Petroleum Institute Kigumba	9.50	9.40	9.40	98.95%	100.00%	N/A	N/A	N/A	N/A	N/A
1273	Support to Higher Education, Science & Technology	4.58	13.80	13.45	301.31%	97.46%	56.70	99.18	99.18	174.91%	100.00%
1296	Uganda Teacher and School Effectiveness Project	1.32	2.37	2.29	179.55%	96.62%	47.26	47.26	86.82	100.00%	183.71%
1308	Development & improvement of Special Needs Education	1.90	1.69	1.69	88.95%	100.00%	N/A	N/A	N/A	N/A	N/A
1310	Albertine Region Sustainable Development Project	3.31	3.01	2.96	90.94%	98.34%	49.14	42.19	8.32	85.85%	19.72%
1338	Skills Development Project	1.45	1.25	1.25	86.21%	100.00%	75.60	64.90	11.11	85.84%	17.12%
1339	Emergency Construction of Primary Schools Phase II	2.99	2.85	2.85	95.32%	100.00%	N/A	N/A	N/A	N/A	N/A
1340	Development of PTCs Phase II	7.15	6.83	6.15	95.52%	90.04%	N/A	N/A	N/A	N/A	N/A
1368	John Kale Institute of Science and Technology (JKIST)	1.82	1.70	1.25	93.41%	73.53%	N/A	N/A	N/A	N/A	N/A
1369	Akii Bua Olympic Stadium	1.00	0.60	0.06	60.00%	10.00%	N/A	N/A	N/A	N/A	N/A
1370	National High Altitude Training Centre (NHATC)	13.20	11.45	7.49	86.74%	65.41%	N/A	N/A	N/A	N/A	N/A
1378	Support to the Implementation of Skilling Uganda Strategy	0.40	0.54	0.47	135.00%	87.04%	12.49	15.21	15.21	121.82%	100.00%
1412	The Technical Vocational Education and Training	0.59	0.53	0.53	89.83%	100.00%	4.89	2.23	2.23	45.64%	100.00%
1432	OFID Funded Vocational Project Phase II	5.64	9.05	8.46	160.46%	93.48%	36.49	8.14	8.14	22.31%	100.00%
1433	IDB funded Technical & Vocational Education	0.00	0.00	0.00	0.00%	0.00%	21.90	7.89	7.89	36.02%	100.00%
1435	Retooling and Capacity Development for Ministry of Education and Sports	1.84	1.70	1.69	92.39%	99.41%	N/A	N/A	N/A	N/A	N/A
1457	Improvement of Muni and Kaliro National Teachers Colleges	0.12	0.70	0.10	583.33%	14.29%	5.71	2.56	2.87	44.85%	112.11%
1458	Improvement of Secondary Teachers Education-Kabale and Mubende NTCs	0.06	0.05	0.05	83.33%	100.00%	8.32	1.47	1.60	17.66%	108.84%
1491	African Centers of Excellence II	0.09	0.09	0.06	100.00%	66.67%	18.39	5.89	7.69	32.03%	130.56%
	Total	67.58	78.02	70.61	115.45%	90.50%	336.89	296.92	251.06	88.14%	84.55%

Source: MoES (Finance and Administration -Accounts) IFMIS & project reports

The table 3.8 above indicates both GoU and Donor budget performance for development projects under Vote 013. The projects that are indicated as "N/A" Not Applicable under external financing including Development and Improvement of Special Needs Education, National High Altitude Training Centre (NHATC), Akii Bua Olympic Stadium, Retooling and Capacity Development for the Ministry and Development of Uganda Petroleum Institute Kigumba were entirely funded by the Government of Uganda in the year under review.

The GoU Development budget release recorded an average of 115.45%. The main contributors to this over release performance were;

- (i) Project 1273 Support to Higher Education Science and Technology with 174.91% budget release performance resulted from a supplementary budget release of Ushs. 4.13bn for tax arrears and Ushs. 5.21bn for staff training shortfall;
- (ii) Project 1296 Uganda Teacher and School Effectiveness Project that performed with 179.55% resulting from a supplementary budget release of Ushs. 1.12bn to pay for advance for supply of school furniture; and,
- (iii) Projects Improvement of Muni and Kaliro National Teachers Colleges, Support to the Implementation of Skilling Uganda Strategy (BTC) and OFID Funded Vocational Project Phase II with budget release performance at 583.33%, 135.00% and 160.46% respectively due to a supplementary budget release of Ushs. 4.26bn to cater for tax arrears.

The overall absorption under the GoU component stood at 90.50%. Project 1457 Improvement of Muni and Kaliro National Teachers Colleges had the least absorption of 14.29% occasioned by supplementary budget release for tax arrears that had been cleared as first call on the FY 2018/19 budget, similar to Project 1378 Support to the Implementation of Skilling Uganda Strategy (BTC) that performed at 87.04%. Project 1368 John Kale Institute of Science and Technology (JKIST) also had a low absorption at 73.53% due to disputes over ownership of the land that slowed the planned project activities and Project 1370 National High Altitude Training Centre (NHATC) at 65.41% due to the slow performance of the contractor that led to failure to raise Certificates to absorb the released funds.

External funding release performance on average was at 88.14% release while absorption capacity stood at 84.55%. Projects 1273 Support to Higher Education Science and Technology and 1378 Support to the Implementation of Skilling Uganda Strategy (BTC) had release over performance of 174.91% and 121.82% respectively. This was due to a supplementary budget release of Ushs. 60.58bn to cater for additional donor disbursement for machinery and equipment, staff training and construction works among others for former project (HEST).

Belgium Funded projects 1458, 1457 and 1378 carried out an update in the system that caused the loss of all financial data thus could not report effectively on external financing.

The budget releases performed below 100% for all the other projects except 1296 Uganda Teacher and school effectiveness project. Project 1432- OFID Funded Vocational Project Phase II had the least budget release at 22.31% attributed to cancellation of the procurement of a consultancy for design and supervision of construction works.

The absorption capacity for external financing was Ushs. 84.55%, with over absorption under projects 1491-African Centers of Excellence II of 130.56% due spending the brought forward releases from the previous FY 2017/18; and project 1273 Support to Higher Education, Science & Technology of 174.91% because the project was approaching completion and there was need to increase disbursement in order to meet the project target. The projects with the least absorption were 1310 Albertine Region Sustainable Development Project and 1338 Skills Development Project at 19.72% and 17.12% respectively. This was due to delays in completion of designs for construction works.

Table 3.9: Non Tax Revenue (NTR) Budget Performance for the Education and Sports Sector

Sn	Vote	Approved Budget (Ushs bn)	Budget Release (Ushs bn)	Budget Expenditure (Ushs bn)	Release Performance	Expenditure Performance
136	MUK	91.27	86.10	84.37	94.34%	97.98%
137	Mbarara	12.92	14.53	14.19	112.48%	97.65%
138	MUBS	51.55	43.16	43.29	83.72%	100.31%
139	Kyambogo University	89.59	78.45	78.25	87.56%	99.75%
140	UMI	30.13	21.38	21.38	70.96%	100.00%
149	Gulu University	8.50	9.15	9.04	107.60%	98.83%
111	Busitema University	6.79	6.47	6.47	95.33%	99.97%
127	Muni University	0.96	0.48	0.48	50.00%	98.96%
128	UNEB	53.52	53.40	53.39	99.77%	99.98%
301	Lira University	3.96	2.45	2.43	61.79%	99.47%
303	National Curriculum Development Centre	0.31	0.18	0.17	60.00%	95.08%
307	Kabale University	5.19	5.19	5.15	100.00%	99.34%
308	Soroti University	0.74	0.37	0.33	50.00%	89.22%
122	KCCA Education Grant	3.91	2.14	2.04	54.78%	95.38%
	TOTAL	359.34	323.45	320.99	90.01%	99.24%

Source: Vote Performance Reports FY 2018/19

During the FY 2018/19, the sector projected to collect Ushs. 359.34bn as Non-Tax Revenue/Appropriation in Aid, out of which Ushs. 323.45bn translating into 90.01% was collected and released. Ushs. 320.99bn was spent translating into 99.24%. The collection and release of NTR improved by 11.14% from Ushs. 291.02in FY 2017/18 to 323.45% in FY 2018/19.

Votes 137-MUST and 149-Gulu Universities generated more NTR than anticipated with the release performing at 112.48% and 107.60% respectively.

The least performing votes were Vote 308-Soroti University, 127 Muni University, 122-KCCA and 303 NCDC at 50.00%, 50.00%, 54.78% and 60.00% respectively. This poor performance was attributed to non-admission of students by Soroti University (*Students to be admitted effective August 2019*), and non-release of the remitted NTR for NCDC.

The tables below contain the details of the physical performance of the sector.

Table 3.10: Physical performance of the sector.

	Line Item/Institution	Annual Budget FY 18/19 Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
RECURRENT					
Local Government /KCCA	Wage (Primary, Tertiary and Secondary Wage)	1,283.66	Salaries for primary teachers, secondary teachers and tutors paid.		135,542 Primary teachers; 27,214 secondary teachers; and, 4,485 Tutors were paid salary respectively.
	Non-Wage Inspection of schools & DEO monitoring	7.60	All schools inspected and monitored at least once a term.	7.60	Local governments adhered to the requirement to inspect each school at least once a year. Inspection reports were submitted by 72 districts in term 1, 55 in term 2 and 30 in term 3. KCCA Inspected 1344 schools for licensing and registration, compliance to set standards, Nakawa 341, Kawempe 383, Central 229, Makindye 328, and Lubaga 269.
	Consolidated Development	132.92	Primary and secondary schools constructed and rehabilitated. The sector planned to construct a total of 117 seed secondary schools in sub counties without a public school.	131.994	Under LGs A total of 348 classrooms, 1081 VIP Latrines and 86 Teacher houses were completed and 2088 desks/ furniture was supplied. 92 sites for the seed secondary schools had been handed over for construction and were at different stages of implementation. Under KCCA -Phase III of the construction of a 9-classroom block at Kansanga Seed Sec. School, progress now at 45%. -Removal of asbestos at Old Kampala, overall progress was at 40%. -Construction of a 12-stance biogas toilet at Kansanga Seed Sec. School, with support from Water Aid -Phased payment of Kalinabiri P/s land -Carried out boundary opening at Naguru Katali P/S in a bid to address the encroachment onto school land. -Constructed 3-classrooms (each furnished with bookshelves, 983 books, computers and desks) in Kawempe Mbogo P/S, Makerere University P/S and Mpererwe P/S with support from Cheshire Services Uganda. -Renovated 3 classrooms, a classroom in each of the following schools; St. Lawrence P/S Kigoowa, Kyambogo P/S and Kalinaabiri P/S. -Constructed 8 new stances in Kawempe Mbogo P/S, Makerere University P/S and Mpererwe P/S.

ESSAPR to inform the 26th ESSR – September 2019

					<ul style="list-style-type: none"> -Completed 15 new stances (8 new stances constructed and 7 old stances renovated) at Nakivubo Settlement P/S with support from GIZ. -Completed a total of 53 new stances; 13 at Ggaba Demonstration School, 16 at St. Peter's P/S Nsambya, 16 at Katwe P/S and 8 new stances at Mengo P/S all with support from GIZ. -Completed 10 new stances at with support from WaterAid Uganda. -Completed 32 new stances; 8 stances each at Mulago School for the Deaf, Kitebi P/S, Mengo P/S and Old KampalaP/S) with support from CRANE. -Completed 30 new stances of waterborne toilets, 10 stances at Mirembe P/S and 20 stances at Nateete Muslim High School. -Completed 16 new stances; 8 stances each at NateeteMuslim P/S and Uganda Martyrs P/S with support from UNHCR/InterAid. -Installed lightening conductors in Mengo P/S and Kitebi P/S. - Constructed 2 kitchen structures at Nakasero P/S and Kitante P/S. -45 desks were supplied to Buganda Road P/S with funding from the SMC. -Renovated the administration block and 1 classroom block at Nakivubo P/S with funding from Kampala City Festival and KCCA top management, progress was at 90%. -Renovated a classroom block at Makerere University P/S with funding from the NSSF Hush Run. -Constructed a perimeter wall at Nakivubo Primary school
Pre-Primary and Primary Education	PLE Exams(UNEB)	12.115	665,296 Primary leaving Examination Candidates registered	12.115	<p>671,923 PLE candidates registered for 2018 examinations; of which UPE is 476,131 (71%), and non-UPE 195,792 (29%) while boys were 324,960 (48%) compared to 346, 963 (52%) girls.</p> <p>1,128 learners with disabilities including the blind, deaf, physically handicapped and the dyslexics among others were registered.</p> <p>In terms of grading, 77,133(11.8%) got division1, 272,861(41.6%) division 2, 142,201 (21.7%) division 3 while 56,105 (8.6%) were ungraded.</p> <p>Performance by gender shows that 13.1% boys compared to 10.5% girls passed in Div. 1, 42.7% boys compared to 40.6% girls in Div. 2; 20.4% boys compared to 25.9% girls in Div. 3, in div 4, both had 16.5% while 7.7% of boys compared to 9.4% girls were ungraded.</p>
	UPE Capitation Grants	85.77	Capitation Grants for pupils paid. 7,250,236	85.77	Paid capitation grants to 7,290,198 pupils in Government Primary Schools.

ESSAPR to inform the 26th ESSR – September 2019

Teachers SACCO	4.550	Teachers SACCO supported. Support supervision and monitoring of recruitment of primary school teachers conducted.	4.535	Teachers SACCO funds were remitted as planned. Monitored teacher recruitment in 79 districts.
Monitoring and Supervision of Primary Schools	0.366	Community engagement meeting on provision of quality primary education undertaken in Eastern region. 40 Government Primary schools monitored and support supervised. Karamoja Food Programme activities monitored	0.320	Monitored 282 schools across Karamoja sub-regions as follows: Abim district (50 schools); Kaabong district (62 schools); Kotido district (17 schools); Kotido municipality (i.e. 16 schools); Nakapiripirit district (27 schools); Moroto district (28 schools); Moroto municipality (11 schools); Nabilatuk district (19 schools); Napak district (42 district)
Instructional Materials	14.858	Safety, accessibility and usage of books enhanced at school level through procurement of simple book storage facilities (bookshelves) for selected 1,310 govt-aided schools. Quality of and value for instructional materials ensured through prequalification of Suppliers (Publishers) for P5-P7 textbooks and Local Language Instructional Materials. Delivery, usage, accessibility and management of instructional materials in schools and tertiary institutions monitored. Printing 35,643 copies of P3 and P4 curricula. 288,000 copies of P4 books in the subjects of; CRE, IRE, CAPE1, CAPE2. Printing of 20,000 assorted copies of Instructional Material management books procured and distributed.	14.486	Prequalified and carried out due diligence for fabricators to supply 2,000 fabricated metallic cabinets for storage of instructional materials. Selected officials (CCTs, Headteachers, teachers and librarians) from Eastern region trained on the management of textbooks and other instructional materials. Monitored the state of instructional materials storage facilities, delivery, usage, accessibility and management of Instructional Materials in 25 districts (i.e. Soroti, Iganga, Mbale, Namutumba, Bukedea, Namayingo, Kamuli, Ngora, Bududa, Kapchorwa, Agago, Lamwo, Nwoya, Pader, Gulu, Otuke, Zombo, Buikwe, Mukono, Nakasongola, Mpigi, Masaka, Wakiso, Lwengo and Yumbe). Re-verified supply and delivery of P.4 Integrated Science textbooks to government schools by St. Bernard Publishers Ltd in Ntungamo district. Conducted a Regulatory Impact Assessment (RIA) and a cost-benefit analysis of the textbook policy. Signed a contract with Fountain Publishers Ltd (i.e. and made advance payment of 50%) for Supply and delivery of 288,000 P.4 textbooks (i.e. CRE and Teachers guide; CAPE 2 and TeachersGuide). Made advance payment of 50% for the procurement of P.3 Bilingual Dictionaries (i.e. in Kumam, LebAchoi, Lusamia Lugwe, Lubwisi, Kupsapiny, Alur, Ruruuli, and Runyoro/ Rutoro).

ESSAPR to inform the 26th ESSR – September 2019

			<p>Procurement of 22,935 Bilingual dictionaries for 10 Local languages</p> <p>Procurement of 76,000 copies of Pupils Books in Local language</p> <p>Procurement of 530,358 copies of P3 and P.4 pupils reading books in English & 27 local languages.</p>		<p>Monitored the state of instructional materials storage facilities, delivery.</p>
	Policies, laws, guidelines, plans and strategies	1.237	<p>National Music, dance and drama for primary Schools conducted</p> <p>Primary Headteachers and Deputy Headteachers' dialogues held in 10 districts</p> <p>160 primary schools monitored and support supervised.</p> <p>ECD centres monitored</p> <p>ECD policy disseminated</p> <p>Gender pedagogy and menstrual hygiene management training for 40 schs per district and support district action plans through training for the districts of Kumi, Butambala, Buikwe, Rubirizi, Mpigi, Soroti, Lwengo and Kyotera.</p>	1.121	<p>Held the National Primary Schools MDD competitions in Mbarara District, Mbarara High School where 45 schools participated.</p> <p>Held primary Head teachers' and Deputy Head teachers' dialogues in 2 districts</p> <p>Monitored and support supervised 162 UPE schools in 28 districts (i.e. Bugweri Bugiri, Pallisa, Mityana Kamuli, Budaka, Hoima, Manafwa, Namayingo, Kabale. Kisoro, Kapchorwa, Kween, Bukwo, Kaberamaido, Ngora, Amoratar, Buyende, Luuka, Iganga, Namutumba, Jinja, Namayingo, Bugiri, Kamuli, Mayuge Kaliro and Bugwere)</p> <p>Monitored 227 ECD centers in the districts Lira, Amuru, Butambala, Kumi, Alebtong, Lwengo, Apac, Buikwe, Kikuube, Bududa, Bugweri, Butebo, Buyende, Kepelebyong, kasanda, Jinja, Kamwenge, Sironko, Nakaseke, Kyenjojo, Kabale, Budaka and Omoro.</p> <p>Conducted stakeholders training workshops and learner engagements in the districts of Abim, Amudat, Arua, Adjumani, Kaabong, Butambala, Mpigi, Kamuli, Kotido, Luuka, Moroto, Nakapiripirit, Napak, Kamuli, Soroti, Namayingo, Kayunga, Iganga and Rubirizi on MHM, Violence Against Children and other gender pedagogy issues.</p>
Guidance and Counselling	Advocacy and Information dissemination	0.173	<p>Careers talks & talks on psychosocial issues e.g. gender, violence, early pregnancy supported in 60 Post Primary Education</p> <p>Dissemination of information to 100</p>	0.159	<p>Facilitated Guidance talks in 60 Educational institutions;</p> <p>Disseminated Guidance and Counselling information in 100 educational institutions in Eastern Region</p>

ESSAPR to inform the 26th ESSR – September 2019

			institutions; Careers talks & talks on psychosocial issues in 160 PPET institutions; School-based supervision & follow-up including pre-placement and post-placement conducted in 160 institutions.		Conducted school-based support supervision & follow up in 60 educational institutions.
	o/w Selection Exercise and placement of children	0.482	Selection and placement of 500,000 P.7 and 200,000 S.4 school leavers conducted.	0.482	Conducted placement of 549,976 P.7 Leavers into Post- Primary institutions and 205,099 S.4 Leavers into Post-O-level Institutions
Special Needs Education	Instruction materials	0.552	Procurement of 350 cartons of braille paper, 250 sign language dictionaries, 5 braille Embossers & computers, 28 perkins braille machines.	0.496	Signed LPO on 350 cartons of Braille embossing papers, 250 sign language dictionaries and 28 Perkin braille machines
	Monitoring and support supervision	0.132	Monitoring/support supervision/inspection follow up in 70 schools to support learners/ Teachers with/of special educational needs. Participate in International conferences and bench marking; Trainees in Functional Assessment and Sign Language monitored.	0.115	Monitored, support supervised and followed up 83 schools to support learners with special educational needs
	Transfer to Schools (Grants)	0.644	Ten learners with special educational needs at Iganga Secondary schools supported. Subvention grants transferred to 100 special schools/ units.	0.551	Transferred subvention grants amounting to a total of 100 special schools/units supporting 5,000 learners with special needs.
Secondary Education	Monitoring and Supervision of Secondary Schools	0.178	870 secondary schools supervised and supported of which 784 USE schools and 86 Non USE schools nationally.	0.161	A total of 445 out of 870 government secondary schools were monitored and support supervised of which 395 are USE and 50 Non- USE.
	USE/UPOLET Capitation Grants	134.86	Capitation Grants for 1,032,270 students paid.	134.86	Paid capitation grants to 921,629 USE and 71,043 UPOLET students.
	USE and UPOLET Examinations	41.947	440,076 candidates registered for UCE & UACE	41.947	336,751 UCE candidates were registered of which USE had 152,278 (45%) and Non-USE 184,473 (55%) while boys were 169,984 compared to 166,767 girls. Released UCE results for 330,721 candidates. Grade performance; 8.4% div 1, 16% div 2; 21.3% div 3; 41.4% div4, & 12.8% div 9.

ESSAPR to inform the 26th ESSR – September 2019

				<p>99,680 UACE candidates registered for examinations; of which UPOLET had 18,554 against 81,126 NON-UPOLET and boys were 58,359 (59%) compared to 41,321(41%).</p> <p>850 adult candidates sat and 358 SNE candidates sat for examinations.</p> <p>Released UACE results for 2018 8,524 candidates sat for UACE of which 177 candidates were for SNE. Females constituted 41.6% of those that sat UACE.</p>
Training of Secondary Teachers	0.200	6,500 teachers of Science and Mathematics monitored in all the four regions; 105 schools monitored for SESEMAT regional based initiative (SARB); 700 lessons observed; 2,800 stakeholders sensitized on SESEMAT.	0.177	<p>Monitored 68 schools in Eastern and North Eastern Regional; Monitored and trained 3,581 teachers of Science and Mathematics in South and Western region (a total of 7,162 teachers were trained out of 6,500 planned hence 110.18%).</p> <p>(1,629) and (1,678) in Eastern and North Eastern regional Centres; (74) Karamoja and (200) in Iganga regions.</p>
Policies, Laws and Guidelines	2.708	<p>Transfer & staff deployment conducted & ESC minutes implemented.</p> <p>Processing Boards of Governors</p> <p>National science fair held to promote the teaching of sciences</p> <p>National INSET training facilitated.</p> <p>Sub Monitoring of Lesson study; assessment; school lesson observation; popularization of lesson planning carried out in 4 regions</p> <p>Maintenance carried out in 560 post primary institutions and for 60 computer laboratories with solar systems. Solar Batteries replaced in 173 post primary institutions and old batteries disposed.</p>	2.531	<p>Conducted the transfer and deployment of 1,666 teachers and received a total of 738 appeals from staff Implemented ESC minutes by the deployment of 111 deputy head teachers.</p> <p>Approved 300 proposed Boards of Governors Science fair held in Kololo S.S</p> <p>Facilitated and trained 195 Regional Trainers in Western, South western, Eastern and North Eastern regions. Trained 13 members of SESEMAT in a workshop on Kolibri Technology</p> <p>Completed Maintenance of solar systems in 453 (80.87%) Institutions in Central, Western and West Nile Regions. Carried out maintenance visits and replaced batteries to power computer laboratories in 60 Post Primary Educational Institutions.</p> <p>Dance and Drama competitions in Lira district. A total of 61 secondary schools with 3121 students: from both Uganda (2,654) and Kenya (467) participated. Inducted 90 members of Boards of Governors in Kabermaido district (Teso region)</p>

ESSAPR to inform the 26th ESSR – September 2019

			<p>Facilitation for National Music , Danceand Drama competitions.</p> <p>Members of Boards of Governors inducted and Headteachers and Deputies trained for the 100 newly grant aided schools.</p> <p>19,060 textbooks procured i.e 4,765 copies for mathematics; 4,765 copies for Physics; 4,765 copies for Chemistry; 4,765 copies for Biology @ 50,000 per book for 238 UPOLET schools.</p>		<p>Procured 19,060 textbooks (i.e 4765copies for mathematics; 4765 copies forPhysics; 4765 copies for Chemistry; 4765 copies for Biology @ 50,000 per book)for 238 UPOLET schools</p>
Private Schools Department	Monitoring and Support Supervision	0.267	<p>280 USE/UPOLET and 280 non USE private schools monitored and support supervised.</p> <p>Dissemination of employment guidelines in private schools. Recommendations from DES inspection reports in private schools followed up for compliance.</p>	0.237	<p>Monitored 241 USE and 204 Non USE schools from the districts of Kasese, Karamoja, Kabarole, Bundibugyo, Kyenjojo ,Kayunga, Kiryandongo, Mubende,Bulisa,Masindi,Sheema, Jinja, Luwero, Mbale, Mityan, Lira,.</p>
Education Service Commission	Management of Education Service Personnel	2.035	<p>Appoint 1500 Personnel</p> <p>Confirm 1500 Personnel</p> <p>Validate 2000 personnel</p> <p>Regularize 300 Appointments</p> <p>Personnel Grant Study Leave and Review Disciplinary Cases.</p> <p>Visit and offer Support Supervision to District Service Commissions</p>	3.23	<p>Appointment 4,889 Personnel. Male 3,470, Female 1,419.</p> <p>Confirmation 827 personnel. Male 552, Female 275.</p> <p>Validation 94 personnel. Male 66, Female 28.</p> <p>Redesignation 265 cases. Male 171, Female 94.</p> <p>Study leave 25 personnel. Male 13, Female 12</p> <p>Retirement on medical grounds 12 cases; Male 12.</p> <p>Redesignation 266 cases. Male 172, Female 94.</p> <p>Disciplinary 21 cases. Male 16, Female 5.</p> <p>Corrigenda 285 cases, Male 192, Female 93.</p> <p>Regularization 54 cases; Male 38, Female 16.</p>

ESSAPR to inform the 26th ESSR – September 2019

<p>Higher Education</p>	<p>Monitoring/supervision and Quality assurance for Tertiary Institutions (AICAD, NCHE, JAB)</p>	<p>3.396</p>	<p>Operations of the Joint Admissions Board supported.</p> <p>Subscription to the African Institute for Capacity Development paid;</p> <p>Funds to support NCHE to regulate and assure quality higher education disbursed.</p>	<p>2.815</p>	<p>Supported JAB to admit 6,000 students allocation by University to Government other tertiary institutions, monitored turn up of students, progression and graduation rates</p> <p>Paid subscription fees to the African Institute for Capacity Development to support research and capacity development to alleviate poverty by supporting communities to come up with home grown solutions.</p> <p>A total of 247 Programs were accredited, 5 private universities monitored, and 22 other degree awaiting institutions by NCHE. Supported JAB to admit 6000 students to Government in five Uganda Colleges of Commerce, Hotel and Tourism Training Institute, Uganda Cooperative Colleges, Nsamizi Training Institute, five National Teachers Colleges, Kyambogo University, Five Uganda Technical Colleges, the Meteorology Training School, Institute of Survey and Land Management, Uganda Wildlife training institute, Uganda Institute of Allied Health and Management Sciences, Uganda Petroleum Institute, Jinja School of Medical Lab, three Colleges of Health Science, School of Psychiatric Clinical Officers, Jinja Ophthalmic Clinical Officers Training School, Four schools of Nursing, Bukalasa Agricultural College, Nyabyeya Forestry College, Arapai Campus of Busitema University, Fisheries Training School, monitor turn up of students, progression and graduation rates- it was noted that 94% of selected cohorts progress and graduate on time</p> <p>Paid subscription fees to the African Institute for Capacity Development to support research and capacity development to alleviate poverty by supporting communities to come up with home grown solutions</p> <p>NCHE undertook the following: accredited a total of 247 Programs, visited 22 universities and 5 Other Degree Awarding Institutions and 35 Other Tertiary Institutions were monitored, developed capacity indicators for other tertiary Institutions and other degree awarding institutions, reviewed capacity indicators for universities, developed benchmarks for accrediting Engineering/Science and Health related degree, trained institutional self-assessors, held the 11th Higher Education Exhibition and the 1st Conference on Higher Education with the theme "Mainstreaming ICT for Higher Education delivery, research and management.</p>
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ESSAPR to inform the 26th ESSR – September 2019

Operational support for public and private Universities	3.203	Operational support to 4 private universities provided (Bishop Stuart, Nkumba, Ndejje and Kumi Universities) Preparation of Higher Education White Paper arising out of the Makerere University visitation committee report facilitated	2.833	Supported: Bishop Stuart University to continue construction works on a multi-purpose science laboratory block; Nkumba University to complete civil works on a modern library block; Ndejje University to continue acquiring equipment and materials for science teaching; and Kumi University to continue construction works on a science teaching block The White Paper Committee was appointed and commenced work on studying the Visitation Committee Report and developing a draft White Paper.
Support to Research Institutions in Public Universities	1.720	Top up allowances paid to 360 students on scholarship abroad (45 in China, 54 in India, 41 in Egypt, 9 in Turkey, 6 in Cuba & 205 in Algeria) & subscription to Commonwealth Learning paid. 2 research projects & 4 fact finding projects Equipment to support research activities procured	1.626	Paid top up 249 students supported on scholarships abroad. Conducted two fact finding missions to Mountains of the Moon to kick start activities for government takeover and JKIST to investigate the land ownership controversy.
Sponsorship Scheme and Staff Development for Masters and PhDs	28.264	Loans advanced for 1,808 undergraduate & 400 diploma students admitted in academic year 2018; 2,954 undergraduate & 200 diploma continuing students paid for. 5 airline tickets for students returning home from Cuba at \$4000 per ticket paid; At least four academic staff for PhD programs supported.	27.67	Advanced loans to a total of 6,082 students (i.e. 1,677 Female and 4,405 Male) (i.e. 723 diploma new students, and 5,359 degree students). Facilitated Uganda's Education Attache in India and Algeria. 2 Ugandan students who completed their studies in Cuba were provided with tickets to return home.
Uganda Management Institute (Teaching and Research)	3.739	Admitted participants successfully registered, Teaching and training successfully executed, Test and coursework successfully managed. Prospectus short courses delivered.	2.538	Registered 4,092 Students of all categories from all regions [2,158 Male, 1,911 Female]. Delivered 41 prospectus short courses, Reviewed Four (4) new programmes and due for submission to NCHE i.e. Masters in Policy Development and Analysis (MPDA), Masters in Procurement and Supply Chain Management (MPSCM) and Masters in NGO Management.

ESSAPR to inform the 26th ESSR – September 2019

			Graduation Ceremony held.		Graduated 3,021 participants from all regions [1,470 Male & 1,551 Female]. Acquired 912 book copies and 18 titles of public policy e-books, Acquired 61 hardcopy journal issues from 12 journal titles.
Makerere University	115,094	Students admitted Students Graduating Number of Male and Female University students enrolled	121,778	A total of 15,834 students were admitted of whom 12,697 are undergraduate students (47% females and 3,137 graduates with 38% females for academic year 2018/19 A total of 13,362 graduated. 6,689 (50%) are female and 6,673 (50%) are male. 1,194 are undergraduate and 1,416 are graduate students. 364 first class degrees were awarded.	
	29,284	Research grants Number of research outputs/ publications/ Students research supervised	29,292	A total of 447 research publications were made of which 137 publications from College of Health Sciences, 14 from College of Computing and Information Sciences, 164 from CAES, 28 from College of Humanities and Social Sciences, 33 from CONAS, 12 from SCHOOL OF LAW 38 from COVAB and 21 College of Natural science. The Directorate of research and Graduate Training oriented over 150 first year graduate students and also trained them in advanced Gender research methods, philosophy of methods and writing for publication.	
Muni University (Teaching & research)	3,738	154 students supervised (internship & school practice) 4 staff training held. 500 students taught. 3 short courses introduced	4,150	154 students supervised (internship & school practice) 3 staff training held (Blended learning and AIMS). 378 students registered and taught (25% Female and 75% Male).	
	0.275	4 High quality grant proposal developed. 10 research publications produced. 2 Research collaboration MoU signed.	0.189	13 Research publications produced. 5 grant projects being implemented (indigenous knowledge to promote cowpea production, Promotion of Bamboo for rural livelihood, Strengthening Arua district's capacity to guide sustainable livelihood-based interventions for refugee-host community, Holistic approach to combat mycotoxin contamination in Northern Uganda and Developing competence based curricula for short term and long term programs in basic and specialised welding.)	

ESSAPR to inform the 26th ESSR – September 2019

				<p>2 grant proposals developed and submitted for funding (Establishing and Agribusiness Incubation Hub-RUFORUM and Chase Poverty and Hunger: Diversifying food systems for poverty reduction, food and nutrition Security-European Commission)</p> <p>1 training conducted (i.e. seven trainer-of trainers trained on bamboo propagation, planting, management and value addition)</p> <p>4 Research collaboration MoU Signed (Universita Degli Studi Di Sassan (Italy), Injury Epidemiology and Prevention Research Group: University of Turku (Finland), Abi Zonal Agricultural Research and Development Institute (ABI ZARD) Uganda, University College Absalon- Denmark)</p>
Busitema University	21.854	<p>3,408 students taught and examined of which 1,363 (40%) females.</p> <p>1,360 students graduated of which 505 females (37%).</p> <p>387 students given vocational Training of which 120 (31%) females and 267 (69%) males, 704 students completed industrial Training</p>	22.630	<p>3,295 registered students were taught and examined (984 were female and 2,284 were male)</p> <p>1,080 students graduated with Masters, Degrees, Diplomas and Certificates of which 344 (32%) were female while 736 (68%) were male.</p> <p>821students all-inclusive were attached to industries targeting the rural disadvantaged communities</p> <p>100 book titles were purchased to enhance teaching and learning. Two programs namely BSc Computer Engineering and Diploma Computer Engineering were reviewed.</p>
	0.480	<p>100 publications published by staff indifferent reviewed Journals.</p> <p>1 repository updated and 83 researches posted on repository 100 publications published by staff indifferent Reviewed Journals.</p>	0.468	<p>93 publications were made.</p> <p>91 Items were uploaded on the institutions repository</p> <p>Faculty of Health Sciences won a joint Grant with Makerere University, Kabale University, Agha Khan University and ACHEST. Funding agency US-National Institutes of Health. 5-year Project, about USD 3.0 million</p> <p>6 drafts of publications are ready for review in the Faculty of Science Education.</p> <p>1 teaching research collaboration was established between Faculty of Science and Education and Dong Song Energy group. 5 papers presented</p>

ESSAPR to inform the 26th ESSR – September 2019

				<p>in scientific Seminars locally and regionally. Research themes developed in Faculty of Management Science</p> <p>2papers presented in scientific Seminars locally and regionally in FAAS.</p> <p>6 publications under peer review in FAAS</p>
Mbarara University	23.673	<p>1,234 New students (38% female) enrolled & registered.</p> <p>30 weeks of lectures & practicals & 4 of examinations conducted for 4,087 students.</p> <p>Conduct 1 Study Trip for BNS, BPharm, MLS & BBA programmes and 6 QA meetings</p> <p>Graduation for 980 students.</p>	25.153	<p>Enrolled and registered 1,234 (37% Females) new students.</p> <p>Conducted 30 weeks of lectures & practicals and 4 weeks of examinations.</p> <p>Procured teaching materials (Computer supplies, Chemicals, and Apparatus for 4,015 (36.4% Female) students. Paid Faculty allowance to 278 students of FoM and 264 GoU Science based students of FoS.</p> <p>Conducted 1 Study Trip for each of the following programmes: BSc. Ed Physics, Chemistry & Biology & BBA & BSAF students; MLS students to Nakasero blood bank.</p> <p>Conducted Graduation for 964 (39.1% Female).</p>
	0.204	<p>Conduct 30 Research studies one of which will focus on Gender mainstreaming; 10 publications, 8 Research workshops and 1 research dissemination conference.</p>	0.401	<p>Conducted 9 research studies in sexual/reproductive health in adolescents; Repatriation of decision making processes of Rwandan Refugee settlement, Health Financing Structures after abolishing user fees; made 4 publications in microbiology, Institute of IEEE conference respectively.</p> <p>Held 1 Annual Research dissemination conference (13 out of the 115 research presentations addressed Gender & Equity issues), 2 Public Lectures, CITT Launch, FCI Students project exhibition and 7 Research workshops one for Chemistry - (FSc, CITT, FoBAMS, FCI)</p>
Kyambugo University	53.620	<p>Instructional materials for faculties and schools paid</p> <p>workshops and seminars for academicians attended</p>	53.350	<p>A total of 30,085 students enrolled. Out of whom, a total of 102 are students with Disability (57 males 45 females).</p> <p>A total of 24,457 students were registered, trained and assessed at course work level within campus.</p> <p>29,585 female and male students trained and examined at affiliated institutions.</p> <p>3,200 students both male and female were trained and examined at DEPE centres.</p>

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				<p>Assorted instruction materials were procured and delivered for one school and six faculties, for use by students and lecturers.</p> <p>A total of 7,661 students graduated in various disciplines out of whom 4119 were males while 3527 females.</p> <p>Established and operationalised Bushenyi and Soroti Learning Centres.</p>
	2.793	Award research and Non Award research conducted	2.444	<p>A total of 19 academic staff won the competitive research out of the 83 staff who applied. The 19 staff received funding to undertake their research in the various disciplines. A total of 8 staff are engaged in science related studies while 11 staff are in Arts field of study.</p> <p>Eight (8) PhD staff (4 male: 4 female) graduated.</p> <p>8 incubate enterprises involved in bakery and confectionery products have been recruited to be nurtured and mentored into business enterprises under the Kyambogo University Business Incubation Centre.</p> <p>Innovation and research was conducted on the use of cassava and bananas as a partial substitute for wheat in bread formulation. The products came out successfully and recipes were documented. The innovation was a partial fulfilment for a Masters award for a student.</p>
Lira University (Teaching and training, Research, consultancy and publications)	6.672	1,200 students taught and examined for two semesters Admit 445 new students Develop curriculum for 4 new programs,	7.013	<p>1,129 students (628 males and 501 females) taught and examined for two semesters 2018/19.</p> <p>Enrolled and registered a total of 1,120 (626 males & 494 females) and 1,086 students respectively on AIMS; 114 are in graduate programs; admitted 686 students for academic year 2018/19; developed 9 academic programs;</p>
	0.588	Conduct research collaborations. 2 training sessions in proposal writing Consultancy services for digitalising the library	0.492	<p>Signed 5 MoUs to promote research.</p> <p>Facilitated research activities including field work and publishing, procured cleaning materials and toiletries; protective gear and uniforms for library staff; obtained training on electronic resources and reference tools, two library staff trained in data analysis and scholarly writing; disseminated 16 researches in peer reviewed journals; short-term research consultancies and research equipment paid for.</p>

ESSAPR to inform the 26th ESSR – September 2019

Makerere University Business School	3.346	<p>Register, lecture and examine 21,000 students on all MUBS programs. Admit 12,000 students for first year on all programmes.</p> <p>Procure 2,400 books both from local and international authors.</p> <p>Carry out Field Attachment activities and supervision of students</p> <p>To graduate 6,000 students Issue 3,000 transcripts and certificates.</p> <p>Train 199 Staff members under Capacity Development as follows; PhD - 58; Masters and PGD - 83; Undergraduate -83 and Diploma - 5.</p> <p>Provide reading materials by increasing book ratio through e-books.</p>	1.553	<p>Registered 17,705 students (54% male and 46% Female) and lectured all students, conducted examinations for all courses and marked the answer scripts.</p> <p>Procured 1,200 books for both Main and regional campuses from both local and international authors.</p> <p>Placed, supervised 3,218 students for field attachment, and marked reports.</p> <p>A graduation ceremony was held for 4,972 students.</p> <p>Funded 19 staff for PhD programs, held short term training for staff on planning for retirement and financial resilience, graduated a total of 39 staff on staff development program.</p> <p>Subscribed and shared digital resources and e-books, subscribed to CUUL membership.</p>
Gulu University	0.500	Transfer funds for the establishment of Karamoja Constituent college	0.500	Transferred funds to the Karamoja Constituent College of which part was used to survey of land, procure motor vehicle and pay for the task force's operational activities.
	13.330	<p>Admit 260 Government and 2,300 Private students.</p> <p>Register 8 additional PhD and 15 additional Masters Programme students under AfDB HEST Project.</p> <p>Sponsor 20 administration staff to undergo trainings, workshops, conference.</p> <p>Graduate 1,300</p>	13.145	<p>Admitted 260 Government and 2,300 private students.</p> <p>Registered 8 additional PhD and 15 additional master programme students.</p> <p>Sponsored 3 academic staff to undergo training in Oil and Gas.</p> <p>Sponsored 3 academic staff to undergo training in Oil and Gas.</p>
	0.541	Conduct 15 research seminars and training.	0.237	<p>Made 5 publications.</p> <p>Prepared and presented 5 research proposals for approval and funding.</p>

ESSAPR to inform the 26th ESSR – September 2019

		<p>Make 15 publications, Prepare and present 20 Research proposals for approval and funding.</p> <p>Conduct 10 Public lectures.</p> <p>Produce 3,000 brochures on research guides.</p> <p>Make subscriptions to 10 reference research journal</p>		<p>Conducted 5 public lectures.</p> <p>Produced 1,000 brochures on research guidelines.</p> <p>Held 1 research conference, 2 research seminars and 2 public lectures.</p>
	10.402	<p>Conduct community clerkship in at least 30 Health Centers for 100 Medical Students and internship for 50 Medical Students.</p> <p>Field visits/attachments and industrial visits for 250 students for Faculty of Agric & Env.</p> <p>Conduct 5 training on research writing.</p>	13.91	<p>Conducted 5 research writing training.</p> <p>Completed field attachments and industrial visits for 250 students (160 male and 90 female) from Faculty of Agriculture and Environment.</p> <p>Conducted community clerkship in 30 Health Centers for 100 Medical Students (93 male and 7 female).</p>
Kabale University	11.58	<p>30 weeks of lectures for 3,172 students (1,620 males & 1,552 females) & 4 weeks of exams conducted.</p> <p>900 Book titles for the university library purchased.</p> <p>20 Workshops & seminars conducted for teaching staff on authorship, open access, publication and academic growth.</p> <p>1,300 students (709 males & 591 females) attached to institutions for internship, school practice & industrial training Internet subscription for KABSOM, Engineering & Kigungiri campus (17mbps) for access of students paid.</p>	14.444	<p>Thirty weeks of lectures for 2,878 students (1,819 males & 1,059 females) & A total of 2,878 students (1,819 males & 1,059 females) taught and examined for the Semester.</p> <p>A total of 675 (75%) book titles purchased and delivered to University library.</p> <p>A total of 18 (90%) Workshops & seminars conducted for teaching staff on authorship, open access, publication, administrative issues and academic growth.</p> <p>A total of 1,300 (100%) students (709 males & 591 females) attached to institutions for internship, Community health practice, school practice & industrial training completed.</p>

ESSAPR to inform the 26th ESSR – September 2019

			1,220 students graduated (549 females & 671 males. At least 95% of the students completed the program.		At least 95% of the students completed the program. Third graduation ceremony as a Public University held on 26th October 2018
	Soroti University (Teaching and Training, Research, Consultancy and Publications)	2.221	300 students enrolled. Bsc, electrical and electronics programme developed and accredited.	3.16	Bachelor of medicine and surgery and bachelor of nursing were accredited.
		0.040	Improved standards for research and innovations, University Policy on research and innovation developed. 8 proposals developed for funding	0.016	Facilitated staff to develop research proposals for funding. Facilitated Academic Registrar and 3 other officers including one female attended research training and workshop in Nairobi
Skills Development	Technical Schools and Farm Schools, Community Polytechnics, Health Training Institutions	22.913	Capitation grants for 2,907 students in community Polytechnics, 67,135 students in Technical institutes, 3,669 students in Technical Farm schools and 5,399 Health Training institutions paid.	22.913	Paid capitation grants for 2,907 students in community Polytechnics, 7,135 students in Technical institutes, 3,669 students in Technical Farm schools and 5,399 Health Training institutions
	Assessment and Profiling of Industrial skills (DIT)	3.551	25,120 candidates assessed, marked and graded under the modular and full UVQF levels. Industrial training Training of 180 additional assessors and re-training of 4,000 existing Assessors carried out Disseminate & sensitization of the Public on the Uganda Vocational Qualifications Framework 7 new occupations and 3 identified occupations to be upgraded from UVQ level 3 to level 5.	3.550	Assessed, marked and graded 54,382 (i.e. Male 22,690 and Female 31,692) candidates under the modular and full UVQF levels in 61 occupations. Validated 817 assessors (280 Female and 537 Male) in 38 occupations on their competencies, levels of education and bio-data. This led to development of an accurate database of assessors. MoUs Signed with NWSC, ERA, UNRA, PSF, and JUA KALI in Katwe. Printed 1,000 magazines and produced documentaries on occupational standards development, refugee assessment and Non Formal Assessment. Developed and profiled seven occupations of herbalist (i.e. 72 Test Items developed, 60 Theory and 12 performance for levels 1-3); Hair Dresser (i.e. 8 duties developed, 5 Core and 3 Generic Level 1-3); Agro Forester (i.e. 9 duties developed, 6 core for Level 1-3 and industry Led training Modules);

ESSAPR to inform the 26th ESSR – September 2019

			<p>Accredit 600 DIT assessment centres.</p> <p>200 TVET trainers to Competence Based Approaches to Skills Delivery oriented.</p> <p>Enhancement of Occupational Competencies for 150 instructors.</p>		<p>Phone Repairer (i.e. UVQF Levels 1-3with33 written tests items developed);Entrepreneur (i.e Level 1-3); Housemaid(i.e. Levels 1-3) and Diary processor (i.e.1-3)</p> <p>Inspected and Accredited 733 centres asDIT Assessment centres</p> <p>Trained 59 ATP Users from 3 institutions (i.e. Kobulin VII, Abim TechnicalInstitute, Nakapiripirit TechnicalInstitute) for 5 days on ATP usage andCBET approaches for 5 Occupations (i.e.Tailor, Domestic Electrician, HairDresser, Motor Vechicle, Mechanic,Poultry, Farmer, ICT, Brick Layer andCarpenter).</p> <p>Trained 59 ATP Users from 3 institutions (i.e. Kobulin VTI, Abim TechnicalInstitute, Nakapiripirit TechnicalInstitute) for 5 days on ATP usage andCBET approaches for 5 Occupations (i.e.Tailor, Domestic Electrician, HairDresser, Motor Vechicle, Mechanic,Poultry, Farmer, ICT, Brick Layer andCarpenter).</p>
Monitoring and Supervision of BTVET Institutions	0.158	70 institutions in the 4 regions of country monitored and support supervised	0.157	<p>Monitored and support supervised 55 BTVET institutions (i.e. UTC Kyema, Kiryandogo TI, Kigumba Co-operative College, Nalwire TI, Iganga TI, Buhimba TI, Birembo TI, Hoima School of Nursing and Midwifery, Nakawa VTI, Ntinda VTI, Kabale SCN, Arua SCN, UTC Lira, Gulu SOCO, Iganga TI, Tororo TI, Jinja Medical Lab. School, Masaka School of Comp. Nursing, Mulago School of Comp. Nursing, Ogai UCC, Butabika School of Psychiatric Nursing, Katakwi TI, Kakira TI, Butaleja TI, Kasodo TI, Bukooli TI, Namasale TI, Kaberamaido TI, Mbale UTC, Kyambogo, Kapchorwa TI, Nagwero TI, Nakapiripirit TI, Moroto TI, Namisindwa TI, Kotido TI, Ogalai TI, UCC Soroti, UCC Aduku, UCC Pakwach, UCC Tororo, Mbale SOCO, Mbale School of Hygiene and Ahmed Sseguya TI, Rukole, Kamengo, Pakwach, Nyakatara, Kihili, kyarubingo, Ngugo, Kabale, Katera, Kadogo, Kakiika)</p>	
Operational Support to Government Technical Colleges	20.192	<p>Capitation grants, examination fees paid for 1,600 students in both UTCs & UCCs and 11,111 students under non formal skills training.</p> <p>CBET examinations and assessments for 85,7800 candidates for both semester I & II in 474 examination centres enhanced. Examination information Management System enhanced.</p>	20.133	<p>Paid Capitation grants, examination fees for 500 students in both UTCs & UCCs and 3,778 students under Non-Formal skills training.</p> <p>UBTEB conducted examinations for 73,300 candidates for May/June and Nov/Dec 2018 in 506 centres.</p>	
Operational Support to UPPET BTVET Institutions (DII)	4.073	Interviews and Training for 360 trainees in various CBET activities at Nakawa, Lugogo and Jinja VII conducted.	4.073	Trained 160 (44.44%) trainees in various CBET activities at Nakawa, Lugogo and Jinja VII	

ESSAPR to inform the 26th ESSR – September 2019

			Capitation grants, industrial attachment and assessment fees for 1,630 students in UCC Kigumba, Nsamizi Social Devt Institute, Inst of Survey and land Management, Tororo cooperative college, Jinja VTI, Lugogo VTI, Ntinda VTI (KOICA) and Nakawa VTI paid.		Paid capitation grants, industrial attachment and assessment fees for 1,630 students in UCC Kigumba, Nsamizi Institute of Social Devt, Institute of Survey and Land Management, Tororo Cooperative College, Jinja VTI, Lugogo VTI, Ntinda VTI and Nakawa VTI respectively.
	Assessment and Technical Support for Health Workers and Colleges	16.244	New examination centers approved and schools Supervisory visits conducted. 12,000 candidates examined for both diploma and certificate programmes in health allied professionals. 36,430 Candidates examined for UNMEB Examination preparation for both diploma and certificate programmes in nursing and midwifery State finals and continuing students assessments in allied health programs for students conducted. Capitation grants for 253 students Hoima nursing school paid. Interviews and verification of nurses in 11 centres (Mulago, Jinja, Mbale, Arua, Mbarara, Moroto, Kotido, Lira, Hoima and Kabale) conducted.	15.994	Approved 24 new examination centres UAHEB examined 3,688 finalists students and 13,800 continuing students. UNMEB examined 6,666 finalists students and, 33,475 continuing students in nursing and midwifery Paid Capitation grants for 253 students Hoima nursing school Carried out verification of nursing and midwifery students in 89 institutions (i.e. 12,052 out of 12,237 students qualified for training)
Quality and Standards	Teacher Training in Multi-Disciplinary Areas	1.679	Teaching practice exams and living outallowances for 3,751 NTC students from the five NTCs, 200 students in Abilonino NIC, 120 students in Health Tutors College and students in Nakawa VTI and Jinja VTI paid.	1.679	Paid practice exams and leaving outallowances for 3,751 students from 5 NTCs (i.e. Unyama, Mubende, Kabale, Kaliro and Muni NTCs)
	Training of Secondary Teachers and Instructors (NTCs)	2.982	Industrial training paid for 200 students at Abilonino NIC; a subvention grant paid to Mulago Health tutors college and capitation grants to 5 National Teachers Colleges paid.	2.981	Paid capitation grants to 5 NTCs (i.e. Unyama, Mubende, Kabale, Kaliro and Muni NTCs) Paid Capitation grants to Abilonino to cater for 300 students (120 female and 180 male). Paid capitation grant to Mulago HTC to cater for 120 students (52 female and 68 male)

ESSAPR to inform the 26th ESSR – September 2019

	Policies, laws, guidelines, plans and strategies	1.073	Support supervision for 20 institutions and colleges. Government White Paper reviewed. Text books and teaching materials to TIET institutions procured.	0.890	Monitored and support supervised 45 TIET institutions and made follow up visits on 4 PTCs. Held one retreat to finalize the draft Issues Paper and the Terms of Reference for the Education Review Commission. The issues paper and constitution of the Education Review Commission were approved. 72,000 copies of assorted text books were procured and supplied by two suppliers
	NCDC (Primary)	0.67	Curriculum modules for Nomads, Fishers, Refugees, School dropouts Final ECD parenting framework. Assessment Guidelines for Primary curriculum. Reviewed Nile English Course book 6, TG& PACE. Printed 8110 copies of Nile English course 5.	0.291	Curriculum modules for learners from Nomadic, Fishing communities and Refugees developed. Final Early Childhood Development Parent Framework developed. Aligned draft Assessment Guidelines for Primary Curriculum. The Nile English Course and LACE Book 6 reviewed and ready for printing. Printed and distributed 8,110 copies @ of the Nile English Course and LACE Book 5.
	NCDC (Secondary)	1.12	A Competence based F/Arts curriculum Set of local language books A set of Teacher support materials Reviewed sub math curriculum Curricula for General Paper Teachers resources for SNE groups Consultant hired Exemplar text book	1.086	A competence based Fine Art Curriculum developed. Local language set books selected (<i>Luganda, Leb Lango, Dhopadhola, Lumasaaba, Lusoga, Lugbarati, Leb Acholi, Runyakore-Rukiga, Ateso, Runyoro-Rutoro</i>) Reviewed the Subsidiary Mathematics and General Paper Curricula for Upper secondary. Teacher's Resource for supporting gifted & talented learners, learners with Autism, learners with specific learning difficulties developed. Hired a consultant to Quality Assure the New Lower Secondary Curriculum to International Standards.

ESSAPR to inform the 26th ESSR – September 2019

					<p>Exemplar/ prototype Textbook specifications and Developed</p> <p>Printed the exemplar textbooks.</p> <p>Alpha tested extract of the new Lower Secondary Curriculum to assess suitability of materials to support competence based curriculum.</p> <p>Developed the Recipe book for Food and Nutrition.</p>
	NCDC (BTVET)	0.26	<p>Curriculum teachers guide and assessment guidelines for three National Diplomas</p> <p>Printing of 700 copies each of syllabi and Teachers Guide for 10 Certificate Courses</p> <p>100 Tutors oriented on certificate courses</p>	0.216	<p>Developed syllabus and Teachers Guide for National Diploma in Secretarial and Office Administration developed.</p> <p>Final Assessment Guidelines for National Diploma in Secretarial and Office Management developed.</p> <p>Developed syllabus and Teachers Guide for National Diploma in Records and Office Management.</p> <p>Printed 464 copies of 4 Certificate courses.</p>
	DES (Inspection, Training and Capacity Building of Inspectors and Education Managers)	3.686	<p>Inspection of 2,600 Secondary, 600 BTVET Institutions, 60 PTCs, 5 NTCs and 70 Nursery Training Institutions conducted.</p> <p>Local Governments Activities monitored and support provided to education managers.</p> <p>100 education Managers (Head teachers and Inspectors) trained for 3-days.</p> <p>Learning Achievements in 169 districts monitored.</p> <p>Time on task measured in education schools and institutions</p>	3.383	<p>Inspected 1,920 (73.85%) secondary schools, Nursery Training, 60 (100%) PTCs, 5 (100%) NTCs, 600 (100%) BTVET institutions</p> <p>Dissemination was done in all the 169 Local Governments</p> <p>Trained 114 Education Managers on transforming secondary school inspection. Trained 200 secondary School head Teachers.</p> <p>The Teacher effectiveness and Learner achievement (TeLa) system is currently up and running. Assessment of teacher and head teacher attendance and time table management is at pilot stage.</p> <p>Paid Planet System for installation of theTeacher Effectiveness and Learner Achievement System in 60 schools</p>
Physical Education and Sports	Sports Management and Capacity Development	0.242	<p>Disseminate the PAS Bill.</p> <p>Develop theNational Physical Education and Sports Plan, Coach Education Framework, Guidelines on</p>	0.229	<p>Reviewed the National Physical Education and Sports Policy (2004) - NPESP and the NCS Act (Draft is in place and awaits approval by the Solicitor General)</p> <p>Coordinated and facilitated 8major Educational Institutions National Sports Championships in Agago, Otuke, Kabarole Bukwo.</p>

ESSAPR to inform the 26th ESSR – September 2019

		<p>Non-Tax Revenues, and Guidelines on talent sports persons to schools.</p> <p>Review the National Physical Education and Sports Policy (2004).</p> <p>Enhance teaching of Physical Education in school through training of 400 Primary/Secondary Teachers in the teaching of P.E</p> <p>10 major Sports Championships Coordinated.</p>		<p>Coordinated and pre-inspected four (4) qualified venues for 2019 sports championships.</p> <p>Coordinated, Monitored and audited Educational Institutional Physical Education and Sports activities.</p>
National Council of Sports Management Oversight for Sports Development (NCS)	19.521	<p>PES equipment supplied to at least 100 Educational Institutions</p> <p>Critical sports activities for 41 national sports associations for talent identification, sports promotion and development. and community sports development facilitated.</p> <p>Facilitate 11 teams for all Africa Games 2018 and team preparation for Olympic games 2021 in Tokyo.</p> <p>Facilitate team Uganda to participate in youth Olympic games 2018.</p> <p>Construct one (1) Basketball Court in 8 of the 32 Sports Schools. Sports (PES Dept)</p>	23.290	<p>Facilitated the eight critical sports disciplines. These are: Football, Athletics, Netball, Rugby, Boxing, Basketball, Woodball and Tennis.</p> <p>Facilitated 31 National Sports Teams/Associations (Federation of Uganda Basketball Associations (FUBA), Federation of Uganda Football Associations (FUFA), Association of Uganda University Sports (AUUS), Uganda Paralympic Committee (UPC), Uganda Athletics Federation (UAF), Uganda Netball Federation (UNF), Uganda Boxing Federation (UBF), Uganda Rugby Union (URU), Federation of Motor Sports Club of Uganda (FMU), Uganda Cricket Association (UCA), Uganda Handball Federation (UHF), Uganda Swimming Federation (USF), Uganda Volleyball Federation (UVF), Uganda Woodball Federation (UWF), Uganda Hockey Association (UHA), Uganda Tennis Association (UTA), Uganda Weightlifting Association (UWA), Uganda KickBoxing Federation (UKF) etc) and Revitalized District Sports Council.</p> <p>Facilitated 9 Teams Preparations for All Africa Games and Olympic Games 2021 in Tokyo.</p> <p>Facilitated a total of 19 teams to participate in different sports disciplines and activities.</p> <p>Constructed a Basketball Court in 7 of the 32 Sports Schools against 8 planned. The schools are: Ntare School, St. Katherine S.S, Namilyango College, Sebei College Tegeres, Nabumali High School, Kibuli S.S and Iganga S.S, representing a 22 percentage performance.</p>

ESSAPR to inform the 26th ESSR – September 2019

			Support provided to 10 Educational Institutions National Championships.		Supported 10 Educational Institutions National Championships
Ministry Support Services	PAF Monitoring CMU and Policy and Budget Unit	1.065	All Ministry projects monitored to facilitate roll out of the Projects dash board. BFP & MPS for FY18/19 submitted Quarterly Policy Briefs prepared	0.939	Monitored 13 Ministry projects to facilitate roll out of the Projects dash boards Prepared and submitted the MPS and BFP for FY 2019/120 to MoFPED and Parliament. Carried out regulatory impact assessment for the proposed guidance and counselling policy. Capacity assessment study on education policy, interpretation, analysis, implementation and management among Local Governments conducted. Education for sustainable development policy costed Prepared 75 cabinet memo summaries Undertook a study on the use of renewable energy in schools.
	ESIP	0.434	16 Working Groups meetings facilitated; Education and Sports Sector Review 2018 and Planning and Budgeting Workshop 2018 facilitated; ESSAPR 2018 prepared. 4 education sector projects monitored. New project preparation and formulation activities facilitated ESSR 2018 documents (including ESSAPR and Aide Memoire for the ESSR 2018) printed and photocopied;	0.406	Facilitated 16 Working Groups. Education and Sports Sector Review 2018 held 4 education sector projects monitored (Monitored physical progress for renovation and expansion of 13 PTCs under Development of PTC projects; Beneficiary institutions under Saudi, Kuwait and BTC funded project. New project preparation and formulation and activities facilitate Paid for phone expenses. Printed and photocopied ESSR 2018 documents (including 400 copies of ESSAPR and 300 copies Aide Memoire for the ESSR 2018)
	EMIS	0.884	Data collection exercises (Annual School Census, Tertiary Census and Census Verification) carried out;	0.518	Master list of all education institutions in the country developed Draft EMIS policy in place

ESSAPR to inform the 26th ESSR – September 2019

		Statistical abstract, Fact sheet 2019 and CESSMonitoring Report prepared.		Enrolment Validation reports for education statistics produced
		Validation meetings (UBOS, Interministerial taskforce, M&E WG, SPM-WG, ESCC) facilitated.		Five EMIS redevelopment taskforce meetings held
Headquarter	24.799	Pension for General Civil Service paid	21.038	Paid pension for 2,379 retirees under the General Civil Service.
UNATCOM	0.957	Education 2030 programmes supported A Seminar for 60(40M, 20F) participants on the mobilisation and formation of UNESCO Clubs for Youth and Professionals to tackle the emerging Challenges facing the Country in all spheres. Integrate gender and youth issues in all programmes Donations made to UNESCO Education Decade; contribution to ISESCO; 60 (30 male, 30 female) SESEMAT teachers and selected Champions trained and supported in the Popularization of Natural Sciences and improvement of choice and performance in the Natural Sciences.	0.862	Conducted a Capacity building training for 60 teachers from Primary and Secondary in effective teaching and assessment skills in line with Education 2030 agenda. Integrated gender and youth issues inculture Trained 60 (15 male, 15 female) teachersas champions for Popularization ofNatural Sciences and improvement ofperformance in the Sciences.

Table 3.10: Key Physical Outputs Arising from the Approved Budget FY 2018/19

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
DEVELOPMENT						
Pre-Primary and Primary	Emergency Construction of Primary Schools phase II	Rehabilitation and Construction of facilities in Primary Schools	2,161	<p>Rehabilitation of a 4-Classroom Block, two 2-Stance lined latrine block at Busaabaga CU Primary School - Lugazi</p> <p>Completion of a 5-Classroom Block and Renovation of a 4-Classroom Block at Lelapala Primary School - Oyam Re-roofing a</p> <p>3-Classroom Block with minor renovation works and construction of a 2-Classroom Block at Muhindi P/S - Kasese; and Construction of two 2-Classroom Blocks at Kibibi C/U Primary School - Butambala</p> <p>Construction of a 2-Classroom Block, a 2-Stance Lined Latrine Block and two 5-Stance Lined Latrine Blocks with bathrooms/Urinals at Buyobo P/S - Sironko</p> <p>Construction of two 2-Classroom Blocks (Furnished) and Two 5-Stance Lined Latrine Blocks with bathrooms/Urinals at St. Don Bosco P/S - Mityana, Kagongi P/S - Ntungamo, Matyama P/S - Namutumba, Bubuusa P/S - Namutumba and Bulubandi P/S - Iganga</p> <p>Rehabilitation of a 7-Classroom Block with Offices and Store and disposal of Asbestos sheets and a 5-Stance Lined Latrine Block with bathrooms/Urinals at Kinuuka P/S - Lyantonde</p>	2,057	<p>Construction of two 2-Classroom Block at Busaabaga CU Primary School Lugazi is at roofing level.</p> <p>Completion of a 5-Classroom block and renovation of a 4-Classroom Block at Lelapala Primary School in Oyam was completed.</p> <p>Construction of two 2-classroom blocks (furnished) at Kibibi P.S in Butambala was completed. Construction of a 2- Classroom Block, a 2-Stance Lined Latrine Block and two 5-Stance Lined Latrine Blocks with bathrooms/Urinals at Buyobo P/S Sironko is at finishes level.</p> <p>Completed the construction of two 2- Classroom Blocks (Furnished) and Two 5 -Stance Lined Latrine Blocks with bathrooms/Urinals at St. Don Bosco P/S Mityana, Bubuusa P/S Namutumba and Bulubandi P/S in Iganga.</p> <p>The construction of a two classroom block (Furnished) and Two 5 Stance Lined Latrine Blocks in Matyama P.S - Namutumba is at Substructure Level.</p> <p>Rehabilitation of a 7-Classroom Block with Offices and Store, disposal of asbestos sheets and a 5-Stance Lined Latrine Block with bathrooms/Urinals at Kinuuka P/S Lyantonde was completed.</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
		Purchase of Specialised Machinery and Equipment	0.800	One lightning arrester installed per school for 11 schools per district (lightening prone Lgs) of Iganga, Kibaale, Kasese, Luuka, Busia, Pallisa, Hoima, Kole, Mubende and 15 schools in Butambala district.	0.770	Completed installation of lightning arrestors in the 134 Schools in Mubende (25), Bukomansimbi (26) and Sembabule (24), Bushenyi (10), Lyantonde (26) and Lwengo (23).
	Uganda Teacher and School Effectiveness Project	Policy, Laws and guidelines	6.893	500 beneficiary primary schools monitored and support supervised. Field based support and on-job training conducted for 1,000 care givers in 50 districts under ECD community child care program and 3,682 P.3 teachers in 29 districts under Early Grade reading across the country. Evaluation report on ECD Community Child care programme produced. Draft ECD policy developed.	17.257	Monitored and support supervised 450 selected Early Grade Reading primary schools Conducted field based support and on-job training for 1,053 caregivers before their graduation. The caregivers had been trained under cohort 3 in the districts of Agago, Alebtong, Amuria, Amuru, Bududa, Bugiri, Bukomansimbi, Bulambuli, Bundibugyo, Butambala, Buyende, Dokolo, Gomba, Hoima, Kaabong, Kabarole, Kagadi, Kakumiro, Kalangala, Kaliro, Mubende, Nakaseke, Nakasongola, Namayingo, Namutumba, Nwoya, Rakaikalungu, Kamuli, Kanungu, Kasese, Kibaale, Kiboga, Kitgum, Kotido, Kyankwanzi, Kyegegwa, Lamwo, Luuka, Luwero, Lwengo, Lyantonde, Masaka, Mayuge, Mitooma, Mityana, Mpigi, Rubirizi, Rukungiri, Sembabule, Sheema, Sironko and Soroti. Evaluated ECD Community child care programme, final report in place. Developed the draft ECDPolicy.
		Instructional materials	2.520	Needs assessment carried out for hearing aids for learners in primary schools across the country.	27.444	Conducted a needs assessment where 1,652 children with hearing impairment were identified in 4 regions of Uganda as follows: Central (Wakiso)-397; Western (Mbarara)-273

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				Procurement and Distribution of hearing aids to 1,000 learners with hearing impairments.		and Kabarole (205); West Nile (Arua)- 139; Northern (Gulu)-260; Eastern (Soroti)-378. Procured 13 bookshelves with glass door for storage of official documents; distributed hearing aids to 1,554 children with hearing impairments (i.e. 1,188 fitted with custom-moulds and 366 with stock moulds).
		Monitoring and Supervision of Primary Schools	9.108	Online inspection reports for 1,000 schools submitted. Proficiency rates for literacy and numeracy for P.3 and P.6 assessed under NAPE. Literacy in English and Local Language assessed for P.1-P.3 under EGRA 8 Independent verification reports on project disbursement linked indicators produced. 4 Independent verification reports on teacher presence in schools in 29 districts	4.666	Submitted Online inspection reports for 1,342 schools UNEB assessed proficiency rates for Literacy and Numeracy for P.3 & P.6. Produced 5 independent verification completion reports on project disbursement linked indicators. Produced and certified three (03) independent verification reports on teacherspresence and certified in 29 districts.
		Classroom construction and rehabilitation	29.765	Completion of construction works for Facilities (7 classrooms furnished, 1administration block, 2 blocks of Genderand disability responsive 5 stance latrine,1 block of 2 stance lined VIP latrine forteachers, a 5,000 litre water tanks) in 83pri schs.	34.879	Completed construction works in 76 (90.48%) of the 84 schools located in 21 districts.
	Project: 1356 Uganda National Examination Board (UNEB) Infrastructure Development Project	Government Buildings and Administrative Infrastructure	1.658	Examination storage facility.	1.658	Solicited for bidders for consultancyservices for construction of ExaminationStorage facility at Kyambogo Consultancy services procured forconstruction of UNEB storage facility

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
Higher Education	Development of Uganda Petroleum Institute Kigumba	Monitoring/supervision and Quality assurance for Tertiary Institutions (AICAD, NCHE, JAB)	2.000	Funds transferred to National Council of Higher Education for construction of office accommodation.	2.000	Funds transferred to National Council of Higher Education for construction of office accommodation. The office building was completed)
	Support to Higher Education, Science & Technology (HEST)	Operational Support for Public Universities	7.256	<p>E-content curriculum developed in the 4 beneficiary institutions.</p> <p>421 students under the merit based scholarships complete studies.</p> <p>1.021 additional interns placed under the industrial training programme by UMA.</p> <p>8 business incubation centres operationalised under PSFU.</p> <p>Eight students (scholarships) trained at International Centre for Tropical Agriculture at Kawanda.</p> <p>1 report the Scholarship Verification Committee produced.</p> <p>Study for HEST programmes against labour market conducted.</p> <p>Higher Education Strategic plan reviewed.</p> <p>Capacity built in science, technology and management for 167 staff in the 8 beneficiary universities and National Council of Higher Education.</p>	10.492	<p>Content development is ongoing at MUST, UMI, MUBS, Muni, Gulu and Busitema.</p> <p>Enrolled 31 staff for Masters, 154 for Doctoral studies and 3 from NCHE (2 Masters and 1 PhD).</p> <p>2 business incubation centres operationalised under PSFU.</p> <p>Eight students (scholarships) trained at International Centre for Tropical Agriculture at Kawanda.</p> <p>Handed over completed sites at UMI, Busitema main campus, MUSTBic and girls hostel at Buhoma and ulu</p>
		Construction and Rehabilitation of facilities	27.691	Construction of (1) 4 and 1 (5) levels Central Teaching facility; & rehabilitation of a dairy value chain at	40.256	Completed and handed over all planned civil works at Makerere University

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				<p>Kabanyolo & Laboratories at Makerere University completed.</p> <p>Construction of an administration block at UMI completed.</p> <p>Construction of 2 New blocks 3 level laboratory, lecture block, 3 levels library and computer block; & Rehabilitation of Workshop block at Busitema University completed.</p> <p>Construction of a 2 levels central teaching facility, a Business Incubation Centre, 3 levels central library & 3 levels central multipurpose science laboratory; and Renovation of 8 faculty of Engineering workshops and labs at Kyambogo University completed</p> <p>3 levels health science block and Utility block completed at Muni University;</p> <p>Construction of 4 levels multipurpose research block, 2 levels library block, 3 levels Agricultural block & a Business Incubation Centre at Gulu University completed.</p>		<p>Completed and handed over all planned civil works at UMI</p> <p>Completed and handed over Planned civil works at Busitema University.</p> <p>Completed and handed over all planned civil works at Kyambogo University</p> <p>Completed and handed over the 3 levels health science block and Utility block at Muni University.</p> <p>Completed and handed over all planned civil works at Gulu University</p>
	African Centers of Excellence II	Operational support for Public and Private Universities	18.390	<p>Building & strengthening academic collaboration in the Eastern and Southern African region.</p> <p>Enhanced capacity to deliver applied research & refined solutions; & high quality training to produce skilled</p>	7.688	<p>Attended the ACEII Technical Meeting in Kigali; Participated in Ruforum biennial conference, Scholarship facilitation for PHD provided to staff Training on research supervision, provided Graduation of first cohort of MScs;</p> <p>Admitted 8 PhD students; facilitated the exchange of two</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				personnel needed for addressing development challenge		staff and students respectively; reviewed
Special Needs Education (SNE)	Development and Improvement of Special Needs Education (SNE)	Training	0.138	89 staff from Mbale school and Wakiso schools for the deaf trained in sign language.	0.123	Msc in Physiology for accreditation. 100 staff from Mbale school and Wakiso schools for the deaf trained in sign language.
		Government Buildings and Administrative Infrastructure	0.952	Start construction of a perimeter wall, construction of 2 dormitories and 1 block teachers house of 4 units and 1 block of 2 classrooms at Mbale School for the deaf.	0.788	Contractor procured to construct 2 dormitories, 2 classrooms and teachers house at Wakiso school for the deaf.
		Purchase of Specialised Machinery & Equipment	0.295	Procurement of carpentry equipment; 4 leather tailoring machines; a over lock machines, 4 baby lock machines and 10 weaving machines for Mbale school for the deaf vocational wing.	0.248	Paid for outstanding contract for motorvehicle equipment for the motorvehicle workshop at Mbale school for the deaf vocational wing.
Physical Education and Sports	National High Altitude Training Centre (NHATC)	Government Buildings and Administrative Infrastructure	13.110	Monitoring and Supervision of on-going construction works undertaken. 3 site meetings held. Construction of phase 1 of the stadium continued. (i.e. 3km Jogging Track, Artificial Turf Field& 6 lane Running Track, 1 Hostel Block, 300m Long Site Roads & Parking, Fencing, Pump House &Water Reservoir/Pond, Gatehouse and Fencing External Kitchen	7.304	Monitoring and Supervision of on-going construction works undertaken. Civil works are at 62%. Back sloping to the sides of jogging track was at 70%; and, hostel block 95%.
Teacher Instructor Training and Education (TIET)	Development of PTCs Phase II	Government Buildings and Administrative Infrastructure	5.065	Construction of Civil works in various PTCs	0.900	Construction of Civil works on administration blocks at Kitgum, Jinja, and Bikungu are at finishes stage (85%) construction of dormitories at Erepi Ibanda, Bikungu Kitgum, Ngora and was at painting stage(85%)
	Improvement of Muni and Kaliro NTCs	Government Buildings and Administrative Infrastructure	5.068	Construction of class rooms, laboratories and dormitories in Kaliro and Muni NTC	No. report on donor funds due to system breakdown	construction of staff houses at Kaliro and Muni was progressing at 61%; construction of dormitories at Kaliro at 38%; construction of a dormitory at muni at 41%

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
	Improvement of Kabale and Mubende NTCs	Policies, laws, guidelines, plans and strategies	6,099	Rehabilitation and expansion of learning facilities (classrooms, laboratories, hostels for boys and girls and administration block) in Kabale and Mubende NTCs undertaken	No. report on donor funds due to system breakdown	renovation of 4 Laboratories in Kabale ongoing (On Av. Work at 30% renovation of 4 Laboratories in Mubende ongoing (On Av. Work at 10% renovation of 8 Classrooms at Mubende. ongoing (On Av. Work at 50% renovation of 8 Classrooms at Kabale. ongoing (On Av. Work at 95% renovation of Admin block at Mubende ongoing (On Av. Work at 30% renovation of Admin block at Kabale ongoing (On Av. Work at 90% renovation of a girls' dormitory at Mubende civil works are currently at 30% renovation of a girls' dormitory (new abolition) at Mubende civil works are currently at 30% construction of a boys' dormitory at Mubende, civil works are currently at 30%
Business Technical Vocational Education and Training (BTJET)	Development of BTJET	Training and Capacity Building of BTJET Institutions	0.140	Train of 146 personnel 40 skills trainers retooled in modern systems.	0.0266	Oriented 75 newly appointed principals working in new BTJET institutions and Care taker Principals in administrative and management skills at Kampiringisa
		Purchase of Specialised Machinery & Equipment	0.718	Assorted tools and equipment for UCC Soroti, Kasodo, UTC Elgon, UCC Kabale and UTC Kichwamba procured. Equipment for Bukooli T.S, Mbale C.P, Rutunku C.P and Apac T.S procured.	0.688	Procured assorted tools and equipment for UCC Soroti, Kasodo, UTC Elgon, UCC Kabale, Bukooli T.S, Mbale CP, Apac T.S and UTC Kichwamba for different Engineering trades. Procured assorted tools and equipment for UCC Soroti, Kasodo, UTC Elgon, UCC Kabale, Bukooli T.S, Mbale CP, Apac T.S and UTC Kichwamba for different

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
		Construction and rehabilitation of learning facilities (BTEVET)	8,230	<p>Pay outstanding certificates of rehabilitation works at Gulu School of clinical Officers and a classroom block at Tororo co-operative college Completion of a storied classroom and administration Block at Bukooli Technical School.</p> <p>Completion of Bamunanika T.I, Epel T.I, Kiruhura T.I, UCC Aduku and UTC Bushenyi Site meetings held. Ongoing construction works monitored.</p> <p>Ongoing contract for Engineer Kauliza Kasadha T.I paid;</p> <p>Construction of Kaabong T.I, Mucwiny T.I, Nakapiripirit T.I and Eriya Kategaya T.I continued.</p> <p>Construction works for Prof. Dan Nabudeere Memorial Technical Institute commenced.</p>	8,065	<p>Engineering trades.</p> <p>Pay outstanding certificates of rehabilitation works at Gulu School of clinical Officers and a classroom block at Tororo Cooperative College.</p> <p>Completed the ground floor and 1st floor is at ring beam ready for roofing. Works on the second floor are at ring beam level at Kiruhura, Motor Vehicle Mechanics workshop is at site clearance, Library at roofing level, staff 2no. Houses one is at walling, the second one is at site leveling, 2no dormitories has not commenced Kitchen is roofed and plastered, Two 5 stance latrine blocks, and the 1 no. 2 stance latrine blocks are at plastering stage, Admin block, multipurpose hall, 2 no classroom, C&J work shop, 2 no vip, 1 no vip latrine.</p> <p>All facilities were completed and power installation done.</p> <p>Averaging at 70% at UCC Aduku are estimated at 80% level of completion. Painting works and construction of septic tank continuing.</p> <p>Second floor suspended slab, columns and staircases have been cast. Painting, fittings, plumbing works and electrical installation are complete at UTC Bushenyi</p> <p>The stored building of three floors is at ring beam level, estimated at (70%)</p> <p>At kauliza Kasadha TI constructed and roofed 2 staff houses, administration block, 2 classroom</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
						<p>blocks, 2 dormitories, a multipurpose hall/dining, at Kaabong, a material schedule has been developed.</p> <p>The BCP /CJ workshop is at fittings stage, 2 no. Classroom blocks, 2 no. Hostel block was roofed. Works estimated at 80%. at Mucwinyi.</p> <p>Construction of the BCP C&J and Motor vehicle workshops; completed sub structural works including the ground floor slabs and are currently at walling stage (45%). at Nakapiripirit.</p> <p>Prepared guidelines and tender documents ready for use by the district. For the construction of a 2. no dormitory, 2. No 5 stance VIP latrine, 2. No 4-unit shower block. Completed the evaluation process and awarded the contract. at Dan Nabudeere.</p>
		Construction and rehabilitation of accommodation facilities (BIVET)	1.562	<p>Completion of a hostel at Arua School of Comprehensive nursing. Construction of a storied girls hostel at Hoima School of nursing.</p> <p>Construction of a dormitory at Lake Katwe Technical Institute</p> <p>Construction of a girls dormitory at Rutunku CP and Apac Technical School each with a capacity of 150 students.</p>	1.557	Constructed and roofed the 3 storeyed building and fitted windows and doors.
	Albertine Region Sustainable Development Project (ARSDP)	Policies, laws, guidelines plans and strategies	2.087	<p>400 learners sponsored in oil and gas.</p> <p>Review of occupation standards and re-assessment of skills gap in the oil and gas sector conducted.</p>	1.872	

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
	Uganda Project	Policies, laws, guidelines plans and strategies	0.800	Revised institutional development plan for the proposed Centres of Excellence & VTIs produced.	0.486	Produced Institutional Development Plans for UTCLira, Bukalasa Agricultural College and UTC Bushenyi
		Training and Capacity Building of BTIVET Institutions	8.698	300 Staff from the project beneficiary institutions and the Ministry trained.	0.0403	Trained 75 Staff from the project beneficiary institutions and the Ministry
		Monitoring and Supervision of BTIVET Institutions	0.732	12 monitoring and support supervision reports on project activities at Centres of Excellency produced.	0.138	Produced 6 monthly reports on project activities.
	Support to the Implementation of Skilling Uganda Strategy (BTC)	Construction and rehabilitation of learning facilities (BTEVET)	4.786	Construction of facilities at 5 beneficiary institutions namely. UTC Kyema (Masindi), Kasese Youth Polytechnic(Kasese), St. Josephs Virika VII (Fortportal), St. Simon Peter VII & Millennium Business School (Hoima) commenced.	0.230	Physical progress at UTC Kyema(Masindi) is estimated at 88%; Physical progress at Kasese Youth Polytechnic(Kasese) is estimated at 55%; Physical progress at St. Josephs Virika VTI is estimated at 25%; Physical progress at St.Simon Peter is estimated at 92%; and the implementation of civil works at Millennium Business School is estimated at 60%
		Monitoring and Supervision of BTIVET Institutions	0.271	Pilot Skills Development Fund towards TVET Council monitored and capitalized. Digitalized tracer studies and employers surveys for the partner VTIs in priority trades followed up.	8.412	Conducted monthly on spot checks on grantees. Segregated data on beneficiaries by gender, trade, vulnerability and origin for SDF, including piloting vouchers scheme has been collected. Monitored the pilot SDF and Tracer studies in 5 beneficiary institutions. Monitored the pilot SDF and Tracer studies in 5 beneficiary institutions. Conducted training for the tracer study VTI focal persons on the use of KOBO collect tool.
	OFID Funded Vocational Project Phase II	Construction and rehabilitation of learning facilities (BTEVET)	36.548	Project sites handed over, monitored and supervised. Monitoring reports produced. Expansion and rehabilitation of 9 technical institutions (Buhimba T.I, Nakasongola T.I, Kilak T.I, Lokopio Hills T.I, Namataba T.I,	10.944	Conducted field visits at Ahmed Seguya, Bukedea, Adjumani, Lyantonde, Bukomero, Bukedea, Adjumani, Lyantonde and Bukomero. Paid VAT arrears for the Arab funded projects

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				Namutumba T.I, Nawanyago T.I, Ogoi T.I & Lwengo T.I)		
	The Technical Vocational Education and Training (TVET-LEAD)	Construction and rehabilitation of learning facilities (BTEVET)	1.960	Construction works for the Motor Vehicle workshop completed. Construction works for the Electricity workshop commenced at Nakawa VII. Extra works for the dining hall paid for. Engineering designs for the electricity workshop developed at Nakawa NVII.	1.069	A costed work plan was developed and submitted by ministry of works and funds were committed for the construction of the electricity workshop. Commenced the diversion and expansion of drainage system around motor vehicle workshop
		Policies, laws, guidelines plans and strategies	1.393	4 instructors trained abroad. 8 instructor trained locally. 70 instructors from new BTVEV trained in skills through exchange programme.	0.206	Trained 5 instructors abroad and 11 instructors (i.e. seven at Toyota and four city tyres) locally. Trained 30 instructors of Iganga TI in sequential control; 20 instructors each in ICT skills at Nyakatare TI; and, Mubende TI
	Support to Lira University Infrastructure Development	Government Buildings and Administrative Infrastructure	1.500	The main Administration block/ building constructed to provide office space and other facilities	1.448	Ground floor slab nearing completion, starter columns have been made to provide office space, lecture theaters and conference facilities for all users.
		Lecture Room construction and rehabilitation (Universities)	1.300	The Faculty of Education block constructed to provide lecture space/ rooms and offices	0.547	First floor slabbing completed for 2 blocks and the slabbing for the 3rd block is nearing completion.
	Support to UMI infrastructure Development	Government Buildings and Administrative Infrastructure	4.133	complete the construction of the Office/Classroom block and complete rehabilitation of hostels and Kalebboblock	1.152	Completed 70% of construction works on the new classroom/office block
Mbarara University	Development Mbarara University	Government Buildings and Administrative Infrastructure	5.609	Phase 2 construction Works for FCI with a provision for a lift and ramp access & Construction to completion of the Female & Male Students Hostel at Kihumuro campus.	4.067	Phase 1 of Students Hostel (Male & Female) - Fixed window frames, completed internal plaster and external rendering, Floor finishing at level 3, plumbing & electricals first fix & paint priming at level 3 completed & handed over. Phase 2 started its at 20% progress.

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				Renovation of Teaching Facilities at Mbarara campus		Phase 1 of FCI - 100% walling at level 1, and 2, columns at level 2, and 3 formwork complete for slab at level 3, reinforcement placed for beams and slab at level 3, casting ongoing at 60%. Overall progress is 71%. Students' Cafeteria works executed - site clearance, setting out, plinth work, walling and wallplate at 65% (all at Kihumuro). Supervision of works done
		Construction and rehabilitation of learning facilities (Universities)	0.400	Renovation of Teaching Facilities in the Faculty of Medicine at Mbarara campus	0.400	Renovation Works of Anatomy & AR Extension block executed to over 95% The outputs included: Plater primer, painting, removal of old plumbing installations, re-installation of new plumbing fittings, replacement of floor with ceramic tiles, re-tiling of Anatomy sedimentation tank, replacement of roof covering for anatomy block and the splash apron
Busitema University	Busitema University Development	Construction and Rehabilitation of Accommodation Facilities	0.140	1 hostel constructed at Nangongera	0.130	Hall of residence was constructed at Nagongera Campus-Faculty of Science Education
		Lecture Room construction and rehabilitation (Universities)	0.750	Phase 3: Construction of a lecture block at Mbale School of Health Sciences at UGX. 480m, Phase 3: Completion of phase 1of a lecture block at Arapai campus at UGX. 150m and Construction lecturer block at Pallisa UGX. 120m done	0.750	A lecture block at Faculty of Management Sciences-Pallisa phase1; Lecture block at Faculty of Health sciences phase three and completion of lecture block a Faculty of Agriculture and Animal Science -Arapai were made.
		Construction and rehabilitation of learning facilities (Universities)	0.070	One structure at Pallisa and one at Nangongera rehabilitated	0.070	one hall at Namasagali renovated
Gulu University	Project: 0906 Gulu University	Acquisition of Land by Government	0.580	Open up boundaries of all GuluUniversity lands, at Nwoya, latoro,Purongo, Forest, Gulu Town, Main campus, Process Titles for 1.552 acres ofland in Latoro, 70 acres in the	0.474	Made payments for the acquisition of theIPSS building from Court Bailiffs.

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				Municipal Kitgum and Agago, Draw Master Plan ,Plant trees, Palm Oil, Set Honey B		
		Government Buildings and Administrative Infrastructure	0.374	Tile Main administration building, Replace curtains at Administration Block, Academic Registrar's Office, Deans of Faculties	0.187	Tiled and painted the Main administration building.
		Lecture Room construction and rehabilitation (Universities)	0.344	Start foundation phase construction of a Business Center in FoB&DS with classrooms. Construction of Lecturer rooms with Offices at Kitgum Campusland to start.	0.134	Awarded the contract for the construction of the Business and development centre and made an advance payment to the contractor.
	Project: 1467 Institutional Support to Gulu University- Retooling	Construction and rehabilitation of learning facilities (Universities)	0.890	Equipping & furnishing of labs for Faculty of Science, Agriculture & medicine and procure more Library Books	0.757	Awarded contract for supply of Lawbooks.
		Purchase of Office and Residential Furniture and Fittings	0.234	Procure 2,000 Lecture chairs, 1,000 Library chairs, 200 library Tables, 50 office desks, 20 book shelves, 20 office chairs, 10 sideboards, 40 Conference chairs, 10 long conference tables	0.104	Procured 850 lecture seats.
		Purchase of Motor Vehicles and Other Transport Equipment	0.820	Procure 1 Double Cabin Pickup for Finance Office, 1 Station Wagon for Vice Chancellor, 1 Vans for General Use for Academic Registrar, 1 Ambulance for Medical Unit.	0.677	Procured 2 double cabin pickups for Finance Office and the academic registrar. Made partial payment towards the purchase of the University Ambulance
	Support to Muni Infrastructure Development	Government Buildings and Administrative Infrastructure	3.210	Master Planning Installation of Solar Power System. Completion of perimeter fence, Science laboratory. Construction of Multi-purpose Centre Building	3.176	Perimeter fence at faculty of Technoscience- 97.6% works completed- Multi-Purpose Health Science block construction 100% works completed 5 stances VIP latrine Completed.

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				Rehabilitation of Capacity Building Centre. Construction of soak pit and Walk way		<p>Completion of Electro-Mechanical Works at lecture block-100% works executed.</p> <p>Design and Production of BoQs completed for Muni Hill and Okollo sites.</p> <p>Design and production of BoQ for Multi-Purpose Centre Building 100% executed.</p> <p>Staff house construction 100% executed</p> <p>Construction of Waste Water Drainage at laboratory block-92% completed.</p> <p>Completion of construction of lawn Mower Shade 99.3% executed</p>
	Support to MUBS Infrastructural Dev't	Government Buildings and Administrative Infrastructure	2.80	<p>A lecture hall at Narambai - Jinja Campus, Short tower of the main library, boundary wall around MUBS main Campus, complete access roads and walkways around the Campuses constructed.</p> <p>Lecture halls renovated.</p> <p>Solar Panels around the School and rain water collection tanks installed.</p> <p>Buildings and walkways maintained.</p>	2.23	<p>Construction of the boundary wall at 75%, Construction of Bursar's Office at 60%.</p> <p>Construction of the road access around MUBS at 68.9% started.</p> <p>Completed the refurbishment and expansion of upper block, Bugolobi.</p> <p>Completed the additional works on upper block, Bugolobi and the refurbishment works at Jinja Campus.</p>
Kyambogo University	Development of Kyambogo University	Government Buildings and Administrative Infrastructure	2.337	<p>Central lecture block completed</p> <p>Medical centre annex completed</p> <p>Innovations and Entrepreneurship centre established 1. Central lecture block completed</p>	2.86	<p>Central lecture block phase I completed using AIA funds, Completion certificate for phase 1 certificate No.7 paid. i.e fixtures installed, sanitary components completed, firefighting systems installed and tested, final paintings.</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
		Acquisition of Other Capital Assets	3,231	Renovations of buildings done ICT infrastructural Development procured complete overhaul of sewage system in the University	2,062	Painting works carried out on Administration block, Faculty of Arts and Social Sciences, NPT, Pearl hall and Kulubya hall. Council Board room interior was refurbished to modern standards. Toilets renovated for each hall to include PWDs; Kulubya hall, Pearl hall, Nanziri hall and Faculty of Science block. Re roofing of two blocks at Human Nutrition and Home Economics Department. Removed asbestos from home economics building and replaced it with iron sheets The sewage overhaul was completed
Kabale University	Support to Kabale University Infrastructure Development	Construction and rehabilitation of learning facilities (Universities)	0.45	6 students' hostels & their bathrooms & lecture rooms 3-10 renovations completed. KABSOM block modified at Makanga Window glassed fixed and Nyabikoni workshop block painted. Dean faculty of science office & science laboratories modified. Conversion of LR2 into offices, University store & records room & police post from existing blocks completed. General lecture hall & science halls; Water borne toilet at academic block and nursing skills laboratory construction started.	0.44	General lecture hall construction payment made. University stores repairs and completed; Computer laboratory 3 and School of medicine modification/construction retention paid. University main computer laboratory and its annex renovated. Three-phase electrical power to the electrical and mechanical workshop successfully installed at Nyabikoni campus.

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
				<p>2 septic tanks at anatomy & nursing skills laboratories constructed.</p> <p>Container modified & old computer lab renovated.</p> <p>Drying lanes for all hostels & 2 incinerators completed.</p>		
Soroti University	Support to Soroti University Infrastructure Development	Acquisition of Land by Government	0.400	<p>2km of a fence constructed.</p> <p>University land secured, land in Serere DLG leased to Soroti University by Teso Cooperative Union.</p> <p>Acquire additional land for development from other institutions.</p>	0.293	Legal expenses on plot 51 paid, 2km fence constructed along the boundary line between Teso College Aloet and Soroti University
		Construction and rehabilitation of learning facilities (Universities)	1.960	Medical laboratories constructed, project supervised and monitored	1.956	<p>Paid Complant Engineering and Trade (U) LTD for construction of the Multipurpose, Teaching and Laboratory blocks.</p> <p>Paid Complant Engineering and Trade (U) LTD for furniture supplied under the contract for construction of the Multipurpose, Teaching and Laboratory blocks,</p> <p>Paid for installation of lifts in the multipurpose block.</p>
		Government Buildings and Administrative Infrastructure	1.610	<p>Water and sewage management system constructed.</p> <p>Engineering plans and designs developed, 20 solar security lighting system installed.</p> <p>Security guard house constructed at the main gate, TECHE block rehabilitated</p>	0.725	<p>Engineering plans and designs for anatomy block designed.</p> <p>Security guard house constructed at the main gate, slab for the cafeteria constructed.</p> <p>Solar security lights installed, 1 deep borehole and 1 production well drilled.</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
	Project: 1461 Institutional Support to Soroti University Retooling	Purchase of Specialised Machinery & Equipment	0.400	Assorted medical and engineering equipment procured	1.668	Assorted medical equipment and materials procured for the school of health sciences
		Purchase of Office and Residential Furniture and Fittings	0.200	Assorted furniture for office, library and lecture theatres procured	0.195	Medical centre and Nursing Skills Laboratory partitioned and installation of furniture and fixtures done
Makerere University	Support to Infectious Diseases Institute	Support to Infectious Diseases Institute	1.626	IDI Prevention, Care and Treatment costs	1.626	<p>631 clients were tested. All patients who test positive got linked to care.</p> <p>136 patients received mosquito nets.</p> <p>7,529 clients received, ongoing psychosocial Support.</p> <p>2,565 clients received cotrimoxazole prophylaxis or alternative. 8,512 clients received ART treatment (old and new). 1,818 viral load tests were performed.</p> <p>4,381 ART monitoring tests performed.</p> <p>4,209 laboratory tests performed. 202 ARV slots.</p> <p>1,676 clients received 2nd line ART treatment (old and new),</p> <p>A total of 28 cases were discussed including 24 failing 1st line and 4 failing 2nd line ART where appropriated regimen modification was done.</p> <p>345 patients suspected to be failing 2ndline ART were managed</p> <p>7,529 HIV positive adults screened for TB.</p> <p>37 new TB cases were started on TB treatment.</p> <p>2,932 patient received INH prophylaxis</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
	Support to Makerere University	Construction and rehabilitation of learning facilities (Universities)	0.833	Teaching facilities/buildings renovated	0.793	Completed renovation of the teaching facilities/building housing the former faculty of Arts/now School of Liberal & Performing Arts
		Construction and Rehabilitation of Accomodation Facilities	0.400	Number of Residential Buildings renovated	0.169	refurbishment and reconstruction works at Nkurumah, Nsibirwa and Mitchel Halls
	Food Technology Incubations II Makerere University	Teaching and Training	0.120	Incubation skills developed and improved	0.140	FTBIC trained 12 entrepreneurs in fish, honey and fruit juice processing from Kaseses District.
		Research, Consultancy and Publications	0.300	12 Novel food products and technologies developed	0.281	<p>Research continued on:</p> <p>i) Development a technology for producing high quality of silver fish (<i>Rastreneobola argentea</i>) flour to be used in boosting the nutritional content of common complementary feeding porridges used by low-income communities in Uganda through a food-to-food fortification approach,</p> <p>ii) Exploring the application of termites to convert food/crop wastes/residues into portable organic fertilizer for smallholder farmers in Uganda.</p> <p>iii) Investigating the integration of chia into the existing food systems in Uganda for enhanced food security, improved nutrition and health.</p> <p>iv) Design and fabrication of a continuous pasteurizer of 200-300 kg/hr capacity for small medium scale beverage processors</p> <p>v) Developing of a controlled solar drying system for improved drying efficiency and nutritional quality of dried fruits</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
						vi) Development of an instant-soup flour from small sized non-marketable potatoes vii) Development and evaluation of tamarind dehuller. viii) Nutrient -enriched probiotic fermented sorghum beverages for enhancing nutrition of children aged 6-23 months in Uganda.
		Purchase of Specialised Machinery & Equipment	0.832	Postharvest and value added processing capacity expanded, efficiency enhanced and maintained	0.832	Installation of Air Compressor System completed and undergoing testing. PETBottle Blower System delivered and undergoing installation and testing. Steam fittings received and awaiting procurement of steam piping and other reticulation accessories. Optimization Test runs continued on the extrusion line, with different product formulations and operating conditions.
		Construction and rehabilitation of learning facilities (Universities)	2.000	Incubation facilities expanded	2.00	Rehabilitation works of the cracked SFTNB building continued.
	Technology Innovations II Makerere University	Teaching and Training	0.600	Support for Industrial Training	0.600	474 students from 11 courses were Supported to do industrial training and industrial training materials procured.
		Research, Consultancy and Publications	0.279	Research undertaken through technologybased initiatives	0.280	3-D printing of some of the parts for theprototype was done by the Mechanical Engineering team. Accomplishment of the development ofthe data storage platform, development ofthe tools to compare, export and publishgathered information and implementationof the UAV live stream.

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
						<p>Final design of the control system involving use of MATLAB for the control code development by the Electrical Engineering team. Augmentation of the control system of the UAV and building a prototype that tested the control system performance.</p> <p>iLABS @MAK: The Lab Server and Lab Client are both Open Labs endeavors aimed at improving the iLabs remote labs technology. Both were completed and presented in June 2019</p> <p>Irrigation; In process of developing collaboration with farmers in Gulu District. Made surveys and advised farmers in Ganga, Mukono, Luwero, Kasese, Fort Portal. Installed an irrigation system in Rubirizi District Installed an irrigation system in Mubende District.</p> <p>CTDD: Two dryers 1 & 2 of different designs were developed both using firewood stoves as a source of energy and solar panel with 1.2v battery to be used to run the extraction fan. The two dryers were tested at Ssenyi landing site</p> <p>Grey Water: Technology selection for household grey water treatment Design of the selected grey water treatment unit and production of detailed Engineering design drawings Fabrication and Implementation of the grey water filter at household level</p>

ESSAPR to inform the 26th ESSR – September 2019

Sub-Sector	Project/ Program	Activities/Line item	Annual Budget Shs. Bn	Expected Outputs	Actual Exp. FY 18/19 Shs. Bn.	Actual Outputs
		Construction and rehabilitation of learning facilities (Universities)	0.865	One building renovated	0.865	Partitioning of the Lumumba Dinninghall into Classes for thee Dept. ofArchitecture Works are ongoing. The space will have 4 classes, 2 officesand a store.
	SPEDA II (Makerere University)	Teaching and Training	0.150	Mobilize, Enroll, Pilot, & certify school & post-secondary school leavers/ graduates with skills	0.151	SPEDA project thru its training platform AFRISA received funding amounting to 250M and 3 vehicles from Ministry of Science & Technology for procurementof equipment for the mobile training unit. Training has been taking place in WesternUganda (Shema & Bushenyi), where thecommunity were trained in differentvalue chains. 94 studentsDegree students (BLB) 34 students were admitted
		Purchase of Specialised Machinery & Equipment	0.400	Laboratories & Workshops refurbished	0.400	All equipment was delivered and Suppliers have been paid fully. The MTU (Mobile Training Unit) is now being utilized for training students in the communities
		Construction and rehabilitation of learning facilities (Universities)	0.300	Nakyesasa farm plus main college campus infrastructure & facilities	0.246	PHASE I: Contractor has completed thework and has been fully paid PHASE II: Contract sum: approx. 151M,Extension of the feed processing facility. Digging the Water well and Laying ofpipes has been completed. Contractor has executed 80% of theworks especially on poultry. Works onthe piggery unit nearing completion. Works involved digging 4 fish ponds, areservoir, dykes, and a perimeter chainlink around the ponds completed.

CHAPTER 4- THE EDUCATION AND SPORTS SECTOR PERFORMANCE

The analysis of the performance of the Education and Sports Sector in the FY 2018/19 presented in this chapter is organised along the three thematic areas of Access and Equity, Quality of Education; and, Efficiency and Effectiveness in accordance with the Education Strategic Plan (2016/17 – 2020/21).

The chapter appraises performance of all sub sectors (i.e. Pre-primary and Primary Education, Secondary Education, BTVET and Higher Education) responsible for implementing various initiatives within the sector.

4.1. Access and Equity in the Education and Sports Sector

In order to increase Access and Equity, emphasis was laid on expanding opportunities for learners, increasing participation in Education and Sports services and ensuring a safe learning environment.

4.1.1 Pre – Primary Education

To prioritize early childhood provision and basic schooling, the sub sector collaborated with the private sector to provide a conducive teaching and learning environment for both children and caregivers and enforcement of the implementation of the legal and policy framework on Early Childhood Education.

(a) Planned Initiatives Undertaken during FY 2018/19

During FY 2018/19, the subsector planned to undertake advocacy and social campaigns to expand access at Pre-primary.

(b) Progress of implementation of planned Initiatives

(i) Advocacy and social campaigns for Pre-Primary Education;

The sub sector held radio and TV presentations on (*Super FM, NBS TV, Beat FM, Bukedde TV, Urban TV, Star TV and Bukedde FM*) to sensitise stakeholders on the significance of supporting their children in all aspects of education. The sub-sector shared information on the importance of; good Health care, nutrition, child protection, and early childhood education (*from birth to eight years of age*) across the country. Multi-sectoral meetings were also held with line Ministries i.e. MoLGSD and MoH to clearly identify each stakeholders' roles and responsibilities in the provision of Early Childhood Education.

(c) Implementation challenges

The sub-sector is facing a number of challenges that include among others:-

- (i) Limited access to ECD services: with the exception of a few not for profit organisation, ECD service provision is largely for profit which keeps out a significant portion of learners; and,
- (ii) Poor quality infrastructure in ECD centres.

4.1.2 Primary Education

Like in the previous years, the subsector remained focused on implementing initiatives aimed at expanding access and equity at primary.

(a) Planned Initiatives Undertaken during FY 2018/19

Box 4.1. Below presents a summary of the initiatives undertaken by the subsector to increase access and equity.

Box 4.1: Planned Initiatives by the Primary subsector FY 2018/19

- | | |
|-------|--|
| (i) | Payment of UPE Capitation Grants; |
| (ii) | Licensing and Registering Private Primary Schools; |
| (iii) | Development of Infrastructure; and, |
| (iv) | Inclusive Education. |

(b) Progress of implementation of planned Initiatives

This section presents the progress made towards implementing the above initiatives:-

(i) *Payment of UPE Capitation Grant*

Funds amounting to Ugx. 75,240,789,507 were disbursed as capitation grants to 12,432 UPE Schools for a total of 7,290,198 pupils in FY 2018/19. The unit cost per pupil increased from Ushs. 9,447 in FY 2017/18 to Ushs. 10,000 in FY 2018/19 indicating an 8.9% increase. The increment in capitation grants is attributed to the Uganda Intergovernmental Fiscal Transfer program that is enhancing capitation grants among others.

(ii) *Licensing and Registration of Private Primary Schools*

A total of 1,005 primary schools were licensed in FY 2018/19 compared to 2,200 in FY17/18, while 390 were registered in FY 2018/19 compared to 320 primary schools in FY 2017/18. This indicates a 54% decline in the number of licensed schools and a 17% increase in registered primary schools from FY 2017/18. The upturn in the registration of private schools was against a back drop of regular sensitisation workshops and dialogues held with head teachers and deputy head teachers which was complemented by the continuous dissemination of guidelines and the Education Act, 2008 to private primary schools over the review period.

(iii) *Development of Infrastructure*

For the period under review, the sector planned to rehabilitate/construct facilities in twelve (12) primary schools under Emergency Construction Phase II Project. Out of these, facilities in only three (03) (i.e. *Bubuusa P/S, St. Edward Gobero P/S and Bulubandi P/S*) were completed indicating a 25% performance level. This poor performance is greatly attributed to procurement delays caused by change of procurement modality from school to Local Government level. Refer to table 4.1b below for details.

Table.4.1: List of schools with completed facilities under Emergency Construction Project Phase II in FY 2018/19

S/n	School	District	Scope of Works	Budget (Ugx)	Implementation Status
1.	Bubuusa P/S	Namutumba	Construction of two 2-Classroom Blocks and a 5-Stance Latrine Blocks	176,075,326	completed
2.	Bulubandi P/S	Iganga	Construction of two 2-Classroom Blocks and two 5-Stance Latrine Blocks	199,085,326	completed
3.	Busaabaga P/S	Lugazi M.C	Construction of two 2-Classroom Blocks	153,065,326	Roofing stage
4.	Iki-Iki Intergrated P/S	Bukedea	Construction of a 2-Classroom Block, two 5-Stance Latrine Blocks and a 2-Stance Latrine Block	136,712,663	Walling stage
5.	Kiwalazi P/S	Luuka	Construction of a 3-Classroom Block	114,798,995	Roofing stage
6.	Kirewa P/S	Tororo	Construction of two 2-Classroom Blocks	153,065,326	Not Started
7.	Kagongi P/S	Ntungamo	Construction of two 2-Classroom Blocks and a 5-Stance Latrine Block	170,582,700	Procurement process
8.	Mpigi CoU P/S	Luwero	Rehabilitation of a 2-Classroom Block and Construction of a 2-Classroom Block	94,957,874	Walling stage
9.	Matyama P/S	Namutumba	Construction of a 2-Classroom Block and a 5-Stance Latrine Block	99,542,663	Walling stage
10.	St. Edward Gobero P/S	Wakiso	Construction of a 5-Stance Latrine Block	23,084,527	Completed
11.	St. Mary's Malungu P/S	Luwero	Construction of two 2-Classroom Blocks and Supply of 14 Extra Desks	154,600,000	Walling stage
12.	Ngoma C/U P/S	Nakaseke	Construction of two 2-Classroom Blocks	153,065,326	Roofing stage

Source: MoES 2019

Additionally, civil works were completed in 43 (66.2%) schools out of the sixty-five (65) that were rolled over from FY 2017/18. Refer to Annex 2 reflects a detailed status of works in each beneficiary institution. Below in picture 1.0 were before and after images of civil works in Bugaya P.S – Buyende District.

Picture.1.0: Two (2) classroom block at Bugaya P.S- Buyende District



Under the Uganda Teacher and School Effectiveness Project, the sub-sector completed construction of facilities in 84 primary schools as planned (i.e. 528 Classrooms, 84 Administration Blocks, 84 5 stance VIP latrines, 168 2 stance VIP latrines and eighty four 5,000 litre water tanks). The construction of facilities was undertaken in 24 districts (i.e. Butaleja, Butambala, Kagadi, Kalungu, Kamwenge, Kibaale, Kiruhura, Lwengo, Lyantonde, Mbarara, Mitooma, Mityana, Mubende, Mukono, Nebbi, Ntungamo, Rubanda, Rukungiri, Sheema, Rakai, Kyankwanzi, Namutumba, Oyam and Tororo). See Annex 3 for the list of beneficiary institutions completed under UTSEP.

Under the School Facility Grant (SFG) and PRDP programmes, the sub sector planned to construct a total of 1,026 classrooms, 2,648 VIP Latrines, 200 Teacher houses and supply 8,573 desks in FY 2018/19. By the end of the FY, a total of 348 classrooms, 1081 VIP Latrines and 86 Teacher houses were completed and 2088 desks/furniture was supplied.

This indicates a 40% program performance. Table 4.2 below summaries the performance of the facilities at the local governments throughout the country.

Table 4.2.: Status of construction of facilities under SFG/PRDP FY 2018/19

Sn	Facilities	Target	Completed	On going	Not started	% Performance
1	C/Room renovation /completion	340	116	8	216	34.1
2	New construction	686	232	148	306	33.8
3	VIP Latrines	2,648	1,081	198	1,369	40.8
4	Furniture	8,473	2,088	0	6,485	24.6
5	Teacher Houses	200	86	24	90	43.0

Source: MoES 2019

(iv) Inclusive Education

During the period under review, Uganda Teacher and School Effective Project in partnership with the Starkey Hearing Foundation supported children with special learning needs. A needs assessment was conducted which identified 1,652 children in the four (04) regions of Uganda (i.e. Central/Entebbe, 397; West/Mbarara, 273; W. Nile/Arua, 139; North/Gulu, 260; Soroti, 378; and West/Kabarole, 205) with hearing impairments. The sub sector then procured and distributed hearing aids to 1,554 children with hearing aids (i.e. 1,188 fitted with custom-moulds and 366 with stock moulds). Below are pictures (1.2) taken during the installation of hearing aids for learners.

Picture 1.2: Fitting of hearing devices to children with hearing impairment by Starkey Foundation and UTSEP



Source: UTSEP 2019

(c) Implementation challenges

- (i) The long bureaucratic Procurement system which greatly frustrated implementation of both emergency construction project and SFG program;
- (ii) Accumulated unpaid retentions/incomplete structures under SFG program. Some Local Governments have backlogs for both unpaid retentions and incomplete civil works pending for some years yet remain un-prioritized in work plans of subsequent years.
- (iii) General lack of maintenance of SFG facilities provided under the programme since inception. The majority of defects are left unattended to by the school administration resulting into bigger/worse situations.
- (iv) General lack of maintenance of SFG facilities. The majority of defects are left unattended to by the school administration resulting into bigger/worse situations.

4.1.3 Secondary

During the period under review, the sub sector continued to pursue initiatives in line with access and equity.

(a) Planned Initiatives, undertaken in the Secondary subsector

Below are the initiatives that were implemented in order to expand access and equity to secondary education as reflected in Box 4.2 below:-

Box 4.2: Planned Initiatives, Secondary subsector FY 2018/19

- (i) Pay capitation grants for USE/UPOLET students;
- (ii) Licensing and registering of private schools; and,
- (iii) Completion of Roll over civil works

(b) Progress of Implementation of planned initiatives

The subsector registered the following progress:-

- (i) Pay capitation grants for USE/UPOLET students.

During the period under review, the subsector paid capitation grants amounting to Ugshs. 134.860bn for 990,379 (i.e. 920,971 USE; 69,667 UPOLET) students as planned. This was in comparison to Ugx 129.784bn/= paid for 1,036,482 (i.e 962,866 USE; 73,616) students in FY 2017/18. This represents a 4% increase in the capitation grants due to the enhancement of capitation grants by the UgIFT program.

- (iii) Licensing and Registration of Private Schools

Licensing and registration of private schools is dependent on requests made by the institutions in which case targets cannot be set for this item. During the period under review, a total of 117 private secondary schools were registered, while a total of 130 were licensed. This was in comparison to the 157 private schools registered and 329 private schools licensed in FY 2017/18. See annex 4 for details.

(iv) *Construction under presidential Pledges*

Under presidential pledges, the sector planned to construct facilities in 8 secondary schools. During the period under review, civil works were implemented by the various local governments in the seven (07) secondary schools except in Kabbo S.S (*Mubende*) and were at different stages of implementation. Refer to Table 4.3 below for details.

Table.4.3 : List of schools that benefitted from Presidential Pledges (FY 2018/-2019)

S/n	School/Institution	District	Facilities	Status of implementation
1.	Our Lady of Guadalupe S.S	Gomba	Partial completion of 3 unit science Laboratory block	Works are progressing under the District local government supervision
2.	Kwosir Girls Boarding School	Kween	3 classroom block with furniture	At Finishing Stage
3.	Dokolo Girls	Dokolo	Girls dormitory with open showers, 2 stance VIP latrine for staff and connection to the national grid	At Finishing stage
4.	Makulubita S.S	Luwero	2 classroom block with furniture and rain water harvest tank	Works at practical completion, to install the rain water harvest system and supply furniture.
5.	St.Mary's Rushoroza Voc.S.S	Isingiro	Multipurpose science block	Installation of worktops and internal finishes
6.	Adilang S.S	Agago	2 Stance VIP Latrine, classroom and office furniture and beds(double deckers)	Works for latrine block are at practical completion; and fencing is at finishing stage.
7.	Gamutai Girls	Kapchorwa	Partial completion of storeyed dormitory block	At procurement stage

Source: MoES, 2019

Under the Uganda Inter-governmental Fiscal Transfers for Results Program, the sector planned to construct a total of 117 seed secondary schools in sub counties without a public school. Facilities provided included (06 Classrooms, a multi-purpose Hall, staff houses for 6 Teachers, an ICT laboratory, a Library, and Science Labs). By the end of the period under review, the issuance of guidelines to selected sub counties; and, signing of contracts with 92 local governments in 92 sites had been undertaken. See picture 1.3 below.

The civil works were at different levels of construction in 92 sites (*Picture 1.3 shows examples of construction sites in some of the local governments*). Annex 5 reflects the status of implementation in the various local governments.

Picture 1.3: Civil works under implementation in some of the sites under Ugift
 2 Classroom blocks at Ngora Seed school
 2-unit Science laboratory block
 Nyabweya Seed School in Kabarole District



2-Classroom block (01) Kiyombya Seed School in Buyangabu District



ICT/Library block in Buyangabu District



Kisubba Seed School in Bundibugyo District
 Multi-purpose Hall



classroom blocks and Admin block at Kadungulu Seed



Source; MoES 2019

(v) Completion of roll over civil works

Well as funds amounting to Ug.Shs.8.5bn were allocated for the construction of 12 seed secondary schools phase I (i.e 2 No.2 classroom blocks, 1 multipurpose science laboratory, 1 administration block, 2 No.5 stance and 1 No.2 stance latrine blocks) in FY 2017/18, civil works (phase I) were completed in 7 out of the 10 seed schools in FY 2018/19. See Annex 6 for details.

(c) Implementation Challenges

The key sub-sector challenges during FY 2018/19 included:-

- (i) Cost over runs for construction projects;
- (ii) Some of the sites had no site plans and Bulambuli district was cited as an example;

- (iii) No clerk of works at some sites, a clear indication that supervision and contract management is not as robust as required;
- (iv) Disregard of guidelines from the Ministry in terms of supervision of the project;
- (v) Substandard quality of materials were found on some sites visited;
- (vi) Despite the fact that some sites were located in water logged areas, the technical customisations were not being adhered to;
- (vii) All sites had never been visited for social and environmental screening; and,
- (viii) Land ownership issues which are yet to be resolved with some local governments

4.1.4 Business Technical and Vocational Education and Training (BTVET)

BTVET programs range in both complexity and scope. Some provide for craftsmen or technician level training that replaces standard modes of secondary education, while some TVET programs provide graduate engineering level education to students seeking education at the tertiary or post-secondary level.

Uganda's skills development sector is designed to ensure that the individuals and enterprises have access to skills training necessary to promote and enhance productivity in order to per-capita income.

The initiatives prioritised by the subsector in FY 2018/19 to promote access and equity are reflected in box 4.3 below.

(a) Planned Initiatives undertaken

The main initiatives undertaken during the period under review are shown in box 4.3 below:-

Box 4.3: Planned Initiatives, BTVET subsector FY 2018/19

(i)	Payment of Capitation Grants;
(ii)	Provision of additional infrastructure to existing institutions;
(iii)	Establishment of new BTVET institutions;
(iv)	Completion of rolled over works in BTVET Institutions;
(v)	Registration and Licensing Private BTVET institutions;
(vi)	Provision of Bursaries Albertine Sub region; and,
(vii)	Establishment of Centres of Excellence.

(b) Progress of Implementation of Planned Initiatives

During the period under review the subsector undertook the following initiatives:-

(i) Payment of Capitation Grants

In FY 2018/19, the sub sector capitation grants for students in various technical and vocational educational institutions as follows:- 7,135 students in Technical Institutes; 3,669 in Technical/Farm Schools; 2,907 in community polytechnics; and, 5,399 in health Training Institutions. Capitation grants were also paid for students in Uganda Colleges of Commerce and Uganda Technical Colleges

(ii) Provision of additional infrastructure to existing institutions

The provision of additional facilities is being supported through projects that are fully government funded, those funded exclusively by the donors and those jointly implemented by government and the donors.

Under the support to skilling Uganda Project (jointly supported by the government and Enabel, formally the Belgian Technical Corporation), five (05) institutions are being supported with additional facilities. While the original project area was the Rwenzori Sub-Region (i.e the districts Kabarole, Kasese, Hoima and Masindi), subsequent reviews led to the project area being extended to include Karamoja Sub-Region (i.e the districts of Moroto and Nakapiripirit). The detailed progress of implementation of works is summarised in table 4.4 below.

Table.4.4: Status of implementation of civil works under the Support to Skilling Uganda Project

Sn	Institution	Facilities	Progress as at 30 th June, 2019
1	UTC Kyema, Masindi	3 workshops, Girls dormitory; Kitchen; Sanitation facilities; Electrical, mechanical and external works	Physical progress is estimated at 88%
2	Kasese Youth Polytechnic, Kasese	4 workshops, Boys dormitory; Kitchen; Sanitation facilities; electrical, mechanical and external works	Physical progress is estimated at 55%
3	St. Josephs Virika VTI, Kabarole	4 workshops, Boys dormitory; Kitchen; Sanitation facilities; electrical, mechanical and external works	Physical progress is estimated at 25%
4	St. Simon Peter VTI, Hoima	3 workshops, Library, Boys dormitory, Kitchen, Sanitation facilities, Electrical, mechanical and external works	Physical progress is estimated at 92%
5	Millennium School, Hoima	Business Demonstration Hotel; Kitchen; Housekeeping workshop; Guest house; Restaurant and bar; Roof repairing of existing classroom block, Electrical, mechanical and external works commenced.	Physical progress is estimated at 60%
6	Nakapiripirit Nakapiripirit	T.I, Agricultural mechanization workshop with supporting trades (i.e. general machining, agricultural laboratory, and general machine workshop)	Physical progress is estimated at 95%
7	ST. Daniel Polytechnic Naoi, Moroto	Comboni Construction of a new multi-purpose workshop (i.e. carpentry & joinery, welding and machining, building & construction workshop).	Physical progress is estimated at 78%

Pic 1.4 Showing some of the facilities under construction in the Nakapiripirit T.I and St Simon Peter's Vocational Training Center, HoimaBTVET educational institutions.



The soon to be commissioned multipurpose workshop at Nakapiripirit Technical Institute

Source: MoES, 2019



A boys' dormitory approaching completion at St. Simon Peter's Vocational Training Centre Hoima

(iii) Establishment of new BTVET institutions

In FY 2018/19, there were a number of institutions that were being established. The summary status is contained in table 4.5 below.

Table.4.5: Status of construction of new BTVET institutions during FY 2018/19

Technical Institute	District	Facilities to be constructed	Implementation status
Eriya Kategaya T.I	Ntungamo	2 No. Dormitories (<i>i.e one each for both boys and girls</i>), 2 No. 5 stance VIP latrines, 2 No. 4 unit shower block	The contract was signed. The site is ready for hand over.
Prof. Dan Nabudeere Memorial	Mbale	Administration block, Two (2) classroom block, Motor vehicle Workshop, Two (2) No. 5 stance VIP latrines, Two (2) No. 2 stance VIP latrines, Electrical Installation workshop	The procurement process was concluded. The next stage is contract signing.
Maumbe Mukhana Memorial Technical Institute	Mbale	Administration block, Two (2) classroom block (1), Carpentry and Joinery Workshop, BCP Workshop, Two (2) No. 5 stance VIP latrines, Two (2) No. 2 stance VIP latrines	Works were advertised at the end FY 2018/19.
Mucwiny Technical institute	Kitgum	BCP Workshop, C&J Workshop, Motor vehicle Workshop i.	Substructure works completed now at walling stage. Works are estimated at 45%.
Kaabong Technical Institute	Kaabong	BCP Workshop, C&J Workshop, Two (2) No. Classroom block, A boys' dormitory block, A girls' dormitory block	The works are estimated at 80%.
Nakapiripirit Technical Institute	Nakapiripirit	Administration block, Completion of 2 No. Dormitories, Two (2) No. classroom, Construction of a boys' 5 stance VIP latrine, Construction of a girls' 5 stance VIP latrine ii. iii.	(i) Administration block (<i>Not started</i>) (ii) 2 No. Dormitories (<i>estimated at 98%</i>) (iii) Two (2) No. classroom (<i>Not started</i>) (iv) Construction of a boys' 5 stance VIP latrine (<i>completed</i>) (v) Construction of a girls' 5 stance VIP latrine (<i>Not started</i>)
Kauliza Kasadha T.I	Bugiri	Two (2) staff houses, One administrative block, Two (2) classroom block, Two (2) dormitories, Multipurpose hall/ dining	All the facilities have been roofed

Source: MoES, 2019

(iv) *Establishment of a new Institution in Nwoya District*

The sub sector under the Albertine Region Sustainable Development Project planned to continue with the process of establishing a new institution in Nwoya District. During the reporting period, a needs assessment, results validated and confirmed the need for the establishment of an agro processing institution in Nwoya district. Consequently, the Institutional Development Plan (*IDP*) and the Master Plan for the new institute were developed and were undergoing final approval by the relevant structures.

(v) *Completion of rolled over works in BTVET Institutions*

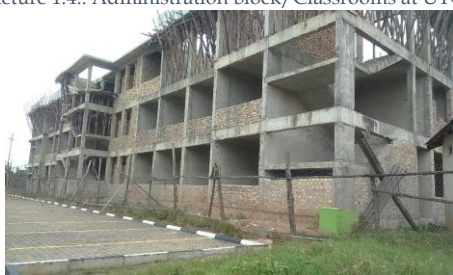
During the period under review, there were a number of civil works rolled over from previous Financial Years that were being implemented. Under the Development of BTVET Project, civil works launched previous Financial Years were still being implemented. At the end of the Financial Year, the civil works were at different levels of implementation as summarised in table 4.6 below.

Table.4.6: Completion of Civil works in 4 BTVET institutions under Development of BTVET Project

BTVET Institution	District	Facilities to be constructed	Status of implementation
Bukooli T.I	Bugiri	A three storeyed administration block/Classroom block	At 2 nd Floor ring beam level. Works are estimated at 55%
Kiruhura T.I	Kiruhura	Phase I facilities: (i) Administration block (ii) Two (02) No. classroom block (iii) Multipurpose block (iv) C&J Workshop (v) Two (02) No. Five stance VIP latrine (vi) One (01) No. Five stance VIP latrine	All the civil works were completed
		Phase II facilities: (i) Two (02) staff houses (ii) Two (02) No. Dormitories (iii) Library block (iv) Two (02) No. Five stance VIP latrine (v) Three (03) No. 2 stance VIP latrine (vi) Kitchen (vii) Motor vehicle workshop	Phase II facilities: (i) Two (02) staff houses: one house at walling while the second is at site levelling (ii) Two (02) No. Dormitories: Not started (iii) Library block: roofed (iv) Two (02) No. Five stance VIP latrine: roofed (v) Three (03) No. 2 stance VIP latrine: roofed (vi) Kitchen: roofed (vii) Motor vehicle workshop: site levelling
UCC Aduku	Apac	A three Storeyed administration/lecture Room block	Works are estimated at 85%
UTC Bushenyi	Bushenyi	A three storeyed administration/ Classroom block	The 2 nd floor ring beam level.
Arua School of Comprehensive Nursing	Arua	A Girls' Hostel	Works are estimated at 90% level of completion (90%).

Source: MoES

Picture 1.4: Administration block/Classrooms at UTC Bushenyi and Bukooli Technical Institute



UTC Bushenyi



Bukooli Technical Institute

Under the OFID Funded Vocational Project Phase II; Under this project, the sub sector planned to commence the expansion of facilities in 9 technical institutes namely:- Buhimba T.I, Nakasongola T.I, Kilak T.I, Lokopio Hills T.I, Namataba T.I, Namutumba T.I, Nawanyago T.I, Ogolai T.I & Lwengo T.I. However, due to delays occasioned by the elevation Namataba T.I to university status (*i.e. Limkokwing University*) the expansion works for the institutes had not commenced.

Under IDB funded Technical and Vocational Education and Training Phase II; The expansion and rehabilitation of another 9 technical institutes (*i.e. Kitovu, Rutunku, Kabale, Birembo, Nalwire, Nkoko, Minakulu, Moyo and Moroto*) under the project had not commenced by the end of the Financial Year due to delays in loan approval.

Under Uganda Skills Development Project (USDP), infrastructure at UTC Bushenyi, UTC Lira, UTC Elgon and Bukalasa Agricultural College are expected to be upgraded to meet international Standard for TVET , therefore in FY 2018/19 the sector planned to:-

- (i) Obtain guidance from the international training institutions (*twinning institutions*) to guide the civil works for upgrading or refurbishment of classroom and workshops at the colleges.
- (ii) Carry out construction works in the 5 Centres of Excellency (*i.e. Bukalasa Agriculture College, UTC Elgon, Lira, Bushenyi and Vocational Training Institutions*).

During the reporting period the twinning institution for UTC Bushenyi, UTC Lira, UTC Elgon and Bukalasa Agricultural College provided guidance to the infrastructure for the colleges and the networking Vocational Training Institutions (VTIs). This translates to 100% performance of this activity under the period under review.

Relating to construction works at the CoES and VTIs, the sector had completed the design of facilities at UTC Bushenyi and civil works was advertised by 20th of June 2019. While the designs facilities for UTC Lira, UTC Elgon, and Bukalasa Agricultural College together with their networking VTIs were being finalised by the engineering and design firm. The low performance on the civil works aspect was because, the workshop and classroom designs are depended on guidance from the twinning institutions (*whose guidance was also depended on the availability of curricula*), which were still under development during the reporting period

(vi) Registration and Licensing Private BTvet institutions

The government of Uganda embraced liberalization policies in all its sectors including the education and sports sector. This shift attracted and continues to attract many players to establish institutions across all the subsectors to which the BTvet subsector is no exception. The government then plays an oversight role over all private institutions through registration and licensing. Subsequently, over the period under review, the subsector granted "a clean bill of health" to fourteen (14) Private institutions to offer programs and training opportunities. The list of these institutions is summarized in table 4.7 below.

Table 4.7: BTvet Licensed Private Institutions from July 2018 to June 2019

S/n	Institution Name and Address	Registration Number
1	St. Gertrude School of Nursing and Midwifery	MOES/BTVET/220
2	Jerusalem Institute of Health Sciences	MOES/BTVET/222
3	Village of Hope Vocational School	MOES/BTVET/221
4	Dove Cote Vocational College Rubaare	MOES/BTVET/233
5	Obutava Com. Vocational School	MOES/BTVET/223
6	Kangai Technacal School	MOES/BTVET/226
7	Zobebe Mem. Vocational Institute Arua	MOES/BTVET/224
8	St John School of Nursing and Midwifery	MOES/BTVET/225
9	Exceed Institute of Safety, Management and Technology (Eismat)	MOES/BTVET/227
10	Rwenzori College of Commerce	MOES/BTVET/228
11	St. Konrald Integrated Vocational Institute	MOES/BTVET/230
12	Luweero Diocese Vocational Institute	MOES/BTVET/232
13	Mirembe Guts Vocational Training	MOES/BTVET/231
14	Lubega Institute of Nursing and Medical Sciences	MOES/BTVET/229

Source: MoES, 2019

(vii) Provision of Bursaries to Albertine Sub –region

In FY 2018/19, under the Albertine Region Sustainable Development Project, the sub sector planned to improve access to relevant skills training in the Albertine region through provision of bursaries to a total of 400 learners living within the region. The bursary is intended to support learners from the region to gain tangible skills within a short period of time (*to prepare them compete favourably for job opportunities*) during oil production phase.

By the end of the FY, no learner had been trained due to the preparatory activities that had to be undertaken among which included: - sensitization of the community about the bursary opportunity, launch of the Bursary Scheme and the Workforce Skills development Strategy and Plan (WSDSP) for Oil and Gas Sector, selection of the training providers and Selection of the trainees.

(viii) Establishment of Centres of Excellence

Under Albertine Regional Sustainable Development Project (ARSDP), both UPIK and UTC Kichwamba are expected to be transformed into Centres of Excellence providing training in Oil and Gas related trades. Based on guidance from the twinning institutions on the kind of infrastructure deemed necessary to deliver the new curricula. In the period under review, the designs for the workshops, classrooms and other non-curricula related facilities were being developed. These facilities will be attuned to be at international standards of facilities for Oil and Gas training.

(c) Implementation Challenges

The subsector was faced with a number of challenges that included among others:-

- (i) The high costs involved (*Tuition and functional fees*) limits access to formal BTVET education often leading to a low enrolment numbers; and,
- (ii) Lack of awareness and poor sensitisation about skills education and training.

4.1.5 University Education

The higher education subsector continued to emphasize access and equity to higher learning institutions through the implementation of a number of initiatives as indicated the box 4.5 below.

(a) Planned Initiatives undertaken in FY 2018/19

The initiatives undertaken in FY 2018/19 under University Education included:-

Box 4.5: Planned Initiatives under University Education FY 2018/19

- (i) Supporting and admitting students to university institutions;
- (ii) Implementation of Students Loan Scheme;
- (iii) Implementation of the district quota system for admission of students to public universities;
- (iv) Provision of Bilateral scholarships;
- (v) Development, expansion and rehabilitation of infrastructure in all public universities;
- (vi) Support establishment of constituent colleges and Public Universities; and,
- (vii) Supporting of private universities to expand infrastructure.

(b) Progress of Implementation of Planned Initiatives

During the period under review a number of planned initiatives were undertaken as indicated below:-

(i) **Support to Government Students in Public Universities.**

In FY 2018/19, the sub-sector enrolled a total of 101,184 students in the Eight (08) Public Universities and one (01) degree awarding institution, 4,000 of which are supported by the government of Uganda. This support caters for meals, accommodation and student's welfare. Below is a summary of number of students enrolled in FY 2018/19. See table 4.8.

Table 4.8: Enrolment in Universities by Programs FY 2018/19

Sn	Universities	Enrolment		
		Sciences	Humanities	TOTAL
1	Mbarara University of Science and Technology (MUST)	3,234	781	4,015
2	Busitema University	3,141	132	3,273
3	Lira University	561	568	1,129
4	Muni University	372	0	372
5	Kyambogo University	10,211	22,297	32,508
6	Makerere University Business School	1,555	16,043	17,598
7	Makerere University	13,730	20,836	34,566
8	Gulu University	1,146	2,930	4,076
9	Uganda Management Institute	0	3,647	3,647
	TOTAL	33,950	67,234	101,184

Source: MoES, 2019

Out of the above students enrolled a total of 147 students with disabilities were enrolled as listed in table 4.9 below.

Table 4.9: Number of students with special needs enrolled

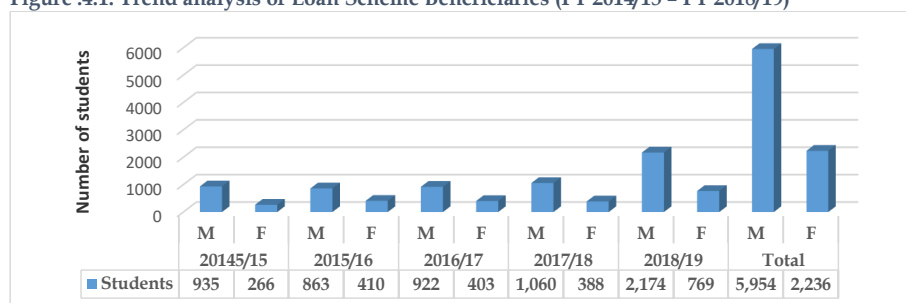
1.	Muni University	3
2.	Mbarara University of Science and Technology	5
3.	Makerere University School of Business studies	22
4.	Kyambogo University	102
5.	Gulu University	5
	Total	147

Source; MoES 2019

(ii) **Provision of Loan Scheme**

In FY 2018/19, the sub sector continued to enhance access to tertiary education by approving loans to a total of 8,190 students (*i.e* 5,954 Male; 2,236 Female). The board also provided loans to 9 students with disabilities in bid to encourage inclusive education. Annex 6. shows the number of beneficiaries per tertiary institution.

Figure 4.1: Trend analysis of Loan Scheme Beneficiaries (FY 2014/15 - FY 2018/19)



Source: HESFB 2019

Under the African Centres of Excellence; a total of 448 students (379-Masters Students: 80 female, 54 regional); 79 PHD- (18 females, 184 regional) were recruited at the Makerere Regional Centre for Crop Improvement, Materials Product Development and Nano Technology Centre at Makerere University, ACE for Agro Ecology and Livelihood Systems at Uganda Martyrs University and Pharm-Biotechnology and Traditional Medicine Centre at Mbarara University of Science and Technology.

(iii) *Implementation of the District Quota System*

In FY 2018/19, the government continued to implement the district quota system which sponsors a specific number of students each academic year. By the end of the period under review, a total of 896 students had been admitted to public Universities. The selection of beneficiaries is based on threshold of five (05) per district and overall district population.

(iv) *Provision of Bi-lateral Scholarships (including commonwealth)*

In FY 2018/19, the sub sector continued to provide bi-lateral scholarships to students to study in countries (i.e. China, United Kingdom, Egypt, Australia, Algeria, Indonesia, New Zealand, Thailand and Mexico). By the end of the period under review, a total of 279 (228 male; 51 female) students had benefited from bi-lateral scholarships and paid top up allowances amounting to Ugx 1.272bn as compared to 275 (45 China; 42 India; 10 Turkey; 30 Egypt; 7 Cuba; and 141 in Algeria) students that benefited in the previous financial year.

In addition, under the **Support to Higher Education Science and Technology (HEST) Project**, a total of 455 (182F, 273M) gifted students benefited from the Merit based students' scholarships out of which 301 graduated.

Furthermore, the establishment of Inter-university linkages with centers of excellence through partnership with the Centre for Tropical Research in Agriculture (CIAT) enabled a total of 8 students (3 PhD; 5 Masters) to receive training in strategic areas of Agriculture at Kawanda research station. One (01) Female has so far graduated with a Masters.

(v) *Development, expansion and rehabilitation of infrastructure in Public Universities*

Under Higher Education Science and Technology project (HEST), the sub-sector continued to develop, expand and rehabilitate infrastructure in three (03) public universities and one (01) degree awarding institution. Details on status of works is reflected in table 4.10 below.

Table.4.10 : Status of Implementation of civil works

S/n	Institution	Facilities	Status
1.	Busitema University	Multipurpose block - Nagongera Campus (2 storied)	96% Complete
2.	Mbarara University School of Technology	Girls Hostel	Completed and handed over
3.	Kyambogo University	Eight (08) renovated Blocks (Blocks A to H).	Completed and handed over
4.	Uganda Management institute	Administration block - Kampala Campus	Completed and handed over

Source: MoES 2019

Under **Uganda Petroleum Institute Kigumba**, civil works were at 45% level of implementation for the two dormitory blocks, and at procurement stage for the one classroom block, and a computer laboratory by the end the FY 2018/19.

(vi) *Support establishment of constituent colleges and Public Universities*

In FY 2018/19, establishment of Soroti University was completed with its first intake scheduled to commence in August 2019. In addition, government continued to support the take-over of management and ownership of Busoga University and Mountains of the Moon.

The government continued to support the task force in the establishment of a Constituent College of Gulu University in Karamoja.

(vii) *Supporting of private universities to expand infrastructure*

During FY 2018/19, the sector disbursed funds amounting to Ugx. 2.902bn to support five (05) private universities (i.e. Ndejje University, Bishop Stuart University, Kisubi Brothers and Nkumba University, Kumi) in expanding their infrastructure.

(c) Implementation Challenges

The challenges faced by the subsector include among others

- (i) Inadequate facilities and infrastructure; and,
- (ii) High unit cost of training.

4.2 QUALITY OF EDUCATION

According to the Hand book for School Inspectors in Uganda (2006), a quality education is one that is efficient in the use of the available resources, effective in meeting locally and nationally agreed goals relevant to the needs, rights, and expectations of the learners, the community and the society at large and accessible to all.

The sector therefore in FY 2018/19 continued to implement quality education improvement initiatives that are in line with the above definition.

4.2.1 Pre-Primary Education

(a) Planned Initiatives undertaken during FY 2018/19

During the period under review, a number of initiatives were undertaken in the stride to enhance Quality of pre-primary programmes. These initiatives (Box 4.6) includes:-

Box.4.6: Planned Initiatives, Pre-primary FY 2018/19

- | |
|---|
| (i) Monitoring and support supervision to pre-primary schools; |
| (ii) Training for Nursery teachers/Care givers; and, |
| (iii) Support policy development and Quality Assurance for ECD. |

(b) Progress of Implementation of Planned Initiatives

In the period under review the subsector achieved progress as indicated below:-

(i) Monitoring and support supervision to pre-primary schools

In the period under review, the sub sector planned to monitor a total of 250 pre-primary schools. However, by the end of FY 2018/19, a total of 225 centres had been monitored and offered support supervision in eighteen (18) districts (Kikuube, Bududa, Bugweri, Butebo, Buyende, Amuru, Lira, Alebtong, Apac, Kapelebyong, Kasanda, Kamwenge, Sironko, Nakaseke, Kyenjojo, Kabale, Budaka and Omoro) on issues pertaining both gross and net enrollment, transition rates, implementation of "Child To Child Approach", classroom environment, teaching methodologies used, School sanitation and hygiene in pre-primary schools.

In addition, forty (40) ECD centres in four (04) districts of Kumi, Buikwe, Lwengo and Butambala support supervised on implementation of ECCE services as per sector policies and guidelines.

(ii) Training and Capacity building for Nursery teachers/Care givers.

Under the UTSEP ECD Community Child Care Program, the sector planned to train 1,000 caregivers in FY 2018/19. However, by the end of the period under review, 1,053 care givers had been trained, field based support provided and on-job training given to them in 53 districts (i.e. Agago, Alebtong, Amuria, Amuru, Bududa, Bugiri, Bukomansimbi, Bulambuli, Bundibugyo, Butambala, Buyende, Dokolo, Gomba, Hoima, Kaabong, Kabarole, Kagadi, Kakumiro, Kalangala, Kaliro, Mubende, Nakaseke, Nakasongola, Namayingo, Namutumba, Nwoya, Rakaikalungu, Kamuli, Kanungu, Kasese, Kibaale, Kiboga, Kitgum, Kotido, Kyankwanzi, Kyegegwa, Lamwo, Luuka, Luwero, Lwengo, Lyantonde, Masaka, Mayuge, Mitooma, Mityana, Mpiigi, Rubirizi, Rukungiri, Sembabule, Sheema, Sironko and Soroti). See table 4.11 below for details.

Table.4.11: Trained Caregivers by College under UTSEP FY 2018/19

Sn	Colleges	No. of centers	No. of Caregivers		
			Male	Female	Total
1	Bulera CPTC	28	10	42	52
2	Bushenyi CPTC	35	8	51	59
3	Busubizi CPTC	125	19	150	169
4	Canon apolo CPTC	28	14	36	50
5	Gulu CPTC	14	6	20	26
6	Iganga Bishop Willis CPTC	49	21	77	98
7	Kabale Bukinda CPTC	15	6	23	29
8	Kabulasoke CPTC	84	9	131	140
9	Kitgum CPTC	12	6	17	23
10	Loro CPTC	13	11	15	26
11	Moroto CPTC	9	10	8	18
12	Nakaseke CPTC	39	4	66	70
13	Ndegeya CPTC	181	33	206	239
14	Nyondo CPTC	16	4	22	26
15	Soroti CPTC	17	6	22	28
	Total	665	167	886	1,053

Source: MoES 2019

(ii) **Support policy development and Quality Assurance for ECD.**

In FY 2018/19, sub sector revived the Child-to-Child method to support the transition of children from home to pre-primary and from pre-primary to primary schools. A familiarization visit was carried out in districts of Kamuli, Adjumani, Kasese and Napak to identify the possibility of introducing the programme; and to guide the development of the training manual.

(b) Implementation challenges

The subsector was faced with a number of challenges that included:

- (i) Inadequate monitoring and support supervision of ECD centers; and,
- (ii) Lack of qualified personnel: Most of the caregivers handling children in pre-primary schools are not qualified yet it is the most critical stage at which the human brain is developed to over 90% of its adult weight. This contributes to the effects of poor performance at the higher levels of education.
- (iii) Inadequate and poorly equipped playing outdoor spaces.

4.2.2 Primary Education

In FY 2018/19, improving quality of education in the primary sub sector remained one of the policy drives where the sub sectors' investments and efforts were focused. A number of initiatives were undertaken as reflected box 4.7 below.

(a) Planned Initiatives undertaken during FY 2018/19

The main initiatives undertaken (Box 4.7.) during the period under review included among others:-

Box. 4.7: Planned Initiatives FY 2018/19

- (i) Monitoring and support supervision in Primary schools ;
- (ii) Support to Early Grade Reading;
- (iii) Provision of Instructional Materials;
- (iv) Provision of Furniture;
- (v) Quality Enhancement Initiative;
- (vi) School sanitation and Hygiene; and,
- (vii) Music Dance and Drama.

During the period under review the sub-sector undertook the following initiatives:-

(i) Monitoring and support supervision in Primary schools

In FY 2018/19, the sub sector planned to monitor 160 primary schools. By the end of the period under review, the sub sector had monitored and offered support supervision to 162 selected primary schools from 28 districts of (*Bugweri Bugiri, Pallisa, Mityana Kamuli, Budaka, Hoima, Manafwa, Namayingo, Kabale, Kisoro, Kapchorwa, Kween, Bukwo, Kaberamaido, Ngora, Amoratar, Buyende, Luuka, Iganga, Namutumba, Jinja, Namayingo, Bugiri, Kamuli, Mayuge Kaliro and Bugwere*).

Translating into a 101 percentage performance. The sub sector also monitored 40 government primary schools in lower primary (*i.e.P1 - P3*) in Kapchorwa, Jinja, Bukwo and Kumi districts on issues pertaining both gross and net enrollments, transition rates, implementation of "Child To Child Approach", classroom environment, teaching methodologies employed by teachers in (*P1-P3*), School sanitation and hygiene in lower primary.

Furthermore, the sub sector monitored and support supervised teacher recruitment in 37 districts of (*Kayunga, Tororo, Nakaseke, Luwero, Nakasongola, Kiryandongo, Hoima, Oyam, Kanungu, Rukungiri, Ntungamo, Mpigi, Kalungu, Kaliro, Bugweri, Gulu, Omolo, Kyankwanzi, Busia, Amuru, Iganga, Namutumba, Mayuge, Nwoya, Butambala, Kole, Alebtong, Pader, Otuke, Dokolo, Pakwach, Nebi, Moyo, Arua, Adjumani, Maracha, and Zombo*). Staff gaps were identified in Nwoya, Moyo, Tororo, Kyankwanzi and Kole districts while Iganga, Arua and Bugweri districts were found to have a staff establishment slightly above average with a Pupil Teacher ratio of about 1:45.

Under **The Karamoja School Feeding Program**, a total of 282 schools across Karamoja Sub Region (*i.e. Abim, Kaboong, Kotido, Nakapitipirit, Moroto, Moroto Municipality, Nabilatuk, Napak and Amudat districts*) were monitored and support supervised. The project activities are highly affected by harsh weather conditions leading to low yields.

Under Instructional Material Unit, the sub sector monitored the state of instructional materials storage facilities, delivery, Usage, accessibility and management of Instructional Materials in 25 sampled districts of Soroti, Iganga, Mbale, Namutumba, Bukedea, Namayingo, Kamuli, Ngora, Bududa, Kapchorwa, Agago, Lamwo, Nwoya, Pader, Gulu, Otuke, Zombo, Buikwe, Mukono, Nakasongola, Mpigi, Masaka, Wakiso, Lwengo and Yumbe. Teachers were found not to have complied with the policy of placing books in hands of learners, there was poor storage of learning materials and lack of clear inventory books in some schools. By the end of FY 2018/19, Pupil Book Ratio stood at 4:1.

Under UTSEP, the sub sector planned to monitor 500 primary schools. However, by the end of period under review, 793 primary schools had been monitored and support supervised in Early Grade Reading selected from 29 districts alongside 83 project schools on safeguard compliance and monitoring matrix was updated and circulated. The sub sector over performed due to the decentralised nature of monitoring methodology used which involved many stakeholders on (*i.e. CCTs, the lie Department and respective LGs*)

Under Emergency Construction Project Phase II; the sub sector conducted field monitoring visits to St. Don Bosco P/S in Mityana; Buyobo P/S in Sironko; Muhindi P/S in Kasese Lelapala Primary School in Oyam; Kibibi C/U Primary School, Butambala; Kinuuka P/S Lyantonde; Busaabaga CU Primary School Lugazi; Bulubandi Primary School - Iganga. Civil works were in progress for all schools with the exception of Kirewa P/S where civil works had not commenced.

(ii) **Support to Early Grade Reading**

A total of 61,864 teachers and 17,057 head teachers were trained in Early Grade Reading since 2012 who in turn supported a total of 4,988,094 children in 103 districts throughout the country.

In addition, a total of 8,754,769 materials were distributed to 10,228 UPE schools by the four EGR projects translating into a 1:1 Pupil Book Ratio. The table 4.12 below reflects overall EGR achievements over a period of eight years (*i.e.* 2012 to 2019). Note: Two programs *i.e.* SHRP and UTSEP closed in FY 2018/19.

Table 4.12: Achievements of early grade reading under various projects 2012-2019

Project	EGR districts	EGR Target Schools	Teachers trained	Children reached	H/Teachers trained	Materials distributed	Pupil book ratio	EGRA's completed	Project life span
SHRP	43	4097	26,579	3,168,538	9405	4,015,434	1 : 1	81	2012 - 2019
LARA	30	3345	17,368	737797	4854	2,835,157	1 : 1	16	2015 - 2020
GPE	29	2727	17,306	1032785	2680	1,860,000	1 : 1	3	2015 - 2019
BA	1	59	611	48974	118	44,178	1 : 1	12	2016 - 2019
Total	103	10,228	61,864	4,988,094	17,057	8,754,769		112	

Source: MoES 2019

In FY 2018/19, **Under LARA**, a total of 250,719 Pupils' books, 628,553 pupil Story cards, 235,622 Supplementary reading books and 5,679 Teachers Guides were printed and distributed to UPE schools; and, trained a total of 1300 teachers and head teachers in the Early Grade Reading (EGR) methodology in the 29 program districts.

Under the **School Health and Reading project**, a total of 5,500 (4,715 zonal teachers 565 zonal head teachers 220 PTC Tutors) were trained in the EGR methodology.

(iii) **Provision of Instructional Materials**

Under the Instructional Management Unit, the sector procured/distributed (*as planned 617,500*) a total of 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. Funds were also disbursed to procure, supply and deliver P.4 CRE and Teachers 'guide, CAPE 2 and Teachers' Guide, P.4 (*Ng'akarimojong, Lubwisi, Runyankore/Rukiga, Lumasaba, Pokot, Kakwa, and Lugwere Pupils' Books and accompanying Teachers' Guide; Reading Books P.3 and P.4 in English, LebAcoli, LebLango, Lugbarati, Ng'' akarimojong, Lhukonzo, Lusoga, Lusamia, LebThur, Kupsapiiny, Lubwisi, DhuAlur, Kumam, Lumasaba, Rufumbira, Aringati, Lugungu, Luluuli, Pokot, Kakwa and Lugwere, and P.3 Bilingual Dictionaries in Kumam, LebAcoli, Lusamia Lugwe, Lubwisi, Kupsapiiny, Alur, Ruruuli, and Runyoro/Rutoro*).

Additional procurements were carried out under Uganda Teacher and School Effectiveness Project, a total of 571,648 copies of learner primers (*support materials*) and teacher's guides for P3 were supplied to 2,727 primary schools in 29 districts in FY 2018/19. Below is the table 4.13 showing primers supplied to the districts. Number of primers distributed to districts was dependent on respective enrolments.

Table 4.13: Number of primers supplied to districts under UTSEP FY 2018/19.

Sn	District	No. of books supplied	District	No. of books supplied
1	Agago	24,612	Kotido	4,448
2	Alebtong	22,100	Kyankwanzi	11,966
3	Amolatar	12,298	Lamwo	13,972
4	Amuria	22,930	Luuka	21,928
5	Amuru	11,930	Maracha	24,194
6	Bududa	17,080	Mayuge	36,506
7	Bugiri	33,018	Mubende	31,788
8	Bukedea	21,270	Namayingo	17,056
9	Bulambuli	12,104	Namutumba	22,652
10	Bundibugyo	16,274	Nwoya	8,166
11	Buyende	23,632	Oyam	37,644
12	Dokolo	16,560	Soroti	22,334
13	Kagadi	21,478	Kamwenge	22,932
14	Kakumiro	14,066	Kibaale	7,456
15	Kaliro	19,254		

(i) Provision of Furniture

Under the **Uganda Teacher and School Effective Project**, the sector planned to supply furniture amounting to 21,589 (*i.e.* 929 teacher chairs; 929 teacher tables; 16,722- 3 seater desks; 470 staffroom tables; 2,251 staffroom chairs and 288 office tables with drawers) by the end of FY 2018/19. The sub sector had supplied furniture amounting to 1,844 (78 teacher chairs; 78 teacher tables; 1,404 - 3 seater desks; 40 staffroom tables; 216 staffroom chairs and 28 office tables with drawers) to fourteen (14) schools as indicated in table 4.14 below. Poor performance under this initiative is attributed to procurement delays.

Table 4.14: Showing the list of schools that were supplied with furniture under UTESP

Sn.	District	School	Qty delivered	Sn.	District	Schools	Qty delivered
1	Ibanda	Muziza Central P.S.	119	8	Butaleja	Bubinge P.S	122
2	Ibanda	Nyakatookye P.S.	119	9	Butaleja	Bugisa P.S	122
3	Ibanda	Kemihoko P.S.	159	10	Butaleja	Hiriga P.S	122
4	Ibanda	Katengyeto P.S.	159	11	Butaleja	Hisega C/U Com. School	122
5	Ibanda	Ishongororo P.S.	159	12	Lwengo	Kibubbu P.S	119
6	Ibanda	Kitooro P.S.	119	13	Rakai	Kabashambo P.S.	162
7	Ibanda	Kyeibumba P.S	119	14	Rukungiri	Kigina P.S.	122

Source: MoES 2019

(iv) Quality Enhancement Initiative;

In FY 2018/19, the sub sector in collaboration with UNICEF continued with implementation of the quality enhancement initiative in 34 least performing and refugee hosting districts (*i.e.* Kabong, Kotido, Abim, Nabilatuk, Nakapiripiriti, Napak, Moroto, Amudat, Kapelabyong, Amuria, Namayingo, Kamuli, Iganga, Bugweri, Lamwo, Pader, Amuru, Adjumani, Moyo, Yumbe, Arua, Koboko, Kiboga, Mubende, Kasanda, Kibaale, Kagadi, Kakumiro, Isingiro, Kamwenge, Kikuube, Hoima, Kyegegwa and Kiryandongo);

Inducted the district and school level key stakeholders in implementation of quality enhancement, trained 7,412 (2470F, 4942M) School Management Committee members on their roles and responsibilities;

Conducted joint monitoring in over 170 focus primary schools on issues pertaining school performance, Teacher presence and time on task, teacher preparations, classroom environment, teaching methodologies, Teaching of CAPEs (1, 2 and 3), sanitation and Health, Community involvement, staffing in schools, availability of infrastructure and implementation of policy issues; and,

Mentored and supported head teachers, deputy head teachers, Senior Teachers, CCTs on how to conduct regular effective support supervision, monitoring and Inspection of their respective primary schools. See Picture 5.0 below.

Picture.5.0: Annual Review meeting held at Shimoni CPTC on Quality Enhancement Initiative (QEI)



(v) School Sanitation and Hygiene Programme

In FY 2018/19, the sub sector implemented initiatives on Water Sanitation and Hygiene (WASH) in schools in partnership with UNICEF which included: - Establishment of the National WASH hub; Development and review of school WASH materials; Support harmonisation of the approaches in planning and implementation of WASH programs and mobilisation and sensitization of all WASH stakeholders.

The sub sector also launched the WASH program in the seven (07) Karamoja districts (*i.e.* Kaboong, Nakapiripirit, Nabilatuk, Napak, Abim, Kotido and Amudat with support from UNICEF -KOICA which was held at Matany P/S I Napak).

(vi) Music Dance and Drama

In FY 2018/19, the sub sector trained 324 (142F and 182M) Trainers of trainers from all the 4 regions as planned and thereafter conducted national MDD competitions for primary schools held in Mbarara District (*Mbarara High School*). A total of 45 schools participated.

The sector also followed up on the implementation of the MDD theme “Mass Action against Malaria (MAAM)” in the Districts of Mbale, Luuka, Oyam and Gulu.

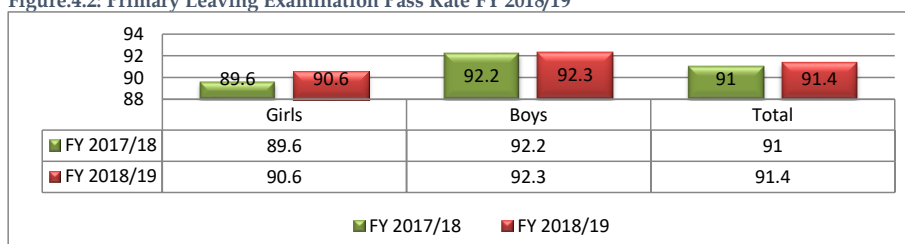
(c) Outcomes

The following outcomes were realised:-

(i) **Primary Leaving Examination (PLE) Pass Rate**

In FY 2018/19, the sector registered a slight increase in the P.L.E Pass Rate of 0.4 percentage points i.e. from 91% in FY 2017/18 to 91.4% in FY 2018/19 as indicated in figure 4.2 below:-

Figure.4.2: Primary Leaving Examination Pass Rate FY 2018/19



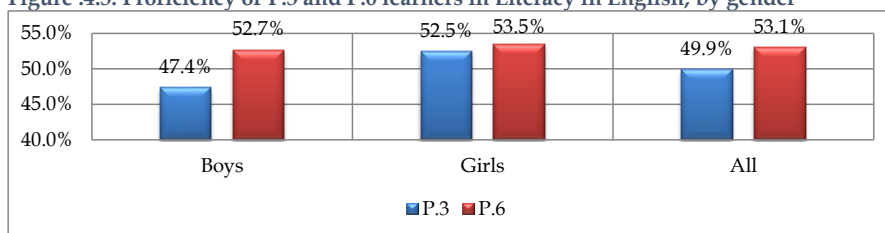
Source: MoES 2018

(ii) **Literacy and Numeracy Rates in Primary 3 and 6**

(a) **Literacy rate**

In FY 2018/19, NAPE conducted an assessment among P.3 and P.6 learners which indicated that the proportion of girls (52.5%) rated proficient in Literacy in English was higher than that of boys (47.4%) in P.3. Additionally, the assessment revealed a slight gender difference (0.8%) in the proportion of P 6 learners rated proficient in Literacy in English i.e. (52.7% boys; 53.5% girls). See figure 4.3 below.

Figure .4.3: Proficiency of P.3 and P.6 learners in Literacy in English, by gender

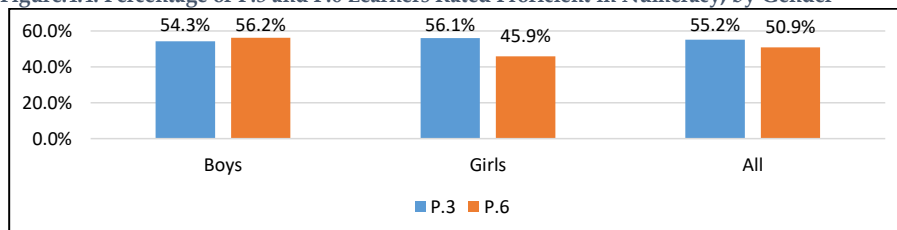


Source: UNEB 2018

(b) **Numeracy Rate**

The percentage of learners rated proficient in numeracy was 55.2% (56.1% Girls; 54.3% Boys) in P.3 and 50.9% (56.2% Girls; 45.9% Boys) in P.6. See figure 4.4 below for details.

Figure.4.4: Percentage of P.3 and P.6 Learners Rated Proficient in Numeracy, by Gender



Source: UNEB 2018

(d) Implementation Challenges

The subsector was faced with challenges as shown below:-

- (i) Inadequate parental/Community support;
- (ii) High absenteeism among teachers and learners;
- (iii) High pupil stance ratio which is on average 71:1; and,
- (iv) Lack of mid-day meals in primary institutions.

4.2.3 Secondary Education

The secondary sub sector prioritised the provision of quality education by undertaking a number of initiatives as reflected in the box 4.8 below.

(a) Planned Initiatives undertaken

In FY 2018/19, key quality initiatives undertaken focused on the holistic package of quality enhancement inputs. These initiatives included among others:-

Box 4.8: Planned initiatives FY 2018/19

- (i) Provision of Instructional materials;
- (ii) Recruitment of Teachers;
- (iii) Promotion of soft skills;
- (iv) Information and Computer Technology education;
- (v) Continuous Professional Development for Secondary School Teachers; and,
- (vi) Monitoring and Support Supervision.

(b) Progress of implementation

(i) Provision of Instructional Materials

In FY 2018/19, the funds amounting to Ug.Shs. 575m was released to procure 19,060 (*i.e* 4,765, copies for mathematics; 4,765 copies for chemistry; 4,765 copies for Biology; 4,765 physics) textbooks instructional materials for secondary schools implementing UPOLET programmes. By the end of the financial year, a total of 13,841 textbooks were procured. Of these 12,737 (*i.e* 700 Pure Mathematics book 1, 700 Pure Mathematics book 2, 700 Mathematics-Mechanics+ Probability, 700 Concise Course in A' level Statistics, 700 Applied Mathematics and 9,237 Mathematical tables for use in UNEB) instructional materials (Mathematics) were procured for 242 against the targeted 238 for secondary schools implementing UPOLET programme. Annex 7 shows the list of schools that were provided with textbooks.

While, a total of 1,104 science textbooks for 372 for SESEMAT Centres and 732 copies of S 1 and S 2 teachers' guides were procured.

A total of 20,000 copies of Senior Two Teaching References (5,000 Chemistry, 5,000 Physics, 5,000 Biology and 5,000 Mathematics) a spill over from FY 2017/18; were procured for S.1 and S.2.

(ii) Recruitment of Secondary School Teachers

In FY 2018/19, the sub sector recruited and deployed a total of 2,454 new teaching staff; Promoted a total of 1,297 teachers from Grade 5 to Graduates; and recruited a total of 702

teachers on replacement basis against a target of 3,610 government teaching jobs advertised in secondary schools.

(iii) **Promotion of soft skills**

In FY 2018/19 a total of 61 (Uganda-41, Kenya- 20) secondary schools with 3,121 (Uganda-2,654; Kenya 467) students participated in the National Music, Dance and Drama competitions that were held in Lira district under the theme “*Vision 2040; harnessing young people’s potential for Uganda’s social economic transformation*”. Schools that participated from Uganda are listed in the table 4.15 below.

Table.4.15: List of schools that participated in the MDD competitions 2019

S/n	Name of School	S/n	Name of School	S/n	Name of School
1	Mackay Col Natete	15	Iganga H/S,	29	Sch Of The Blind Madera,
2	Bweranyangi Girls Sch	16	St Marys Assupta Girls,	30	Namasagali College
3	Mbale Ss,	17	St Katherine Girls,	31	Bukedea Lifeline
4	Trinity Col Nabbingo	18	Immaculate Heart Girls Sch Nyakibale	32	Iceme Girls
5	Star Integrated Ss	19	St Joseph’s Col Layibi,	33	St Agatha Kakore
6	Amus College,	20	St Jorome Ndama	34	Tororo Girls
7	Kisubi Mapeera S.S,	21	St Marys Col Rushoroza	35	Lira Town Col,
8	Kyeizooba Girls	22	Muni Girls SS	36	Agwata SS,
9	Kitende SS	23	Y.Y Okot	37	Banda SS,
10	Kyebambe Girls SS	24	Kashaka Girls	38	Dr Obote Col Boroboro
11	Lango Collegel	25	Ayer Seed SS,	39	Sacred Heart Mushanga
12	Code H/S	26	Kihihi H/S	40	Archbishop Flynn
13	MvaraSs,	27	Sebei Col Tegeres	41	St Marys Ediofe Girls
14	Morulem Girls SS	28	Nkoma SS		

Source: MoES 2019

In addition, a total of 258 participants from 51 schools across the country took part in the East African essay competitions that were open to all students with entries in English, French and Kiswahili. Details are indicated in Annex 8.

(iv) **Information and Computer Technology education**

In FY 2018/19, under **Energy for Rural Transformation (ERT) Program**, the sub sector planned to complete maintenance of solar systems in 560 secondary schools with computer laboratories and battery replacement in 173 post primary educational institutions. However, maintenance was carried out in only 453 schools and batteries replaced in 64 schools.

(v) **Continuous Professional Development for Secondary School Teachers**

During the period under review, a total of 3,581 teachers of Science and Mathematics were trained and support supervised in South and Western region (1,629), (1,678) in Eastern, North Eastern regional Centres, (74) Karamoja and (200) in Iganga sesmat region. This was against a total of 6,500 teachers that were targeted, translating into a 55-percentage performance.

(vi) **Monitoring and Support Supervision**

During the period under review, the sub sector planned to monitor and offer support to 870 (i.e. 784 USE schools and 86 Non-USE government schools; 280 USE/UPOLET and 280 non-USE private schools). By the end of the FY a total of 929 (i.e. 395 USE and 50 Non- USE) government and (300 USE; 277 Non- USE) private secondary schools had been monitored translating into 50 percentage performance for government; and 103 percentage performance for private schools.

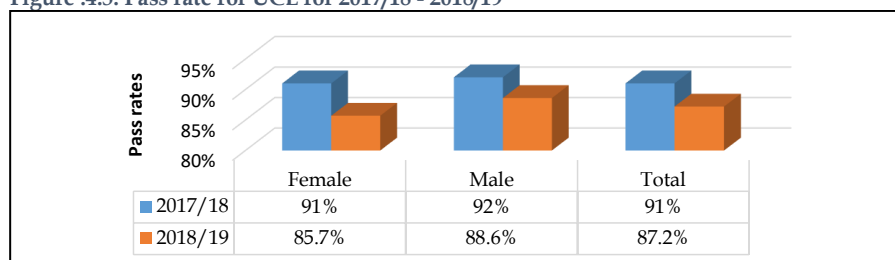
In addition, the sub sector planned to monitor a total of 105 schools for SESEMAT Activity Regional Based initiative (SARB), out of which a total of 68 schools were monitored in the Eastern and North Eastern regions. This translated into a 64-percentage performance

The low performance under monitoring and support supervision was due to the reduction in funds due to the closure of the Development of Secondary project.

(c) Outcomes

In FY 2018/19, the pass rate reduced by 3.8% from 91% (92% Male; 91% Female) in FY 2017/18 to 87.2% (88.6% male; 85.7% female). See figure .4.5 below.

Figure .4.5: Pass rate for UCE for 2017/18 - 2018/19



Source: MoES 2019

This can be attributed to the low performance index of 58% (59% male; 57% female), as reflected in the table 4.16 .below.

Table.4.16: Showing performance index in UCE 2018.

UCE	Male	Female	Total
Performance index	59%	57%	58%

UNEB, 2018

(d) Implementation challenges

The main challenge was inadequacy of computer instructors.

4.2.4 Business Technical Vocation Education and Training (BTVET)

The BTVET subsector in FY 2018/19 prioritised addressing the quality challenge through the implementation of a number of initiatives as reflected in the box 4.8.below.

(b) Planned Initiatives Undertaken

The sub-sector undertook a number of initiatives (Box 4.9) during the period under review. These include among others:-

Box 4.9: Planned Initiatives FY 2018/19

- (i) Provision of specialised equipment;
- (ii) Finalization of the TVET Policy;
- (iii) Monitoring and Support Supervision;
- (iv) Recruitment of Trainers for Centres of Excellence;
- (v) International Curriculum Curricula adaption; and,
- (vi) International Certification and Accreditation

(b) Progress of Implementation of Planned Initiatives

During the period under review the following planned initiatives were undertaken.

(i) Provision of specialised equipment

In FY 2018/19, the sub sector procured assorted tools and equipment for UCC Soroti, Kasodo, UTC Elgon, UCC Kabale and UTC Kichwamba, Bukooli T.S, Mbale C.P, Rutunku C.P and Apac T.S for the different engineering trades as planned.

Under the **Albertine Region Sustainable Development Project** the procurement of an assortment of workshop machinery and equipment as prescribed by the twinning institutions was not conducted. The delay was attributed to the fact that the equipment were expected to be prescribed based on the curricula.

Under the Uganda Skills Development Project (USDP) the sub sector planned to procure an assortment of workshop machinery and equipment for the CoEs and VTIs. The supply of the equipment and consumables were planned to be guided by the twinning institutions. During the reporting period the sub-sector obtained guidance from the twinning institutions and submitted costed equipment list with specifications. For UTC Bushenyi, bidding documents were already approved by the MoES contract Committee and submitted to the World Bank for a no Objection. While for Bukalasa Agricultural College, UTC Lira and UTC Elgon, the procurement processes were at initiation stage.

The delay was attributed to the fact that the equipment lists were supposed to be provided by twinning institution based on the curricula to be delivered. However, the curricula became available in February 2019 for (UTC Bushenyi), in May 2019, for (Bukalasa Agricultural College). While for UTC Lira and UTC Elgon, only drafts were in place by June 2019.

(ii) Finalization of the TVET Policy

In January 2019, Cabinet Approved the Technical, Vocational and Education Training (TVET) Policy. The Policy lays a foundation for a TVET System that is flexible to the changing labour market demands.

The Policy also provides for a: structure to coordinate, regulate and harmonize TVET at all levels; framework for resource mobilization, utilization and sustainability for quality TVET provision and delivery; and career path and linkages between general education and TVET. In addition, the policy provides the basis for reviewing and harmonizing the current laws,"

(iii) Monitoring and Support Supervision.

In FY 2018/19, the sub sector planned to monitor and offer support supervision to 70 institutions in 4 regions of country. In the period under review, a total of 47 BTVET institutions (i.e. UTC Kyema; Kiryandogo TI; Kigumba Co-operative College; Natwire TI; Iganga TI; Buhimba TI; Birembo TI; Hoima School of Nursing and Midwifery; Nakawa VTI; Ntinda VTI; Kabale SCN; Arua SCN; UTC Lira; Gulu SOCCO; Iganga TI; Tororo TI; Jinja Medical Lab. School; Masaka School of Comp. Nursing; Mulago School of Comp. Nursing; Ogai UCC; Butabika School of Psychiatric Nursing; Katakwi TI; Kakira TI; Butaleja TI; Kasodo TI; Bukooli TI; Namasale TI; Kaberamaido TI; Mbale UTC; Kyambogo; Kapchorwa TI; Nagwero TI; Nakapiripirit TI; Moroto TI; Namisindwa TI; Kotido TI; Ogalai TI; UCC Soroti; UCC Aduku; UCC Pakwach; UCC Tororo; Mbale SOCO; Mbale School of Hygiene; Ahmed Sseguya TI Uganda Cooperative College Tororo; Kigumba Cooperative College; and, Institute of Survey and Land Management) in the Eastern, Western Central and West Nile regions of the country had been monitored. This translated into a 67% performance rating.

(iv) Recruitment of Instructors and Trainers

The sub sector under ARSDP and USDP planned recruited 41 (21 for UTC Kichwamba and 20 for UPIK) new trainers. These trainers were earmarked to support training in the Competence-Based-Training curriculum being developed. By the end of the Finance, a total of 41 new trainers were recruited (21 for UTC Kichwamba and 20 for UPIK). This translates to 100% performance in the reporting period.

In addition, under the Uganda Skills Development Project (USDP), the sub sector planned to provide a wage bill to facilitate the recruit a total of 55 new trainers for UTC Bushenyi, UTC Lira and UTC Elgon. These trainers were earmarked to support training in the Competence-Based-Training curriculum being developed. This activity was carried forward from the previous Financial Year. During the Finance Year, the wage bill was provided and a total of 51 new trainers were recruited (21 for UTC Lira and 20 for UTC Elgon and 10 for UTC Bushenyi). This translates to 93% performance in the reporting period.

The performance was less by 7% because posts for trainers in Manufacturing and Welding and Fabrication under UTC Bushenyi were not responded to during the advert. The College was in the process of re-advertising these posts.

(v) International Curriculum Curricula Adaptation

The Sub sector planned to develop Competence-based-Training Curricula for oil and gas trades, to be delivered by UPIK and UTC Kichwamba. The development of the curricula was expected to be led by internationally recognised training institution (*twinning institutions*).

By the end of the FY 2018/19, a total of 5 Competence-Based-Training curricula in oil and gas trades had been developed. These included the curriculum for:- (i) Upstream operators, (ii) Downstream operators, (iii) Electrical Maintenance Technicians (iv) Mechanical Maintenance technician; and, (v) Instrumentation and control technicians to be delivered under UPIK.

While 4 Competence-Based-Training curricula in oil and gas trades were developed under UTC Kichwamba. These included: - (i) Welding and fabrication, (ii) Plumbing and pipe fittings, (iii) Carpentry; and, joinery and Electrical installation.

In addition, under the Skills Development project, the sub sector planned to review up to a total of 18 curricula with support of the International Training Institutions (*twinning Institutions*) for UTC Bushenyi, UTC Lira, UTC Lira and Bukalasa Agricultural. The Curricula are expected to be Competence-Based –Training curricula (CBT) and demand-driven.

The Process of Curricula review was carried forward from the previous financial Year. By the end of the reporting period, a total of 12 curricula (6 for Bukalasa Agricultural College and 6 for UTC Bushenyi) were reviewed. This translates to 67% performance during the FY 2018/19. The performance was less by 33% because the twinning institutions for UTC Lira and UTC Elgon (which were responsible for curricula reviews), were recruited much later in the financial. As such by the end of the Financial Year, they were yet at Labour Market Survey stage to inform the curricula review.

(vi) International Certification and Accreditation

The sub sector planned to support UPIK and UTC Kichwamba to be accredited by City and Guilds. The accreditation would make the training in the construction related trades offered by the Institutions internationally recognised. By the end of the FY Following an assessment of UPIK and UTC Kichwamba, UPIK was accredited by City and Guilds international certification.

Picture 6.0: Hand over of City and Guild Certificate to Principal of UPIK.



(c) Implementation Challenges

The sub-sector faced a number of challenges that included:-

- (i) Low staffing levels in BTJET institutions;
- (ii) Limited facilitation for support supervision;
- (iii) High cost of TVET education; and,
- (iv) Lack of regulatory framework.

4.2.5 University Education

The supervision and delivery of quality tertiary education in Uganda is coordinated by the National Council for Higher education which ensures quality and efficiency in service delivery as well as accrediting programs to meet the various education standards.

In FY 2018/19, the sub sector undertook a number of initiatives intended to enhance quality in the higher learning institutions as indicated in box 4.10 below.

(a) Planned Initiatives Undertaken

Box.4.10: Planned Initiatives for University Education FY 2018/19

- (i) Accreditation of university programs;
- (ii) Review of programmes by NCHE;
- (iii) Support to research activities and innovations;
- (iv) Monitoring and support supervision;
- (v) Provision of Instructional materials, tools and equipment;
- (vi) Institutionalizing programmes for staff development;
- (vii) Enhancement of Quality Assurance Committee of Senate and Council; and,
- (viii) Internship placement.

(b) Progress of Implementation of Planned Initiatives

In the period under review the subsector achieved the following:-

(i) Accreditation of programmes by NCHE

In the period under review NCHE planned to accredit 636 new programmes, review 550 old programmes and monitor 9 universities (3 public; 6 private) and 25 Other Tertiary Institutions (OTI's) respectively. BY the end of the FY, a total of 353 (56%) Programs had been accredited, 33 OTI's and 5 other degree awaiting institutions monitored.

Also, a total of 32 provisional licences and charters were provided.

In addition, under the **African Centre of Excellence Project**, One Master Programme in Physiology was reviewed by MAPRONANO and submitted for accreditation.

(ii) Review of Programs and courses

In FY 2018/19, under the African Centres of Excellence project, the sub sector was able to review Msc and Bsc programmes and revise the PhD programmes in Nanotechnology, Nano medicine, Mechanical Engineering, plant Breeding and Biotechnology; and, Master's programmes in Material and Product Development, Nano Medicine, Mechanical engineering, Technology and Innovation Development, Plant breeding and Seed System, Clinical Pharmacy, Pharmaceutical Analysis and Pharmacognosy.

In addition, the project developed short courses in Bioinformatics and Next Generation Sequencing techniques, Recombinant Protein Production, Human Monoclonal Antibody and Camelid Nanobody Technologies, welding technology, oil and gas technology, breeding program modernization, strategy optimization, management, Field experimentations, design & statistical analysis for research scientists, E-data collection & information management, basic process in DNA handling and processing, seed production, QTL mapping and application to marker assisted breeding, bioinformatics & genomics and their application to crop improvement, scientific writing, preparing organic manure, piggery, apiary, farm management, book keeping, vegetable gardening, urban agriculture, pest management and Traditional/herbal medicine.

(iii) Continued Support to Research activities and technological innovations

During the period under review, the Higher Education sub sector operationalised 5 out of 8 Business Incubation Centers in the beneficiary institutions where civil works were completed. Business Incubation Centres for Gulu University (*Cassava processing plant*) and Makerere University Agricultural Research institute, Kabanyolo (*i.e a refurbished Dairy Value chain -milking parlour*) were not operationalised pending modifications in the establishment of adequate storage for the prerequisite equipment. The Mbarara University of Science and Technology (*i.e. a forest gorilla trekking and lodging camp at Buhoma*) was not yet operational by the end of the financial year.

Furthermore, a number of research projects were on-going in the various universities as indicated below:-

Muni University - Five (05) grant projects being implemented. These include:- Indigenous knowledge to promote cowpea production; Promotion of Bamboo for rural livelihood; Strengthening Arua district's capacity to guide sustainable livelihood-based interventions for refugee-host community; Holistic approach to combat mycotoxin contamination in Northern Uganda and Developing competence-based curricula for short term and long-term programs in basic and specialised welding.

Busitema University – Three (03) Researches conducted on:- land degradation processes and sustainable land management in the hilly landscape of the Rwenzori and Elgon; Rodent and pest control in Eastern Uganda; and, Cage fishing on river Nile.

Makerere University – Conducted capacity building, PhD and Masters Enrolment under the MACRRII and MAPRANO African Centers of Excellence.

Mbarara University - Conducted 2 research studies in:- Sexual/reproductive health in adolescents and Repatriation of decision making processes of the Rwandan Refugee settlement; and, Transfer (s) to IIFC-Bwindi for forest community conservation research.

Under African Centre of Excellence project – conducted two (02) research studies on:- Production of nanobodies for inoculation treatment of different conditions in humans and livestock; and, expanded crop variety research.

Gulu University – Conducted 7 research studies: Electrophysiological Characterization of Nodding Syndrome; Anthropological and Biomedical analysis of the underlying factors in the Malaria Epidemic in Northern Uganda (NUBAME); Agri-Business Rice Clusters and Market Linkages for food security and Income in Northern Uganda; Analysis of past and projected future landuse change and its impact on sediment fluxes in the Rwizi catchment; Imagining gender futures in Uganda; and, Promotion of Value Addition for Agri-Based Livelihood.

(iv) Monitoring and support supervision for quality assurance

The sub – sector monitored and support supervised institutions of higher learning. In the period under review, twenty-three (23) higher learning institutions (i.e. 16 Private Universities and 7 public universities i.e. Kabala, MUST, Lira, Gulu, MUNI, Makerere and Kyambogo) were monitored for compliance with Higher Education Standards. The private universities monitored included (Ibada University, Bishop Stuart, Metropolitan university Kisoro, Islamic University in Uganda Mbale, Ishaka University Jinja, Ndejje University, African Bible University, Nkumba University, Mountain of the Moon, Valley University, Science and Technology, Sacred Heart University Gulu, Islamic University in Uganda Arua, All Saints University Lira, Uganda Martyrs University Arua and KIU). In the findings the universities had adopted and implemented a number of efficiency measures to cut down costs and wastage, time saving technology to improve service delivery.

(v) Inclusion of E – Content in the Curriculum

In FY 2018/19, under the HEST project, the business incubation centres in the 8 public universities (Makerere University and Kyambogo University MUST, UMI, MUBS, Muni, Gulu and Busitema) were facilitated to develop electronic content for online teaching and learning.

E-learning is effective as it offers self-paced personalized learning to a wider audience as there is no dependence on a specific instructor and is able to be done at a lower cost.

The sector also completed development of the E-content curriculum at Makerere and Kyambogo Universities.

(vi) Information and Communication Technology

The Higher Education subsector continued to enhance the use of ICT in the teaching and learning processes. The use of internet as an alternative to accessing support materials for reference was facilitated by:-

- (i) A 70-meter high base transmission station mast to support connectivity in Muni and Gulu Universities;
- (ii) Establishment of a new computer laboratory with 80 new computers fully connected to internet at Busitema University;
- (iii) Internet connectivity to the National Backbone infrastructure for NCHE, Mbarara

- University of Science and Technology (*Kihmuro Campus*) and Lira University; and,
- (iv) Supply and instalment of specialised ICT equipment and LANs for the newly constructed facilities in the 10 beneficiary institutions.

(vii) ***Institutionalizing programs for Staff Development***

In FY 2018/19, the higher education sub sector through the Support to Higher Education Science and Technology project continued to enhance staff development by continuing to sponsor 215 academic staff in Science, Technology and Innovation in the 8 Beneficiary Institutions enrolled in different universities.

By the end of the financial year, a total of 171 (*52 Female; 119 male*) academic staff were pursuing PhDs against a target of 80, out of which 31 had graduated; and, 44 (*21 Female; 23 male*) academic staff were pursuing Masters, 17 of which had graduated.

(viii) ***Student Internship Programmes***

Under the HEST project, the sub-sector in collaboration with the Uganda Manufacturers Association (*UMA*) continued to train and enhance the student's practical skills in the world of work. To date, out of a total of 5,498 students inducted in the period 2015 - 2018, 3,375 have been placed in various jobs. Table. 4.17 below shows a summary of the students inducted and the number placed in gainful employment.

Table 4.17: Induction and placement of students in the 9 public Universities

SNr/BI	2015				2016				2017				2018				2019		2015-2018					
	Inducted		Placed		Inducted		Placed		Inducted		Placed		Inducted		Placed		Inducted	Placed	Inducted		Placed			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			M	F	M	F		
1 KYU	266	42	188	27	323	80	179	45	301	66	186	24	19	3	2	2	50	86			959	277	555	98
2 MAK	201	92	127	65	369	199	252	111	407	240	182	81	60	35	51	35	-	-			1,037	566	612	292
3 MUBS	48	93	43	76	88	127	35	38	73	159	29	36	30	20	12	12	-	-			239	399	119	162
4 GULU	24	7	21	7	74	23	47	14	70	16	34	7	16	1	16	1	-	-			184	47	118	29
5 BUS	26	14	20	9	85	38	33	11	66	37	32	13	20	5	8	5	-	-			197	94	93	38
6 MUST	20	19	15	15	250	114	209	84	244	131	234	128	-	-	-	-	-	-			514	264	458	227
7 UMI	8	11	8	11	16	20	7	9	-	-	-	-	-	-	-	-	-	-			24	31	15	20
8 MUNI	-	-	-	-	59	19	26	14	51	20	24	2	1	5	1	5	-	-			111	44	51	21
9 LIRA	23	27	23	27	105	82	69	94	131	143	114	140	-	-	-	-	-	-			259	252	206	261
SUB TOTAL	616	305	445	237	1,369	702	857	420	1,343	812	835	431	146	69	90	60	50	86	-	-	3,524	1,974	2,227	1,148
TOTAL	921		682		2,071		1,277		2,155		1,266		215		150		136		-		5,498		3,375	

(c) **Implementation challenges**

The main challenges encountered included: -

- (i) Understaffing for both teaching and non- teaching staff affected teaching, graduate research and supervision;
- (ii) Government contribution to universities was greatly affected by inflation and wage bill;
- (iii) Inadequacies and poor quality of facilities as documented by East African Medical Council and National Council for Higher Education;

- (iv) Inadequate ICT infrastructure and internet connectivity since most of campuses are not connected to the National Backbone infrastructure(NBI); and,
- (v) Presence of asbestos sheets in Kyambogo University.

4.3 EFFICIENCY AND EFFECTIVENESS

Efficiency (IE) measures how organizations utilize the resources at hand (inputs), to achieve the desired outputs/organizational goals. It is the maximization of the relationship between inputs and outputs.

Broadly, efficiency and effectiveness in this outgoing FY focused on priorities that included Training of Boards of Governors and School Management committees; Monitoring and supervision of educational institutions; Training of head teachers in management; Ensuring equitable use of customized performance targets for head teachers and deputy head teachers in the primary education Sub-sector so as to enhance good governance and management in schools; Strengthening the capacities of the districts and Education Managers/providers to plan, manage and monitor the delivery of quality services; and; continuing to participate in governing councils for public and private Universities and other Tertiary institutions to guide on policy issues.

4.3.1 Pre- Primary Education

The delivery of Pre-Primary Education in the period under review put emphasis on initiatives which enhanced the capacity of care givers, the efficiency and effectiveness in the Early Childhood Education.

(a) Planned Initiatives undertaken under FY 2018/19

In FY 2018/19, the subsector undertook a number of initiatives that included among others;

Box 4.11: Planned initiatives Pre-primary Education FY 2018/19

- | | |
|------|--|
| (i) | Orientation stakeholder workshops; and, |
| (ii) | Strengthening integrated ECD service delivery. |

(b) Progress of Implementation of Planned Initiatives

During the period under review the subsector undertook the following initiatives:

(ii) Orientation workshops

The sub sector conducted orientation workshops/stakeholders' dialogues on the implementation of the Integrated Early Childhood Development approach system in districts of Adjumani, Lira, Kaliro and Kotido. Among issues discussed was; the interpretation of the current ECD Policies and operational standards and consulting them on the gaps so that they can be addressed in the reviewed policy and operational guidelines.

Under the support of Save the Children, NORAD, HISP Uganda in partnership with Oslo University; orientation workshops on District Health Inspection Systems (DHIS) software were held where 56 participants were trained in the districts of Mayuge and Gulu.

Orientation workshops to train Center Management Committee (CMCs) on cascade model were also held in the districts of Kamuli, Napak, Yumbe, and Kasese. In addition, 571 participants were oriented on the use of the software and how to collect data using a digitalization app. The participants also received training on the use of the Cascade Model Approach.

(iii) Strengthening Integrated ECD service delivery

During the period under review, with the support of EduTrac and Kobo Collect, the subsector developed an IECD service delivery data collection tool.

This involved conducting workshops with various stakeholders from districts like; - Namayingo, Arua, Wakiso, Ngora and Kaabong; and, a total of 570 head caregivers of Wakiso district were oriented on the data collection tool which will be used for decision making, budgeting and reporting both at national and sub national levels.

(e) Implementation challenges:

The main challenge the subsector faced was weak governance and management structures

4.3.2 Primary Education

(a) Planned Initiatives undertaken in FY 2018/19

The subsector in FY 2018/19 planned a number of initiatives (Box 4.12) as follows:-

Box 4.12: Planned initiatives primary education FY 2018/19

- | | |
|------|-------------------------------------|
| (i) | Training of School Leadership; and, |
| (ii) | Provision of Lightening Arrestors |

(b) Progress of Implementation of Planned Initiatives

The following initiatives were undertaken in the period under review.

(i) Training of School Leadership

Under School Health Reading Program, a total of 1,000 SMC/PTA members were trained and sensitized on their roles and responsibilities; the subsector supported District and Municipality officials in development of Early Grade Reading action plans; and also trained 18 D.E.Os and M.E.Os in use of District-specific “**Fast Actionable Simple**” approach to Monitoring and Support Supervision. In addition, a total of 158 CCTs were trained and equipped with 383 Nexus tablets to use in their monitoring and support supervision activities.

Under Uganda Teacher and School Effectiveness Project, the sub sector conducted a retreat for all DEOs, MEOs, DISs, and MISs to sensitize districts/municipal education officials of their roles and responsibilities in education management; and, to receive feedback on issues affecting education service delivery in LGs. Below is a picture of district leadership training.

Picture.5: The DEOs, MEOs, DISs and NISs retreat held in Jinja district



The DEOs, MEOs, DISs and NISs retreat held at Civil Service College, Jinja district

Source: UTSEP 2019

(iv) Provision of Lightning Arrestors

In the period under Emergency Construction Project, the sub sector installed lightning arrestors in 140 primary schools in the lightening corridor region. By the end of the FY 2018/19, arrestors had been installed in all 134 primary Schools (i.e. Mubende -25, Bukomansimbi -26 and Sembabule -24, Bushenyi -10, Lyantonde -26 and Lwengo- 23).

4.3.3 Secondary Education

In FY 2018/19, the secondary sub sector prioritised the improvement of efficiency and effectiveness by implementing a number of initiatives as reflected in the box 13 below.

(a) Planned Initiatives undertaken in FY 2018/19

During the period under review a number of initiatives were undertaken as indicated in Box 4.14.

Box .13: Planned initiatives Secondary Education FY 2018/19

- (i) Capacity Building of head teachers and deputy head teachers;
- (ii) Strengthen Governance of Secondary schools;
- (iii) Follow up on the recommendations from DES inspection reports; and,
- (iv) Pav UCE and UACE Examination Fees.

(b) Progress of Implementation of Planned Initiatives

In FY 2018/19 the subsector planned to implement the following initiatives:-

(i) Capacity building

In FY 2018/19, the sub sector planned to induct and train 100 deputy head teachers and 100 head teachers for the 100 newly grant aided schools. In the period under review, a total of 298 (i.e. in 200 deputy head teachers and 98 head teachers) were inducted and trained on their roles and responsibilities as education managers. The additional 100 deputy headteachers were a spill over from FY 2017/18. The number of days for training were reduced from two (02) days to (01) day to accommodate the extra 100 deputy head teachers. This translated into 149% performance rating.

(ii) Strengthen Governance of Secondary Schools.

In FY in 2018/19 the sub sector facilitated collaborative meetings with Local Government officials in districts of Gulu, Soroti, Lira and Karamoja sub region on issues that necessitated clarification on: the secondary schools teachers' transfers versus the wage provisions to local governments; appraisals of head teachers and their performance contracts; problem of late accessing of teachers on payroll by Local Governments because of persistent absence of the human resource personnel on duty; the inadequacy of teachers in secondary schools; transferring teachers on replacements with the others transferred but of parallel subjects; complaints of inadequate money for inspection of the secondary schools and lack of transport (Vehicles), complaints of desk officers not accessing secondary schools through the districts when they go for support supervision and Quarrels over identification of sites for construction of secondary schools at sub county as their mandate other than any other authority among others.

In FY 2018/19, the sub sector approved a total of 300 Boards of Governors, transferred 1,666 staff; and deployed 111 deputy head teachers. The sub sector also received a total of 738 Appeals from staff. This performance is dependent on submission/requests from teachers among other reasons.

In addition, the subsector planned to monitor the functionality of Boards of Governors in 50 private schools. During the period under review, a total of 18 private schools were monitored for functionality of Boards of Governors translating into 36% performance rating. Furthermore, for better school management and governance, the sub sector planned to collect data for policy development for the provision of private education in secondary schools. By the end of the FY, data had been collected in 60 schools in the districts of Mbale, Masaka, Iganga and Nakasongola as planned.

The subsector under the private schools and institutions also planned to disseminate employment guidelines and 3,000 registration certificates for private schools. In the period under review, a total of 478 employment guidelines and 3,000 registration certificates for private schools had been disseminated in Mbale, Lira, and Mityana districts.

(iii) Follow up on the recommendations from DES inspection reports

The sub sector planned to follow up on the recommendations from DES inspection reports in 111 private schools. Some of these recommendations included: - Putting in place approved BoGs, complying to the BRMS, employing qualified teachers; and to ascertain enrolment numbers in schools still under the private partnership program. By the end of the period under review, the subsector had followed up compliance to recommendations in the planned 111 private schools based on DES inspection reports in Bushenyi, Mitooma and Sheema. This translated into 100% performance. See Annex 9 for details

(iv) Pay UCE and UACE Examination Fees

In FY 2018/19, the sector paid examination fees for 336,751 (*Male 169,984; 166,767 Female*) candidates for UCE (*152,278 USE, 184,473 Non- USE*) Programmes compared to 326,295 (*Male 165,458; 160,840 Female*) candidates for UCE paid in FY 2017/18. This translates into a 3.2 percentage point increase in UCE students.

The sector also paid examination fees for a total of 99,680 (*58,359 Male; 41,321 Female*) candidates for UACE (*18,554 UPOLET, 81,126 Non -UPOLET*) programme. This is in comparison with 101,294 candidates for UACE registered in FY 2017/18. This translated into and a percentage decrease of 1.6 percentage points.

(c) Implementation Challenges

As was the case in the previous Financial Year, Secondary Education continued to experience the challenge of absence of functional Board of Governors in some schools;

4.3.4 Business Technical Vocational Education and Training (BTJET)

The BTJET sub-sector focused on impacting skills through competence based training in order to enhance through implementing enhance efficiency and effectiveness

(a) Planned Initiatives undertaken

The initiatives (*Box 4.14*) undertaken to enhance efficiency and effectiveness of Skills Development in the Country included:-

Box 4.14: Planned Initiatives, BTJET FY 2018/19

- (i) Renew Boards of Governors for BTJET institutions;
- (ii) Approval of new examination centres;
- (iii) Improve Institutional Governance;
- (iv) Systemic reforms in Skills Development;
- (v) Development of Occupation Standards in the Agriculture, Construction & Manufacturing sector.
- (vi) Laying foundation to TVET Council;
- (vii) Establishing a Management Information System (MIS);
- (viii) Communication and Marketing for the BTJET Sector; and,
- (ix) Training and Capacity Building

(b) Progress of Implementation of Planned Initiatives

During the period under review the subsector undertook the following initiatives:-

(i) Renew Boards of Governors for BTVET institutions

International practice requires that all education institutions and by extension BTVET are managed by a Board of Governors. These bodies work with the institution principals to meet the educational needs of the institution in a secure and safe environment. In recognition of the critical role played by Boards of Governors, the subsector renewed the tenure of thirty six (36) boards. Annex 10 reflects the list of BTVET institutions whose Boards of Governors were granted a renewal of tenure.

(ii) Approval of new examination centres

During the period under review, the sub-sector approved 24 health training institutions as examination centres (i.e. Evelyn School of Nursing, Science and Technology; Bugema Institute of Health Science; Kampala School of Science and Technology; Tropical Institute of Allied Health Science; Biomedical International Health Science; Hanna International Institute of Health Science; Jerusalem Institute of Health Sciences Lira; Kampala Institute of Health Professions; Vine Paramedical School; St. Francis School of Health Sciences Mukono; Koboko institute of health science; St Elizabeth's IHP Mukono; Life Spring Institute of Nursing and Midwifery; Dokolo School of Nursing and Midwifery; Nkumba University School of Nursing; Inter Paramedical Institute of Nursing; Masulita Laboratory School; Kampala Institute of Health Science; Vine Paramedical School; Wakiso Comprehensive; St. Francis School of Health Sciences; Hannah Int. Inst of Health Science; Biomedical Institute of Health Science Naluvule; and, Tropical Institute of Allied Health Science).

(iii) Improve Institutional Governance

The MoES planned to improve institutional governance at all the colleges to conform to the standards of Centres of Excellence and for efficiency management. In the plan, the Twinning Institutions were expected to revised Institutional Development Plan for the Colleges, set up an Industrial Advisory Committees (IAC) for each college, develop a costed gender action plan, Strategic Plan and Budget for the colleges. During the period under reporting, Institutional Development Plan, Gender Action plan, Strategic Plan and Budget for UTC Lira and Bukalasa Agricultural College were finalised and approved by their respective Governing Council. This translates to 50% performance during the period. The low performance was attributed to the fact that two Colleges (UTC Bushenyi and UTC Elgon) were still at consultation stage in the IDP development.

(iv) Systemic Reforms in Skills Development - Support to the Sector Skills Councils (SSCs)

Sector Skills Council (SSC) is one of the sector organizations currently being used around the World both in highly industrialised and transition countries to transform the economy. The Sector Skills Councils' responsibility is to promote skills development in specific economic sectors. Their role is to ensure that skills training in that sector meets the labour market needs as well as the objectives of Technical, Vocational Education and Training (TVET) policy in a country.

The Sector planned to support three (03) Sector Skills Councils (i.e. for Agriculture, Construction, and Manufacturing) to perform their function within the remit of the project. During the Financial Year, the Sector Skills Council were supported in various activities. The Sector Skills Council

for Manufacturing and Agriculture validated Occupational Standards for 12 programmes under the project. Picture 2 Occupational Standards Validation by twinning Institution.

Picture 2: SSC Validating OS for Manufacturing Sector



Picture ... Agriculture Sector Skills Councils Validating OS for Agriculture Trades



(v) Development of Occupation Standards in the Agriculture, Construction and Manufacturing sector.

In the period under review, the subsector under the Skills Development Project planned to develop to undertake a capacity Needs Assessment in the Agriculture, Construction and Manufacturing Sectors. The Assessment was to establish manpower requirements, skills – gaps, Occupational Standards and the Workforce Skills Development Strategy and Plans for the sector.

During the reporting period, the Capacity Needs Assessment in the Agriculture, Construction and Manufacturing sectors was not undertaken. The low performance was attributed to the fact that the activity was dropped away from the work plan during the Mid-Term-Review of the project (*because it would not be completed within the remaining period of the project*).

(vi) Laying foundation to TVET Council

The sub-sector planned to support the implementation of activities leading to the operationalization of the TVET Council when established. During the period under review, the sub-sector developed the TVET Policy and the policy was approved by Cabinet in January 2019. The Implementation Working Group (*IWG*) to oversee the establishment of the TVET Council was constituted and its Secretariat appointed.

(vii) Establishing a Management Information System (MIS)

The Sector planned to initiate the procurement of consultancy firm to design, develop and operationalize MIS for TVET in the country. The MIS is planned to link to the EMIS under MoES, LMIS under Ministry of Gender, Labour and Social Development as well as feeds into BTVET institutions and the public at large. During the period under review, the sector signed a contract with Contract with Impiger Technologies Private LTD to design the MIS BTVET. The consultant was undertaking User requirement Gathering by the end of the Financial Year 2018/19. It being expected that July 2020, the sub-sector will have a fully-fledged BTVET MIS in place.

(viii) Communication and Marketing for the BTVET Sector

The sub-sector planned to procure a communication agency to rebrand and market TVET in the Country. The agency will support the sub-sector raise awareness of skills training programs in target sectors, including the availability of the Skills Development Matching Grant facility described under component 3; (ii) generate awareness in the communities and

in primary/secondary schools for enhancing enrolment by women in CoEs and networking institutions; (iii) mobilize training institutions and other service providers for participating in the project activities; and (iv) disseminate information on the strategy, results and lessons learned.

During the period under review, the sector signed a contract with Cooperate Image Ltd develop Communication, Rebranding and Marketing Strategy and rebrand and market TVET in the country. The agency was at its inception phase by the end of the FY 2018/19.

(ix) Training and Capacity Building

The MoES planned to build capacity by training a total of 300 staff from the Centres of Excellences and VTIs. This was part of the training that were envisaged under the USDP to prepare different categories of stakeholders at the colleges, VTIs and MoES to be abreast with the changes that would come with the transformation of colleges into Centres of Excellence. New programmes, matching international Standards were being introduced and trainers were expected to be trained to deliver the desired training.

By the end of the reporting period, a total of 147 staff from the CoEs, VTIs and MoES were trained in various disciplines. A total of 22 staff from Bukalasa Agricultural College and VTIs were trained in developing Teaching, Training and Learning Materials (TTLMs), 40 staff were trained on gender mainstreaming in TVET training, while 5 were trained from Canada on Competence-Based- Training delivery as reflected in picture 2.3.below.

The official launch of training and orientation of instructors was conducted on 8th of March 2019 in Canada, at Dalhousie University-Faculty of Agriculture. The launch brought together 5 Instructors from BAC, over 50 Dalhousie Faculty members, staff and students who have participated in USDP activities, or intend to in the future.

Picture 2.3: launch of training of BAC faculty and staff at Dalhousie University.



The 5 instructors were engaged in a two-week curriculum training from February 24th -10th March 2019. The instructors were presented Certificates of Achievement.

In addition, 56 staff from the colleges, VTIs and MoES were also trained in conducting tracer studies. This translates to 50% performance during the reporting period.

4.3.6 Uganda Nurses and Midwifery Examination Board (UNMEB)

In the period under review Uganda Nurses and Midwifery Examination board undertook activities geared towards streamlining, regulating and coordinating examinations and awards for Nurses and Midwives in Uganda. Box 4.15 provides a detailed description of the planned activities.

Box 4.15: Planned Initiatives by UNMEB FY 2018/19

- (i) Conduct examinations for finalist and continuing students;
- (ii) Developed a certificate and diploma nursing logbook to align with the new curriculum in a bid to strengthen the assessment of soft skills in nursing and midwifery profession;
- (iii) Printing examination answer booklets and Question papers;
- (iv) Facilitate 458 invigilators to carry out invigilation and coordination at 161 examination centres; and,
- (v) Carry out Supervision for the 161 examination centres using 50 scouts & over 60 supervisors and coordinators.

- (i) Conducted assessment of 78,003 (24,312 Male; 53,691 Female) candidates in FY 2018/19 with 6,666 finalists (1,830 diploma; and 4,836 certificate candidates, compared to 6,767 (1,760 diploma; and 5,007 certificate candidates). The table 4.18 below is a summary of the results of the candidates that sat for examinations in FY 2017/18.

Table.4.18: Results of Nursing and Midwifery candidates 2017 - 2018.

2017						
Certificate	Total	Distinctions	Credits	Pass	Ungraded	Un presented
	5,007	62	2,929	1,207	796	0
Diploma	1,760	45	1,398	19	117	10
Grand Total	6,767	107	4,327	1,226	913	10
2018						
Certificate	Total	Distinctions	Credits	Pass	Ungraded	Un presented
	4,836	22	2,532	1,438	762	82
Diploma	1,830	60	1,152	348	254	16
Grand Total	6,666	82	3,684	1,786	1,016	98

Source: MoES

- (ii) Developed a certificate and diploma nursing logbook to align with the new curriculum in a bid to strengthen the assessment of soft skills in nursing and midwifery profession. These include Diploma in Nursing, Midwifery, Comprehensive Nursing, Mental Health Nursing, Paediatric and Child Health, Public Health Nursing, palliative care nursing and, Certificate in Nursing.
- (iii) Supported the conduction of examinations in a total of 896 examiners, 255 invigilators, 88 supervisors, 96 centre coordinators, 55 monitors in 88 centres for the December 2018 examinations,

(c) Implementation Challenges

The subsector faced the following challenges:-

- (i) High enrolment amidst inadequate number of trained examiners;
- (ii) Low demand for diploma in Paediatric and Child Health Nursing and diploma in Public Health Nursing courses; and,
- (iii) High cost of organising examinations.

4.3.6 Uganda Allied Health Examination Board (UAHEB)

Uganda Allied Health Examination Board undertook the following activities in the period under review as indicated in Box 4.16:-

Box 4.16: Planned Initiatives by UAHEB FY 2018/19

- (i) Conduct examinations for finalists and continuing candidates;
- (ii) Carry out setting and Moderation of Test items for First semester and second examinations 2018/2019 for 29 academic programs in two setting centers;
- (iii) Printing examination answer booklets and Question papers;
- (iv) Facilitate 458 invigilators to carry out invigilation and coordination at 161 examination centres; and,
- (v) Carry out Supervision for examination centres using 50 scouts and over 60 supervisors and coordinators.

By the end of FY 2018/19, UAHEB had:-

- (i) Conducted examinations for 15,178(9,881 Male; 5,297 Female) candidates;
- (ii) Carried out setting and moderation of Test items for 29 academic programs in two centers with 200 item test writers and 20 moderators for 14,500 candidates in each semester;
- (iii) Printed 90,000 answer booklets and 446,296 question papers for the 13,550 candidates;
- (iv) Facilitated 458 invigilators to carry out invigilation and coordination at 161 examination centres; and,
- (v) Carry out Supervision for the 161 examination centres using 50 scouts and over 60 supervisors and coordinators.

4.3.7 Uganda Business and Technical Examination Board (UBTEB)

Core to the existence of the Uganda Business and Technical Examinations Board is to streamline, regulate, coordinate and conduct credible national examinations and award Certificates and Diplomas in the Business, Technical and Vocational professions in Uganda. At the onset of FY 2018/19, UBTEB listed a number of activities for implementation as reflected in box 4.17.

Box 4.17: Planned Initiatives by UBTEB FY 2018/19

- (i) Conduct CBET examinations and assessments;
- (ii) Approve guidelines to recognize and equate foreign qualifications;
- (iii) Develop ICT manuals for online registration and online access of results;
- (iv) Rolled out sixteen (16) recently reviewed Competence Based curricula for National Certificates in Business Programmes;
- (v) Conduct Competency Based Assessment (CBA) training;
- (vi) Inspect 155 centers for provisional and full accreditation; and,
- (vii) Monitor Industrial Training.

By end of FY 2018/19 UBTEB had:-

- (i) Conducted CBET examinations and assessments for 97,251 candidates for both semester I & II in 510 examination centers. During the November/December 2018 examination series, UBTEB registered 73,090 candidates out of which 27,400 were finalist candidates (*i.e. Female: 6,772 and Male: 20,628*) and May/June 2019 examination series registered 24,161 candidates (*i.e. Female: 11,115 and Male: 13,046*). This is illustrated by the figure 4.5 which also provides the comparison of candidates registered by gender.

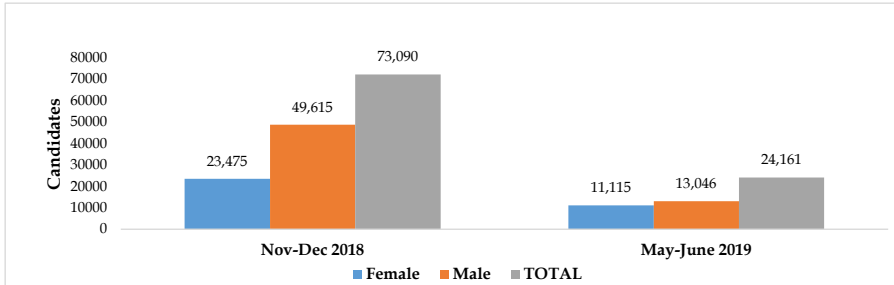


Figure.4.6 : Showing candidates assessed by UBTEB in FY 2018/19

Source: UBTEB, 2019

The candidates assessed in May - June 2019 are only diploma programmes; while those assessed in November - December 2018 were both diploma and certificate programmes.

- (ii) Approved guidelines to recognize and equate foreign qualifications; this is seen as a step towards opening education services of TVET institutions to foreigners and to enable competition of Ugandan graduates for jobs on the international labour market. So far, 50 foreign TVET documents have been equated and they are also used as a benchmark for improving curricular content and assessment criteria across different programs. This initiative by UBTEB is enabling an all-inclusive education system where even refugee communities are being enrolled for assessment at various TVET levels.
- (iii) Developed ICT manuals for online registration and online access of results; which were circulated to all examinations centers. Relatedly, there has been an upgrading of the Examinations Information Management System to support online registration; all candidates' registers and examinations Results access have been fully automated.
- (iv) Rolled out sixteen (16) recently reviewed Competence Based curricula for National Certificates in Business Programmes that were assessed effective May/June 2019. The reviewed curricular considered changes in the labour market and what employers deem as important when they are looking for recruits therefore current assessments are preparing candidates to compete on the world stage.
- (v) Conducted Competency Based Assessment (CBA) training for 300 examiners/assessors.
- (vi) Inspected 155 centres for provisional and full accreditation.
- (vii) Monitored Industrial Training in 141 organizations and Inspected 1,205 Real-life projects (i.e. 4,661 candidates were involved).

Picture 7.0 : Illustrating some of the activities executed by DIT and UBTEB during FY 2018/19



The Minister of Education and Sports and First lady Hon. Janet Kataaha Museveni, Chairman ITC, Dr. Joseph Muvawala and the Director DIT, Mr Byakatonda Patrick during the Release of 2018 Assessment results

Minister of State for Higher Education Dr. J.C. Musingo Inspects real life projects done by students of Nakawa VTI during the release of May-June 2018 exams, October 2018 at UBTEB Secretariat.

4.3.8 Directorate of Industrial Training (DIT)

The Directorate of Industrial Training (DIT) mandated to among others develop policies, and implement strategies for skills training, upgrading, and testing of workers in industries and apprentices in workplaces as well as those persons training in the world of work.

In line with the above, during the period under review, the Directorate of Industrial Training (DIT) undertook to implement the initiatives that are listed in Box 4.18:-

Box 4.18: Planned Initiatives by DIT, FY 2018/19

- (i) Assessment of candidates under modular and UVQF levels;
- (ii) Assessment of non-formal programmes;
- (iii) Orient TVET trainers on Competence Based Approaches to Skills Delivery;
- (iv) Certification and assessment training packages;
- (v) Conduct regional labour scans;
- (vi) Upgrade occupations from UVQF level 1 to level 3; and,
- (vii) Accredit DIT assessment centres.

Below is a synopsis of the progress that was registered against the above listed initiatives as implemented by the Directorate:-

(i) Assessment of candidates under modular and UVQF levels

Assessed, marked and graded 54,382 (i.e. Male 22,690 and Female 31,692) candidates under the modular and full UVQF levels in 61 occupations against a target of 25,120. Candidates. The detailed breakdown is summarised in table 4.19 below:-

Table.4.19: Assessment of modular programmes in FY 2018/19

Sn	Category	Male	Female	Total	Target
1	Level I	2,333	2,837	4,970	4,000
2	Level II	2,777	2,057	4,834	4,000
3	Level III	25	14	39	30
4	Non-Formal/ Modular	18,422	25,996	44,418	16,590
5.	Workers PAS	993	160	1,153	500

Source: MoES, 2019

(ii) Assessment of trainees under the Non-Formal Programmes

The sector in FY 2018/19 planned to offer non-formal training programmes to a total of 8,000 beneficiaries to undergo short term training for approximately three months. By the end of the period under review a total of 12,531 trainees (i.e. inclusive of 8,299 male and 4,231 female) had been assessed and certified by the Directorate of Industrial Training, (DIT).

Among the candidates assessed were 335 Domestic Electricians (*Kamyufu*) from Electricity Regulation Authority from Kampala, Jinja, Mbale and Bushenyi, 97 inmates from Uganda prisons from Kaazi, Luzira Murchison Bay and Murchison Upper Prison in the occupation of Tailor, Carpentry & joinery, Welder, Farmer; 30 UPDF candidates were assessed in the occupations Motor Electrician, Motor Vehicle Mechanic, Fitter Machinist, Welder, and, 412 NWSC Industrial Plumbers/ Technicians.

Pictures .8.0 : Candidates taking part in the Non-Formal Assessment courses



(iii) Curriculum Development Adaptation

The sub-sector in FY 2018/19 planned to develop 7 occupations and identification of 3 occupations for upgrading from UVQF level 1 to level 3.

By the end of the FY, seven (07) occupations had been developed and translating into a 100 percentage performance. The table 4.20 below provides a summary of the occupations profiled and developed.

Table. 4.20: List of occupations developed and profiled in FY 2018/19.

Occupation	UVQF Test items developed	UVQF Performance Levels
Herbalist	72 Test Items(, 60 Theory and 12)	1-3
Hair dresser	8 duties developed, 5 Core and 3 Generic	1-3
Agro Forester	9 duties developed, 6 core for Level 1-3 and industry Led training Module	1-3
Phone Repairer	33 written tests items	1-3
House maid	20 duties developed, 11 Core and 9 Generic	1-3
Entrepreneur	24 duties developed, 13 Core and 11 Generic	1-3
Diary processor	27 duties developed, 18 Core and 9 Generic	1-3

Source: MoES, 2019

(iv) Accreditation of Assessment Centers

In the period under review, DIT planned to inspect and accredit 600 DIT assessment Centres. By the end of the FY, a total of 733 centres were inspected and accredited as DIT Assessment centers (i.e. under the categories of modular, Level 1,2,3,4 and 5). This was due to an increase in the number of a institutions that wanted to be accredited.

Table.4.21: List of inspected and accredited centres by region

S/n	Region	No of centres	Districts
1	Central	350	Mukono, Kampala, Wakiso, Buikwe, Kayunga, Kalangala, Mityana, Luweero, Mpigi, Kiboga, Masaka
2	Western	136	Mbarara, Kasese, Ibanda, Kyegegwa, Kakumiro, Kisoro, Kabale, Kabarole, Sheema, Bunyangabu, Kiruhura
3	Eastern	106	Mbale, Iganga, Serere, Jinja, Ngora, Abim, Kumi, Namutumba, Bukedea, Namayingo, Bukwo, Soroti
4	Northern	78	Lira, Kole, Oyam, Apac, Dokolo, Obonge, Gulu
5	West- Nile	63	Arua, Nebbi, Zombo, Pakwach, Koboko

Source; MoES 2019

(v) **Orientation**

A total of 205 TVET providers from the central region (*i.e. Kampala, Wakiso and Mukono*) were oriented in the ATP use, interpretation, and CBET approaches against a target of 200 TVET providers. The training was conducted at Nakawa V.T.I;

Picture.9.0: The director DIT officially opening the orientation of TVET trainers in ATP use and CBET approaches at Nakawa VTI



Source: MoES 2019

- (vi) Printed 54,382 transcripts as follows: Level I 4,970; Level II 4,834; Level III 39; and, Non-Formal/ Modular 44,418;
- (vii) Conducted four labour Market Scans in selected districts (*i.e. Kampala, Wakiso, Mpigi, Butambala, Mityana, Moroto, Amudat, Napak, Nakapirit, Abim, Kaabong, Kotido Kayunga, Mukono, Kween and Kapchorwa*); and,
- (viii) Inspected and Accredited 733 centres as DIT Assessment centres.

(c) Implementation Challenges

A number of challenges were faced in FY 2018/19 that included:-

- (i) An unwritten Legal Framework for and subsequent development of the Uganda Qualifications Framework (UQF) as the Mother Board for Skills Development in Uganda;
- (ii) Lack of Technical Assistance (TA) for development of the Uganda Qualifications Framework (UQF);
- (iii) Lack of vigilance by Heads of Training Institutions to introduce and implement the training in production Component (TIP); and,
- (iv) Lack of alignment of the Health Sector Strategic Plan (HSSP) to the Education Sector Strategic Plan (ESSP) in terms of the Man power demands of the Health Sector.

4.3.9 University Education

In FY 2018/19, the higher education sub sector undertook a number of initiatives aimed at improving system performance. These ranged from capacity building; updating curricula of existing programmes to meet international benchmarks for quality education; adopting cost-effective practices; improving transparency and, encouraging community participation for improved efficiency and effectiveness.

(a) Planned Initiatives undertaken during FY 2018/19

To enhance efficient and effective service delivery of university education, the sub-sector focused on a number of interventions (*Box 4.19*) that include:-

Box.4.19: Planned initiatives, University Education FY 2018/19

- (i) Develop a strategic plan;
- (ii) Increased use of ICT;
- (iii) Monitoring of Public and Private Universities;
- (iv) Support to institutional capacity building;
- (v) Community Outreach Initiatives; and,
- (vi) Gender Main streaming.

(b) Progress of Implementation of Planned Initiatives

In the period under review the subsector implemented the following initiatives

(i) Development of a Strategic Plan

In FY 2018/19, Makerere University formulated a ten year strategic plan (FY 2020-2030).

(ii) Increased use of ICT

During the period under review, the various universities continued to use information technology to enhance efficiency and effectiveness in their operations as summarised in table 4.22 below:-

Table 4.22: Implementation status of Universities

S/n	University	Implementation status
1.	Busitema University	Subscribed for 35 online resources
2.	Mbarara University	Monthly subscription for 90MbPS and annual MUST website hosting
3.	Kyambogo University	Networking of new e-library
4.	Gulu University	(i) Approved the E-learning policy and guidelines; (ii) Monthly Subscription of 30 mbs. (iii) Continued implementing the service level contract with Roje telecom where 15mbs were provided

Source: MoES, 2019

(iii) Support to institutional capacity building

Under the African Centre of Excellence during FY 2018/19, a number of initiatives were undertaken to enhance the capacity that comprised of:-

- (a) Scientific staff capacity development for staff in the 4 ACEs;
- (b) Advanced Financial Management Course for Project Accountants in Government/World Bank Funded Projects , Kenya School of Government (KSG), Mombasa, Kenya;
- (c) Financial Management for Projects and Contracts Training Course, Casablanca, Morocco, June, 2019;
- (d) Participation in the First International Agroecology Conference;
- (e) Training of over 11 staff in Audit department in audit assurance and advanced excel; and, 2 staff enrolled on a short course in ACEs communication strategies in Kenya & Ghana
- (f) Development of partnership with the University of Illinois at Chicago, Ben Gurion University- Israel, University of Petroleum Studies of India, Luwero Industries, NARO, NARI, UNZA, RAB, INERA, CIAT, CIMMYT, IITA, ICRISTAT, Iowa State University, Naorth Carolina State Univ, Univ of California- Riverside, Ruform.

In addition in the higher learning institutions, the sub sector facilitated staff capacity development as detailed below:-

- (a) **Muni University:** Held a stakeholders review workshop for Bachelor of Education Primary, Post Graduate Diploma in Education and Post Graduate Diploma in Financial Management.
- (b) **Kyambogo University:** Held 2 training workshops and 5 sensitization meetings with faculty /school deans on the support needs for students with disabilities
- (c) **Makerere University Business School:** Held an international management and leadership conference.
- (d) **Mbarara University of Science and Technology:** Held a total of 4 Quality assurance and curriculum review meetings/workshops; 2 Public lectures and 2 research workshops; and 1 research dissemination conference.
- (e) **Makerere University:** Recruited, under the ACE (*African Centres of Excellence*) a total of 8 PhD and 25 Masters Students regionally, within the East African region; and, the university through the University Central Management decentralized the issuance of academic transcripts which were issued before the 69th graduation held in January 2019.
- (f) Held two (02) quality assurance and curriculum review meetings/workshops
- (g) Continued sponsoring 10 staff undertaking PhD to further their studies.

(iv) **Community outreach Initiative**

In FY 2018/19, as part of their social responsibility various institutions of higher learning universities undertook a number of initiatives as follows:-

- (a) **Busitema:** Trained a total of 400 youth from the community in banana production, water melon growing, mango citrus, poultry, piggery, dairy and apiary;
- (b) **Makerere University Business School:** Offered business lectures to a total of 17 Luzira inmates who were awarded with certificates at the end of the course;
- (c) **Kyambogo University:** Trained in basic library skills under the Library and faculty of Arts prisoners from Nakasongola, Gulu upper prison and women's section in Luzira. The Lands and Architectural Studies in the Faculty of Engineering also constructed a two roomed house for a fisher man in Kalangala district using the skills acquired; and,
- (d) **Muni University:** Organized safe circumcision in collaboration with Infectious Disease Institute -Arua; trained library users and established library resources at Imvepi Refugee camp.

(v) **Gender Main streaming in higher learning institutions**

In line with the gender main streaming strategy of enhancing gender equality, the higher education sub sector encouraged gender awareness and equality in FY 2018/19 through the following :-

- (a) A gender equality committee and a Gender Technical Working Group in Kyambogo University;
- (b) Six (06) Gender/HIV student clubs in all campuses at Busitema University; and,
- (c) An Anti-sexual harassment policy reviewed by a university council headed by a female chairperson in Makerere University.

(c) **Outcomes/Results**

The following outcomes were undertaken in the period under review:-

Commented [M1]:

(i) Number of Graduates in public universities FY 2018/19

In FY 2018/19 a number of students completed their studies in the various courses offered in the different universities. The total number of graduates in 7 public universities is summarised in table 4.23 below.

**Table. 4.23: Number of graduates
academic year 2018/19**

Sn	Name of University	Male	Female	Total
1	Busitema University	736	344	1,080
2	Muni University	69	23	92
3	Makerere University	6,689	6,631	13,320
4	Mbarara University of Science & Technology	588	376	964
5	Kyambogo University	4,119	3,542	7,661
6	Gulu University	876	523	1,399
7	Kabale University	604	454	1,058
	Total	13,681	11,893	25,574

Source: MPS FY 2019/20

The number of female graduates was less than their male counterparts by 7%.

(d) Implementation challenges

The sub-sector faced the following challenges in the period under review:-

- (i) Limited knowledge on cross-cutting issues regarding HIV/AIDS, Environment, Gender & Equity and Disability by most stakeholders making it difficult to fully integrate and implement all interventions smoothly.

CHAPTER 5 - TEACHER INSTRUCTOR EDUCATION AND TRAINING

5.1 TEACHER TRAINING

Teacher training is a never – ending process that enhances teaching skills, facilitates the acquisition of new knowledge and improves proficiency levels; which in turn, has an effect on the students' learning outcomes. This therefore calls for the need to prioritise the quality and content of training offered to student teachers (i.e pre-service and in-service trainings).

In FY 2018/19, the subsector undertook a number of interventions as reflected in the table 5.1 below, which ensured an improvement in the quality and relevance of teacher training through enhancing efficiency in service delivery and governance.

(a) Planned Initiatives undertaken

The subsector planned to undertake the following initiatives during the period under review indicated in Box 5.1:-

Box 5.1: Planned Initiatives, Teacher Training, recruitment & deployment FY 2018/19

- | | |
|--------|--|
| (i) | Payment of capitation grants |
| (ii) | Teacher training in multi-disciplinary areas in TIET institutions. |
| (iii) | Monitoring and support supervision in 100 coordinating centres for PTCs and 20 institutions to enhance quality in Teacher/Instructor/Tutor Education |
| (iv) | Finalization of the Teacher Policy; |
| (v) | Provision of over 81,000 copies of assorted textbooks and periodicals; |
| (vi) | Licensing and registration of teachers and teacher trainers |
| (vii) | Implementation of the Development of PTCs Project; |
| (viii) | Implementation of the Improvement of Muni and Kaliro National Teachers Colleges Project; and, |
| (ix) | Implementation of the Improvement of Kabale and Mubende National Teachers' Colleges Project |

(b) Progress of Implementation of planned Initiatives

The subsector undertook these initiatives in the period under review:-

(i) Payment of capitation grants to facilitate teacher and instructor training

In FY 2018/19, the subsector continued to pay capitation grants amounting to Ug.Shs. 2.42 billion, to facilitate training of a total of 20,285 student teachers (i.e. Primary & Secondary teacher trainees, Health tutors and Instructor trainees), spread across 52 TIET institutions as planned. The beneficiaries comprised of: - 3,751 students from 5 NTCs; 120 students from HTC Mulago; 250 students from National Instructors College Abilonino; and, 16,239 students from 45 PTCs.

(ii) Teacher Training in multi-disciplinary areas (School Practise)

As part of their training, the teacher trainees continued like in the previous years to receive funding amounting to UGX.1.034bn to cater for teaching practice, exams and living out allowances for 3,751 NTC students from the five (05) NTCs (i.e. Kaliro, Kabale, Muni, Unyama and Mubende); 250 students in Abilonino NIC; 120 students in Health Tutors' College; 120 instructor trainees at Nakawa VTI and 120 instructor trainees at Jinja VTI.

(iii) Monitoring and support supervision of TIET Institutions to enhance quality in Teacher/Instructor/Tutor Education

During the period under review, the sub sector planned to undertake monitoring and support supervision in 200 coordinating centres for PTCs and 20 PTCs (*Arua, Bishop Willis, Kaliro, Loro, Canon Apolo, Canon Lawrence, Busuubizi, Gulu, Soroti, Kitgum, Kamurasi, Nakaseke, Ibanda, Bulera, Kotido, Busikho, Mukujju, Jinja, Ngora and Nyondo*). With support from UTSEP, the subsector managed was able to monitor and offer support supervision for a total of 102 coordinating centres for PTCs and 50 TIET institutions (*Kamurasi PTC, Busuubizi PTC, Ibanda PTC, Rakai PTC, Ndegeya PTC, Kabukunge PTC, Lodonga PTC, Arua PTC, NTC Muni, Erepi PTC, Paidha PTC, Kotido PTC, Moroto PTC, Nyondo PTC, Kabwangasi PTC, Mukujju PTC, Kapchorwa PTC, Busikho PTC, Rukungiri PTC, Bushenyi PTC, Buhungiro PTC, Bishop Stuart PTC, Bikungu PTC, NTC Mubende, Butiti PTC, Canon Apolo PTC, Bwera PTC, Bundibugyo PTC, Kabulasoke PTC, HTC Mulago, Shimoni PTC, Rukungiri PTC, Bwera PTC, Kibuli PTC, Gulu PTC, NTC Unyama, Christ the King PTC, Kitgum PTC, Soroti PTC, St. Aloysius Ngora PTC, Bukedea PTC, Loro PTC, NIC Abilonino, Canon Lawrence PTC, Bulera PTC, Nakaseke PTC, Kisoro PTC, NTC Kabale, Kabale – Bukinda PTC, NTC Kaliro*).

This translated into a 51% and a 225% performance rating respectively. The results of the monitoring revealed that the maintenance of infrastructure was generally wanting and that furniture is mismanaged. As a remedy, administrators of the identified colleges were accordingly sensitized and follow up visits to some of these colleges (*Canon Lawrence PTC, Loro PTC, Bulera PTC, NIC Abilonino*) indicate a great improvement.

(iv) Finalisation of the Teacher Policy

In FY 2018/19, the subsector prioritized the finalization of the Teacher Policy; which was approved by Cabinet on 1st April, 2019. MoES has prepared a road map for the implementation of the policy at four levels: policy reform, legal reform, administrative and institutional reform, and communication strategy. As policy reform actions, four documents will be developed before the publication of the final NTP: that is Policy Standards, Policy Guidelines, Procedures and Baseline reports. These documents were still being developed by the end of the financial year.

(v) Provision of instructional materials

In order to enhance the quality of Teacher Training in the country, the subsector committed funds amounting to UGX. 600m, to procure a total of 81,000 copies books and periodicals for Teacher and Instructor/Tutor Training institutions. By the end of the FY, a total of 81,000 copies of assorted textbooks and periodicals were procured and supplied to Teacher and Instructor Training institutions countrywide

(vi) Licensing and registration of teachers and teacher training institutions

In FY 2018/19, the sub sector operationalised the Teacher Management Information System to license and registers all categories of teachers throughout the country. While a total of 66,263 teachers applied online for registration, only 15,928 teachers had been issued with certificates by the end of the FY. Over 35,000 applications were turned away pending clarification of their documentation. In addition, 3,104 caregivers (*575 - Certificate in Early Childhood; 2,529 - Certificate in Community Child Care*) caregivers were registered.

(vi) Implementation of the Development of PTCs Project Phase II

During the period under review, the subsector implemented initiatives under the Development of PTCs project as follows;

(a) *Completion of ongoing facilities in Seven (07) TIET institutions;*

Under the Development of PTCs project, the subsector continued to construct facilities that included:- dormitories in six (06), (i.e Ibanda, Erepi, Ngora, Kabwangasi, Kitgum and Jinja) PTCs; Administration blocks in three (03) (i.e Bikungu, Kitgum and Jinja) PTCs; Semi-detached teachers' houses in three (03), (i.e at Ibanda, Ngora and Erepi) PTCs; and, a classroom block at Kabwangasi PTC. By the end of the financial year, civil works were at finishes stage in all the seven (07) PTCs Details are reflected in the table.5.1 below. Also shown are images of civil works in picture 5.1 below shows status of implementation.

Table.5.1: Status of implementation of facilities, Development of PTCs project Phase II

Sn	Name of Institution	District	Facilities	Status of Implementation
1	Jinja PTC	Jinja	Administration Block	65%
			Dormitory	
2	Bikungu PTC	Mitooma	Administration Block	65%
			Dormitory	
3	Kitgum PTC	Kitgum	Administration Block	60%
			Dormitory	
4	Ibanda PTC	Ibanda	Dormitory	65%
			Semi - detached Tutor's House	
5	Kabwangasi PTC	Butebo	Dormitory	75%
			Classroom Block	
6	Ngora PTC	Ngora	Dormitory	70%
			Semi - detached Tutor's House	
7	Erepi PTC	Moyo	Dormitory	75%
			Semi - detached Tutor's House	

Source: MoES, 2019

Picture.10.0: Status on dormitories, administration blocks and classrooms is indicated below



- | | |
|------------------------------------|--|
| 1. Dormitory Block Ngora June 2019 | 2. Tutors' House Ngora Ptc June 2019 Kitgum |
| 3. Dormitory Block Back Elevation | 4. 2-unit Classroom Block Back at Kabwangasi |



Dormitory block Jinja PTC June 2019

Administration block Jinja PTC June 2019

Annex 11 reflects the total amount of funds allocated to the implementation of the civil works above.

(b) Capacity Building for Principals of PTC's

Under the Development of PTCs project Phase II, the project coordination unit had planned to hold two workshops to enhance the Principal's capacities in the facility maintenance of the new facilities provided to ensure their sustainability. However, by the end of the financial year, only one workshop was held, due underpayment under this item, the other workshop was replaced with individual college follow up visits.

(c) Monitoring and Support Supervision

The Project Coordination unit together with the user department had planned to conduct a total of 42 project site meetings. During the period under review, a total of 28 project site meetings had been carried out. The visits were intended to monitor and support supervise contractors as well as site meetings. The project further acquired a vehicle to ease the monitoring and support supervision function, which was earlier an outstanding bottleneck to the project performance.

In addition, the CMU continued to facilitate the 35 Engineering Assistants who are based at the Local Government level as planned. These Engineering Assistants who were key to the successful implementation of all Ministry projects did monitor, offer support supervision and submit reports to the respective CAOs and MoES head Quarter for action.

(d) Implementation of the Improvement of Muni and Kaliro National Teachers Colleges Project

By the end of the period under review, the project had planned to establish maintenance Committees in the two NTC's. Staff of the two NTCs had been trained on assets maintenance, supplied ICT equipment and the establishment of maintenance Committees.

The project also supported a study on Biogas and water system performance.

(a) Infrastructure development

In FY 2018/19, under the Improvement of Muni and Kaliro National Teachers Colleges Project the sub sector had planned to construct staff houses and dormitories in the two (02) NTCs. By

the end of the financial year, civil works on staff houses at Muni and Kaliro were progressing at 41% level of completion; while the construction of dormitories at Kaliro and Muni were progressing at 31% and 41% levels of completion respectively. See table 5.2 below.

Table.5.2: Status of implementation of facilities under Improvement of Kaliro and Muni National Teachers Colleges project FY 2017/18 - FY 2018/19;

Sn	Name of Institution	District	Facilities	Percentage level of completion in FY 2017/18	Percentage level of completion in FY 2018/19
1	Muni NTC	Arua	Staff houses	Procurement stage	41%
			Dormitory	Procurement stage	31%
2	Kaliro NTC	Kaliro	Staff houses	Procurement stage	41%
			Dormitory	Procurement stage	41%

Source: MoES, 2019

In addition, the rehabilitation of the laboratory at NTC Muni was completed; with three phase power line and control boards to the laboratory installed.

Picture.11.0: Civil works in Muni and Kaliro NTCs



v) Building of splash apron plinth walls on washroom extension on existing dormitory, Lumumba



vi) Dispensary roofed to near completion with splash apron construction ongoing

Civil Dormitory 1st Floor walling and suspended slab & Columns at NTC Kaliro



Source: MoES, 2019

(viii) *Implementation of the Improvement of Secondary Teachers Education- Kabale and Mubende NTCs Project*

Under this project the subsector agreed to undertake the following activities:-

(a) *Pedagogical Support to NTCs*

Under the Improvement of Secondary Teachers Education- Kabale and Mubende NTCs Project, the sub sector offered pedagogical support as planned to: - 206 NTC staff on how to use Time-on-Task tools to track attendance; 33 Lecturers on CPD committees of their colleges to develop college CPD work plans, ToRs and budgets; 223 NTC pedagogical staff to carry out Action research; and, 197 lecturers in Andragogy. This translated into a 100% performance rating.

(b) *Institutional Development*

Under this initiative, the project had conducted the following by the end of the FY 2018/2019:-

- (i) A series of meetings to revise the General methods syllabus for the DES course; facilitated 5 college based CPD activities following individual college plans;
- (ii) Training for mentors at NTCs; selected and supported 52 Action Research proposals from lecturers in the 5 NTCs and provided initial training on how to carry out Action Research as well as follow up support supervision of the process;
- (iii) A data collection process for Continuous School Practice activities at NTCs and partner secondary schools; piloted the revised General Methods syllabus at NTC Mubende;
- (iv) A Gender Based Violence study in 5 NTCs; delivered 7 desk tops, 8 Laptops, 4 cameras, 3 desk printers, as well as assorted accessories to each of the 5 NTCs; and,
- (v) A data collection process for the implementation of Active Teaching and Learning activities at NTCs.

(c) *Infrastructure Development*

During the period under review, the Department planned to construct facilities that included laboratories, classroom block, Administration blocks and dormitories (*boys and girls*) in Mubende and Kabale NTCs. By the end of the FY civil works were at different levels of implementation as reflected in the table 5.3 below.

Table.5.3: Level of Completion of facilities under the Improvement of Kabale and Mubende National Teachers Colleges project FY 2017/18- FY 2018/19

Sn	Name of Institution	District	Facilities	Percentage level of completion FY 2017/18	Percentage level of completion FY 2018/19
1	Mubende NTC	Mubende	4 Laboratories	Procurement Stage	10%
			Classroom Block	Procurement Stage	50%
			Administration Block	Procurement Stage	30%
			Girl's dormitory and ablution block	Procurement Stage	60%
			Boy's dormitory block	Procurement Stage	30%
2	Kabale NTC	Kabale	Laboratories	Procurement Stage	30%
			Classrooms	Procurement Stage	95%
			Administration Block	Procurement Stage	90%

Source: MoES

(c) Main Outcomes

The main outcomes during the period under review were:-

- (i) Improved quality of Teacher and instructor/tutor Education and Training which was partly reflected in the enhanced use of ICT as a pedagogical tool;
- (ii) Improved learning environment; and,
- (iii) Enhanced Literacy instruction in Early Grade Reading.

Picture 12.0: Civil works under Kabale and Mubende NTCs



Abolition facilities at NTC Kabale



Classrooms at NTC Kabale



Resource room/Library facility at NTC Kabale

Multi-purpose Hall roofed at NTC Kabale

(d) Implementation Challenges

The sub sector faced a number of challenges during the period under review:-

- (i) Capitation grants: The capitation grant for students in teacher training institutions is as low as sh. 1,800/= per student per day. This grossly inadequate;
- (ii) Staffing. The colleges are understaffed (*by 31% in PTCs and 20% in NTCs, 60% in NICA and 75% gap in HTC Mukago*) and the shortage grossly affects the quality of teacher training. There is urgent need to recruit more staff to support the activities in these institutions;
- (iii) Support Supervision. Teacher Educators and Colleges need to be continuously supervised and supported to ensure quality training, however the limited facilitation does not allow this to happen and therefore quality of training teachers is compromised;
- (iv) Infrastructure. Most PTCs have dilapidated infrastructure and do not provide the teaching and learning environment that is conducive for teacher training; and,
- (v) Transport. One other core function of the PTCs is to support primary education through outreach activities. Transport for field activities remains a challenge for most PTCs.

5.2 EDUCATION SERVICE COMMISSION (ESC)

The mandate of Education Service Commission is to advise the president in performing his functions in relation to Article 172 of the constitution and on appointing all personnel in the education service.

The Commission is charged with developing, maintaining and improving the quality of those personnel and that of the service generally. This section presents performance of the Education Service Commission during FY 2018/19.

(a) Planned Initiatives Undertaken

During the period under review the Education Service Commission planned the following activities in order to achieve its strategic objectives are indicated in Box 5.2:-

Box 5.2: Planned initiatives, Education Service Commission FY 2018/19

- (i) Appointment of 1,500 personnel into the Education Service;
- (ii) Confirmation of 1,500 personnel into service;
- (iii) Validation of 2,000 appointments of personnel in the service;
- (iv) Maintain the Electronic Databank for teaching personnel in the Education Service;
- (v) Support to District Service Commissions;
- (vi) Dissemination and Monitoring the implementation of the Teachers' Professional Code of Conduct, 2012; and,
- (vii) Review of the Scheme of Service for teaching personnel.

(b) Progress of Implementation of Planned Initiatives

During the period under review, the Commission implemented and was able to realize a number of achievements as follows:-

(i) Appointment of personnel into the Education Service.

A total of 4,889 people, were appointed into the service against a set target of 1,500. Of these, 3470 were male and 1419 were female. This represented 325.9% performance level. This was higher than the previous year's performance by about 128% and this was attributed to the new appointments in the service.

The new entrants were 3,592 while promotions were 1,297 of which 111 were Deputy Head Teachers and 1186 were Education Officers. The Government provided an additional wage bill to cater for the recruitment of new teachers to fill existing gaps in secondary schools and more so in the hard to reach areas.

Some appointments were on replacement basis. The sector still experiences attrition of teachers. Positions of Deputy Head teachers fell vacant due to promotion to posts of Head teachers.

(ii) Confirmation of personnel into service.

A total of 827 were confirmed in service against a set target of 1,500 representing 55% performance level. This is low compared to FY 2017/18. Confirmations in appointment depend on submissions for the respective Ministries, Departments and Agencies under the jurisdiction of the Commission.

(iii) Validation of appointments of personnel in the service.

Unlike FY 2017/18, during the period under review the Commission validated 94 appointments of personnel in the service. Out of these 66 were male and 28 were female. This was against a set target of 2,000 representing a minimal performance. This performance is attributed to the recruitment exercise which was more than 300% over and above the planned activity. The Commission ascertained the authenticity of their appointments, confirmation, and promotion letters, as well as the correctness of names, academic/professional certificates and testimonials, and also identified personnel who were due for confirmation.

(iv) Maintaining Electronic Databank for teaching personnel in the Education Service

During the period under review the Commission uploaded 14 Minutes of the Full Commission Meetings to the EDMS. Upgrading of the data base also continued throughout the year.

(v) Support to District Service Commissions

Due to the recruitment exercise the Commission did not provide support supervision to the Districts

(vii) Dissemination and Monitoring of implementation of the Teachers' Professional Code of Conduct, 2012

The Commission monitored the adoption of the Education Service Commission Regulations, 2012 and the Teachers' Professional Code of Conduct, 2012 with a view of identifying challenges that are expected to form basis for a mid- term review of the Code of Conduct. It should however be noted that printing and dissemination of the Code of Conduct should be an ongoing exercise as new teachers are appointed into the service.

The Code of conduct should also be taught in Teacher Training Institutions. It was also noted that there is increasing misinterpretation of the Code especially with regard to Corporal punishment. Teachers think corporal punishment only means caning students or pupils but can use other heavy punishments for children. In some schools battering of pupils and students has continued and this calls for urgent attention. It should also be noted that Private Schools think the Code of Conduct is for teachers in Government Schools only.

(viii) Review of the Scheme of Service for teaching personnel.

Following the evaluation of the implementation of the Scheme of Service for primary school teachers and the need to review its implementation, the Commission embarked on preliminary activities to review the Scheme of Service.

(c) Outcomes/Results

In FY 2018/19, the main outcomes were:-

- (i) Improved access to education;
- (ii) Improved learning and efficiency through increased supply of personnel; and,
- (iii) Increased morale among promoted teachers due to better remuneration after promotion.

(d) Implementation Challenges and Constraints

The sub-sector faced challenges that included among others:-

- (i) Lack of office space remains a challenge;
- (ii) A large number of Grade V teachers had upgraded to graduate level continues to cause anxiety, distress and demoralization among them. Implementation of the Scheme of Service at Secondary Education level would alleviate this problem;
- (iii) The Scheme of Service for Teaching Personnel in the Education Service was partially implemented in the Primary education sub sector for 4 years. It was then suspended, due to lack of funds. The Scheme is yet to be implemented in Secondary schools and Tertiary institutions; and,
- (iv) There are large numbers of applicants for the few advertised jobs, consequently, the processes of recruitment took longer, due to the time taken to shortlist and interview candidates.

5.3 SPECIFIC INTERVENTIONS:

The Commission undertook specific interventions that included among others:-

- (i) Acquired some space within Farmer's House though it still remains insufficient;
- (iii) Promoted 1,186 Assistant Education Officers to Education Officers and continues to engage the Ministry of Education and Sports for more submission in FY 2019/20;
- (iv) Engaged the Ministry of Education and Sports for more timely declaration of vacancies for teachers. The Commission is working closely with Chief Administrative Officers through the Human Resource Officers of Districts to identify the availability of wage in their respective districts and make submissions to the Ministry of Education and Sports for onward submissions to the Commission for recruitment;
- (v) Planned to develop an e-recruitment system to reduce on the challenge of large numbers of applicant; and,
- (vi) Started on the process to review the Scheme of Service and continues to lobby different stakeholder for its implementation.

CHAPTER 6 - SPORTS DEVELOPMENT

The Physical Education and Sports sub sector in FY2018/19 continued to create opportunities for learners to engage in sports activities that were not only a key component of a quality education; but also help identify learner's talents and knowledge.

Sports in formal education, encourages self-resiliency, self-esteem and team work which are all vital for the physio-social wellbeing of all learners and enhances retention in school. Initiatives were undertaken both for education institutions and for the community.

6.1 Sports in Education Institutions

(a) Planned Initiatives undertaken

In the period under review the subsector undertook a number of initiatives in education institutions indicated in Box. 6.1.

Box 6.1: Planned Initiatives, Sports Development FY 2018/19

(i)	Support to Educational Institutions National Sports Championships;
(ii)	Capacity Building for PES personnel;
(iii)	Provision of Sports Equipment;
(iv)	Construction of the National High Altitude Training centre in Target, Kapchorwa district;
(v)	Recognition and rewarding excellent performance in Sports. Monitoring the teaching of Physical Education and Sports in educational institutions; and,
(vi)	Remittance of quarterly subvention to NCS for oversight management and support of NSAs

(b) Progress of Implementation of Planned Initiatives

During FY 2018/19, the Physical Education and Sports sub sector implemented the following activities:-

(i) Support to Educational Institutions National Sports Championships

A total of ten (10) national educational institutions sports championships were planned and nine (09) were organised and conducted throughout the country. Table 6.1 below shows a list of the National Championships organised. The inter colleigate national games for NTCs, UTCs, UCCs, Instructor Colleges (*i.e Mulago and Albilonino*) and specialised Diploma awarding institutions (*i.e Fisheries, Agriculture, Meterology and Forestry*) that were scheduled for 26th march to 7th April 2019 at Kichwamba Technical college were postponed due to heavy rains.

Table. 6.1: National Sports Championships Organised

S/n	Sports Championship	Venue	Sex		Total of participants
			Boys	Girls	
1	Technical schools and Community Polytechnics National Games, Mubende Community Polytechnic	Mubende	675	386	1,211
2	Primary School and SNE National Ball Games,	Kaberamaido			
3	Fresh Dairy Secondary Schools National Ball Game, Mbale S.S	Mbale	972	1,309	2,281
4	Secondary schools Ball Games II, Teso College Aloet	Soroti			
5	PTCs, Technical Vocational and Farm Instituities Naional Games, St Kizito Madera Technical Institute	Soroti	674	422	1,096
6	Copa Coca – Cola Secondary Schools Boys Football Championships, Jinja College	Jinja	1,218	0	1,218
7	Secondary Schools National Swimming 2019,	Kampala	160	150	310
8	Health Training Institutions National Games, Masaka School of Comprehensive Nursing school	Masaka	1,507	1141	2,648
9	Kids National and special needs Athletics Championships, Nyakasura	Kabarole	1,760	1,900	3,660

(i) Capacity building for PES personnel

In FY 2018/19, the sector planned to train a total of 400 secondary and primary teachers in physical education. In the period under review, a total of 91 secondary schools teachers from the Eastern region were oriented on the teaching of PE, translating into 23 percentage performance rating.

The sub sector, also organised pre-championship training in 3 educational Institutions National Championships for a total of 426 (i.e 161 teachers -Kaberamaido district, , 185 teachers Kabarole District; and 80 in Arua District) teachers which during the 2018 Primary Schools Ball Games; 2019 Kids Athletics championship; and, during the 2018 Secondary Schools National Athletics Championships respectively.

(ii) Provision of sports equipment to schools

During the year under review, a total of 2,919 sports equipment (i.e 1,544 footballs, 954 volleyballs, 668 Netballs, 600 Javelin, 600 Discs and 136 Shotput) was procured and supplied to 107 (32 sports schools of excellence; 75 secondary schools) as planned translating into a 100% performance.

In addition, 8 basketball courts were planned to be constructed in the 32 sports schools of excellence. However, by the end of the FY, construction was only in 6 sports schools that included: -Ntare School, St. Katherine S.S, Namilyango College, Sebei College Tegeres, Nabumali High School, and Kibuli S.S represent a 22 percentage performance. This is attributed to an increase in the unit cost which was revised to U.Shs. 55,923,740 per basketball court.

(iii) Construction of the National High-Altitude Training Centre in Teryet, Kapchorwa district

By the end of the financial year, civil works were at different levels of progression at the National High Altitude Training Centre (NHATC) as reflected in table 6.2 below:-

Table 6.2: Status of Implementation of civil works in NHATC

Sn	Types of Civil works	Status of implementation
1	6 lane athletics track and artificial turf field	Estimated at 75%
2	3 KM jogging track	Estimated at 70 %
3	1 Hostel block	Estimated at 95%
4	External Kitchen	Estimated at 90%
	Pump House and Reservoir	Estimated at 60%
6	300m Long site Roads and Parking	Estimated at 50%
7	Gate House & Chain-link Fencing	Estimated at 50%
8	Water supply system	Completed

Source: MoES,2019

Picture.13.0: Civil works at the Hostel



(iv) Recognition and rewarding excellent performance in sports

The sub sector under the Sponsorship Scheme for recognising the talented sports students facilitated the admission of Forty (40) students to eight (08) public Universities in Uganda.

(v) Continued support to National Council of Sports (NCS)

In FY 2018/19, the National Council of Sports (NCS) under the Sports sub sector planned to facilitate 41 National Sports Teams. In the period under review, a total of 39 (i.e 8 critical and 31 national sports) teams were facilitated to participate in international competitions; and to revitalise the district sports councils throughout the country.

The eight critical teams had outstanding performances at national, regional and international levels and they included:-Association of Uganda University Sports, Federation of Uganda Football Association, Uganda Athletics Federation, Uganda Boxing Federation, and Uganda Netball Federation, Federation of Uganda Basketball Association, Uganda Rugby Union and Uganda Paralympic Committee.

In addition, a total of 35 sports teams were facilitated to take part in the inaugural East African Community Games in Burundi – Bujumbura (08); 3rd African Youth Games in Morocco (07) and for team preparations for the 2021 Olympic Games in Tokyo (20).

(e) Main Outcomes

In the period under review the following outcomes were realized:-

- (i) Increased participation by learners in educational institutions sports competitions at all levels;
- (ii) The level of sports competition in Educational Institutions has significantly improved and up country schools/districts performing best;
- (iii) Increased participation by the national teams in regional, continental and world championships; and,
- (iv) Increased awareness on the need to have PE on the formal school time table.

(d) Implementation challenges

The main constraints/challenges faced by the sub sector in FY 2018/19 included:-

- (i) Sports funding by government limited to activities at national level. Competitions at lower levels (i.e zonal, district and regional competitions) supported by the respective educational institutions which limits participation due to inadequate capitation grants funding;
- (ii) Limited parental support to learners in sports activities;
- (iii) Limited data on schools and district participation in sports activities.

6.2 Community Sports (National Council of Sports)

In the period under review for community sports undertook a number of initiatives in community sports as indicated in Box 6.2.

(a) Planned Initiatives undertaken

The subsector undertook the following initiatives:-

Box 6.2: Planned initiatives, Community Sports

- (i) Facilitation for participation in international sports competitions and festivals in the country; and,
- (ii) Partnerships programs under Bi-lateral Cooperation programmes.

(b) Progress of implementation

In the period under review the subsector planned to undertake the following initiatives:-

(i) Facilitation of international sports competitions

During the period under review National Council of Sports in relation to international sports events supported and facilitated the:-

- (i) Uganda Cranes participation in the 2019 African Cup of Nations Tournament in Egypt 21st June – 19th July 2019;
- (ii) 3rd Africa Youth games Algiers, 18th – 28th July 2018;
- (iii) Woodball world Cup 2018, Thailand, 2018;
- (iv) Uganda International Darts Championships, Nairobi, 1st – 2nd September 2018;
- (v) 3rd World University Championships, Makerere University, 17th – 21st Sept 2018;
- (vi) World Para- Olympics in London where David Emong won gold in the men's 1500m T46;
- (vii) Uganda Athletics Federation under 18 Youth Championships in Nairobi, Kenya; and,
- (viii) World Boxing Championships in Germany where 1 bronze and 2 Silver medals were won;

Uganda's Joshua Kiprui Cheptegei on Saturday won a gold medal at the 2019 World Cross Country Championships in Aarhus, Denmark, clocked 31min 40sec around the 10.2km-long course becoming the first Ugandan to win gold in the Men's Senior Category at the IAAF World Cross Country Championship. Jacob Kiplimo was four seconds slower at 31m.44sec

In addition, Larry Feni Graig and sprinter Jacent Nyamahunge as the Ugandan pair won gold in the 25m breaststroke and 100m run, respectively at Special Olympics World Games Abu Dhabi 2019.

Picture.14.0: Joshua Kiprui Cheptegei who won a gold medal with Kilim who came in second.



Source IAAF, 2019

(ii) Partnerships programs under Bi-lateral Cooperation programmes

The subsector in FY 2018/19, made quarterly contributions to Uganda Athletics Federation (*UAF*); and, annual subscription to World Anti- Doping Agency (*WADA*) and the African Union Sports Council (*AUSC*).

(c) Implementation Challenges

The Subsector faced the following challenges in the period under review:-

- (i) Inadequate technical capacity in internationally accredited sports related skills;
- (ii) Limited funding for functional district sports councils at the various local governments that support grass root sports development programmes; and,
- (iii) The obsolete NCS Act of 1964 that needs to be reviewed.

CHAPTER 7- CROSS-CUTTING ISSUES

In the education sector, cross-cutting issues are found in all aspects of education development, planning, financing, implementation and management. They are comprised of factors that are capable of either reinforcing or undermining the impact and sustainability of sector programmes and activities.

This Chapter outlines progress made in implementing set targets for cross-cutting issues that influence the pace of implementation, achievement levels of planned targets and sustainability of sector gains. These include: - Career Guidance and Counselling, HIV/ AIDS, Gender, Special Needs Education, ICT and International Commitments of Education.

7.1 GUIDANCE AND COUNSELLING

Guidance and counselling involves implementation of activities that address students' academic, personal/social and career development needs within the Education and Sports Sector. These initiatives undertaken were to encourage equity and access to quality educational opportunities and experiences for all learners at all levels. Box 7.1 shows the planned initiatives undertaken in FY 2018/19.

(a) Planned Initiatives undertaken

The Sub-sector undertook the following planned initiatives in Box 7.1

Box 7.1: Planned initiatives Guidance and Counselling FY 2018/19

- (i) Support supervision and follow up of Guidance and Counselling activities in schools;
- (ii) Development and production of Guidance and Counselling materials;
- (iii) Commencement of the Regulatory Impact Assessment on the G&C Policy and Strategic Plan;
- (iv) Conducting of the National placement exercise; and,
- (v) Support to school - based Vocational and Careers talks.

(b) Progress of Implementation of Planned Initiatives

During the period under review the subsector achieved the following initiatives.

(i) Monitoring and Support Supervision

The sub sector planned to monitor 160 Institutions, however by the end FY 2018/19, school based support supervision and follow up had been conducted in a total of 112 institutions. See annex 13 or list of institutions monitored in FY 2018/19

(ii) Development and production of student's information guide and career guidance materials

The sub sector planned to print and distribute 11,000 copies of the Guidance and Counselling National Guidelines for Post- Primary Institutions in a bid to enhance provision of Guidance and Counselling services. By the end of FY 2018/19, the department had printed and distributed 9,119 copies to facilitate sensitisation of students and enhance provision of Guidance & Counselling services.

(iii) Commencement of the Regulatory Impact Assessment on the guidance and counselling Policy and Strategic Plan

The unit planned to conduct two (02) consultative meetings to complete the Policy and Strategic Plan on guidance and Counselling.

By the end of FY 2018/19, two (02) consultative meetings had been conducted on guidance and counselling Policy and Strategic Plan as planned and commenced the Regulatory Impact Assessment.

(iv) National placement exercise for P.7 and S.4 leavers

The sector planned to conduct a selection exercise and placement of 500,000 P.7 and 200,000 S.4 school leavers. By the end of the period under review, a total of 549,976 (274, 878 Boys; 275,098 Girls) P.7 Leavers had been placed for Post- Primary institutions and 205,099 (108,518 Boys: 96, 581 Girls) S.4 Leavers placed into Post-O' level Institutions compared to 445,576 P.7 and 204,469 S.4 placements made in FY 2017/18.

(v) Support to school - based Vocational and Careers talks

The sector planned to support careers talks and talks on psychosocial issues like Gender, violence in schools and early pregnancy in 60 Post Primary Education Training institutions. By the end of FY 2018/19, school-based vocational and careers talks had been conducted in 95 education institutions in 18 districts as identified in table 7.1 below

Table.7.1: List of institutions where Career talks were conducted in FY 2018/19

Sn.	School name	Sn.	School name	Sn.	School name
1	Naalya SS	32	Kaddo Seed School	63	Kamuli Girls College
2	St. Mary's Lugazi	33	Kaliro Vocational H.S	64	Bugeya SS
3	St. Henry's College Kitovu	34	Pragmatic SS	65	Lusiira Progressive SS
4	Kyambogo College School	35	St. Paul SS Nasuti	66	Kasambya Parents SS
5	Veron High School	36	Wagwa High School	67	Kasenyi SS
6	Lubiri SS	37	Kitenga SS	68	Mubende Army SS
7	Kasenge SS	38	Mubende Light SS	69	Global SS, Madudu
8	Butologo SS	39	Nabingoola Public SS	70	St. Andrew Kaggwa Madudu SS
9	Kiyungi SS	40	St. James SS, Kitente	71	St. Peter's SS Busubuzi
10	Bagezza Seed SS	41	Namutamba PTC	72	Mityanan SS
11	St. John's SS Buyambi	42	Gulu High School	73	Onono Memorial College
12	Kalangaalo SS	43	St. Joseph's College Layibi,	74	St. Thomas Moore SS
13	Namutamba SS	44	Gulu Army SS	75	Kock Ongako SS
14	Awach SS	45	Opit SS	76	Sir Samuel Baker SS
15	Gulu SS	46	Lalogi SS	77	Namakora Voc SS
16	Koro SS	47	Lukome SS	78	Kitgum H/S
17	Arch Janan Luwum Mem	48	Kashongi H/S	79	St. Paul Voc SS
18	College, Kitgum Matidi SS	49	Sanga SS	80	Nyakagyeme SS
19	Omiya Aminya Seeds SS	50	Lake Mburo SS	81	St. Gerald's SS
20	Kanoni SS	51	Rwemikoma Seed SS	82	Katurika SS
21	Kazzo SS	52	Karoo High Sch Rushere	83	Kyamakanda SS
22	Buremba SS	53	Kikaatsi Seed SS	84	Kashenyi SS
23	St. Francis Buhugu H/S	54	Masindi SS	85	Masindi Armt SS
24	Nyabitete SS	55	Kibanda SS	86	Bwijanga SS
25	Kitara SS	56	Kinyara SS	87	Ikoba Girls SS
26	Bwikya Muslim SS	57	Ebenezar SS	88	Iceme Girls School
27	Buhimba SS	58	Duhaga SS	89	Agwata SS
28	St. Andrea Kahwa's College	59	Morning Star SS	90	Iguli Girls SS
29	Kiziranfumbi SS	60	Kabelega SS	91	Otwal SS
30	Kakindo SS	61	Bugambe SS	92	Buhanika Seed SS
31	Muteme Fatima College	62	Kabwoya SS		

(c) Main Outcomes

The main outcomes were:-

- (i) Improved capacity of teachers and guidance counsellors to provide guidance and counselling services;
- (ii) Enhanced guidance and counselling service delivered to stakeholders in educational institutions;
- (iii) Applicable life skills developed among learners that foster creativity and self-awareness;
- (iv) Better informed choices of schools, subjects and future careers for all learners; and,
- (v) Placement of P.7 and S.4 candidates.

(d) Implementation Challenges

The main challenges faced by this sub sector in FY 2018/19 included:-

- (i) Ignorance of most stakeholders on the value of Guiding and Counselling Services;
- (ii) Poor attitude to guidance and counselling services in schools by students, teachers and parents;
- (iii) Lack of adequate time to provide quality Guidance and Counselling at school/college level; and,
- (iv) Inadequate financial resources to effectively implement Guidance and Counselling programmes.

7.2 SPECIAL NEEDS EDUCATION (SNE)

In FY 2018/19, the Special Needs Education sub sector continued to promote equitable access to quality education among learners with special needs by implementing a number of initiatives. These initiatives were implemented mainly in the Primary, Secondary and Teacher Education sub-sectors.

(a) Planned Initiatives undertaken

The Sector undertook initiatives in Box 7.2 geared towards enhancing equitable access, and relevance of SNE education. These initiatives included:-

Box 7.2: Planned initiatives, Special Needs Education FY 2018/19

- (i) Payment of Subvention grants;
- (ii) Provision of instructional materials;
- (iii) Monitoring and Support supervision of SNE institutions;
- (iv) Monitoring and Recruitment of Special Teachers;
- (v) Development of resource guide and learning needs identification tool; and,
- (vi) Vocationalization of Special Needs Education

(b) Progress of implementation of Planned Initiatives

In FY 2018/19 the subsector undertook to implement the following initiatives:-

(i) Payment of Subvention Grants for Learners

The sector planned to disburse subvention grants amounting U.Shs.643, 973,000 to 100 special schools/units. However, by the end of FY 2018/19, the sector had transferred subvention grants amounting to U.Shs.540, 045,524 only to a total of 100 special schools/units supporting 5,000 learners with special needs.

(ii) Provision of Instructional materials

By the end of FY 2018/19, the sector had 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 as planned.

(iii) Monitoring and Support Supervision of SNE institutions.

The sector planned to Monitor and follow up learners and teachers with special education needs in 70 schools, however, by the end of the period under review, a total of 83 institutions had been monitored namely; (Namunye P/S – Kanungu District, Kacereere P/S – Rubanda District, St. Maria Theresa Rushoroza P/S- Kabale MC, Jiako P/S – Arua District, Kikuube P/S- Masindi District, Awila P/S- Apac, Pawor P/S- Nebbi, Namthin P/S- Nebbi- District, Jokia P/S- Nebbi District, Ediofe P/S- Arua district), Lima P/S – Koboko District, Nyarilo P/S- Koboko District, Termunga P/S – Koboko District, Moyo Girls P/S- Moyo District, Lukomero P/S- Luwero District, Bunamwaya C/U P/S – Luwero District, Mayirikiti Moslem P/S, Good Samaritan Kitengesa – Masaka District, Angal Girls P/S – Nebbi District, Arua P/S – Arua District. Ngezi P/S- Kisoro District Gakenke P/S- Kisoro District Gikoro P/S- Kisoro District Kisoro Dem. School- Kisoro MC, Muramba P/S- Kisoro District St. Mark VII school for the Deaf – Kalungu District, Pawor P/S- Nebbi District Namthin P/S – Nebbi District Jokia P/S- Nebbi District Arua P/S- Arua District).

The sub sector also monitored a total of 46 Primary teachers' colleges implementing inclusive education in five regions namely;

(iv) Monitoring and Recruitment of teacher/ instructors

In FY 2018/19, The sector monitored teachers from 10 schools (i.e. Ngezi P/S, Gakenke P/S, Gikoro P/S, Kisoro Dem. School, Muramba P/S, St. Mark VII School for the Deaf, Pawor P/S, Namthin P/S, Jokia P/S and Arua P/S) that trained in Functional Assessment and Sign Language as planned. The sector also recruited 5 specialised instructors for Mbale School for the Deaf.

(v) Development of a resource guide to the learning needs identification tool

In FY 2018/19, the sub sector trained a total of 435 (i.e. 317F,118) Tutors and CCTs from five core PTC (Bushenyi CPTC, Bulera CPTC, Nakaseke CPTC, Gulu CPTC and Nyondo CPTC) and 108 tutors from PTC's on the identification of learners with special needs and inclusive education in schools.

In addition a total of 101 officials (i.e. 3 male chief administrative officers, 98 DEO/DISs (74 male; 24 female) from districts with PTC's were oriented on special needs and inclusive education planning and budgeting processes.

(vi) Vocationalisation of Special Needs Education

By the end of FY 2018/19, 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 as reflected in the pictures 15 below. In addition, motor vehicle equipment and furniture for the vocational wings had been delivered.

Picture.15.0: Facilities constructed at Mbale School for the deaf



The 2 Dormitories and Urinals at Mbale School for the deaf

(c) Main outcomes

The following were the main outcomes during FY 2018/19

- (i) Increased access to special schools by of SNE learners;
- (ii) Improved retention of children with special needs in schools;
- (iii) Enhanced skills for special teachers; and,
- (iv) Enhanced learning outcomes for the children with special needs.

(d) Implementation challenges

The main challenges faced by this sub sector in FY 2018/19 included:-

- (i) Inadequate special needs teachers throughout the country; and,
- (ii) Lack of a policy on transfer of SNE teachers and special needs education.

7.3 COMMUNICATION AND INFORMATION MANAGEMENT (CIM)

The Ministry of Education and Sports acknowledges the increasing significance of Information Technology in teaching and learning and the need to enhance computer literacy skills of the people in Uganda.

As a result, the Ministry has continued to undertake a number of initiatives to significantly improve the level of ICT application in teaching and learning with the aim of preparing a skilled and internationally competitive work force in the future.

On the other hand, The Communication and Public Relations Unit continue to manage the Communication aspects and Information dissemination requirement of the Ministry and Sector as a whole. Currently, the new Ministry website (www.education.go.ug) has an interactive user log on that enables interaction between the Ministry officials and the public within the shortest time possible. During the period under review, the Communication Unit and Information Management Division were guided by the following policy objectives during FY 2018/19:

(a) Planned Initiative; Undertaken During FY 2018/19

The Sector undertook initiatives in Box 7.2 geared towards enhancing equitable access, and relevance of communication and information management in education. These initiatives included:-

Box 7.3 Planned Initiatives, Communication and Information Management in FY 2018/19

(i)	Monitoring the status and use of ICT services in 60 secondary schools;
(ii)	Sensitization of the teachers on the use of the Teacher Management Information System (TIMIS);
(iii)	Preventive maintenance and servicing of ICT Equipment;
(iv)	Facilitate and cover ministry functions & events via the media;
(v)	Maintaining open communication channels with the public; and,
(vi)	The effective utilization of Media Houses 'Free Airtime on government achievement.

(b) Progress and Main Achievements

In line with the above initiatives, the Communication and Information Management division made the following achievements:-

(i) Monitoring the status and use of ICT services in secondary schools;

By the end of the financial year under review, the CIM division had monitored the status and use of ICTs in 60 secondary schools countrywide. The Monitoring was mainly centered on the teaching and learning of ICTs and Hardware Management in secondary schools as well as the achievements and challenges encountered.

(ii) Sensitization of the teachers on the use of the Teacher Management Information System (TIMIS);

Teacher Management Information System (TIMIS) was finalized and launched during FY 2017/2018. However, its successful implementation necessitated massive sensitization of teachers on its use. During the period under review, the CIM division undertook four regional TIMIS sensitization workshops in the Central, Western, Northern, West Nile and Eastern regions covering 15 local governments.

(iii) Preventive maintenance of ICT equipment

To facilitate smooth operation of the MoES headquarters, CIM planned to undertake preventive maintenance of ICT equipments in the various offices. This was to be done through the firm which was awarded the contract in FY 2017/18. During the period under review, the firm undertook servicing and maintenances of all computers, printers and photo copiers at the MoES headquarters. The subsector also procured and installed antivirus soft ware on all the ministry computers.

(iv) Cover Ministry functions and events

During the period under review, the CIM division planned to cover all ministry functions and events. By the end of the financial year, the division had covered 32 MoES functions & events via the media, including the Education Sector Review workshop, the PAS gala, the TIET Symposium, among others. Furthermore, the division had facilitated sixteen (16) major functions and events.

(v) Maintenance of open communication channels with the public;

During the period under review, the Ministry of Education and Sports planned to keep the communication channels open so that the public is informed of the matters arising in the Education Sector. The CIM division therefore continued implementing the Open communication Channels with the public, which include but are not limited to; the Ministry face book, whatsapp, and twitter accounts together with the feedback module on the Ministry website.

(vi) *The effective utilization of Media Houses' Free Airtime on government achievements.*

The sector continued to utilize the Free Airtime on media houses to communicate to the public on the sectors' ongoing programs and projects, highlighting the major achievements. This was in addition to obtaining feedback from the general public for improved education service delivery.

(c) Outcomes/Results

The relationship between the Ministry and the media houses as well as the general public in the country has improved through regular update forums at the media centre, press releases, briefs, concept notes on the Ministry website and other social media channels like; Face book, twitter and Whatsapp.

(d) Challenges/constraints

The main challenges faced by this sub sector in FY 2018/19 included:-

The CIM division continued to face the challenges/bottlenecks of unavailability of funds to undertake regional consultative workshops and the National workshop on the ICT policy during FY 2018/19.

7.4 GENDER IN EDUCATION

Promotion of gender equality and a safe learning environment continued to be at the forefront of all sector interventions for the financial year 2018/2019. This is in line with the Gender in Education Policy (2017), the National Strategy for Girls' Education (2014-2019) and the National Strategic Plan on Elimination of Violence against Children (2015/2020).

(a) Planned Initiatives

The gender in Education Unit aims to: - Provide technical assistance to support coordination and consistency of approaches to gender mainstreaming in the sector; Address barriers to girls' education including undertaking sanitation and hygiene initiatives in schools; and, Reduce incidences of violence against children in schools to improve completion and retention rate as indicated in box 7.4 below:-

Box.7.4: Planned Initiatives undertaken during the FY 2018/2019

- (i) Development of operational guidelines for Senior Women and Male teachers;
- (ii) Review of the Guidelines on Prevention and Management of HIV and AIDS and Unintended Teenage Pregnancy in School- Settings in Uganda;
- (iii) Development of the Menstrual Hygiene Management Manual;
- (iv) Development of School Clubs guidelines;
- (v) Training workshops on elimination of Violence against Children in Schools;
- (vi) Violence against Children Cases;
- (vii) Gender based violence (GBV), Inclusivity and Gender stereotypes;
- (viii) Regional Training on Sexual Gender Based Violence (SGBV);
- (ix) Safe Learning Environment;
- (x) National Strategy for Girls' Education 2014-2019 Review;
- (xi) Strengthening of Gender Responsive STEM Education;
- (xii) Menstrual Health/hygiene in schools and education institutions;
- (xiii) The Keep a Girl in School Initiative;
- (xiv) Regional dissemination of the Gender in Education Policy (2017);
- (xv) Gender Responsive Planning and Budgeting training workshops;
- (xvi) Commemoration of the International Menstrual Health/hygiene Day 2019;
- (xvii) Capacity building on Menstrual health/hygiene management
- (xviii) Menstrual Hygiene Management (MHM) Training for Vocational Training Institutions;
- (xix) Promotion of Girls' Education; and, Communication and Advocacy.

(b) Progress of implementation of planned Initiatives

In line with the above initiatives, the Gender Unit achieved the following:-

(i) Development of operational guidelines for Senior Man and Woman Teachers

The sector with support from New Venture Fund and the Forum for African Women Educationalists (FAWEU) embarked on the development of guidelines for Senior Men and Women Teachers (SMWTs) in March 2018. The main focus of guidelines was to specify the minimum qualities and qualifications of Senior Woman/Man Teacher in terms of assignment, selection, training and certification, their roles and responsibilities and facilitation towards their delivery.

(ii) Review of the Guidelines on Prevention and Management of HIV and AIDS and Unintended Teenage Pregnancy in School- Settings in Uganda.

The Gender and Health/HIV Units with the support of UNICEF and Irish Aid reviewed the guidelines on prevention and management of HIV/AIDS and unintended teenage pregnancy in school settings in Uganda. The aim was to strengthen the guidelines on retention of pregnant girls and re-entry of child mothers in school. These guidelines will provide an opportunity and second chance to child mothers to pursue education. The Guidelines were discussed in the Gender in Education Technical Working Group meeting and the ISC VACiS including the National Validation meeting held on November 9th 2018.

Additionally, the Gender and Health/HIV Units with support from UNICEF- Irish Aid conducted regional consultations attended by 191 participants (123 males; 98 females) from Karamoja and West Nile regions. Districts represented included Kiryandongo, Arua, Adjumani, Arua, Yumbe, Zombo, Nebbi, Kitgum, Abim, Amudat, Moroto, Napak, Nakapiripit, Kotido and Kabong. Religious Leaders and media were also oriented on re-entry of child mothers in school settings to generate their input into the guidelines.

(iii) Development of the Menstrual Hygiene Management Manual

The Ministry of Education and Sports with support from Plan International developed a training manual for teachers and other stakeholders on menstrual hygiene management (MHM). The manual will be used by schools and other development practitioners including Civil Society Organizations (CSOs), religious and cultural leaders and others working with schools and communities on MHM and WASH issues. The manual was presented and endorsed by the different department Working Group Meetings, Monitoring and Evaluation Working Group (M&E WG) and it awaits approval by Top Management.

(iv) Development of School Clubs guidelines.

The sector with support from UNICEF and Irish Aid developed the School Clubs Formation, Management and Strengthening Guidelines. The guidelines will support the formation strengthening and management of effective school clubs that promote the inclusive participation and empowerment of students. The guidelines were validated by stakeholders and endorsed by the Monitoring and Evaluation Working Group for use in our schools and other Education Institutions.

(v) *Training on elimination of Violence against Children in Schools*

During the FY 2018/2019, the Gender Unit worked closely with a number Civil Society organizations, development agencies and UN agencies to support efforts to eliminate VACiS. The Unit conducted capacity building training workshops with head teachers, school management committees, learners, and National Teachers' colleges on elimination of VACiS. The intention was to enhance their capacity to address VACiS in their institutions and communities.

Picture. 16.0: Head teachers, Teachers, CCTs, and district officials attending a VACiS training in Moyo S.S, Moyo district



Source: MoES 2019

(i) *Violence against Children Cases*

During the period under review, the Gender Unit followed up on a number of VACiS cases in a number of schools and institutions in Uganda. Cases handled include; Fire outbreak at St. Bernard Manny Secondary School in Rakai district; violence against children in Hill Side, Nalya and alleged cases of sexual harassment in Kisozi Primary school- Gomba district among others.

(ii) *Gender based violence (GBV), Inclusivity and Gender stereotypes.*

During the period under review, the Gender Unit participated in "HACK THE GOALS" innovative event organized by ENABEL. This event was organized under the theme "Creating a safe learning environment for students in Uganda" during which teams from different sectors were tasked to design "digital solutions for managing gender-based violence (GBV)". The best team was supported to participate in the international Hack the Goals Competitions in Belgium and emerged second overall. The digital solutions that were presented during the Hack the Goals programme can be developed further to respond to issues in the education and sports sector.

(iii) *Regional Training on Sexual Gender Based Violence (SGBV)*

During the period under review, the Gender Unit with support from Lund University and the Swedish International Development Agency (SIDA) embarked on an International Training Programme on Sexual Gender Based Violence. The program is benefitting officials from other line ministries that include: - Ministries of Education and Sports, Health, and the Justice Law and Order Sector. Under this programme, participants are implementing change projects on elimination of SGBV in Uganda. Once finalized, the project will shade light on the best implementation modality of ending SGBV especially in the school settings.

(iv) Safe Learning Environment.

The sector in collaboration with COUPSTA and FENEI conducted sensitization workshops for Directors of schools and Members of SMCs/BoGs of primary and secondary schools from 11 districts (i.e. Abim, Amudat, Arua, Adjumani, Kaabong, Kamuli, Kotido, Moroto, Nakapiripit, Napak, Kamuli and Iganga) on safe learning environment. This was aimed at building capacity of teachers on creating positive and safe learning environments. A total of 655 (417 M; 248 F) from 330 primary schools and 330 secondary schools benefited from the training. Directors of Schools and School Managers were also supported to develop action plans which they were supposed to implement as part of the school development plans.

(v) National Strategy for Girls' Education 2014-2019 Review

The Ministry of Education and Sports was supposed to conduct a mid-term review of NSGE in 2018. However, this was not undertaken as planned. Instead the Ministry conducted a comprehensive assessment of the progress made on the implementation of the strategy in 2019. The assessment was designed to track progress of implementation of activities in various functional areas at different levels in the education sector.

(vi) Strengthening of Gender Responsive STEM Education

Under this program, the Gender Unit with support from UNICEF facilitated the Uganda Mathematics Conference which was organized by the Uganda Mathematics Society (UMS). Students from seven Karamoja districts took part in the competitions. The competitions have motivated the learners into taking on mathematics and science subjects at secondary level.

The unit also worked with SESEMAT and organized the first training camp for STEM teachers in Karamoja. 110 STEM teachers (104 Males; 6 Female) attended the camp. The main objective of the camp was to re-tool the teachers and help them adopt gender responsive pedagogy for science and mathematics.

Additionally, the Gender Unit with support of SESEMAT and Uganda Mathematics Society mentored learners from 70 primary schools in Karamoja region on adolescent development, safe learning environment and sexual and reproductive health. A total of 10,169 learners (6,800 Boys; 3,369 Girls) participated in the school level mentoring.

(vii) Menstrual Health/hygiene in schools and education institutions

The Gender Unit conducted district dialogues and training workshops for district stakeholders, head teachers, teachers and learners of primary and secondary schools from 25 district (i.e. Kamuli, Iganga, Rubirizi, Soroti, Mpigi, Butambala, Namayingo, Luuka, Kaliro, Abim, Amudat, Arua, Adjumani, Nebbi, Yumbe, Moyo, Kabong, Kotido, Moroto, Nakapiripit and Napak) on adolescent development, safe learning environment and gender responsive pedagogy. A total of 1,012 (476M; 541F) senior women and senior male teachers and 8,425 learners (4,666 girls; 3,759 boys) attended the training and 450 schools benefited from the training. See picture 17.0 below.

Picture.17.0: SWT and SMT of Mpigi district making reusable sanitary pads



Source: MoES 2019

(viii) The Keep a Girl in School Initiative

During the period under review, the Gender Unit together with Uganda Red Cross Society and the Private sector launched the initiative on improving MHM code named as Keep a Girl in School Initiative. The overall aim was to mobilize support towards sanitary wear for adolescent girls in schools. The Initiative was officially launched on 28th March 2019. Through the initiative, Partners and Companies have provided some funding towards the procurement and distribution of sanitary pads among adolescent girls in secondary schools in Uganda. See picture 18.0 below.

Picture.18.0: Donation of sanitary towels during the launch of the 'Keep a Girl in School Initiative'



Source: MoES 2019

(ix) Regional dissemination of the Gender in Education Policy (2017)

The gender unit with support from UNICEF and Irish Aid organized regional dissemination workshops in West Nile and Karamoja region. 168 participants (120 Males:48 Females) attended the regional dissemination workshops in West Nile and Karamoja sub region and pledged to work with the sector to implement the strategy so as to promote gender responsiveness.

(x) Gender Responsive Planning and Budgeting training workshops

During the period under review with support from Irish Aid/UNICEF, UNGEI, Jinja Civil Service College and Uganda Management Institute organized training workshops for Heads of Departments and technical officers on developing Gender and Equity Responsive Education Sector Plans. The training provided an opportunity for the Heads of Departments (HoDs) to reflect on the gender responsiveness of the ESSP 2017/18-2019/20 and to identify strategic interventions for improving the gender and equity responsiveness of their Departmental Plans. HoDs were also able to build consensus on strategic interventions for promoting gender and equity in next 5Year Education and Sports Sector Plan. See picture 19.0 below.

Picture.19.0: Training of Heads of Department in Gender Responsive Planning and Budgeting held at the Civil Service College, Jinja



- (xi) *Commemoration of the International Menstrual Health/hygiene Day 2019 on the theme 'Expand fir Action'*

The Gender Unit, with support from the National Coalition on Menstrual Hygiene Management organized the 2019 International Menstrual Hygiene Day under the theme “*It’s time for Action*”; where, partners pledged to continue working together with the sector to promote MHM in schools. The Gender Unit with support from Water and Sanitation Council also shot a video on the journey Uganda has taken on promotion of menstrual hygiene. The video will be used as an advocacy tool to mobilize for resources to support government initiatives on MHM. See picture 20.0 below.

Picture.20.0: The commemoration of the international Menstrual Hygiene Day



Source: MoES 2019

- (x) *Capacity building on Menstrual health/hygiene management*

During the period under review, the Gender Unit conducted training on MHM in the districts of Mpigi, Kayunga, Rubirizi, Arua, and Yumbe. The trainings targeted senior women and men teachers, CCTs and district education officers. A total of 200 primary schools were targeted for this training.

- (xi) *Menstrual Hygiene Management (MHM) Training for Vocational Training Institutions*

During the period under review, the Gender Unit with support from ENABEL also conducted Menstrual Hygiene Management (MHM) Training for Vocational training institutes in Karamoja region. The training targeted students and selected Instructors. During the training VTIs were able to identify critical gender issues and developed action plans which are to be addressed as part of the support from ENABEL.

(xii) Promotion of Girls' Education

During the FY 2018/19, the Gender Unit with support from Foreign Commonwealth Office conducted a comprehensive assessment of the progress made on the implementation of the National Strategy for Girls' Education 2014-2019 and a mapping of interventions on girls' education in Uganda.

The objectives of the assessment were to: Assess the progress of MoES and other partners on the implementation of the strategy; Draw lessons learnt and emerging good practices for promoting girls' education for future action; Identify issues and challenges, if any, affecting effective implementation; and, make recommendations for improving implementation of NSGE in the remaining duration and for informing MoES future planning.

The sector with the support of the Foreign Commonwealth Office and Irish Aid/UNICEF also organized a National Symposium on Girls' Education from February 13-14, 2019 at Imperial Royale Hotel, under the theme "Reflecting on the Gains and Setting the Agenda for Girls' Education in Uganda". The aim of the symposium was to provide a forum for key stakeholders to define a Girls' Education Agenda for the next five years (2020-2025). See picture 21.0 below.

Pictue.21.0: The National symposium on Girls' Education 2019 - learners in attendance



(xiii) Communication and Advocacy

During the period under review, the Gender Unit strengthened its efforts on creating awareness and sharing good practices on safe learning environment, menstrual health management and gender equality and equity through the media. The team undertook several initiatives to ensure advocacy is made on various gender issues, among which **Networking Collaboration and Partnerships** used were:- **online media campaign on menstruation aimed at supporting the Keep a Girl in School Campaign, Gender Eye through which the unit shared their work on promoting gender equality and a safe learning environment that promotes retention, participation and achievement of all children .**

(e) Outcomes

During the period under review, the following outcomes were realized;

- (a) Increased capacity for gender mainstreaming in education;
- (b) Improved coordination and partnership with relevant line ministries, development partners, private sector and civil society organizations; and,
- (c) Increased awareness on key gender and equity in education.

(d) Main Challenges

The main challenges faced by this sub sector in FY 2018/19 included:-

- (a) Although the level of reporting of cases of violence has improved, there are still challenges with management of reported cases;
- (b) Although the level of reporting of cases of violence has improved, we still have a challenge with case management of reported cases;
- (c) Girls in secondary schools still have phobia of science and mathematics related subjects. There is therefore need to engage parents, teachers and girls on the relevance of mathematics and science in education and national development including supporting the girls to develop the right and positive mindset to mathematics and science; and,
- (d) Limited reach of interventions due to resources.

7.5 HIV AND AIDS IN EDUCATION

The Education sector plays a key role in the Multi-Sectoral Response to HIV & AIDS in the context of National HIV Strategic Plan. The Education Sector contributes to HIV/AIDS Prevention, Care and Treatment, Social Support and System Strengthening in the context of the NSP 2016-2020 as well as the Presidential Fast Tack Initiative for ending HIV/AIDS by 2030.

The focus of the Ministry of Education and Sports for the FY 2018/19 was to address the unique vulnerabilities of adolescents (*young people*) and people living with HIV in schools which have an impact on the performance and learning outcomes at all levels. During the period under review, the sector leveraged its HIV/AIDS responses on: implementation of PIASCY, Behavioral Change Life Skills Summits and scaling up the Adolescent and Young People Living with HIV (YAPS) model in schools.

(a) Planned Initiatives

The Ministry through the Health/HIV Unit in collaboration with key lines Ministries, Development Partners and other stakeholders contributed to efforts against HIV and AIDS through the following key interventions. Box 7.5 indicates initiatives to be undertaken.

Box 7.5 Planned Initiatives for HIV Unit

- (i) Conduct a Life Skills Behavioral Change Summit Secondary Schools;
- (ii) Capacity building on PIASCY programme and SRGBV;
- (iii) Implement the Adolescent and Young People Living with HIV (YAPS) model;
- (iv) Carry out the massive Human Papilloma Virus Vaccination in Schools;
- (v) Finalize the Draft National School Health Policy;
- (vi) Implement the Global Fund to Strengthen School Health/HIV Preventions ;
- (vii) Conduct Health/HIV Technical Working Group Meetings ; and,
- (viii) Condom distribution to the Sector Staff at Ministry's headquarters as a strategy to reduce the spread of HIV/AIDS.

(b) Progress of Implementation of Planned Initiatives

The Ministry implemented the following key activities.

(i) Life Skills Behavioral Change Summit for Secondary Schools

The sector through the Health/HIV Unit in conjunction with the Office of the First Lady on Health/HIV (OAFILA) conducted a successful life skills summits in the Central Region where 2500 students leaders drawn from 50 secondary schools around Kampala, Wakiso and Mukono.

These were equipped with life skills and HIV/AIDS education, to enable them make informed decisions and live productive lives. The theme of the summit was *My Life, My Responsibility*. See picture 22.0 below.

Picture 22.0: Secondary Students that attended the Change Summit



Source: MoES 2019

(ii) Capacity building on PIASCY programme and School Related Gender Based Violence (SRGBV) education

For the FY 2018/19, the sector with support from USAID/School Health Reading Programme, sensitised a total of 34,298 girls on HIV and SRGBV education 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, Lwengo Lyantonde Bukomansimbi, Sembabule and Rakai) In addition a total of 4,864 School Family Initiatives registers, 282 headteachers handbooks, 209 copies of the facilitators guide and 908 PIASCY manuals were printed and distributed to 252 schools supported by 2,712 teachers as planned.

(iii) Implemented the Adolescent and Young People Living with HIV (YAPS) model in schools.

The sector in collaboration with Ministry of Health are implementing the Adolescent and Young People Living with HIV (YAPS) model in schools. The model is aimed at ensuring that Adolescent and Young People Living with HIV and AIDS (AYPLHIV) are initiated on Antiretroviral therapy (ART) are retained, adhere and achieve viral suppression to ensure the 90-90-90 target is achieved. Over 200 youths have been trained and attached to a Health facility to support the fellow peers in schools. A total of 90 District Education Officers (DEOs) and District Inspectors of Schools (DIS) were trained in the model to prepare them for the rollout across the nine (09) piloted districts of Jinja, Mubende, Mityana, Lira, Otuke, Kabarole, Kyenjojo, Soroti and Kumi.

(iv) Carry out a massive Human Papilloma Virus Vaccination in Schools

For the FY 2018/19, the sector in collaboration with Ministry of Health conducted a national Human Papilloma Virus Vaccination to ensure that all 10 year old girls in primary schools are protected from Cancer of the Cervix. The exercise started with the orientation of sixty (60) National Supervisors on the delivery strategy and each was assigned two districts to supervise.

The team was also; oriented on the National HPV communication guidelines and tasked to guide health workers, teachers and district leadership to implement HPV immunizations at sub-national level. A total of 111 pre entry meetings were held across the 128 implementing districts where 1,704 district leaders were in attendance. The vaccination was then carried out and a total of 106,719 girls aged 10 years received their first dose (HPV1) and 18,201 received their second dose (HPV2).

(v) Finalize the Draft National School Health Policy

The sector developed a roadmap to finalize the National School Health Policy as one of the key outputs. By the end of FY 2018/19, the unit had conducted a Regulatory Impact Assessment (RIA) and RIA report preparation was still in progress.

(vi) Implement the Global Fund to Strengthen School Health/HIV Preventions

The sector is among the institutions in Uganda implementing Global Fund to fight HIV/AIDS, TB and Malaria in 40 interventions districts. The main focus of the Education and Sports sector is to strengthen school Health/HIV Prevention Programmes in ensuring the adolescent girls and boys are kept in schools, through provision of education subsidy, conducting menstrual hygiene, school health conferences, essay writing competitions and MDD. By the end of FY 2018/19, 34 District Education Officers had been oriented on the Global Fund concept to

prepare them for the rollout and four (04) computers had been procured to support in reporting and data management of global fund activities in the Sector.

(vii) Distribution of condoms to MoES headquarters and Sub-Sectors

The sector with support from Ministry of Health received 500 cartons of condoms boxes; these were distributed to the Ministry headquarters and affiliated institutions like National Curriculum Development Centre, UNEB, and Directorate Education Standards. The initiative is a strategy to prevent and mitigate the spread of HIV among Teachers, Head Teachers and Ministry Staff.

(viii) Conduct a Health/HIV Technical Working Group meetings on adolescent health.

In FY 2018/2019, the sector conducted six (06) Health/HIV Technical Working Group with the respective departments and implementing partners. These play a strategic role to deliberate on strategies of addressing the adolescent and young people health challenges in schools. The meetings have continued to strengthen networks with the education implementing partners and the young people.

(c) Main Outcomes

During the period under review, the following outcomes were realized:-

- (i) Increased knowledge on life skills and HIV and AIDS education among the young people in secondary schools;
- (ii) Increased collaboration and coordination among line ministries (MoH, MoGLSD, MoLG) and implementing partners on Health/HIV; and,
- (iii) Meaningful involvement and participation of the adolescent and young people in the policy development and programming for adolescent health.

(d) Implementation Challenges

The main challenges faced by this sub sector in FY 2018/19 included:-

- (i) Increased cases of tuberculosis in secondary and primary informed by an assessment carried out by Ministry of Health in schools
- (ii) Increasing cases of sexual related gender-based violence (SRGBV) in schools which at some time fuels the HIV/AIDS transmission.
- (iii) Inadequate number of teachers and head teachers with knowledge on adolescent health.
- (iv) Negative attitude by some parents on adolescent health programs still hinders the access to accurate and age appropriate information among the young people in schools

7.6 NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC)

NCDC has continued to develop and review curricula to make it relevant to the emerging national development challenges and human resource requirements to attain the middle income status by 2030. In FY2018/19, the Centre reviewed and finalized the Lower Secondary Curriculum. The new curriculum emphasizes development of critical life skills and competences that serve both those who wish to continue with their education after Senior Four and those who choose to join the world of work.

(a) Planned initiatives and achievements for FY 2018/19

During the period under review, the National Curriculum Development Center undertook a number of initiatives in Pre-primary and Primary Education, Secondary, and BTVET sub sectors. The achievements registered are as follows;

7.6.1 Pre - Primary and Primary Sub sector Curriculum

Under the Pre-Primary and Primary subsector, NCDC;

- (i) Developed the final Early Childhood Parent Framework. This was done in consultation with 42 stakeholders and a copy of the Framework is available at the NCDC Offices;
- (ii) Developed and finalized the alternative syllabi and Teachers' guides for young learners living in Fishing, Nomadic and Refugee communities;
- (iii) Printed and distributed 8,110 copies of the Nile English Course and LACE Book 5, giving priority to schools in the least performing districts and Hard to Reach areas;
- (iv) Reviewed the Nile English Course Book 6 in preparation for printing in FY2019/20;
- (v) Aligned draft assessment guidelines for the Primary curriculum; and a draft copy of assessment guidelines for the CAPEs, Kiswahili and Local Languages was subjected to the various Quality Assurance stages; and ,
- (vi) Conducted a needs assessment for the minority communities (*ie. Normads & Fishing*) to inform the development of alternative curricula. This was done with 56 key informants in Moroto, Nakapiripirit and Kalangala.

7.6.2 Secondary

Under the Secondary sub-sector, NCDC:-

- (i) Reviewed the Advanced- Level Subsidiary Mathematics, General Paper and Fine Art Syllabi and developed their implementation guidelines;
- (ii) Developed and finalised Resource Books for supporting Learners with Special Needs (*i.e. the gifted and talented, autistic and specific learning difficulties*);
- (iii) Selected a list of local language text books for O' Level;
- (iv) Developed and finalised the documents in preparation for Lower Secondary Curriculum roll-out in 2020. The documents include: Implementation Guidelines, Exemplar textbook specifications and teacher training manuals;
- (v) Developed and finalised the Teacher Initial Exposure Training Materials for the new Lower Secondary Curriculum, for 21 subjects;
- (vi) 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;
- (vii) Developed and printed senior one Prototype Textbooks for 21 subjects of the lower secondary curriculum. Draft copies of prototypes in place;
- (viii) Hired consultants to quality assure the new lower secondary curriculum for the 21 lower secondary subjects in line with the international standards; and,
- (ix) Developed the recipe book for Food and Nutrition.

7.6.3 BTVET

Under the BTVET Sub Sector, the Directorate:-

- (i) Finalised syllabi and Teachers' Guides for the National Diploma in Records & Information Management and National Diploma in Secretarial and Office Administration;

- (ii) Developed the Draft Teacher’s Guide for National Diploma in Leather tannery and Production;
- (iii) Oriented 80 teachers to interpret and implement the Competence Based Education and Training(CBET) curriculum;
- (iv) Developed the final Assessment guidelines for National Diploma in Secretarial & Office Administration.

7.6.4 Research and Evaluation

Under Research and Evaluation, NCDC undertook the following:-

- (i) Developed dissemination messages and a summary of research findings on the implementation of Sub-Math and Sub-ICT in all schools. Two hundred (200) copies of printed booklets for disseminating research findings were procured; and,
- (ii) Disseminated research findings in two workshops (i.e. *Mbarara & Kampala*) on a study on “Evaluation of Subsidiary Mathematics and Subsidiary Information Communication Technology Curricula at Advanced level”.

7.6.5 Production of Instructional Materials

Under Production of Instructional Materials, the Directorate edited, designed, laid-out and illustrated:-

- (i) The Nile English Course and LACE materials for P5 to camera ready copy for printing;
- (ii) The BTVET curriculum materials for three national diplomas in Records and Information Management, Secretarial and Office Administration as well as Leather Tannery and production;
- (iii) The 26 syllabi of the new lower secondary curriculum;
- (iv) The Curriculum magazine;
- (v) The proto type textbooks for the new lower secondary curriculum and their TGs;
- (vi) Textbook specifications for the new lower secondary curriculum;and,
- (vii) Purchase digital camera, large screen design computers and illustration software.
- (viii) Produced instructional materials for all levels to eleven(11) educational institutions(i.e *Friends International Christian Academy; Namilyango Junior Boy’s School, Passion Christian H.S, Kisubi Seminary, Our Lady of Africa, Namilyango, Emmanuel P.S, Mt. St. Henry’s H.S, Nabisunsa Girls’s School, Lubiri S.S, Buloba H.S; and, Up hill College , Mbuya*). Below in picture 23.0. are some of the samples of materials produced and supplied.

Picture.23.0: Sample of instructional materials supplied to 11 educational institutions





(e) Implementation Challenges

The main challenges faced by this sub sector in FY 2018/19 included:-

The Centre continued to face the following challenges in implementing its interventions as reflected below:- The Lower Secondary Curriculum Reform is a huge and complex activity which requires over Ush. 30 billion. In the FY 2019/20, the Parliament has appropriated Ush. 3 Billion to facilitate the initial activities of the roll-out. However, this amount is not sufficient to kick start the preliminary activities.

- (i) The Centre's human resource base is thin and efforts to increase staffing levels are hindered by delays in passing the NCDC Amendment Bill. The Bill provides for a better staffing structure and alignment of accounting procedures.
- (ii) The Centre's mandate of development and review of BTVET and Teacher Training Curriculum is continuously threatened by other MDAs.

7.7 SCHOOL INSPECTION

School inspection is a mandate of the Directorate of Education Standards (DES). The Directorate is fully charged with ensuring Basic Requirements and Minimum Standards in the Education and Sports Sector.

In FY 2018/19, like the previous years, DES continued to assess the achievements of standards and evaluate the effectiveness of education programs of institutions and agencies throughout Uganda. DES implemented a number of initiatives that would lead to the achievement of the overall sector objectives as reflected in the table...below

(a) Planned Initiatives undertaken

The planned initiatives undertaken by the subsector are indicated in Box 7.6.

Box 7.6 Planned Initiatives school inspection FY 2018/19

- | | |
|-------|--|
| (i) | Inspection of schools and institutions; |
| (ii) | Capacity building for inspectors and managers; |
| (iii) | Monitoring and support supervision; |
| (iv) | Installation of the Teacher Effectiveness and Learner achievement System |

(b) Progress of implementation of planned initiatives

In FY 2018/19 the subsector achieved the following:-

(i) Inspection of schools and institutions

During the period under review, the directorate of Education Standards planned to inspect 2,600 Secondary schools, 600 BTVET Institutions, 60 PTCs, 5 NTCs and 70 Nursery Training Institutions. By the end of this period, DES had inspected 60 PTCs, 5 NTCs, 80 Nursery Training Institutions which translated to 100%, 520 BTVET Institutions and 2,240 secondary schools which translated to 86% performance rating.

Furthermore, the Directorate printed 3000 copies of inspection tools for secondary and BTVET; and, 20,000 copies of Basic Requirements and Minimum Standards for schools and Institutions.

(ii) Capacity building for inspectors and managers

During FY 2018/19, the Directorate of Education Standards planned to build capacity for 150 education Managers (*Head teachers and Inspectors*). By the end of the financial year the Directorate had trained a total number of 314 (*i.e 114 Education Managers; 200 secondary school head teachers*) on transforming secondary school inspection. This was done with additional support from DFID/ARK and the Association of Secondary School Head teachers in Uganda (*ASSDHU*) translating into a 209-percentage performance rating.

(iii) Monitoring and support supervision of Local Governments and Learning Achievement in schools

The directorate planned to undertake monitoring and offer support supervision to 169 Local Governments Activities and 4 DES regional offices and to disseminate Learning Achievements. By the end of the financial year under review, DES had monitored:-

- (a) Support supervised and disseminated the Learning Achievement report to all the 169 Local Governments on their activities;
- (b) Four (04) regional offices on a quarterly basis and covered a number of areas which include:-
 - (i) Investigation on the abuse of inspection funds at local governments;
 - (ii) Follow up on inspection activities;
 - (iii) Monitoring PTCs and NTCs ball games
 - (iv) Facilitation of dis to attend training for tela system;
 - (v) Conducting pre-visits to districts; installation of tela system in primary schools;
 - (vi) Monitoring of mdd activities; and,
 - (vii) Follow up on closure of illegal schools in 8 districts;

(iv) Installation of the Teacher Effectiveness and Learner achievement System in schools/ institutions

The Directorate planned to continue with the support systems and testing the functionality of the soft ware of the Teacher effectiveness and Learner Achievement System which had been installed in the previous financial year to facilitate measurement of time on task in schools (*i.e at school and in the classrooms*). By the end of the Financial Year under review, The Teacher effectiveness and Learner achievement (*TeLa*) system which had been installed was functional in sixty (60) Primary schools in the districts of Amuria, Bukedia, Kaliro, Kamuli, Kyenjojo, Kyegegwa, Mubende, Kyankwanzi, Amuru and Nwoya.

(c) Main outcomes

The main outcomes were:-

- (i) Improved teacher and student attendance rates in schools where the Teacher effectiveness and Learner achievement System (*TeLa*) has so far been implemented;
- (ii) Improved implementation of inspection recommendations by the schools/institutions; and,
- (iii) Improved compliance to Basic Requirements and Minimum Standards.

(d) Implementation challenges

The following challenges were faced.

- (i) Inadequate resources to facilitate; regular inspection of schools and follow up inspection;
- (ii) Non-adherence to the school calendar and school days (*either schools close earlier than the stated time or retain children longer especially candidate classes; or require children to report very early i.e. before day break*);
- (iii) High attrition rate affecting the quality of Inspection since most of the inspectors with experience opt to move to administrative posts;
- (iv) Low levels of adherence, by Local Governments, to the monitoring and inspection guidelines;
- (v) High Inspector school ratio making it difficult for inspectors to spend longer time at school and engage with teachers and learners;
- (vi) High level of uncontrolled mushrooming schools with no facilities.
- (vii) Lack of transport
- (viii) Inadequate skills and knowledge on Inspection especially by most of the local Government Inspectors due to lack of training when recruited.
- (ix) guidelines;
- (x) High Inspector school ratio making it difficult for inspectors to spend longer time at school and engage with teachers and learners;
- (xi) High level of uncontrolled mushrooming schools with no facilities.

7.8 THE UGANDA NATIONAL COMMISSION FOR UNESCO (UNATCOM)

In the Education Sector, UNESCO supports the implementation of the Education 2030 Agenda by championing Sustainable Development Goal 4. This entails promoting inclusive and quality education for sustainable development from early childhood to higher and tertiary education. The main areas of focus for the UNATCOM in education include global citizenship and Education for Sustainable development, human rights and gender equality, health and HIV and AIDS and technical and vocational education.

The commission's Core functions include:- Conducting research; Capacity building, training and technical assistance; Standard Settings through conventions and declarations; Clearing house for information gathering and dissemination, and Catalyst for international cooperation through National Commissions and other agencies.

(a) Planned Initiative; undertaken during FY 2018/19

During the period under review the subsector undertook the following initiatives:-

Box 7.7 Planned Initiatives

- (i) Operationalization of UNATCOM Board, Perform Statutory;
- (ii) Education Programme;
- (iii) Completion of the UNATCOM strategic Plan 2018-2025;
- (iv) Natural Science Program;
- (v) Social and Human Sciences Programme ;
- (vi) Culture Programme;
- (vii) Communications and Information Programme; and,
- (viii) Inter-sectoral Programme

(b) Progress of Implementation

(i) Operationalization of UNATCOM Board, Perform Statutory

UNATCOM in FY 2018/19 had planned to hold an executive board meeting, and seven committee meetings of Finance Natural Science, Social and Human Science, and Communication and Information (*Memory of the World*).

By the end of the financial year, an inaugural executive Board meeting had been held with the newly appointed Directors to discuss their terms and operations. An orientation retreat of three days from 20th to 22nd February 2019 was also held. In addition, the 7 Committee meetings were held as planned translating into a 100% performance.

(ii) Education Programme

Under the education programmes, UNATCOM planned to build capacity for 60 Teachers in Primary and Secondary Schools on effective teaching and assessment skills in line with Education 2030 agenda. However, by the end of the financial year, a workshop had been successfully conducted for a total of thirty-five (35) selected primary teachers only from the districts of Kyegegwa and Kyenjonjo to effectively deliver the competence based Primary School curriculum. This translated into a 58% performance rating.

The National Commission for UNESCO also built the capacity of 60 Primary School teachers and District Education officials from Ntoroko district, on competence-based teaching in an effort to achieve the Education 2030 Agenda. It was emphasized that as much as teaching and learning is going on in the class room setting, certain things are not being done correctly, hence this deliberate intervention is to ensure that our teachers are on the right track.

(v) Completion of the UNATCOM strategic Plan 2018-2025

UNATCOM completed and launched the UNATCOM Strategic Plan 2018-2025. The Uganda National Commission for UNESCO (*UNATCOM*) Seven-Year Strategic Plan, 2018-2025, was a product of a consultative process that involved intense research, consultations and deliberations with stakeholders, technical teams, the UNATCOM Interim Board, members of Programme committees, line ministries, departments and agencies of government.

This approach of working together with others is in line with UNATCOM's preferred approach for the delivery of its services.

This Strategic Plan is a roadmap UNATCOM will follow over the next seven years in making its contribution to the development of Uganda through the promotion of education, sciences, and respect for cultural diversity, human rights and freedom of expression. This UNATCOM

Commented [M2]:

Seven-Year Strategic Plan 2018-2025, outlines the strategic visions and goals that will help UNATCOM fulfill its mission of fostering a culture of peace in Uganda through the UNESCO's fields of competence. The Strategic Plan is anchored on UNATCOM's success in the past and seeks to address the contemporary challenges of Uganda in light of the future. See image 24.0 below.

(iv) Natural Science Program

UNATCOM planned to train and support 60 (30 male, 30 female) SESEMAT teachers and selected champions to support the basic and engineering sciences programmes; and, the popularization of Natural sciences in the Educational Institutions. By the end of the period under review, two quarterly stakeholder meetings had been conducted on the Basic and Engineering Sciences Programme Committee (IBSP) and dossier for BR nomination was being developed.

UNATCOM, also held a high-level Consultative workshop attended by 52 participants (36 M, 16 F) who included Education Partners and ministry officials from all sector department and others from Uganda National Examinations Board (UNEB), NCDC and UNATU on improvement of Science Education and Performance in Natural Sciences in Secondary Schools where trends of performance in sciences was discussed. See picture 25.0 below

Picture 25.0: Participants that took part in the improvement of science education and performance in natural science in secondary schools in Uganda,



Source; MoES 2019

(v) Social and Human Sciences Programme

UNATCOM planned to promote Rights-based, inclusive, creative, learning and for 10 sustainable cities promoted in line with UNESCO Cities 2030 Framework. By the end of FY 2018/19, 10 Urban regional cities of which nine (09) were the upcoming regional cities (i.e Fort Portal, Mbarara and Hoima from Western Uganda; Entebbe from the Central region; Lira, Arua and Gulu from the Northern region, and Mbale and Jinja from the Eastern Region) and Kampala were represented by 42 participants who were oriented into the framework of promoting inclusive rights-based and ethically sound social transformations in line with UNESCO Cities 2030 Framework and the management of Social Transformation (MOST), Human Rights Education and Bioethics principles.

The Commission also held planning review meetings to develop guidelines on topical issues on Human Rights Education and Rights-based ethical dilemmas. Two (02) planning meetings were therefore held on Human Rights Education (HRE) so as to be able to operationalize the National Action plan for Human Rights Education and to participate in the World Human

Rights Day on 10th December 2019. They also agreed to launch a Management of Social Transformation (*MOST*) School in Makerere University; and to operationalize the UNESCO Cities 2030 Agenda by 18th December 2019.

Additionally, UNATCOM planned to support Youth, Gender and HIV/AIDS Integration Activities benefitting 60 Youth in areas of empowerment and capacity building. During the period under review, the commission held a 10-days' Youth Camp which was attended by 66 Youth (45M, 21F) from 5 (i.e *KIU, MUK, MUST, Gulu and UCU*), Universities, Wildlife Clubs, UWA Personnel and CSOs in Rwenzori World Heritage site from 13th -23rd Sept 2018 on the challenges of climate change and its mitigation through conservation and heritage promotion. The youth learnt broadly about the values of heritage and nature conservation. The activities were gender-responsive and activities included tree planting. The planned UNESCO Club was not formed.

Picture.26.0: Youth Camp in Mt. Rwenzori Heritage: Promoting heritage and conservation awareness among the youth: August 2018, Centre (Standing) is Rosie Agoi, SG, UNATCOM.



Source; MoES 2019

(vi) Culture Programme

Under the culture program, UNATCOM planned to organize and build capacity in the implementation of the 2003 and 2005 Conventions 2003 and 2005 for 62 Stakeholders from lower Local Governments and civil society in Uganda. However, by the end of the FY, a total of 56 stakeholders from local governments and civil society of Eastern Uganda had been trained on the Implementation of the 2003 and 2005 UNESCO Conventions. This translated into a 93% performance rating.

The National Commission for UNESCO also partnered with the Kingdom of Tooro to promote culture for sustainable development. One of the initiatives undertaken included:-Assisting the Kingdom in documenting and preserving the Intangible heritage of 'Empaako' tradition through sensitization and revitalization of the practice. They also helped promote creative designs and entrepreneurial capacity building to market the cultural products.

(vii) Communications and Information Programme

In FY 2018/19, UNATCOM planned to orient journalists in UNESCO's tool kit of Freedom of expression. By the end of the financial year a total of 50 radio managers and programmers had been trained as planned on the UNESCO's tool kit of Freedom of expression.

(viii) Inter-sectoral Programme

Under this program, the commission planned to promote UNESCO Clubs, Chairs and University Twinning programs. By the end of the period under review, the Commission had made field visits to the 13 targeted Universities in the Central, Northern, Eastern and Western Regions where over 65 Staff and Students met and mobilized on the formation of UNESCO Clubs for Youth and Professionals to tackle the emerging Challenges in all spheres. UNESCO Chairs were also promoted and gender issues integrated in Education and Science.

Additionally, the Commission attended to various UNESCO/ISESCO conferences i.e. the UNESCO conference in Berlin and Germany from 2nd-8th December 2018; the Martial Arts Congress in Nairobi in October, 2018; The 13th session of the Committee on the UNESCO convention on the Safeguarding of Intangible Cultural Heritage (ICH) in Mauritius in December 2018 and conference on safeguarding underwater heritage held in Malindi, Kenya in March 2019.

(a) Implementation Challenges and Constraints

The challenges faced included among others:-

- (i) Budget cuts from GoU funding. Only 75% of approved funds released;
- (ii) Delayed operationalisation of the UNATCOM Act 2014;
- (iii) Human Resource Shortage: Each Programme Officer performing the functions of two or more Programmes due to the shortage;
- (iv) Failure of Stakeholders to understand and appreciate the mandate and uniqueness of the National Commission;
- (v) Lack of an inter-ministerial support involving other Ministries, Agencies and Departments as beneficiaries of UNATCOM Work.

CHAPTER 8 – EXTERNAL FINANCING INCLUDING OFF BUDGET

8.1 EDUCATION DEVELOPMENT PARTNERS (EDPs) IN UGANDA FY 2018/19

This note summarizes the EDPs financial commitments and support to Uganda’s education sector in FY2018/19. EDPs support Uganda’s education sector through direct on-budget support and off-budget support. The off-budget support can be through direct EDP-funded interventions, or through funding to other EDPs programs. See table.8.1 below

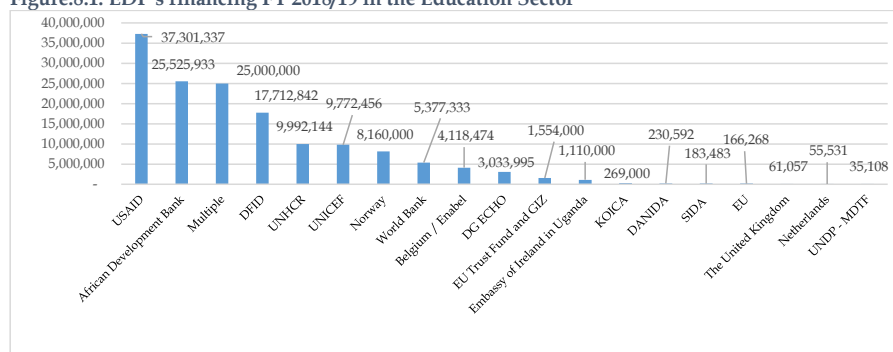
Table 8.1: Total Budget of the Education Sector

	2018/2019
Education Sector Budget	\$725,069,070
Total EDP contribution	\$149,659,553
Total EDP On-Budget Contribution	\$56,253,017
Total EDP On-Budget Contribution as % of total Sector Budget	7.75%
Total EDP contribution as a % of total Sector Budget	17.5%

The Budget of the Education sector for the FY2018/19 was USD 725,069,070. Of this amount EDPs contributed on-budget USD 56,253,017 equivalent to 7.75% of the budget. This amount was short by 6% of projected external funding in the MTEF of USD 59,818,230. The total EDPs’ support realized in the FY 2018/19 on- and off-budget was USD 149,659,553. This was far less than the amount EDPs contributed in FY17/18 at \$220 Million.

The shortfall was partly attributed to a decrease in the support from the African Development Bank (AfDB). The largest EDP contributors to the education sector during the FY 2018/19 were USAID with \$37.3 M, the African Development Bank (\$25.5 M) and DFID (\$17.7M) as shown in the figure 8.1 below.

Figure.8.1: EDP’s financing FY 2018/19 in the Education Sector



There were new funds realized during the FY 2018/19. For example, funds attributed to the Education Refugee Response Plan, specifically from Education Cannot Wait amounting to over \$8M in 2018/19 including ECHO’s INCLUDE project (over \$2M).

8.2 ON AND OFF BUDGET SUPPORT

The majority of the EDPs provide off-budget funding. However, five programs/projects were funded through on budget modality. These include the AfDB's Higher Education, Science and Technology project, SIDA's UN Joint program on GBV, World Bank's DRDIP project and UTSEP by multiple donors. Refer to table 8.2 below for details.

Table: 8.2: List of Donors showing On and Off- Budget Support

Donors	Amount USD
AfDB	25,525,933
EU	166,268
Multiple (GPE)	25,000,000
SIDA	183,483
World Bank	5,377,333
Grand Total	56,253,017

(a) Pre-Primary and Primary

Under the pre-primary and primary sub-sector, the Global Partnership for Education (GPE) makes the most significant single contribution. Other major EDPs to the primary sub-sector include USAID, UNICEF, KOICA, and Embassy of Ireland.

(b) Secondary

Belgium is currently the one major funder of support to secondary education in Uganda through a focus on teachers, including support to the National Teacher Colleges. DFID also provides support to a network of 28 secondary schools run by the organization PEAS. UNICEF, under its Adolescent Development Programme, is starting to support secondary education mostly in making the school environment safe and conducive to girls and to promote life skills education.

(c) Skilling/BTVET

There are a number of EDPs providing support to the BTVET sub-sector and the Skilling Uganda agenda more broadly. The World Bank, Belgium, Irish Aid each have "skilling" programmes, delivered through a combination of Government of Uganda systems and the Belgian development agency, Enabel. The German government, through GIZ, provides support to skilling in the oil and gas sector which includes funding from the governments of Norway and the UK. Other funders to the BTVET sector include the Republic of Korea, (KOICA), Japan (JICA) and the Irish Embassy in Uganda.

(d) Tertiary/Higher Education

There are a number of EDPs providing financing support to the tertiary sub-sector in Uganda, including AfDB, the Republic of Korea (KOICA), Sweden, World Bank and UNESCO. The AfDB's Science, Education and Technology Programme has been the largest in this sub-sector. In addition, there are a range of EDPs that provide support to specific research programmes as well as scholarships for students.

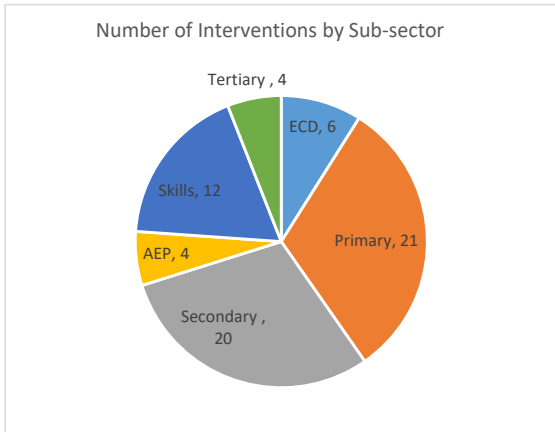
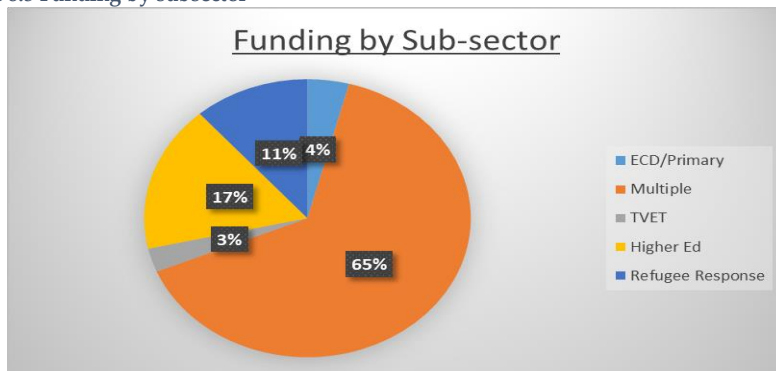


Figure.8.2: Level of Financing Focus by the EDPS

The primary and secondary subsectors had the largest number of interventions from the EDPS up to 21 and 20 focused interventions respectively. This is followed by Skills development (12) projects and ECD (six). The Accelerated Education Programs (AEP) and tertiary levels each have four projects. It should be noted that the funding is not exclusive but rather multiple projects address multiple levels. However, there are some donors who exclusively support a specific focus area.

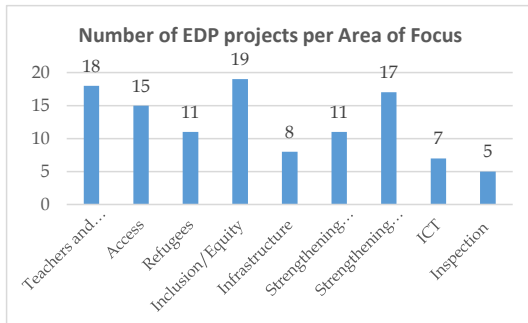
The funding levels for each sub-sector is shown below. Worth noting is that the proportion of financing under the 'multiple' sub-sector financing.

Figure 8.3 Funding by subsector



Area of Focus

Figure 8.4: Area of focus for EDP Projects in the Education Sector



The majority of interventions focus on inclusion/equity, Teachers and teaching, and strengthening national capacity as indicated by the 19, 18 and 17 projects/interventions respectively reported under these areas. The area with least focus is inspection with only five interventions.

EDUCATION REFUGEE RESPONSE PLAN

8.3 FUNDING FOR THE

The Education Response Plan for Refugees and Host Communities 2018-2021 (the 'ERP') was designed to provide a realistic and implementable plan to ensure improved learning outcomes for increasing numbers of refugees and host community children and adolescents in Uganda. The time frame for the Plan began in January 2018, with January - June 2018 considered 'year zero' and with the first full year of the Plan running from June 2018 -June 2019. The ERP is broken down into three outcome areas: Outcome 1 is 'Improved Equitable and Inclusive Access to Relevant Learning Opportunities'; Outcome 2 is 'Improved Delivery of Quality Education and Teaching'; and Outcome 3 is 'Strengthened Systems for Effective Delivery'.

The Plan sets out an ambitious but realistic target of reaching 567,500 refugees over 3.5 years. A critical enabling factor of the ERP is that sufficient funds are available to implement the activities. For Year 0 (January - June 2018) the ERP's activities were budgeted at \$68,763,197, and for Year 1 (July 2018 - June 2019) activities were budgeted at \$95,047,650. The total budget for 3.5 years is \$389m. Financial information for this analysis was collected from i) Education Development Partners (EDPs) active in Uganda; ii) partners in the Education in Emergencies Sector Working Group (EiESWG); and iii) Ministry of Education and Sports (MoES).EDPs and EiESWG respondents were asked to estimate amount of money spent by the ERP outcome areas.

Figure.8.5: Amount spent by ERP Outcome Area

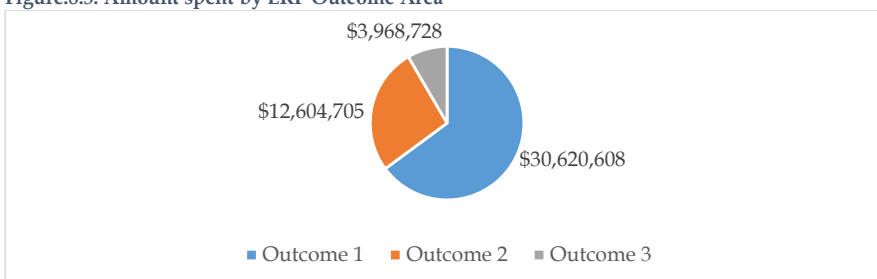


Table.8.3: EDPs Programmatic Summary and modality of funding

Donor	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
<i>African Development Bank</i>	Higher Education, Science and Technology (HEST) ADB Education V Project	The main Project is addressing a pressing need to help build the human capital needed by Uganda for its socio-economic development and poverty reduction agenda. In addition, it will increase access to Information, Communication and Technology (ICT) by the selected Higher Education Institutions (HEIs). Its objective is to improve equitable access, quality and relevance of skills training and research leading to job creation and self-employment. Specific objectives include: - (i) Increasing equitable access to science and technology course at university level (ii) Improving the relevance and quality of science and technology programs at the university level (iii) Enhancing and strengthen applied research and innovation in STI and improve the relevance of HEST, and; (iii) Enhancing the human and institutional capacity of the National Council of Higher Education and the faculty at the various beneficiary institutions. Activities to achieve outputs include: Constriction/rehabilitation/expansion of STI Learning facilities, equip with equipment for both Laboratories and, provide furniture, award scholarships to staff and students, establish Business Incubation Centres, Place interns in various industries, Implement HIV/ Gender and Special Needs activities,	\$25,525,933.32 (On-Budget)
<i>Belgium</i>	Teacher Training Education Project Kampala, Arua, Gulu, Mubende, Kaliro, and Kabale	Strengthening professional competencies of teacher trainers and future teachers graduating from the National Teachers' Colleges through:- (i) organizational development; (ii) Rehabilitation and extension of existing infrastructure (iii) Capacity development for teacher training by introducing learner-centred methodologies and the use of ICT in Teaching and Learning	\$4,118,474.00 (Off-Budget)
	The Skilling Program Karamoja region, West Nile refugee host communities, and Albertine and Rwenzori regions.	The <u>Skilling program</u> supports the national <i>Skilling Uganda Strategy</i> , implementing flexible and labor responsive skilling programs. It is put in place by ENABEL, the Belgian Development Agency:- (i) Funding from BELGIUM. Total amount=16 Million Eurofor West-Uganda in Albertine and Rwenzori regions; (ii) Funding from IRISH AID. Total amount=6 Million Eurofor Karamoja region; (iii) Funding from EUROPEAN UNION/Trust Fund=5 Million Eurofor West-Nile region in host communities and with refugees;	€4,000,000 (off-Budget) €1,500,000 (Off-Budget) €1,300,000 (off-Budget)
<i>DANIDA</i>	WAY programme	Women, Adolescent and Youth Rights and Empowerment Programme	\$230,592.00 (off-Budget)

<i>Donor</i>	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
	Arua, Yumbe, Adjumani, Agago, Amuru, Kitgum, and Lamwo districts.		
<i>DFID</i>	Girls' Education Challenge Opportunity International United Kingdom (OIUK) Buikwe, Bukomansimbi, Kampala, Luwero, Lwengo, Masaka, Mpigi, Mubende, Mukono, Nakaseke, Sembabule, Wakiso, Kakumiro, Kibale, Butalejja, Iganga, Jinja, Kapchorwa, Mayuge, Mbale, Serere, Soroti, Mbarara, Ntungamo, Sheema, Hoima, Isingiro	Girls Education Finance: Improving access and quality of girls' education through leveraging our microfinance platform. The project is working with low-cost private schools to provide a range of financial services and other interventions to support beneficiary girls to stay in school. Interventions include: teacher training in child-centered and gender sensitive teaching methodologies; school development loans; bursaries for girls; school fee loans for parents; training for school and family businesses; school management training, and school improvement planning.	\$874,233.00 (Off-Budget)
<i>DFID</i>	Building Resilience and an Effective Emergency Refugee Response (BRAER) Adjumani, Arua, Kiryandongo, Hoima, Isingiro, Kampala, Kamwenge, Koboko, Kyegegwa, Lamwo, Moyo, and Yumbe.	BRAER will drive excellence in humanitarian response in Uganda. The package of support delivered under BRAER will be blended with the wider DFID Uganda portfolio of development programmes to provide mutually reinforcing assistance to both refugees and their host populations. The assistance will build household and community resilience and reduce the dependency of refugees on aid. Only a small proportion of this funding is refugee education specific. To date, funding has been for UNICEF, focused on child protection and EVD preparedness activities. There is scope for further support to the ERP from phase 2 of the programme (2020)	\$678,032.00 (Off-Budget)
<i>DFID</i>	RISE Project National level	Reducing High Fertility Rates and Improving Sexual Reproductive Health Outcomes in Uganda	\$ 25,020.00 (Off-Budget)
<i>DFID</i>	SESIL Phase 1 West Nile (5 - Adjumani, Arua, Maracha, Moyo, Yumbe)	To improve learning outcomes for all girls and boys through an effective and accountable education system. Support will be directed mainly at primary education but there will be some support for improved pre-primary and secondary education, including through Public Private Partnerships. The programme will	\$10,618,300.00 (Off-Budget)

<i>Donor</i>	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
	Eastern Region - Sebei (3 - Bukwo, Kapchorwa, Kween) and Bugisu (2 - Bududa, Sironko). Phase 1 municipalities: Arua and Kapchorwa, Phase 2 West Nile (6 - Koboko, Madi Okollo, Nebbi, Obongi, Pakwach, Zombo), Eastern Region - Busoga (2 - Iganga, Namutumba) and Bukedi (2 - Busia, Tororo). Phase 2 municipalities: Koboko, Nebbi, Busia, Tororo and Iganga.	ensure that at least 325,000 children (half of whom are girls) are supported to gain a decent education and so contribute to Global Goal 4 on education.	
<i>DFID</i>	Girls' Education Challenge 'Building girls to Live, Learn, Laugh in Strong, Creative, Holistic, Inclusive, Protective, Quality Education' Kampala, Wakiso, Mukono, Nakaseke and Lugazi Districts	The project is mainly working with girls who dropped out of school and have established Creative Learning Centres where the girls can gain the skills to re-enter the formal education structure. A proportion of the beneficiaries are GWD who are receiving specialized support. As well, girls are assisted to transition into the world of work through vocational training.	\$ 2,614,473.00 (Off-Budget)
<i>DFID</i>	Girls' Education Challenge Girls' Enrolment, Attendance, Retention and Results Mubende, Wakiso, Jinja, Hoima, Ntungamo, Mayuge, Mityana, Kasese, Lamyo, Kabarole, Namutumba, Mayuge, Katakwi, Amuria, Mbarara, Mitooma, Sjeema, Ngora, Kumi, Isingora, Ibanda,	The project has established 28 low-cost secondary schools in more rural, remote areas of Uganda, to serve the needs of more marginalized girls. Interventions include: school management training; teacher training and development; girls clubs and life skills input; and bursaries for girls.	\$ 722,426.00 (Off-Budget)
<i>DFID</i>	Girls' Education Challenge Cheshire Services Uganda	Supporting 1182 disabled girls in Kampala to access quality primary education. The project is delivering a range of activities to support GWD who are attending government primary and secondary schools, including: training teachers in	\$2,180,358.00 (Off-Budget)

<i>Donor</i>	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
	Kampala, Mukono and Wakiso (Central Uganda). As beneficiaries are transitioning, the project is supporting them in Central Region: Buikwe, Butambala, Kayunga, Luwero, Mityana, Mpigi, Masaka and Rakai. Eastern Region: Budaka, Busia, Iganga, Jinja, Manafwa, Mbale, Sironko and Soroti. Western Region: Kabale, Mbarara, Mitooma and Rukungiri.	inclusive education methods and approaches; renovation of school facilities to enable access for GWD; rehabilitation and support for GWD, including assistive devices etc.; school buses to transport GWD to schools.	
<i>DFID</i>	Girls' Education Challenge Opportunity International United Kingdom (OIUK) Buikwe, Bukomansimbi, Kampala, Luwero, Lwengo, Masaka, Mpigi, Mubende, Mukono, Nakaseke, Ssembabule, Wakiso, Kakumiro, Kibale, Butalejja, Iganga, Jinja, Kapchorwa, Mayuge, Mbale, Serere, Soroti, Mbarara, Ntungamo, Sheema, Hoima, Isingiro	Girls Education Finance: Improving access and quality of girls' education through leveraging our microfinance platform. The project is working with low-cost private schools to provide a range of financial services and other interventions to support beneficiary girls to stay in school. Interventions include: teacher training in child-centred and gender sensitive teaching methodologies; school development loans; bursaries for girls; school fee loans for parents; training for school and family businesses; school management training, and school improvement planning.	\$ 874,233.00 (Off-Budget)
<i>DG ECHO</i>	INLCUDE (Innovative and inCLUive accelerated eDucationprogrammE for refugee and host community children	The project is expected to improve learning outcomes through Accelerated Education Programme (AEP) for over-age, out-of-school children who missed out or had their education interrupted due to poverty, marginalization, conflict and crisis and currently targets 35,405 children. Completion of AEP L1-L3 will enable learners to sit for the PLE, gaining Basic Education, enabling them to obtain further education in the future and promote increased personal resilience. Others will be	\$ 2,589,999.63 (Off-Budget)

<i>Donor</i>	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
	Arua, Moyo and Yumbe, Kyegegwa, Hoima and Oruchinga	supported to transition to formal schools after completing L1 or L2 where appropriate. The goal of AE is to provide learners with equivalent certified competencies for basic education and learning approaches that match their level of cognitive maturity. Given the large gaps in the provision of primary education in the response (both Gov. and NGO schools), and the barriers faced by over age out of school children, it is vital that the consortium's response is targeted to the needs of these learners. Furthermore, coordination mechanism with partners, donors and the Government line ministry (MoES) will be strengthened as this action already contributing Education sector strategic plan and the Education Response Plan for Refugees and Host Communities (ERP); and more specifically contributing to the short term outcomes of the plan of: 1) Improving equitable access to inclusive relevant learning opportunities, and 2) Improving delivery of quality education services and training. Total project funding: EUR 7,777,777. ECHO contribution: EUR 7,000,000	
<i>DG ECHO</i>	Strengthening the capacity of the teaching workforce in primary and secondary schools for conflict education in three districts of Arua, Moyo and Yumbe of Northern Uganda	This project will provide an evidence-based intervention focusing on strengthening the capacity of the teaching workforce in selected primary and secondary schools for conflict sensitive education. The intervention will build on previous experience and interventions on institutionalizing Conflict and Disaster Risk Management (CDRM) in the education sector in Uganda. It will include working with the MoES at national level to establish a technical team on Conflict Sensitive Education (CSE) with key partners. Linkages will be created with district local governments in order to identify the refugee settlements and schools to participate in the project as well as secure full project support and buy. Total project funding: EUR 880,024. ECHO contribution: EUR 800,000	\$ 443,995.56 (Off-Budget)
<i>Irish Embassy in Uganda</i>	Support Skilling Karamoja	Iris-Aid awarded € 6M to Enabel to implement Support to Skilling Uganda project in seven district of Karamoja region (<i>i.e. Abim, Amodat, Kaabong, Kotido, Nakapiripirit, Napak and Moroto</i>) The fund is aimed at increasing access to qualitative, relevant and certified skills development in vocational training of 3,340 youth, women and girls. Planned initiatives undertaken to support skills in Karamoja in FY 2018/19 include: - Reform of TVET sector governance and coordination; skills	\$ 1,110,000.00 (Off-Budget)

<i>Donor</i>	<i>Name Of Project/Location</i>	<i>Brief Project Description</i>	<i>Fy2018/19 Spent</i>
		Development Fund pilot (SDF); Implementation of the Voucher scheme; and, Holistic support to Training Institutes (TI) The project planned to reach 1,140 Karamojongs with minimum of 30% females and 70% Karamojong through formal and non- formal skills trainings. By the end of FY 2018/19, 1,086 (95%) had been enrolled and 801 (71%) completed the training	
	Support to World Food Programme Karamoja	Programme for school feeding approach linking Agriculture to education in Karamoja, which integrates sustainable policy influencing aspects with capacity building and support to local farmers and communities to produce food locally. The programme is implemented in 315 primary and secondary schools reaching at least 155,000 beneficiaries – children and teachers with at least two hot meals a day.	€ 800,000 (Off-Budget)
<i>EU</i>	Spotlight Initiative Fund Amudat, Arua, Kampala, Kasese, Kitgum, Kyegegwa, Tororo	Uganda Spotlight Programme	\$ 166,268.00 (On-Budget)
<i>EU Trust Fund and GIZ</i>	SPRS NU / SSU Adjumani, Moyo, Yumbe, Kiryandongo, Arua	provide vocational training to 4400 refugees and host communities	\$ 1,554,000.00 (Off-Budget)
<i>KOICA</i>	Improving quality education of public primary school in northern Uganda (Gulu, Omoro) through school consulting	Improving quality education of schools / Encouraging teacher's internal motivation through School learning Community, developing teachers' teaching skills, Improving leadership and school management knowledge	\$ 269,000.00 (Off-Budget)
<i>Multiple</i>	GPE - Uganda Teachers and Schools Effectiveness Project (UTSEP)	To support the Government in improving teacher and school effectiveness in the public primary education system.	\$25,000,000.00 (Off-Budget)
<i>Netherlands</i>	UNICEF Uganda	BUILD THE CAPACITY OF EDUCATION	\$40,849.12 (Off-Budget)
<i>Netherlands</i>	UNICEF Uganda	SOCIAL NORMS AND PRACTICES	\$14,681.41 (Off-Budget)
<i>Norway</i>			\$ 8,160,000.00 (Off-Budget)

<i>Donor</i>	<i>Name Of Project/Location</i>	<i>Brief Project Description</i>	<i>Fy2018/19 Spent</i>
<i>SIDA</i>	UN Joint Programme on GBV Abim, Amuria, Kaabong, Kaberamaido, Kiryandongo, Kotido, Napak, Nakapiripirit, Pader, Yumbe, Moroto, Gulu, Bundibugyo and Kampala	Gender Based Violence Prevention and Response with integration of Sexual and Reproductive Health and Rights in hard to reach (furthest behind) and vulnerable populations in Uganda	\$ 183,483.00 (On-Budget)
<i>The United Kingdom</i>	UNICEF Uganda KabaleBukinda Core Ptc	Improving school effectiveness	\$46,370.96 (Off-Budget)
<i>The United Kingdom</i>	UNICEF Uganda	Time to teach	\$14,685.70 (Off-Budget)
<i>UNDP MDTF</i>	UNICEF Uganda Canon Apollo Core Ptc	Integrated platforms for service provision	\$14,893.83 (Off-Budget)
<i>UNDP MDTF</i>	UNICEF Uganda Kasese District	Integrated platforms for service provision	\$ 12,264.97 (Off-Budget)
<i>UNDP MDTF</i>	UNICEF Uganda Kyambogo University	Improving school effectiveness	\$ 7,949.57 (Off-Budget)
<i>UNHCR</i>	Education Management for Primary, Secondary and Vocational skills training in Bidibidi, Palorinya, Kyaka and Rwamwanja Refugee Settlements.	Education Management for Primary, Secondary and Vocational skills training in Bidibidi, Palorinya, Kyaka and Rwamwanja Refugee Settlements.	\$ 2,228,755.76 (Off-Budget)
<i>UNHCR</i>	Secondary and Vocational Education Management in West Nile (Adjumani)	This project seeks to improve access to quality secondary and vocational education through supporting community based secondary schools and through sponsorship of 400 most vulnerable secondary and 50 vocational refugee and host community students in Adjumani District.	\$ 496,244.80 (Off-Budget)
<i>UNHCR</i>	Education Management in Refugee Settlements	This project seeks to improve access to equitable, inclusive and quality of education and training for 583,419 refugees (286,820 female; 296,599 male) mainly	\$7,230,066.35 (Off-Budget)

<i>Donor</i>	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
<i>UNHCR</i>	(Adjumani/Lamwo/Palorinya/Rwamwanja/Kyangwali/Kiryandongo/Oruchinga/Nakivale/Kyaka/Rhino/Imvepi)	within age range of 0-18 (RRP population planning figure Aug. 2018) in 11 settlements of Imvepi, Rhino, Palorinya, Adjumani, Lamwo, Kiryandongo, Kyangwali, Kyaka II, Rwamwanja, Nakivale and Oruchinga. Key output areas include; ECD, Primary, secondary and vocational education. . The project will contribute to increased school enrollment, retention, completion and transition rates to the next education levels through; strengthening supervision, timely payment of staff salaries, improving education infrastructure, accelerated learning, provision of scholarships to refugee able learners and vocationalisation of secondary education.	
	Urban Refugee Programme	InterAid Uganda seeks to implement the Urban Refugee Programme to increase the protection of the 53,832 refugees and asylum seekers in and around Kampala. The 2018 Participatory Assessment findings correlated with those of 2016 which revealed that there is difficulty in understanding the general legal regulations surrounding the judicial systems, Sexual and Gender Based Violence, Child abuse, neglect and exploitation, poor access to public (Health, Education and Psychosocial) services, discrimination, language barrier, and lack of basic necessities (food, shelter, clothing) and this rotated around lack and poor means of livelihood. , IAU shall contribute to the protection of asylum space; support resilience & self-reliance for all; and invest in human capital and transferrable skills.	\$ 37,076.98 (Off-Budget)
<i>UNICEF</i>	Early Childhood Development	UNICEF is helping to increase access to quality integrated community-based ECD services that meet national standards and benefit 3 to 5 years old children of refugee and host communities in the 12 refugee hosting districts in Uganda. Age-appropriate learning activities in community based ECD centers are promoted through NGOs and FBOs as implementing partners. Collaboration between parents, families and service providers is key to achieve transformative gains expected from investments in the early years of life. Center Management Committees and ECD caregivers drawn from the participating communities are trained and supported to manage the centers, provide parenting education and support and establish linkages with related sectors to facilitate access to integrated ECD services for participating families. Activities are implemented under the coordination of district local governments, in collaboration with UNHCR and the Office of the Prime Minister. Regulatory oversight and coordination is provided by the Ministry of Education and Sports, with training support from core Primary	\$ 6,026,892.04 (Off-Budget)

<i>Donor</i>	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
<i>UNICEF</i>		Teachers' Colleges (PTCs). The Ministry of Gender, Labour and Social Development and Ministry of Local Government work to establish cross-sectoral linkages to institutionalize integrated ECD services at national and Sub-national levels respectively. In 2018-19, UNICEF has moreover supported the drafting of 6 District Education Response Plans in the West Nile and Northern Region.	
<i>UNICEF</i>	Quality Education	The Quality Enhancement Initiative (QEI) programme seeks to improve the instructional processes at school level to enable pupils to master basic literacy (reading and writing), numeracy and basic life skills. The programme also aims at strengthening accountability of stakeholders at school level for children's learning outcomes; enhancing school level supervision; and instituting / revitalizing relevant policy/ legal positions that directly impact on the teaching and learning process in schools. The programme for enhancing the quality of primary education is being implemented with intensity in 10 refugee hosting districts in 2019.	\$117,218.94 (Off-Budget)
<i>UNICEF</i>	Adolescent Development and Participation	In order to support refugee and host community children and adolescents to go to school and stay in school there is a need to strengthen overburdened school infrastructure (with specific attention to school supplies and WASH infrastructure); to strengthen capacity at school level to ensure schools are well-managed, safe, protective, health-supporting and community engaged, while providing an entry point to child protection and health services; and finally, to strengthen inter-sectoral planning, coordination and protection capacity at District Local Government level to prevent and respond to Violence against Children (VAC) at school and in the community The proposed programme seeks to strengthen the Government of Uganda's primary and secondary schools and the associated local governmental systems in refugee-hosting districts to fulfil these roles, benefiting both host and refugee children and adolescents as part of the Government's ReHopE strategy. This will entail interventions focused on: 1) Strengthening school infrastructure (with particular attention to WASH infrastructure); 2) Strengthening quality education and management capacity at school level, enabling schools to be used as integrated platforms for service delivery in education, child protection and health/hygiene (including information sharing, referral and/or delivery of services); 3) Strengthening inter-sectoral planning, coordination and response capacity at district level to prevent and respond to violence against children	\$ 1,016,228.82 (Off-Budget)
<i>UNICEF</i>		Support to districts, institutions and schools	\$ 2,612,116.23

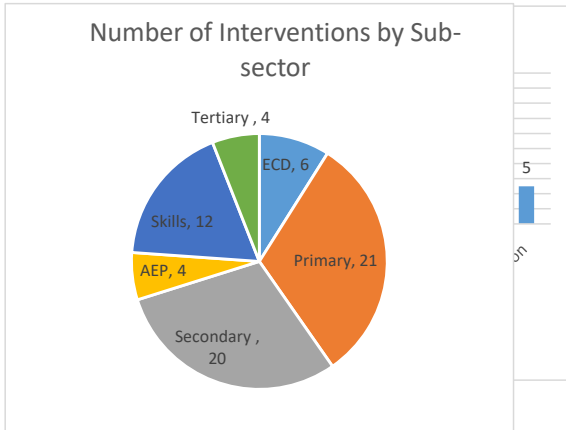
<i>Donor</i>	<i>Name Of Project/Location</i>	<i>Brief Project Description</i>	<i>Fy2018/19 Spent</i>
<i>USAID</i>	School Health and Reading Program (SHRP) (1) Wakiso (2) Gomba (3) Kihura (4) Bushenyi (5) Kabale, (6) Rubanda, (7) Rukiiga, (8) Kumi, (9) Katakwi, (10) Serere, (11) Apac, (12) Lira, (13) Kole, (14) Masindi, (15) Kyenjojo, (16) Kabarole, (17) Bunyangabo, (18) Gulu, (19) Pader, (20) Kitgum, (21) Omoro, (22) Arua, (23) Mbale, (24) Sironko, (25) Manafwa, (26) Namisindwa, (27) Budaka, (28) Pallisa, (29) Kibuku, (30) Butebo, (31) Nakapiripirit, (32) Napak, (33) Moroto, (34)Kaabong, (35) Kasese, (36) Iganga, (37) Kamuli, (38) Bugweri, (39) Kwania, (40) Nabilatuk, (41) Mubende, (42) Mityana, (43) Lyantode, (44) Lwengo, (45) Rakai, (46) Kyotera, (47) Ssembabule, (48) Bukomansimbi, (49) Mukono, (50) Agago, (51) Oyam.	SHRP supports Uganda's Ministry of Education and Sports (MOES) and other linguistic experts to produce reading materials in English and 12 local languages; working to standardize language writing styles and developing methodologies for teaching literacy in mother tongues in early grades before transitioning to English in grade four in 43 districts. The program works through established MOES systems to improve capacity to effectively teach reading in early grades through professional development and support activities for college tutors, teachers and head teachers. It is also working to improve HIV/AIDS knowledge and health-seeking behaviors among adolescents to reduce HIV incidences among the target population.	(Off-Budget) \$ 7,880,915.00 (Off-Budget)
<i>USAID</i>	Literacy Achievement and Retention Activity (LARA) (1) Mbarara, (2) Sheema, (3) Mitooma, (4) Rakai, (5) Kyotera, (6) Lwengo, (7) Kiboga, (8) Nakaseke, (9) Hoima, (10),	LARA builds on and contributes to Uganda's Ministry of Education and Sports (MOES) national expansion of successful early grade reading methodologies and support systems. It works across all levels of government and with other education stakeholders to strengthen literacy instruction delivery and outcomes in three local languages and English and to improve retention of learners in grades one through grade four in 38 districts. It also promotes a safer learning environment through	(Off-Budget) \$ 9,033,496.00 (Off-Budget)

Donor	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
USAID	Mukono, (11) Kikuube, (12) Buvuma, (13) Kayunga, (14) Mpigi, (15) Butambala, (16) Isingiro, (17) Rubirizi, (18) Bujweju, (19) Rukungiri, (20) Kyegewa, (21) Kanungu, (22) Ntungamo, (23) Bukomansimbi, (24) Kalungu, (25) Lyantode, (26) Ssembabule, (27) Masaka, (28) Luwero, (29) Mityana, (30) Kalangala, (31) Gulu, (32) Omoro, (33) Oyam, (34) Apac, (35) Kwanja, (36) Gomba, (38) Lira, (39), Agago, (40) Mubende	reduced incidences of, and effective case management of school-related gender-based violence (SRGBV)	
	Better Outcomes for Children and Youth In Eastern and Northern Uganda (BOCY) (1) Arua, (2) Gulu, (3) Omoro, (4) Oyam, (5) Agago, (6) Kitgum, (7) Lira, (8) Apac, (9) Kole, (10) Kotido, (11) Dokolo, (12) Mbale, (13) Tororo, (14) Busia, (15) Namayingo, (16) Bugiri, (17) Iganga, (18) Mayuge, (19) Jinja, (20) Kamuli	The Better Outcomes for Children and Youth in Eastern and Northern Uganda (BOCY) is an integrated community services delivery program (<i>including education components</i>) working to address the long-term needs of vulnerable families in 20 districts in Eastern and Northern Uganda. The program works to improve the health, nutrition, education and mental well-being of orphans and vulnerable children (OVC) and reduces abuse, exploitation and neglect among this population. It empowers OVC, youth and their caregivers economically so that they may access core services effectively. It also supports local government and community structures, including civil society organisations, to increase the quantity and improve the quality of core services for OVC, youth, children and their caregivers. **Education components include support for education subsidies and child protection and case management services for learners.	\$ 10,519,630.00 (Off-Budget)
USAID	Sustainable Outcomes for Children and Youth In Central and Western Uganda (SOCY) (1) Bushenyi, (2) Gomba, (3) Hoima, (4) Ibanda, (5) Isingiro, (6) Kabale, (7) Kagadi, (8) Kanungu, (9) Kibaale, (10)	The Sustainable Outcomes for Children and Youth in Central and Western Uganda (SOCY) is an integrated community services delivery program (<i>including education components</i>) working to address the long-term needs of vulnerable families in 17 districts in Central and Western Uganda. The program works to improve the health, nutrition, education and mental well-being of orphans and vulnerable children (OVC) and reduces abuse, exploitation and neglect among this population. It empowers OVC, youth and their caregivers economically so that they may access core services effectively. It also supports local government and	\$ 9,867,296.00 (Off-Budget)

<i>Donor</i>	Name Of Project/Location	Brief Project Description	Fy2018/19 Spent
<i>World Bank</i>	Kiruhura, (11) Kyenjojo, (12) Kyotera, (13) Luwero, (14) Mbarara, (15) Mitooma, (16) Mityana, (17) Ntungamo, (18) Rakai, (19) Rukiga, (20) Rukungiri, (21) Sheema, (22) Wakiso.	community structures, including civil society organisations, to increase the quantity and improve the quality of core services for OVC, youth, children and their caregivers. **Education components include support for education subsidies and child protection and case management services for learners.	
	Development Response to Displacement Impacts Project (DRDIP) Refugee hosting districts	To improve access to social services, expand economic opportunities, and enhance environmental management for the host communities impacted by refugee presence in the targeted areas of Uganda	\$ 5,377,333.00 (On-Budget)

CHAPTER 9 - INTERNATIONAL COMMITMENTS

This chapter covers progress made towards international commitments in the field of Education. It includes the Sustainable Development Goal 4 Agenda 2030 and African Union Agenda 2063. The two agendas are linked through the



Continental Education Strategy for Africa (CESA 2016–2025).

The CESA is the foundation on which the Continental Education Agenda is built for the remaining years up to 2063. It leans on the African Union Agenda 2063 and is a domestication of SDG4 - Agenda 2030.

9.1 CESA 16–25 and Sustainable Development Goal 4 - Agenda 2030

9.1.1 Introduction

The SDG4-Education 2030 Framework for Action, was formally adopted at a high-level meeting alongside the 38th session of the General Conference of UNESCO in November 2015, it serves as the overall guiding framework for the implementation of SDG4-Education 2030.

It outlines strategies on how to translate into practice the commitment made in Incheon, Korea in 2015 at global, regional and national level. The SDG 4 is “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. Individual countries are expected to translate the global SDG 4 targets into achievable national targets based on the educational priorities, and national development strategies by developing a clear road map in light of the country context and national education development needs.

The Continental Strategy for Africa (CESA) is the foundation on which the Continental Education Agenda is built for the remaining years up to 2063. It leans on the African Union Agenda 2063 and is a domestication of SDG4 –Agenda 2063.

9.1.2 The SDG4 Road map

Uganda has developed a road map for implementation of SDG4. It outlines the national legal and policy context, the national planning context, Implementation context, M&E context, Governance and Management context.

9.1.2.1 The Legal and policy context

The legal framework for delivery of education services is based on the Constitution of the Republic of Uganda (1995). All the legal documents which guide the provision of education are hinged on this constitution. The National Education Sector Policy framework is based on the Government White paper (1992). It is the umbrella under which all education sector policies are developed. On the basis of the policies the current Education and Sports Strategic plan (ESSP 2017/18-2020/21) was developed. The Government White paper is currently under review and this may necessitate the review of some of the current sector policies and plans.

9.1.2.2 The National Planning Context

Education planning in Uganda is guided by the Sector Wide Approach (*SWAp*) where all stakeholders are involved in the planning and implementation of Sector plans. This arrangement entails the Ministry of Education and Sports (*MoES*) working together with key stakeholders including donors to agree on key priorities, and allocation of resources in a manner that enhances efficiency and effectiveness. Within the *SWAp*, the Government leads the implementation of education activities while the donors contribute funds to support jointly agreed sector priorities.

The education sector strategic plans are prepared in a consultative process. The process is guided by political commitments, sector priorities and international commitments (*i.e. CESA & SDG4*) among others.

This plan is result based with strategies and costings that outline the sector priority objectives and strategies guided by four broad outcomes namely, equitable access, quality, relevance, efficiency and effectiveness. The process to develop a successor strategic plan to the current one (2017/18-2020/21) is already underway. *ESSP* has to be focused to fit within the overall national planning framework which is the National Development Plan (*NDP*).

9.1.3 Monitoring and Evaluation Context

Monitoring of Uganda's education sector performance and programmes is required to give timely feedback to stakeholders on the efficacy of education programmes undertaken in achieving their objectives and their cost-effectiveness and sustainability. An effective M&E system is in place to inform the Education and Sports Annual Performance Report (*ESSAPR*).

The Monitoring and evaluation has both formative and summative functions. These are routine activities which are institutionalised and used as decision support tools to improve the management and delivery of education. The framework takes a sector-wide approach to monitoring and evaluation, rather than disparate or unconnected activities. All monitoring and evaluation activities are looked at as components of the sector wide system. The framework has a co-ordinated system of data collection, processing, information management, reporting and feedback. All this is done through a meaningful, yet manageable, set of reporting mechanisms that inform decision-making and good sector management.

The Education Management Information System, *EMIS*, is the backbone of a Monitoring and Evaluation Framework, providing school-level data for many of the indicators specified by The Education Sector Strategic Plan (*ESSP*) and Medium Term Budget Framework (*MTBF*).

EMIS is essentially a database of all schools in the education system, and traditionally gathers data annually by means of a school census. The utility of the *EMIS* depends on the quality of the data collection instrument. It provides reliable data on key variables of pupils, teachers, physical infrastructure, instructional materials and management. Additional data for monitoring and evaluation is obtained from line ministries and Education Development Partners (*EDPs*).

9.1.4 Management and Governance Context

There is a distinct management structure for managing education in Uganda nationally up to grass-root level, characterized by checks and balances. There is a hierarchy at the centre and a decentralized hierarchy but there is a system of accountability that leads to the top.

Politically the Ministry of Education and Sports is headed by a Minister who oversees the ministry. The minister is deputized by three State Ministers including primary education, higher education and sports. Under these, there is a technical structure of civil service which is headed by the Permanent Secretary. The technical structure implements and manages processes of government policy for education. At the regional and sub-regional levels up to district level the local government structures support the central governance systems to manage the education enterprise in the country.

The Ministry of Education and Sports works symbiotically with the Ministry of Local government in the management of pre-primary and primary education. Secondary education ought to have been decentralized but the implementation mechanisms have not been fully realized. At the local government level, there are District Education Officers who are supervised by the Chief Administrative Officer.

In the management and governance of education, the MoES also engages with line ministries, private sector, Education Development Partners (*EDPs*), Civil Society Organizations (*CSOs*), Faith-based Organizations, etc. which are partners to the ideals of attaining national education goals and Sustainable Development Goal 4 (*SDG 4*).

There are oversight and legislative bodies like the parliament specifically the committee for education that advocate for the attainment of the educational goals.

9.1.5 Harmonization of SDG4 and CESA

- (i) Following the adoption of the SDG4, countries committed to report progress of their achievements on an annual basis to the UN system. As the lead agency for the SDG4 Education 2030, UNESCO in collaboration with the SDG4 co-conveners organized a number of activities to support the integration of the SDG4 in the national education development plans, policies and M&E systems at the global continental and regional levels.
- (ii) More recently this year (2019), UNESCO and the African Union organized the Pan African Conference on Education (*PACE*) in Nairobi that involved the 54 African countries. Harmonization between the SDG4 and the CESA 16 - 25 was the major focus of this initiative. In the *PACE*, participants including 40 ministries of Education in Africa committed themselves to “Strengthening National Assessment and Monitoring mechanisms for CESA 16 - 25 and SDG4 Education 2030 targets and commitments. They agreed to use the results of these assessments to improve the performance of education systems to enhance equity, quality and relevance of educational outcomes at all levels and to strengthen public accountability, transparency and responsiveness.”
- (iii) Since 2017 some countries have expressed the need for support to establish a SDG4 M&E framework in order to ensure they report their progress and for data analysis and utilization to support evidence based policies and planning in education. In response to this request, UNESCO and its partners organized a regional workshop on the development of a national framework for monitoring the CESA 16-25 and SDG4. The main objective of this workshop was to support the establishment of national M&E mechanism for the CESA 16-25 and the SDG4 Education 2030 and ultimately the AU 2063 agenda.

9.1.5 M&E FRAMEWORK FOR MONITORING CESA AND SDG4 NATIONAL TARGETS

The national framework for monitoring CESA and SDG4 national targets includes the goal, outcomes, intermediate outcomes/strategic objectives and products/outputs.

9.2.1 Goal: To effectively report on CESA and SDG4 national targets.

9.2.1.1 Outcomes:

- (i) By 2030, Uganda generates at least four evidence based reports on the CESA and SDG4 national targets; and
- (ii) By 2030, at least 70% of Education personnel demonstrate improved capacities and competencies to report on CESA and SDG4 national targets

9.2.1.2 Intermediate outcomes/strategic objectives

- (i) A functional CESA & SDG4 National Task Force which reports on national targets on an annual basis
- (ii) International commitments in education (SDG4, CESA) are mainstreamed in the national legislation, education policies, plans and strategies
- (iii) Data for monitoring CESA & SDG4 national targets are mainstreamed in the national data collection systems
- (iv) Resources are committed for effective Monitoring and Evaluation.

Products of Strategic objective 1: *A functional CESA & SDG4 National Task Force which reports on national targets on an annual basis*

- (i) Product 1: Nomination/designation of members of the CESA & SDG4 task force and defining their ToRs
- (ii) Product 2: Approved work plan for the Taskforce
- (iii) Product 3: Integration of CESA & SDG4 indicators into the education sector M&E Framework
- (iv) Product 4: Reporting template for CESA & SDG4

Products of Strategic objective 2: *International commitments in education (SDG4, CESA) are mainstreamed in the national legislation, education policies, plans and strategies*

- (i) Product 1: Align CESA & SDG4 with national legislation
- (ii) Product 2: Gap analysis done in relation to on-going programmes
- (iii) Product 3: Cascade CESA & SDG4 to local governments
- (iv) Product 4: Gap analysis on existing policies

Products of Strategic Objective 3: *Data for monitoring CESA & SDG4 national targets are mainstreamed in the national data collection systems*

- (i) Product 1: Data gap established
- (ii) Product 2: Revised data collection to take care of CESA & SDG4
- (iii) Product 3: Quality data produced and disseminated
- (iv) Product 4: Recommendations in the reports implemented and tracked

Products of Strategic objective 4: Resources are committed for effective Monitoring and Evaluation.

- (i) Product 1: Funding gap for M&E established
- (ii) Product 2: Improved funding for M&E of CESA & SDG4
- (iii) Product 3: Staffing gap for M&E function established and filled
- (iv) Product 4: Reports for CESA and SDG4 produced and submitted in time

9.2 Reporting obligations

In the medium to the long term, countries monitoring reports will document achievements towards the AU agenda and the SDG 4 Education 2030 on a regular basis. Their compilation will constitute evidence and instrumental inputs to the final agenda reports (SDG4 and CESA-AU). A common reporting cycle for CESA 16-25 and SDG4 will be followed by all countries. There is a standard structure for the M&E Framework for CESA 16-25 and SDG4 which was agreed at the Addis 2018 Workshop. Countries are required to finalize their M&E framework for CESA and SDG4 and to report annually on progress made on implementation of CESA and SDG4 targets. Countries are encouraged to continue networking in order to share each other's experiences of implementing CESA and SDG4. Table 9.1 shows the performance **against the 43 SDG 4 Indicators**.

Table. 9.1: Performance against the 43 SDG 4 indicators for the Ministry of Education and Sports from FY 2015/16 to FY 2018/19

Primary and Secondary Education					
Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes					
Indicator 4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex					
4.1.1	Proportion of children and young people:				
	(a) in grades 2/3 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	<u>Literacy at P3</u> Boys 59% Girls 61.3% Average 60.2% <u>Literacy at P6</u> Boys 51.6% Girls 52.2% Average 51.9% <u>Numeracy at P3</u> Boys 73% Girls 70.6% Average 71.7% <u>Numeracy at P6</u> Boys 56.9% Girls 48.2% Average 52.6%	<u>Literacy at P3</u> Boys 59% Girls 61.3% Average 60.2% <u>Literacy at P6</u> Boys 51.6% Girls 52.2% Average 51.9% <u>Numeracy at P3</u> Boys 73% Girls 70.6% Average 71.7% <u>Numeracy at P6</u> Boys 56.9% Girls 48.2% Average 52.6% ** Data for 2015/16 results maintained as NAPE study not conducted in FY 2016/17	FY18/19 <u>Literacy P3</u> Boys 47.4% Girls 52.5% FY18/19 <u>Literacy P6</u> Boys 52.7% Girls 53.5% FY18/19 <u>Numeracy P3</u> Boys 54.3% Girls 56.1% FY18/19 <u>Numeracy P6</u> Boys 45.9% Girls 56.2%	
	(b) at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	<u>Reading/English</u> Boys 89.9% Girls 79.2% Average 84.5% <u>Mathematics</u> Boys 81.7% Girls 77.5% Average 79.5%	<u>Reading/English</u> Boys 85.9% Girls 82.1% Average 84.0% <u>Mathematics</u> Boys 78.2% Girls 71.9% Average 75.0%	FY18/19 Average 91.4%	PLE pass rates
	(c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	<u>Reading/English</u> Male 81.4% Female 83.3% Average 82.0% <u>Mathematics</u> Male 81.0% Female 77.3% Average 79.2%	<u>Reading/English</u> Male 72.2% Female 75.1% Average 73.6% <u>Mathematics</u> Male 64.8% Female 56.7% Average 60.8%	FY18/19 Male 88.6% Female 85.7%	
4.1.2	Indicator 4.1.2: Administration of a nationally-representative learning assessment				
	(a) in Grade 2 or 3;				YES under NAPE

	(b) at the end of primary education; and			91.4%	YES –PLE
	(c) at the end of lower secondary education			87.2%	YES-UCE
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)				
	(a) Gross intake ratio at primary	152%	155%		
	(b) Gross intake ratio at lower secondary		37%		
4.1.4	Completion rate (primary education, lower secondary education, upper secondary education)				
	(a) Completion rate at primary	61.6%	61.5%		
	(b) Completion rate at lower secondary	36.2%	37.8%		
	(c) Completion rate at upper secondary		12.7%		
4.1.5	Out-of-school rate (primary education, lower secondary education, upper secondary education)				
	(a) Out of school rate for primary	9%	4%		We take the difference between NER and 100%
	(b) Out of school rate for lower secondary	78.2%	76%		Difference between NER and 100%
	(c) Out of school rate for upper secondary				Difference between NER and 100%
4.1.6	Percentage of children over-age for grade (primary education, lower secondary education)				
	(a) Percentage of children over-age for primary education		Male 15.8% Female 14.8% Total 15.3%		Number of pupils above 12 years divide by number of children in primary school
	(b) Percentage of children over-age for lower secondary education		Male 40.7% Female 34.1% Total 37.5%		Number of students above 16 years divide by number of children in lower secondary
4.1.7	Number of years of (a) free and (b) compulsory:				
	(a) Primary education guaranteed in legal frameworks	7 years free	7 years free		Primary education is free but not yet compulsory
	(b) Secondary education guaranteed in legal frameworks	7 years free	7 years free		Secondary education is free but not yet compulsory
Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education					

		Indicator 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex		
	Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex			This requires regular surveys
	Indicator 4.2.3: Percentage of children under 5 years experiencing positive and stimulating home learning environments			This requires regular surveys
	Indicator: 4.2.4: Gross early childhood education enrolment ratio in:			
	(a) pre-primary education; and	9.88%	16%	
	(b) and early childhood educational development			
	Indicator: 4.2.5: Number of years of:			
	(a) free pre-primary education guaranteed in legal frameworks	0	0	Pre-primary education is private-sector driven
	(b) compulsory pre-primary education guaranteed in legal frameworks	0	0	This requires a policy review
	TVET and Higher Education			
	Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university			
	Indicator: 4.3.1: Participation rate of youth and adults in:			
	(a) Formal education and training in the previous 12 months, by sex (Total)	89,747	95,841	This is enrolment in all formal TVET institutions
	(i) Male	57,296	59,877	
	(ii) Female	32,451	35,964	
	(b) Non-formal education and training in the previous 12 months, by sex (Total)	16,156	9808	Funds allocated reduced from 3bn in FY 2015/16 to 2.085bn in FY 2016/17
	(i) Male	6,661	4,564	
	(ii) Female	9,495	5,244	
	Indicator 4.3.2: Gross enrolment ratio for tertiary education by sex	6.8%	7.8%	
	(a) Male			
	(b) Female			
	Indicator 4.3.3: Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex			
	(a) Male			
	(b) Female			
	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship			This requires a survey
	Indicator 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill			This requires a survey
	Indicator 4.4.2: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill			This requires a survey

Indicator 4.4.3: Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation				This requires a survey
Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations				This requires a survey
Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated				This requires a survey
Indicator 4.5.2: Percentage of students in primary education whose first or home language is the language of instruction				This requires a survey
Indicator 4.5.3: Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations				There is a formula for allocating funds to gender and disadvantaged groups
Indicator 4.5.4: Education expenditure per student by level of education and source of funding (<i>Uganda shillings</i>)				This includes only Government sponsored students and covers both recurrent and development expenditure
a. Primary	159,845	172,696		
b. Secondary	567,120	547,897		
c. BTVET	13,031,798	14,407,971		
d. Tertiary (Universities)				
Indicator 4.5.5: Percentage of total aid to education allocated to least developed countries				This excludes budget support and off-budget support
a. Percentage of education budget funded by donors	9.9%	16.2%		
b. Percentage of education budget funded by GoU	90.1%	83.8%		
Target: 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy				This can be obtained from UBOS household surveys
Indicator 4.6.1: Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex				This can be obtained from UBOS household surveys
Indicator 4.6.2: Youth/adult literacy rate				This can be obtained from MoGLSD
Indicator 4.6.3: Participation rate of illiterate youth/adults in literacy programmes				This can be obtained from MoGLSD
Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development				
Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment				This requires regular surveys

Indicator: 4.7.2: Percentage of schools that provide life skills-based HIV and sexuality education			This requires regular surveys
Indicator 4.7.3: Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)			This requires regular surveys
Indicator 4.7.4: Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability			This requires regular surveys
Indicator 4.7.5: Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience			This requires regular surveys
School Environment			
Target 4.a: : Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all			
Indicator 4.a.1: Proportion of schools with access to:			
(a) electricity;			
(b) Internet for pedagogical purposes; and			
(c) computers for pedagogical purposes			
Indicator 4.a.2: Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse			This requires regular surveys
Indicator 4.a.3: Number of attacks on students, personnel and institutions			This requires regular surveys
Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries			
Indicator 4.b.1: Volume of official development assistance flows for scholarships by sector and type of study			This information can be obtained from available records
Indicator: 4.b.2: Number of higher education scholarships awarded by beneficiary country	4000		We take the total number of students on government scholarships in Public Universities by gender
Proposed indicator: Number of students benefiting from the higher education loan scheme			
Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States			
Indicator 4.c.1: Proportion of teachers in:			
(a) Pre-primary education; who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex		13000 Teachers	

(b) Primary education; who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex			78,921 Teachers	We shall assume all teachers who lower primary have Grade III qualifications
(c) Lower secondary education; who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex			3,581 Teachers	We shall assume all teachers who teach at lower secondary have at least Grade V qualifications
(d) Upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex				We shall assume all teachers who are degree holders teach at upper secondary
Indicator 4.c.2: Pupil-trained teacher ratio by education level				
a. Primary level	43	43		
i. Public schools	53	54		
ii. Private schools	23	22		
b. Lower Secondary level	22	22		
i. Government schools				
ii. Private schools				
Indicator 4.c.3: Proportion of teachers qualified according to national standards by education level and type of institution				
a. Primary level				
b. Lower secondary level				
c. Upper secondary level				
Indicator 4.c.4: Pupil-qualified teacher ratio by education level				
a. Primary level				
b. Lower secondary level				
c. Upper secondary level				
Indicator 4.c.5: Average teacher salary relative to other professions requiring a comparable level of qualification				
a. Primary level		408,135	p	This will be computed by level.
b. Lower secondary level		417,769		This is the minimum salary earned at these levels
c. Upper secondary level		706,785		
Indicator 4.c.6: Teacher attrition rate by education level				
a. Primary level				This is possible to track in government institutions
b. Secondary level				
c. Upper secondary level				
Indicator 4.c.7: Percentage of teachers who received in-service training in the last 12 months by type of training				
a. Primary level			1053	This requires a survey
b. Lower secondary				
c. Upper secondary level				

CHAPTER 10- IMPLEMENTATION OF THE NRM MANIFESTO (2016-2021)

In the third year of its implementation, the sub sector continued with the implementation of the H.E Presidential Manifesto (2016-2021) Commitments to improve access and education outcomes at all levels of education and sports. The table 10 below provides a summary of the commitments structured according to the different sub sectors.

10.1 Progress in the Implementation of the President's Manifesto FY 2016-2021

The pending commitments, targets, achievements encountered in the implementation of these interventions are structured according to the different sub sectors (*i.e Pre-primary and primary Education, Secondary Education, BTVET, Higher Education and Physical Education and Sports*) as reflected in table 10.1 below.

10.2 Challenges

The following challenges were faced:-

- (i) High population growth rates leading to high Pupil/Student Classroom Ratios.
- (ii) Inadequate resources amidst spending pressures. As such, the following have been greatly affected:-
 - (a) Timely grant-aiding of more Schools
 - (b) Recruitment of teachers especially in Primary Schools
 - (c) Completion of incomplete physical structures scattered around the country.
- (iii) Low community participation and teacher absenteeism.

Table 10.1: Implementation of outstanding Commitments in the Education Sector

Primary Education Subsector		
Commitment	Targets	Status of implementation
<p>1. Development of Primary Teacher Training</p> <p>Due to the need to ensure proper mental development of our children and as a means of preparing them for formal primary education, as an initial step, we will introduce ECD training in existing Primary Teachers Colleges (PTCs), development of a relevant ECD training curriculum and provide the necessary supervision support.</p>	<p>Payment of capitation grants to 16,239 teacher trainees in 46 PTCs</p>	<p>(i) Pre-primary education continues to be managed by the private sector;</p> <p>(ii) Government provides the curriculum, and guidelines on minimum standards for schools;</p> <p>(iii) Under the revised teacher education curriculum, ECD is compulsory in Year One and elective in Year Two (when one specializes either in ECD or upper primary);</p> <p>(iv) A total of 46 PTC's received payment of capitation grants amounting to Ushs. 12.641bn;</p> <p>(v) A total of 1,053 care givers were trained under UTSEP P in 53 districts throughout the country.</p>
<p>2. Classroom construction</p> <p>Construction of classrooms to meet targets of 50:1 pupil classroom and pupil-teacher ratio.</p>	<p>To Construct a total of 528 classrooms 84 Administration blocks, 84 Five-stance VIP latrines for boys and girls, 168 Two-stances VIP latrines for teachers, and supply 84(5,000 litre water tanks) in 84 government primary schools.</p>	<p>(i) Under the Uganda Teacher and School Effectiveness Project (UTSEP). A total of 528 classrooms, 84 Administration blocks, 84 Five-stance VIP latrines for boys and girls, 168 Two-stances VIP latrines for teachers, and supply 84(5,000 litre water tanks) in 84 government primary schools.</p> <p>(ii) Under the School Facilities Grant a total of 86 teacher's houses were built under a number of local governments throughout the country</p>
<p>3. Construction of Teachers' Houses</p> <p>Continue with the construction of teachers' houses to improve their welfare starting with head teachers and senior women teachers</p>		
<p>4. Primary School Construction</p>	<p>i.</p>	<p>Lack of adequate funds did not allow for schools to be constructed in parishes without UPE schools.</p>
Commitment	Target	Status of implementation
<p>5. Provision of Instructional Materials</p> <p>ii.</p> <p>Continue the implementation of the Scheme of Service.</p>	<p>To procure a total of 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.</p>	<p>Under the Instructional Management Unit, the sector procured as planned and distributed a total of 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.</p> <p>iii.</p> <p>In addition, under Uganda Teacher and School Effectiveness Project, a total of 571,648 copies of learner primers and teacher's guides for P3 were supplied to 2,727 primary schools in 29 districts in FY 2018/19.</p>

<p><u>6. Enhancement of Inspection</u></p> <p>Pay additional allowances to teachers in the hard-to-reach areas</p>	<p>Functionality of the Teacher effectiveness and learner achievements system(Tela)</p>	<p>(i) The Teacher effectiveness and Learner achievement (TeLa) system to facilitate measurement of time on task in schools; and, in the classrooms became functional in sixty (60) Primary schools in the Districts of Amuria, Bukedia, Kaliro, Kamuli, kyenjojo, Kyegegwa, Mubende, Kyankwanzi, Amuru and Nwoya.</p> <p>(ii) Under School Health Reading Program, a total of 158 CCTs were trained and equipped with 383 Nexus tablets to use in their monitoring and support supervision activities.</p>
<p><u>7.Establishment of a semi- autonomous body(Inspectorate) of schools</u></p>	<p>An established semi-autonomous inspectorate body</p>	<p>In an effort to strengthen inspection in the education institutions, the Directorate of Education Standards has a proposal in place on the restructuring of the Directorate, awaiting approval</p>
<p><u>8.Implementation of the continuous assessment examination system and integration of results in final marks</u></p>		<p>NCDC continues to develop guidelines that will help forge a way forward in the development of a national framework on continuous assessment that will be able to guide policy. However the development of an integrated examination system is still pending due to lack of funds.</p>
<p><u>9.Increase in community participation</u></p> <p>Increasing community participation in the affairs of the schools in their respective areas and report problems to Resident District Commissioners (RDCs) regarding teacher absenteeism and cases of sending away children from school for not paying contributions agreed upon by the Parent's and Teachers' Associations (PTAs). It's illegal to send away pupils whose parents haven't paid contributions agreed upon at school.</p>	<p>Hold stakeholders dialogues in Local Governments</p>	<p>(i) Under School Health Reading Program, a total of 1,000 SMC/PTA members were trained and sensitized on their roles and responsibilities;</p> <p>(ii) Conducted orientation workshops/stakeholders dialogues on the implementation of the Integrated Early Childhood Development approach system in districts of Adjumani, Lira, Kaliro and Kotido.</p>

<p><u>10.Provision of a mid-morning meal and school uniform</u></p> <p>Continue sensitizing parents on feeding their children and providing uniforms</p>	<p>Procure and distribute assorted tree seedlings in equal proportions of : 320kgms gobe seeds; 3000 tins of Indian sukumawiki; 3000 kgs of maize seeds; 340 kgms of peace seeds; 400kgms of beans to; 5680 kgms of sorghum seeds; 746 liters of pesticides; 1200kg egg plants seeds; 871 packs of 50gms tomato seedlings; 256tins 50gms of onion seeds; 256tins of cabbage seeds; 720 pcs hand hoes; 150 pcs slashes to 15 schools; 100 pcs of pangas; 575 fruit tree seedlings and, 260 pcs of watering cans in the districts of Karamoja, Abim, Amudat, Kaabong, Kotido, Kotido M/C, Moroto, Moroto M/C, Nakapiripit, Napak and Nabilatuk.</p>	<p>The government has continued to sensitise parents/guardians on their responsibility to provide meals for their children while in school. A circular on the school feeding guideline was sent to all the local governments.</p> <p>In addition, in an effort to encourage self-reliance and school gardening under the Karamoja School Feeding Program; the sub sector distributed in equal proportions: 320kgms gobe seeds to 32 Schools; 3000 tins of Indian sukumawiki to 52 Schools; 3000 kgs of maize seeds to 72 Schools; 340 kgms of peace seeds to 34 selected schools; 400kgms of beans to 32 Schools; 5680 kgms of sorghum seeds to 72 Schools; 746 litres of pesticides to 72 Schools; 1200kg egg plants seeds to 50 Schools; 871 packs of 50gms tomato seedlings to 52 schools; 256tins 50gms of onion seeds to 32 Schools; 256tins of cabbage seeds to 32 Schools; 720 pcs hand hoes to 42 selected schools; 150 pcs slashes to 15 schools; 100 pcs of pangas to 20 schools; 575 fruit tree seedlings were distributed to 23 schools and, 260 pcs of watering cans to 42 selected schools in the districts of Karamoja, Abim, Amudat, Kaabong, Kotido, Kotido M/C, Moroto, Moroto M/C, Nakapiripit, Napak and Nabilatuk.</p>
<p><u>11. Enhance Teachers' Salaries</u></p>		<p>(i) The Ministry of Finance Planning and Economic Development provided an increment of 25% in FY 2012/13, as additional funds to teachers which was progressively increased by 15% in FY 2014/15 and finally by 10% in FY2015/16 bringing the overall increase to 50%; and,</p> <p>(ii) The Wage bill for Primary School teachers has increased by U.shs.239.226 Billion from Ushs.779.450 Billion in FY2015/16 to U.shs.918.676 Billion in FY2018/19.</p>
<p><u>Commitment</u></p>	<p>Target</p>	<p>Status of implementation</p>

<p><u>12.Provision of free sanitary pads</u></p> <p>The NRM Government will offer free sanitary pads to address the school dropout rate of girls</p>	<p>Sanitation and hygiene management promotion initiatives undertaken in selected schools</p>	<p>To support menstrual Hygiene Management the gender unit :-</p> <ul style="list-style-type: none"> (i) Conducted trainings of a total of 1,012 (476M; 541F) senior women and senior male teachers and 8,425 learners (4,666 girls; 3759 boys) from 450 schools from 25 districts on adolescent development, safe learning environment and gender responsive pedagogy; (ii) Developed a training manual for teachers and other stakeholders on menstrual hygiene management (MHM) with support from Plan International
<p><u>13.Reduction in School drop outs</u></p> <p>Sensitization of parents on dangers of marrying off underage girls. Every head teacher will be required to report to police any case of drop out due to underage marriage or pregnancy</p>	<p>Sensitise and advocate against child marriage and violence against children in schools in the districts of Karamoja sub region.</p>	<ul style="list-style-type: none"> (i) In collaboration with Uganda Red Cross Society and the Private sector launched the initiative on improving menstrual hygiene code named as “Keep a Girl in School Initiative”. The overall aim was to mobilize support towards sanitary wear for adolescent girls in schools; (ii) A total of 10,169 learners (6,800 Boys: 3,369 Girls) participated in the school level mentoring, with support of SESEMAT and Uganda Mathematics Society mentored learners from 70 primary schools in Karamoja region on adolescent development, safe learning environment and sexual and reproductive health; (iii) Due to the low participation and representation of girls in mathematics and science related subjects and fields; the Gender Unit in FY 2018/2019 organised the first science fair for the Karamoja region
<p><u>14. Monitoring and Support Supervision</u></p>	<ul style="list-style-type: none"> (i) Monitoring visits made to 200 primary schools; and Support supervision provided to private primary schools; (ii) To Monitor the delivery and usage of Instructional materials delivered to schools in 25 sampled districts 	<ul style="list-style-type: none"> (i) A total of 162 selected primary schools from 28 districts of (Bugweri Bugiri, Pallisa, Mityana Kamuli, Budaka, Hoima, Manafwa, Namayingo, Kabale, Kisoro, Kapchorwa, Kween, Bukwo, Kaberamaido, Ngora, Amoratar, Buyende, Luuka, Iganga, Namutumba, Jinja, Namayingo, Bugiri, Kamuli, Mayuge Kaliro and Bugwere). Translating into a 101 percentage performance. The sub sector also monitored 40 government primary schools in lower primary (i.e.P1 – P3) in Kapchorwa, Jinja, Bukwo and Kumi districts.focusing on sanitation and hygiene, girls education to name a few; (ii) In addition, monitored the monitored and support supervised teacher recruitment in 37 districts of (Kayunga, Tororo, Nakaseke, Luwero, Nakasongola, Kiryandongo, Hoima, Oyam, Kanungu, Rukungiri, Ntungamo, Mpigi, Kalungu, Kaliro, Bugweri, Gulu, Omolo, Kyankwanzi, Busia, Amuru, Iganga,

		Namutumba, Mayuge, Nwoya, Butambala, Kole, Alebtong, Pader, Otuke, Dokolo, Pakwach, Nebi, Moyo, Arua, Adjumani, Maracha, and Zombo (iii) Monitored the also monitored the state of instructional materials storage facilities, delivery, Usage, accessibility and management of Instructional Materials in 25 sampled districts of Soroti, Iganga, Mbale, Namutumba, Bukedea, Namayingo, Kamuli, Ngora, Bududa, Kapchorwa, Agago, Lamwo, Nwoya, Pader, Gulu, Otuke, Zombo, Buikwe, Mukono, Nakasongola, Mpigi, Masaka, Wakiso, Lwengo and Yumbe.
<u>15. Continue with implementation of the Karamoja Primary Education</u>	Construction (i.e classrooms, teachers' houses, dormitories, kitchens and fences) and rehabilitation of 21 primary schools	Project was completed and schools handed over in FY2016/17
<u>16. Provision of free scholastic materials such as mathematical sets, exercise books, pens and pencils</u>		This was not budgeted for in the FY2018/19 work plan.
Secondary Education Subsector		
Commitment	Target	Status of implementation
1. Construction of Seed Secondary Schools Continue with the policy of establishing a government secondary school in every sub county. In line with this policy, government will accept to take over community schools if communities willingly offer them	To construct 12 seed schools	Government has continued to construct seed schools in Sub Counties without a government secondary school. Out of the 12 seed schools that commenced construction works in FY 2017/18. Civil works were at completed in 9 schools, and 3 were at different levels of implementation under phase I; while under Phase II civil works are at different levels of implementation.
2. Classroom Construction Increase access through construction of more classrooms.		Under the Uganda Inter-government fiscal transfers for Results Program (UgIFT), 117 Sub-counties without a public Secondary School received funds in FY2018/2019 to construct new Seed School. Facilities include:- 06 Classrooms, a multi-purpose Hall, staff houses for 6 Teachers, an ICT laboratory, a Library, and Science Labs.
3. Construction of Teachers Houses		
4. Provision of instructional materials Improve student-teacher and student text book/scholastic material ratio in order to further improve the quality of secondary education	Procure a total of 19,060 textbooks (i.e 4,765 copies for mathematics; 4,765 copies for Physics; 4,765 copies for Chemistry; 4,765 copies for Biology) for 238 UPOLET schools. By the end of the FY, a total of 19,060 textbooks	In FY 2018/19, the sector procured:- (i) A total of 19,060 textbooks (i.e 4,765 copies for mathematics; 4,765 copies for Physics; 4,765 copies for Chemistry; 4,765 copies for Biology) for 238 UPOLET schools. By the end of the FY, a total of 19,060 textbooks; (ii) A total of 1,104 science textbooks:(372 for SESEMAT Centres

		and 732 copies of S 1 and S 2 teachers' guides,) and 20,000 copies of Senior Two Teaching References (5,000 Chemistry, 5,000 Physics, 5,000 Biology and 5,000 Mathematics), a spill over from FY 2017/18
5. <u>Rehabilitation of Model Secondary schools</u> Continue with the implementation of model schools in various regions of the country to enhance equity in delivery of higher and tertiary education	Rehabilitation of facilities in secondary schools completed(spill overs from FY 2017/18)	Civil works completed in:- (i) Kyenjojo S.S.- storeyed classroom block with multipurpose science rooms; (ii) St. Balikudembe Mitala Maria S.S.- ICT lab and Library block; (iii) Lake Mburo S.S- Administration block and 2stance VIP latrine block (iv) St. Paul's Seed Sch. Kagongi- multipurpose science room (v) Makerere College School -rehabilitation of storied facility (resource block) with science laboratory rooms
6. <u>Introduce the continuous assessment examination system at Secondary school level</u> Progressively improve the curriculum to meet the job market requirements.	Lower secondary curriculum reviewed	(i) The review of the Lower Secondary Curriculum is complete (ii) The subject menu has been reduced from 44 subjects to 20; content made lighter, and obsolete content removed. (iii) It integrates approaches that will increase learners' motivation to pursue careers in STEM (Science, Technology, Engineering, and Mathematics). (iv) It introduces project-based and problem-based learning so that learners become oriented towards a culture of problem-solving and reasoning. (v) The Curriculum seeks to promote entrepreneurship so that our young people can become engaged in production and not just job-seeking.
7. <u>Recruit secondary school teachers to meet the increasing demand</u>	Recruit and deploy teachers in 100 grant aided community schools	Recruited 2700 teaching and non-teaching staff for the 100 schools grant aided in FY 2017/18.
<u>Commitment</u>	<u>Target</u>	<u>Status of implementation</u>
8. <u>Strengthen soft skills which promote self – esteem, conscientiousness and a generally positive attitude</u>	Conduct East African Community writing competitions at national level	In addition, a total of approximately 258 participants from 51 schools from the different regions of Uganda took part in the East African essay competitions that were open to all students with entries in English, French and Kiswahili nationally.
9. <u>Strengthen basic learning techniques that prepare one for career positive attitude</u>		Awaiting the implementation of the reviewed lower secondary curriculum

10. <u>Strengthen early talent identification and nurturing</u>	(i) Organize MDD competitions for all sub regions in the country	(i) In FY 2018/19 a total of 61(41 from Uganda) secondary schools with 3121 students: from both Uganda (2.654) and Kenya (467) participated in the National Music, Dance and Drama competitions that were held in Lira district under the theme “Vision 2040; harnessing young people’s potential for Uganda’s social economic transformation”
11. <u>Promote e-learning and computer literacy in order to enhance learning outcomes</u>	To provide maintenance of solar systems in 560 secondary schools with access to computer laboratories	A total of 453 schools out of 560 secondary schools with access to computer laboratories had their solar systems maintained.
12. <u>Provision of free sanitary pads</u>		Please refer to Commitment No.7 under Primary sub sector.
13. <u>Provide free scholastic materials such as geometry sets, exercise books, pens and pencils</u>		This was not budgeted for in the FY 2018/19 work plan.

BTJET Subsector		
Commitment	Target	Status of implementation
<p>1. <u>Provide every District with at least vocational /technical school by the end of 2021</u></p> <p>Continue with the programme of establishing Technical and Vocational Institutes in each constituency but initially starting with districts. So far 70 districts have benefitted from the programme and 32 will be covered. In addition. We will rehabilitate and equip BTJET institutions.</p>	Complete civil works at 7 BTJET Institutions	<p>(i) In FY 2018/19 civil works (roll overs from FY 2017/18) of boy’s dormitories were completed in Butabika School of Psychiatric Nursing, and Kabale School of Nursing and the girl’s hostel at Arua School of Comprehensive Nursing was at 90% completion level.</p> <p>(ii) Civil works at Kiruhura T.I under Phase 1(i.e Administration Block, 2 Classroom block, Multipurpose Hall, 2. No. of workshops, 2 No.5 stance, Multipurpose Hall, 2 No. Workshops, 2 No.5 Stance and 1 No.2 stance completed). Civil works on Library, Kitchen, 4.2 Stance VIP Latrines, 4.5 Stance VIP Latrines and 2-4 Unit Shower blocks were completed;</p> <p>(iii) Civil works (administration block) at Bukooli Technical school at 55% progress; but to name a few.</p>

<p>2. <u>BTVET Curriculum Enhancement.</u></p> <p>Increase international certification, particularly in such areas as oil, gas, industrial machinery, transport and other technicians' certification</p>	<p>Courses certified under the City and Guilds accredited programmes</p>	<p>(i) A total of 5 Competence-Based-Training curricula in oil and gas trades were developed. These includes, curriculum for (i) Upstream operators, (ii) Downstream operators, (iii) Electrical Maintenance Technicians (iv) Mechanical Maintenance technician and (v) Instrumentation and control technicians to be delivered under UPIK.</p> <p>(ii) While 4 Competence-Based-Training curricula in oil and gas trades were developed under UTC Kichwamba. These included; (i) Welding and fabrication, (ii) Plumbing and pipe fittings, (iii) Carpentry and joinery and Electrical installation.</p>
<p>3. <u>BTVET Curriculum Reform</u></p> <p>Institutionalize internship and apprenticeship, with the view to increase exposure of the up-coming labour (Students) to work systems and practices. Furthermore, we will promote collaboration between BTVET Institutions and the private sector to facilitate imparting of practical knowledge and skills in the students</p>		<p>In FY 2018/19 a total of 335 domestic Electricians (Kamyufu) from Electricity Regulation Authority from Kampala, Jinja, mbale and Bushenyi, 97 inmates from Uganda prisons from Kaazi, Luzira Murchison Bay and Murchison Upper Prison in the occupation of Tailor, Carpentry&joinery, Welder, Farmer , 30 UPDF candidates in the occupations Motor Electrician, Motor Vehicle Mechanic, Fitter Machinist, Welder ;and ,412 NWSC Industrial Plumbers / Technicians were Assessed</p>
<p><u>Commitment</u></p>	<p><u>Target</u></p>	<p><u>Status of implementation</u></p>
<p>4. <u>Establishment of a Skills Development agency to enhance our focus on post- education and training skills which are critical for improved productivity</u></p>	<p>Establish a skills Development Agency</p>	<p>The TVET Policy was passed by Cabinet in January 2019; paving way for the establishment of a TVET Council instead of an Authority;</p> <p>The TVET Policy provides for enhanced participation of the private sector in informing the priorities of TVET through their respective Sector Skills Councils that are based on priority sectors of the economy.</p>
<p>5. <u>Promote and establish regional centers of excellence among BTVET institutions to ensure production of a critical mass of relevant technical skills.</u></p>	<p>4 BTVET centres of excellence established</p>	<p>Under Albertine Regional Sustainable Development Project (ARSDP), both UPIK and UTC Kichwamba are expected to be transformed into Centres of Excellence providing training in Oil and Gas related trades. It is being anticipated that these Institutions will be fully fledged Centres of Excellence (with all attributes of CoEs) by 2030.</p> <p>The MoES was finalising the designs of the workshops, classrooms and other non-curricula related facilities. These facilities are attuned to be at international standards of facilities for Oil and Gas training. Construction of the state of the art facilities were being expected to</p>

		commence by November 2019
6. <u>Review the BTJET curriculum to ensure that the technical institutions in the country produce technicians who meet the increasing requirements of various sectors of the economy</u>	Carry out 3 regional labour scans to provide effective and strategic use of labor market information to achieve better employment outcomes for beneficiaries' graduates	In FY 2018/19, the sub sector carried out a total of four (04) regional market labour scans in 14 districts (i.e. Kampala, Wakiso, Mpigi, Butambala Mityana, Moroto, Kween, Amudat, Napak, Nakapirit, Abim, Kaabong, Kotido Kayunga, and Mukono). Furthermore, tracer studies were conducted in the 5 beneficiary institutions under the Enabel Support to the Implementation of Skilling Uganda Strategy.
7. <u>Expand the Uganda Vocational Qualifications Framework for 60 occupations. Will be expanded from the current level three to five.</u>	4 Profiles occupations to be expanded from Level 3 – 5 by DIT	Developed and profiled seven occupations of:- (i) Herbalist - 72 Test Items developed with 60 for theory and 12 for performance levels 1-3; (ii) Hair dresser - 8 duties developed, 5 Core and 3 generic for levels 1-3; (iii) Agro –Forester - 9 duties developed, 6 core for Level 1-3 and 3 for industry led training Modules; (iv) Phone Repairer - UVQF Levels 1-3 with 33 written tests items; (v) Entrepreneurship - Level 1-3; (vi) Housemaid - Levels 1-3; and, (vii) Diary processor - 1-3.
8. Restructure the Directorate of Industrial Training (DIT) in order to facilitate the implementation of a National Accreditation, Assessment and Certification Programme (ACCP) to reduce youth unemployment. This programme will ensure that Ugandans, especially the youth , attain international standards/qualifications which will reduce unemployment	A Directorate of Industrial Training(DIT)	(i) The Ministry Of Public Service had reviewed the structure and proposed changes that accommodates progression i.e. position of commissioners and assistant commissioners included and expanded the DIT structure to meet standards of a national accreditation and certification directorate (ii) DIT is finalizing its affiliation to international standards/qualifications with BTEC (<i>British Technical Education Council</i>)
9. Increase the participation of women and disadvantaged persons such as PWDs in BTJET skills development programmes	19,170 of learners participating in BTJET skills development programmes	A total of 120(70M; 50F) PWDs have participated at different levels of learning under the non –formal education arrangement,
10. Enhance inclusiveness in skills recognition by implanting the Recognition of Prior Learning program (RPL)	Number of learners with prior skills attained assessed by the Directorate of Industrial Training	Under DIT, a total of 1,153 (993 M; 160F) learners with prior skills were assessed from 21 centres across the country.

Higher Education Subsector		
Commitment	Target	Status of implementation
<p>1. Supporting training of courses whose graduates are currently needed by the local job market</p> <p>iv. Provide a loan to students who are not directly sponsored by government.</p>	3,992 sponsored under the Higher Education Student's Financing Board.	<p>(i) In FY 2018/19, the sub sector continued to enhance access to tertiary education by approving loans to a total of 2,943 students (i.e 2,174 Male; 769 Female), out of 8,190 students (from 2014/15 – 2018/19). The number of beneficiaries has been increasing steadily from 1,448 (1,065 male; 383 female) beneficiaries in FY 2017/18, hence translating into a 2.3 percentage increase in performance.</p> <p>(ii) In addition, the government also supported 100 science education students at the University of Kisubi (formerly Kisubi Brothers) which is a constituent college of Nkozi University.</p>
2. Re-training and re-tooling of unemployed graduates		A proposal has been developed awaiting funding
<p>3. Rehabilitation of Public Universities</p> <p>v. Increase funding to universities to carry out research including private universities.</p>	3 public universities rehabilitated	<p>In FY 2018/19, facilities were completed and handed over, in two (2) public universities that include:-</p> <p>(i) Mbarara University School of Technology - Girls Hostel;</p> <p>(ii) Kyambogo University - 8 [eight] renovated Blocks (Blocks A to H) were completed; while,</p> <p>(iii) Civil works of a multipurpose block – Nagongera Campus (2 storied) were at 96% level of completion in Busitema University.</p>
<p>4. Open Soroti University</p> <p>vi. This will bring the number of public universities to seven, which is an indication of the NRM Government's commitment to providing university education to the people;</p>	Complete construction of Soroti University	In FY 2018/19, establishment of Soroti University was completed with its first intake scheduled to commence in August 2019.
<p>5. Establishment of Centres of excellence</p> <p>vii. Introduce Centres of excellence for technical and vocational training for post-secondary and tertiary students to enable production of a critical mass of high quality technicians that continue to be on great demand in the economy;</p>	4 centers of excellence established under the African Centers of Excellence	<p>The government has continued with the process to establish centres of excellence by carrying out preliminary activities like curriculum review; recruitment of students; and research programmes. These activities include:-</p> <p>(i) African Centres of Excellence recruited a total of 448 out of which 379 are Masters Students (80 female, 54 regional) while 79 (18 females, 184 regional) are PhD students at the Makerere Regional Centre for Crop Improvement, Materials Product Development and Nano Technology Centre at Makerere University,</p> <p>(ii) Reviewing Msc and Bsc programmes and revision /development of PhD programmes in Nanotechnology, Nano medicine, Mechanical</p>

		<p>Engineering, plant Breeding and Biotechnology; and, Master's programmes in Material and Product Development, Nano Medicine, Mechanical engineering, Technology and Innovation Development, Plant breeding and Seed System, Clinical Pharmacy, Pharmaceutical Analysis, Pharmacognosy.</p> <p>(iii) Developed short courses in Bioinformatics and Next Generation Sequencing techniques, Recombinant Protein Production, Human Monoclonal Antibody and Camelid Nanobody Technologies, welding technology, oil and gas technology, breeding program modernization, strategy optimization, management, Field experimentations, design & statistical analysis for research scientist</p>
<p>6. Enhancement of Science Technology Innovations</p> <p>viii.</p> <p>Support universities to effectively collaborate with the private sector in research and development work aimed at creating new technological innovations and products. In this regard, universities will be supported to establish and maintain incubation facilities for PhD graduates with promising science and technological innovations. Successful innovations will be provided with seed capital in form of affordable loans and grants so as to establish private companies for commercialization of their inventions. For proper implementation of this programme, universities will also be supported to specialize in particular disciplines;</p>	<p>Continue with completion of business incubation Centres in the 5 beneficiary institutions</p>	<p>(i) During the period under review, the higher education sub sector operationalised 6 out of 8 Business Incubation Centers in the beneficiary institutions were civil works were completed.</p> <p>(ii) Business Incubation Centres for Gulu University (<i>Cassava processing plant</i>) and Makerere University Agricultural Research institute, Kabanyolo (<i>i.e a refurbished Dairy Value chain -milking parlour</i>) were not operationalised pending modifications in the establishment of adequate storage for the prerequisite equipment.</p> <p>(iii) In addition, the Mbarara University of Science and Technology (<i>i.e. a forest gorilla trekking and lodging camp at Buhoma</i>) was not yet not operational by the end of the financial year.</p>
<p>7. Strengthening of the National Council for Higher Education</p> <p>ix.</p> <p>The National Council for Higher Education will be strengthened and empowered through increased funding and staffing to improve inspection and supervision of universities and other higher institutions of learning.</p>	<p>Accredit 636 new programmes, review 550 old programmes and monitor 3 public universities, 6 private universities and 25 Other Tertiary Institutions</p>	<p>A total of 353 Programs had been accredited, and monitored 33 Other Tertiary Institutions monitored and 5 other degree awaiting institutions.</p> <p>Furthermore, a total of 32 provisional licences and charters were provided.</p> <p>In addition under the African Centre of Excellence Project, One Master Programme in Physiology reviewed by MAPRONANO and submitted for accredited</p>

x.		
8. Accountability for non-tax revenue	Quarterly progress reports	Non Tax Revenue also called "Aid in Appropriation" (AIA) is part of the budget that parliament appropriates to each university and it is therefore monitored through the quarterly progress reports made by the universities.
xi. Operationalize the legal requirement for accountability for non-tax revenue collected by universities and other tertiary institutions;		
9. Development and Commercialisation of innovations		At Makerere University: (i) The Kayola electric cars and buses, manufactured by Kiira Motors Corporation, are currently being road tested within the City and beyond. (ii) Brian Gitta, a 24 year old Engineering student developed a device, called "Matibabu" that detects tell-tale signs of malaria by shining a red beam of light on the patient's finger; and diagnosis is ready to be shared to a mobile phone in a minute. Its red beam can detect changes in the colour, shape and concentration of red blood cells - all of which are affected by malaria. He won the Royal Academy of Engineering's Africa Prize
Sports subsector		
Commitment	Target	Status of implementation
1. Training of teachers of physical education.	A number of teachers trained.	In FY 2018/19, the subsector trained a total of 91 secondary schools teachers from the Eastern region were oriented on the teaching of PE.
2. Emphasise physical education and sports in the curriculum at all levels of education and training in the country.	Sports equipment procured	(i) Procured a total of 1,544 footballs,954 Volley balls,668 Netballs,600 Javelin, 600 Discs and 136 Shotput were procured for 107(32 sports schools and 75) secondary schools; (ii) Basketball courts were under construction in 7 sports schools that included:-Ntare School, St. Katerine S.S, Namilyango College, Sebei College Tegeres, Nabumali High School, Kibuli S.S and Iganga S.S.;
3. Strengthen policy and legal frameworks	Physical Activities and Sports (PAS) Bill developed.	Three consultative meeting on PAS Bill (2014) have been held
ii. Strengthen the policy and legal frameworks governing sports in order to enhance professionalism and integrity in sports. Complement this with support for training coaches of various disciplines to improve the performance		

and attain professionalism;		
4. Support the construction of sports facilities throughout the country. For instance the high altitude athletics training centre in Kapchorwa is under construction.	To construct Construction of 3km Jogging Track, Artificial Turf Field, & 6 lane Running Track, 1 Hostel Block, Site Roads & Parking, Pump House & Water Reservoir/Pond, Gatehouse and Fencing, and External Kitchen) continued.	Civil works were at different stages of implementation as shown below:- (i) 6 lane athletics track and artificial turf field - 75%; (ii) 3 KM jogging track - at 70 %; (iii) 1 Hostel block - 95%; (iv) External Kitchen - 90%; (v) Pump House and Reservoir - 60%; (vi) 300m Long site Roads and Parking - 50%; (vii) Gate House & Chain-link Fencing - 50%; (viii) Water supply system -Completed
5.Support all sports associations to identify and nurture talent at local and national level;	Facilitate Primary Schools National Ball Games Championship; Support Nurses Games and Secondary School's Ball Games I&II; and Athletics Championships	A total of Seven(7) national educational institutions sports championships were organised and conducted throughout the country where the sub sector facilitated and supported:- (i) Primary Schools National Kids and Special Needs Athletics, Fort portal - 36(SNE) participants (ii) Technical schools and Community Polytechnics National Games, Mubende - 1,446 participants; (iii) Primary School and SNE National Ball Games, Kaberamaido; (iv) Fresh Dairy Secondary Schools National Ball Games, Mbale - 2,281 participants (v) PTCs, Technical Institutions and Meteorological Colleges Games,, Soroti - 1,400 participants; (vi) Copa Coca – Cola Secondary Schools Boys Football Championships, Jinja - 1,218 participants; (vii) Secondary Schools National Swimming 2019, Kampala – 310 participants; (viii) Health Training Institutions National Games; Masaka - 2,800 participants (ix) FEASSA – Federation of East Africa Secondary, Musanze, Rwanda (x) Intercollegiate Games
6. Facilitate national teams to participated in international tournaments when they qualify	Support national teams	National Council of Sports in relation to international sports events supported and facilitated:- (i) The Uganda Cranes participation in the Africa Cup of Nations campaign in Egypt; (ii) The World Para- Olympics in London were David Emong won

		<p>gold in the men's 1500m T46;</p> <p>(iii) Uganda Athletics Federation under 18 Youth Championships in Nairobi, Kenya;</p> <p>(iv) World Boxing Championships in Germany were 1 bronze and 2 Silver medals were won;</p> <p>(v) World Cross Country Championships in Aarhus, Denmark were Uganda's Joshua Kiprui Cheptegei won a gold medal; and Silver won by Jacob Kiplimo who was four seconds slower at 31m.44sec;</p> <p>(vi) Larry Feni Graig and sprinter Jacent Nyamahunge who won gold in the 25m breaststroke and 100m run, respectively at Special Olympics World Games Abu Dhabi 2019.</p>
7. Work closely with different sports associations and develop a plan to develop respective sports disciplines in the country so that they excel at regional and international levels	Support 39 registered sports associations	<p>(i) A total of 39(i.e 8 critical and 31 national sports) teams were facilitated to participate in international competitions; and to revitalise the district sports councils throughout the country.</p> <p>(ii) The eight critical teams had outstanding performances at national, regional and international levels and they included:-<i>Association of Uganda University Sports, Federation of Uganda Football Association, Uganda Athletics Federation, Uganda Boxing Federation, and Uganda Netball Federation, Federation of Uganda Basketball Association, Uganda Rugby Union and Uganda Paralympic Committee..</i></p>
8. Promote sports in the country by doing the following	Develop and institute a policy of affirmative action for persons talented in sports	This is awaiting the approval of the PAS Bill.
(i) Develop and institute a policy of affirmative action for persons talented in sports	Provide bursaries and scholarships for elite athletes;	Students/talented sportsmen benefit from 40 slots per year of the Public University admission scheme for the excelling secondary students.
(ii) Provide bursaries and scholarships for elite athletes;	Put in place a national rewards scheme for excelling national athletes;	This is awaiting the approval of the PAS Bill.
(iii) Put in place a national rewards scheme for excelling national athletes;	Put in place a pension scheme for nationally acclaimed sports persons	This is awaiting the approval of the PAS Bill.
(iv) Put in place a pension scheme for nationally acclaimed sports persons	Put in place incentives for private sector investment in sports	Public Private partnership between the National Council of Sports and the private sector to invest in sports activities was approved by the Ministry of Finance and Economic Development (MoFPED)
(v) Put in place incentives for private sector investment in sports		
Special Needs Education		

Commitment	Target	Status of implementation
<i>1. Progressively revamp four regional institutions for PWDs – Salama P.S, Mbale S.S, Waksio S.S and Lalo P.S and also introduce marketable courses for them;</i>	Construct 2 dormitories and 1 block teachers' house of 4 units and 1 block of 2 classroom at Mbale School of the deaf	By the end of FY 2018/19, 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
<i>2. Operationalise the Special Needs and Inclusive Education Policy to improve accessibility, retention and completion rates of children with disabilities in education</i>		The Special Needs and Inclusive policy has been merged with the non-formal education policy to create the National Inclusive Education Policy. Consultations on the draft policy are on-going

ANNEXES

Annex 1: Terms of Reference for the 26th Education and Sports Sector Review

1.00 INTRODUCTION

- a) 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 2018/19 aimed 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).
- b) The theme for this year's ESSR is *"Enhancing Learning Achievements for 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's medium-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 2018/192,
- 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 partners³.

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.

³Ministerial Policy Statement FY 2018/19 was derived from the 2016-2021 NRM Election Manifesto, the NDP II, the Education and Sports Sector Strategic Plan 2017-2020 and International Commitments.

³E.g. USAID for EGRA, ENABEL for skills training among others.

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- 29th August 2019**.
- b) Invitations accompanied by the final ToR and documents for the Review will be issued to all invitees by **9th August 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.com and jamesmayoka@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:

- a. 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 ESSAPR 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 MoES will 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 3 panels 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 moderator⁴ 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.

The participants who will appraise the performance of the Education and Sports Sector for the period 1st July 2018 to 30th June 2019 will 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 ESSR Secretariat 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:

- a) Overall coordination, management and administration of the ESSR process. A matrix of actions leading to the Review will guide the management process.
- b) Writing the Annual Education and Sports Sector Performance Report (ESSAPR);
- c) Writing of the Aide Memoire;
- d) Capturing the proceedings of the Workshop; and
- e) Managing activities of the Press

6

WORKING DOCUMENTS FOR THE AUGUST 2019 REVIEW.

The working documents for the August 2019 ESSR include Terms of Reference for August 2019 Education and Sports Review (ESSR); Program for the August 2019 ESSR; Opening and Closing Speeches by First Lady and Minister of Education Sports and the Coordinator Education Development Partners; Education Sector Annual Performance Review Report for FY 2018/19; The Budget Monitoring and Accountability Unit of Ministry of Finance, Planning and Economic Development; AideMemoire for 2018 ESSR; Undertakings FY 2019/20 and High Level Sector Priorities for

⁴ The Education Development Partners (EDPs) in liaison with GoU will source the moderator from within or outside the confines of Ministry of Education and Sports. He/She will ensure active engagement of the audience in the discussions.

FY 2020/21; Paper on: "Re-Orienting Higher Education to address the 21st Century Learning and Development Challenges in Uganda and the African continent"; Five Papers on Institutional Effectiveness for Enhancing Learning Achievements: Best Practices, Challenges and Practical Recommendations; Education and Sports Sector Analysis (ESSA) Report 2019; Audio Visual Documentary; and, Winning Essays by Students.

7.0 POST-ESSR WORKSHOP ACTIVITIES

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

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

8.0 FINAL OUTPUT OF THE REVIEW

The final outputs of the Review are:

- Audio Visual Documentary.
- The Aide Memoire of the 26th ESSR.
- The Workshop Proceedings Report (electronic and hardcopies).

Annex 2: List of beneficiary primary schools under emergency construction project FY 2018/19

s/n	School	District	Scope of Works	Released funds	Work progress / Status
1	Sam Iga Memorial P/S	Wakiso	Construction of a 3-Classroom Block (Furnished)	114,798,995	Substantially completed
2	Kitende P/S	Wakiso	Rehabilitation of the Main Hall Block and Rehabilitation of a 2-Classroom Block with Office and Store.	153,400,000	Substantially completed
3	Kiwumulo-Kabira P/S	Rakai	Construction of a 3-Classroom Block (Furnished)	114,798,995	Substantially completed
4	Bugaya P/S	Buyende	Construction of a 2-Classroom Block; Rehabilitation of a 2-Classroom Block; Construction of two 5-Stance Lined latrine Blocks with Urinals/ Bathroom and Construction of a 2-Stance Lined latrine Block.	187,620,000	Completed
5	Gwase P/S	Buyende	Construction of a 2-Classroom Block; Rehabilitation of a 4-Classroom Block with offices and store; Construction of two 5-Stance Lined latrine Blocks with Urinals/ Bathroom and Construction of a 2-Stance Lined latrine Block.	199,085,326	Completed
6	Bulugo P/S	Jinja	Rehabilitation of a 2-Classroom Block and Completion of a 3-Classroom Block	101,952,000	Completed
7	Kigandalo P/S	Mayuge	Construction of two 5-Stance Lined Latrine Blocks with Bathroom / Urinals.	46,020,000	Substantially completed
8	Lwala Boys P/S.	Kaberamaido	Construction of a 3-Classroom Block (Furnished)	114,798,995	Substantially completed
9	Nansololo P/S	Kaliro	Construction of a 3-Classroom Block and a 5-Stance Lined Latrine Block with Bathroom / Urinals.	193,112,626	Substantially completed
10	Kabaale P/S	Wakiso	Construction of two 2-Classroom Blocks (furnished) and a 5-Stance Lined Latrine Block.	176,075,326	Substantially completed
11	St.Andrew Migadde P/S	Wakiso	Completion of 8 Classrooms with office and store.	141,600,000	Completed
12	Kikunyu Mixed COU P/S	Luwero	Construction of two 2-Classroom Blocks (Furnished)	153,065,326	Substantially completed
13	Kasaka COU P/S	Kalungu	Construction of a 3-Classroom block	128,525,363	Completed

s/n	School	District	Scope of Works	Released funds	Work progress / Status
14	Kinyansi P/S	Sembabule	Construction of a 3-Classroom block and Construction of a 5-Stance Lined Latrine Block.	153,065,326	completed
15	Muterere P/S	Bugiri	Construction of a 3-Classroom Block, Renovation of a 2-classroom block and Construction of two 5-Stance Lined Latrine Blocks with Bathrooms / Urinals.	196,470,000	completed
16	Murama P/S	Rukungiri	Construction of a 3-Classroom Block (Furnished); a 5-Stance Latrine Block with Bathrooms / Urinals and a 2-Stance Latrine Block	188,291,027	Substantially completed
17	Nyakisoroza P/S	Rukungiri	Construction of 2No. 2-Classroom Blocks (Furnished)	153,065,326	Substantially completed
18	Agulurude P/S	Oyam	Construction of a 2-Classroom Block with furniture, a 2-Stance Latrine Block and a 5-Stance Latrine Block with bathroom/urinals.	110,609,821	Completed
19	Andibo P/S	Nebbi	Rehabilitation of 4 Classroom Block with Office and Store, Rehabilitation of a 2-Classroom block with Office and Store and Rehabilitation of a 2-Classroom Block.	141,600,000	Substantially completed
20	Budhabangula P.S	Luuka	Rehabilitation of a 6-Classroom Block, Completion of a 4-Classroom Block and Construction of a 5-Stance Latrine Block with bathroom/urinals	212,400,000	Substantially completed
21	Bughendero P.S	Kasese	Construction of two 2-Classroom Blocks (furnished) and a 5-Stance Latrine Block with bathroom/urinals.	176,075,326	Finishing Stage
22	Bugiri P.S	Bugiri	Completion of an Existing Contract i.e. Rehabilitation of Main Classroom Block	79,060,000	Completed
23	Bukonte COU P.S	Namutumba	Construction of two 2-Classroom Blocks (furnished)	153,065,326	Finishing Stage
24	Butaalunga P.S	Butambala	Construction of a 3-Classroom Block (Furnished) and a 5-Stance Latrine Block with bathroom /urinals	153,535,264	Completed
25	Butiru Demonstration P.S	Mbale	Completion of a 4-Classroom block with office and store, four 5-Stance Latrine Blocks with bathroom /urinals and a 2-Stance Latrine Block.	218,132,663	Substantially completed
26	Buyobo P.S	Sironko	Construction of two 2-Classroom Blocks (furnished) and two 5-Stance Latrine Blocks with bathroom/urinals.	199,085,326	Pending painting and furniture supply
27	Idoome P.S	Jinja	Rehabilitation of a 2-Classroom Block; 3-Classroom Block and Construction of a 5-Stance Latrine Block with bathroom/urinals.	220,577,897	Completed
28	Jjungo C.U P.S	Wakiso	Rehabilitation of a 4-Classroom Block	NIL	No funds received by the School
29	Kaiho Mixed P.S	Mbarara	Construction of 2No. 2-Classroom Blocks (furnished)	153,065,326	Completed
30	Kasenge R.C P.S	Mukono	Renovation of a 5-Classroom Block, Rehabilitation of a 2-Classroom Block	82,683,695	Not Started
31	Kataraza P.S	Kiruhura	Construction of a 2-Classroom block with Office and Store; Two 5-Stance Latrine Blocks and A Teachers' House.	173,390,055	Completed
32	Kawolo COU P.S	Lugazi M.C	Construction of a 3-Classroom Block (furnished), 2-Classroom Block (furnished), 5-Stance Latrine Block with bathroom /urinals and 2-Stance Latrine Block.	220,577,897	Substantially completed
33	Kibibi C/U P.S	Butambala	Construction of two 2-Classroom Blocks (Furnished)	153,065,326	Completed

s/n	School	District	Scope of Works	Released funds	Work progress / Status
34	Kidera P.S	Buyende	Construction of two 2-Classroom Blocks (furnished) and a 5-Stance Latrine Block with bathroom /urinals.	187,620,000	Roofing stage
35	Kikoma P.S	Sembabule	Construction of a 2-Classroom Block and Construction of a 5-Stance Latrine Block with Bathroom / Urinals.	102,212,486	Construction works in progress
36	Kinuuka P.S	Lyantonde	Construction of a 2-Classroom Block with Office and Store; and a 3-Classroom Block.	69,510,039	Substantially completed
37	Kireka Army P.S	Wakiso	Construction of two 2-Classroom Blocks (furnished) and a 5-stance latrine block with bathroom/urinals.	NIL	No funds received by the School
38	Kyabahura II P.S	Kiruhura	Construction of a 2-Classroom block with office and store and two 5-Stance Latrine Blocks with bathroom /urinals.	173,390,055	completed
39	Kyamugoran P.S	Mbarara	Rehabilitation of a 2-Classroom Block with Office and Store, Rehabilitation of a 2-Classroom Block and 2 5- Stance Lined.	187,620,000	substantially completed
40	Lelapala P.S	Oyam	Completion of a 5-Classroom Block, Construction of 2:5 - Stance Latrine Blocks with bathroom /urinals and a 2-Stance Latrine Block.	136,958,801	substantially completed
41	Misanvu Demonstration P.S	Bukmansimbi	Renovation of the 8-Classroom block.	175,796,400	Construction/r ehabilitation works in progress
42	Mpumbu P.S	Fort Portal	Construction of a 2-Classroom Block with Office and Store; Rehabilitation of a 3-Classroom Block and Construction of a 5-Stance Latrine Block with Bathroom / Urinals.	182,931,300	Substantially completed
43	Muhindi P/S	Kasese	Re-roofing a 3-Classroom Block with minor renovation works and Construction of a 2-Classroom Block.	NIL	No funds received by the School
44	Naama P/S	Kiruhura	Construction of a 2-Classroom block, a 5-Stance Latrine Block and a Teachers' House.	199,085,326	Completed
45	Nabekewa P/S	Sironko	Completion of the original scope of an existing Contract i.e Construction of two 2-Classroom Blocks (furnished) and Construction of a 3-Classroom Block (furnished)	140,624,635	Substantially Completed
46	Nakanyonyi P/S	Mukono	3-Classroom Block (Furnished) and 2No. 5- stance latrine blocks.	NIL	No funds received by the School
47	Namagunga P/S	Mukono	Two 5-Stance lined Latrine Blocks	46,169,053	Funds were utilized for completion of the School Kitchen
48	Namulikya P/S	Buyende	Construction of two 2-Classroom Blocks (furnished), two 5-Stance Latrine Blocks with bathroom /urinals and a 2-Stance Latrine Block.	211,220,000	Substantially completed
49	Nankondo P/S	Kibuuku	Construction of a 2-Classroom Block with Office (Furnished)	104,255,263	Finishing Stage
50	Ngoma C/U P/S	Nakaseke	Rehabilitation of a 4-Classroom Block	NIL	No funds received by the School
51	Ngomanene P/S	Gomba	Construction of a 2-Classroom Block with Office and Store; a 2-Classroom Block and two 5-Stance Latrine Blocks.	223,020,000	Completed
52	Ngoro P/S	Rubirizi	Construction of two 2-Classroom Blocks (furnished) and two 5-Stance Latrine Blocks with bathroom /urinals.	199,085,326	Mobilisation in progress
53	Nyakatooma II P/S	Bushenyi	Construction of a 2-Classroom Block with Office and Store; a 2-Classroom Block and two 5-Stance Latrine Blocks.	210,885,326	Substantially completed

s/n	School	District	Scope of Works	Released funds	Work progress / Status
54	Oget P/S	Otuke	Renovation of a 4-Classroom Block and Completion of a 4-Classroom Block.	200,995,300	Substantially completed
55	Ototong P/S	Oyam	Completion of two 2-Classroom Blocks.	121,068,000	Completed
56	Rugarama Central P/S	Ntungamo	Construction of a 2-Classroom Block with Office and Store, Rehabilitation of two 2-Classroom Blocks and Construction of a 5-Stance Latrine Block with bathroom/urinals.	203,540,597	Substantially completed
57	Ruharo P/S	Bushenyi	Construction of a 2-Classroom Block with Office; A 2-Classroom Block (furnished) and a 5-Stance Latrine Block with bathroom/urinals.	176,075,326	At Walling stage
58	Ruzinga P/S	Ntungamo	Construction of a 2-Classroom Block with Office and Store; a 2-Classroom Block and a 5-Stance Latrine Block with bathroom/urinals.	199,085,326	Walling completed
59	St. Don Bosco P/S	Mubende	Construction of two 2-Classroom Blocks (furnished) and two 5-Stance Latrine Blocks with bathroom/urinals.	199,085,326	Finishing Stage
60	St. Edward Gobero P/S	Wakiso	2No. 5-Stance Latrine Blocks	NIL	No funds received by the School
61	St. Joseph Nabbingo P/S	Wakiso	Construction of a 2-Classroom Blocks (furnished), a 5-Stance Latrine Blocks with bathroom /urinals and a 2-Stance Latrine Block.	100,000,000	At Walling stage
62	St. Mary's Malungu P/S	Luwero	2No. 2-Classroom Block.	NIL	No funds received by the School
63	St. Matia Mulumba, Naama RC P/S	Mityana	Renovation of a 7-Classroom Block, Construction of two 5-Stance Latrine Blocks with Urinals/ Bathroom and Construction of a 2-Stance Latrine Block.	220,577,897	Roofing in progress
64	Syanyonja P/S	Namayingo	Construction of a 3-Classroom Block (Furnished) and two 5-Stance Latrine Blocks with bathroom /urinals	211,220,000	Substantially completed
65	Uganda Martyrs P/S	Mbarara	Completion of 4 Classroom Block with office and store.	199,891,339	Substantially completed
66	Bubuusa P/S	Namutumba	Construction of two 2-Classroom Blocks and a 5-Stance Latrine Blocks	176,075,326	Substantially completed
67	Bulubandi P/S	Iganga	Construction of two 2-Classroom Blocks and two 5-Stance Latrine Blocks	199,085,326	completed
68	Busaabaga P/S	Lugazi M.C	Construction of two 2-Classroom Blocks	153,065,326	At Roofing stage
69	Iki-Iki Intergrated P/S	Bukedea	Construction of a 2-Classroom Block, two 5-Stance Latrine Blocks and a 2-Stance Latrine Block	136,712,663	Walling stage
70	Kiwalazi P/S	Luuka	Construction of a 3-Classroom Block	114,798,995	Walling stage
71	Kirewa P/S	Tororo	Construction of two 2-Classroom Blocks	153,065,326	Not Started
72	Kagongi P/S	Ntungamo	Construction of two 2-Classroom Blocks and a 5-Stance Latrine Block	170,582,700	Procurement process
73	Mpigi CoU P/S	Luwero	Rehabilitation of a 2-Classroom Block and Construction of a 2-Classroom Block	94,957,874	Walling stage
74	Matyama P/S	Namutumba	Construction of a 2-Classroom Block and a 5-Stance Latrine Block	99,542,663	Walling stage
75	St. Edward Gobero P/S	Wakiso	Construction of a 5-Stance Latrine Block	23,084,527	Completed
76	St. Mary's Malungu P/S	Luwero	Construction of two 2-Classroom Blocks and Supply of 14 Extra Desks	154,600,000	Walling stage
77	Ngoma C/U P/S	Nakaseke	Construction of two 2-Classroom Blocks	153,065,326	At Roofing stage

Source: MoES

Annex 3: Table: Showing list of completed facilities under Uganda Teacher and School Effectiveness Project in FY 2018/19

Sn	District	School	C/RMS	ADMIN	5-S VIP	2-S VIP	RWT (5 m ³)
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1	Namutumba	Buwanga P.S	5	1	2	1	1
2	Namutumba	Kibenge Memorial P.S	5	1	2	1	1
3	Kyankwanzi	Ddegeya LCI Public P.S	5	1	2	1	1
4	Kyankwanzi	Kiterede P.S	7	1	2	1	1
5	Kyankwanzi	Nakakabala P.S	7	1	2	1	1
6	Rakai	Kabashambo P.S.	7	1	2	1	1
7	Rakai	Kabusotta P.S.	7	1	2	1	1
8	Rakai	Kyabiwa P.S.	7	1	2	1	1
9	Rakai	Kyalubambula P.S.	5	1	2	1	1
10	Lwengo	Bijaaba Islamic	7	1	2	1	1
11	Lwengo	Birunuma P.S.	5	1	2	1	1
12	Lwengo	Kisaana Bataka P.S	5	1	2	1	1
13	Lwengo	Nakateete Baptist School	5	1	2	1	1
14	Kiruhura	Byanamira Modern P.S.	7	1	2	1	1
15	Kiruhura	Mbogo Turiibamwe P.S.	7	1	2	1	1
16	Sheema	Kashanjure P.S.	7	1	2	1	1
17	Sheema	Ruhigana P.S.	7	1	2	1	1
18	Sheema	Rwanana P.S	7	1	2	1	1
19	Sheema	Rwentobo P.S.	5	1	2	1	1
20	Mbarara	Binyuga P.S	5	1	2	1	1
21	Mbarara	Kashenyi P.S.	7	1	2	1	1
22	Mbarara	Kibaare P.S.	5	1	2	1	1
23	Mbarara	Kongoro P.S.	5	1	2	1	1
24	Mbarara	Rwobugoigo	7	1	2	1	1
25	Butaleja	BUBINGE P.S	5	1	2	1	1
26	Butaleja	BUGISA P.S	5	1	2	1	1
27	Butaleja	HIRIGA P.S	5	1	2	1	1
28	Butaleja	Hisega C/U Community School	5	1	2	1	1
29	Butaleja	NAHALONDO SDA P.S	5	1	2	1	1
30	Manafwa	St. Kizito P. S	7	1	2	1	1
31	Nebbi	Kisenge P.S	5	1	2	1	1
32	Nebbi	Pajango pri.sch.	5	1	2	1	1
33	Tororo	Kachinga Community p.s	7	1	2	1	1
34	Tororo	Korobudi P.S	5	1	2	1	1
35	Kagadi	Isunga Islamic P.S	5	1	2	1	1
36	Kagadi	KASUBI P.S	7	1	2	1	1
37	Kagadi	Katikengeye C.O.U P.S	7	1	2	1	1
38	Kagadi	NYABIGATA P.S	7	1	2	1	1
39	Kagadi	Soborwa Junior Academy	7	1	2	1	1
40	Kibaale	Bubamba P.S	7	1	2	1	1
41	Nakaseke	Kinooni P.S	7	1	2	1	1
42	Nakaseke	Kizongoto SDA P.S	7	1	2	1	1
43	Nakaseke	Magoma Orthodox P.S.	7	1	2	1	1
44	Nakaseke	Nakaseke Tele centre Public	7	1	2	1	1
45	Nakaseke	Nakulamudde	7	1	2	1	1
46	Butambala	Bwetyaba UMEA P.S.	5	1	2	1	1
47	Kalungu	St. Charles Butawata P.S	5	1	2	1	1
48	Kalungu	St. Kizito Nnaalinya Muggale P.S	5	1	2	1	1
49	Mityana	Bukalamuli P.S.	7	1	2	1	1
50	Mityana	Lugo P.S.	7	1	2	1	1
51	Mityana	Nambute P.S.	7	1	2	1	1
52	Mityana	St.Maria Mulumba P.S.	7	1	2	1	1
53	Mityana	Wattuba P.S.	7	1	2	1	1
54	Mukono	MOTHER KEVIN NAMA KUPA P.S	5	1	2	1	1
55	Mukono	Namutambi P.S.	7	1	2	1	1
56	Lyantonde	BUBANGIZI P/S	7	1	2	1	1

57	Lyantonde	KIBISI -LUSOZI P/S	5	1	2	1	1
58	Lyantonde	LWENTONDO P.S	7	1	2	1	1
59	Lyantonde	ST PAUL P.S BIKOKORA	7	1	2	1	1
60	Lyantonde	ST. ANTHONY KIYINDA RC P.S	7	1	2	1	1
61	Kamwenge	New Eden P.S	7	1	2	1	1
62	Kamwenge	Nyanga P.s	7	1	2	1	1
63	Mitooma	Kebiremu P.S	5	1	2	1	1
64	Mitooma	Mahwizi P.S	7	1	2	1	1
65	Mitooma	Muti P.S.	5	1	2	1	1
66	Mitooma	Nkinga P.S.	7	1	2	1	1
67	Mubende	Kawumulo P.S.	7	1	2	1	1
68	Mubende	Lubumba P.S.	7	1	2	1	1
69	Ntungamo	Nyamabare P.S	7	1	2	1	1
70	Ntungamo	St.Lawerence	7	1	2	1	1
71	Rubanda	Bitanwa P.Schol	7	1	2	1	1
72	Rubanda	Kiruruma P.S.	7	1	2	1	1
73	Rubanda	Rwaburindi P.S	7	1	2	1	1
74	Rukungiri	Kigina P.S.	7	1	2	1	1
75	Rukungiri	Rwanyanja P.S.	7	1	2	1	1
76	Rukungiri	Rwenyangi P.S.	7	1	2	1	1
77	Oyam	Aco kara P.S.	5	1	2	1	1
78	Oyam	Dele P.S.	5	1	2	1	1
79	Lwengo	Kibubbu P.S	5	1	2	1	1
80	Lwengo	Lubaale P.S	7	1	2	1	1
81	Lwengo	LWEBIDAALI M. P/S	7	1	2	1	1
82	Lwengo	Lwekishugi P.S.	7	1	2	1	1
83	Lwengo	ST.MARY S KITOORO P.S	7	1	2	1	1
84	Kabale	Kamutungu P.S.	7	1	2	1	1
		GRAND TOTAL	528	84	168	84	84

Annex 4: Private Schools licensed and registered

s/n	Name of School	District	s/n	Name of School	District
1	Kingstone S.S Kawuulu	Buikwe	66	St. Francis High School-Rugendabara	Kasese
2	St. Anne High School - Wattuba	Kyankwanzi	67	St. Dennis Secondary School-Akapa	Tororo
3	Mwebaza High School - Bakka	Wakiso	68	Mugombwa Secondary School-Kyabakara	Rubirizi
4	Mpangango SDA High School	Kanungu	69	Merikit High School	Tororo
5	Divine SS - Merikit	Tororo	70	Kassanda High Schol-Kalagala	Kassanda
6	Ghope High School - Chawolo	Tororo	71	Christ the King High School - Nwoya	Nwoya
7	St. Peter's SS - Kyebongotoko	Ssembabule	72	St. Andrew's Secondary School-Kibumbi	Kamwenge
8	ATK High School - Nawansega	Iganga	73	Uganda Martyrs High School - Kanyanshande	Rubirizi
9	Bilal Islamic High School - Nakaloke	Mbale	74	Hesed High School-Kiribedda	Sembabule
10	Nawaikoke SS	Kaliro	75	St. Francis of Assisi High School-Rwenjaza	Kamwenge
11	Shoma Christian School (International)	Kampala	76	Green Valley Secondary School-Masindi	Masindi
12	New Hope High School - Kasenge	Wakiso	77	Hannah High School- Gayaza	Wakiso
13	Maaji SS - Ayiri Central	Adjumani	78	St. John Paul II Secondary School-Buheesi	Bunyangabu
14	Hope Christian High School - Nakirebe	Mpigi	79	St. Volonica Secondary School-Rushango	Ibanda
15	St. Josephs' Kensekka Vocational SS	Rakai	80	Precious Ones International Christian School	Kampala
16	Mengya SS - Benet	Kween	81	Alliance Secondary School - Kyanjale	Masaka
17	White Angels High School - Kalagala	Mpigi	82	Aroma Memorial High School - Wattuba	Kasangati

s/n	Name of School	District	s/n	Name of School	District
18	Bukedea Comprehensive School	Bukedea	83	Global High School - Kigumba	Kiryandongo
19	Mbazzi Riverside High School	Mpigi	84	Pagirinya Secondary School	Adjumani
20	St. Bonny High School Kyenshama	Mbarara	85	Sabr High School	Wakiso
21	St. Mary's SS - Nakirebe	Wakiso	86	Nabirumba Secondary School	Kamuli
22	Buwooya Parents SS	Buikwe	87	Cranes High School - Mbarara	Hoima
23	TLP High School	Kyenjojo	88	Mbarara View School	Mbarara
24	Kafunjo Secondary School	Ntungamo	89	St. Maria Gorette Girls' Secondary - Kagando	Kiruhura
25	Adelante Secondary School- Kakumiro	Kakumiro	90	Brain Bridge High School - Kisomoro	Bunyangabu
26	Rochdale High School	Wakiso	91	St. Paul & Dorothy High School- Bubiita	Bududa
27	Lolachat Secondary School	Nabulatuk	92	Cornerstone High School-Okweta	Soroti
28	Kigezi Allied High School	Rubanda	93	Hope Secondary School - Tiriri	Soroti
29	Victoria Secondary School - Patongo	Pader	94	St. Mary's Secondary School - Kanyipa	Agago
30	Orchard International Christian School	Kampala	95	Rubona Destiny High School	Mubende
31	Aya Victoria Odurr Girls SSS	Apac	96	Amega High School - Amuria	Amuria
32	Bugobi Modern Secondary School	Namutumba	97	Blessed Senior Secondary School- Kigorobya	Hoima
33	Asifiwe International Academy	Kampala	98	Nkumba Lake View Secondary School	Wakiso
34	Kampala Community International Primary Schl	Kampala	99	Kampala Community International Primary School	Kampala
35	Kaberamaido Central High School	Kaberamaido	100	Bethel Christian High School	Kiruhura
36	Hope Secondary School - Kole	Lira	101	Andy Mwesigwa Comprehensive High School	Wakiso
37	Midland High School - Buntaba	Mukono	102	St. Gonzaga Minor Seminary- Iganga	Iganga
38	Kibale High School- Kamwenge	Kamwenge	103	Cornerstone High School-Okweta	Soroti
39	St. Benedict Secondary School- Rutunguru	Ntungamo	104	Hope Secondary School-Tiriri	Soroti
40	Omuto Emmaus High School	Buikwe	105	Brain Bridge High School - Kisomoro	Bunyangabu
41	City of Knowledge Islamic High School	Jinja	106	St. Maria Gorette Girls' Secondary - Kagando	Kiruhura
42	Victoria Nile SDA Secondary School- Kyabirwa	Jinja	107	Rubona Destiny High School	Mubende
43	St. Paul Senior Secondary School - Migamba	Kyegegwa	108	Amega High School - Amuria	Amuria
44	Lwampanga Mixed Secondary School	Nakasongola	109	Nakabugu Parents High School	Luuka
45	Mpigi Parents' Secondary School	Mpigi	110	Pallisa Progressive Secondary School	Pallisa
46	Rushere Senior Secondary School	Kiruhura	111	St. Raphael's SS - Gombe, Wakiso	Wakiso
47	Rwamatunguru Wisdom High School	Kabale	112	Trinity High School-Nyakisi	Kyenjojo
48	St. Matia Mulumba Secondary School- Kungu	Wakiso	113	Kagaa Christian Secondary School- Ochero	Kaberamaido
49	St. Mary's Senior Secondary School-Butebo	Butebo	114	Ofua Secondary School	Arua
50	Mujuni Foundation High School- Kyabugimbi	Bushenyi	115	Christ the King Secondary School- Kyenzige	Kagadi
51	Mbale Christian High School	Mbale	116	Busolwe Alliance High School Butalejja	Butalejja
52	Kigumba Royal Secondary School	Kiryandongo	117	Namabaale Secondary School	Kassanda
53	St. Mary's High School -Busamaga	Mbale	118	Goshen Christian High School - Kalisizo	Rakai
54	Emmanuel High School	Kyegegwa	119	Ngoma Standard Secondary School	Budaka
55	St. Tereza High School-Omoror	Omoror	120	Salaam Secondary School -Kyenzige	Kagadi
56	Matugga Hills Secondary School	Wakiso	121	Jabema High School - Bugiri	Bugiri
57	Bright Senior Secondary School-Otwee	Amuru	122	Busiika Parents' Secondary School	Luweero
58	Canaan High School- Akalo	Kole	123	Elite High School - Bugomola	Kalungu
59	Kasokwe Community High School	Kaliro	124	Jabema High School - Bugiri	Bugiri
60	Mt. St. Mary's High School-Kammengo	Mpigi	125	Busiika Parents' Secondary School	Luweero
61	PAG Secondary School	Soroti	126	City Parents High School-Kyenjojo	Kyenjojo
62	Rugyeoyo Community High School		127	St. Henry's Secondary School-Bwera	Kamwenge

s/n	Name of School	District	s/n	Name of School	District
63	Mwanga II Memorial Secondary School-Lwabenge	Kalungu	128	Elite High School - Bugomola	Kalungu
64	ST. Elizabeth Secondary School-Kitukiro	Buyende	129	Xzaverio Memorial Secondary School Makukba	Mukono
65	ST. Agnes Vocational Secondary School-Kasese	Kasese	130	Saric Secondary School-Soroti	Soroti

B) PRIVATE SCHOOLS REGISTERED FY 2018/2019

s/n	Name	Reg. No	s/n	Name	Reg. No
1	Bukedea Comprehensive School	PSS/C/128	58	Divine Mercy Secondary School	PSS/S/666
2	Nakavule College School	PSS/B/332	59	Our lady of Fatuma SS	PSS/S/478
3	Mbira Grace Christian Secondary School	PSS/G/110	60	Motherland Angeoleta	PSS/S/657
4	Kkan High School-Bunamwaya	PSS/1/172	61	Queen Peace High School-Muge	PSS/S/655
5	Musana Vocational High School-Nakalama	PSS/J/111	62	Matugga Wisdom Secondary School	PSS/W/56
6	Sure Prospects Secondary School-Kitala	PSS/K/496	63	Mid-valley School - Bwera	PSS/R/112
7	Nakavule College School	PSS/Q/170	64	Entebbe Standard High School	PSS/S/653
8	Mbira Grace Christian Secondary School	PSS/B/103	65	Keframa High School	PSS/C/122
9	Kkan High School-Bunamwaya	PSS/H/160	66	Kichwamba High School	PSS/H/121
10	Musana Vocational High School-Nakalama	PSS/A/232	67	Comboni Comprehensive College	PSS/B/288
11	Sure Prospects Secondary School-Kitala	PSS/H/128	68	Bukalagi High School	PSS/N/282
12	New Hope Secondary School	PSS/S/632	69	Gisorora Secondary School	PSS/S/608
13	St. Klaus Comprehensive SS	PSS/1/43	70	Ibun Hamis Islamic School-Kigogwa	PSS/S/642
14	IAN College Lyantonde	PSS/J/116	71	John Paul Secondary School-Chelekura	PSS/S/198
15	Rugasa Mixed Secondary School	PSS/S/587	72	Kitamba High School	PSS/K/496
16	Divine Mercy Secondary School	PSS/S/666	73	Quality High School - Mpigi	PPS/K/113
17	Our lady of Fatuma SS	PSS/S/478	74	Buwooya Parents SS	PSS/1/29
18	Motherland Angeoleta	PSS/S/657	75	Hope Christian High School - Mpigi	PSS/S/255
19	Queen Peace High School-Muge	PSS/S/655	76	St. Peter's SS - Kyebongotoko	PSS/G/109
20	Matugga Wisdom Secondary School	PSS/W/56	77	Amity SS - Nansana - Ganda	PSS/R/39
21	Mid-valley School - Bwera	PSS/R/112	78	Holy Angels High School, Madera -	PSS/K/248
22	Entebbe Standard High School	PSS/S/653	79	St John's SSS Rutabo-Nkungu	PSS/S/651
23	Keframa High School	PSS/C/122	80	Itendero High School - Bushenyi	PSS/P/105
24	Kichwamba High School	PSS/H/121	81	J. Cleverland High School - Namukooge	PSS/N/281
25	Comboni Comprehensive College	PSS/B/288	82	Snoline High School - Bugoye	PSS/B2
26	Bukalagi High School	PSS/N/282	83	Secret Heart High School-Wamirongo	PSS/S/650
27	Gisorora Secondary School	PSS/S/608	84	Starlight Secondary School-Ocola	PSS/S/649
28	Ibun Hamis Islamic School-Kigogwa	PSS/S/642	85	St. Johns Vocational Secondary School	PSS/S/370
29	John Paul Secondary School-Chelekura	PSS/S/198	86	Western High School Rubanda, Kabaale	PSS/B/299
30	Kitamba High School	PSS/K/496	87	Rwampara Vocational Secondary School	PSS/E/44
30	Quality High School - Mpigi	PPS/K/113	88	Ssenjo High School-Nansana	PSS/N/280
31	Buwooya Parents SS	PSS/1/29	89	Cardinal Nsubuga Memorial SSS	PSS/S/643

s/n	Name	Reg. No	s/n	Name	Reg. No
32	Hope Christian High School - Mpigi	PSS/S/255	90	Hope Land High School-Najja	PSS/V/35
33	St. Peter's SS - Kyebongotoko	PSS/G/109	91	Bright Secondary School -Seeta	PSS/536
34	Amity SS - Nansana - Ganda	PSS/R/39	92	Namagabi High School	PSS/S/24
35	Holy Angels High School, Madera -	PSS/K/248	93	St. Benedict Vocational SS	PSS/N/283
36	St John's SSS Rutabo-Nkungu	PSS/S/651	94	St. Richard's Secondary School-Rwenshe	PSS/T/91
37	Itendero High School - Bushenyi	PSS/P/105	95	St. Antony Senior Secondary School	PSS/B/325
38	J. Cleverland High School - Namukooge	PSS/N/281	96	Kitamba High School	PSS/N/284
39	Snoline High School - Bugoye	PSS/B2	97	Kaliro Vocational Secondary School	PSS/W/57
40	Secret Heart High School-Wamirongo	PSS/S/650	98	Itendero High School - Bushenyi	PSS/S/686
41	Starlight Secondary School-Ocola	PSS/S/649	99	Soroti Municipal SS	PSS/W/58
42	St. Johns Vocational Secondary School	PSS/S/370	100	Gracious Secondary school-Kamukuzi	PSS/O/49
43	Western High School Rubanda, Kabaale	PSS/B/299	101	Rainbow High School -Budaka	PSS/S/687
44	Rwampara Vocational Secondary School	PSS/E/44	102	Katooke Modern Secondary School	PSS/S/688
45	Ssenjo High School-Nansana	PSS/N/280	103	St. Francis Borgia High School	PSS/A/248
46	Cardinal Nsubuga Memorial SSS	PSS/S/643	104	Pioneer Secondary School-Buikwe	PSS/T/71
47	Hope Land High School-Najja	PSS/V/35	105	Naalya Secondary School- Lugazi Campus	PSS/N/175
48	Musana Vocational High School-Nakalama	PSS/J/111	106	Bukalasa Minor Seminary	PSS/T/92
49	Sure Prospects Secondary School-Kitala	PSS/K/496	107	St. Paul 's High School- Nyabweya	PSS/S/333
50	Nakavule College School	PSS/Q/170	108	Savio Senior School	PSS/C/127
51	Mbira Grace Christian Secondary School	PSS/B/103	109	St. Charles Lwanga High School	PPS/B/336
52	Kkan High School-Bunamwaya	PSS/H/160	110	Bumbaire Secondary School	PSS/N/125
53	Sure Prospects Secondary School-Kitala	PSS/H/128	111	Elgon High School	PSS/M/331
54	New Hope Secondary School	PSS/S/632	112	Nankondo Bright Secondary School	PSS/K/376
55	St. Klaus Comprehensive SS	PSS/I/43	113	ST. Patrick Secondary School	PSS/M/326
56	IAN College Lyantonde	PSS/J/116	114	Village Hope Secondary School	PSS/S689
57	Rugasa Mixed Secondary School	PSS/S/587			

Annex 5: List of Local Governments cleared for contract signing under Uganda Intergovernmental Fiscal Transfer Program

S/N	Districts	S/N	Districts
1	Agago	47	Masaka
2	Alebtong	48	Mayuge
3	Amudat	49	Mityana
4	Amuru	50	Moyo
5	Budaka	51	Mpigi
6	Bugiri	52	Mubende
7	Bugweri	53	Nakaseke
8	Buikwe	54	Namayingo
9	Bukedea	55	Namisindwa
10	Bukwo	56	Namutumba
11	Bulambuli	57	Nebbi

12	Bunyangabu	58	Ngora
13	Butaleja	59	Nwoya
14	Butambala	60	Omoro
15	Butebo	61	Otuke
16	Buyende	62	Pader
17	Dokolo	63	Pakwach
18	Gomba	64	Pallisa
19	Gulu	65	Rubanda
20	Hoima	66	Rukiga
21	Iganga	67	Sembabule
22	Jinja	68	Serere
23	Kabale	69	Soroti
24	Kaberamaido	70	Tororo
25	Kaliro	71	Yumbe
26	Kalungu	72	Zombo
27	Kamuli	73	Luweero
28	Kamwenge	74	Kakumiro
29	Kapchorwa	75	Rakai
30	Kassanda	76	Kikuube
31	Kibaale	77	Kwania
32	Kiboga	78	Katakwi
33	Kibuku	79	Nakapiripiriti
34	Kisoro	80	Napak
35	Kitgum	81	Ibanda
36	Kole	82	Kiruhura
37	Kumi	83	Ntoroko
38	Kween	84	Kwania
39	Kyankwanzi	85	Sheema
40	Kyegegwa	86	Bushenyi
41	Lamwo	87	Mbarara
42	Lira	88	Kagadi
43	Lutuka	89	Lwengo
44	Lyantonde	90	Bundibugyo
45	Manafwa	91	Nabilatuk
46	Maracha	92	Kalangala

Table: 5 Local Governments for retendering (5)

s/n	Name of Local Government
1	Abim
2	Kotido
3	Moroto
4	Mukono
5	Kayunga

Table; 4 Local Governments re-evaluated awaiting contract signature

s/n	Name of Local Government
1	Rukungiri
2	Kanungu
3	Ntungamo
4	Isingiro

Table: 3 Local Governments awaiting re-evaluation process

s/n	Name of Local Government
1	Masindi
2	Buliisa
3	Kiryandongo

Table: 10 Local Governments rejected due to landownership issues

s/n	Name of Local Government
1	Sironko
2	Wakiso
3	Buhweju
4	Mitooma
5	Mbale
6	Kabarole
7	Amolator
8	Rubirizi
9	Adjumani
10	Apac

One (1) Local Government that commenced outside guidelines

a) Koboko

Annex 6: Completion of facilities rolled over from FY 2017/18

In FY 2018/19, the sector completed civil works (Phase I) in 7 out of the 10 seed schools.; and civil works under Phase II (e. 2 no. unit teachers' houses, 2 No. 2 unit external kitchen blocks, 2 No. 2 stance latrine blocks, an ICT /Library block and a 2 classroom block with furniture) are to be continued under the Uganda Intergovernmental Fiscal Transfer program (UgIF).

Table showing construction of new seed secondary schools in sub counties without

s/n	District	Name of School	Sub county	Status of implementation FY 2017/18	Status of implementation 2018/19	FY
1	Arua	Pawor Seed S.S.	Pawor	Finishing Stage	Phase 1 completed. Phase 2 civil works to be continued under UgIFT	
2	Busia	Majanji Seed S.S.	Majanji	Practical Completion	Phase 1 completed. Phase 2 civil works to be continued under UgIFT	
3.	Kabarole	Noble Mayombo	Majanji	Completed	No Phase II	
3	Kasese	Nyakatonzi S.S.	Seed Nyakatonzi	Finishing Stage	Phase 1 completed. Phase 2 civil works to be continued under UgIFT	
4	Moroto	Katikekile Seed S.S.	Katikekile	Works stalled at excavaton of foundation for classroom block	Civil works for Phase 1at 90% completion (all structures roofed, windows fixed and plastered floor finishes on going). Phase 2 civil works to be continued under UgIFT	
5	Nakasongola	Wabinyonyi S.S.	Seed Wabinyonyi	Finishing Stage	Phase 1 completed. Phase 2 civil works to be continued under UgIFT	
6	Kyotera	Nyangoma S.S.	Seed Nangoma	At mobilisation stage	Civil works for Phase 1at 95% completion (all structures roofed, windows fixed and plastered floor finishes on going). Phase 2 civil works to be continued under UgIFT	
7	Kaabong	Ike Seed S.S.	Ike	Finishing Stage	Phase 1 completed. Phase 2 civil works to be continued under UgIFT	
8	Amuria	Wera Seed S.S.	Wera	Finshing Stage	Phase 1 completed. Phase 2 civil works to be continued under UgIFT	

9	Oyam	Abok Seed S.S.	Abok	Completed	Phase 2 civil works to be continued under UgIFT
10	Bududa	Bubiita Seed S.S.	Bubiita	Practical Completion	Phase 1 completed. Phase 2 civil works to be continued under UgIFT
11	Buvuma	Nairambi Seed S.S.	Nairambi	Classroom blocks and science laboratory at roofing stage, Administration block, 2 No.% stance and 1 No.5 stance at sub structure level	Phase 1 completed. Phase 2 civil works to be continued under UgIFT

Under emergency construction project; facilities in three secondary schools allocated funds in FY 2017/18, were rolled over civil works completed in FY 2018/19 as reflected in table....below;

Table Showing schools that benefitted under emergency construction (FY 2018/19)

S/n	District	School	Amount of funds (UGX) released in FY 2017/18	Facilities for construction	Implementation Status FY 2017/18	Implementation Status FY 2018/19
1.	Mubende	Kabbo Seed Sch	50,000,000	1no. 5-Stance & 1no. 2-stance VIP latrine blocks	Latrine at roofing stage	Latrine completed
2.	Wakiso	St Edwards College Galamba	70,000,000	2- classrooms	Procurement Stage	Completed pending furniture supply
3.	Agago	Omot Seed SS	70,000,000	2-5 stance toilet blocks	Sub- structure level	Completed

Source: MoES 2019

Annex 7: List of UPOLET schools that were provided with instructional materials

Sn	District	School	Enrol l't	Sn	District	School	Enroll't
1	Abim	Lotuke Seed S.S	49	122	Kitgum	Kitgum Matidi Seed Ss	28
2	Abim	Morulem Girls' S.S	31	123	Kole	Akalo S.S	54
3	Adjumani	St Mary Assumpta S.S.S	35	124	Kole	Alito S.S	35
4	Agago	Patongo S.S	27	125	Kumi	Kanyum Comprehensive S.S	38
5	Agago	St Charles Lwanga	32	126	Kumi	Mukongoro High Sch.	28
6	Agago	Lira Palwo S.S	48	127	Kween	Chemanga Seed Sch.	31
7	Alebtong	Akii Bua Comp.Ss	41	128	Kyankwanzi	St Joseph's Vocational Sss, Kigando	59
8	Alebtong	Apala Ss	31	129	Kyankwanzi	Kiboga Parent's Sss	29
9	Amolatar	Alemere Comprehensive Ss	27	130	Kyegegwa	Humura Sec School	35
10	Amudat	Pokot Ss	25	131	Kyegegwa	Wekomire Sec School	37
11	Amuria	St Peters Ss Acowa	28	132	Kyenjojo	Maddox Sec Sch	51
12	Amuru	Keyo Ss	32	133	Kyenjojo	Katooke Sss	41
13	Amuru	Pabbo Ss	41	134	Lamwo	Padibe Secondary	35
14	Apac Mc	Apac S.S	42	135	Lamwo	Palabek S.S	39
15	Apac	Ibuje S.S	43	136	Lira	Amach Complex Ss	56
16	Arua Mc	Arua Ss	57	137	Lira	Lira Ss	43
17	Budaka	Naboa S.S.S	36	138	Lira	St Katherine Ss	44
18	Budaka	Iki Iki S.S	37	139	Luuka	Nawansega S S	26
19	Bududa	Bukalasi S.S	54	140	Luwero	Mpigi Ss	45
20	Bugiri	Namasere Hs	31	141	Luwero	Buzzibwera Ss	43

Sn	District	School	Enrol l't	Sn	District	School	Enroll't
21	Bugiri	St Stephen Bugiri S.S	43	142	Luweero	Target Community College	39
22	Bugiri	Muterere S.S	25	143	Lwengo	Kaikolongo Seed Secondary School	25
23	Buikwe	Sacred Heart Najja S.S	34	144	Lwengo	Ndagwe S.S	32
24	Buikwe	Ngogwe Baskerville S.S	51	145	Manafwa	Bubutu S.S	30
25	Buikwe	Victoria Ss Ssi	51	146	Manafwa	Bugobero H.S	54
26	Bukedea	St Theresa Ss Okunguro	42	147	Manafwa	Wabwala S.S	43
27	Bukwo	Kabei S.S	42	148	Manafwa	Namisindwa S.S	58
28	Bukwo	Kapyoyon High School	52	149	Manafwa	Buwesswa S.S	36
29	Buliisa	Biiso War Memorial S.S	40	150	Maracha	Oleba S.S	26
30	Bundibugyo	Bumadu Seed Secondary School	47	151	Maracha	Otravu S.S	44
31	Bundibugyo	St Mary's Simbya S.S	35	152	Masaka	Mivule Ss	29
32	Bushenyi	Kakanju Voc. S.S	26	153	Masaka	Kikungwe S.S	26
33	Bushenyi	Mwengura S.S	28	154	Masaka	Green Hill Ss Bukoto Masaka	51
34	Busia	Riverside High School	29	155	Masaka	St Maurice Lwaggulwe S.S.S	55
35	Busia	Masaba College Busia	48	156	Masindi	Kiyuya Seed S.S	51
36	Butaleja	Hasahya Ss	29	157	Mayuge	St John Buwaaya S.S.S	25
37	Butaleja	Butaleja Ss	35	158	Mayuge	Malongo S.S	34
38	Butaleja	Mulagi Girls Ss	46	159	Mbale	Bukonde Sec. Sch.	51
39	Butaleja	Bugalo College Bwirva	34	160	Mbale	Bungokho Sec.Sch	29
40	Butambala	Kaggulwe S.S	48	161	Mbale	Busano Sec .Sch	31
41	Buyende	Budioppe Ss	47	162	Mbale	Mbale School For The Deaf	38
42	Buyende	Kidera Ss	54	163	Mbarara	Rwantsinga High School	27
43	Buyende	Baligeya Mem.Seed School	36	164	Mbarara	St Peter Katukuru Ss	56
44	Dokolo	Agwata Ss	38	165	Mbarara	Mwizi Sss	30
45	Dokolo	St John Bosco Ss Dokolo	39	166	Mitooma	Mahungye S.S	30
46	Dokolo	Kangai Ss	26	167	Mitooma	Kanyabwanga S.S	52
47	Gomba	Kasaka S.S	36	168	Mitooma	St Noah S.S Mutara	54
48	Gomba	St Leonard's S.S	44	169	Mitooma	Kyeibare Girls S.S	55
49	Gomba	Mpenja Sec.Sch.	25	170	Mitooma	Nyakishojwa S.S	51
50	Omoror	Koro Ss	36	171	Mityana	St Joseph S.S Kakindu	50
51	Omoror	Opit Sss	25	172	Mityana	Kalangaalo S.S	39
52	Gulu Mc	Gulu Hs	39	173	Mityana	Nakwaya S.S	51
53	Hoima	Buhimba Ss	32	174	Mityana	Sekanyonyi Sss	52
54	Hoima	Kiziranfumbi Ss	34	175	Moyo	Moyo Ss	55
55	Ibanda	Ishongororo H.S	57	176	Mpigi	Cardinal Nsubuga S.S.S Kitakyusa	30
56	Ibanda	Rwenkobwa Sec.Sch.	38	177	Mpigi	St Phillips Equatorial Sec Sch.Nabusanke	42
57	Ibanda	St Anne's S.S Kihani	37	178	Mubende	Nabingoola Public School	40
58	Iganga	Busembatia S S	44	179	Mubende	Bagezza Seed Ss	52
59	Iganga	Bubinga H.S	45	180	Mubende	St Charles Lwanga Lwangiri Ss	44
60	Iganga	Nakigo S S	32	181	Mubende	St Matia Mulumba Mirembe-Maria Ss	27

Sn	District	School	Enrol l't	Sn	District	School	Enroll't
61	Iganga	St Paul S S Nasuti	49	182	Mubende	Kakungube Ss	53
62	Isingiro	Ngarama S.S.S	31	183	Mukono	Namasumbi Moslem Sch	47
63	Isingiro	St John Rustya S.S	33	184	Mukono	Namakwa S.S	59
64	Isingiro	Kisyoro S.S	56	185	Mukono	Seeta College	47
65	Isingiro	Kyezimbire S.S	51	186	Mukono	B.L.K Muwonge Ntunda	36
66	Jinja	Busedde College Bugaya	41	187	Nakapiripirit	Arensesiep Sss	25
67	Jinja	St Stephen S.S Budondo	57	188	Nakaseke	Kaloke Christian High School	44
68	Kabale	Buranga Ss	43	189	Nakasongola	Kalongo S.S	27
69	Kabale	Kigata H S	30	190	Nakasongola	Lwabyata Sec.Sch.	30
70	Rubanda	St Agatha's S S Kakore	57	191	Nakasongola	Kisaalizi S.S	32
71	Kabale	Bukinda S S	32	192	Namayingo	Banda S.S	25
72	Kabale Mc	Ndorwa S S S	37	193	Namayingo	Buswale S.S	43
73	Kabarole	Buheesi S.S	38	194	Namayingo	St Philip'sss Lwangosia	53
74	Kabarole	Rubona S.S	35	195	Napak	Kangole Girls' S.S.S	36
75	Kabarole	Rwimi S.S.S	50	196	Nebbi	Erussi Ss	27
76	Kaberamaid o	Kalaki Ss	57	197	Ntoroko	Karugutu S.S	28
77	Kalungu	Kabukunge Moslem S.S	37	198	Ntoroko	Rwebisengo S.S	35
78	Kalungu	Kabungo S.S	29	199	Ntungamo	Kibatsi High School	56
79	Kalungu	St Balikuddembe S.S Lwabenge	40	200	Ntungamo	Ruhanga Sda Ss	31
80	Kamuli	Bugulumbya Ss	28	201	Ntungamo	Nyakyera Ss	44
81	Kamuli	Matuumu Ss	54	202	Ntungamo	Ruhaama Ss	42
82	Kamuli	St Paul S.S Mbulamuti	44	203	Ntungamo	Rukoni Sss	54
83	Kamuli	Luzinga Sss	59	204	Ntungamo	St Peter's Sss Rwera	44
84	Kamwenge	Biguli Ss	38	205	Ntungamo	Rwamanyonyi Ss	37
85	Kamwenge	Kamwege College School	37	206	Ntungamo	Kabezi Ss	31
86	Kamwenge	Kamwenge Ss	48	207	Nwoya	Alero Ss	41
87	Kamwenge	Rwamwanja Ss	43	208	Oyam	Dr Oryang S.S	29
88	Kamwenge	Mahyoro Ss	27	209	Oyam	Ngai S.S	36
89	Kanungu	Nyamiyaga Ss	28	210	Oyam	Loro S.S	27
90	Kanungu	Nyakinoni	51	211	Pallisa	Kabwangasi Ss	42
91	Kanungu	Nyakabungo G.B Sss	27	212	Rakai	Kimuli S S S	53
92	Kapchorwa	Sipi S.S	46	213	Rakai	Kakabagyo	25
93	Kasese	St Charles Vocational S.S.Kasanga	54	214	Rakai	Kakoma S S S	57
94	Kasese	Saad Memorial S.S	48	215	Rakai	Kyotera Central S S	49
95	Kasese	St Thereza Girls S.S	52	216	Rubirizi	St Michael H.S Rugazi	45
96	Kasese	Kitolhu S.S	28	217	Rubirizi	Kirugu S.S	26
97	Kasese	Mutanywana Sec Sch	51	218	Rukungiri	Nyabiteete S.S	40
98	Kasese	Munkunyu S.S	35	219	Rukungiri	Bwanga S.S	37
99	Kasese	Nyakiyumbu Sec Sch	52	220	Rukungiri	Rubirizi S.S	36
100	Kasese	Karusandara Sec Sch - Seed	53	221	Rukungiri	Bugangari S.S	54
101	Kasese	Kuruhe High Sch	56	222	Rukungiri	Katurika S.S	29

Sn	District	School	Enrol l't	Sn	District	School	Enroll't
102	Kasese Mc	Mt Rwenzori Girls S.S	28	223	Rukungiri	St Francis Buhunga H.S	34
103	Yumbe	Yumbe S.S	45	224	Sembabule	Kawanda Church Of Uganda Secondary School	39
104	Zombo	Pakadha Seed Ss	34	225	Sembabule	St Charles Lwanga Lwebitakuli	27
105	Katakwi	Usuk S.S	51	226	Sembabule	Mawogola High S Bukulula	59
106	Kayunga	Baale S.S	28	227	Sembabule	Lwemiyaga Ss	36
107	Kayunga	Kangulumira Public S.S	48	228	Serere	Kamod S.S	32
108	Kayunga	Busaale S.S.S	30	229	Sheema	Bugongi S.S	59
109	Kakumiro	St Albert Sss Kakindo	30	230	Sironko	Buhugu Ss	26
110	Kakumiro	Uganda Martyrs Cen Ss	55	231	Sironko	Bugambi Ss	49
111	Kagadi	Bwikara S.S	36	232	Sironko	Bugunzu Seed School	43
112	Kagadi	Naigana Ss	40	323	Sironko	Sironko High School	47
113	Kagadi	Mabaale Ss	25	234	Sironko	Budadiri Girls Ss	42
114	Kiboga	Bukomero Secondary School	41	235	Soroti Mc	St Mary's Girls S.S Madera	37
115	Kiboga	Bamusuta Ss	44	236	Tororo	Merikit Sss	30
116	Kibuku	Buseta Ss	28	237	Tororo	James Ochola Mem Ss	25
117	Kibuku	Nabiswa Ss	56	238	Wakiso	Balibaseka Ss	55
118	Kisoro	Busanza Sss	26	239	Wakiso	Nampunge Community High School	33
119	Kisoro	Chahi Seed Sss	36	240	Wakiso	Masulita Sss	58
120	Kisoro Mc	Seseme S.S	33	241	Wakiso	Kasengeje Ss	38
121	Kisoro	Kabindi Ss	25	242	Nansana Mc	St Edwards College Galamba	38

Annex 8: List of Schools that took part in the East African Essay Competition

SN	SCHOOL	DISTRICT
1.	Aculubanya SS	Kole
2.	Agule HS	Pallisa
3.	Bishop Comboni College	Kanungu
4.	Bombo Army SS	Libero
5.	Bukomero SS	Kiboga
6.	Buswale SS	Namayingo
7.	Buwaga SS	Wakiso
8.	City HS	Kampala
9.	Holy Cross Lake view SS	Jinja
10.	Iganga HS	Iganga
11.	Iganga SS	Iganga
12.	Ishaka Adventis college	Bushenyi
13.	Ishaka SS	Ishaka
14.	Kagogo HS	Kampala
15.	Kako SS	Masaka
16.	Kalinabiri SS	Kampala
17.	Kampala SS	Kampala
18.	Kapchorwa SS	Kapchorwa
19.	Kibuuka Memorial SS	Mpigi
20.	Kigumba Intensive SS	Kiryandongo
21.	Kigumba Town council SS	Kiryandongo
22.	Kiira College Butiki	Jinja
23.	Kings SS	Kyankwanzi
24.	Kisaana SS	Kalungu
25.	Kololo High School	Kampala
26.	Kololo Secondary Schol	Kampala
27.	Kyabugimbi SS	Bushenyi
28.	Luweero SS	Luweero
29.	Mt. St. Mary's college Namagunga	Mukono
30.	Naigana SS	Pallisa
31.	Ndejje SS	Luweero
32.	Nkinga Vocational SS	Mitooma
33.	Nyakayode SS	Mbarara
34.	Nyakayojo SS	Mbarara
35.	Pabbo SS	Amuru
36.	Pallisa SS	Pallisa
37.	Rev. Jabuloni Isoke SS	Kitgum
38.	Rubona SS	Bunyangabo
39.	Sacred Heart SS Mushanga	Bushenyi
40.	Sebie college tegeres	Kapchorwa
41.	Seed SS	Kiryandongo
42.	Serwanga Lwanga SS	Kalangala
43.	St. Charles Lwanga HS	Sheema
44.	St. Charles Lwanga HS	Sheema

45.	St. Gonzaga SS	Bushwenyi
46.	St. Henry's college Kitovu	Masaka
47.	St. John SS Wakitaka	Jinja
48.	St. Mary's college Kisubi	wakiso
49.	St. Mary's SS Nkozi	Mpigi
50.	Wanyange Girls SS	Jinja
51.	Zaake SS	Kyotera

Annex 9: Distribution of the Successful Loan Applicants by Higher Learning Institutions

S/No	Name of Higher Learning Institution	Total No. of Successful Applicants	Total No. of Successful Male Applicants	Total No. of Successful Female Applicants
1	Bishop Stuart University	118	79	39
2	Bugema University	14	12	2
3	Busitema university	207	157	50
4	Gulu University	59	48	11
5	Islamic University in Uganda	26	21	5
6	Kabale University	122	100	22
7	Kampala International University	252	191	61
8	Kampala Univeristy	58	38	20
9	Kyambogo University	578	436	142
10	Lira University	21	11	10
11	Makerere University	476	343	133
12	Makerere University Business School	3	2	1
13	Mbarara University of Science & Technology	194	140	54
14	Mountains of the Moon Univeristy	37	30	7
15	Muni University	34	25	9
16	Ndejje University	404	307	97
17	Nkumba University	15	10	5
18	Uganda Christian University	36	22	14
19	Uganda Martyrs University	46	27	19
20	Health Tutors' College - Mulago	6	2	4
21	Fort Portal School of Clinical Officers	6	6	0
22	Gulu School of Clinical Officers	12	11	1
23	Mbale School of Clinical Officers	23	18	5
24	Butabika School of Psychiatry Clinical Medicine	3	3	0
25	Jinja School of Ophthalmic Clinical Medicine	1	1	0
26	Jinja Medical Laboratory Training School	4	4	0
27	Uganda Institute of Allied Health & Mgt Sciences- Mulago	48	30	18
28	Arua School of Comprehensive Nursing	0	0	0
29	Butabika Psychiatric Nursing School	2	0	2
30	Jinja School of Nursing & Midwifery	4	2	2
31	Kabale School of Comprehensive Nursing	1	0	1
32	Soroti School of Comprehensive Nursing	6	4	2
33	Mulago School of Nursing & Midwifery	10	1	9

34	Public Health Nurses College	3	0	3
35	Lira School of Comprehensive Nursing	1	0	1
36	Masaka School of Comprehensive Nursing	3	3	0
37	Institute of Survey and Land Management	2	1	1
38	Uganda Institute of Information and Communications Techn	8	7	1
39	Uganda Petroleum Institute Kigumba	1	0	1
40	Uganda Technical College, Bushenyi	25	19	6
41	Uganda Technical College, Elgon	22	20	2
42	Uganda Technical College, Kicwamba	16	13	3
43	Uganda Technical College, Kyema	5	4	1
44	Uganda Technical College, Lira	23	21	2
45	Bukalasa Agricultural College	3	1	2
46	Uganda Wildlife Training School - Kasese	3	3	0
47	The Uganda Fisheries Training School	2	1	1
Total No. of Applicants		2,943	2,174	769

Annex 10: List of Private schools visited on recommendations by Education Standards

Department

s/n	Name of School	District	s/n	Name of School	District
1	Ishaka Victory Girl's School	Bushenyi	56	Kasaana High School	Sheema
2	Kazinda Parents Vocational High School	Bushenyi	57	Kasaana Mixed S.S.S	Sheema
3	Plus Two H/S, Bushenyi	Bushenyi	58	Kateete H/S	Sheema
4	St. Francis Voc SS, Bitooma	Bushenyi	59	Kigarama Peas H/S	Sheema
5	Ishaka Voc SS	Bushenyi	60	Kihunda Parents S.S	Sheema
6	St. Agnes Girls' SS	Bushenyi	61	Kyeibanga High School	Sheema
7	Bumbaire SS	Bushenyi	62	Masyoro Voc. S.S	Sheema
8	ST. Clever H/S Bushenyi	Bushenyi	63	Muzira Ss	Sheema
9	Uphill College Kigoma	Bushenyi	64	Nakirungu S.S.	Sheema
10	Timbitwire Girls' School, Bushenyi	Bushenyi	65	Pearl Voc. S.S	Sheema
11	ST. Gonzaga School, Bushenyi	Bushenyi	66	Pearl High School - Kyengyenye	Sheema
12	Katunga Voc SS	Bushenyi	67	Roadside H. S	Sheema
13	Rwakatende SSS	Bushenyi	68	Ruyonza Riverside S.S	Sheema
14	Valley College SSS	Bushenyi	69	Sheema High School	Sheema
15	Igara H/S	Bushenyi	70	Sheema Premier School	Sheema
16	Pioneer H/S	Bushenyi	71	Shuuku Voc.Sec.Sch	Sheema
17	Kashenyi Voc SS	Bushenyi	72	St. John S Nyabwina	Sheema
18	Kitabi Seminary	Bushenyi	73	St. Mark High School	Sheema
19	Standard, Bukuba H/S (Kazinda)	Bushenyi	74	St. William S.S.S-Kiziba	Sheema
	Kainamo SS	Bushenyi	75	Tye.S.S	Sheema
21	Vine H/S Rwentuha	Bushenyi	76	St. Mary's High School - Kababaizi	Sheema
22	Bushenyi Progressive H/S Butare	Bushenyi	77	St. Thomas SSS - Rubaare	Sheema
23	Comboni SS Burungira	Bushenyi	78	St. Mark's SS - Kabwohe	Sheema
24	Kabushaho SS	Bushenyi	79	Savana School Sheema	Sheema
25	Kyeitembe Voc SS	Bushenyi	80	St. Ignitius High School - Buringo	Sheema
26	Standard H/S Rwentuha	Bushenyi	81	Arch Bishop Bakyenga Voc.S.S	Rubirizi
27	Trinity Voc SS	Bushenyi	82	Katerera Comp. H.S.	Rubirizi
28	Kibona Voc SS	Bushenyi	83	Kichwamba H.S	Rubirizi
29	Paramount SS, Kigoma	Bushenyi	84	Maria Girls Cent.S.S	Rubirizi
30	Crane H/S, Kashenyi	Bushenyi		School Based Follow-up	

s/n	Name of School	District	s/n	Name of School	District
31	St. Charles Lwanga, Kitabi	Bushenyi	85	ST Peter's High School	Jinja
32	St. Cecilia Girls' SS	Bushenyi	86	Mpumudde High School	Jinja
33	Nyakabanga S.S	Bushenyi	87	St. Florence S.S.	Jinja
34	St. Jude Vocational Ss - Ishaka	Bushenyi	88	Kirisa Fortitude Ss	Jinja
35	Kitagata High School	Sheema	89	St. James' S.S.	Jinja
36	Bitereko Voc. Sec.	Mitooma	90	Buwenge Modern	Jinja
37	Citizens H.S. Mutara	Mitooma	91	Kakira S.S.	Jinja
38	Ijumo Progressive Secondary School	Mitooma	92	Kiira H.S	Jinja
39	Ijuno Vocational S.S	Mitooma	93	Jinja Progressive S.S	Jinja
40	Kashenshero Voc. S.S	Mitooma	94	Hope Community H.S	Jinja
41	Kins S.S	Mitooma	95	Mutai H. S	Jinja
42	Kiyanga Voc S.S.	Mitooma	96	Nakanyonyi Girls S.S	Jinja
43	Mayanga Prog.S.S	Mitooma	97	Gloryland Christian College	Jinja
44	Mitooma Voc. S.S	Mitooma	98	Good Heart S.S	Jinja
45	Musiimenta H.S.	Mitooma	99	Holy Cross Lake View S.S	Jinja
46	Nyakahita Muhirwa Voc S.S.	Mitooma	100	Buwenge Progressive	Jinja
47	Nyakateete S.S	Mitooma	101	Royal College Buwenge	Jinja
48	Rurama S S	Mitooma	102	Nsuube SDA SS	Jinja
49	Rwakitanga S.S	Mitooma	103	Wairaka High School	Jinja
50	Uganda Martyrs S.S	Mitooma	104	Buwenge High School	Jinja
51	Bugongi Millenium S.S	Sheema	105	Bugembe Islamic SS	Jinja
52	Hillside Voc Ss	Sheema	106	Nakabango SS	Jinja
53	Itendero H. S	Sheema	107	Nile High School	Jinja
54	Itendero S S S	Sheema	108	ST. Peter's College Buwera	Jinja
55	Kasaana Girls' Ss	Sheema	109	Iqra SS	Jinja
			110	Mt. St. John's College Kagoma	Jinja
			111	Wanyange Progressive	Jinja

Annex 11: Table: BTVET institutions whose Boards of Governors were renewed in FY 2018/19

SN	Board of Governors for BTVET Institutions FY 2018/2019	
	Name of Institution	Date of renewal
1	Apac Technical School	5 th July, 2018
2	Hakitengya Community Polytechnic	3 rd September, 2018
3	Kakiika Technical School	21 st November, 2018
4	Nagwere Technical School	21 st November, 2018
5	Ssanje Community Polytechnic	21 st November, 2018
6	Nyakatare Technical Institute	21 st November, 2018
7	Col Nasur Ezaruku Amin Memorial Technical Institute	21 st November, 2018
8	Kyamuhunga Technical Institute	21 st November, 2018
9	Buhimba Technical Institute	5 th December, 2018
10	Masulita Vocational Training Centre	11 th December, 2018
11	Tororo Technical Institute	21 st November, 2018
12	Lyantonde Technical Institute	5 th December, 2018
13	Nyamitanga Technical Institute	18 th December, 2018
14	Lokopio Hills Technical Institute	16 th January, 2019
15	Iganga Technical Institute	26 th February, 2019
16	Kibatsi Technical Institute	26 th February, 2019

SN	Board of Governors for BTVET Institutions FY 2018/2019	
	Name of Institution	Date of renewal
17	Kalongo Technical Institute	20 th March, 2018
18	Nalwire Technical Institute	16 th January, 2019
19	Ogolai Technical Institute	20 th March, 2019
20	Inde Technical School	26 th February, 2019
21	Bukomero Technical Institute	19 th March, 2019
22	Obyen Community Polytechnic	26 th February, 2019
23	Iyolwa Technical School	20 th March, 2019
24	Kaliro Technical Institute	20 th March, 2019
25	Nyamango Technical Institute	26 th February, 2019
26	Kammengo Technical Institute	6 th February, 2019
27	Birembo War Memorial Technical Institute	5 th April, 2019
28	Rwampara Farm Institute	5 th April, 2019
29	Kabira Technical Institute	7 th May, 2019
30	Katakwi Technical School	7 th May, 2019
31	Kitgum Technical Institute	20 th June, 2019
32	Kisoro Technical Institute	17 th June, 2019
33	Namisindwa Technical School	28 th June, 2019
35	Gombe Community Polytechnic	25 th June, 2019
36	Amugo Agro Technical	28 th June, 2019

Source: MoES, 2019

Annex 12: Table: Funds Allocated for facilities under the Development of PTCs phase II project

Name of Institution	District	Facilities	Funds allocated
Jinja PTC	Jinja	Administration Block	800,453,958
xiii.		Dormitory	
Bikungu PTC		Administration Block	722,432,568
xvi.		Dormitory	
Kitgum PTC	Kitgum	Administration Block	662,176,979
xviii.		Dormitory	
Ibanda PTC	Ibanda	Dormitory	747,125,887
xx.		Semi - detached Tutor's House	
Kabwagasi PTC		Dormitory	733,812,028
xxiii.		Classroom Block	
Ngora PTC	<i>Ngora</i>	Dormitory	769,643,348
xxv.		Semi - detached Tutor's House	
Erepi PTC	<i>Moyo</i>	Dormitory	748,901,470

xxvii.	<i>Semi – detached Tutor’s House</i>
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Annex 13: Criteria for allocation of capitation grant and practice exams and living out allowance for ntc's

S/N	NAME OF THE COLLEGE	DISTRICT	ENROLMENT
1	NTC Kabale	Kabale	876
2	NTC Kaliro	Kaliro	726
3	NTC Mubende	Mubende	640
4	NTC Muni	Arua	803
5	NTC Unyama	Gulu	706
	Sub Total (i)		3751

Annex 13:Table: List of Schools visited and offered guidance and counselling services

s/n	SCHOOL NAME	DISTRICT
1	Paul Mukasa SS	Mukono
2	Namilyango College	Mukono
3	Our Lady of Africa Namilyango	Mukono
4	Bethany High School	Kampala
5	St. Peter’s SS	Kampala
6	Naalya SS, Namugongo	Wakiso
7	Kings College Buddo	Wakiso
8	St. Mary’s College, Kisubi	Wakiso
9	Kisaasi College	Wakiso
10	Kitala SS	Wakiso
11	Kisubi High School	Wakiso
12	Miriam High School	Wakiso
13	Trinity College, Nabbingo	Wakiso
14	Green Hill SS	Bugiri
15	St. Mary’s College Lugazi	Mukono
16	St. John’s SS Ntebetete	Wakiso
17	St. Henry’s College Kitovu	Masaka
18	Kyambogo College School	Kampala
19	Old Kampala SS	Kampala
20	Kololo H/S	Kampala
21	Nateete Muslim H/S	Kampala
22	Kibuli SS	Kampala
23	Kitante Hill School	Kampala
24	Kampala H/S	Kampala
25	Luzira SS	Kampala
26	Makerere College School	Kampala
27	City High School	Kampala
28	St. Peter’s SS, Nsambya	Kampala
29	St. Joseph’s Girls Nsambya	Kampala
30	Kasengeje SS	Wakiso
31	St. Denis Sebugawo SS, Gaba	Kampala
32	Wampewo Ntake SS	Wakiso
33	Mackay College Nateete	Wakiso
34	Seeta High School	Mukono

s/n	SCHOOL NAME	DISTRICT
35	Seeta High School, Mbalala	Mukono
36	Kalinibiri SS	Kampala
37	Kitenga SS	Mubende
38	Lusiira Progressive SS	Mubende
39	Kaddo Seed School	Mubende
40	Kasambya Parents SS	Mubende
41	Kasenyi SS	Mubende
42	Mubende Army SS	Mubende
43	Butoloogo SS	Mubende
44	Kiyungi SS	Mubende
45	Bagezza Seed SS	Mubende
46	Mubende Light SS	Mubende
47	Nabingoola Public SS	Mubende
48	St. James SS Kitente	Mubende
49	Global SS, Madudu	Mubende
50	St. Andrew Kaggwa Madudu SS	Mubende
51	Namutamba PTC	Mityana
52	St. Peter's SS, Busubuzi	Mityana
53	Mityana SS	Mityana
54	St. John's SS, Buyambi	Mityana
55	Kalangaalo SS	Mityana
56	Namutamba SS	Mityana
57	Awach SS	Gulu
58	Gulu SS	Gulu
59	Gulu High School	Gulu
60	St. Joseph's College, Layibi	Gulu
61	Gulu Army SS	Gulu
62	Koro SS	Gulu
63	Opit SS	Gulu
64	Lalogi SS	Gulu
65	Onono Memorial College	Omoro
66	Lukome SS	Omoro
67	St. Thomas Moore SS	Omoro
68	Kock Ongako SS	Omoro
69	Sir Samuel Baker SS	Gulu
70	Namakora Voc SS	Kitgum
71	Kitgum High School	Kitgum
72	Arch. Janan Luwum Mem. College	Kitgum
73	Kitgum Matidi SS	Kitgum
74	Omiya Aminya Seed SS	Kitgum
75	Kanoni SS	Kiruhura
76	Kazzo SS	Kiruhura
77	Buremba SS	Kiruhura

s/n	SCHOOL NAME	DISTRICT
78	Kashongi H/S	Kiruhura
79	Sanga SS	Kiruhura
80	Lake Mburo SS	Kiruhura
81	Rwemikoma Seed SS	Kiruhura
82	Karoo H/S, Rushere	Kiruhura
83	Kikaatsi Seed SS	Kiruhura
84	St. Paul Voc. SS	Kiruhura
85	Nyakagyeme SS	Rukungiri
86	St. Gerald's SS	Rukungiri
87	Katurika SS	Rukungiri
88	Kyakamanda SS	Rukungiri
89	Kashenyi SS	Rukungiri
90	St. Francis Buhugu H/S	Rukungiri
91	Nyabiteete SS	Rukungiri
92	Kitara SS	Hoima
93	Bwikya Muslim SS	Hoima
94	Buhimba SS	Hoima
95	St. Andrea Kahwa's College	Hoima
96	Kiziranfumbi SS	Hoima
97	Kakindo SS	Hoima
98	Muteme Fatima College	Hoima
99	Buhanika Seed SS	Hoima
100	Masindi Army SS	Masindi
101	Masindi SS	Masindi
102	Kibanda SS	Masindi
103	Kinyara SS	Masindi
104	Kabwoya SS	Hoima
105	Bwijanga SS	Masindi
106	Ikoba Girls SS	Masindi
107	Ebenazar SS	Masindi
108	Duhaga SS	Hoima
109	Morning Star SS	Hoima
110	Kabelega SS	Masindi
111	Bugambe SS	Masindi
112	Iceme Girls School	Oyam
113	Agwata SS	Dokolo
114	Iguli Girls SS	Dokolo
115	Otwal SS	Oyam
116	Lubiri SS	Kampala
117	Veron H/S	Kampala
118	Kamuli Girls College	Kamuli
119	Bugeya SS	Kamuli
120	St. Paul SS Nasuti	Iganga
121	Kaliro Voc H/S	Kaliro