



The Republic of Uganda
Ministry of Education & Sports

Aide Memoire

For The

27TH EDUCATION AND SPORTS SECTOR REVIEW (ESSR)

Theme: “Adapting Teaching and Learning for Sustained Learning Outcomes”.

9th - 10th December 2020.
Hotel Africana, Kampala

December 2020

Table of Contents

1.0	Introduction.....	1
2.0	The Review Process.....	1
2.1	THE EXHIBITION	1
2.2	Objectives of the Exhibition	1
2.2.1	Approach and Methodology.....	2
2.2.2	Exhibition Outputs.....	2
2.3	APPROVAL OF THE POSITION PAPER ON SECTOR UNDERTAKINGS	2
2.4	PHYSICAL ACTIVITY AND SPORTS (PAS) GALA.....	2
2.5	THE EDUCATION & SPORTS SECTOR NATIONAL WORKSHOP.....	3
3.0	Opening Remarks.....	3
3.1	Opening Remarks by the First Lady and Hon. Minister of Education and Sports.....	3
3.2	Opening Remarks by EDP Representative	5
4.0	Overview of the Sector Performance FY 2018/19.....	6
4.1	EQUITY AND ACCESS.....	7
4.2	QUALITY OF EDUCATION	8
4.3	EFFICIENCY AND EFFECTIVENESS	9
4.4	CROSS CUTTING ISSUES	10
5.0	Presentation of monitoring findings by Budget Monitoring and Accountability Unit (BMAU) on education sector.....	12
5.1	Overall sector performance assessment rating.....	12
5.2	Financial performance fy 2018/19	12
5.2.1	Vote performance	12
5.2.2	Transfers to local governments	15
5.2.3	Good practices.....	16
5.2.4	Implementation challenges	16
5.2.5	Conclusion.....	16
6.0	Emerging Issues from the plenary sessions.....	16
7.0	Closing Remarks	21
7.1	CLOSING REMARKS BY EDUCATION DEVELOPMENT PARTNERS	21
7.2	CLOSING REMARKS BY THE FIRST LADY AND HON. MINISTER OF EDUCATION AND SPORTS, JANET KATAHA MUSEVENI.....	22
8.0	Proposed Undertakings.....	22
8.1	Terms of Reference, venue and dates for the workshop of the 27 th Education and Sports Sector Review 2020.....	36
9.0	General Conclusion.....	36
	Annex 1: Summary Status of Undertakings Agreed at the 25 th Education Sector Review 2018	38
	Annex 2: Detailed status of Undertakings Agreed at the 25 th Education Sector Review.....	39
	Annex 3: Terms of Reference for the Education and Sports Sector Review FY 2017/18.....	54
	Annex 4: List of participants of the August 2019 ESSR Workshop.....	69

List of Acronyms/Abbreviations

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

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

1.0 Introduction

1. This Aide Memoire is for the 27th Education and Sports Sector Review covering FY 2019/20 conducted under the Sector Wide Approach (SWAp) since April, 1999.

2. The 27th ESSR process involved presentations, panel and plenary discussions. The theme was “*Adapting Teaching and Learning for Sustained Learning Outcomes*”. The Workshop focused on adapting teaching and learning for sustainable learning outcomes at all levels and the role of stakeholders need to play in its realization. The theme underscored the need for all stakeholders (*Political leaders, Parents, Teachers, Learners, Local Governments, Development Partners, Foundation Bodies, Private Sector and Key Line Ministries*) to work together in adapting teaching and learning for sustainable learning outcomes in Education and Sports at all levels.

The main objective of the 27th ESSR was to appraise and validate the performance of the Education and Sports Sector for the period 1st July 2019 to 30th June 2020 and identify high level priorities for the FY 2021/22 planning and budgeting.

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

- (i) Review the status on agreed indicators to assess sector level performance as stipulated in the Ministerial Policy Statement FY 2019/20;
- (ii) Review the performance of the sector undertakings that were agreed upon during the 2019 ESSR workshop; and,
- (iii) Highlight the high-level priorities for FY 2021/22 in accordance with the 3rd NDP PIAP.

2.0 The Review Process

4. The 27th Education and Sports Sector Review involved the following activities:

- (i) Audio Visual Documentary.
- (ii) Presentations, Plenary and Panel discussions; and,

2.1 The Audio Visual Documentary

5. The Communication and Information Management Division (CIM) will shoot an audio-visual documentary that will be shared during the Workshop. It will focus on flagship programs, projects and activities of the sector. CIM Division will develop ToRs to guide the activity.

2.3 Approval of the Position Paper on Sector Undertakings

6. The Position Paper on Sector Undertakings for the 27th Education and Sector Review was approved by TMM on.....(See Annex).

2.4 The Education & Sports Sector National Workshop

7. The 27th ESSR National Workshop was held at Hotel Africana, 9th – 10th December 2020. This year’s review was unique in that we had a total ofparticipants who physically attended the workshop and a total of who attended the workshop via zoom that included political leaders, and technical officials of the Ministry of Education and Sports; Education Development Partners, members of the Education Sector Consultative Committee (ESCC); Education Sector Budget Working Group (ESBWG); Monitoring and Evaluation Working Group (M&E WG); Sector Policy and Management Working Group (SPM WG); Departmental Working Groups; Line Ministries; Local Governments; Education Institutions at all levels; Private sector and Private providers of education services; Teachers’ Associations; Civil Society Organizations; foundation bodies; and the media attended the national workshop. (Refer to Annex).

3.0. Opening Remarks

3.1 Opening remarks by the Minister of State for Higher Education

In his opening remarks, the Hon. Minister of State for Higher Education, J.C Muyingo started by welcoming members to the 27th Education and Sports Sector Review 2020. In his remarks he:-

- (i) Emphasized the fact that this Year's Review was conducted under the theme: "*Adapting Teaching and Learning for Sustained Learning Outcomes*" and,
- (ii) Noted that the purpose of this year's Annual Sector Review was to appraise and validate the performance of the Education and Sports Sector for the period 1st July 2019 to 30th June, 2020.

Highlights of Achievements of the Education and Sports Sector, FY 2019/20

The Hon. Minister noted that the Ministry had made steady progress in the development of policy and legal reforms to guide the sector that included:-

Policy frameworks; The early child hood care and education (*ECCE*) Policy, National Inclusive Education Policy, National school health Policy, Education Management Information Systems (*EMIS*) Policy, National Higher Education Policy and the National Instruction Materials Policy.

Legal frameworks; National Curriculum Development Center (*NCDC*) Act, Uganda National Examinations Board (*UNEB*) Act, The BTVET Act, 2008, The National teachers Bill.

3.2 Planning frameworks 2020/21 to 2024/25

Under the planning frameworks are the following:-

(a) Education and Sports Strategic plan 2020/21 -2024/25

National Development Plan III: The NDP III introduced a *programmatic approach* to planning. The Education and Sports Sector was placed in the Human Capital Development Program, and this has implications on the development of ESSP 2020/21-2024/25.

Education Sector Response to CoVID 19 Pandemic; The Minister noted that a mitigating strategy had been developed with the following priority interventions:-

- (i) Continuity of Learning through distribution of Home Study Materials;
- (ii) Phased Re-opening of Schools and Institutions by implementing SOPs in schools and institutions of learning; and,
- (iii) Provision of psychosocial support and related trainings.

The Hon. Minister further noted that the approval of the Ministry's application for a USD 15 million grant towards the Covid-19 response by the Global Partnership for Education (*GPE*).

Regarding the re-opening of Schools, candidate classes and finalist classes in tertiary institutions were opened and the position to re-open non-candidate classes would depend on expert advice.

Investment Priorities for FY 2021/22 and the medium term

The Minister noted that the following projects were under preparation and anticipated to come into operation starting FY 2021/22 and the medium term.

- (i) Uganda Inter Governmental Transfers (*UgIFT*) Phase II Project (*World Bank*);
- (ii) Uganda Secondary Education Expansion Project (*World Bank*);

- (iii) Support for the Improvement of Makerere University (*Korea Education Project V*);
- (iv) Support for Capacity building for Industry Demand-based Technical and Vocational Education and Training in Uganda (*KOICA*);
- (v) Skills Development for Artisans and Craftsmen in the Oil and Gas Sector (*AfDB*);
- (vi) Support to Higher Education, Science and Technology (HEST II) Project (*AfDB*); and,
- (vii) Uganda Teacher and School Effectiveness II (*UTSEP II*) Project.

The Hon. Minister of State for Higher Education concluded his opening remarks by:-

- (i) Extending his sincere gratitude to Partners in Development, Private Sector and all other stakeholders, for the various forms of contributions made during the last Financial Year 2019/20; and,
- (ii) Implored participants to effectively participate in the Review discussions to identify implementation bottlenecks and high-level priorities for implementation in FY 2021/22 and hence declared the ESSR open.

3.2 Opening Remarks by EDP Representative

The Charge d'Affaires, Mr. Koen Van Acoleyen, of the Mr. Koen Van Acoleyen, made the opening remarks for EDPs. He commenced his speech by conveying regrets from H.E, the Ambassador of Belgium who was rendered unable to attend the meeting due to the fact that he is currently out of the country, in Belgium.

In his remarks, the representative of EDPs noted as follows:-

- (i) Reiterated the fact that the COVID-19 pandemic had adversely affected the delivery of education services in the country and this is vividly demonstrated through the more than 14 million learners who are currently unable to attend school due to the ongoing restrictions aimed at combating this deadly disease;
- (ii) Observed that schools will ultimately have to re-open and this challenges Government to work on an effective re-opening strategy, in conjunction with EDPs so as to sustainably and safely avail the much needed education services to all learners in the country. As one of the best practices that can be taken into consideration the Ministry needs to come up with a school reopening strategy, and he advocated for adoption of DIGITIZATION as one of the strategies that can be mainstreamed at all levels of education service delivery to achieve inclusivity, safety and broader access to education services in Uganda;
- (iii) Reminded the audience about the benefits of education which make this service a key anchor for development which included its role as one of the strongest instruments for: improving health, gender equality, peace and stability; reducing hunger and poverty; improving young people's work choices; and, reducing young people's vulnerabilities in the world of work. However, despite the immense benefits that stands to be gained from education, a number of challenges continued to affect its delivery which included; high pressure on the existing education service infrastructure; high dropout rates; and low survival rates;
- (iv) Urged that there is need to reverse the current trend of education financing from a downward trajectory and increase it to 20% of the national budget as per Uganda's commitment in the Incheon Declaration of 2015. Further noted that the current education financing trend had disadvantaged Uganda's education system to the extent that Uganda is no longer on track to access GPE financing and is also performing very poorly in comparison with regional countries (*Uganda only being better than South Sudan, Central Africa Republic and Madagascar*) and even globally;
- (v) Affirmed that EDPs were committed to strengthening education financing and appreciated the long standing relationship that exists at both political and technical levels between respective EDPs and the Ministry of Education and Sports. In addition, he observed that the transition from sector-based to programme-based planning and budgeting as initiated by NPA under

- NDP III is still very new and calls for robust capacity building in this new planning approach within both the EDP circles and other education sector stakeholders;
- (vi) Recognized the enormous efforts that were made towards reform of the TVET sector to become a private-sector led system, as advanced under the recently approved TVET Policy. Noted that EDPs were actively participating in implementation of the TVET Policy and were looking forward to the formal establishment of the TVET Council as well as TVET Sector Skills Councils;
 - (vii) Observed that the National Teacher Policy was approved in a timely manner and it prioritizes the role of teachers in building society. To this effect, EDPs were looking forward to turning of all teacher training institutions in degree-awarding institutions with effect from September 2021; and,
 - (viii) In conclusion, the speaker alluded to the fact that gender-based violence and the situation of girls was adversely affected by the COVID-19 pandemic and its resultant school closure. Noted that many girls have been exposed to teenage pregnancy, violence at home and in communities and child labor, especially via street hawking in urban areas. This calls for prioritization of girl protection and rehabilitation programs as well as scrutinizing the role men have to play in turning around this situation.

4.0 Overview of Sector Performance FY 2019/2020

The Education and sports Sector Annual performance FY 2019/20 was presented by the Permanent Secretary, Mr Alex Kakooza. The overall achievements and challenges of the sector in realizing its broad policy objectives of providing equitable access to quality education in FY 2019/20 were presented as highlighted below;

(a) Legal and Policy Framework

The NCDC Act (1973): The UNEB Bill was laid on the floor of Parliament and forwarded to the Legal Committee of Parliament.

The BTNET Act (2008): it is set to be reviewed to align it with the TVET Policy 2019. Principles for amendment/repeal were submitted to Cabinet for issuance of a Cabinet Memo number.

The Universities and Other Tertiary Institutions Act, 2001: A draft Higher Education Policy has also been prepared and is now set for the consultation and approval processes

The UNEB Act (1983): The UNEB Bill was laid on the floor of Parliament and forwarded to the legal committee of Parliament.

The Nakivubo War Memorial Stadium Trust Act (1953): The Principles for the amendment of the NWMS Act were approved and the Nakivubo War Stadium (amendment) Bill is being drafted by First Parliamentary Counsel.

The National Teachers' Act (Proposed): The Principles for drafting the National Teachers' Bill were submitted to Cabinet Secretariat for review and Issuance of Cabinet Memo number.

Policy Development during FY 2019/20

The draft ESSP has been independently assessed. The revised draft ESSP is to be endorsed by ESCC and thereafter presented to TMM and NPA for approval.

Government White Paper on Education (1992): An Issues Paper for review of the GWP awaits formation of a Committee set up by Top Management to guide the review process.

The National Teacher Policy (2019): The Policy was approved by Cabinet under Minute 130 (CT 2019), launched and was currently undergoing implementation.

The Technical and Vocation Education and Training (TVET) Policy (2019): The Policy was approved under Minute 07 (CT 2019), pending its launch and subsequent nationwide implementation.

Early Childhood Care and Education (ECCE) Policy (Draft): The draft ECCE Policy awaits TMM approval for subsequent forwarding to Cabinet for discussion and endorsement into a government policy.

Education for Sustainable Development Policy (Draft): The draft policy awaits a Certificate of Financial Implications (CoFI) from MoFPED to enable submission of the Policy to Cabinet.

National EMIS Policy (Draft): A RIA was subjected to nationwide consultations and costed to secure a Certificate of Financial Implications from MoFPED

National Instructional Materials Policy (Draft): a RIA was prepared and subjected to national consultations and awaits SWAp approval processes.

National Inclusive Education Policy - NIEP (Draft): The RIA was developed and Policy was costed awaiting MoES SWAp approval processes for subsequent consideration by Cabinet

(b) Financial/Budget Performance

Within the education sector budget the percentage share of the expenditure by categories included:- Wage at 53.29%; Non- Wage at 28.36%; GoU Development at 9.03%; and, Donor Development at 9.31%.

The approved recurrent wage budget was Ushs. 17.81bn and the release performed at 100%; approved non-wage recurrent budget was Ushs. 234.87bn, out of which Ushs 231.77bn (98.68%) was released and Ushs. 219.25bn (94.60%) of the release was spent; and,

The sub sector allocation was highest at primary sub sector with 37.48%; followed by tertiary at 25.27%; secondary at 19.51%; BTVET at 11.82% and others (*i.e. PES, SNE, G&C and EPPAD and Support Services*) at 5.91%;

4.1 Main Achievements: Access and Equity

Under equity and access the following were achieved in the subsectors:-

4.1.1 Pre Primary Education

Advocacy and Social campaigns held in Gulu, Jinja, Kibale, Arua, Karamoja, Mbarara, Mbale, Masaka and Kampala to sensitize communities about early childhood care and education; and, Four (04) workshops were held in Masaka, Koboko, Kiruhura and Rubirizi districts to empower Local Governments structures in enhancing the delivery of effective ECD services.

4.1.2 Primary Education

US\$106,267,617,000 Capitation grants paid for 7,474,600 pupils in 12,467 schools at a unit cost of Ugx. 12,000 per pupil; A total of 23 community primary schools were government grant aided in fourteen (14) districts; A total of 274 primary schools were licensed and 264 were registered; Completed construction works in five (05) primary schools under Emergency Construction Project; Improved overall pupil classroom ratio by 6 points from 55:1 in FY 2017/18 to 49:1 in FY 2019/20.

4.1.3 Secondary Education

Ushs.130.742bn capitation Grants paid for 703,442 USE and 56,383 UPOLET students in 1,906 USE/UPOLET schools as compared to Ushs137.430bn/= paid for 920,971 USE; 69,667 UPOLET students in FY 2018/19. The 5% reduction in capitation grants was due to the phasing out of the PPP program; 65 community secondary schools were government grant aided; 76 private schools were licensed and 113 private schools registered; a 23% increase in the number of classrooms from 36,310 (FY 2017/18) to 44,928 (FY 2019/20); and, the Student Classroom ratio improved by 0.8 points from 51 in FY 2017/18 to 50.2 in FY 2019/20.

Under UgIFT, the sub sector planned to construct 117 new schools in 115 sub counties without. By the end of the period under review, 32 schools were at Finishing stage, 59 at roofing stage and 25 schools at beam level.

4.1.4 BTVET Education

Paid Ushs 28,7bn capitation grants to 23,290 students in 169 BTVET institutions; paid Ushs 3.9 bn to facilitate three months' trainings of 9,113 beneficiaries from 303 training institutions in a bid to support non-formal BTVET programs; 58 and 20 private BTVET institutions were licensed and registered respectively.

Under *Support to the Implementation of Skilling Uganda Strategy*, completed construction of facilities at all the institutions: UTC Kyema(*Masindi*); Kasese Youth Polytechnic (*Kasese*); St. Josephs Virika VTI (*Fort portal*); St. Simon Peter and Millennium Business School (*Hoima*).

4.1.5 University Education

Paid Ushs 2.20bn worth of top up allowances for the 286 successful students (*i.e. 37 in China, 36 in India, 17 in Egypt, 7 in Cuba 189 in Algeria*); handed over renovated facilities at Busitema University, Nagongera Campus to management; paid Ushs 2.66bn to Operationalize Soroti University and its first intake of 98 (*65 Bachelors of Medicine; 33 Nursing*) students reported. Under the Loan scheme, Ushs 23.012bn was disbursed to support 6,443 students (*out of which 1,851- new cohort*). Cumulative total number of beneficiaries since inception stands at 10,041.

4.1.6 Challenges: Access and Equity

- (i) **Pre-primary sub sector:** Increasing number of Unlicensed and unregistered ECD learning centers which affects quality of service delivery.
- (ii) **Primary sub sector:** Increasing cases of land wrangles and grabbing of school land; dilapidated infrastructure for government primary schools; and, absence of teachers' houses.
- (iii) **Secondary sub sector:** High Student Classroom ratios in schools; high staff turnover especially in private schools; inadequate wage to recruit the required number of staff in government secondary schools.
- (iv) **Higher education sub sector:** Inadequate classroom/ICT laboratories/libraries, and office space; inadequate resources to raise staff levels at Public Universities to at least 50% for academic staff
- (v) **BTVET subsector:** lack of permanent homes for the Boards and a printing facility to effectively handle the examinations; low staffing levels in BTVET institutions; high cost involved in carrying out assessment in terms of facilities and equipment is a big challenge

4.2 Quality Education

Under quality of education, the sub sectors achieved the following:-

4.2.1 Pre- primary Education

The sub sector monitored and support supervised 300 ECD centers in 31 districts

4.2.2 Primary Education

The Instructional Materials Unit procured the 814,127 copies of assorted textbooks for P.3 and P.4 classes and 446,189 teachers' guides for UPE schools; distributed 50,503 copies of EGR extra primers and Teachers' Guides for P.1-P.3, and distributed 630,966 copies of P4 primers in to 2727 schools in 29 districts under UTSEP; and, monitored and support supervised implementation of UPE program in 200 government primary Schools in 33 districts.

4.2.3 Secondary Education

Procured 4,430 instructional materials for 242 UPOLET schools against the planned 19,060 for 238 UPOLET schools; rolled out the new lower secondary curriculum to all schools in February 2020; planned to recruit teachers for newly grant aided schools. By the end of FY 2019/20, 2,000 positions had been advertised and promoted 1,200 teachers that upgraded from Diploma to Graduate qualifications; trained 2,377 teachers in science, mathematics and digital science in Central and North Western regional INSET Mid-West and South West SESEMAT zones.

4.2.4 BTVET Education

Four (04) institutions attained international accreditation awarded by City and Guilds (*i.e. Iganga TI – Iganga, Nawanyago TI - Kamuli; Kiryandongo Ti – Kiryandongo and Kibatsi TI – Ntungamo*); and, 3 Assessment standards were developed for:- Auto diagnostic technician, Industrial Electrical technician and Mechatronics Technician.

Under DIT - A total of 62,658 (18,777 Male; 43,881 Female) candidates in both in modular and formal in 75 Occupations across 1,068 Assessment centers as shown below. This is in comparison to 55,414 (24,550 Male, 31,064 Female) candidates assessed in FY 2018/19. indicating a 12% increase in number of students assessed under UVQF.

4.2.5 University Education

NCHE reviewed and accredited 243 programs; monitored 28 tertiary institutions for enrolment, completion survival, graduation and dropout rates, CoVID-19 Response readiness and intake capacities for academic year 2020/2021; and, procured and supplied assorted equipment and instructional materials to the Universities of Muni, Kabale, Lira, Kyambogo MUST, Gulu, UMI and Busitema.

4.2.6 Challenges: Quality

The subsectors faced a number of challenges that included:-

- (i) **Pre- Primary sub sector:** Increasing number of unqualified ECD caregiver
- (ii) **Primary sub sector:** Inadequate funds to roll out Early Grade Reading to all the districts in the country; lack of adequate storage for text books
- (iii) **Secondary sub-sector:** Inadequate budgetary resources to facilitate capacity building and in service training of teachers
- (iv) **BTVET sub sector:** Shortage of trained tutors, instructors, assessors and practitioners in majority of the training institutions
- (v) **Higher Education:** Weak strategic linkages and collaboration between industries and training institutions and international job market; continued duplication of programs within and across universities

4.3 Efficiency and Effectiveness

Under efficiency and effectiveness, the different subsectors achieved the following:

4.3.1 Pre-primary Education

The sub sector trained twenty seven (27) selected districts and thirteen (13) implementing partners on the new CMC training approach; conducted four (04) support supervision workshops in Masaka, Koboko, Kiruhura and Rubirizi districts to empower Local Governments structures in delivering ECD services; and, the ECCE Policy in FY 2019/20, went through the Swap approval processes and a

Cabinet Memo was prepared for Parliament for its approval before it can be implemented across the country.

4.3.2 Primary Education

The sub sector trained 8,935 head/deputy teachers from 56 districts in supervising teaching under UTSEP; and, trained and supported 800 (475M, 325F) Htrs, D/Htrs, SM/W trs and other education Managers in their roles and responsibilities in the 8 districts (*i.e. Nabilatuk, Kotido, Moroto, Nakapiripirit, Amudat, Napak, Abim and Kaabong*); the sub sector procured and supplied 2,400 Metallic Cabinets for storage of Instructional Materials to all UPE schools in sixteen (16) districts (*i.e. Buyende, Iganga, Luuka, Mayuge, Namayingo, Kagadi, Kakumiro, Kibaale, Amuria, Bukedea, Kaberamaido, Katakwi, Kumi, Ngora, Serere and Soroti*).

4.3.3 Secondary Education

Support supervised Boards of Governors in 112 schools and approved 26 newly appointed BoG's in 26 private secondary schools; support supervised a total of 246 Non- USE (183 Pvt; 63 Gov't) and 431 USE/UPLOET (247 Pvt; 184 Gov't) schools; maintained solar energy packages in 449 out of the planned 560 post primary schools throughout the country.

4.3.4 BTVET Education

4.3.5 University Education

The sub sector disbursed a total of Ushs. 30.73bn for Research and development to facilitate Makerere University's response to the CoVID-19 pandemic; supported Kyambogo University to develop the strategic plan and prepared university policies and regulation; and, under the African Centres of Excellence, supported the recruitment of 244 Masters and 66 PHD students.

4.3.6 Challenges

The subsectors faced a number of challenges that included:-

- (i) **Pre-primary sub sector:** Poor Management and leadership capacity of ECD proprietors;
- (ii) **Primary sub sector:** Limited resources to monitor and support supervise the ECD centers
- (iii) **Secondary sub sector:** Absence of minimum qualification for membership to Board of Governors that affect efficiency
- (iv) **BTVET sub sector:** The Boards lack permanent homes and a printing facility to effectively handle the examinations
- (v) **Higher Education sub sector:** Limited capacity by university councils to effectively oversee their respective universities

4.4 Quality and Standards

Under quality and standards the following were achieved:-

4.4.1 Teacher Instructor Education and Training Achievements

Monitored and support supervised 41 teacher training institutions; paid 2.42bn worth of capitation grants for 20,285 student teachers (*i.e. Primary & Secondary teacher trainees, Health tutors and Instructor trainees*) in 52 institutions as planned; procured and supplied the last consignment of 99,000 copies of assorted text books to 46 Public Primary Teachers' Colleges countrywide; under the Development of PTC's project, completed facilities in Ibanda, Erepi, Ngora, Kabwangasi, Kitgum and Jinja PTC's; and, (*Pictures 5.1 to 5.12, Page 143*); constructed, rehabilitated and equipped three National Teachers Colleges, (*Kaliro, Muni and Kabale NTCs*).

4.4.2 School Inspection

Monitored 164 Local governments on compliance to Planning, Inspection and Accountability guidelines and disseminated BRMS for school readiness on re opening of schools; inspected 163 ECD teacher training institutions focusing on the quality of management in all the LGs; inspected 67 PTCs on compliance to the BRMS; inspected 643 BTVET institutions in all the regions; inspected 2,545 secondary schools on the quality of teaching and learning and implementation of the Lower Secondary Curriculum;

Supplied Smart Phones to 920 schools in 11 districts (*i.e. Nwoya, Amuru, Mubende, Kyankwanzi, Kyegewa, Kyenjojo, Kaliro, Kamuli, Bukedia, Amuria and Katakwi*) for use in Monitoring attendance and timetable; and, printed 2,000 copies of the revised hand book and school user manuals for Teacher Effectiveness and Learner Achievement system.

4.4.3 Challenges

The subsectors faced the following challenges that included:-

- (i) **Teacher Instructor Education and Training:** the capitation grant for students in teacher training institutions is as low as sh. 1,800/= per student per day. This is grossly inadequate; under staffed colleges and the shortage grossly affects the quality of teacher training. There is urgent need to lift the ban on recruitment; and, dilapidated infrastructure in PTCs; and,
- (ii) **Directorate of Education Standards:** Inadequate skills and knowledge on Inspection among LG inspectors due to lack of training and capacity building and due to high turnover.

4.4.4 Education Service Commission

Appointed 2,180 (1,441 Male, 739 Female) Personnel, recruited countrywide against a set target of 2,000; Validated 3,268 appointments of personnel in the service from the Lango and Acholi Sub regions. This was against a set target of 2,000 and represented a 163.4% performance level; Re-designated appointments of 368 Personnel, 259 males, 109 females; and, confined a total of 1,851 Personnel in service against a set target of 2,000 representing 92.6% performance level.

5.0 Physical and Sports Development

Construction of the National High Altitude Training centre at 85% overall performance; supported eight (08) National teams to participate in local and international Championships; Seventeen (17) National records were set by athletes in various international and national competitions. Two of these were also world records (WR) set by Joshua Cheptegei in the 10km event in Valencia Spain and in 5km Road in Monaco. Eleven (11) out of the seventeen (17) records were set by women.

6.0 Cross Cutting Issues

Under cross cutting issues the following were achieved:-

6.1 Guidance and Counselling

564,856 P.7 leavers and 207,399 S.4 leavers were placed into post primary institutions and post O level institutions respectively in FY 2019/20; conducted capacity building for 40 teachers (17 F; 23 M) from selected districts on the provision of standardized Guidance and Counselling Services; disseminated 2,400 copies of information guide for P.7 leavers, 800 copies of the career guidance handbook, 3,100 copies of Wall on Formal Education Pathways and 3,100 copies of Wall Charts on Career Guidance on Technical Education and Training; and, monitored and support supervised 72 institutions out of 120 translating into a 60% percentage performance.

6.2 Special Needs Education

Monitored and support supervised 134 institutions (*110 institutions with learners with special educational needs and 24 primary schools implementing functional assessment*); Procured 200 cartons of braille papers, 200 magnifying glasses and 20 computers with jaws software; trained 82 teachers from 17 districts out of 300 in functional assessment representing a 27.3% performance rate; conducted a needs assessment in 20 out of 56 SNE schools/units to assess infrastructural challenges faced across the country; and, construction of 2 workshops and 2 dormitories at Wakiso School for the deaf were at finishing stage.

6.3 Communication and Information Management

Monitored a total of 100 secondary schools to ascertain their use and integration of ICT in their teaching and learning; registered a total of 146,508 Teachers on the TIMIS and issued them with certificates online; finalized the regulatory impact assessment for the ICT policy; assessed seventy (70) secondary schools for preparedness for e-learning; and, procured and distributed 105 desktop computers; 15 laptops; 90 printers; 120 UPS and anti-virus for 600 computers.

6.4 Gender in Education

Finalized the training manual for teachers and other stakeholders on menstrual Hygiene Management; developed guidelines for the formation of school clubs to promote the participation and empowerment of students; developed guidelines on prevention and management of HIV and AIDS and unintended teenage pregnancy in school settings in Uganda; developed and finalised the operational guidelines for senior women and men; Conducted gender responsive planning and budgeting workshops for the various heads of departments and technical officers; and, Conducted a science fair in West Nile region under the theme “Innovations for improving community livelihoods”.

6.5 HIV/AIDS in Education

The sector selected 12,000 vulnerable adolescents’ girls and 480 primary and secondary schools to benefit from the education subsidies; developed the learners’ message handbooks and teachers’ facilitator guides on life skills, HIV Prevention, menstrual Hygiene Management and Sexual Gender Based Violence (SGBV) for adolescents and young people in schools; trained 60 teachers on sexuality education/PIASCY in the districts of Bugiri, Bugweri and Iganga.

6.6 National Curriculum Development Centre (NCDC)

Oriented 6,300 teachers in 25 least performing districts on implementation of the primary curriculum; translated P.6 subjects of Science, SST and C/IRE into braille to facilitate learning for pupils with visual impairment; retooled and oriented 85 Htrs, 90 Facilitators, 1,600 Master Trainers and 20,000 S.1 teachers on delivery methods of the revised curriculum; and, developed remedial learning materials for 5 learning areas for lower primary, seven (07) for upper primary and all subjects for O and A Level. (*Materials were also translated to radio scripts and videos for TV programming as well as adoption for SNE learners amidst CoVID outbreak*)

6.7 The Uganda National Commission for UNESCO (UNATCOM)

Developed 400 sets of training materials for improving capacity of the pilot 200 secondary school teachers to deliver inclusive education; held the Youth camp activity for 51 (34 F, 17 M) youth to learn about heritage, 300 copies of manuals on mainstreaming of Culture in the local governments were printed and distributed to the targeted twenty (20) educational and thirty (30) local government institutions; trained 88 personnel of media and educational institutions in West Nile and Rwenzori Regions in the development of local content.

6.8 Education Sector Response to CoVID 19

The Ministry of Education and Sports put in place a Preparedness and Response Plan for COVID-19. This Plan aimed to ensure continuity of learning at home whilst addressing challenges affecting teachers, students, caregivers and parents resulting from school closures, such as children's right to play, leisure and development, child labour and exploitation.

6.9 Challenges

The main challenge was lack of resources given that the outbreak of CoVID 19 happened in the middle of the FY. This meant that many activities in the road map could not be implemented. These include:-

- (i) Supporting the learners at home with learning materials; and,
- (ii) Training the heads of institutions and teachers on how to manage the CoVID 19

7.0 Presidential Manifesto Commitments

By the end of FY 2019/20, considerable progress had been made in the implementation of these interventions. Out of the 60 interventions/undertakings, 45 were implemented. This translated into a 75% performance

7.1 Sector Challenges

In the FY 2019/20, the sector challenges included:-

- (i) Inadequate learning physical facilities leading to congestion in education institutions;
- (ii) Increasing cases of land wrangles and grabbing of school/institution land;
- (iii) Inadequate housing for teachers leading to reduced time on task;
- (iv) Inadequate resources to raise staff levels at Public Universities to at least 50% for academic staff;
- (v) Inadequate wage in some districts to accommodate the allocated number of teachers within the given staff ceiling. This is more pronounced in secondary schools;
- (vi) Low levels of parents' appreciation of their roles and responsibilities especially with respect to school feeding;
- (vii) Shortage of trained tutors, instructors, assessors and practitioners in majority of the training institutions, which limits effective teaching and supervision; and
- (viii) Inadequate inspection of education institutions due to limited resources.
- (ix) The outbreak of CoVID 19 which disrupted education sector activities

7.2 Way Forward

- (i) Continue to make annual allocations for development of physical infrastructure (*classrooms, laboratories, libraries, teachers houses, etc.*) at all levels;
- (ii) Prioritize the titling of land for all government education institutions;
- (iii) Continued sensitization of parents on their roles and responsibilities;
- (iv) Continue to recruit additional teaching staff for all education institutions and also replace those who have left the service;
- (v) Digitalize inspection tools for use during inspection to get real time inspection data; and,
- (vi) Make effective and efficient use of the available resources.

8.0 Presentation of Undertakings Agreed upon during the 26th ESSR and Proposed Undertakings for FY 2020/21.

The sector undertakings were presented by Assistant Commissioner, Statistics, Monitoring and Evaluation, Education Planning and Policy Analysis Department, Mr. Ssozi Vincent.

8.1 Structure of the presentation

- (i) Introduction
- (ii) Sub-Programmes

8.2 Introduction

The 26th Education and Sports Sector Review proposed 20 process undertakings which are derived from the emerging issues at the 26th sector review and the uncompleted undertakings for FY 2018/19. 51% of the process undertakings were achieved while 49% were not achieved. The undertakings were clustered into the following Sub-Programmes

- (i) Primary
- (ii) Secondary
- (iii) Higher Education
- (iv) Skills Development
- (v) Physical Education and Sports
- (vi) Special Needs Education
- (vii) Quality and Standards
- (viii) Guidance and Counseling
- (ix) Policy, Planning and Support Services

8.3 Achievements

The different Sub-Programmes achieved the following:-

(a) Primary

- (i) Monitored 300 ECD centers, 200 GPE beneficiary schools and 138 Primary schools under UTSEP for defect liability; and,
- (ii) Supplied furniture under both centralized and decentralized modality to 138 schools.

(b) Secondary

Inducted and trained 120 and 100 head teachers and deputy head teachers respectively.

(c) Higher Education

Advanced loans to 500 Diploma first year students, 2,500 new Undergraduate students, 4,688 continuing students and 400 continuing diploma students.

(d) Skills Development

Under skills development the following were achieved:-

(i) DIT

Retooled and trained 245 BTVET instructors and tutors and inspected and accredited 135 assessment centers.

(ii) ***BTVET***

Completed Construction of all facilities in 5 BTVET institutions (*UTC Kyema in Masindi; Kasese Youth Polytechnic in Kasese; St. Josephs Virika VTI in Fort Portal; St. Simon Peter VTI; and, Millennium Business School in Hoima*).

(e) ***Physical Education and Sports***

Continued with civil works at the National High Altitude Training Center (NHATC) Phase I:

- (i) 06 lanes Running Track – Construction at 80%;
- (ii) 3km Jogging Track – Construction at 80%;
- (iii) External Kitchen – Construction at 95%;
- (iv) Hostel block – Construction at 96%;
- (v) Gate House and chain link fencing – Construction at 75%; and,
- (vi) 300m Long Site Roads & Parking – Construction at 80%.

(f) ***Special Needs Education***

- (i) Procured 200 cartons of Braille paper, 200 magnifying glasses and 20 computers with jaws.
- (ii) Construction of the 2 classroom blocks and a-2 staff house was at roofing stage.

(g) ***Quality and Standards***

Under quality and standards the following were achieved:-

(i) ***TIET Department***

Completed civil works in the selected seven (07) PTCs (*Jinja PTC; Bikungu PTC; Kitgum PTC; Kabwangasi PTC; Ngora PTC; Erepi PTC; and, Ibanda PTC*).

(ii) ***Directorate of Education Standards (DES)***

Inspected 643 BTVET institutions, 73 PTCs and 200 Nursery Training centers; and, Monitored Learning Achievements in 162 Local Governments by having their tablets serviced and up graded.

(h) ***Guidance and Counseling***

Procured and disseminated 9,400 copies as follows; 3,100 copies of Wall on Formal Education Pathways, 3,100 copies of Wall Charts on Career Guidance on Technical Education and Training, 800 copies of the Career Guidance Handbook and 2,400 copies of information guide for P7 leavers Information Guides.

(i) ***Policy, Planning and Support Services***

Under Policy, Planning and Support Services the following were achieved:-

(i) ***Education Planning and Policy Analysis Department***

Completed the data frame and, the draft 5 of the ESSP was approved by ESCC on 12th March 2020

(ii) ***Human Resource Department***

Developed, approved ToRs for the Teachers' Handbook and awarded contract.

9.0 Presentation of Monitoring Findings by Budget Monitoring and Accountability Unit (BMAU) on Education Sector

The MoFPED through the Budget Monitoring and Accountability Unit (BMAU) undertook monitoring to assess the Education and Sports sector performance for the period under review.

The presentation highlighted the status of implementation and achievement of set targets (*for selected projects/programmes*) in 12 out of 15 central votes, and grants in 38 LGs in the Education and Sports Sector for FY 2019/20.

9.1 Overall Sector Performance

The Education and Sports Sector budget for 2019/20 inclusive of external financing was Ugshs. 3,398.518bn, of which Ug shs 3,353.63bn (98%) was released and Ugshs. 3,205.89bn (95.6%) expended by 30th June, 2020 showing a good release and expenditure performance.

Overall sector performance in terms of output and outcome delivery was rated fair at 68%. (*i.e. Education Service Commission- 76.5, National Curriculum Development Centre- 87.8, Uganda National Examinations Board - 91.3 and Ministry of Education and Sports - 46.8*).

Better performance was registered at the output level with 80% overall achievement, than outcome level that registered 45%. The lack of information on the programme outcome indicators specifically for MoES, the Universities and LGs contributed to their low performance at outcome level.

9.1.1 Vote performance

The details of the findings were highlighted below:-

9.1.1.1 National Curriculum Development Centre

The vote had better performance at the output level (100%) than at the outcome level (81.3%). Some of the achievements included:-

Review of the Nile English Course book Seven, translation of P.6 curriculum to braille, production of instructional materials and development of digitized manuscripts for S.2 Mathematics.

9.1.1.2 Uganda National Examinations Board

A total of 695,792 students were registered for PLE, 337,717 for UCE and 104,479 for UACE. Examinations were conducted and results released for all levels. At PLE; 90.4% of the students who sat passed in divisional grades (1-4), while at UCE 92.2% passed in divisions (1-4) and at UACE, 98.6% qualified for the award of UACE implying that many more pupils/students qualified to join the post primary institutions.

9.1.1.3 Education Service Commission program

The ESC appointed, confirmed and validated personnel into the Education Service. A total of 2,180 personnel were appointed (1,441 were male and 739 were female); 1,851 personnel confirmed (1,256 males and 595 female) and 3,268 personnel validated (2,124 males and 1,144 female). More males than females were recruited/confirmed into service.

9.1.1.4 Ministry of Education and Sports

The ministry of Education and Sports implemented the following:-

9.1.1.4.1 Preprimary and Primary Education Program

Under the Emergency Construction of Primary Schools Project, the Ministry planned to construct/rehabilitate 42 schools. However, only 22 received funds. Of the 11 schools monitored; 5 were completed and quality was good.

9.1.1.4.2 Secondary Education Program

Under the Development of Secondary Education Phase II project, the Ministry planned to complete 40 schools left incomplete under Adaptable Program Lending I Project (APLI). However no school was completed by the end of the Financial Year. Only five schools received funds towards the end of the fourth quarter hence civil works spilled over into FY 2020/21.

9.1.1.4.3 Higher Education Program

Under the **Higher Education Students Financing Board (HESFB)**, the Ministry availed loans to 6,443 students for the first and second semesters in the various institutions of Higher Education of which 13 students were Persons with Disabilities.

Under the **Development of Uganda Petroleum Institute, Kigumba Project**, the Ministry completed and handed over the boys' hostel while civil works at the girls' hostel and lecture block were behind schedule at 45% and at 10% respectively.

9.1.1.4.4 BTVET program

6 of 11 subprograms were monitored. The major achievements were as below:-

BTVET

BTVET sub sector registered the following achievements:-

- (i) Assessment and profiling of Industrial Skills through the Directorate of Industrial Training (DIT);
- (ii) A total of 62,772 candidates against a planned target 40,340 were assessed in both modular and occupational levels. The over performance was as a result of additional assessment of trainees under the Presidential Initiative on Skilling the Girl Child and Boy Child;
- (iii) **Development of BTVET Project;** 7 of the 13 planned activities for construction and implementation of presidential pledges were monitored;
- (iv) Construction at UTC Bushenyi was 70% complete, Eriya Kategaya T.I was 95% complete, Maumbe Mukhwana T.I was 80% complete. Jinja Ophthalmic School of Clinical Officers received the first batch of funds on 26th June 2020 but had not been utilized by 17th August 2020. Kazo TI and Bamunanika TI were not completed;
- (v) **Albertine Region Sustainable Development Project;** Although the project was behind schedule, it registered fair progress as contracts for specialized machinery for UPIK and UTC Kichwamba were signed and civil works started in July 2020;
- (vi) **Skills Development Project;** Registered fair progress. Works started in 2 Centres of Excellence (Bushenyi and Bukalasa) and 6 of 12 VTIs (Nyamitanga, Karera, Lake Katwe, Kaberamaido, Rwentanga and Ssesse). However, the project is behind schedule; and,
- (vii) **Support to Implementation of Skilling Uganda (BTC);** All facilities in the 5 institutions were completed i.e UTC Kyema, Kasese Youth Polytechnic St. Simon Peter VTI (Hoima), Millennium Business School (Hoima), and St. Josephs Virika VTI (Fort portal). The quality of the constructions was very good.

9.1.1.4.5 Quality and Standards program

Under the Directorate of Education Standards, the inspection handbook was revised and 50 of 100 education managers were trained on the revised inspection handbook.

Under the Improvement of Secondary Teachers Education – Kabale and Mubende NTCs Project, the Ministry constructed/renovated and handed over facilities in Kabale NTC.

9.1.1.4.6 Transfers to Local Governments

The School Facilities Grant Programme largely performed well across the 38 Local Governments monitored.

Under the UgIFT programme, the Ministry planned to construct 117 seed schools. 106 of these were largely nearing completion by August 2020 and contractors were on sites.

9.1.2 Conclusion

Overall, sector performance was fair with better performance registered at output level, than outcome level.

10.0 Key Note Address

The key note address was presented bywho began his presentation by thanking the Ministry for organizing the 27th Annual Sector Review and for inviting ULGA to give a key note address. He highlighted the following:-

- (i) Thanked the Ministry for the good spirit exhibited during the concluded Annual Sector Negotiations, which were convened by the Local Government Finance Committee;
- (ii) Indicated that during the Midterm review of NDP11 targets for Financial year 2019/20, the sector realised 83% transition rates from Primary to Secondary education, 100% net enrolment rates at primary level and 11.5% average years of schooling;
- (iii) Appreciated Government for strategies and interventions undertaken to curb the spread of the Pandemic within the schools and education Institutions; and,
- (iv) Noted that there was need to draw lessons from the challenges posed by Covid-19 pandemic and any other key challenges the Sector faced during the review period and thus adopt creative and sustainable ways of ensuring continued learning, teaching and training.

However, ULGA made the following observations:-

- (i) **Universal Primary Education (UPE) Grant:** the budget was still inadequate for effectively organizing co-curricular activities, procure instructional materials, meet contribution to salary payment to support staff, and prepare the termly examinations for pupil's performance assessment;
- (ii) **That there was an issue of Staffing in Universal Primary Education (UPE) Schools** where the teacher pupil ratio of 1:53 was negatively impacting on the quality of teaching and learning;
- (iii) **Universal Secondary Education (USE) funds,** Shs.175,000/ which was allocated to each student was also inadequate and that in FY 2021/2022, USE grant should be increased to at least Sh. 180,000 per student term to improve the quality of education at that level;
- (iv) Highlighted that the **staffing in Universal Secondary Education (USE) Schools** where transfer of teachers were not well coordinated and negatively impacted on teaching and learning. That the Ministry should guide to ensure that the transferred teachers were replaced immediately to avoid creating staffing gaps in schools;

- (v) **Implementing Standard Operating Procedures (SOPs) in schools**, many schools were struggling in adhering to the set standards to combat the spread of CoVID 19 and that this was due to lack of funds;
- (vi) **In regard to Printing and distribution of distance learning materials**; Local governments had received and distributed learning materials to schools and the Ministry should focus on covering all learners including those with special needs;
- (vii) **Indicated that under School Inspection during CoVID 19**; ULGA recommended that the Ministry should liaise with Ministry of Finance Planning and Economic Development to ensure timely release the school inspection funds; and,
- (viii) **Funding for Special Needs Education**; The Ministry should plan for increase of subvention grant which is currently released to a few schools to cater for all special needs education (SNE). This will enable LGs to rehabilitate facilities and provide appropriate learning environment and materials for SNE learners.

In his concluding remarks he indicated the need for the Central Government to enhance investment in the quality education and training to realise appropriate skilled, knowledgeable and innovative labour force in Uganda in order to realise Goal SDG 4 and improve service delivery.

11.0 Education and Sports Sector Review Documentary

The Communications and Information Management Unit is tasked annually to produce the Education and Sports Sector Review Documentary. The latter is an in-depth and informative resource, set to supplement and complement the Permanent Secretary's presentation on the sector's achievements in an audio and visual format.

11.2 Objectives

The overall objective of the ESSR documentary was to give an overview of the sector's performance for the period under review and also the sector's performance in the last five years, while sustaining engagement and participation of all participants.

11.3 Conclusion

We hope to capture lessons learnt and how or what interventions will contribute to the mission of the Ministry.

12.0 Presentation on implementing the National Development Plan III with specific focus on the Human Capital Development Programme and its implementation action plan (PIAP).

The Commissioner, Education Planning and Policy Analysis Department, Mr. Aliyo Michael presented the NDP III. In his presentation he wanted participants to know that:-

- (i) The National Development Plan I and II were implemented clearly highlighting the primary growth sectors, complimentary sectors, social services sectors and enabling sectors. NDP II was largely a continuation of the NDPI strategic direction with implementation of its priorities carried through sectors (*sectoral approach*);
- (ii) Implementation of the NDPI and II were largely faced with a number challenges among which included; Uncoordinated approaches to implementation planning, underpinned by INDEPENDENT sectoral planning approaches; Slow implementation of core projects; Limited alignment of planning and budgeting instruments with the NDP; Limited prioritization and poor sequencing of interventions; Inadequate analysis and inadequate results framework; Limited financing of the plans; Weak Public Sector Management; and Limited involvement of Non-State Actors.

- (iii) The National Development Plan III aimed at **Increasing Average Household Incomes and Improving the Quality of Life of Ugandans** has taken on a Programmatic Approach to Planning and Budgeting.

12.1 The Programmatic Approach will:-

- (i) Focus implementation on delivery of common results, including SDGs, East African Community targets and Africa Agenda 2063 targets, WHICH do not neatly fall within any particular sector;
- (ii) Strengthen alignment and eliminate the ‘silo’ approach to service delivery and enhance synergies across sectors and other actors;
- (iii) Provide a framework for the already existing programme-based budgeting; and,
- (iv) Address area specific priorities and inequities in growth and household incomes (*SPATIAL PLANS*)

The NDP III is organized along eighteen (18) programmes aimed at achieving five guiding objectives. The Education and Sports Sectors directly falls under the Human Capital Development Program (HCDP) aimed at objective 4 -Enhance the productivity and social wellbeing of the population. However, it plays a contributory role to other objectives or programmes.

The proposed sub programmes under the programme included the following covering all the four thematic areas of health, education, water and gender:-

- (a) Education, Sports and skills development;
- (b) Health, Safety and Population Management;
- (c) Water, Sanitation and Hygiene;
- (d) Gender and Social Protection;
- (e) Labor and employment services; and,
- (f) Institutional strengthening and Coordination

The structure of the programme is that Programme objectives will result into impacts (*outcomes*); Sub Programme interventions into intermediate outcomes; Vote and MDA level outputs into outputs; and budget units actions will represent activities.

Governance framework is proposed at 4 levels including Apex Platform (*national – executive*); The Office of the Prime Minister and Clusters (*national – political*); The Leadership Committee (*prog – political*); The Programme Working Group (*technical*); and Technical Working Group (*sub-program*)

Program governance for HCDP is structured to have Ministry of Education and Sports as programme lead (*Hon.Minister and PS as political and technical heads of programme respectively*); Ministry of Health as the co-programme lead with Other political and technical heads (*Ministers and PS*) as members of leadership and Programme Working Group respectively.

The Program Working Group (PWG) brings together stakeholders at sub-program, program level to including state and non state actors (*development partners, CSOS and private sector*) to set the priorities for implementation, identify the key policy and to project requirements; and carryout programme monitoring, evaluation and reporting.

To date the Programme Working Group submitted a draft HCDP PIAP which is under validation by NPA/MFPED and the secretariat teams. Constructing and aligning of intermediate outcomes and targets to complete the result chain is ongoing until January 15 2021. Sub Programmes have also generated the broad strategic actions of the PIAP as a basis for the Program Budget Framework paper FY 2021/22.

12.2 Challenges to new programmatic Planning approach are as follows;

With the introduction of the new programmatic Planning approach a number of challenges were realised:-

- (i) New approach has increased the size and scope of operation – beyond sector
- (ii) Lack of clarity on the functional roles of the governance and committee arrangements, as well as contradictions with institutional mandates and legal frame
- (iii) Limited budgetary and non budgetary provisions to support the expanded functions at programme level.

13.0 Panel presentation on providing the technical and vocational skills urgently needed to drive production and growth in Uganda.

The paper was presented by Dr. Safinah Kisu Musenene, the Commissioner BTVET

13.1 Introduction

The emerging key Issues from the Paper are highlighted below:-

In an effort to direct and guide the delivery of Technical-Vocational Education and Training (TVET), the Government of Uganda approved a demand drive/employer led TVET Policy.

The purpose of the policy is to provide a framework for the development of TVET which enables the training of highly skilled and competitive workforce.

The demand driven and employer led approach is the focus in this new TVET agenda in Uganda.

13.2 Requirements For Effective Policy Implementation

Factors required for effective implementation of policies include: good leadership, coordination and collaboration, communication and popularization of the policy, practice of provision of feedback and its timely delivery, and of course positive political will.

13.3 Work so far done to ensure effective Implementation of the Policy

- (i) A TVET implementation working group was formed and its operational;
- (ii) A secretariat was formed coupled with recruitment of four TVET experts recruited for 2 years
- (iii) Benchmarking visits were conducted;
- (iv) TVET policy standards and guidelines were developed;
- (v) Restructuring process is on-going; providing for TVET Council, Directorate of TVET with three departments, categorization of TVET institutions including the Technical University, formation of two TVET assessment bodies and re-alignment of the function of DIT;
- (vi) Administratively, the sector has formed five sector skills councils; agriculture, oil & gas, tourism and hospitality, construction and manufacturing and other three which are in formation;
- (vii) Dissemination of the Policy to key stakeholders is on-going;
- (viii) Principles of the TVET Bill were developed and submitted to Cabinet Secretariat;
- (ix) Preparing to conduct the diagnostic study of the assessment bodies; and,
- (x) There are still a number of things being done to prepare our country to these reforms including improvement in the infrastructure, creating COEs, obtaining international accreditation and others.

13.4 Challenges anticipated in implementation of these reforms

The following challenges were faced:-

- (i) COVID 19 Pandemic;
- (ii) Lack of control over the revision of the legal framework; and,
- (iii) Limited funding as the skills fund has not yet been institutionalized.

In her concluding remarks she wanted participants to know that following the new direction provided by Cabinet through the approval of the TVET Policy, efforts will be focused towards achieving the objectives of the Policy.

14.0 Uganda Business and Technical Examinations Board Presentation to the Ministry of Education and Sports Sector Review Meeting

The presentation was made by the Executive Secretary (*UBTEB*) Mr. Oyesigye Onesmus. It was in two sections:-

Requirements to ensure successful assessment and certification to enable the Sector churn out competent graduates that are relevant to the world of work:-

- (i) Develop a TVET qualifications framework;
- (ii) Diagnose the TVET assessment system to close the gaps and align it with international assessment standards;
- (iii) Intensively train the key stakeholders;
- (iv) Provide computers to training centers and trade related equipment;
- (v) Promote and incentivize industrial training of TVET students;
- (vi) Provide support to assessment bodies and other monitoring agents;
- (vii) Form TVET assessment working groups; and,
- (viii) Revise accreditation requirements to ensure that training institutions upgrade their standards to fit the TVET reforms.

14.1 What's needed to drive production and growth in Uganda:-

Identify, communicate and enforce curricular development in line with the national priority training areas in TVET e.g. Mines and Petroleum exploitation; Geological sciences; Industrial Electronics and Digital Communication; ICT studies; Environment and Climate Change Studies; Renewable Energy & Electricity; Health, Sanitation and Nutrition; Commercial Agriculture; Electronic Commerce; Creative and Performing Arts; Auto Mechanics; and, Beauty Culture.

14.2 How the NDP III is destined to deliver the TEVT Policy

This presentation was made by Mr. Mugendawala Hamis PhD, National Planning Authority (*NPA*). In his presentation he:-

- (i) Highlighted that Vision 2040 desires that TVET skills be a high priority if the country was to industrialize;
- (ii) Noted that amidst progress made in the Ugandan TVET subsector, challenges continued to face the subsector;
- (iii) Informed participants that within the NDP III the TVET sub-sector was primarily planned and budgeted for in the Human Capital Development Programme (*HCDP*);
- (iv) Acknowledged that TVET interventions should lead to big results including increased proportion of labor force transitioning into decent employment; and,

- (v) Highlighted that there was significant correlation between the interventions within the NDP III and those of the TVET Policy.

14.3 What needs to be done for effective implementation of the TVET Policy:-

In order to achieve effective implementation of the TVET policy the following were done:-

- (i) Extensive and intensive engagement between the demand side and the supply side stakeholders and TVET trainees in action planning for the TVET policy;
- (ii) Interventions and actions for implementing the TVET Policy mainstreamed in the relevant NDP III Programme Implementation Action Plan;
- (iii) Institutional strengthening and realignment to enforce the policy;
- (iv) Development of a robust and diversified TVET financing strategy; and,
- (v) Robust M&E system with accurate baseline for tracking progress.

In his conclusion, the presenter highlighted that NDP III prioritizes TVET to address the youth unemployment challenge however some youth with TVET training remain unemployed which requires the Sector to rethink not only on the models for its delivery but also the support required to refresh TVET graduates.

14.3 Panel presentation paper on providing the Technical and Vocational Skills urgently needed to drive production and growth in Uganda

This was presented by Dr. Safinah Kisu Museene, Commissioner BTVET. In her presentation she:-

- (i) Highlighted that in an effort to direct and guide the delivery of TVET, the Government of Uganda approved a demand driven/employer led TVET Policy;
- (ii) Mentioned that for effective implementation of any Policy the following should be in place; Appropriate institutional arrangements; Leadership at all level; Communication; and, Feedback mechanisms;
- (iii) Informed participants on the formation of a TVET Implementation Working Group and secretariat;
- (iv) Noted that five sector skills councils had been formed that is agriculture, oil and gas, tourism, and hospitality, construction and manufacturing;
- (v) Hinted that the developed Principle for the TVET Bill was submitted to cabinet secretariat; and,
- (vi) Informed participants on the preparation of the diagnostic study of the assessment bodies.

In her conclusion, she informed the participants that the subsector was committed to the new direction provided by cabinet.

14.0 Emerging Issues from the Plenary Sessions

During the review there were a number of issues which emerged from four Working Groups, namely, Primary education, Secondary education, TVET and Higher education. These were discussed and refined at the plenary session. The Education Planning and Policy Analysis Department was tasked to derive from these issues undertakings for FY 2019/20 and priorities for FY 2010/21. These would then be taken through the approval process in M&E WG and ESCC. The issues are contained in table 14.1 below.

Table 14.1: Emerging issues from the plenary sessions of the 27th ESSR

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

Sn	Issues	Policy and Operational Recommendations
	sciences	<ul style="list-style-type: none"> (ii) Provision of science laboratory equipment (iii) Affirmative action for science learners (iv) Motivation through remuneration for all staff (v) Effective Head teacher supervision of the teaching and learning process (vi) Practical teaching of sciences (vii) Promoting team-teaching (<i>peer</i>) (viii) Formulate and implement Science in Education Policy (ix) Promote gender sensitive pedagogy for sciences
6.	Governance and management	<ul style="list-style-type: none"> (i) Strengthening implementation of legal frameworks on school governance, especially BoGs (ii) Review composition of BoGs (iii) Review the law to promote parents and learners participation in school governance (iv) Strengthen vetting process for suitability of persons to operate a private school (v) Support capacity building of private school managers (vi) Strengthen involvement of parents in school governance through PTAs – review the law to clearly provide for PTA (vii) Harmonize management of sec. schools between central Government and local governments
	TVET	
1	Operationalization of the TVET Council / TVET Policy	<ul style="list-style-type: none"> (i) There is need to rebrand the TVET sub-sector and make it popular across the country through the implementation of the TVET Policy (ii) A sustainable financing model should be developed. (iii) The legal framework guiding TVET delivery should be revised to address issues on governance of TVET institutions. This review should focus on mandate of TVET Institutions as well as constitution of boards for the governance bodies of these Institutions. (iv) Enhance dialoguing and engagement between Government, EDPs, private sector and other stakeholders in delivery of TVET. (v) Need to engage the private sector at all levels of TVET Policy implementation
2	Inadequate quantity and quality of trainers (instructors/tutors/coachers) and providers in TVET	<ul style="list-style-type: none"> (i) Introduce CPD for the available TVET trainers instead of training more TVET trainers. (ii) There is need to prolong industrial training for TVET trainers so as to enable them appreciate more the industry needs in TVET products. (iii) There is need to standardize the training and other incidental processes to TVET delivery. (iv) Short courses should be designed and these should incorporate ICT in delivery of such training
3	Accreditation, Assessment, Inspection, Monitoring and Evaluation	<ul style="list-style-type: none"> (i) There should be a regulatory body to oversee the monitoring of TVET within Institutions and providers. (ii) Joint monitoring should be encouraged at different TVET institutions and providers (iii) There is need to establish clear understanding of the different terms used under TVET e.g. accreditation, assessment, certification, trainers/tutors/teacher/instructors/master trainers etc.
4	Poor perception at community, institutional, and individual levels about TVET.	<ul style="list-style-type: none"> (i) There is need to rebrand TVET to make it appealing to more persons. The rebranding campaign undertaken recently by Russia can be benchmarked to inform this process in Uganda. (ii) Encourage school tours for academic institutions to visit TVET institutions and get the learners in such institutions familiar with what happens in TVET Institutions.

Sn	Issues	Policy and Operational Recommendations
		<ul style="list-style-type: none"> (iii) TVET training should focus on addressing the needs of the community within which the TVET institutions are to be established. (iv) Develop a strategy to deal with bad perception towards TVET at different levels. (v) Undertake career guidance to learners at lower education levels, i.e. primary level as well as in communities to open them up to and appreciate the opportunities presented by TVET.
5	Demand-led quality training & learning	<ul style="list-style-type: none"> (i) Holistic training should be promoted in TVET delivery (ii) There is need to induct fresh recruits into TVET training institutions to make them appreciate and fully understand the respective fields they are joining. (iii) Ensure equity in distribution of resources towards TVET delivery
Higher Education		
1	Poor Governance and management systems	<ul style="list-style-type: none"> (i) Developing a Higher Education Policy (ii) Standardizing staffing structures and salary scales (iii) Encouraging benchmarking (iv) Affirmative action for science and technology (v) Staff capacity development and utilization systems (vi) Addressing autonomy and academic freedom (vii) Centralized admission and assessment (viii) Addressing the quality of lecturers (ix) Training of middle level cadres (x) Revising the process of curriculum design (xi) Partnerships and collaborations (xii) Managing course duplication (xiii) Pedagogy in university and other tertiary institutions lecturers
2	Inadequate Financing	<ul style="list-style-type: none"> (i) Addressing the unit cost (ii) Creating a higher education fund for public and private universities, tertiary institutions, regulatory bodies and the loan scheme. (iii) Supporting income generating initiatives in institutions (iv) Managing the budgeting process for universities (v) Infrastructure and facilities
3	Low levels of Research, innovation and community engagement	<ul style="list-style-type: none"> (i) Public private partnerships and industry collaboration (ii) Networking and Collaboration (iii) Publishing and dissemination of research outputs (iv) Evidence based research to inform policy (v) Quality assurance systems for research e.g. addressing plagiarism (vi) Research incubation centers (vii) Data management and evidence generation (viii) Creating a think tank for the sub sector

Sn	Issues	Policy and Operational Recommendations
		(ix) Developing a research agenda to inform policy and practice

15.0 Closing Remarks by Education Development Partners

The closing remarks were given by Mr. Koen Van Acoleyen on behalf of the Ambassador and he highlighted five key points.

(a) Continuation and reinforcement of Gender Mainstreaming

- (i) Congratulated the Ministry upon putting focus on girls throughout the presentation review where more initiatives were being undertaken to meet their specific needs;
- (ii) Alluded that there was need to work together to ensure that all girls access school, find a safe learning environment, and stay in school as long as possible; and,
- (iii) Called upon the leadership of the Ministry to formalize the Gender Unit and fully integrate it in the Ministry structures in order to make it sustainable.

(b) Use of data to Improve Efficiency

- (i) Reminded participants on the powerfulness of data presented by the Ministry that help members understand the situation, the needs, the gaps;
- (ii) Encourage the Ministry to continue working in the direction of using data with the support of all modern tools leading to improved efficiency of all services; and,
- (iii) Highlighted full implementation of EMIS and other information systems would play a key role. The Global Partnership for Education and the EDPs stand by the Ministry of Education to achieve this ambitious but necessary development.

(c) Harnessing the demographic dividend by investing in Human Capital Development

- (i) Reminded participants on the insufficient financial resources to enable Ministry achieve its objectives;
- (ii) Hoped that NDP III and the newly created Human Capital Development Programme would help make a bigger case for investments in education; and,
- (iii) Informed participants that with an increase of only 1% of the national budget allocated to education every year over the next decade, Uganda could completely reverse the situation and offer a brighter future to the millions of young citizens that will soon land in the job market.

(d) Partnership with the Development Partners

- (i) Recognized the excellent work relation Ministry has with EDPs internally;
- (ii) Thanked colleagues from the African Development Bank, ENABEL, FCDO, the European Union (*ECHO in particular*), GIZ, Ireland, ILO, Japan, Korea, Norway, Sweden, UNCDF, UNESCO, UNFPA, UNHCR, UNICEF, USAID, VVOB and the World Bank and emphasised that it was a privilege to work with such a dedicated group of people and agencies;
- (iii) Reiterated sincere gratitude for the open, professional and trusted relation with the colleagues from the Ministry built over the past year;
- (iv) Recognised colleagues from the Planning Department, for being so available and receptive to all of requests, remarks and suggestions from the EDPs; and,
- (v) Committed to better and enhanced communication as well as reporting. The new tools developed in partnership between CEPPA and UNICEF should allow for a more comprehensive, targeted and clearer mapping of the EDPs interventions in the sector, whether they are on- or off- budget. This would allow the Ministry to better take into account EDPs' support in their planning, improving coordination and efficiency for better service delivery.

(e) Recovering from Covid-19 and building back better

- (i) Concluded by taking participants back to where he had started: building back better...;
- (ii) Reminded participant that the crisis we were currently facing was often wrongly considered as only a sanitary crisis. It was also an education crisis, worldwide ;
- (iii) Informed participants that in Uganda the closures linked to Covid-19 came with dramatic consequences for 15 million learners, in other words one third of Ugandans;
- (iv) Noted that the Ministry was highly concerned about the situation and that they were strongly committed to tackle those challenges;
- (v) Urged members to anticipate the re-opening of schools. The SOPs were in place and the experience of the past months would surely help;
- (vi) Emphasized that teachers play an absolutely critical role in that aspect and they were at the centre of the process of a smooth reintegration into schools ensuring teaching at the right level;
- (vii) Highlighted that digitalization would be a powerful tool for improving both access to school and quality of learning, if oriented towards the most fragile populations; and,
- (viii) Encouraged participants re-imagine the schools of tomorrow.

Thanked members for their attention.

16.0 Closing remarks by the Hon. Minister of State for Sports, Hon. Hamson Obua

In his closing remarks, he:-

- (i) Noted that the Review had allowed participants to appraise and validate the performance of the Education and Sports Sector for the period 1st July 2019 to 30th June, 2020 and to agree together on the priorities for the coming Financial Year 2021/22;
- (ii) Reiterated that from the discussions, participants had been able to draw lessons to guide the Sector during implementation of activities of the current Financial Year 2020/21 and also generated undertakings to implement in the remaining months of the Financial Year;
- (iii) Stated that participants had also been able to discuss the medium term areas of focus which would be taken forward in the subsequent financial years in order to improve the Sector;
- (iv) Implored all the responsible parties to demonstrate commitment to ensure that what had been agreed in the Workshop was undertaken;
- (v) Stated that the Aide Memoire for the Workshop would be refined and shared with all stakeholders as soon as possible to keep abreast of what had been agreed upon in the Review;
- (vi) Thanked all the presenters, the panelists and moderators who had contributed during the workshop. He applauded their ability to point out the Sector shortcomings and most importantly, lay out proposals to improve the outcomes of the Sector in the CoVID-19 challenging times;
- (vii) Emphasized the Ministry's commitment to ensure that:-
 - (a) There was continuity of learning amidst the CoVID pandemic;
 - (b) Government of Uganda would continue working with the Development Partners to achieve learning outcomes;
 - (c) Skills Development remained a priority of the Education and Sports sector;
 - (d) The Ministry would expedite and finalize pending policies and legal frameworks to enhance efficiency and effectiveness of education service delivery; and,
 - (e) The Ministry would continue working together with Local Governments for delivery of education services.
- (viii) Extended gratitude to the Education Development Partners who had re-confirmed their commitment to continue supporting the Ministry in the struggle to provide quality education and sports services to the nation;

- (ix) Took note of the concerns raised by the Deputy Ambassador on behalf of Development Partners and committed to study them with the Ministry's technical team;
- (x) Thanked members for participating effectively in the Review discussions and requested that we work together to identify and implement the priorities for FY 2020/21 and the subsequent Financial Years; and,
- (xi) Declared the 27th Education and Sports Sector Review Workshop for 2020 officially closed.

17.0 Proposed Undertakings

The 27th Education and Sports Sector Review proposed Process Undertakings under 9 Programmes. These undertakings are derived from the emerging issues at the 27th sector review and the uncompleted undertakings for FY 2019/20. They focus on access, quality, skills development, the data quality, infrastructure, instructional materials, teacher training, capacity building at all levels, Early Childhood Development and special needs education. See table below.

Table 17.1: Rolled over Process Undertakings FY 2020/21

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target 2019/20	FY	Prior Actions	Assumptions	Means of verification	Responsible Officer
1.	Primary	Installation of lightening arrestors in primary schools.		No. of primary schools installed with lightening arrestors.	200		(i) Procure contractors (ii) Deliver and install lightning arrestors in schools	(iii) Procurement activities undertaken in time (iv) Availability of funds	Monitoring and supervision reports	C/BE
2.	Secondary	Completion of construction of facilities in APL 1 schools. Development of Secondary Phase II.	Estimated level of completion for the 04 Secondary institutions under Development of Secondary APL1		Iganga H.S (100%) Complete construction of a multi-functional academic block.		(i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works	Availability of funds for construction	Monitoring and supervision reports	C/GSS
					Nkoma SS (100%) Complete 1 library.					
					Kasule Seed SS Kyegegwa (100%) Complete construction of (4 classrooms, 2-5 stance latrines and 1 laboratory).					
					Rwebisengo SS Ntoroko (100%). Complete construction of 1 laboratory.					
	Monitor and support supervise secondary schools.		No. of USE schools monitored and support supervised.		300		Monitoring plans developed	(i) Funds will be available and provided. (ii) Quarterly monitoring visits will be conducted	Monitoring reports	C/GSS
					No. of Non-USE schools monitored and support supervised.	84				
					No. of Non-USE schools monitored and support supervised.	210				C/PSI

Sn	Program me	Agreed Process Undertakings	Performance Indicator	Target 2019/20	FY	Prior Actions	Assumptions	Means of verification	Responsible Officer
		Dissemination of employment Guidelines to private schools.	No. of Schools provided with guidelines	210		Prepare a schedule for dissemination workshops. Identify participants for the workshops.	Dissemination workshops will be held Schools will participate in the dissemination workshops	Workshop reports Training reports	C/PSI
3.	Skills Development	Enhance the Quality of TVET provision and training	No. of BTVET instructors and tutors retooled in equipment and facility utilization, management.	275		(i) Identify the training center (ii) Identify the beneficiaries of the training Develop a training program	(i) Instructors and tutors will turn up for the training (ii) A training program will be developed (iii) Funds will be available	Quarterly reports	D/DIT
			No. of BTVET institutions monitored and support supervised.	80		(i) Identify the institutions to monitor (ii) Prepare and develop monitoring tools (iii) Carry out the monitoring exercise.	(i) Funds will be available to carryout monitoring and support supervision (ii) The staff to carry monitoring exercise will be available	Quarterly reports	C/BTVET
			No. of institutions inspected and accredited as DIT assessment centers.	540		(i) Review all requests for accreditation (ii) Conduct the inspection of the institutions (iii) Grant assessment center status	(i) Institutions will apply for accreditation (ii) Funds will be available for inspection of potential assessment centers	Quarterly reports	D/DIT
4.	Physical Education and Sports	Complete construction of the National High Altitude Training Center (NHATC) Phase I (i)	Percentage level of completion of works for the Athletics Track.	100%		(i) Site meetings (ii) Monitor and supervise works	Availability of funds for construction	Monitoring and supervision reports	C/PES
			Percentage level of completion of works for the 3km Jogging Track	100%		(iii) Appraisal of works			

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target 2019/20	FY	Prior Actions	Assumptions	Means of verification	Responsible Officer
				Percentage level of completion for the External Kitchen	100%					
				Percentage level of completion for the hostel block	100%					
				Percentage level of completion for fencing works	100%					
				Percentage level of completion for the site roads and parking.	100%					
5.	Policy, Planning and Support Services	Comprehensive Education Institutions Baseline Census. March 2020.		Level of completion of the baseline census	100%		(i) Development and approval of strategy, roadmap and budget (ii) Pretest exercise (iii) Recruitment and training of field staff (iv) Data collection (v) Data analysis Report production	Funds provided on time	Progress reports	CEPPA
		Complete the Education and Sports Sector Strategic Plan FY 2020/21-2024/25.		Level of completion of the ESSP	100%		Conducting a comprehensive Education Sector Analysis	Funds will be provided.	Approved ESSP by NPA	CEPPA
		Review and disseminate Client Charter		Ministry Client Charter reviewed	1		Consultations of different stakeholders	Consultative workshops will be held	Quarterly progress report	C/HRM

17.1 Proposed New Process Undertakings

17.1.1 Basic Education

- (i) Train 594 P.2 and P.3 teachers of Nakasongola and Jinja in Early Grade Reading (*EGR*) methodology;
- (ii) Monitor and support 200 UPE primary schools in 20 districts of; Amudat, Bukwo, Mubende, Kiboga, Luuka, Kaliro, Omoro, Nwoya, Oyam, Apac, Zombo, Yumbe, Kasanda, Bugweri, Bundibugyo, Pallisa, Kitagwenda, Ntoroko, Namutumba and Kikuube;
- (iii) Retool 800 Primary head teachers and deputy head teachers of the poorly performing districts (*Amudat, Bukwo, Kween, Kaberamaido, Kalaki, Bukedea, Ngora and Kumi*) on School Improvement Plan; and,
- (iv) Procure and install lightening arrestors for 360 schools in ten (10) Local Governments i.e. Nakasongola, Mayuge, Kaliro, Oyam, Amuru, Pakwach, Buikwe, Bunyangabu, Ntungamo and Kiboga.

Under the Emergency Construction of Primary Schools Phase II - Construct and rehabilitate primary schools

17.1.2 Secondary Education

- (i) Sensitize 120 senior women and men on safe schools and enabling environment for learning;
- (ii) Induct 100 newly approved members of board of governors in their roles and responsibilities;
- (iii) Procure 13,600 copies of mathematics and English textbooks; and 6,810 copies of biology, physics and chemistry textbooks for the lower secondary curriculum; and,
- (iv) Carry out lesson observations and pedagogical support in 120 secondary schools.

17.1.3 Private Schools and Institutions

- (i) Disseminate staff employment guidelines to 1,200 teaching and non-teaching staff (school-based) in 120 schools; and,
- (ii) Train 120 BOG members in 20 private secondary schools in Northern Uganda.

Under the Development of Secondary Education Phase II Project

- (i) Construct and rehabilitate learning facilities in secondary schools.

Under the Uganda Secondary Education Expansion Project

- (i) Carry out social and environmental impact assessment for 117 phase II new schools and expansion of existing schools; and,
- (ii) Carry out training for 1580 Science teachers in the use of ICT in teaching and learning processes.

Higher Education

- (i) Provide loans to 8,497 students pursuing both undergraduate and diploma programs. Establish the Monitoring and Evaluation Unit. Staff training and development in loan portfolio management; and,
- (ii) Provide operational support to 4 private universities of Bishop Stuart to continue construction of the laboratory block, Nkumba to complete the main Library block, Ndejje to enhance teaching of Science and Kumi to complete the Science Block.

BTJET

- (i) Train 250 BTJET instructors, lecturers and tutors in competence based education and training implementation and various skills upgrade for TVET policy implementation;
- (ii) Train 400 practitioners, instructors and tutors in competence Based Training;
- (iii) Support supervise 80 BTJET institutions; and,
- (iv) Train 13,448 trainees in Non-Formal skills training.

Under Albertine Region Sustainable Development Project

- (i) Construct 4 Workshops at UPIK 3 Workshops constructed at UTC Kichwamba.

Teacher Education

- (i) Monitor and support supervise 55 teacher and instructor training institutions in preparation for learning, training delivery, governance, leadership and administration.

Education Standards Agency

- (i) Conduct training for 200 education officers (facilitate coordination activities, pay transport refund, meals, venue and facilitators); and,
- (ii) Purchase 920 smart phones and upload software; digitize inspection tools and upgrade call centre and other systems.

Under the Improvement of Secondary Teachers Education- Kabale and Mubende NTCs

- (i) Complete construction of staff houses and student dormitories inclusive of equipment and furniture at Kaliro National Teachers College.

Sports and PE

- (i) Train/orient 100 teachers of Secondary on teaching P.E. in Northern Uganda;
- (ii) Support 10 Educational Institutions (EIs) National Sports Championships (2Primary, 4 – Secondary and Tertiary Institutions Championships);
- (iii) Support 42 National Sports Associations to Participate in International Championships and Representative Clubs;
- (iv) Support 60 Secondary Schools teams to FEASSSA Games. (Pay registration, welfare and accommodation, accreditation, uniform, transports, allowances, competition support equipment etc.); and,
- (v) Support 8 National Sports Associations to Participate in International Championships ie FUFA, UAF, FUBA, URU, UNF, AUUS, UBF and UPC.

Special Needs Education and Career Guidance

- (i) Adapt 2 subjects of the Lower secondary curriculum into digital accessible format;
- (ii) Support supervise teachers trained to support learners with SNE under the lower secondary curriculum; and,
- (iii) Support supervise 120 special schools/units and inclusive schools; monitor utilization of specialized materials and subvention grant; Follow up, mapping of NFE centres; Produce documentary on Inclusive Practices.

Under the Development and Improvement of Special Needs Education (SNE)

- (i) Procure and construct 2 workshops, 2 blocks of VIP latrines and 2 blocks of bathrooms at Wakiso SS for Deaf

Guidance and Counselling

- (i) Hold workshop in Wakiso District to train 40 Secondary teachers selected from central and Eastern regions in gender responsive guidance and counseling; and,
- (ii) Procure printing of 10,000 copies of guidance and counseling resource materials.

Under UNATCOM

- (i) Conduct training of 50 institutions and youth in human rights and inclusiveness respectively

Under Education, Planning and Policy Analysis

- (i) Hold the Annual Education and Sports Sector Review 2020 workshop; Facilitate Local Government Budget Consultative Workshops.

Under Human Resource Management Department

- (i) Monitor teacher attrition in education institutions; and,
- (ii) Conduct a two weeks induction training for newly appointed staff at Civil Service College Uganda.

Table: 17.1: Proposed Education Development Partner's (EDP's) Commitments FY 2020/21.

Sn	Sub Sector	Commitments	Targets FY 2020/21	Responsible EDP
1.	Primary			
2.	Secondary			
3.	BTVET			
4.	Higher			
5.	Quality and Standards			

Priorities For FY 2021/22	
Preprimary and Primary Education	
1.	Review implementation guidelines and standards on the establishment of ECCE Centres.
2.	Review licensing and registration systems and disseminate to all Local Governments.
3.	Conduct trainings for Centre Management Committees in Local Governments.
4.	Design WASH micro-plans and disseminate them.
5.	Conduct a Needs Assessment for grant aiding 100 primary schools in parishes without.
6.	Construct and rehabilitate facilities in 100 Primary schools and 350 stances of lined pit latrines with incinerators.
7.	Install lightening arrestors in 320 schools in 10 lightening prone districts.
8.	Procure textbooks and other instructional materials in English and in Local Languages; SST, SCIENCE, IRE, CRE plus accompanying teachers guides.
9.	Monitor 300 Primary schools for implementation of inspection recommendations and addressing emerging issues.
10.	Review and approve school management selection criteria and structure.
11.	Provide psychosocial support to learners and staff in response to the CoVID pandemic.
12.	Hold “Go back to school” campaigns to increase enrollment.
13.	Disseminate guidelines for senior women and male teachers.
14.	Follow up all teachers of Early Grade (p1-p3) in 500 schools that were trained on EGRA and EGMA.
15.	Conduct capacity building for 1,000 teachers, instructors and tutors on adolescent health.
16.	Train 3,000 mentor teachers identified nationally to provide support supervision and mentorship.
17.	Conduct training for teacher champions and district technical teams on creating of safe schools.
18.	Review National Strategy for Violence against Children in schools.
Government Secondary Education	
1.	Facilitate the supply of 3,466,000 textbooks for 1266 Government and 1860 private secondary schools in the 7 core subjects of Mathematics, English, Biology, Chemistry, Physics, History/Political Education, Kiswahili, Geography and 6 non-core subjects of CRE, IRE, Local Languages, Agriculture, Foods and Nutrition, Performing Arts, Art and Design, Foreign Languages for implementation of the lower secondary school curriculum
2.	Rehabilitate 10 traditional secondary schools.
3.	Complete construction of classrooms in 44 secondary schools.
4.	Equip 200 school computers laboratories with 100 computers each.
5.	Construct 60 Secondary schools in sub counties without
6.	Monitor 250 Government Secondary schools for implementation of the inspection recommendations and addressing emerging issues.
7.	Procure and distribute 53,000 Practical Science Students’ Manuals books for Physics, Chemistry and Biology (S1 and S2).
8.	Establish virtual labs in 10 secondary schools using the Cyber Schools Technology Model.
Private Schools and Institutions	
1.	Support 520 private secondary schools to implement DES inspection recommendations and meet BRMS.
2.	Guide 60 Private secondary schools on formulation of Boards of Governors.
Higher Education	
1.	Develop and disseminate NCHE Quality Assurance Framework.
2.	Develop 5 occupation, training and assessment standards.
3.	Accredit 5 Sports coach and administrator training programmes
4.	Complete civil works at the Female Student’ dormitory of UPIK; Complete superstructure of the classroom block and begin on finishes; Start works on the Library and ICT Centre at UPIK Kigumba
5.	Develop a distance learning policy
6.	Disburse loans to 7,047 beneficiaries including continuing students
7.	Reconstitute Joint Admission Board to provide a centralized admission system
8.	Commence 3 STEM/STEL Incubation Centres of Lira, Kabale and Soroti Universities
Skills Development	
1.	Construct facilities in 22 TVET Institutions
2.	Monitor 150 BTVET Institutions to meet the BRMS and NCHE standards.
3.	Procure Instructional materials for 72 Technical and Farm Institutes, for 9 Health Training Institutions and for 11 post A’level Health Training Institutions
4.	Develop Standards, Regulations and Guidelines on the implementation of TVET Qualification Framework
5.	Assess and certify skills of out of school youth with Workers Pas for 40,000 candidates

6.	Conduct Non-Formal Skills training for 13,448 trainees in accredited centres
7.	Conduct retooling and upgrading of skills of Trainers in the 147 BTVET Institutions
8.	10 BTVET institutions internationally accredited at a rate of 500m each
9.	Assessment and Certification of 2,000 students in various Occupation/Competencies Acquired in secondary schools
10.	Inspect and accredit 100 work-based training providers
11.	Assess demand driven TVET skills for 125,000 Business, Technical and Vocational competency and ethical workforce.
12.	Conduct assessment and Technical Support for Health Workers and colleges for 20,000 candidates.
13.	Conduct Assessment and Technical Support for Health Workers and colleges for nurses and midwives 80,000 candidates.
Teacher Instructor Education Training	
1.	Retool 13,000 S3 teachers and CPDs for 8,000 S1 and S2 teachers lower secondary school teachers to enable them implement the new lower secondary curriculum (LSC)
2.	Monitor 55 teacher and instructor training institutions on implementation on inspection recommendations and meeting the BRMS
3.	Procure and distribute Textbooks and instructional materials to 46 PTCs
4.	Train 3,095 teachers; including P.I teachers, head teachers and deputy head teachers from 10 districts with adaptable EGR materials out of the 27 districts which have not benefited from any EGR intervention in the EGRA methodology
5.	Develop Occupational competence profiles for Teacher Training Institutions for 11 trades and 13 subjects and retool 100 Instructor Trainers and instructors in TVET Institutions on CBET approaches.
6.	Print and disseminate 10,000 copies of Teacher incentive scheme.
Directorate of Education Standards	
1.	Inspect all ECD centers at least once a term. Enforce the BRMS in ECCE Teacher training Institutions through regular inspections. Carry out training for ECD care givers to ensure it conforms to the required Standards. Train CMCs to enhance school level inspections.
2.	Develop and disseminate ECCE specific BRMS to 4,000 ECCE Centers
3.	Train both Central and District inspectors on the process of developing school improvement plans as Trainers of Trainers and to equip them with skills to support head teachers.
4.	Inspect 1,000 TVET, 2,500 Secondary and 72 Primary Teacher training Institutions inputs, processes and learning outcomes at least once a term. Conduct follow up inspection in 800 Secondary Schools, 80 BTVET Institutions, 800 Primary Schools, 40 ECCE teacher training Institutions
5.	Carry out capacity building and training of 175 Inspectors and Education Managers and 48 centralized inspectorate
Physical Education and Sports	
1.	Procure and distribute balls to support community sports
2.	Retooling of Physical Education and sports teachers in schools
3.	Facilitate identification of talents
4.	Support Educational Institutions to participate in National Championships and international scholarships
5.	Procure Sports equipment and construct facilities in sports centres of excellence
6.	Prepare and facilitate National teams to participate in international competitions
Special Needs Education	
1.	Procure and distribute specialized equipment and materials to 100 primary schools and units.
2.	Monitor 180 special schools/units and inclusive schools, 20 NFE centers to ensure retention of learners with SNE and implementation of inspection recommendations
3.	Develop Training manuals and assessment tools and Procure and distribute specialized equipment for the implementation of the lower secondary curriculum for 54 schools with children with special needs.
4.	Renovate, construct and vocationalise 6 Existing SNE schools and units
5.	Facilitate awareness meetings on affirmative action for both boys and girls with disability/special needs in skills training
Guidance And Counselling	
1.	Conduct career guidance talks on TVET and STEM/STEI in 320 schools and education institutions
2.	Procure and distribute 12 million Solar powered radios to households across the country.
3.	Formulate an ICT Policy for Education and Sports
Policy, Planning And Support Services	
1.	Undertake leadership, professional and management development programs for 70 senior managers at Ministry Headquarters and 500 heads of Education Institutions.

18. The undertakings were refined and finalized in line with the Education and Sports Sector Strategic Plan and work plan for FY 2019/20.

19. The emerging issues not captured in the undertakings will constitute the priorities for next financial year 2020/21.

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

20. The 27th ESSR workshop will take place from 9th - 10th December 2020. The agenda, venue and detailed ToRs will be developed and submitted to M&E WG and ESCC for approval six (06) months before the review date (*i.e. February 2020*) to allow time for its effective planning and organization.

9.0 General Conclusion

21. The Review successfully appraised the progress made by the Education and Sports Sector during the past financial year 2019/20 as recorded in the ESSAPR and noted main achievements and challenges of the sector. A total of process undertakings for the next ESSR were proposed and agreed at the Review. Furthermore specific issues of concern were discussed and recommendations for future improvement suggested and endorsed by the Review participants.

22. This Aide Memoire was endorsed on 10th December 2020 at the ESSR.

ANNEXES

- Annex 1: Summary Status of Process Undertakings Agreed at the 26th Education and Sports Sector Review
- Annex 2: Detailed Status of Process Undertakings Agreed at the 26th Education and Sports Sector Review
- Annex 3: Concept for the Education and Sports Sector Review FY 2019/20
- Annex 4: List of Invited Participants for the 2020 ESSR Workshop

ANNEX 1: Summary Status of undertakings agreed at the 26th Education and Sports Sector Review 2019

S/n	Agreed Process Undertakings	Responsibility Centre	Sub Undertakings	No. Achieved	No. Not Achieved	Performance Rating
1.	Monitoring and support supervision.	Basic Education	2	2	0	100%
		Gov't Secondary	2	0	2	0%
		PSI	1	0	1	0%
2.	Monitoring defects in constructed Primary schools under UTSEP.	Primary	2	2	0	100%
3.	Installation of lightening arrestors in primary schools.	Primary	1	0	1	0%
4.	Training	Govt Secondary	4	1	3	25%
		SNE	1	0	1	0%
5.	Completion of construction of facilities in APL 1 schools. Development of Secondary Phase II.	Govt Secondary	4	0	4	0%
6.	Dissemination of employment Guidelines to private schools	PSI	1	0	1	0%
7.	Continue the implementation of the Students' Loan Scheme	Higher Education	4	4	0	100%
8.	Enhance the Quality of TVET provision and training.	DIT	3	0	3	0%
9.	Construction of facilities in BTVET institutions.	BTVET	5	5	0	100%
10.	Complete construction of the National High Altitude Training Center (NHATC) Phase I.	PES	6	0	6	0%
11.	Procure specialized equipment.	SNE	4	3	1	75%
12.	Commence construction of facilities at Wakiso School for the Deaf	SNE	2	2	0	100%
13.	Complete the implementation of civil works in TIET institutions. 07 PTCs.	TIET	7	7	0	100%
14.	Inspect Schools and Institutions.	DES	6	4	2	67%
15.	Procure instructional materials.	G&C	3	0	3	0%
16.	Complete the Data Frame under the re-development of EMIS.	EPPAD	1	1	0	100%
17.	Level of completion of the baseline census	EPPAD	1	0	1	0%
18.	Complete the Education and Sports Sector Strategic Plan FY 2020/21-2024/25.	EPPAD	1	0	1	0%
19.	Review and disseminate Client Charter.	HRM	1	0	1	0%
20.	Develop and disseminate Handbook on Terms and Conditions of Service for Teachers.	HRM	1	1	0	100%
	Total		63	32	31	51%

The 26th Education and Sports Sector Review proposed 20 Process Undertakings under 9 Programmes. These undertakings are derived from the emerging issues at the 26th sector review and the uncompleted undertakings for FY 2018/19. They focus on access, quality, skills development, the data quality, infrastructure, instructional materials, teacher training, capacity building at all levels, Early Childhood Development and special needs education. See table above.

By the end of FY 2019/20, the Sector had performed at **51%** contributed to by the 32 Achieved Sub-Process Undertakings.

For the Un-Achieved 31 Sub-Process Undertakings, 41% registered substantive progress of at least 60%.

Annex 2: Detailed Status of undertakings agreed at the 26th Education and Sports Sector Review

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
1.	Primary	Monitor and support supervise ECD Centers, Primary schools, Local Governments and UTSEP beneficiary schools. Assumption <i>Timely and adequate quarterly release of funds</i> Prior Action <i>Develop a monitoring plan; allocate funds for monitoring and preparation of monitoring concepts</i>		No of ECD centers monitored and support supervised	300	Monitoring reports	CBE	Monitored and support supervised 300 ECD centers in 31 districts of Bundibugyo, Dokolo, Kakumiro, Karenga, Kazo, Amuria, Abim, Amuria, Budaka, Rukiga, Bulambuli, Butaleja, Serere, Palisa, Butebo, Rwampara, Kagadi, Katakwi, Namayingo, Bunyangabu, Mbarara, Kabarole, Kitagwenda, Kamwenge, Ibanda, Sironko, Mbale, Bukedea, Bugiri, Sheema MC and Sheema districts.	Achieved	Q4 visit focused on empowering LGs in enhancing parental involvement in home learning activities (<i>support their children in continuity of learning while at home amidst the COVID 19 pandemic</i>)
				No. of GPE beneficiary schools monitored and support supervised	200		Project Coordinator for GPE	Monitored and support supervised 200 Schools in 33 districts of Kitgum, Kole, Kazo, Agago, Rubirizi, Kyotera, Amuru, Kapelebyong, Namayingo, Namutumba, Luuka, Bugiri, Kitagwenda, Ntoroko, Kasanda, Kikuube, Kaabong, Napak, Nabilatuk, Yumbe, Moyo, Adjumani, Palisa, Kasese, Oyam, Dokolo, Namayingo, Mubende, Lamwo, Kitgum, Butaleja, Ntungamo and Masindi.	Achieved	Additional funds were re-allocated to this item from allowances.
		Monitoring defects in constructed Primary schools under UTSEP.		No. of primary schools monitored. Assumption <i>Availability of funds for construction</i> Prior Actions <i>(i) Monitor and supervise defects</i>	138	Monitoring and supervision reports	D/BSE	Monitored defects in all 138 project schools	Achieved	Completed construction works in the 7 additional schools in Manafwa (02) and Wakiso (05) districts.

Sn	Program me	Agreed Process Undertakings	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
			(ii) <i>Handover of works</i> No. of schools supplied with furniture under centralized modality. Assumption <i>Timely and adequate quarterly release of funds</i> Prior Actions <i>(i) Procure contractors</i> <i>(ii) Deliver furniture to schools</i> <i>(iii) Monitor delivery of furniture to schools</i>	54	Monitoring reports	CBE	Supplied 138 schools with furniture under both centralized and decentralized modality	Achieved	
		Installation of lightening arrestors in primary schools.	No. of primary schools installed with lightening arrestors. Assumptions <i>(v) Procurement activities undertaken in time</i> <i>(vi) Availability of funds</i> Prior Actions <i>(i) Procure contractors</i> <i>(ii) Deliver and install lightning arrestors in schools</i>	200	Monitoring and supervision reports	C/BE	Not done	Not Achieved	No funds were released for this activity in FY 2019/20.
2.	Secondary	Training of science teachers through In Service under SESEMAT. Assumptions <i>(i) Funds will be available</i> <i>(ii) Teachers will turn up for training.</i> Prior Actions <i>(i) Identification of teachers</i> <i>(ii) Preparation of training schedules</i>	No of science teachers trained.	3,800	Training reports	C/GSS	Trained and Monitored 2,377 (science and mathematics teachers) in central and north western regional INSET Mid-West and South West SESMAT zones and regional trainers.	Not Achieved	The planned monitoring of training of Science and Mathematics Teachers during Q3 and Q4 was disrupted by the Covid-19 lockdown.

Sn	Program me	Agreed Process Undertakings	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
		Induct and train head teachers, deputy head teachers and members of board of governors. Assumptions (i) Funds will be available (ii) Teachers will turn up for training Prior Actions (i) Identification of teachers (ii) Preparation of training schedules	No of head teachers inducted and trained	100			Inducted and Trained 120 Head teachers.	Achieved	
			No of deputy head teachers inducted and trained	150			Inducted and Trained 100 deputy head teachers.	Not Achieved	The training which was scheduled for Q4 did not happen following the Covid-19 lockdown.
			No. of board of governors inducted and trained	150			Inducted 20 new members of board of Governors.	Not Achieved	130 new board of governors were not inducted due to COVID 19 Lock down.
		Completion of construction of facilities in APL 1 schools. Development of Secondary Phase II. Assumption Availability of funds for construction Prior Actions (i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works	Estimated level of completion for the 04 Secondary institutions under Development of Secondary APL1	Iganga H.S (100%) Complete construction of a multi-functional academic block. Nkoma SS (100%) Complete 1 library. Kasule Seed SS Kyegegwa(100%) Complete construction of (4 classrooms, 2-5 stance latrines and 1 laboratory). Rwebisengo SS Ntoroko(100%). Complete construction of 1 laboratory.	Monitoring and supervision reports	C/GSS	Contracts signed and funds disbursed to 6 schools under Lot 4 and Lot 5 respectively.	Not Achieved	
								Not Achieved	
								Not Achieved	
								Not Achieved	
		Monitor and support supervise secondary schools. Assumptions (iii) Funds will be available and provided. (iv) Quarterly monitoring visits will be conducted. Prior Action Monitoring plans developed	No. of USE schools monitored and support supervised.	300	Monitoring reports	C/GSS	Support-supervised 184 USE Secondary schools.	Not Achieved	The targeted numbers were not reached due to the Covid -19 Pandemic.
			No. of Non-USE schools monitored and support supervised.	84			Support-supervised 63 Non-USE Secondary schools.	Not Achieved	
			No. of Non-USE schools monitored and support supervised.	210		C/PSI	Monitored and support supervised 183 Non-USE schools.	Not Achieved	The department further guided 60 Non USE key stakeholders on maintaining safe and secure schools

Sn	Program me	Agreed Process Undertakings	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
									and ensuring continuity of learning in Lira and Hoima/ Iganga respectively.
		Dissemination of employment Guidelines to private schools. Assumptions (i) Dissemination workshops will be held (ii) Schools will participate in the dissemination workshops Prior Actions (i) Prepare a schedule for dissemination workshops. (ii) Identify participants for the workshops.	No. of Schools provided with guidelines	210	Workshop reports Training reports	C/PSI	School based dissemination of employment guidelines carried out in 50 schools in Mbarara.	Not Achieved	The Covid-19 pandemic couldn't allow the targeted number to be reached.
3.	Higher Education	Continue the implementation of the Students' Loan Scheme. Assumptions (i) Students will apply for the loan (ii) Students will take up the loan once identified (iii) Loan Funds will be provided Prior Actions (i) Identify new beneficiaries (ii) Disburse funds to training institutions with beneficiaries from the loan scheme.	No. of new entrants at Diploma level provided with loans No. of new entrants at Degree level provided with loans No. of continuing students at Degree Level provided with loans No. of continuing students at Diploma Level provided with loans	500 2,500 4,688 400	Loan verification reports. Quarterly reports	C/HE	Advanced loans to 500 Diploma first year students Advance loans to 2,500 new Undergraduate Advanced loans to 4,688 continuing students. Advanced loans to 400 continuing diploma students.	Achieved Achieved Achieved Achieved	First year targets were based on projections but actual performance depended on the number of applicants.

Sn	Program me	Agreed Process Undertakings	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
4.	Skills Development	Enhance the Quality of TVET provision and training	<p>No. of BTVET instructors and tutors retooled in equipment and facility utilization, management.</p> <p>Assumptions</p> <p>(iv) <i>Instructors and tutors will turn up for the training</i></p> <p>(v) <i>A training program will be developed</i></p> <p>(vi) <i>Funds will be available</i></p> <p>Prior Actions</p> <p>(i) <i>Identify the training center</i></p> <p>(ii) <i>Identify the beneficiaries of the training</i></p> <p>(iii) <i>Develop a training program</i></p>	275	Quarterly reports	D/DIT	245 BTVET instructors and tutors were retooled and trained.	Not Achieved	The identification of trainees took longer than had been anticipated. Some training of instructors and tutors was conducted in Q3. However, the training of tutors and instructors was supposed to continue in Q4 but it was disrupted by the outbreak of COVID-19.
			<p>No. of BTVET institutions monitored and support supervised.</p> <p>Assumptions</p> <p>(iii) <i>Funds will be available to carryout monitoring and support supervision</i></p> <p>(iv) <i>The staff to carry monitoring exercise will be available</i></p> <p>Prior Actions</p> <p>(i) <i>Identify the institutions to monitor</i></p> <p>(ii) <i>Prepare and develop monitoring tools</i></p> <p>(iii) <i>Carry out the monitoring exercise.</i></p>	80	Quarterly reports	C/BTVET	Monitored and support supervised 42 institutions in the 4 regions of country .	Not Achieved	In Q4, the funds of Quarter three (35,026,506) and Quarter four (63,047,710) were combined to carry out support supervision in 32 BTVET institutions. But they were not enough for the activity.

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
				No. of institutions inspected and accredited as DIT assessment centers. Assumptions (iii) Institutions will apply for accreditation (iv) Funds will be available for inspection of potential assessment centers Prior Actions (i) Review all requests for accreditation (ii) Conduct the inspection of the institutions (iii) Grant assessment center status	540	Quarterly reports	D/DIT	Inspected and accredited 135 assessment centers.	Not Achieved	Numbers were scaled down to fit within the available resources.
		Construction of facilities in BTVET institutions. Assumption Availability of funds for construction Prior Actions (i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works	Complete ongoing civil works under the Support to Skilling Uganda Project.	Complete ongoing civil works under the Support to Skilling Uganda Project. Complete ongoing civil works under the Support to Skilling Uganda Project.	Construction of facilities at UTC Kyema in Masindi (i.e. 3 workshops, Girls dormitory; Kitchen; Sanitation facilities; Electrical, mechanical and external works) Construction of facilities at Kasese Youth Polytechnic in Kasese (i.e. 4 workshops, Boys dormitory; Kitchen; Sanitation facilities; electrical, mechanical and external works) Construction of facilities at St. Josephs Virika VTI in Fort portal (i.e. 4 workshops, Boys and Girls dormitories;	Monitoring and supervision reports	C/BTVET	Physical progress was at 100%.	Achieved Achieved Achieved	All sites have reached 100% practical completion. Furniture has also been supplied.

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
					<i>Kitchen, Renovation of existing mechanical and automotive workshop; Sanitation facilities; Electrical, mechanical and external works)</i>					
					<i>Construction of facilities at St. Simon Peter VTI (i.e. 3 workshops, Library, Boys dormitory, Kitchen, Sanitation facilities, Electrical, mechanical and external works)</i>				Achieved	
					<i>Construction of facilities at Millennium Business School in Hoima (i.e. Demonstration Hotel; Kitchen; Housekeeping workshop; Guest house; Restaurant and bar; Roof repairing of existing classroom block, Electrical, mechanical and external works commenced).</i>				Achieved	
5.	Physical Education and Sports	Complete construction of the National High Altitude Training Center (NHATC) Phase I.	Assumption	Availability of funds for construction	Prior Actions					
		(ii) Site meetings								
		(iii) Monitor and supervise works								
		Percentage level of completion of works for the Athletics Track.		100%		Monitoring and supervision reports	C/PES	06 lanes Running Track - 80%	Not Achieved	Advance payment was made to the contractor towards end of FY2018/19; therefore funds for FY 2019/20 could not be paid out as the contractor was yet to execute works.
		Percentage level of completion of works for the 3km Jogging Track		100%				3km Jogging Track - 80%	Not Achieved	
		Percentage level of completion for the External Kitchen		100%				External Kitchen - 95%	Not Achieved	
		Percentage level of completion for the hostel		100%				Hostel block - 96%	Not Achieved	

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
		(iv) Appraisal of works		block						
				Percentage level of completion for fencing works	100%			Gate House and chain link fencing - 75%	Not Achieved	
				Percentage level of completion for the site roads and parking.	100%			300m Long Site Roads & Parking - 80%	Not Achieved	
6.	Special Needs Education	Procure specialized equipment. Assumption Funds are available Prior Action Secure funds		No. of cartons of Braille paper, Braille machines, magnifying glasses and computers with jaws.	200 cartons of Braille paper 28 Braille machines 200 magnifying glasses 20 computers with jaws	Quarterly reports	C/SNE	200 cartons of Braille paper procured. Procurement finalized 200 magnifying glasses procured. 20 computers with jaws procured.	Achieved Not Achieved Achieved Achieved	Awaiting delivery .
		Commence construction of facilities at Wakiso School for the Deaf. Assumption Availability of funds for construction Prior Actions (i) Site meetings (ii) Monitor and supervise works (iii) Appraisal of works		No. of classroom blocks constructed to substructure level. No. of teachers' houses constructed to substructure level.	2 2	Monitoring and supervision report		Construction of the 2 classroom blocks was at roofing stage. The 2 teacher houses were at roofing stage by the end of FY 2019/20.	Achieved Achieved	
		Train teachers in functional assessment. Assumption (i) Funds will be available. (ii) Teachers will turn up for training Prior Actions (i) Identification of teachers. (ii) Preparation of training schedules		No. of teachers trained in functional assessment.	300	Training reports		Trained 82 teachers in functional assessment.	Not Achieved	Inadequate funds to train the targeted number.
7.	Quality and standards	Complete the implementation of civil works in TIET institutions.		Construction of an admin block and dormitory at Jinja PTC	100%	Monitoring and supervision report	C/TIET	Completed the dormitory and administration block at Jinja	Achieved	Facilities are under the defects' liability period

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
		07 PTCs. Assumption <i>Availability of funds for construction</i> Prior Actions (i) <i>Site meetings</i> (ii) <i>Monitor and supervise works</i> (iii) <i>Appraisal of work</i>		Construction of an admin block and dormitory at Bikungu PTC	100%			Completed a dormitory and administration blocks at Bikungu	Achieved	Facilities are under the defects' liability period
				Construction of an admin block and dormitory at Kitum	100%			Completed the dormitory at Kitum. However, the college fence stalled.	Achieved	Facilities are under the defect's liability period except for the fence which has been failed by the community due to land wrangles.
				Construction of dormitory and a classroom block at Kabwangasi	100%			Completed a dormitory block and a 2-unit classroom block at Kabwangasi.	Achieved	Facilities are under the defects' liability period
				Construction of dormitory and a Semidetached Tutors house at Ngora	100%			Completed a dormitory block, tutors' house, 6 stance latrines, and Shower block at Ngora.	Achieved	Facilities are under the defects' liability period
				Construction of dormitory and a Semidetached Tutors house at Erep	100%			Civil works completed and the works are now at defects liability period.	Achieved	Completed a chain link fencing and live hedge at Erep PTC
				Construction of dormitory and semidetached tutors house at Ibanda	100%			Completed a dormitory Block, semidetached Tutor's house, and a shower block at Ibanda.	Achieved	Facilities are under the defects' liability period
		Inspect Schools and Institutions. Assumption <i>Timely and adequate quarterly release of funds</i> Prior Actions (i) <i>Develop inspection plans.</i> (ii) <i>Allocate funds for inspection</i>		No. of Secondary schools inspected	2,796	Inspection reports Achieved	D/DES	Inspected 2,545 Secondary Schools.	Not Achieved	The closure of schools due to the Covid-19 pandemic hindered the inspection of some institutions.
				No. of BTVET institutions inspected	600			Inspected 643 BTVET institutions and followed up on inspection of 40 BTVET institutions.	Achieved	
				No. of PTCs inspected	67			Inspected 73 PTCs	Achieved	
				No. of NTCs inspected	5			Not done	Not Achieved	
				No. of Nursery Training centers inspected.	200			Inspection 200 ECD training centers.	Achieved	
		Monitor Learning Achievements.		No. of districts covered during the Monitoring of	162	Assessment reports	D/DES	Support services provided to 162 Local Governments	Achieved	

Sn	Program me	Agreed Undertakings	Process	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
		Assumption <i>Timely and adequate quarterly release of funds.</i> Prior Actions (i) <i>Develop an assessment plan for MLA;</i> (ii) <i>Allocate funds for the exercise.</i> (iii) <i>Prepare the tools.</i>		Learning Achievements (MLA)				by having their tablets serviced and up graded.		
8.	Guidance and counseling	Procure instructional materials. Assumptions (i) <i>Funds budgeted will be available in time.</i> (ii) <i>The procurement process will be on schedule.</i> Prior Action <i>Initiate procurement process</i>		No. of wall charts on Formal Education Pathways in Uganda and Career Guidance on Technical Education and Training, copies of P.7 Information Guides and copies of Career Guidance Handbooks procured.	10,000 wall charts	Quarterly reports	C/G&C	Procured and disseminated 9,400 copies as follows; 3,100 copies of Wall on Formal Education Pathways, 3,100 copies of Wall Charts on Career Guidance on Technical Education and Training.	Not Achieved	Money released was only enough for the copies that were procured. There was also an increase in market prices.
					2,800 copies of information guide for P7 leavers Information Guides			2,400 copies of information guide for P7 leavers have been printed.	Not Achieved	
					1,000 copies of the Career Guidance Handbooks			800 copies of the Career Guidance Handbook have been printed.	Not Achieved	
9.	Policy, Planning and Support Services	Complete the Data Frame under the re-development of EMIS. Assumption <i>Funds will be provided</i> Prior Actions (i) <i>Involve UBoS in the process</i> (ii) <i>Collaborate with stakeholders in the development of the data frame</i>		Level of completion of the data frame	100%	Progress reports	CEPPA	Data frame was completed.	Achieved	The next step which was to conduct a baseline census for all educational institutions. However, this exercise was postponed due to closure of schools because of Covid-19.
		Comprehensive Education Institutions Baseline Census. March 2020. Assumption <i>Funds provided on time</i> Prior Actions		Level of completion of the baseline census	100%	Progress reports	CEPPA	This exercise was halted due to closure of schools because of Covid-19.	Not Achieved	

Sn	Program me	Agreed Process Undertakings	Performance Indicator	Target FY 2019/20	Means of verification	Responsible Officer	Progress/Status	Rating	Remarks
		(i) Development and approval of strategy, roadmap and budget (ii) Pretest exercise (iii) Recruitment and training of field staff (iv) Data collection (v) Data analysis (vi) Report production							
		Complete the Education and Sports Sector Strategic Plan FY 2020/21-2024/25. Assumption <i>Funds will be provided.</i> Prior Action <i>Conducting a comprehensive Education Sector Analysis</i>	Level of completion of the ESSP	100%	Approved ESSP by NPA	CEPPA	Draft 5 of the ESSP plan which was approved by ESCC on 12 th March 2020 was in place by the end of FY 2019/20.	Not Achieved	However, in order for the ESSP to be considered for funding by GPE, an independent appraisal was to be conducted to assess conformity with the set requirements. The independent appraisal was expected to end in October 2020 upon which the plan was to be presented to TMM for approval.
		Review and disseminate Client Charter Assumption <i>Consultative workshops will be held</i> Prior Action <i>Consultations of different stakeholders</i>	Ministry Client Charter reviewed	1	Quarterly progress report	C/HRM	TORs for consultancy to review Client Charter were developed and approved. Procurement process for the consultancy commenced and contract was awarded.	Not Achieved	By the end of FY 2019/20, the review process had commenced.
		Develop and disseminate Handbook on Terms and Conditions of Service for Teachers. Assumption <i>Consultative workshops will be held</i> Prior Action <i>Consultations of different stakeholders</i>	No. of Consultative sessions to draft Teachers Handbook	1	Workshop report		Consultative sessions were carried out to draft the Teachers' handbook. ToRs for the Teachers' Handbook were developed and approved. The procurement process had commenced and a contract was awarded.	Achieved	The process for finalizations of HR Strategy and Teachers' handbook was underway by end of FY 2019/20 though it was heavily affected by Covid-19 lockdown.

Table 2: Agreed Undertakings**Legend**

Colour	Meaning
	Undertaking Met
	Undertaking Not Met
	Undertaking Not Rated

Annex 3: Concept for the Education and Sports Sector Review FY2019/20



MINISTRY OF EDUCATION AND SPORTS

CONCEPT NOTE

FOR

**THE 27TH EDUCATION AND SPORTS
SECTOR REVIEW (ESSR)**

9TH – 10TH DECEMBER 2020

Theme: “Adapting Teaching and Learning for Sustained Learning Outcomes”.

CONCEPT PAPER FOR THE 2020 EDUCATION AND SPORTS SECTOR REVIEW 9TH-10TH DECEMBER, 2020

Introduction

1. This Concept Paper proposes the guiding principles that will help this Ministry in conducting the 2020 Education and Sports Sector Review (ESSR). It takes into consideration the prevailing COVID-19 situation for strict adherence to the Standard Operation Procedures (SOPs) throughout the entire consultative process.
2. The ESSR process is anchored on the Government Annual Performance Review Framework and the Public Finance Management Act, 2015 (Amended). The process is also part of the Budget Process Calendar for FY 2021/2022.
3. The Ministry of Education and Sports (MoES) is organizing the Education and Sports Sector Review (ESSR) 2020 to review the performance of the sector for last FY 2019/20 aimed at drawing lessons that will guide the implementation of the sector planned activities for FY 2020/21 and to inform the budgetary process for FY 2021/22 in line with the Third National Development Plan (NDP III) and Program Implementation Action Plan for the Human Capital Development Programme (2020 -2025).

Theme

4. In line with the overall Goal of NDP III (*To Increase Household Incomes and Improve the Quality of Life of Ugandans*), the theme for this year's ESSR is "Adapting Teaching and Learning for Sustained Learning Outcomes". The theme necessitates adoption of creative and sustainable ways of ensuring that teaching/training and learning continues to take place despite the challenges posed by the COVID-19 pandemic.

Objectives

5. The main objective of the 27th ESSR is to appraise and validate the performance of the Education and Sports Sector for the period 1st July 2019 to 30th June 2020 and identify high level priorities for the FY 2021/22 planning and budgeting.
6. The Specific Objectives are:
 - i. Review the status on agreed indicators to assess sector level performance as stipulated in the Ministerial Policy Statement FY 2019/20;
 - ii. Review the performance of the sector undertakings that were agreed upon during the 2019 ESSR workshop; and
 - iii. Highlight the high-level priorities for FY 2021/22 in accordance with the 3rd NDP PIAP.

The Review Activities

7. This year's Education and Sports Sector Review will include shooting an audio-visual documentary and the National Workshop.

The Audio-Visual Documentary

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

The National Workshop

9. The National Workshop will last for two days carried out through physical and virtual attendance from 9th– 10th December, 2020. This will be streamed live on social media platforms and broadcasted live by selected local television channels.

Stakeholders

10. Between 100-120 participants will be invited to physically attend the Review on representative basis while about 200 participants will attend virtually using a selected cloud-based video conferencing service with representation from Political leadership, Parliament, Ministries, Government Agencies and departments, Local Governments, Civil Society, Foundation Bodies, Private Sector, Development Partners and Academia. Invitations will be issued to participants by 4th December, 2020. Participants will confirm their participation on the following email address: michael.aliyo@education.go.ug.

To ensure effective virtual participation, the Ministry shall engage an events management firm with prior experience in organizing hybrid events that combine live in-person elements with digital, online components to support it in preparation and execution of the event.

Venue

11. The workshop will be non-residential and the proposed venue shall be Hotel Africana - Kampala for purposes of proximity while taking into account the SOPs provided by the Ministry of Health.

Conduct of the Workshop

12. The workshop will be conducted through paper presentations and panel discussions. The ESSR secretariat will make the necessary arrangements for the online participation.
13. During the workshop, the under-listed papers/reports will be presented:
 - i. Opening and closing remarks by the First Lady and Honorable Minister of Education and Sports (FL/MES) and the Coordinator Education Development Partners (EDP).
 - ii. The Education and Sports Sector Annual Performance Report (ESSAPR) to inform the workshop on the achievements of the sector during the FY 2019/20 as well as the challenges encountered. The Permanent Secretary, Ministry of Education and Sports will present this report.
 - iii. The Budget Monitoring and Accountability Unit (BMAU) Report of Ministry of Finance, Planning and Economic Development (MoFPED).
 - iv. Undertakings agreed upon during the 26th Education and Sports Sector Review and proposed undertakings for 2020/21.
 - v. The 3rd NDP Program Implementation Action Plan (PIAP).
14. Two (2) panels will be constituted, each comprising a maximum of 4 members to discuss topical issues in the Sector. These are:

Panel 1: “Continuity of Learning in the COVID-19 Challenging Times”.

Panel 2: “Providing the technical and vocational skills urgently needed to drive production and growth in Uganda”.

15. The Aide Memoire for the Workshop will be prepared and the proposals made will guide the implementation of the current FY 2020/21 budget and inform the planning and budgeting for FY 2021/22.
16. A program will be drawn with the Media Houses to cover the proceedings of the Workshop.

Institutional Arrangements

17. A Preparatory Committee will be constituted to handle the overall organization of the ESSR and a Secretariat led by Commissioner Education Planning and Policy Analysis (C/EPPA). In addition, there will be taskforce teams for the ESSAPR documentation, Aide Memoire and a Proceedings Report, among others.

The ESSR Preparatory Committee will be comprised of the following members:

- i. Director, Directorate of Education Standards (Chair)
- ii. Commissioner Planning and Policy Analysis (Secretary)
- iii. Director, Higher Education, Technical, Vocational Education and Training
- iv. Director Basic and Secondary Education
- v. Under Secretary, Finance and Administration
- vi. Commissioner Human Resource Management
- vii. Commissioner Business, Technical and Vocational Education and Training
- viii. Commissioner Basic Education
- ix. Commissioner Government Secondary Education
- x. Principal Assistant Secretary/Personal Assistant to the FL/MES
- xi. Technical Advisor to the Minister of Education and Sports
- xii. Head, Procurement and Disposal Unit
- xiii. Assistant Commissioner, Accounts
- xiv. Assistant Commissioner Communication and Information Management

18. The Committee will, among others, undertake the following tasks: Overall coordination, management and administration of the ESSR process, documenting the ESSAPR, documenting the Aide Memoire, documenting the Proceedings Report, and managing matters of the press.

19. The Review will be financed by the Ministry of Education and Sports and will cover preparatory activities, documentation, hotel fees, face masks, virtual connectivity related costs, allowances and transport for participants.

Conclusion

20. This Paper has been prepared to guide the Education and Sports Sector Review for this year, taking into consideration the challenges posed by the COVID-19 pandemic and in line with the GAPR framework and the next budgeting cycle.

Annex 4: List of invited Participants for the 2020 ESSR Workshop:

S/n	Category of Participant to attend physically	No.
1.	Hon. Minister of Education and Sports	1
2.	Hon. Minister of State for Education and Sports/Primary	1
3.	Hon. Minister of State for Education and Sports/Higher Education	1
4.	Hon. Minister of State for Education and Sports/Sports	1
5.	His Excellency the Belgian Ambassador	1
6.	Members of Parliament (Parliamentary Session Committee on Education and Sports)	2
7.	Head of Public Service/Secretary to Cabinet	1
8.	Permanent Secretary/Secretary to the Treasury	1
9.	Permanent Secretary/Ministry of Education and Sports	1
10.	Permanent Secretary/Ministry of Health	1
11.	Permanent Secretary/Ministry of Gender, Labor and Social Development	1
12.	Permanent Secretary/Ministry of Water and Environment	1
13.	The First Secretary, Belgian Embassy	1
14.	Budget Monitoring and Accountability Unit (BMAU) of MoFPED	2
15.	Executive Director, National Planning Authority	1
16.	Vice Chancellor, Makerere University	1

S/n	Category of Participant to attend physically	No.
17.	Vice Chancellor, Uganda Christian University (UCU)	1
18.	The Chairperson, Resident District Commissioners Association	1
19.	The Chairperson and Secretary DEOs Association	2
20.	The Chairperson, Chief Administrative Officers Association	1
21.	The Chairperson of the Association of Public BT/VET Institutions	1
22.	National Chairperson, Federation of Non-state Education Institutions in Uganda (FENEI)	1
23.	Chairperson and Executive Director – Higher Education Students Financing Board	2
24.	Foundation Bodies Education Secretariat (Catholic Church, CoU, UMSC, UMEA)	4
25.	Secretary General, UNATCOM	1
26.	Chairperson UNATU	1
27.	Education Service Commission (Chairperson, and Secretary)	2
28.	Executive Secretary, National Council of Higher Education	1
29.	General Secretary, National Council of Sports	1
30.	Under Secretary, Finance and Administration, MoES	2
31.	Directorate of Industrial Training (Director)	1
32.	Director Budget, Ministry of Finance Planning and Economic Development	1
33.	Director of Education KCCA	1
34.	Equal Opportunities Commission	1
35.	Director of Basic and Secondary Education, MoES	1
36.	Director National Curriculum Development Centre	1
37.	Director, Directorate of Education Standards	1
38.	Director Higher, Technical, Vocational Education and Training	1
39.	Chairperson, Industrial Training Council	1
40.	Commissioner, Education Planning and Policy Analysis Department	1
41.	Commissioner, Government Secondary Education	1
42.	Commissioner, Private Institutions and Schools	1
43.	Commissioner, Basic Education	1
44.	Commissioner, Teacher Instructor Education and Training	1
45.	Commissioner, Special Needs Education	1
46.	Commissioner, Career Guidance and Counseling	1
47.	Commissioner, Higher Education	1
48.	Commissioner, Business, Technical, Vocational Education and Training	1
49.	Commissioner, Physical Education and Sports	1
50.	Commissioners, Directorate of Education Standards	4
51.	Commissioner, Human Resource Management, MoES	1
52.	Assistant Commissioner, Instructional Materials Unit	1
53.	Assistant Commissioner, Planning and Budgeting	1
54.	Assistant Commissioner, Policy Analysis	1
55.	Assistant Commissioner, Statistics, Monitoring and Evaluation	1
56.	Assistant Commissioner, Accounts	1
57.	Assistant Commissioner, Communication and Information Management	1
58.	Uganda National Examinations Board (UNEB) - Executive Secretary	1
59.	Uganda Nurses and Midwives (UNMEB) - Executive Secretary	1
60.	UBTEB - Executive Secretary	1

S/n	Category of Participant to attend physically	No.
61.	Executive Secretary Uganda Allied Health Examinations Board (UAHEB)	1
62.	Communication & Information Management	2
63.	Chairperson, Uganda Local Governments Association (ULGA)	1
64.	Technical Advisor to the Minister of Education and Sports	1
65.	Masters of Ceremonies	2
66.	Secretariat, Rapporteurs & virtual operating team	20
67.	Moderators and panelists	7
68.	Education Development Partners	15
	Total	120