



Buikwe - ICEIDA Development Partnership

Education Development in Fishing Communities 2016 – 2019
ICEIDA Project No. UGA 11220 - 1502

PROJECT DOCUMENT



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ABBREVIATION AND ACRONYMS

BDFCDP	Buikwe District Fishing Community Development Programme
BDLG	Buikwe District Local Government
BoG	Board of Governors in Secondary Schools
BTVET	Business, Training and Vocation Education and Training
CAO	Chief Administrative Officer
CAP	Chapter
CCT	Coordinating Centre Tutor
CDO	Community Development Officer
CSO	Civil Society Organization
CSP	Country Strategy Paper
DDP	District Development Plan
DEO	District Education Officer
ECD (C)	Early Child Development (Centers)
EFA	Education for All
FALP	Functional Adult Literacy Programme
GoI	Government of Iceland
GoU	Government of Uganda
ICEIDA	Icelandic International Development Cooperation ¹
KDDP	Kalangala District Development Programme
KII	Key Informant Interview
LC	Local Council: LC-5 District and LC-3 Sub-County Level
M&E	Monitoring and Evaluation
MDA	GoU Ministries, Departments and Agencies
MDG	Millennium Development Goals
MoESTS	Ministry of Education, Science, Technology and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoLG	Ministry of Local Government
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NER	Net Enrolment Ratio
NGO	Non-Government Organization
NIR	Net Intake Ratio
OECD-DAC	Organization for Economic Co-operation and Development- Development Assistance Committee
PA	Partnership Agreement
PLE	Primary Leaving Examinations
PPP	Public-Private Partnership
PSO	Private Sector Organization
PTA	Parents Teachers Association
SAS	Senior Assistant Secretary
SDP	Strategic Development Plan
SMC	School Management Committee

¹ Previously Icelandic International Development Agency up to 31/12/2015

SIP	Strategic Investment Plan
UBoS	Uganda Bureau of Statistics
UGX	Uganda Shillings
UMI	Uganda Management Institute
UNEB	Uganda National Examinations Board
UNICEF	United Nations International Children’s Emergency Fund
UPE	Universal Primary Education
UPOLET	Universal Post Ordinary Level Education and Training
UPPET	Universal Post Primary Education and Training
USD	United States Dollars
WASH	Water, Sanitation and Hygiene
ESDP	Education Strategic and Development Plan

PROJECT SUMMARY

Project title:	Buikwe - ICEIDA Development Partnership: Education Development in Fishing Communities 2016 - 2019
ICEIDA Project Number	UGA 11220-1502
Implementing Agency:	Buikwe District Local Government
Period:	1st January 2016 – 31st December 2019
Sector/DAC code:	112-20
Development Objective:	The development objective of the BDFCDP is to facilitate improvement in livelihood and living conditions of people in fishing communities in Buikwe district
Immediate Objective:	The immediate objective of the project is to improve quality of basic education in schools serving fishing communities of Buikwe district.
Expected Outputs:	<p>Infrastructure in primary schools servicing the fishing community in Buikwe developed and/or renovated up to GoU minimum standards and equipped with essential basic facilities. Learners in target schools supplied with textbooks in core subjects and teachers with necessary teaching materials.</p> <p>The education sector management at all administrative levels developed and equipped as necessary to perform and teachers and headmasters trained in effective school management and delivery of quality education.</p> <p>The capacity of the community (PTA's and SMC's) to play an active role in school management and operation developed and;</p> <p>The hidden household costs of "free" secondary education lowered and a sustainable mechanism to maintain affordable cost of education in place.</p> <p>The education environment for learners improved through functional health clubs in school and regular health related sensitisation in place and sustainable feeding programmes developed and established in schools.</p>
Total Project Budget:	9.200.000 USD
ICEIDA Contribution:	7.200.000 USD (78%)
BDLG Contribution:	2.000.000 USD (22%)

1 INTRODUCTION

Buikwe District Local Government was established in 2009 and is one of the 112 districts in Uganda. It is located 50 km east of the capital Kampala, in the central region (Buganda). The district is composed of 4 urban (town) councils, 8 rural sub-counties, 64 parishes and 464 villages (BDLG, 2012). The district has a total population of 436,406 people, about 33% live in urban areas and 67% live in rural areas (UBoS, 2014). Approximately 10% of the population (46,076 people) live in fishing villages found in four sub counties and depend on fisheries as a primary source of livelihood (BDLG, 2014b). The four sub-counties are Najja, Ngogwe, Nyenga and Ssi-Bukunja (broadly referred to as the fishing communities) and have 39 fishing villages along the shore of Lake Victoria (BDLG 2014b).

1.1 MANDATE

The Buikwe-ICEIDA partnership for the project on education development in fishing communities draws its mandate from the partnership agreement entered by the Government of Iceland represented by ICEIDA and Government of Uganda (GoU) for support to Buikwe Fishing Community Development Programme. The project preparation is in line with ICEIDA, Uganda Country Strategy Paper, which incorporates the strategies, policies and priorities of the two bilateral partners as well as Buikwe District Local Government. The rest of this chapter elaborates the links to the partners' strategies, policies and priorities; highlights previous and on-going support by ICEIDA and other development partners to the education sector in Uganda and Buikwe district and described the development process for this project.

1.2 LINKS WITH ICELAND'S DEVELOPMENT COOPERATION STRATEGIES AND AGREEMENTS

1.2.1 STRATEGY FOR ICELAND'S INTERNATIONAL DEVELOPMENT COOPERATION

The "Strategy for Iceland's International Development Cooperation 2013-2016" is the overall framework that guides official development assistance of the Government of Iceland. It identifies priority areas of support as natural resources (fisheries and renewable energy), social infrastructure (education and health) and peace building (good governance and reconstruction). The strategy gives the mandate for bilateral development cooperation administered by Embassies of Iceland in eligible partner counties including Uganda, defines the scope of sector support including education and is the basis for the current CSP agreed upon by ICEIDA and Uganda.

1.2.2 ICEIDA'S COUNTRY STRATEGY PAPER FOR UGANDA

The ICEIDA's (ICEIDA, 2014) Uganda Country Strategy Paper 2014-2017 (CSP) is the main policy instrument guiding the implementation of Iceland's International Development Cooperation in Uganda. It intertwines Iceland's policies and priorities for International Development Cooperation with Uganda's development strategies and priorities in Vision 2040 and the National Development Plan. The CSP states that "Iceland will support the Government of Uganda in achieving the Millennium Development Goals (MDGs) in line with the country's development priorities ... directed towards reducing poverty and improving

livelihoods in selected poor communities where fisheries play a significant role”. The modality for delivery of development support will be at district level, with Buikwe and Kalangala as partner districts. The sectors of focus are education, health and fisheries, with gender equality and environmental sustainability as crosscutting themes.

1.2.3 THE PARTNERSHIP AGREEMENT

In line with the CSP, a “Partnership Agreement between the Government of Uganda and Buikwe District Local Government, and the Icelandic International Development Agency for the Buikwe District Fishing Community Development Programme-BDFCDP” (Partnership Agreement, 2014) was signed in October 2014. The partnership agreement describes the purpose and structure of the programme and it provides, under article 1.4, that the description and cost implications of the programme will be detailed in specific implementation agreement, programme/project documents and implementation plans jointly developed and approved by parties. The BDFCDP education project therefore falls within the ambit of that article (1.4) and all provisions in the Partnership Agreement apply to it.

1.3 LINKS WITH UGANDA’S NATIONAL PLANNING FRAMEWORK, POLICIES AND STRATEGIES

In 2007, the Government of Uganda adopted a Comprehensive National Development Planning Framework Policy. Under the policy, national development planning is guided by the 30-year national vision, which is implemented through three 10-year and six 5-year National Development Plans (NDPs). The 10-year National Development Plans outline the overall development objectives for the respective decades, which are subsequently elaborated in the 5-year medium term National Development Plans. The 5-year Development Plans are delivered through 5-year Sector Development Plans at national level and 5-year Local Government Development Plans at sub national levels, which are in turn actualized through annual budgets and work plans.

1.3.1 UGANDA VISION 2040

The Uganda Vision 2040² provides development paths and strategies to operationalise Uganda’s Vision statement which is **“A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years”**. The Vision 2040 is conceptualised around strengthening the fundamentals, which include human capital development, to harness the opportunities to accelerate growth and sustainable development. Education is recognised as a key component of human capital development necessary to harness the growth opportunities to accelerate the country’s transformation and competitiveness and to facilitate the realisation of the demographic dividend. Over the Vision period, the provision of universal primary education (6-12 years) and secondary education (13-16 years) will be considered as a human right and consolidated as basic education. The entire education system will be changed to emphasize practical skills, aptitude and moral values, and to make education and skills development responsive to the market demands. Emphasis will be

² GoU- National Planning Authority: Uganda Vision 2040, April 2013.

placed on according equal opportunity to girls and women to participate in education and skills training.

1.3.2 NATIONAL DEVELOPMENT PLANS

The 5-year National Development Plans set the medium term development objectives, strategic direction and priorities for the country and for the sectors (including education sector) and guide the allocation of public resources by all government and non-government development actors. The first 5-year National Development Plan (NDP-I) developed under the Vision 2040 framework covered five fiscal years³ from FY2010/11 to FY2014/15. The second 5-year National Development Plan (NDP-II) will be operational from FY 2015/16 to 2019/20. It was developed through a broad consultative process to ensure that it addresses the key issues and priorities identified at the national and sub-national levels.

The theme of NDP-II is *“Strengthening Uganda’s Competitiveness for Sustainable Wealth Creation, Employment and Inclusive Growth”*. The NDP-II will focus Government’s development policy agenda on two fundamentals of infrastructure and human capital development in order to harness 3 of the 9 opportunities namely agriculture, tourism and mining, oil and gas identified in the Vision 2040.

Under the NDP-II, human capital development has been conceptualized along the life cycle approach categorized into 6 stages; however, the following three stages are more relevant to this project:

- **0–5 years of age group:** the plan will focus on providing early childhood survival and full cognitive development. Efforts will be geared at: reducing incidences of morbidity and mortality; scaling up critical nutrition interventions outcomes especially for children below 5-years; and implementation of Early Childhood Development (ECD).
- **6–12 years of age group:** focus will be on increasing enrolment, retention and completion of the primary schooling cycle, with specific interventions for the girl child; provision of good quality education; promotion of health and wellness; talent identification and nurturing; facilitating timely self-selection into different trades that may not necessarily require acquisition of advanced schooling, and enhancing nutrition while at home and at school; and implementation of the National Strategy for Girls Education(2014).
- **13–17 years of age group:** the key focus areas are ensuring that all children of this age group are retained in school with a special focus on the girl child, till completion of secondary school as a strategy to reduce early marriage and teenage pregnancies; re-designing of the curriculum to facilitate proficiency, talent and relevant skills development; designing appropriate vocational training courses; and providing adequate and appropriate sexual and reproductive health information and services; and promoting male involvement in family planning and safe motherhood.

Over the NDP-II period, education, science, technology and sports sector will pursue three strategic objectives: (a) achieve equitable access to relevant and quality education and

³ Uganda’s financial or fiscal years (FY) run from 1st July of the current year to 30th June of the following year.

training; (b) ensure delivery of relevant and quality education and training; and (c) enhance efficiency and effectiveness of education and sports service delivery.

1.3.3 NATION EDUCATION SECTOR POLICIES, LAWS AND STRATEGIC PLANS

The Government White Paper (1992) is the foundation for the current policy on education development in Uganda. It articulates the purposes of Uganda's education system that continue to be the supreme guidance for the sector. Its main feature was the strong advocacy for universal primary education, vocational education, higher levels of enrolment in secondary schools and special attention of the girl child and other disadvantaged groups. The other policies include: Physical Education and Sports Policy (2005); Education Policy on HIV/AIDS (2006); Basic Education Policy for Disadvantaged Groups (2006); Early Childhood Development Policy (2007); Local Language Policy (2007); Gender in Education Policy (2009); School Health Policy; and Special Needs and Inclusive Education Policy.

The education sector legal framework is comprised of the Constitution of the Republic of Uganda (1995), the Local Governments Act (CAP 243), National Curriculum Development Centre Act (2000), the Universities and other Tertiary Institutions Act (2001), Education Service Act (2002), Education Act (2008), and BTVET Act (2008). Finally, Education development is also guided by international commitments on education such as the Millennium Development Goals (MDGs), Education for All (EFA) Goals and the Global Education Agenda for 2030.

The policy and legal frameworks not only set the direction but also provide the basis for the formulation of various sector and sub-sector investment strategies and plans which include: Education and Sport Sector Strategic Plan, 2004-2015 (revised to 2007-2015 and update to 2010-2015 in line with NDP-II), which is currently under review; Business, Technical and Vocational Education and Training (BTVET) Strategic Plan-2012-2022, popularly known as "Skilling Uganda"; and Universal Secondary Education Strategic Plan 2009-2018). In addition a number of education sector flagship programs were launched to operationalize these education policies and strategies, such as: Universal Primary Education (UPE) in 1997, Universal Secondary Education (USE) and Universal Post Primary Education and Training (UPPET) in 2007.

1.3.4 LOCAL GOVERNMENT DEVELOPMENT PLANS

The 1995 Constitution of Uganda stipulates a decentralized local government planning approach where the needs and aspirations of the people should determine how governmental units at the local level allocate and utilize public resources for development and service delivery. The Local Governments Act (CAP 243) gives local governments mandate to plan for decentralised services, which include basic education and vocational training. It places the primary responsibilities for development planning at the district and lower local governments (Municipal, Town Council, Division and sub-county levels). However, the Act obliges the local government planning process to be inclusive and participatory by emphasizing the involvement of a wide spectrum of stakeholders including local governments themselves, development partners, civil society organisations (CSOs), private

sector organisations (PSOs), lower local administrative and councils and community members.

Buikwe District Local Government produced the District Development Plan (DDP) for the next five years period covering FY 2015/16-2019/20 aligned to NDP-II in line with the legal and planning framework. The DDP incorporates sector development plans and integrates the development plans of lower local governments and councils.

1.3.5 DISTRICT STRATEGIC PLAN FOR FISHING COMMUNITY DEVELOPMENT

BDLG developed the District Strategic Plan for Fishing Community Development, 2014-2020 (BDLG, 2014), with the support of independent consultants from Uganda Management Institute (UMI). The strategic plan is construed as subset of the DDP and is an affirmative action aimed at improving the livelihood of the marginalised fishing communities in Buikwe district, with a strategic focus on education, health (including water, sanitation and hygiene - WASH) and fisheries sectors. The Strategic Plan is thematically harmonized and aligned with the DDP for financial year 2015/16 -2019/20.

1.3.6 EDUCATION SDP FOR FISHING COMMUNITY DEVELOPMENT

The Education Strategic and Development Plan (ESDP) for fishing community development formulated by BDLG (BDLG-ESDP, 2015) is a subset of the District Education Sector Development Plan, focusing on the education needs of the fishing communities in the 39 villages along the shores of Lake Victoria within the sub-counties of Najja, Ngogwe, Nyenga and Ssi-Bukunja. The strategic objectives in the ESDP focus on three key themes of basic education, adult education and BTVET as summarised in the schedule below.

SUB-SECTORS	EDUCATION SDP STRATEGIC OBJECTIVES (SO)
Basic Education	SO1: To increase equitable access to basic education for all school going age children among fishing communities by 2020.
	SO2: To improve the quality and learning outcomes of basic education for all learners among fishing communities by 2020.
Adult Education	SO1: To increase equitable access to adult literacy skills to non-literate and semi-literate youth and adults among fishing communities in the 39 focal villages by 2020.
	SO2: To develop and strengthen the capacity of District, Sub County and Adult Literacy Instructors to coordinate and deliver effective and quality Adult Literacy services to the fishing communities in the 39 focal villages by 2020.
BTVET	SO1: To increase equitable access to BTVET to the youth and adults in fishing communities in the 39 focal villages by the year 2020; and
	SO3: To provide relevant and demand driven packages to fishing communities in 39 villages by 2020.

The ESDP is the guiding framework for support interventions in the education sector focusing on fishing communities in Buikwe district over the period covered by FY 2015/16-FY 2019/20.

1.4 CENTRAL AND LOCAL GOVERNMENT RESPONSIBILITIES IN EDUCATION

The institutional framework for Education, Science, Technology and Sports service delivery comprises the central government represented by Ministry of Education, Science, Technology and Sports (MoESTS), and other relevant line ministries, departments and agencies (MDAs). The MoESTS is responsible for policy co-ordination of the education service delivery in the whole country. Its mandate is to plan, formulate, implement, analyse, monitor, evaluate and review policies, provide technical support and guidance, and set national standards for education and training under the sector. The districts and municipalities are responsible for the management of decentralised education service delivery in accordance with their mandate under the Constitution and Local Governments Act (CAP 243). Finally, the schools and institutions (both public and private) are the frontline tier for education service delivery.

1.5 PREVIOUS AND CURRENT SUPPORTS TO EDUCATION DEVELOPMENT

1.5.1 ICEIDA'S INVOLVEMENT IN EDUCATION DEVELOPMENT

ICEIDA has not previously been involved in education development in Buikwe district, but has supported education and training programmes in other districts in Uganda. This includes support to the implementation of Uganda's functional adult literacy programme (FALP) in Kalangala district (2002-2010) and in Buvuma and Kome Islands of Mukono district (2005-2009); support to the Entrepreneurship Training Programme for small and medium scale enterprises implemented by Uganda Investment Authority (2007-2012); support to the education sector in Kalangala district under Kalangala District Development Programme-KDDP (2006-2015); and support to the MGLSD 2011 – 2014 in the development of the Adult Literacy Policy for Uganda approved by GoU in 2014.

The BDFCDP WASH project (2015 – 2017), has a significant component of support to improvement of the education environment for learners from the 19 targeted fishing villages as it includes construction of 29 gender segregated VIP latrines and safe water access at primary schools serving both the learners and school staff.

1.5.2 SUPPORT TO EDUCATION BY OTHER DEVELOPMENT PARTNERS

The response to the universal primary education initiative constituted a watershed in the relationship between the Ugandan Government and development partners. With the Education Strategic Investment Plan (ESIP) 2004-2015 (and the revised versions for 2007-2015 and 2010-2015) donor assistance has in general been aligned to the sector strategy through earmarked budget support to the sector. Current development partners supporting the education sector in Uganda include the World Bank, African Development Bank, Islamic Development Bank, UNICEF, EC, DFID-UK, Ireland, Netherlands, USAID, Belgium, UNFPA, GTZ, JICA KOICA, France, ILO, SIDA, UNFPA, UNHCR, UNESCO and WFP, as well as a number of

international and local NGOs. In general current support aims at improved access and quality of both primary education and post primary education including BTVET.

Development partners supporting the education sector in Buikwe district include World Vision (infrastructure and SMC training), Caritas-Prague (vocational education), Educate Uganda (sponsorships), Compassion Uganda (sponsorship), Share an Opportunity Uganda (ECD), Reach The Children (HIV/AIDS), ASHEI, UK (English language training), JICA (Mathematics and science programme), and Master Card Scholars (sponsorship).

1.6 PROJECT PREPARATION PROCESS

The BDFCDP education project preparation process involved three iterative stages:

- The conceptual stage, which produced the project proposal.
- The analytical and planning stage, which concludes with this project document
- The project appraisal and approval stage.

Activities and processes undertaken are:

- **BDLG Education Situation analysis:** The processes involved stakeholder analysis, problem analysis and objective analysis. This was undertaken through successive consultative meetings and situation analysis studies undertaken by independent consultants.
- **Local Government Strategic Planning:** This comprised of formulation of “Buikwe District Strategy for Fishing Community Development (2014), Buikwe WASH SDP for Fishing Community Development and Buikwe Education SDP for Fishing Community Development Education in 2015.
- **Planning meetings:** Joint Consultative meetings by partners, see Annex VII.

2 BACKGROUND AND JUSTIFICATION

2.1 UGANDA’S SOCIO-ECONOMIC CONTEXT

Uganda is a landlocked country situated in East Africa region. The country has since 1986 made strides in socio-economic progress after years of political instability. Nevertheless it is still ranked among the poorest and least developed countries in the world, with a human development index of 0.484 ranking number 164 out of 187 countries in 2013 (UNDP 2014). The provisional results of the population and housing census conducted in 2014 indicate that Uganda has a population of 35 million people with an annual population growth rate of 3.06%⁴, which puts it among the highest growth rates in the world. More than half of Ugandans are under 15 years, which underscores how important and urgent it is to improve the lives of children and youth, especially the most vulnerable and marginalized. With such a huge young population, the impact of Uganda’s achievements for children, especially in the education sector, will influence the progress of the nation.

⁴ UBoS (2014): Provisional Results of Population and Housing Census 2014

2.2 NATIONAL EDUCATION SECTOR CONTEXT

2.2.1 STRUCTURE OF EDUCATION SYSTEM IN UGANDA

The Education sector in Uganda is composed of six sub-sectors: (i) Pre-primary and primary education, (ii) Secondary education, (iii) BTVET, (iv) Teachers and instructors training, (v) Higher education and (vi) Physical education and sports. In addition, the sector has five satellite and professional institutions namely: Directorate of Education Standards (DES), Uganda National Examinations Board (UNEB), Education Service Commission (ESC), National Council of Higher Education (NCHE), National Curriculum Development Centre (NCDC) and National Council for Sports (NCS).

Pre-primary education features 3-5 year old children and is outside the frame of compulsory education. The primary education lasts for seven years from P1 to P7 (grade 1-7) for children of age 6-12 year. It is divided into three phases: lower primary (P1-P3), transition year (P4) and upper primary (P5-P7). After the introduction of Universal Primary Education (UPE) in 1996, seven years of free primary education (P1–P7) was available to all children in 1997 and was made compulsory in 2008. On completing P7, pupils sit the primary leaving examinations (PLE), and those who pass in higher grades (division I-III) are eligible to join government sponsored universal post-primary education and training (UPPET) comprised of universal secondary education (USE) or the parallel BTVET, while those passing in low pass grade (division IV) pay tuition fees.

Secondary education lasts for six years from S1 to S6 and consists of two phases, the lower secondary or ordinary level (O-level or S1-S4) for 13-16 year old and the higher secondary or advanced level (A-level or S5-S6) for 17-18 year old. Free secondary education was introduced in 2007 through the implementation of the Universal Secondary Education (USE) and Universal Post Primary Education and Training (UPPET) programmes. When students complete lower secondary education (S4), they sit the Uganda Certificate of Education (UCE) examinations for O-level qualification. Depending on the examination results, O-level qualifications offer the opportunity to advance either to higher secondary education (S5 and S6) or post O-level BTVET or a primary teachers' college (PTC). At the end of S6, students sit the Uganda Advanced Certificate of Education (UACE) for A-level qualifications. With A-level qualifications students can advance to higher education, i.e. universities, business colleges, technical colleges and teachers' colleges.

2.2.2 PROGRESS AND CHALLENGES OF EDUCATION SECTOR DEVELOPMENT

Uganda has made significant progress in increasing access to universal primary education (UPE) and opened opportunities for access to other levels of education through policy initiatives such as USE and UPPET and UPOLET⁵. Since the introduction of UPE in 1997, enrolment in primary education has more than tripled from about 2.7 million in 1996 to 8,772,655 million (4,377,412 boys; 4,395,243 girls) in 2014. The net enrolment ratio (NER),

⁵ UPOLET stands for Universal Post O-level Education and Training

reached 97% in 2014, close to the MDG target of 100% in 2015⁶. The net intake rate (NIR) for primary education was low at 70.2% because of the relatively small number of children entering primary education at the formal age of six years old. The secondary enrolment stands at 1,391,250 (738,391 boys and 652,859) with the net enrolment rate of 26%.

The gender parity in terms of access to primary education in Uganda was achieved in 2009 and has since been maintained with NER for girls higher than for boys. The gender balance remains equal throughout primary school and transitions from primary to secondary school with NER into secondary education standing at 27% for boys and 25% for girls. Signs of gender imbalance begin to emerge in secondary education where 32% of boys are likely to complete UCE (S4) compared to 25% of girls, and 11% of boys are likely to complete UACE (S6) compared to 6% of girls. This increased gender disparity is attributed to a number of social and cultural factors that specifically puts the girl child at a disadvantage, including traditional view on gender roles, teenage pregnancies, sexual harassment, and inadequate WASH facilities for girls at schools. It should be noted here, that gender segregated WASH facilities are being installed through the BDFCDP WASH project in majority of primary schools serving the target area for this project, and the remaining gap will be catered for under this project.

Despite the substantial increase in equitable access to UPE, the education sector still faces considerable challenges, especially in delivery of quality education. The main challenge is that many children do not acquire the basic literacy, numeracy and life skills that will support healthy and productive lives. At the same time disadvantaged children remain excluded from schools because of location, gender, disability, poverty and violence. These challenges manifest in high repetition and dropout levels; low levels of successful completion of education; poor learner attainment in literacy, numeracy and life skills; low performance in primary leaving examinations; and low transition from primary to secondary education and BT/VET. The repetition rate stands at 7.3% at primary education level despite the policy of automatic promotion. In addition dropout rates are high as reflected in a retention rate of 61% for P5 and 33% for P7. The completion rate for S4 students improved from 22.0% in 2002 to 41% in 2014, which is still low and with a gender gap of 11% (37% for boys and 26% for girls).

The results from national assessment of progress on education (NAPE) by Uganda National Examinations Board (UNEB) available for the period 2007-2012 indicate low levels of attainment of basic skills (literacy, numeracy, life skills and core subjects at primary education level). The data available for 2000-2007 from the Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) furthermore suggest that Ugandan pupils still lag behind neighbouring countries (Kenya and Tanzania) in terms of literacy and numeracy⁷. This is attributed to low quality of teaching, particularly insufficient application of the thematic

⁶ MoESTS (2015): Education Sector Fact Sheet FY2014/15 as cited in Education and Sports Sector Annual Performance Report (FY2014/15)

⁷SACMEQ Policy Issues Series, Number 2, September 2010

curriculum at low primary grades, poor learning environment, and inadequate supply of teaching and learning materials, inadequate support supervision, inspection and monitoring and limited community and parents support.

The NAPE-UNEB indicates that less than half of learners in P6 achieved proficiency in literacy (40.8%) and numeracy (45.2%) in 2012⁸. The trends in P6 learners' achievements in numeracy shows a decline in overall performance since 2010 with boys performing relatively better than girls (see Table 1).

SEX	2007	2008	2009	2010	2011	2012
Boys	45.9%	58.8%	58.7%	57.9%	49.6%	49.7%
Girls	37.2%	48.4%	48.1%	52.1%	41.7%	40.9%
ALL	41.4%	53.5%	53.3%	54.8%	45.6%	45.2%

The results of primary leaving examinations (PLE) indicate that the pass rate in division I-IV reached 88% in 2013. The quality of performance measured using PLE performance index was 57% with a gap of 43% to achieve maximum quality performance of 100%. Under this the closer the index is to 100% the higher the quality of performance and the further the index from 100 the lower the quality of performance. The trends in PLE performance index for the period from 2002-2013 are presented in the table 2 below:

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
All	39%	43%	49%	51%	57%	56%	50%	53%	57%	63%	58%	57%
Boys	42%	45%	52%	54%	59%	59%	47%	55%	59%	66%	61%	60%
Girls	36%	40%	46%	48%	54%	53%	45%	51%	54%	61%	55%	54%

NAPE-UNEB results for secondary education level show that less than half of S2 students reached defined competency levels in mathematics (46.9%), English language (43.1%) and less than a quarter (14.5%) in biology in 2013⁹.

2.3 BUIKWE DISTRICT EDUCATION SECTOR CONTEXT

Buikwe district has 542 primary schools (162 government aided, and 380 private primary schools), 80 secondary schools (8 are government aided and 72 are private schools, with 22

⁸ UNEB-NAPE (2007-2012)

⁹ UNEB-NAPE (2013): The achievement of S2 students in Uganda in Mathematics, English Language and Biology. Kampala: UNEB

implementing USE under public-private-partnership), one primary teachers college, two nursing schools and six BTJET institutions (four registered and two un-registered).

Despite its strategic location in the relatively developed central region of Uganda, Buikwe district has poor rating in terms of social and economic development. Most social indicators, including education indicators for Buikwe district, are poor compared to national averages. The NER for primary education in Buikwe district is estimated at 70% in 2013 compared to 95% nationally. Gender segregated NER data available for 2011 shows that NER in Buikwe district is 76% overall (Boys 75%; Girls 78%) compared to 98% nationally (Boys 97%; Girls 98%). Details of national versus Buikwe district education indicators are shown in Table 3.

Education Indicators	B	N	B	N	B	N	B	N	B	N
	2010		2011		2012		2013		2014	
Primary NIR	61%	62%	44%	64%	46%	60%	37%	60%	34	59
Boys	60%	62%	43%	64%	47%	60%	35%	60%	34	58
Girls	62%	62%	44%	64%	46%	61%	39%	60%	33	59
BDLG NIR district ranking	54/83		96/112		90/112		96/112		104/112	
Primary NER	90%	96%	76%	98%	79%	96%	70%	95%	-	97
Boys	89%	96%	75%	97%	-	95%	-	95%	-	96
Girls	92%	96%	78%	98%	-	96%	-	96%	-	98

(Source: UBoS, 2014; and MoESTS, 2014; "-" - "Data not Available")

The quality of learning outcomes in Buikwe is also poor with results from NAPE-UNEB (2012) showing 54.6% P6 learners rated as proficient in literacy while 43.7% were rated as proficient in numeracy¹⁰. The learners' achievement measured by PLE pass rates has improved from 76% in 2008 to 83% in 2014. However, the PLE performance index and the overall ranking of Buikwe district drastically declined between 2012 and 2013 relative to the national average and performance of other districts, as shown in the table 4.

	2010		2011		2012		2013	
	Buikwe	Uganda	Buikwe	Uganda	Buikwe	Uganda	Buikwe	Uganda
Boys	57%	59%	66%	66%	67.3%	68%	57%	60%
Girls	54%	54%	62%	61%	64.2%	64%	53%	54%
All learners	55%	57%	64%	63%	65.6%	66%	55%	57%
BDLG Rank/Districts	41/83		32/112		33/112		56/112	

¹⁰ UNEB-NAPE (2012): The Achievement of Primary School Learners in Uganda In Numeracy, Literacy In English And Local Languages,

In addition, there is a 24% PLE failure rate for learners in schools serving fishing communities compared to the district's average of 14%. This poses a serious challenge to progression to secondary education and BTVET.

2.4 EDUCATION DEVELOPMENT IN BUIKWE FISHING COMMUNITIES

The four sub-counties of Najja, Ngogwe, Nyenga and Ssi-Bukunja that constitute the fishing communities in Buikwe district have a total of 198 primary schools out of 542 in the whole district, of which 62 are government-aided and 136 private schools. As for secondary education, there are 20 secondary schools in the four sub-counties out of a total of 80 for the district, of which four are government-aided and 16 private schools. Seven of the 16 private schools are offering USE on contractual basis with the government bringing the number of secondary schools offering USE to 11. Details and data on primary and secondary schools serving the fishing community in Buikwe district are shown in Annex 1.

The challenges of education in the fishing community of Buikwe district are considerable and mirror the general problems of the education sector in Uganda and in the district, but in more extreme dimensions. Available education indicators for schools serving fishing villages in Buikwe district are all below district and national averages, especially regarding quality of learning outcomes, teaching and learning materials, and school infrastructure and facilities.

Learning outcomes: Table 5 shows the outcome of Primary Leave Examination in 2015 at national, district, sub-county and parish level in the target area of the project (see details in section 2.8).

%	PASS RATES				FAIL	TOTAL PLE	ABSENT (X)	TOTAL
	Div. I	Div. II	Div. III	Div. IV				
National								
Boys	10%	41%	24%	13%	12%	294.217		294.217
Girls	7%	37%	25%	16%	16%	306.651		306.651
Total	9%	39%	24%	14%	14%	600.868	3%	620.482
Cumulative	9%	48%	72%	86%	100%			
Buikwe District								
Boys	13%	41%	20%	12%	13%	4.182	4%	4.353
Girls	9%	40%	21%	15%	15%	4.977	4%	5.161
Total	11%	40%	21%	14%	14%	9.159	4%	9.514
Cumulative	11%	51%	72%	86%	100%			
Fishing Community Buikwe District - 4 Sub-Counties								
Boys	5%	35%	24%	17%	19%	1.337	6%	1.417
Girls	3%	31%	27%	18%	21%	1.434	5%	1.513
Total	4%	33%	26%	18%	20%	2.771	5%	2.929
Cumulative	4%	37%	63%	80%	100%			
Selected schools in 14 parishes								
Boys	2%	22%	22%	22%	33%	260	6%	278
Girls	1%	16%	27%	21%	34%	267	7%	288
Total	2%	19%	25%	21%	34%	527	7%	566
Cumulative	2%	20%	45%	66%	100%			

Source BDLG: 2015

PLE statistics for primary schools serving the fishing community in Buikwe district, and in particular the selected primary schools in the 14 parishes are below both national and district averages (Table 5). Cumulative pass rates in Div. I-III are 72% at both national and district level but 45% in the selected 14 primary schools. Generally the results for girls are lower than for boys at all levels.

Teaching and Learning Materials: The average learners to textbook ratios (TBPR) in government aided primary schools in fishing villages range from 1:8 for English and mathematics, 1:13 for social studies, 1:15 for science and 1:17 for readers in local language (Table 6). There is thus a wide gap to reach the current national average TBPR of 1:4, the national target of 1:3 or the desired ratio of 1:1.

Infrastructure: With regard to school infrastructure, primary schools are characterised by inadequate classrooms and associated facilities, lack of teachers’ houses and existing structures are generally in a poor condition needing renovation. Secondary schools, especially private schools implementing USE, lack basic infrastructure and facilities such as classrooms, teachers’ houses, sanitation facilities, libraries, and laboratories with basic equipment and chemicals for teaching science subjects.

2.5 PROBLEM TO BE ADDRESSED IN BUIKWE EDUCATION SECTOR

2.5.1 GENERAL PROBLEMS IDENTIFIED IN BDLG EDUCATION SDP

The results from the situation analysis in BDLG Education Sector Strategic Development Plan (BDLG ESDP) shows that the fishing communities face considerable challenges in education with virtually all education indicators below the district and national averages and wide performance gaps to bridge in order to reach national and/or global targets. The BDLG ESDP identifies a wide range of problem areas, including low equitable access to and low quality of basic education in Buikwe district. Evidence for this from the BDLG ESDP and relevant to this project is summarized in table 6. The BDLG ESDP for Fishing Community Development 2015–2020 is the principal guideline for selection and prioritisation of interventions for the BDFCDP Education project.

Table 6. Problem areas in Buikwe District education sector as identified by the BDLG ESDP	
Problem Area	Summary of Evidence
Low equitable access to basic education	Low levels of equitable access to primary education: The NER of 70% for Buikwe district is lower than the national average of 95.3% (Boys 94.6%; Girls 96.0) in 2013. According to BDLG ESDP there are strong indications that the situation in fishing communities in Buikwe is lower than the districts average.
	Low levels of equitable access to secondary education: The NER for Buikwe is not established at this point in time but it is expected to be lower than national average NER of 26%, (Boys 27%; girls 25%) in 2014 and even lower in fishing communities.
Low quality of basic education	Learner outcomes: Low academic achievements for learners in literacy, numeracy and life skills, and low performance in final national examinations (PLE), which is below the district and national average (tables in sections 2.1.3 and 2.1.4).
	Transition rates: Low transition rates from primary to post-primary education. The national transition rate from P7 to S1 is estimated at 71% (equal % for boys and girls)

Table 6. Problem areas in Buikwe District education sector as identified by the BDLG ESDP

Problem Area	Summary of Evidence
	<p>while completion rate at national examination at S4 (UCE) is 40% (Boys 45%; Girls 35%), of which 30% (Boys 34%; Girls 26%) transit to S5. Out of every 100 children completing PLE, 71 are likely to enrol into secondary school. Of those, 28 are likely to complete ordinary level (UCE) at S4 (32 out of 100 boys and 25 out of hundred girls), and 9 are likely to complete advanced level (UACE) at S6 (11 out 100 boys and 6 out of 100 girls).</p>
	<p>Teaching and learning materials: There is lack of teaching and learning materials for basic education in general. Availability of textbooks in core subjects in primary schools (TBPR) ranges between 1:8 and 1:17 in Buikwe district, while the national average is 1:4 and GoU target is 1:3.</p>
	<p>Teacher competence, training and motivation: There is a shortage of qualified teachers with adequate pedagogical skills. Efforts to attract and retain qualified teachers are hampered by lack of accommodation and other incentives, particularly in “hard to stay schools”.</p>
	<p>Learner friendly school environment: There is shortage of basic school infrastructure and facilities. This includes classrooms, general teaching facilities, sanitation facilities, a secure environment, sports facilities etc.</p>
	<p>Learner’s health and nutrition: School Health Programmes run by BDLG department of health are not fully functional in schools and learner feeding programmes not available or not comprehensive.</p>
	<p>School management, governance and community participation: Low capacity of head teachers, school management committees (SMC) and parents-teachers associations (PTAs) for effective school management and governance.</p>
	<p>District education sector management: Limitations at all district administrative levels in planning, supervision and M&E of education sector</p>
	<p>Education Inputs: Low GoU funding for basic education. For primary education the GoU annual Capitation Grant for learners in UPE registered schools was UGX 10,000 (less than 3 USD per child per year). For secondary education the GoU paid an annual grant of UGX 141,000 (40 USD) per student in USE registered schools.</p>

2.6 PROBLEMS TO BE ADDRESS BY THE PROJECT

The problems of the education sector in Buikwe district are identified in the BDLG ESDP. This project will only address some of the constraints in selected fishing villages in Najja, Ngogwe, Nyenga and Ssi-Bukunja sub-counties. The selected villages are the same as targeted in the BDFCDP WASH project. Problems to be addressed were identified and prioritised through a succession of consultative meetings in Buikwe district during stakeholder-, problem- and objectives analytical processes of the BDFCDP programme and the education project.

2.6.1 THE CORE PROBLEM TO BE ADRESSED BY THE PROJECT

In line with relevant GoU and BDLG policy documents, the core problem to be addressed by the project is:

“Low quality of basic education in schools serving learners from Buikwe district fishing communities”.

Low quality of education is one of the main reasons for low academic achievements of learners in literacy, numeracy and life skills in the basic education system. Low quality results in high dropout rates, poor examination outcomes and low transition to and completion of secondary education and BTVET. This applies in general to the state of education in Uganda and in Buikwe district, but is particularly pronounced in the fishing communities.

The causes of low quality of education in Uganda are many and complex. Insufficient school infrastructure and facilities, lack of teaching and learning materials, lack of capacity for quality teaching, inadequate school leadership and governance, inadequate supporting supervision, weak community support and poor nutritional and health state of learners are among the direct causes.

2.6.2 PRIORITY ISSUES

The prioritizations of issues to be addressed by the project have emerged through the research and consultation process in the early stages of the project development. This was initiated with a situation analysis study in 2014 and culminated in the development of BDLG Education Strategy and Development Plan for Fishing Community Development (BDLG ESDP) in April 2015. The BDLG ESDP is aligned to relevant BDLG and GoU policies and strategic development plans. The priority issues selected for the BDFCDP Education project are based on the two strategic objectives in BDLG ESDP for basic education, i.e. equitable access and quality of education. This is outlined in detail in Table 6.

The identified problems, even within the narrow context of the core problem, cannot be address by the project and interventions that maximise social and individual benefits in terms of basic knowledge and skills will be prioritised. These will ultimately increase the productivity, employment opportunities, income and general well being of the population in the fishing communities:

- a) **Infrastructure development, equipment and facilities:** This will include classrooms, teachers housing, school kitchen, laboratories, dormitories and other relevant infrastructure, as well as supply of necessary teaching material, equipment and facilities to achieve improved quality of education.
- b) **Primary Education:** Primary education with emphasis on literacy, numeracy and life skills development is recognised as the main contributor to improved livelihood and has been found to generate the highest returns on investment in education in low-income countries¹¹. In primary education, the following is prioritised:
 - **Lower Primary Grades (P1-P4):** Enrolment in P1 grade is generally high, but with substantial dropouts in the subsequent P2-P3 grades. The project will therefore focus on improved teaching and learning at P1-P4 to achieve a break-through in literacy, numeracy and life skills development for long life learning, and to reduce dropouts. In addition, the project will support the district in the formulation of an ECD strategic development plan. ECD centres play an important role in the development of cognitive skills and preparing children for

¹¹: Klump, R and Cabrera, C.A.M (2007) Education and Pro-poor Growth how can education contribute to pro poor growth? KFW Publishers, Frankfurt - Germany.

primary education and lifelong learning. Buikwe District has community run ECD centres attached to a number of primary schools.

- **Upper Primary Grades (P5-P7):** The cohorts of learners passing through the transition grade (P4) will be followed up through upper primary grades. The project will provide continued support to the schools in order to facilitate quality teaching and learning and to improve the quality of basic skills acquired in upper grades. This will improve performance in PLE and secure better grades to qualify for post-primary education.
- c) **Secondary Education:** The focus is on primary school leavers who have successfully completed PLE and qualify for secondary education, but fail to make the transition owing to various issues including prohibitive hidden costs of “free” USE and various social/cultural factors. Possible interventions are:
- **Lower Secondary (ordinary Level) (S1-4):** The aim is to extend the school life of learners in the vulnerable age of 13 - 16 years and have not yet acquired necessary skills to successfully joining the job market. This is particularly relevant for the girl child, as this is a critical time in their life where there is an increasing social and cultural pressure that forces teenage girls to drop out of school, as elaborated in Table 6. The interventions will include a study of the causes of increasing drop out by girl learners, and subsequent mitigating actions, actions to facilitate lowering of school charges for learners, improved learning environment through development of infrastructure and improvement of quality of teaching., This is expected to improve the performance in UCE, secure better grades to qualify for advance level secondary education and BTJET and eliminate or narrow the gender gap.

2.7 PROJECT STRATEGY

2.7.1 OVERALL STRATEGY

The overall strategy of the project is to support BDLG to implement its education strategy for fishing community development with focus on the priorities defined and agreed upon by the partners. The situation to be changed is defined by the problems identified in the BDLG ESDP and is guided by Buikwe District Vision statement:

“Productive and prosperous fishing communities by 2020”

And the mission statement:

“To improve the livelihood of the fishing communities through provision and utilisation of education services”.

The project overall strategy emphasises BDLG ownership of the project, the alignment to existing district operation and management systems and the lead role of BDLG in implementation. ICEIDA’s role is to provide financial, technical and M&E support to facilitate implementation. Within the framework of district ownership and leadership, implementation will be carried out through use of existing district structures, collaboration with other strategic development partners, local NGOs and CBOs and community and school led initiatives, depending on the available capacities and considerations for sustainability of project interventions.

The project overall strategy conforms to applicable international agreements on alignment and harmonisation. The project ownership and leadership is with BDLG, politically through BDLG Council, and technically through the District Education Department, sub-county offices, community institutions and the schools. It is aligned to principles of the rights based child friendly schools promoted by UNICEF.

2.7.2 IMPLEMENTATION STRATEGY

The implementation strategy is firstly to deliver extensive support to a smaller cluster of schools in the target area, and secondly limited basic support to a wider selection of schools in the same area.

Schools selected for extensive support are expected to deliver positive results in the short and medium term, and the experience and lessons will be used downstream to scale up and plan promising interventions in the long term. Main emphasis is on quality enhancement interventions in order to maximize the return on investment¹². The strategic approach is in line with current emphasis on quality education by GoU and its education development partners (EDPs). All schools selected for support will receive support that warrants uplifting of standards to at least a minimum acceptable level of operational capacity.

Drawing from lessons learned, evidence from various education studies, current prioritisation of interventions in the education sector by stakeholders, and from Uganda's quality enhancement initiative¹³, it is established that no single intervention is likely to produce positive changes in education performance. Hence a package of interventions is required focusing on the following five main pillars:

Pillar I - Education Infrastructures and Facilities:

Availability of appropriate school infrastructure is fundamental in creating learner and teacher friendly, safe and health school environment conducive to learning and teaching, and ultimately for improved quality of learning outcomes for boys and girls. The basic infrastructure requirements for schools include staff houses; classrooms, desks and chalkboards; administration offices, staff rooms, stores and furniture; school kitchen, cooking facilities and environment friendly energy saving stoves; and improved water sources at school and sanitation facilities- ventilated improved pit (VIP) latrines for both learners and teachers, that take into account the safety and health needs of boys and girls and PWDS, as well as females and male teachers. Furthermore, quality learning requires provision of adequate and relevant teaching and learning materials easily accessible by all users (teachers and learners). The project will support renovation of existing school infrastructure and construction of new school infrastructure, with associated facilities to meet at least the minimum national standards set by MoESTS, and to facilitate the district to develop a sustainability plan for operation and maintenance of the infrastructure. There are links with the sister BDFCDP WASH project for provision of

12 World Bank 2004: http://siteresources.worldbank.org/INTDEBTDEPT/Resources/468980-1170954447788/3430000-1273248341332/20100426_16.pdf

13 Ministry of Education, Science, Technology and Sports in collaboration with Development Partners launched the Quality Enhancement Initiative (QEI) in 2008 in bid to improve the quality of primary education in 12 poorly performing districts; See MoES (2009): Final Report of the Baseline Survey for the Quality Enhancement Initiative (QEI) Project

safe water and child friendly sanitation facilities to schools. The project will include provision of textbooks in the core subjects of curriculum in target schools to the ratio of learner to textbooks of 1:1, provide storage cabinets and teacher's guides, as well as supply of basic equipment for promoting co-curricular activities in (i.e. sports and music, drama and drama) to increase attendance and retention of learners and for talent development.

Pillar II - Local Government Education Sector Management:

The institutional arrangements by government and non-state institutions at district and lower local government levels as well as the District Education Office and CCTs (central government structure operating at local level) provide political, administrative, management technical, and financial support systems necessary for improved education services delivery and school performance. These include mobilisation and allocation of resources to the sector, management support to education human resource (especially teachers), support supervision and mentoring to schools, regular school inspection and monitoring of learner achievement. The project has plans to strengthen the capacity of the local government system to perform their roles in supporting the education sector, and to enhance the functionality of the District Education Office to fulfil its mandate, particularly monitoring of, and supporting schools to improve, learner achievement.

Pillar III - Teachers and School Leadership:

Teachers and head teachers are at the centre of efforts to improve the quality of basic education in Uganda. A shift in their current performance is expected to improve the quality of teaching thereby enhancing the quality of learning. The concerns under this pillar include shortage of teachers, which has forced communities/parents to engage untrained teachers, inadequate continuous professional development of teachers in classroom management and child centred teaching methods and high absenteeism of teachers coupled with low motivation. At the same time, professional leadership in schools is weak as head teachers lack training in school leadership and management and are therefore not equipped to provide support supervision to teachers and are not proactive in creating learner friendly school environment. The significance of plans to improve this situation cannot be overemphasized. These include in-service training of teachers, training head teachers and senior teachers in leadership, and continuous professional development of teachers by CCTs in improved teaching methods.

Pillar IV - Community and Parents Participation:

Members of school communities can make significant contribution towards pupil and student learning, school infrastructure development and maintenance, school governance, as well as other initiatives to improve the status of schools. However, community participation is still low: some parents do not provide the required scholastic materials and food for their children during school time and there is low participation of parents in school governance, that is school management committee (SMCs) and parents and teachers associations (PTAs) at primary education level, and board of governors (BoGs) and PTAs at secondary education level; yet these institutions are supposed to mobilize other parents and members of the community to cause change in schools. There is no doubt that this attitude affects the quality of education in fishing communities. The project will improve the capacity of community institutions to participate in school governance and in turn mobilize parents and communities to

support education and learning of their children. In addition, supplementary support will be extended to lower the cost of 'free USE' borne by poor households to encourage transition of pupils (boys and girls) to progress and complete at least lower secondary education.

Pillar V - The Learners:

The learners are the main stakeholders in endeavours to promote the quality of basic education. The issues that affect learners cut across all other pillars: poor learning environment in schools, shortage of learning materials, inadequate trained and motivated teachers, inappropriate teaching methods and failure of the parents and guardians to provide relevant scholastic materials and poor nutritional state due to improper feeding. These concerns are addressed in the above pillars. The direct issues that affect learners include high absenteeism, low participation of learners in schools work and difficulties in following what is being taught in classes, all ultimately resulting in poor academic performance and low learner achievement. This is attributed to poor health conditions of some children as result of a host of preventable diseases, poor nutritional state and lack of feeding at school, social barriers to effective participation in learning activities e.g. by the girl child. Activities under pillar V are aimed at improving the well being of the learners so that they can regularly attend and stay in schools and also participate effectively in learning. The interventions include strengthening school-based health like deworming/bilharzia treatment; school based feeding initiatives and addressing gender related issues.

As proposed in the Buikwe District Education Situation Analysis Study Report and stated in the previous section, a two-tier support system of extensive and basic support to selected clusters of primary schools will be adopted by the project:

- **Extensive support:** Interventions that address school performance problems will be provided to selected schools in the target area and will address constraints identified under the five pillars outlined above, It will include development of infrastructure (e.g. classrooms, teachers houses, sanitation facilities and others, as defined by GoU recommendations). It will also include provision of educational equipment and teaching material and facilitate capacity building through training activities at management, school leadership and community levels. Establishment and operation of school feeding programmes will be facilitated and supported. Schools selected for extensive support will also receive the basic support described below.
- **Basic support:** A range of essential education inputs will be provided to a wider selection of schools in the target area. Basic support will include provision of textbooks and teaching material, capacity building and training activities at management, school leadership and community levels, support to existing school feeding programs and other actions generally aimed at improved education environment for the learner.

Studies from Uganda and other countries, including a recent preliminary study carried out in Kalangala under the ICEIDA funded KDDP project, suggest that hidden cost of "free" education carried directly by the household is among the main hindrances for successful PLE leavers to progress to secondary education. Reducing the direct household cost of secondary education is thus pivotal in facilitating the transfer of an increasing number of PLE learners to

a higher level of education. Options for lowering household costs of “free” secondary education will be explored through a study commissioned by the project early in the inception period, with the aim of reaching an agreement through BDLG with respective secondary schools towards this objective. This may include direct financial support to secondary schools in order to address charges for scholastic material, cost of community teachers, teachers lodging, health related charges and development fees. A similar approach will be explored in relation to BTVET.

The project will furthermore have general interventions that will support the Buikwe district education sector as a whole. This will include capacity development and training aimed at strengthening management and administrative capacity at all district levels and school and community level. Particular emphasis will be on community mobilization, where existing experience from NGO’s and relevant interest groups in the target area. An experienced advocacy group working in the basic education sub-sector will be sourced to implement t this component.

2.8 SELECTION OF SCHOOLS FOR INTERVENTION

2.8.1 TARGET AREA

The target area for the education project are the 14 parishes (out of 27 in total) in the four sub-counties of Najja, Ngogwe, Nyenga and Ssi-Bukunja with primary schools serving the 19 (out of 39 in total) fishing villages targeted by the BDFCDP. The target area is aligned with the BDFCDP WASH project. The target area and locations of primary schools and fishing villages in the four sub-counties are shown in map 1.

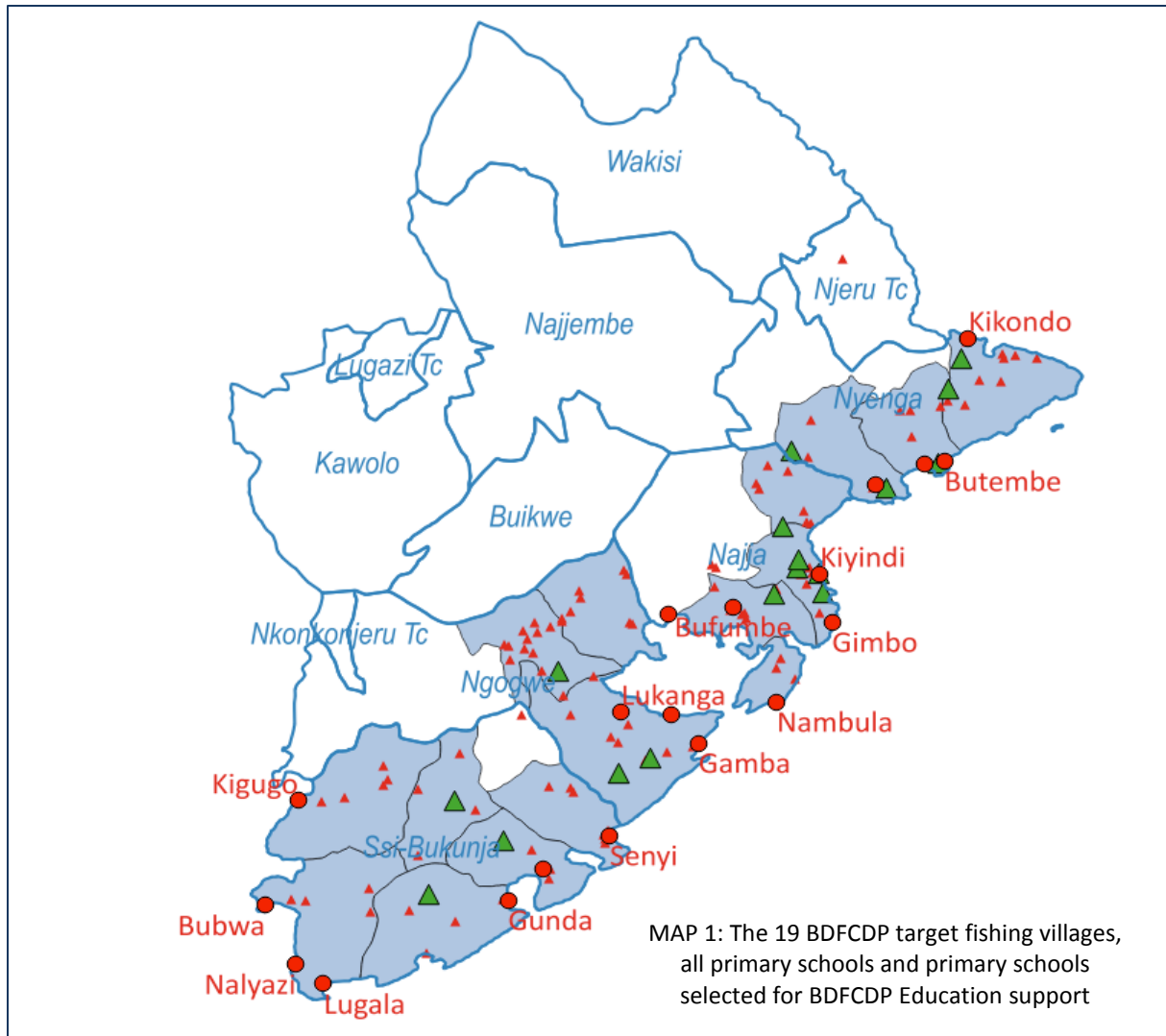
2.8.2 TARGET GROUPS

The selection of target groups for the project is based on recommendations from the education stakeholder analysis:

Primary Target Group: Learners, school managers, teachers and parents (PTAs) from registered and licensed schools¹⁴ attended by learners from the 19 fishing villages in the Target Area.

Secondary Target Group: BDLG and NGO’s and CBO’s that are collaborating with BDLG in the education sector at district and sub-county level, school governing bodies, SMCs and foundation bodies at school and community level.

¹⁴ All registered and licensed schools offering primary and secondary education in the target area are eligible for support, including GoU aided, private not for profit and private schools.



2.8.3 CRITERIA FOR SELECTION OF SCHOOLS

Financial constraints set by project funding determine that it is neither possible to support all schools serving the fishing community in Buikwe district nor to support all selected schools at the same level of intensity. It is thus required to select definite clusters of schools for both extensive and basic support to fit within the funding regime. The selection criteria applied are as follows:

Primary Schools: Extensive Support: One primary school from each of the 14 parishes serving the 19 target fishing villages will be selected for extensive support. The selection criteria are:

- More than 300 learners enrolled in the school in 2015
- School is a licensed and registered GoU aided school or Community School under UPE.

Primary Schools: Basic Support: All licensed and registered GoU aided and Community Schools under UPE in the target area with more than 300 learners enrolled in 2015 are eligible for support.

Secondary Schools: One secondary school from each of the sub-counties of Najja, Ngogwe, Nyenga and Ssi-Bukunja will be selected for support. The selection criteria are:

- The school is either a GoU aided or a Community School under the USE.
- Priority given to schools with the highest number of enrolled learners.

2.8.4 SELECTION OF SCHOOLS

Extensive support to Primary Schools: The ranking of primary schools within each parish is based on the highest potential enrolment of learners from the fishing community. Estimated number of potential learners from the fishing community is based on the following:

- High number of children from fishing villages:** Estimated number of children of school age (6-12 years of age) in a fishing village population is assumed to be 23.1% of the population. This is based national demographic average published by UBOS.
- Comparative service level to fishing communities:** Where there are more than one primary school serving a particular fishing village, the proportion of the school-age population served by each school is assumed to be the same as the proportional total registration in each school.

Parish	School	Ownership	2015 Enrolment	potential Fishing Village Enrolment	2015 PLE Performance Boys	2015 PLE Performance Girls	2015 PLE Performance Total	School Desks	Classroom Block Gap	Classrooms requiring renovation	Staff housing Gap	Staff houses requiring renovation	Latrine Blocks Gap	Kitchen Gap	Total Cost USD (\$400)
BUSAGAZI	Busagazi P/S	G	600	609	24%	4%	16%	85	2	4	2	1	0	1	\$316.287
GULAMA	Kidokolo UMEA	G	511	239	44%	45%	44%	0	1	3	2	1	-	1	\$231.471
KIYINDI	Buzaama C/U P/S	G	814	381	43%	33%	38%	0	2	5	3	0	-	1	\$369.118
TUKULU	Busiri P/S	G	661	437	26%	35%	31%	80	3	5	0	3	3	1	\$315.000
TOTAL NAJJA SUB-COUNTY			2586	1667			-	165	8	17	7	5	3	1	\$1.231.875
DDUNGI	Kituntu Orphanage	G	482	138	23%	18%	21%	16	2	4	3	0	-	1	\$366.000
KIRINGO	Nkombwe P/S	G	544	164			-	30	2	5	2	1	1	1	\$326.838
NAMULESA	St Paul Buwogole C/U P/S	G	300	121	53%	39%	44%	140	-	3	2	1	2	1	\$190.441
TOTAL NGOGWE SUB-COUNTY			1326	423			-	186	4	12	7	2	3	3	\$883.279
KABIZZI	Kiwanyi C/U P/S	G	539	239	9%	7%	8%	44	2	2	3	0		1	\$359.441
NAMABU	Bugolo UMEA P/S	G	610	307	17%	14%	16%	77	1	9	0	5	1	1	\$171.228
TONGOLO	Kagombe Superior P/S	G	608	258	58%	32%	44%	49	2	4	3	0		1	\$368.669
TOTAL NYENGA SUB-COUNTY			1757	804			-	170	5	15	6	5	1	1	\$899.338
KOBBA	Lugoba C/U P/S	G	307	412	36%	25%	31%	76		0	1	0		1	\$88.500
LUGALA	Ssi C/U P/S	G	569	104	76%	73%	74%	180	1	6	2	6		1	\$ 276.912
MUVO	Muvo C/U P/S	C	315	65				60	1	6	3	7	1	1	\$340.147
ZZITWE	Zzitwe C/U P/S	G	327	60	21%	22%	22%	48		0	1	1		1	\$89.765
TOTAL SSI-BUKUNJA SUB-COUNTY			1518	641				364	2	12	7	14	1	4	\$ 795.324
TOTAL FOUR SUB-COUNTIES			7187	3535				885	19	56	27	26	9	14	\$3.809.816
INFRASTRUCTURE COST PER LEARNER															\$ 530

The ranking of primary schools in the target area and estimated cost of infrastructure development at each school is shown in the Annex 1. No schools are selected from five parishes as they do not meet all of the selection criteria and in 3 parishes the second ranking is selected as the highest ranking are privately operated schools not complying with GoU UPE criteria. The 14 primary schools selected for extensive support are shown in Table 7.

Basic Support to Primary Schools: As described earlier,-the primary school receiving basic support will be all registered and licensed schools serving the 19 fishing villages and operating under UPE with 300 or more learners enrolled. All schools selected for extensive support will also receive the basic support. The 28 schools selected for basic support are shown in Table 8.

#	School	Ownership	Total Enrolment 2015	Total Enrolment Boys	Total Enrolment Girls	Estimated % of learners from F.Vs to be served by the school	Estimated # of learners from F.Vs to be served by the school	Rank of School based on estimated # of learners from F.Vs	PLE Perf. Index Boys	PLE Perf. Index Girls	PLE Perf. Index Total
1	Busagazi Primary School	G	600	293	307	58%	609	1	24%	4%	16%
2	Busagazi Community Primary School	P	430	237	193	42%	436	3			
3	Kidokolo UMEA	G	511	243	268	11%	239	6	44%	45%	44%
4	Buzaama C/U Primary School	G	814	388	426	17%	381	4	43%	33%	38%
5	Makonge Day and Boarding Primary	P	810	375	435	17%	380	5	76%	69%	73%
6	St Jude Zzinga Primary School	G	505	246	259	11%	237	7	64%	60%	62%
7	Kiyindi Muslim Primary School	G	485	231	254	10%	227	8	58%	58%	58%
8	Busiri Primary School	G	661	323	338	59%	437	2	26%	35%	31%
9	Tukulu UMEA Primary School	G	446	234	212	9%	209	9	37%	26%	32%
	Total Najja Sub-County		5262	2570	2692	26%	3155		46%	41%	44%
10	Kituntu Orphanage	G	482	255	227	25%	138	3	23%	18%	21%
11	Nkombwe Primary School	G	544	243	301	38%	164	2			
12	Bbogo C/U Primary School	G	367	178	189	26%	111	5	40%	35%	37%
13	Busunga Primary School	G	360	174	186	25%	109	6	19%	22%	21%
14	St Paul Buwogole C/U Primary School	G	300	138	162	24%	121	4	53%	39%	44%
	Total Ngogwe Sub-County		2053	988	1065	28%	643		34%	29%	31%
15	Kiwanyi C/U Primary School	G	539	248	291	33%	239	4	9%	7%	8%
16	Hill View Primary School	P	346	105	241	21%	154	7			
17	Bugolo UMEA Primary School	G	610	326	284	26%	307	1	17%	14%	16%
18	Ssese C/U Primary School	G	534	254	280	22%	268	2	50%	54%	52%
19	Ssese Bugolo Orthodox Primary	G	450	190	260	19%	226	5			
20	Prophet Obadia Orthodox Butembe	P	399	242	157	17%	201	6			
21	Kagombe Superior Primary School	G	608	329	279	25%	258	3	58%	32%	44%
22	Kikondo UMEA Primary School	G	314	152	162	13%	133	8	54%	61%	58%
	Total Nyenga Sub-County		3800	1846	1954	22%	1786		37%	34%	36%
23	Lugoba C/U Primary School	G	307	156	151	80%	412	2	36%	25%	31%
24	Lubumba C/U Primary School	G	293	142	151	22%	265	3	65%	59%	62%
25	Ssi C/U Primary School	G	569	277	292	41%	104	7	76%	73%	74%
26	Alice Memorial Primary School	P	442	305	137	38%	91	10			
27	Muvo C/U Primary School	C	315	162	153	27%	65	14			
28	Zzitwe C/U Primary School	G	327	183	144	23%	60	16	21%	22%	22%
	Total Ssi-Bukunja Sub-County		2253	1225	1028	39%	997		50%	45%	47%
	Grand Total		13.368	6.629	6.73	29%	6.58		42%	37%	39%

Support to Secondary Schools: As described in section 2.8.3, one school from each of the four sub-counties will be selected for interventions by the project as shown in table 9.

Table 9: Secondary schools selected for extensive support

#	Sub-county	School	Ownership	Total Enrolment 2015	Estimated # of learners from F.Vs
1	Najja	Sacred Heart Najja S.S.S	G	563	370
2	Ngogwe	Ngogwe Baskerville S.S	G	627	156
3	Nyenga	Nyenga Secondary School	G	1121	529
4	Ssi-Bukunja	Victoria S.S.S	G	315	615

2.9 CROSS CUTTING ISSUES

Gender equality and environmental sustainability will be taken into full consideration at all stages of the project, in accordance with GoU and ICEIDA respective policies. The Country Strategy paper of Iceland in Uganda (2014-2019) is explicit that gender equality shall be integrated in development activities, gender analysis to be a part of planning and specifically mentions enrolment and completion in primary education and gender aspects in water supply. This project addresses these issues and will plan for mitigating measures during implementation where required. Particular attention is given to socio-cultural factors that may put the girl child at a disadvantage, including actions supporting the implementation of the BDLG HIV/AIDS strategy.

The education project targets the same 19 fishing villages as the BDFCDP WASH project, and many of the target primary schools serving those villages will receive safe water and appropriate sanitation facilities through the WASH project. This includes gender segregated sanitation facilities of a design that takes into account the special needs of teenage girls and have shown to be effective in promoting well-being in the school environment and thus contribute to better attendance and retention rates of girls in school.

Available official and gender segregated statistics suggests that there is not a marked gender difference in primary schools with respect to enrolment, retention rates, completion of primary school or results on exams. This however appears to change in secondary school where drop-out rate of girls is higher then that for boys and completion rates at certificate and advanced secondary education level are markedly lower for girls than boys. Evidence with reliable data and explanations for this is however lacking and the project will commission a special study in initial stages to analyse the situation and propose potential solutions. This will not only facilitate gender sensitive implementation focus but also allow for corrective measures where possible.

In respect to gender sensitization the project will partner with existing NGOs active in the in the education sector that have established record and experience in community interest groups mobilization, representing beneficiaries of education support, where gender issues are fully incorporated and part of the mobilization effort.

No specific environmental concerns have been identified in the preparation process for the process beyond those already addressed in the school section of the current WASH project. Introduction of energy saving technology in school kitchen will have a positive environmental effect with less use of charcoal and firewood, and environmental issues will be raised as part of the community sensitisation in relation to both WASH and feeding programmes in schools.

3 BUIKWE EDUCATION PROJECT STRUCTURE

3.1 DEVELOPMENT OBJECTIVE

The development objective of the project is based GoU development objectives synthesized through ICEIDA-Uganda CSP and formalised in the partnership agreement for BDFCDP:

“...to facilitate improvement in livelihood and living conditions of people in fishing communities in Buikwe district”.

3.2 IMMEDIATE OBJECTIVE

The immediate objective of the project is based on the objectives analysis carried out in 2013 and the subsequent Buikwe District ESDP for Fishing Communities 2015-2020:

“...to improve quality of basic education in schools serving fishing communities of Buikwe district”.

The objective of the project will be achieved through a package of interventions founded on the five pillars described in section 2.7.2. The intervention will focus on the primary and secondary target groups but with a particular emphasis on early grade learners (P1-P4). The interventions will include:

- Capacity development for teachers and head teachers.
- Provision of teaching and learning materials.
- Capacity development at community level (PTAs, SMCs, BoGs) to strengthen respective roles in school management and governance.
- Improved learning environment through development of new, and renovation of existing school infrastructure and facilities.
- To study the magnitude and nature of the hidden costs of free education imposed on parents and guardians and put in place actions to lower these costs in order to encourage education at household level and facilitate retention of learners in schools.
- Capacity building, training and provision of facilities at district and sub-county levels in order to achieve more effective education administration and management.

3.3 OUTPUTS AND ACTIVITIES

The project outputs detailed in table 10 are based on the five pillars of interventions described in section 2.7.2:

Pillar I – Infrastructure:

Infrastructure development, including equipment and teaching facilities, in schools, including classrooms, teacher houses, sanitation facilities and other based on identified gaps is catered for under output 100. Development and operationalization of an operation- and management plan and structure at BDLG level is also catered for under output 100. Textbooks for learners, teaching materials and guides for teachers as well as equipment for co-curricular activities (sports and drama) are catered for under output 200.

Pillar II - Management of education sector:

Relevant education sector management capacity will be developed and strengthened through various types of training for district staff at district and sub-county level under output 300. Output 400 specifically deals with the capacity at the BDLG DEO's office and involves provision of appropriate tools and equipment (computers, furniture, motorcycles), as well as its ability to conduct the bi-annual Monitoring of Learners Achievements (MLA), which is an important tool to evaluate the effectiveness of education delivery and to respond and put in place actions to improve quality of education based on MLA findings. Finally the project will assist BDLG in developing a strategic ECD plan under output 400.

Pillar III - Professional leadership in schools:

Output 500 deals with leadership and teaching capacities for quality teaching at school level. This will include development and operationalization of a training plan for the BDLG DEO's office, support to training and development of headmasters and teachers based on the plan and development of a Continuous Learner's Assessment mechanism at DEO's office for use as a tool for headmasters and teachers at classroom level for improved quality of education.

Pillar IV - Community participation:

Actions aimed at capacity development at community level are found under output 600. This will include various sensitization and training activities in order to mobilize the community to actively participate and contribute towards the delivery of quality education. The targets at this level PTA's, SMC's and BoG of schools. Output 700 is concerned with the hidden costs of "free" education, which is borne by the households and is known to be important constraining factors in low enrolment and subsequent early drop out of learners from both primary and secondary education. Avenues to lower these hidden costs will be explored and actions put in place to mitigate if and where possible.

Pillar V - The Learners:

Output 800 is specifically directed at the learners. It includes facilitation of equal opportunities for boys and girls, particularly in secondary schools, health related aspects e.g. mobilisation of school health clubs, deworming campaigns and reproductive health and strengthening of school feeding programmes by introducing energy saving cooking technology, establishing school gardening and provide capacity development for PTA's to sustainably operate feeding programmes.

The list of outputs and related planned activities with an indicative budget is shown in table 10. It should be noted that the planned activities and budget allocations are tentative and may change during the implementation of the project based on results and lessons learned from the implementation. Such changes will however be within the overall framework of the project.

Table 10. Project outputs and activities with estimated total cost of each output

Output	Activity	Pillar	Units	No. of Units	Estimated Cost USD
100	Education Infrastructure and Facilities Developed and renovated				
110	Existing Primary School Infrastructure Renovated				
	110-1	Renovate Primary School Classrooms	I	Room	56
	110-2	Procure desks for existing Primary classrooms	I	Desk	885
	110-3	Renovate Primary School Staff Houses	I	House	26
120	New Primary School Infrastructure Constructed				
	120-1	Construct Primary School Classroom Blocks	I	Block	19
	120-2	Construct Primary School Staff Houses	I	House	27
	120-3	Construct Primary School Kitchens	I	Kitchen	14
	120-4	Construct Primary School Latrine Blocks	I	Block	9
130	Existing Secondary School Infrastructure Renovated				
	130-1	Renovate Secondary School Classrooms	I	Room	25
	130-2	Procure desks for existing Secondary classrooms	I	Desk	100
	130-3	Renovate Secondary School Staff Houses	I	House	15
140	New Secondary School Infrastructure Constructed				
	140-1	Construct Secondary School Staff Houses	I	House	3
	140-2	Construct Secondary School Kitchens	I	Kitchen	4
	140-3	Construct Secondary School Latrine Blocks	I	Block	4
150	District Infrastructure Operation and Management (O&M) Plan developed and operationalized				
	150-1	Develop BDLG infrastructure O&M plan	I	Plan	1
160	District O&M Fund established				
	160-1	Establish O&M fund and reserve funding	I		4
200	Teaching and Learning Materials provided				
210	Primary School Text books, Storage Cabinets and Teachers Guides provided				
	210-1	Procure textbooks in core subjects for target primary school pupils to ensure a ratio of 1:1 (Math, Science, SST, English and Reader)	I	Book	59352
	210-2	Procure teachers guides for all primary school subjects for all target primary schools	I	Guide	1285
	210-3	Storage cabinets for text books in all target schools	I	Cabinet	224
220	Secondary School Text books, Storage Cabinets and Teachers Guides provided				
	220-1	Procure textbooks in core subjects for target secondary education to ensure a ratio of 1:1 (Math, English, Biology, Geography, Physics, Chemistry)	I	Book	15756
	220-2	Procure teachers guides for all secondary school subjects for all secondary schools	I	Guide	732
230	Equipment for co-curricular activities provided				
	230-1	Procure Sets of Sports kits for primary schools	I	Kit	56
	230-2	Procure basic sets for Music, Dance and Drama kits for primary schools	I	Kit	56
	230-3	Procure Sets of Sports kits for secondary schools	I	Kit	8
	230-4	Procure basic sets of Music, Dance and Drama kits for primary schools	I	Kkit	8
					\$4.420.000
					\$730.000

Table 10. Project outputs and activities with estimated total cost of each output

Output	Activity	Pillar	Units	No. of Units	Estimated Cost USD	
300	District Education Sector Management Capacity Developed					
	310	Training at district levels conducted				\$50.000
	310-1	Training in results based planning and budgeting for district education Staff, Coordinating Centres Tutors, (CCTs), Community Development Officers (CDOs)and Local Government staff	II	Course	17	
	310-2	Training in Leadership and Communication for district education staff, SAS, CDOs and LC3-Chairpersons	II	Course	17	
	310-3	Training in Financial Management for Non-Financial Managers	II	Course	17	
	320	Buikwe District ECD Strategic Plan formulated				
	320-1	Develop BDLG ECD strategic development plan	II	Plan	1	
	330	Training at Sub-county levels conducted				
	330-1	Training of sub-county Senior Assistant Secretaries (SAS) in Performance Management and Appraisal of Education Staff	II	Course	4	
	330-2	Training in Community Mobilization, Participation and Inclusion for Senior Assistant Secretaries (SSAs) CDOs, sub-county education staff, CCTs	II	Course	17	
400	District Education Office Functionality Enhanced					
	410	D.E.Os office supplied with basic tools				\$200.000
	410-1	Procure Computer sets	II	Number	2	
	410-2	Procure Office furniture	II	Set	1	
	410-3	Procure motorcycles for district education inspectors and CCTs	II	Number	7	
	420	Mechanism For Monitoring of Learner Achievement (MLA) by D.E.Os Office and CCTs operationalized				
	420-1	Facilitate the DEO to operationalize biannual MLA tests	II	Tests	8	
	420-2	Conduct training of all stakeholders on MLA (Inspectors, CCTs, Foundation Bodies, head teachers, deputy head teachers and district education staff)	II	Course	1	
500	Capacity for Quality Teaching and School Leadership Developed					
	510	Teachers and school leadership trained				\$110.000
	510-1	Assessment of teachers capacity in context of national framework for quality teaching	III	Study	1	
	510-2	Develop a training plan for Buikwe district based on national framework for quality teaching	III	Plan	1	
	510-3	In-service training of all untrained teachers in target primary schools to acquire Grade III Certificates	III	Course	46	
	510-4	Training of Head teachers and senior teachers in leadership and management	III	Course	56	
	510-5	Continuous training of teachers in classroom management and instructional skills	III	Course	257	
	510-6	Refresher training of teachers in management of co-curricular activities in schools	III	Course	56	
600	Community Capacity Developed					
	610	Training in School Governance conducted				\$80.000
	610-1	Training of community support institutions for primary schools (SMCs & PTAs) in school governance	IV	Course	112	

Table 10. Project outputs and activities with estimated total cost of each output

Output	Activity	Pillar	Units	No. of Units	Estimated Cost USD		
	610-2	Training of community support institutions for secondary schools (BoGs, PTAs) in school governance	IV	Course	16		
	610-3	Training of SMCs, BoGs and Foundation Bodies members in their respective responsibilities.	IV	Course	74		
	610-4	Mobilisation, sensitisation and training of community for support and promotion of education in fishing communities	IV	Session	32		
700	Household Costs of Education reduced						
	710	Develop a district plan for Supplementary support to education				\$460.000	
	710-1	Study of household costs of secondary education	IV	Study	1		
	710-2	Develop a plan for supplementary support to education based on study	IV	Plan	1		
	710-3	Mechanism for supplementary support to education developed and I funds reserved for operation	IV	Plan	1		
800	Direct Learner Support facilitated						
	810	Actions to foster equal Opportunities for boys and girls in Secondary Education facilitated				\$130.000	
	810-1	Study and analyse the causes and extent of drop out by girls from secondary education	V	Study	1		
	810-2	Develop a responsive plan of actions to mitigate and minimize girl drop-out from secondary education	V	Plan	1		
	810-3	Implementation of action plan	V	Process	1		
	820	Functionality of school health programme strengthened					
	820-1	School health clubs activities strengthened in primary schools	V	Process	28		
	820-2	School health clubs activities strengthened in secondary schools	V	Process	4		
	820-3	School based health deworming campaigns conducted in primary schools per term	V	Session	12		
	820-4	Gender specific reproduction health education initiatives promoted in primary and secondary schools	V	Process	32		
	830	Functionality of school feeding programme strengthened					
	830-1	Train stakeholders in primary schools in operations of school gardens	V	Course	14		
	830-2	Provision of school garden input package (equipment, tools and seeds) to schools	V	Number	14		
	830-3	Facilitate agriculture extension service to school gardens	V	Visits	14		
900	Project Monitoring and Evaluation						
	910	Baseline Studies conducted			Study	1	\$245.000
	920	Internal Quantitative Monitoring conducted			Process	-	
	930	Qualitative performance monitoring conducted			Process	-	
	940	Mid Term Review/Evaluation carried out			Study	1	
	950	Final Evaluation carried out			Study	1	

3.4 INPUTS

The main inputs required for project implementation are financial resources, commodities (equipment and materials), human resources, and technical support. The partners are committed to provide the following inputs during the implementation period.

3.4.1 ICEIDA'S INPUTS

In accordance with article 3 of the partnership agreement, ICEIDA will provide:

- **Financial resources:** To finance capital expenditure costs with a provision for regular maintenance; training and capacity building interventions planned under the project, provision of commodities (equipment and materials) and eligible allowances and transport costs to attend scheduled project events or activities (*Eligible allowances will be in conformity with rates approved by Local Development Partner Group (LDPG) adopted by the Embassy of Iceland.*)
- **Technical support:** Technical assistance to facilitate planning, implementation, strengthening of District Education Management and Information systems (DEMIS), reporting, monitoring, evaluation, process evaluation and final project evaluation.

3.4.2 BUIKWE DISTRICT LOCAL GOVERNMENT INPUTS

The ownership of the project is with BDLG and project activities are an integral part of the districts development plans. BDLG will provide the following inputs:

- **Human Resources:** Provide committed staff to carry out implementation, supervision and monitoring of the sector activities throughout the project period.
- **Financial Resources:** Salaries and related costs of BDLG staff involved in the project and as normal operational costs of the BDLG DEO office. This will include including preparation and production of sector annual plans, budgets and progress reports, and internal audits of project activities. BDLG will cover the costs of community mobilization and sensitization as required by project activities, land acquisition where required and coordination with central government and other development partners.
- **Operation and Maintenance:** Ensure appropriate use and maintenance of property and equipment provided by the project and establish budget line in annual district budget for an operation and maintenance fund that will cater for operation and maintenance of project infrastructure and facilities during and beyond the lifespan of the project.

3.4.3 CENTRAL GOVERNMENT

In accordance with the partnership agreement, the Government of Uganda through relevant Ministries, Departments and Agencies (MDAs) will provide the following:

Ministry of Finance, Planning and Economic Development:

- Responsibility for overall monitoring and implementation of the project through the programme steering committee, either directly or by delegating the responsibility to the relevant MDA.
- Ensure that Iceland support is reflected in national plans, budgets and accounting.
- Ensure that project accounts are audited.
- Oversee procurement procedures.

Ministry of Local Government (MoLG):

- Guidance on policy framework for local governance and overall supervision and monitoring of the programme/project.
- Provide administrative and institutional support to the project.
- Coordinate MDAs in monitoring and supervision of the project.
- Liaise with Embassy of Iceland as appropriate.

Ministry of Education, Science, Technology and Sports (MoESTS):

- Appraise project design and proposed technical solutions and provide guidance on national policies, standards and priorities for education.
- Provide technical support, monitor and evaluate local government programmes to keep track of their performance, and to ensure quality assurance, efficiency and effectiveness in service delivery.
- Through its agencies, support on-going assessments of progress in education and ensure that they are cascaded to the project area.

3.4.4 SCHOOLS LEADERSHIP

- Participation in school improvement development planning and mobilise community contribution of resources to support to implement them.
- Monitor contracts for construction works.

3.4.5 COMMUNITY INCLUDING PTAs

- Participation in school improvement development planning and mobilise community contribution of resources to support to implement them.
- Monitor contracts for construction works.
- Mobilization of community support to and promotion of education in fishing communities.
- Participation in school governance through PTAs and SMCs.

3.4.6 CIVIL SOCIETY

- Sensitization and training of community on education issues.
- Provide technical support.
- Monitoring of education development projects.
- Collaboration and networking.

3.4.6 OTHER DEVELOPMENT PARTNERS

Other development partners, including international organizations, NGOs and religious organizations active in education in Buikwe may become partners in the implementation and funding of activities relevant to the project.

3.5 EXPECTED OUTCOME AND SUSTAINABILITY

3.5.1 OUTCOME

Overall the project will assist Buikwe district in its effort to enhance education standards in deprived fishing communities through stronger service delivery in the education sector. The project will improve the quality of education in schools serving targeted fishing villages with improved early grade learning achievement in literacy, numeracy and life skills, better examination outcomes and transition from primary school to secondary school and improved completion rates of secondary education. The interventions on quality are likely to lead to improved access at all levels of education, increased enrolment and higher retention rates.

More P1-P4 learners will acquire basic literacy skills and numeracy skills, more P7 learners will pass PLE in better grades I-III and transit to post primary education and more S4 learners will pass UCE and qualify for higher education.

3.5.2 SUSTAINABILITY

Sustainability in the context of this project is focused on continuous service delivery of quality education in the fishing communities in Buikwe district. It also means maintaining an acceptable level of utilisation of school infrastructure and facilities throughout their design life, which in most cases is beyond the timeframe of the project. The measures taken by the project to assure sustainability are categorised into institutional, technical and financial aspects as described below:

Institutional aspects: The education institutions or schools, even though well constructed, require proper institutional arrangements to sustain support for effective teaching and learning, as well as operation and maintenance of infrastructure and facilities. Institutional arrangements are needed to sustain active participation and mobilise required inputs from key the stakeholders.

- Sustainability will be enhanced by emphasizing the tripartite institutional arrangements that engender a spirit of ownership of schools by the community represented by SMCs, school management represented by head-teachers and support by relevant government and local government institutions represented by DEO. These institutions will be empowered to actively participate in planning, implementation, support supervision and monitoring, of school education services in line with their mandates. The participatory approaches for education planning will be integrated into formal local government processes so that the needs of the schools are prioritised in the local government development agendas at all levels.
- The functional capacity of the District and Lower Local Governments, and more specifically the DEO and other education service delivery agencies at district level will be strengthened to enhance and sustain support supervision, inspection and monitoring of quality of education service delivery, and ensure functionality of school infrastructure and facilities.

Technical aspects: The design and quality of infrastructure and facilities, and attraction and retention of quality staff in the education sector department and schools are key factors for

sustainability of quality education service delivery. The technical aspects will be addressed through the following measures:

- The project will monitor the quality of designs of infrastructure and facilities to minimize the danger of design flaws that may cause reduced life span or malfunction.
- Infrastructure development will be closely supervised and monitored to ensure that quality of construction meets accepted national standards and does not lead to failure of the facility before the end of its design life.

Financial aspects: In the short to medium term the project will include a fund for the operation and maintenance of new infrastructure and rehabilitation of existing ones. The project also includes a proposal on establishing a fund to cover essential school operational expenses in a bid to lower school charges. The district will be supported to develop a strategy for sustainability of these interventions - maintenance of the infrastructure and funding for essential operations of schools.

3.5.3 KEY INDICATORS

Outcome indicators will provide the minimum scope for assessing current performance and longitudinal framework for comparisons over time. The outcome results will be measured by indicators pertaining directly to the learners, namely, learners’ performance on standardised assessment tests, pass rates in national examinations and transition rates to secondary schools and BTVET. Further outcome indicators will relate to satisfaction rates by stakeholders in education service delivery surveys and better education performance measurements against baseline data.

4 COST ESTIMATES AND BUDGET

4.1 COST ESTIMATES AND BUDGET

Table 11. Total estimated cost of BDFCDP Education project 2016-2019		
OUTPUT		Estimated Cost USD
100	Education Infrastructure and Facilities Developed and renovated	\$4.420.000
200	Provision of Teaching and Learning Materials	\$730.000
300	District Education Sector Management Capacity Developed	\$50.000
400	District Education Office Functionality Enhanced	\$200.000
500	Capacity of Quality Teaching and School Leadership Developed	\$110.000
600	Community (SMCs, BoGs, PTAs) Capacity Development	\$80.000
700	Lowering of Household Costs of Education	\$460.000
800	Direct Learner Support	\$130.000
900	Monitoring and evaluation	\$245.000
Funding by ICEIDA		\$6.425.000
Unforeseen and contingency 9% financed by ICEIDA		\$775.000
Total funding by ICEIDA		\$7.200.000
BDLG Funding		\$2.000.000
Total estimated cost BDFCDP Education project with 7% contingency		\$9.200.000

The total budget for the project in the period 2016 – 2019 is 9.2 million USD, where 7.2 million USD is contribution from Iceland is 7.20 million and 2.0 million USD is contribution from BDLG over the period 2016 – 2019. See table 11.

The main cost components financed by ICEIDA are school Infrastructure and facilities, district and education sector management capacity, capacity development for quality teaching and learning, community capacity development, direct support to learners school operations, monitoring and evaluation and project unforeseen costs and contingency of 9%. It should be noted here, that cost of activities that can not be estimated at the time of project planning will be met by funds from the “Unforeseen and contingency” component. The main cost components financed by BDLG are BDLG staff salaries and related costs, office consumables, vehicles operation and maintenance and acquisition of land for infrastructure developed by the project.

All cost estimates are made in Uganda Shillings and converted into USD at the rate of 1USD=3.400 UGX. Fluctuations in actual costs at time of implementation and disbursement are expected due to exchange rate fluctuation between UGX and USD.

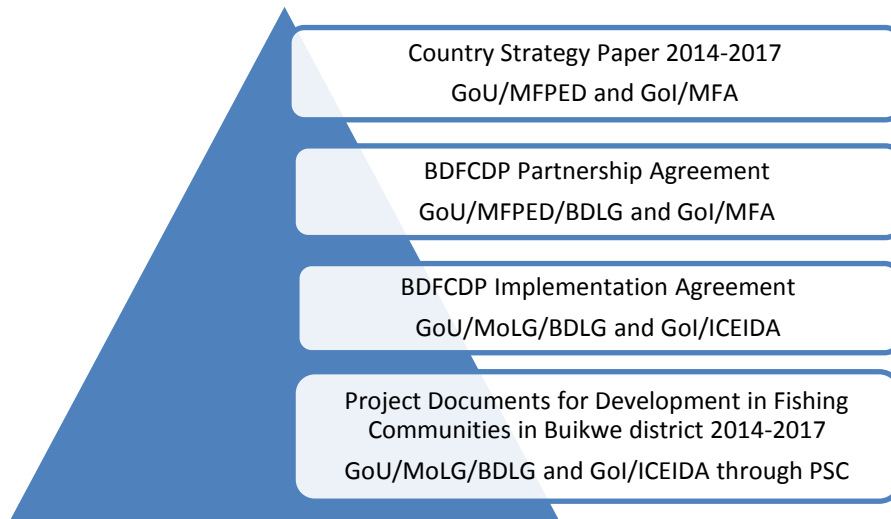
5 PROJECT ORGANISATION AND ADMINISTRATION

5.1 INSTITUTIONAL ARRANGEMENTS

An institutional capacity assessment of BDLG conducted in 2014 established that the district has the capacity to immediately take on the management and implementation of the BDFCDP provided weaknesses in staffing levels, identified by the institutional capacity assessment, were addressed first.

5.1.1 PARTNERSHIP COORDINATION

The GoU through MFPED, BDLG and ICEIDA signed a tripartite Partnership Agreement (PA) in 2014 that lays down a general framework for ICEIDA support to BDFCDP. The PA defines the role of each partner in the development partnership. A Programme Steering Committee (PSC) carries the overall responsibility for coordination of the BDFCDP. MFPED has formally delegated GoU responsibility for the BDFCDP to Ministry of Local Government (MoLG), which is established in the BDFCDP Implementation Agreement signed by MoLG, BDLG and ICEIDA. The hierarchical structure for BDFCDP and projects there under is shown below:



5.1.2 IMPLEMENTATION ARRANGEMENTS

The primary responsibility for planning, implementation and monitoring of the project is with BDLG in accordance with its mandate under the Local Governments Act. The implementation of the project will be managed through existing structures and utilizing existing national and local government planning, budgeting, procurement, accounting, M&E and reporting systems and processes. ICEIDA will provide direct and/or external technical support as required and agreed. ICEIDA will monitor implementation as required.

An Education Implementation Monitoring Team (Ed-IMT) established jointly by BDLG and Embassy of Iceland will be instrumental in monitoring and will oversee day-to-day implementation of the project. The Ed-IMT will not be directly involved in the implementation. The responsibilities of the Ed-IMT will include:

- Monitoring, review and validation of Education infrastructure site selection
- Monitoring, review and validation of proposed technical solutions
- Monitoring, review and validation of processing above by District Technical Planning Committee
- Monitoring, review and validation of procurement preparation process
- Monitoring, review and validation of the procurement process
- Monitoring, review and validation of contract preparation and approval
- Monitoring, review and validation of procedures during implementation of works and services
- Facilitate collection of data as required by the M&E structure for the project and detailed in section 5.3, “Monitoring, Evaluation and Reporting”.
- Prepare quarterly reports for the partners
- Monitor post-installation operation and management of Education facilities during the implementation period of the project.

The Ed-IMT will interact directly with District Education Office, Department of Works and Engineering, District Technical Planning Committee, District Procurement Unit, and other BDLG offices as appropriate. The Ed-IMT reports to the Embassy of Iceland and BDLG through Embassy of Iceland Programme Director and BDLG Chief Administrative Officer respectively.

5.2 FINANCIAL MANAGEMENT ARRANGEMENTS

Articles 4, 6, and 9 of the Partnership Agreement outline the framework for financial management of the project, including funds management, disbursement arrangements and procurement processes. Financial management must fulfil ICEIDA and GoU requirements. The project will make use of the country public financial management systems applied by the local governments in Uganda as stipulated in the Public Finance and Accountability Act, 2002 and the Local Government Financial and Accounting Regulations, 1998 (LGFAR, which meets GoU standards, and standards set by International Accounting Standards Board meeting ICEIDA requirements.

Buikwe district is not yet connected to GoU electronic government accounting system, the Integrated Financial Management System or IFMS. Efforts will be made by the partners to have the IFMS connected to BDLG as soon as possible to create the necessary platform for transparent accountability, secure timeliness and accuracy of financial statements, and the traceability and transparency of transactions. In the interim period, alternative mechanism will be designed and agreed upon by the partners.

5.2.1 MANAGEMENT OF FUNDS

The Chief Administrative Officer (CAO), as the Accounting officer of the District designated by the MoFPED, has the overall responsibility of managing project funds and is accountable to the PSC for fund management.

In line with article 4, section 4.7 of the PA, the project will be implemented on the basis of annual budgets and work plans reviewed and approved by the BDFCDP PSC. The annual budget and work plans will be presented to the PSC in distinctive six-month periods. BDLG will operate a separate bank account for the programme (BDFCDP) in a qualified commercial bank institution. The CAO will be the primary signatory to the Programme Bank Account and the Chief Finance Officer (CFO) the secondary signatory. The CAO and the CFO may delegate part of their roles to subordinate staff at senior level in line with GoU approved guidelines. Embassy of Iceland will have full access to statements of the Programme Bank Account on demand. The partners will issue specific guidelines to harmonise the interpretation and application of procedures for financial management, accountability and reporting as appropriate. In line with Article 10, section 10.3 of the PA, any party to the agreement has the right to demand an independent audit to be carried out by an internationally accredited auditor. The partner(s) initiating the audit will carry the cost of such an audit.

5.2.2 DISBURSEMENT ARRANGEMENTS

In principle, project funds will be disbursed quarterly by the Embassy of Iceland based on request by BDLG and the approved annual budget and work plans. The Embassy of Iceland will transfer the funds to the District General Fund Account and the district will promptly

transfer the same amount to the Programme Bank Account. The details of disbursement procedures and cash flow management will be included in the guidelines.

5.2.3 PROCUREMENT

An independent assessment of the financial management system assessed Uganda's public procurement laws, regulations and bidding documents as consistent with ICEIDA procurement procedures and harmonized with those of international development partners. In addition, the assessment of BDLG procurement capacity was undertaken and the findings showed that the district has the minimum capacity requirements to manage public procurement for the project. However the report identified some gaps and potential risk areas in the procurement cycle for which appropriate mitigation measures have been included in the project design.

The procurement of works, good and services under the project will be managed in accordance with Uganda's Public Procurement and Disposal of Public Assets Act, 2003 (GoU, 2003), the Local Governments (Public Procurement and Disposal of Public Assets) regulations (2006), and the procurement guidelines and standard bidding documents (SBDs). All procurements under the project will be consolidated in the annual procurement plan and submitted for approval by PSC as a subsidiary plan of the project annual plan and budget.

The Ed-IMT will monitor all procurements under the project as outlined in section 5.3, and a no-objection must be sought from Embassy of Iceland for all procurements exceeding USD 4.000 (ten million UGX), as stated in the Partnership Agreement Further details on procurement procedures will be included in the guidelines issued by the partners.

5.2.4 FINANCIAL REPORTING AND AUDITING

The Finance Department of the District will keep account for project expenditure in accordance with the requirements of ICEIDA and GoU. A detailed financial report will be prepared quarterly and cumulatively consolidated into bi-annual and annual financial reports. These reports will be submitted as part of the Project Progress Reports. Financial Reports will be reviewed and approved bi-annually by the BDFCDP PSC.

The Embassy of Iceland and BDLG Internal Auditor will audit the project accounts independently. The GoU Auditor General will audit the financial statements (PA; Article 10.1) and conduct value for money audit of the project as part of GoU procedure for utilization of funds. BDLG will share certified copies of the Internal Audit reports and the consolidated Auditor General's Annual Audit Report on BDLG with Embassy of Iceland as soon as these are available (PA; Article 10.2).

5.3 MONITORING, EVALUATION AND REPORTING

The monitoring and evaluation (M&E) activities under the project is will be guided by the BDFCDP M&E strategy¹⁵ approved by the partners in accordance with article 8 and 11 of the

¹⁵ ICEIDA's Monitoring and Evaluation (M&E) strategy for BDFCDP has been developed separately, with detailed M&E Plans for each project.

Partnership Agreement, and which conforms to the requirements of GoU and ICEIDA M&E policies. The M&E of the project will be pursued systematically with defined spheres of shared responsibilities at every stage of management and decision-making. The managing for results approach will be applied in the entire project cycle, and the logical frameworks and results frameworks of the project will be used. The project Monitoring and Evaluation Framework is shown in Annex III.

The purpose of M&E of the education project is to enable the partners (GoU, ICEIDA and BDLG) and other stakeholders to regularly and systematically track progress of project implementation and assess its performance and achievements in line with agreed objectives and performance indicators. The M&E will involve four main steps:

- i) Baseline survey at inception of project
- ii) Internal monitoring and review within the implementation framework of the project that captures and quantifies inputs, activities and outputs listed in project work plans.
- iii) Qualitative performance monitoring by an external actor specifically aimed at capturing the quality of change the project is generating towards outcomes
- iv) Mid term review or evaluation, carries out at a logical point in time point during the implementation period. The exact time and decision on internal or external will be decided at a later stage.
- v) Final external evaluation carried out 6-12 months after the completion of project implementation.

5.3.1 BASELINE SURVEY

During the inception phase of the project a baseline survey will be conducted to establish the baseline data and information in the project area. The baseline survey will clearly establish the current state of Education in each of the target areas before the project interventions, which will form the benchmark against which subsequent assessment of progress and performance of the project will be compared. The baseline data and information will also be used for planning purposes in detailing and refining project performance indicators and defining the appropriate methodology to be used in measuring project performance in subsequent longitudinal surveys, reviews and evaluations. The baseline data will be gender segregated wherever applicable.

5.3.2 MONITORING

Monitoring during implementation will assist the partners in tracking the progress and quality of implementation and to support timely modifications and corrective action where and when needed. It will generate data for internal quality control, aid learning through experience, and ultimately encourage improved performance.

The emphasis of the monitoring will be on financial monitoring focusing on inputs and expenditure and physical monitoring covering activities and immediate results (outputs) defined in the logical framework of the project and presented in approved work plans and

budgets. In addition, monitoring based on qualitative research methods will be employed by an external actor focusing on key areas of importance for the successful outcome of the program. The qualitative research will be an addition to the regular monitoring framework but carefully aligned to it to avoid duplication of efforts. The results from analysis of monitoring data will feed into the project management cycle to inform evidence based decision making for eventual action, and will be communicated in progress reports or M&E reports.

The quantitative monitoring of the project will be a shared responsibility of the project partners with BDLG taking the lead and interfacing with ICEIDA through the education project's joint Implementation Monitoring Team (Ed-IMT) that will be responsible for routine monitoring of activity implementation process. Furthermore the monitoring will include quarterly monitoring missions and reviews by the partners' joint or separate teams and joint bi-annual reviews by partners' PSC representatives (ICEIDA, GoU and BDLG). Generally the project monitoring arrangements will strengthen and support existing local government monitoring mechanism as well as monitoring responsibilities of the technical, administrative and leadership institutions at the district and lower local government levels, and may involve active participation of non-state actors and beneficiary communities. Emphasis will also be put on enhancing the monitoring roles of the tripartite institutions within the schools' internal and immediate external management contexts, namely the community/parents represented by school management committees (SMCs and PTAs), the school management represented by the head-teachers and BDLG education sector department represented by the District Education Officer (DEO).

The District education sector department, with support from relevant technical departments, will be responsible for monitoring the technical elements of the project, prepare and submit quarterly progress reports and update Education MIS database on regular basis to facilitate reporting on progress. The monitoring of the project will also have links to the existing monitoring, inspections and control mechanisms by the central government MDAs, especially MoESTS, MoLG, MoFPED and Auditor General's Office, in line with their mandate under relevant laws.

The qualitative monitoring of project activities will be outsourced to a specialized external body who will focus on the quality of implementation and how single project components and overall intervention is performing towards achievement of planned outcomes and results. The qualitative monitoring will focus on the course, context and quality of implementation - access to services, whether services reach the intended population, how services are delivered and put to use, client satisfaction and beneficiary's perception about needs and services. The research methods for qualitative monitoring will be aligned to the projects' logical framework and its objectively verifiable indicators, but can also be broader in scope to provide deeper insight into the operational mechanisms and usefulness of interventions and their intended or unintended outcomes. Proposed qualitative research methods include the use of beneficiaries' surveys, FGDs, KIIs, observations and liaising with intended beneficiaries and implementers.

The qualitative monitoring team will submit bi-annual evaluation reports to the project partners during the implementation period and brief the implementing team on a more regular basis. Special attention will be given to the community and inputs from project beneficiaries in the research process, in order to empower the beneficiaries to raise their voices and be heard about intended service delivery. This will give feedback into the implementation mechanisms with accountability to the primary beneficiaries, namely learners and the fishing village community. The division and harmonization of monitoring activities between the Ed-IMT and the external Qualitative monitoring team monitoring team will be developed during the inception stage to facilitate efficiency and effectiveness and avoid overlap

5.3.3 EVALUATION

Depending of the progress of the program and the quality of data generated by the monitoring efforts it will be determined at a later stage whether an external mid-term evaluation or internal mid-term review will be employed at a time close to mid-term of the project implementation period. A final external evaluation will be conducted 6-12 months after the completion of the implementation period. The final evaluation will apply the standard OECD-DAC evaluation criteria to determine relevance of the project, efficiency, effectiveness, impact and sustainability.

5.3.4 REPORTING

Under article 7 of the Partnership Agreement, a Programme Steering Committee (PSC) constituted by representatives of the partners, shall meet at least bi-annually to review progress, achievements and fulfilment of agreed obligations. The following reports will be produced during implementation and at the end of the project:

- Baseline report
- Cumulative quarterly progress reports (including financial reporting), culminating into biannual and annual reports
- Quarterly monitoring reports
- Qualitative monitoring reports
- Mid term review or evaluation report
- Project completion report
- Final evaluation report

5.3.5 COMMUNICATION STRATEGY

The Country Strategy of Iceland in Uganda stipulates that its communication mechanisms are based on existing structures of central government and at district level. The communication plans for this project will be aligned accordingly. BDLG and ICEIDA Technical Coordination Team have already well established communications channels, which have been formalized during the preparation of the partnership, the design of this project and the ongoing implementation of the WASH project. Bi-annual meetings of the Project Steering Committee and formalized reporting schemes ensure that information about the overall process reaches

highest levels of decision making on a regular basis and that all stakeholders are kept up to date with relevant information at respective levels, including instruments of central government, for example respective ministries.

The BDFCDP Education project seeks in particular to mobilize beneficiaries at community level to include them in the communications channels pertaining to the implementation of the project, bringing feedback from communities into the management circle.

Regular and formal communication with the Ministry for Foreign Affairs in Iceland is ensured through quarterly progress reports as well as with participation in regular meetings with leading staff of the Directorate for Development at the ministry.

The project will also seek to inform the general public in Iceland, which as taxpayers have a stake in the success of the project, through public relations effort of the Embassy in Kampala, which is also liaising with other donors in the sector in information sharing.

6. RISKS

A number of potential risks may impede the implementation of the project and/or have a negative influence on the achievement of results. In addition to the political, economic and general administrative risks identified in the CSP, the potential risks of the project are associated with the following assumptions:

- There will be stability in the key management and technical positions of BDLG staff during the project implementation period;
- Political and technical officials will be committed and the implementing units will have absorption capacity to utilize the project funds;
- Fiduciary risks in procurement and use of project funds will be minimal; and
- The local governments, communities and schools will sustain an on-going support to education activities.

ANNEX I: PRIMARY SCHOOLS IN NAJJA, NGOGWE, NYENGA AND SSI-BUKUNJA SUB-COUNTIES

Primary Schools in Najja, Ngogwe, Nyenga and Ssi-Bukunja Sub-Counties	Ownership	Total enrolment in 2015	Estimated # of children of school going age in F.Vs in the area of the school	Estimated % of learners from F.Vs to be served by the school	Estimated # of learners from F.Vs to be served by the school	School rank based on estimated # of learners from F.Vs	Additional resources and facilities to meet GoU minimum standard								Cost Estimates	
							Teachers	Classroom Desks	Teaching Blocks with three Classrooms	Classrooms requiring renovation	Staff Housing	Staff Housing requiring renovation	Five Stance Latrine Blocks	School Kitchen	Total Estimated Cost UGX *1000.000	Total Estimated Cost USD (USD = 3.300 UGX)
Najja Sub-County																
Busagazi P/S	G	600	1045	58,3%	609	1	1	85	2	4	2	1	0	1	1.075	\$ 316.287
Busiri P/S	G	661	741	59,0%	437	2	5	80	3	5	0	3	3	1	1.071	\$ 315.000
Busagazi Community P/S	P	430	1045	41,7%	436	3	0	58	1	5	3	2	1	1	1.081	\$ 317.926
Buzaama C/U P/S	G	814	2219	17,2%	381	4	6	0	2	5	3	0		1	1.255	\$ 369.118
Makonge Day and Boarding P/S	P	810	2219	17,1%	380	5	0	0	5	6	0	0	2	1	1.494	\$ 439.353
Kidokolo UMEA	G	511	2219	10,8%	239	6	0	0	1	3	2	1		1	787	\$ 231.471
St Jude Zzinga P/S	G	505	2219	10,7%	237	7	0	60		8	0	0		1	217	\$ 63.676
Kiyindi Muslim P/S	G	485	2219	10,2%	227	8	1	0	3	0	3	0	1	1	1.466	\$ 431.176
Tukulu UMEA P/S	G	446	2219	9,4%	209	9	1	90	2	5	2	1		1	1.092	\$ 321.103
St Maria P/S	P	177	741	15,8%	117	10	0	120		0	3	0		1	713	\$ 209.706
Back To Eden Reformation P/S	P	236	2219	5,0%	111	11	0	20		0	3	0		1	686	\$ 201.618
St Boniface Day Care and P/S	P	153	741	13,7%	101	12	0	28	1	1	3	0	1	1	989	\$ 290.794
Kiyindi Community P/S	P	210	2219	4,4%	98	13	0	0	2	8	2	1	1	1	1.148	\$ 337.647
Hawah Junior School	P	195	2219	4,1%	91	14	0	17		0	0	0		1	85	\$ 24.904
Faith Preparatory School	P	100	741	8,9%	66	15	0	0	1	8	3	0	1	1	1.086	\$ 319.412
St Balikuddembe P/S	P	91	2219	1,9%	43	16	0	45		3	3	4		1	785	\$ 230.993
Hope Kindergaten	P	89	2219	1,9%	42	17	0	60		2	3	0		1	727	\$ 213.676

Primary Schools in Najja, Ndogwe, Nyenga and Ssi-Bukunja Sub-Counties	Ownership	Total enrolment in 2015	Estimated # of children of school going age in F.Vs in the area of the school	Estimated % of learners from F.Vs to be served by the school	Estimated # of learners from F.Vs to be served by the school	School rank based on estimated # of learners from F.Vs	Additional resources and facilities to meet GoU minimum standard								Cost Estimates	
							Teachers	Classroom Desks	Teaching Blocks with three Classrooms	Classrooms requiring renovation	Staff Housing	Staff Housing requiring renovation	Five Stance Latrine Blocks	School Kitchen	Total Estimated Cost UGX *1000.000	Total Estimated Cost USD (USD = 3.300 UGX)
Canaan Standard Nursery P/S	P	78	2219	1,6%	37	18	0	0		0	3	0		1	680	\$ 200.000
Rock Academy Kakunyu	P	71	2219	1,5%	33	19	0	0	1	0	3	0	1	1	966	\$ 284.118
Hands Of Grace Nursery & P/S	P	62	2219	1,3%	29	20	0	14		3	3	0		1	729	\$ 214.368
St Edward P/S	P	52	2219	1,1%	24	21	0	60		0	3	0		1	697	\$ 204.853
St Marys Infant School Saga	P	48	2219	1,0%	22	22	0	0		0	3	0		1	680	\$ 200.000
St John Amos P/S	P	73	544	3,8%	21	23	0	0	1	5	3	0		1	1.005	\$ 295.588
Sacred Heart Nursery and P/S	P	29	741	2,6%	19	24	0	0	1	0	3	0		1	930	\$ 273.529
Kiyindi S.D.A P/S	P	32	2219	0,7%	15	25	0	80		6	2	2		1	616	\$ 181.176
Kitaaya Academy Nursery School	P	45	544	2,4%	13	26	0	0	1	0	3	0		1	930	\$ 273.529
Jesus Is The Key Junior School	P	13	544	0,7%	4	27	0	0		0	3	0		1	680	\$ 200.000
Total Najja Sub-County		7.016	-	-	4.042	-	14	817	27	77	64	15	11	27	23.667	\$ 6.961.022
Ngogwe Sub-County																
Lugasa Parents' P/S	P	643	544	33,7%	184	1	0	30	1	3	0	0	2	1	455	\$ 133.897
Nkombwe P/S	G	544	434	37,9%	164	2	4	30	2	5	2	1	1	1	1.111	\$ 326.838
Kituntu Orphanage	G	482	544	25,3%	138	3	1	16	2	4	3	0		1	1.244	\$ 366.000
St Paul Buwogole C/U P/S	G	300	498	24,4%	121	4	0	140		3	2	1	2	1	648	\$ 190.441
Bbogo C/U P/S	G	367	434	25,5%	111	5	0	0	2	0	1	1		1	792	\$ 232.941
Busunga P/S	G	360	434	25,1%	109	6	2	50		0	0	0		1	94	\$ 27.574
Bubiro C/U P/S	G	250	498	20,3%	101	7	0	0		0	3	1		1	692	\$ 203.529

Primary Schools in Najja, Ngogwe, Nyenga and Ssi-Bukunja Sub-Counties	Ownership	Total enrolment in 2015	Estimated # of children of school going age in F.Vs in the area of the school	Estimated % of learners from F.Vs to be served by the school	Estimated # of learners from F.Vs to be served by the school	School rank based on estimated # of learners from F.Vs	Additional resources and facilities to meet GoU minimum standard								Cost Estimates	
							Teachers	Classroom Desks	Teaching Blocks with three Classrooms	Classrooms requiring renovation	Staff Housing	Staff Housing requiring renovation	Five Stance Latrine Blocks	School Kitchen	Total Estimated Cost UGX *1000.000	Total Estimated Cost USD (USD = 3.300 UGX)
St Thereza Kyongwe P/S	P	218	498	17,7%	88	8	0	0	2	0	3	0	1	1	1.216	\$ 357.647
St Marth Malubya R/C P/S	P	162	498	13,2%	66	9	0	0	1	2	3	0		1	960	\$ 282.353
St Henry's P/S	P	228	544	12,0%	65	10	0	93		8	3	0		1	826	\$ 242.816
Buwooya Junior P/S	P	213	544	11,2%	61	11	0	0	2	0	3	0	1	1	1.216	\$ 357.647
St Stephens P/SKamuli	P	158	434	11,0%	48	12	0	20		4	2	1		1	558	\$ 163.971
Kituntu R/C P/S	G	148	544	7,8%	42	13	0	10		6	0	3		1	209	\$ 61.397
Bright Academy P/S	P	103	498	8,4%	42	14	0	0	1	8	3	2	1	1	1.110	\$ 326.471
New Jerusalem Education Centre	P	87	498	7,1%	35	15	0	135		0	2	0		1	517	\$ 152.096
Nusuluh Islamic P/S	P	71	498	5,8%	29	16	0	38		4	0	2	1	1	210	\$ 61.897
Nissi Education Centre- Lugasa	P	61	544	3,2%	17	17	0	0	1	9	3	0		1	1.065	\$ 313.235
New Hope P/S	P	38	498	3,1%	15	18	0	0	1	0	3	0		1	930	\$ 273.529
Joshua Naluuma Nursery P/S	P	8	434	0,6%	2	19	0	0		0	3	0		1	680	\$ 200.000
Total Ngogwe Sub-County		4.441	9.413	3	1.438	190	6	562	15	56	39	12	9	19	14.533	\$ 4.274.279
Nyenga Sub-County																
Bugolo UMEA P/S	G	610	1196	25,6%	307	1	4	77	1	9	0	5	1	1	582	\$ 171.228
Ssese C/U P/S	G	534	1196	22,4%	268	2	1	25	2	2	2	0		1	1.017	\$ 299.081
Kagombe Superior P/S	G	608	1038	24,8%	258	3	2	49	2	4	3	0		1	1.253	\$ 368.669
Kiwanyi C/U P/S	G	539	728	32,9%	239	4	4	44	2	2	3	0		1	1.222	\$ 359.441
Ssese Bugolo Orthodox P/S	G	450	1196	18,9%	226	5	0	220		11	1	2		1	530	\$ 155.735
Prophet Obadia Orthodox P/S	P	399	1196	16,8%	201	6	0	0	3	0	3	0	2	1	1.502	\$ 441.765
Hill View P/S	P	346	728	21,1%	154	7	0	97		4	0	4	1	1	251	\$ 73.728

Primary Schools in Najja, Ngogwe, Nyenga and Ssi-Bukunja Sub-Counties	Ownership	Total enrolment in 2015	Estimated # of children of school going age in F.Vs in the area of the school	Estimated % of learners from F.Vs to be served by the school	Estimated # of learners from F.Vs to be served by the school	School rank based on estimated # of learners from F.Vs	Additional resources and facilities to meet GoU minimum standard								Cost Estimates	
							Teachers	Classroom Desks	Teaching Blocks with three Classrooms	Classrooms requiring renovation	Staff Housing	Staff Housing requiring renovation	Five Stance Latrine Blocks	School Kitchen	Total Estimated Cost UGX *1000.000	Total Estimated Cost USD (USD = 3.300 UGX)
Kikondo UMEA P/S	G	314	1038	12,8%	133	8	0	55	1	5	3	0		1	1.020	\$ 300.037
Mipa Junior School	P	280	728	17,1%	124	9	0	30		7	1	2		1	417	\$ 122.721
Vision For Africa P/S- Kikondo	P	275	1038	11,2%	117	10	0	47		0	0	0		1	93	\$ 27.331
Bbanga C/U P/S	G	224	1196	9,4%	113	11	0	38		3	1	1		1	347	\$ 102.191
Guiding Star P/S	P	261	1038	10,7%	111	12	0	0	2	10	0	0	1	1	766	\$ 225.294
Tongolo C/U P/S	G	250	1038	10,2%	106	13	0	48		2	2	0		1	523	\$ 153.882
Little Angels P/S	P	230	1038	9,4%	98	14	0	120		0	3	0		1	713	\$ 209.706
Mount Galilee Nursery And P/S	P	180	1038	7,4%	76	15	0	40		0	1	0		1	291	\$ 85.588
New Horizon P/SKabizzi	P	153	728	9,3%	68	16	0	0		0	0	0		1	80	\$ 23.529
Bukubizi Islamic Nursery P/S	P	145	728	8,8%	64	17	0	60		3	0	2		1	166	\$ 48.676
Hands Of Love Junior School	P	100	1196	4,2%	50	18	0	20	1	6	3	0	1	1	1.062	\$ 312.206
Golden Light Nursery P/S	P	116	1038	4,7%	49	19	0	50		5	0	2		1	193	\$ 56.691
Church Of God Nursery and P/S	P	115	1038	4,7%	49	20	0	0	1	0	3	0		1	930	\$ 273.529
Sunlight Learning Centre	P	99	1038	4,0%	42	21	0	40		3	3	0		1	736	\$ 216.471
Bugoba Lake View P/S	P	91	728	5,6%	40	22	0	34		0	3	0		1	689	\$ 202.750
God Reigns P/S	P	85	728	5,2%	38	23	0	0	1	0	3	0		1	930	\$ 273.529
Butembe Community Children's Centre	P	63	1196	2,6%	32	24	0	0	1	3	3	0	1	1	1.011	\$ 297.353
Total Nyenga Sub-County		6.467	23.852	3	2.963	300	11	1.094	17	79	41	18	6	24	16.324	\$ 4.801.132
Ssi-Bukunja Sub-County																
Ssenyi Modern P/S	P	457	1186	34,9%	413	1	0	12	2	5	3		1	1	1.294	\$ 380.676

Primary Schools in Najja, Ngogwe, Nyenga and Ssi-Bukunja Sub-Counties	Ownership	Total enrolment in 2015	Estimated # of children of school going age in F.Vs in the area of the school	Estimated % of learners from F.Vs to be served by the school	Estimated # of learners from F.Vs to be served by the school	School rank based on estimated # of learners from F.Vs	Additional resources and facilities to meet GoU minimum standard								Cost Estimates	
							Teachers	Classroom Desks	Teaching Blocks with three Classrooms	Classrooms requiring renovation	Staff Housing	Staff Housing requiring renovation	Five Stance Latrine Blocks	School Kitchen	Total Estimated Cost UGX *1000.000	Total Estimated Cost USD (USD = 3.300 UGX)
Lugoba C/U P/S	G	307	514	80,2%	412	2	0	76		0	1	0		1	301	\$ 88.500
Lubumba C/U P/S	G	293	1186	22,3%	265	3	0	133		7	1	1		1	434	\$ 127.522
Kiwungi P/S	G	203	1186	15,5%	184	4	0	17		4	3	0	1	1	781	\$ 229.610
St Balikuddembe Nkwakwa P/S	P	258	250	63,5%	159	5	0	58	1	4	3	0		1	1.006	\$ 295.868
Senyi St Peters P/S	G	166	1186	12,7%	150	6	0	0	2	0	3	0		1	1.180	\$ 347.059
Ssi C/U P/S	G	569	256	40,8%	104	7	3	180	1	6	2	6		1	942	\$ 276.912
St Edward Junior School	P	106	1186	8,1%	96	8	0	70		5	3	0		1	774	\$ 227.721
Namukuma C/U P/S	G	288	335	28,5%	96	9	5	0	2		3			1	1.180	\$ 347.059
Alice Memorial P/S	P	442	238	38,2%	91	10	0	180		0	3	15	1	1	946	\$ 278.088
Kikajja R/C P/S	G	249	335	24,7%	83	11	0	95		4	1	2		1	390	\$ 114.743
Cornerstone P/SMuzibo	P	132	250	32,5%	81	12	0	0		2	0	0		1	110	\$ 32.353
St Claire Education Centre Ssenyi	P	86	1186	6,6%	78	13	0	0	1	0	0	0		1	330	\$ 97.059
Muvo C/U P/S	P	315	238	27,2%	65	14	1	60	1	6	3	7	1	1	1.157	\$ 340.147
St Anatoli P/S	P	46	514	12,0%	62	15	0	0	1	6	2	0		1	820	\$ 241.176
Zzitwe C/U P/S	G	327	256	23,4%	60	16	0	48		0	1	1		1	305	\$ 89.765
Namukuma Modern Hill P/S	P	172	335	17,0%	57	17	0	40	1	2	3	0	1	1	1.007	\$ 296.176
Message Of Hope Infant School	P	156	335	15,5%	52	18	0	0	1	7	3	3	1	1	1.107	\$ 325.588
Remage Bright Future Infant School	P	144	335	14,3%	48	19	0	3	1	1	3	0	1	1	982	\$ 288.772
Alpha And Omega Educ Centre Muvo	P	199	238	17,2%	41	20	0	0	2	7	3	0	1	1	1.321	\$ 388.529
Lésperance Day And Boarding P/S	P	30	514	7,8%	40	21	0	27		0	3	0		1	687	\$ 202.184
Nambeta P/S	G	204	256	14,6%	37	22	0	61						1	97	\$ 28.463
Najjunju P/St Henry	G	163	238	14,1%	34	23	0	15		4	1	2		1	368	\$ 108.272

Primary Schools in Najja, Ngogwe, Nyenga and Ssi-Bukunja Sub-Counties	Ownership	Total enrolment in 2015	Estimated # of children of school going age in F.Vs in the area of the school	Estimated % of learners from F.Vs to be served by the school	Estimated # of learners from F.Vs to be served by the school	School rank based on estimated # of learners from F.Vs	Additional resources and facilities to meet GoU minimum standard								Cost Estimates	
							Teachers	Classroom Desks	Teaching Blocks with three Classrooms	Classrooms requiring renovation	Staff Housing	Staff Housing requiring renovation	Five Stance Latrine Blocks	School Kitchen	Total Estimated Cost UGX *1000.000	Total Estimated Cost USD (USD = 3.300 UGX)
St Marys Nalumuli	P	92	256	6,6%	17	24	0	0	1	4	3	0		1	990	\$ 291.176
Bukaya C/U P/S	P	86	256	6,2%	16	25	0	36		0	3	0		1	690	\$ 202.912
Gaba Bright Academy P/S	P	65	256	4,7%	12	26	0	0	1	0	3	0		1	930	\$ 273.529
King Jesus Nursery and P/S	P	16	250	3,9%	10	27	0	0		4	3	0		1	740	\$ 217.647
Nansagazi Junior School	P	53	256	3,8%	10	28	0	0	1	0	3	0	1	1	966	\$ 284.118
God's Will Infant School	P	39	238	3,4%	8	29	0	0	1	0	3	0		1	930	\$ 273.529
Michelle P/S	P	0	1186	0,0%	0	30								1	80	\$ 23.529
Total Ssi-Bukunja Sub-County		5.663			2.779		9	1.111	20	78	66	37	9	30	22.844	\$ 6.718.684
Grand Total		23.587			11.221		40	3.584	79	290	210	82	35	100	77.367	\$ 22.755.118

ANNEX II: BDFCDP EDUCATION PROJECT LOGFRAME

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
DEVELOPMENT OBJECTIVE (IMPACT)			
To improve livelihood and living conditions of people in fishing communities in Buikwe district.	Enhanced levels of basic education and skills among the population in fishing communities in Buikwe district	<ul style="list-style-type: none"> – Project evaluation reports – Uganda Demographic and Household survey reports by UBoS 	
IMMEDIATE OBJECTIVE (OUTCOME)			
To improve quality of basic education in schools serving fishing communities of Buikwe district.	<ul style="list-style-type: none"> – Percentage of learners (girls and boys) passing in division I-III in national primary leaving exams – Percentage of learners (girls and boys) achieving competence in literacy and numeracy in lower grades (P.1-P.4) and upper grades (P.5-P.6). – Survival rate of cohorts (boys and girls) to primary school grade 5 (P.5) and final grade 7 (P.7) – Satisfaction rate of learners and parents with quality of teaching in supported schools. – Transition rates for learners (girls and boys) from P.7 to secondary schools and BTVET institutions – Survival rate for learners' (boys and girls) in fishing communities in lower secondary education (ordinary) level from S.1 to S4 in the target secondary schools – Transition rate of students (girls and boys) from lower (S.4) to higher secondary education (S.5) 	<ul style="list-style-type: none"> – UNEB Primary Leaving Examination (PLE) results – District MLA reports (and UNEB-NAPE reports) – Tracking reports on primary school leavers admissions to post primary education – UNEB - Uganda Certificate of Education (UCE) examination results – Education Management Information System (EMIS) – Project M&E Reports 	<ul style="list-style-type: none"> – Sustained commitment of BDLG political and technical staff and other development partners – Stability of key local government staffing – Improvement in quality of education will increase enrolment rates – Buikwe district local governments and community institutions will sustain an on-going mobilisation strategy for education promotion and support

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
OUTPUTS (IMMEDIATE RESULTS)				
100	Education Infrastructure and facilities developed and renovated			
110	Existing Primary School Infrastructure renovated in 14 target schools ¹⁶ (56 classroom, 885 three-seater desks, and 26 teachers' houses)	<ul style="list-style-type: none"> – Pupil to classroom ratio 1:55 – Number of classrooms renovated – Number of desks provided in existing classrooms – School staff and learners level of satisfaction 	<ul style="list-style-type: none"> – Completion Certificates – Project Progress Reports – Qualitative assessment (KII's/Surveys) reports – Project M&E Reports 	Local governments and communities will be committed to, and have capacity to raise resource contributions required for on-going O&M of facilities beyond the project life
120	New Primary School Infrastructure Constructed in 14 schools to the minimum national standards (19 classroom blocks with desks, 27 teachers' houses and 14 kitchens, and 9 ventilated improved pit (VIP) latrines	<ul style="list-style-type: none"> – Pupil to classroom ratio – Number of new classroom blocks constructed – Number of additional teachers housed at schools – Number of new teachers' houses constructed – Number of new school kitchens constructed – Number of latrines constructed with separate stances for boys and girls – School staff and learners level of satisfaction 	”	“
130	Existing Secondary School Infrastructure Renovated in 4 ¹⁷ schools (25 classrooms, 100 desks, and 15 teachers' houses),	<ul style="list-style-type: none"> – Student to classroom ratio – Number of classrooms renovated – Number of desks provided – Number of teachers' houses renovated 	”	”

¹⁶ The project target is 14 primary schools under extensive support and 28 primary schools under basic support

¹⁷ The project target is 4 secondary schools in all

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
		<ul style="list-style-type: none"> – School staff and learners level of satisfaction 		
140	New Secondary School Infrastructure Constructed in 4 schools (3 teachers' houses, 4 kitchens and 4 VIP latrine blocks)	<ul style="list-style-type: none"> – Number of additional teachers housed at schools – Number of new teachers' houses constructed. – Number of new school kitchens constructed – Number latrines with separate stances for boys and girls constructed – School staff and learners level of satisfaction 	”	”
150	District infrastructure O&M Plan Developed and Operationalized.	<ul style="list-style-type: none"> – Number of O&M plans developed. 	”	”
160	District O&M Fund Established	<ul style="list-style-type: none"> – Beneficiaries satisfaction level – Number of school infrastructure maintained – Funds released for O&M versus budget – Funds allocated to O&M in project & LG budgets 	”	”

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
200	Teaching and Learning Materials Provided			
210	Primary School Textbooks, Storage Cabinets and Teachers' Guides provided (textbooks for 4 core subjects ¹⁸ and readers at ratio of 1:1 in 28 target primary schools: 59.352 textbooks, 1285 teachers' guides and 224 storage cabinets).	<ul style="list-style-type: none"> – Number of pupils using textbooks at school and borrowing for home use – Number of teachers using teaching materials in classrooms. – Textbook to pupil ratio – Number of textbooks in each core subject supplied to target schools. – Number of teachers' guides provided – Number of storage cabinets supplied to schools. 	<ul style="list-style-type: none"> – Goods Received Notes – Pupils surveys / classroom observation – Project Progress Reports – Project M&E Reports 	<p>Existing curriculum will remain in effect in primary and secondary education for the period</p> <p>Learning and teaching materials will be maintained to last for at least 5 years before replacement</p>
220	Secondary School Textbooks and Teachers' Guides provided (Textbooks for 6 core subjects ¹⁹ provided at ratio of 1:1 in 4 target schools: 15.756 textbooks and 732 teachers' guides).	<ul style="list-style-type: none"> – Number of students using textbooks – Textbook to pupil ratio (TBPR) – Number of textbooks in each core subject supplied to target schools – Number of teachers' guides provided 	"	"
230	Equipment for Co-Curricular Activities provided to 28 target primary schools and 4 target secondary schools (56 sports kits and 56 MDD kits for primary schools, and 8 sports kits and 8 MDD Kits for Secondary schools)	<ul style="list-style-type: none"> – Number of target schools participating in zonal, district, regional and national sports/MDD events – Number of pupils/students participating in sports and MDD activities at all levels – Number of sports kits provided 	"	"

¹⁸ Core subjects at primary school level are English, Mathematics, Science and Social Studies (SST).

¹⁹ Core subjects at secondary school level are English, Mathematics, Biology, Chemistry, Geography and Physics

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
		<ul style="list-style-type: none"> Number of MDD kits provided 		
300	District Education Sector Management Capacity Developed			
310	Training at district level conducted (results based planning and budgeting = 17; leadership and communication = 17 and financial management for non-financial managers = 17)	<ul style="list-style-type: none"> Changes in resource allocation to the education sector by BDLG Assessment rating of quality of LG Education Sector Development Plans and Budgets Number of local government staff trained in each generic skill 	<ul style="list-style-type: none"> LG Final Accounts LG annual assessment reports District Progress Reports Project M&E Reports Qualitative assessment (KII's/Surveys) reports 	Stability in staffing at district and lower local government levels and commitment of staff.
320	Buikwe District ECD strategic development plan formulated.	<ul style="list-style-type: none"> District ECD strategic plan in place 	<ul style="list-style-type: none"> Copy of approved District ECD Plan 	"
330	Training at Sub-county Level Conducted (performance management and appraisal of education staff = 4; Community mobilisation = 17)	<ul style="list-style-type: none"> Number of teacher performance appraisals conducted in line with established standards Number of people trained at lower local government level in each generic skill Staff satisfaction level improved 	<ul style="list-style-type: none"> District Progress Reports Project M&E Reports KII's 	"
400	District Education Office Functionality Enhanced			
410	DEO's Office Supplied with Basic Tools (2 computer sets, 1 set of furniture and 7 motorcycles for Inspectors and CCTs.	<ul style="list-style-type: none"> Number of Computer sets provided Number of offices furnished (furniture) Number of motorcycles provided 	<ul style="list-style-type: none"> District Progress Reports Project M&E Reports 	District and Education team will be committed.
420	Mechanism for Monitoring of Learner Achievement (MLA) by DEO's Office and	<ul style="list-style-type: none"> Number of teachers conducting remedial lessons 	<ul style="list-style-type: none"> District Progress Reports 	"

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
	CCTs operationalized (training for MLA core and 4 sub-county zone support teams and members trained; and 8 MLA tests conducted)	<ul style="list-style-type: none"> – Number of pupils (male and female) assessed – Number of MLA tests conducted biannually in target schools for primary grade 1-4 – Number of MLA core and support teams trained 	<ul style="list-style-type: none"> – Project M&E Reports 	
500	Capacity for Quality Teaching and School Leadership Developed			
510	Teachers and school leadership trained. (Components of training plan implemented in 28 schools: Assessment of teacher capacity conducted, In-service training of 46 untrained teachers; training 56 head-teachers and senior teachers in school leadership and management skills; continuous professional training of 257 teachers in classroom management and child centred instructional skills, training of 56 selected teachers in the management of co-curricular activities)	<ul style="list-style-type: none"> – Number of pupils participating in classroom learning activities. – Number of teachers applying child-centered teaching methods after training. – Number of head-teachers and senior teachers trained, and number demonstrating increased skills and capacity to perform their duties. – Number of teachers (male and female) acquired Grade III Teacher Certificates. – Number of teachers (male and female) reached by continuous professional development training programme by CCTs. – Training plan(s) in place – Staff satisfaction level improved 	<ul style="list-style-type: none"> – Quality Monitoring Reports – Pre and Post Training Assessment Reports – District Progress Reports – Project M&E Reports – Copies of training plans – KII's/FGD's 	<p>The district will retain trained teachers and headteachers.</p> <p>Government will lift ceiling on teachers recruitment to absorb teachers acquiring new qualifications</p>
600	Community Capacity Developed			

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
610	<p>Training in School Governance conducted. (Community Support Institutions - 112 SMC and PTA members in 28 target primary schools; 16 BoG and PTA members in 4 secondary schools; Sensitization of 74 key stakeholders; and mobilisation of catchment communities for 32 schools</p>	<ul style="list-style-type: none"> - Number of schools with school improvement plans developed - Number of schools with functional SMCs and PTAs/BoGs and PTAs. - Number of SMC/PTA and BoG/PTA members (males and females) trained. - Number of school catchment communities mobilized - Staff satisfaction level improved 	<ul style="list-style-type: none"> - Copies of approved school development plans - Minutes of regular SMC and BoGs meetings - District Progress Reports - Project M&E Reports - Training Reports - KII's/FGD's 	<p>The community and parents are willing to participate</p>

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
700	Household Costs of Education Reduced			
710	Plan for Supplementary Support to Secondary Education Developed and Operationalized (one study on cost in secondary education conducted; one plan developed, and plan operationalized in 4 secondary schools)	<ul style="list-style-type: none"> – Number of students (boys and girls) from project area admitted in secondary schools – Number of secondary schools supported – Plan for supplementary support in place – Household Cost of Education 	<ul style="list-style-type: none"> – District Progress Reports – Project M&E Reports – Household cost of education studies – Parents survey's 	The ability and willingness exists among all relevant stakeholders.
800	Direct Learner Support Facilitated			
810	Actions to Foster Equal Opportunities for Boys and Girls in Secondary Education Facilitated (Conduct study on girl dropout in secondary schools, develop response action plan, facilitate implementation of response initiatives)	<ul style="list-style-type: none"> – Gender segregated number of learners progressing and retained in secondary schools 	<ul style="list-style-type: none"> – District Quarterly Progress reports – Project M&E Reports – School Reports 	Commitment of school leadership, teachers, households and learners to sustain the initiatives

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
820	Functionality of school health programme strengthened (Health clubs established in 28 primary schools and School Health Programme (On-going deworming campaigns in 14 schools).	<ul style="list-style-type: none"> – Frequency of water borne diseases among learners – Number of school based de-worming programmes implemented – Number of learners de-wormed – Number of schools with functional health clubs – Number of schools reached by reproductive health educations programmes 	<ul style="list-style-type: none"> – District Quarterly Progress reports – WASH reports – Project M&E Reports 	”
830	Functionality of School Feeding Programme Strengthened in 14 school	<ul style="list-style-type: none"> – Number of schools gardening programmes established – Number of kitchens installed – Number of feeding programmes established – Number of learners feeding 	” Surveys	”
900	Project Monitoring and Evaluation			
910	Baseline studies conducted	Number of baseline reports produced Number of baseline studies conducted	Copies of approved Baseline reports	
920	Internal Quantitative Monitoring conducted	No. of monthly/quarterly monitoring reports produced Number of monthly/quarterly monitoring visits done	Copies of approved Project Monitoring Reports	
930	Qualitative Performance Monitoring Conducted	Biannual quality monitoring reports produced Number of quality monitoring visits/surveys conducted	Copies of approved Project Quality Monitoring Reports	
940	Midterm Review/Evaluation Conducted	Number of project evaluation reports produced Number of project evaluations commissioned	Copies of approved Mid-term Review/Evaluation Reports	
950	Final Evaluation Conducted	Number of project evaluation reports produced Number of project evaluations commissioned	Copies of approved Final Evaluation Reports	

S/N	ACTIVITIES PER OUTPUT/SUB-OUTPUT	UNITS	INPUTS/COST CENTRES
100	EDUCATION INFRASTRUCTURE AND FACILITIES DEVELOPED AND RENOVATED		
110	Existing Primary School Infrastructure Renovated		
111	Renovation of existing primary school classrooms	56	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
112	Supply of desks to existing primary school classrooms	885	Investment servicing costs (Specification of requirements, procurement), supply contract price, supervision costs
113	Renovation of existing primary school teachers' houses	26	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
120	New Primary School Infrastructure Constructed		
121	Construction of new primary school classroom blocks	19	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
122	Construction of new primary school teachers' houses	27	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
123	Construction of new primary school kitchens	14	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
124	Construction of new primary school 5-stance latrines	9	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
130	Existing Secondary School Infrastructure Renovated		
131	Renovation of existing secondary school classrooms	25	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
132	Supply of desks to existing secondary school classrooms	100	Investment servicing costs (Specification of requirements, procurement), supply contract price, supervision costs
133	Renovation of existing secondary school staff houses	15	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
140	New Secondary School Infrastructure Constructed		
141	Construction of new secondary school staff houses	3	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
142	Construction of new secondary school kitchens	4	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
143	Construction of new secondary VIP latrines	4	Investment servicing costs (Specification of requirements, procurement), works contract price, supervision costs
150	District Infrastructure Operation and Maintenance (O&M) Plan Developed		
151	Facilitate development of BDLG plan for infrastructure O&M	1	Consultancy fees, consultation meetings
160	District M&O Fund Established		
161	Provide seed funding and annual rolling funding for infrastructure O&M	4	Seed feeding and rolling budgets
200	PROVISION OF TEACHING AND LEARNING MATERIALS		
210	Primary School Text Books, Storage Cabinets and Teachers Guides Provided		
211	Provision of textbooks in core subjects for target primary schools to a ratio of 1:1	59352	Needs verification and specification, procurement costs, supply contract costs, supervision costs
212	Provision of teachers guides for all subjects for target primary schools	1285	Needs verification and specification, procurement costs, supply contract costs, supervision costs
213	Provision of book storage cabinets for text books in all target schools	224	Needs verification and specification, procurement costs, supply contract costs, supervision costs

220	Secondary School Text Books and Teachers Guides Provided		
221	Provision of textbooks in core subjects for target schools to a ratio of 1:1	15756	Needs verification and specification, procurement costs, supply contract costs, supervision costs
222	Provision of teachers guides for core subjects for target secondary schools	732	Needs verification and specification, procurement costs, supply contract costs, supervision costs
230	Equipment for Co-Curricular Activities Provided		
231	Provision of sports kits for primary schools	56	Needs verification and specification, procurement costs, supply contract costs, supervision costs
232	Provision of basic MDD kits for primary schools	56	Needs verification and specification, procurement costs, supply contract costs, supervision costs
233	Provision of sports kits for secondary schools	8	Needs verification and specification, procurement costs, supply contract costs, supervision costs
234	Provision of basic MDD kits for secondary schools	8	Needs verification and specification, procurement costs, supply contract costs, supervision costs
300	DISTRICT EDUCATION SECTOR MANAGEMENT CAPACITY DEVELOPED		
310	Training at District Level Conducted		
311	Training in results based planning and budgeting for education & other LG staff	17	Needs assessment, workshop costs, trainer costs, fuel and allowances
312	Training in leadership and communication for education and other LG staff	17	Needs assessment, workshop costs, trainer costs, fuel and allowances
313	Training in Financial management for Non-Financial Managers	17	Needs assessment, workshop costs, trainer costs, fuel and allowances
320	Buikwe District ECD Strategic Plan Formulated		
321	Facilitate formulation of BDLG ECD strategic development plan	1	Consultancy fees, consultation meetings, stationery and printing, dissemination workshops
330	Training at Sub-county Levels Conducted		
331	Training of SAS in performance management and appraisal of education staff	4	Needs assessment, workshop costs, trainer costs, fuel and allowances
332	Training in community mobilization and participation for LLG officials	17	Needs assessment, workshop costs, trainer costs, fuel and allowances
400	DISTRICT EDUCATION OFFICE FUNCTIONALITY ENHANCED		
410	D.E.Os Office Supplied With Basic Tools		
411	Provision of computer sets	2	Specification of requirements, procurement process, supply contract price
412	Provision of office furniture	1	Specification of requirements, procurement process, supply contract price
413	Provision of motorcycles for district education inspectors and CCTs	7	Specification of requirements, procurement process, supply contract price
420	Mechanism for MLA by D.E.O and CCTs operationalized		
421	Facilitate the DEO to operationalize biannual MLA tests	8	Setting of tests, inland travel and distribution of tests, stationery & printing of reports, Dissemination meetings
422	Conduct training of District MLA team and stakeholders	1	Selection of MLA teams, trainers costs, training workshop, inland travel costs of participants
500	CAPACITY FOR QUALITY TEACHING AND SCHOOL LEADERSHIP DEVELOPED		
510	Training of Teachers and School Leadership Conducted		
511	Conduct an assessment of capacity of teachers for quality teaching	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing
512	Develop a training plan for BDLG based on national framework for quality teaching	1	Consultation meetings, stationery and printing, dissemination meetings
513	In-service training of untrained teachers to acquire Grade III teaching certificates	46	Specification of requirements, residential training fees, and trainees' inland travel (transport) and stationery.
514	Training of head teachers and senior teachers in leadership and management	56	Specification of requirements, service provider contract fees, workshop costs, inland travel and stationery.
515	CPD of teachers in classroom management and child centred instructional skills	257	Specification of requirements, training materials, workshops, inland travel costs, stationery & printing
516	Refresher training of teachers in management of co-curricular activities in schools	56	Specification of requirements, trainer costs, training materials, workshop costs, inland travel and stationery.
600	COMMUNITY & PARENTS (SMCS, BOGS, PTAS) CAPACITY DEVELOPED		
610	Training in School Governance Conducted		
611	Training community institutions for primary schools (SMCs & PTAs) in governance	112	Specification of requirements, service provider contract fees, workshop costs, inland travel and stationery
612	Training community institutions for secondary schools (BoGs, PTAs) in governance	16	Specification of requirements, service provider contract fees, workshop costs, inland travel and stationery

613	Training of key stakeholders (governing bodies & foundation bodies) in their roles	74	Specification of requirements, service provider contract fees, workshop costs, inland travel and stationery
614	Mobilise school communities for support to education in fishing communities	32	Inland travel costs, community meetings
700	LOWERING HOUSEHOLD COSTS OF EDUCATION SUPPORTED		
710	Plan for Supplementary Support to Education Developed		
711	Conduct study of household costs of secondary education	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing
712	Develop plan for supplementary support to education	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing
713	Develop and operationalize mechanism for supplementary support to education	1	Supplementary fund agreed cost centres in secondary education
800	DIRECT LEARNER SUPPORT IN SCHOOLS FACILITATED		
810	Actions to Foster Equal Opportunities for Boys and Girls in Secondary Education Facilitated		
811	Conduct a study on causes and extent of dropout by girls in secondary schools	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing
812	Develop a responsive plan of action to mitigate girl dropout from s/schools	1	Consultation / dissemination meetings, stationery/printing
813	Facilitate implementation of response initiatives	4	Service provider lump sum costs
820	Functionality of School Health Programme Strengthened		
821	Facilitate health club activities in primary schools	28	Lump sum provision per school
822	Facilitate health club activities in secondary schools	4	Lump sum provision per school
823	Conduct health activities deworming/bilharzia treatment in target schools termly	12	Specification of requirements, inland travel costs, supervision costs
824	Conduct gender specific reproductive health promotion campaigns in schools	32	Specification of requirements, service provider lump sum costs
830	Functionality of School Feeding Programme Strengthened		
831	Training stakeholders school garden management and operation in schools	14	Specification of requirements, trainer costs, workshop costs, inland travel and stationery
832	Facilitate schools to acquire school input package (equipment, tools and seeds)	14	Specification of requirements, supply contracts price
834	Facilitate agriculture extension services to school gardens	14	Specification of requirements, service provider lump sum costs
900	PROJECT MONITORING AND EVALUATION		
910	Conduct baseline Survey	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing
920	Conduct routine monitoring	12	Inland travel costs (fuel or transport, subsistence allowances, stationery and printing costs, review meetings.
930	Conduct quality monitoring	4	Consultancy lump sum fees and feedback meetings
940	Conduct Project Evaluation	2	Terms of reference, Consultancy fees, consultation meetings, dissemination meetings, stationery/printing

ANNEX III: BDFCDP EDUCATION PROJECT MONITORING AND EVALUATION FRAMEWORK

Project Results/Indicators	Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
	Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
Impact: Improved Livelihood and Living Conditions of People in Fishing Communities in Buikwe District.								
Impact Indicator: Enhanced levels of basic education and skills among the population in fishing communities in Buikwe district	The indicator measures peoples perception of improvement in their livelihood as result of better education outcomes attributed to improved education facilities and services provided by the project			Uganda Demographic and Household Survey Reports by UBoS M&E Reports ²⁰	Population Survey Project Evaluation Surveys	UBOS: 5 yrs. Twice for Project	Completion Report Evaluation Reports	
Outcome: Improved Quality of Basic Education in Schools Serving Fishing Communities of Buikwe District.								
Outcome Indicator 1: Percentage of learners (girls and boys) passing in division I-III in national primary leaving examinations (PLE)	Proportion of learners passing in division I-III in a given year expressed as a percentage over learners that sat for PLE in the same year. Division I-III is of interest because it qualifies learners to access tuition free universal secondary education. The expected direction of change is an increase from baseline measure.	75%	45.0%	UNEB PLE Examination results for Buikwe schools	Compiled from UNEB PLE Exam results	Annual	Annual Reports Completion Report Evaluation Reports	
	Boys	75%	45.4%					
	Girls	75%	44.6%					
	GPI	1	0.98					
Outcome Indicator 2: Percentage of learners (girls and boys) achieving competence in literacy and numeracy in lower grades (P1-P4) and upper grades (P-5-P6).	Proportion of learners obtaining scores defined for achievement criterion in MLA tests or UNEB-NAPE). The direction of change is an increase from baseline measure.	75%	BD ²¹	District MLA reports; (and UNEB-NAPE reports	MLA Tests conducted by Education Department/ MoESTS; and NAPE Tests by UNEB	Biannual MLA; and Annual NAPE	Annual Reports Completion Reports Evaluation	
	Boys	75%						
	Girls	75%						

²⁰ M&E Reports corresponding to the higher project results hierarchy at impact and outcome level includes: Midterm evaluation report, project outcome indicator database, and qualitative performance monitoring reports.

²¹ BD represents baseline data to be established during the inception phase of the project

Project Results/Indicators	Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
	Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
	GPI	1					Reports	
Outcome Indicator 3: Survival rate of primary school cohorts (boys and girls) by grade 5 and final grade 7	<p>Percentage of a cohort of pupils enrolled in first grade of primary schools in a given school year who are expected to reach a successive grade, typically fifth (P5)²² and final grade (P7) at the end of the required number of years of study²³. The expected direction of change is an increase from baseline measure.</p> <p>Survival Rate to final Grade 5</p> <p>Boys 75% Girls 75% GPI 1</p> <p>Survival Rate to final Grade 7</p> <p>Boys 50% Girls 50% GPI 1</p>	75%	BD	Primary school registers or School census (survey) data in EMIS/DEMIS	Calculated by reconstructed cohort method using annual school Census (survey) data in EMIS/DEMIS or data from in school registers.	Annual	Annual Reports Completion Reports Evaluation Reports	
Outcome (Process) Indicator 4: Satisfaction rate of learners and parents with the quality of teaching and learning in schools supported by project.	Number of respondents in survey sample reporting satisfaction expressed as percentage of the total number of survey respondents	>85%	BD	Project M&E Reports	Survey of project primary beneficiaries based on sample of parents and pupils	Biannual	"	
Outcome Indicator 5: Transition rates for learners (girls and boys) from primary education (P7) to secondary education or equivalent BTVET.	<p>Proportion of pupils who progress from P7 final grade to S1 or 1st yr. in BTVET to total number that completed P7 in project supported primary schools compared to baseline. The expected direction of change is an increase from baseline measure.</p> <p>Boys 70 Girls 70 GPI 1</p>	70%	BD	UNEB-PLE Exam Results; Admissions to S 1 or Year 1 in BTVET; & Project M&E Reports	Tracking of pupils that completed P.7 and sat PLE exams, and admissions to S.1 (or year 1 of equivalent BTVET) for learners from primary schools supported by project	Annual	"	

²² Survival rate to fifth grade of primary education is of particular interest because it is commonly considered as prerequisite for sustainable literacy – See *Education Quality Improvement (EQUIP 2) Toolkit; Indicator Hand Book for Primary Education: Abridged, Compiled by Laurie Cameron (AED), 2004* (https://www.openemis.org/files/resources/Indicator_Handbook_for_Primary_Education_Abridged_2004_en.pdf).

²³ The survival rate is calculated by dividing the total number of students belonging to a school-cohort who reached each successive grade of primary education by the number of pupils in the school-cohort i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100. It is calculated on the basis of the reconstructed cohort method using data on enrolment and repeaters for two consecutive years.

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
Outcome Indicator 6: Survival rate for learners' (boys and girls) in fishing communities in lower secondary education (ordinary) level from S.1 to S4 in the target secondary schools		Proportion of a cohort of students who enrolled in S.1 that progressed through successive grades and completed S.4. The direction of change is an increase from baseline measure.	60	BD	Senior one admission lists UNEB-UCE Exam Results Project M&E Reports	Tracking of progression of cohorts of senior on students through O'Level grades in secondary schools supported by project during	Annual	"	
		Boys	60						
		Girls	60						
		GPI	1						
Outcome Indicator 7: Transition rate of students (girls and boys) from lower secondary education (S4) to higher secondary schools (S5)		Proportion of students who progress from S4 to S5 to in any year expressed as percentage of the total number of students that completed S4 in the previous year. The direction of change is an increase from baseline measure.	50%	BD	UNEB-UCE Exam Results Senior 5 Admissions Project M&E Reports	Tracking of students that completed S.4 and sat UCE exams, and admissions to S.5 for learners from secondary schools supported by the project	Annual	Annual Reports Completion Report Evaluation Reports	
		Boys	50						
		Girls	50						
		GPI ²⁴	1						
Output Ref. No.	Output and Process Indicators								
Output 100. Education Infrastructure and Facilities Developed									
110	Number of Existing Primary School Infrastructure Renovated in 14 School targeted under Extensive Support	School staff and learners level of satisfaction	#25	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	Annual Reports Evaluation Reports	"
		Number of existing primary school classrooms renovated to the GoU minimum pupil to classroom ratio of 55:1	56	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of 3-seater pupils' desks provided	885	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	

²⁴Gender Parity Index (GPI) is the ratio of female to male values of the given indicator. In the context of the project, it is a measure of progress towards gender parity in education participation and learning opportunities available for girls in relation to those available to boys. GPI of 1 shows that there is parity between girls and boys; when the desired direction of change is an increase, as is the case with outcome indicators 1,2,3,5,6 & 7, GPI greater than 1 indicates that there is disparity in favour of girls, while GPI less than 1 indicates disparity in favour of boys.

²⁵ # in the M&E Framework means that the targets will be set in the projects annual workplans

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
		Number of existing teachers' houses renovated	26	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
120	Number of New Infrastructure Constructed in 14 Primary Schools Targeted Under Extensive Support	School staff and learners level of satisfaction	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	Annual Report Evaluation Report	
		Number of primary schools achieving at least pupil to classroom ratio of 55:1	14	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		<i>Number of additional teachers provided with accommodation at schools</i>	54	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of new classroom blocks of 3 classrooms or 2 classrooms and administration office/store, plus facilities ²⁶	19	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of new semi-detached teachers' houses constructed with semi-detached kitchen and two stance latrine and rain harvesting facilities	27	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of new school kitchens constructed with cooking facilities and environmentally friendly fuel saving cooking stoves	14	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of 5-stance VIP latrines built with separate stances for boys and girls and persons (learners) with disabilities (PWDs)	9	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
130	Number of Existing Secondary School Facilities Renovated in 4 schools	School staff and learners level of satisfaction	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	Annual Report Evaluation Report	
		Number of students' desks provided.	100	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of existing teachers' houses renovated	15	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
140	Number of New Secondary School Facilities	School staff and learners level of satisfaction	#	BD	Qualitative	Qualitative Assessment Surveys	Bi-annually	Annual Report	

²⁶ The specifications for facilities in the new classroom blocks include: a). 20 three seat-desks, teacher's tables and chairs, and chalkboard for each classroom; b). office tables and chairs and book shelves for each office/store room; c). installation of 10,000 litre tanks, platforms and gutters for rain harvesting; and d) Installation of solar for lighting.

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
	Constructed in 4 schools				assessment reports			Evaluation Report	
		Number of new kitchens constructed with cooking facilities and environmentally friendly fuel saving cooking stoves	4	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of new 5-stance VIP latrines constructed with separate stances for boys and girls and PWDs	4	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
150	District Infrastructure O&M plan developed and operationalized.	<i>Proportion of school facilities maintained</i>	>95%	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of Infrastructure O& O&M plans developed.	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
160	District O&M Fund Established	School staff and learners level of satisfaction	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	Annual Report Evaluation Report	
		Annual project and LG budget with O&M funds committed on agreed percentages	4	N/A					
Output 200. Teaching and Learning Materials Provided									
210	Number of Primary School Textbooks in 4 core subjects and readers provided to 28 schools, with storage cabinets and teachers' Guides	<i>Number of pupils using textbooks at school and borrowing for home use</i>	All	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Biannually	Annual Report Evaluation reports	
		<i>Number of teachers using teaching materials in class</i>	All	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Biannually	Annual Report Evaluation reports	
		Number of primary schools with desired textbooks to pupil ratio (1:1)	28	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of textbooks in each core subject and readers provided P/schools	59,352	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of teachers' guides in each subject provided to P/schools	1,285	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of book storage cabinets supplied to each classroom	224	0	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
220	Number of Secondary School Textbooks and Teachers' guides provided in core subjects in 4 schools	Number of secondary schools with desired textbook to pupil ratio (1:1)	4	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of textbooks in each core subject provided to secondary schools	15,756	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of teachers' guides provided in each core subject	732	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
230	Number of Equipment for Co-curricular Activities provided to 28 target primary schools and 4 target secondary schools	Number of primary schools participated in sports and MDD at all levels ²⁷	28	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of secondary schools participated in sports and MDD at all levels	4	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of sports kits provided to primary schools	56	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of MDD kits provided to primary schools.	56	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of sports kits provided to secondary schools	8	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of MDD kits provided to secondary schools.	8	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
Output 300. District Education Sector Management Capacity Developed									
310	310. Number of Capacity Development Training at District Level Conducted in Generic Skills for LG officials	<i>Beneficiary Satisfaction level</i>	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	Annual reports Evaluation reports	"
		<i>Changes in resource allocation to the education sector by BDLG</i>	#	BD	M&E Reports	Analysis of LG Final Accounts	Annual	Annual reports Evaluation reports	
		<i>Assessment rating of quality of Education Sector Development Plan</i>	#	BD	M&E Reports	LG Annual Assessment Reports	Annual	Annual reports Evaluation reports	

²⁷ The participation levels in sports and MDD are at school, zonal, district, regional and national levels

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
		Number of LG staff trained in results based planning and budgeting skills	17	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of LG staff training in leadership and communication skills	17		M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of people trained in financial management for non-financial managers	17	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
320	Number District ECD Strategic Development Plan Formulated.	Number of District ECD Strategic Plans produced	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
330	Number of Capacity Development Training at Sub-county Conducted in Generic Skills	<i>Beneficiary Satisfaction level</i>	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	<i>Annual reports</i>	
		<i>Actual number of teachers appraised in time versus establishment</i>	100%	BD	M&E Reports	Monitoring Checklist	Annual	<i>Annual reports</i>	
		Number of sub-county chiefs (SAS) trained in performance management and appraisal of education staff	4	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of LLG staff trained in community mobilisation skills	17	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
400. DEO's Office functionality enhanced									
410	Number of Basic Tools Supplied to DEO's Office.	Number of computer sets provided	2	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of offices furnished (furniture)	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of motorcycles provided	7	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
420	Mechanism for Monitoring of Learner Achievement (MLA) by DEO's Office and CCTs operationalized in 28 target schools	<i>Number of teachers conducting remedial lessons</i>	<i>All</i>	<i>BD</i>	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	<i>Annual reports</i>	
		Proportion of pupils assessed by MLA approach		BD	M&E Reports	Monitoring Checklist	Biannual	Annual Reports	

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
		MLA tests conducted biannually for primary grade 1-4.	8	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		No. Of training of MLA core and support teams conducted	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
500. Capacity for Quality Teaching and School Leadership Developed									
510	Number of Teachers and School Heads Trained in accordance with District Training Plan Based on National Framework for Quality Teaching and implemented	<i>Beneficiary Satisfaction level</i>	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	<i>Annual reports</i>	
		<i>Number of pupils participating in classroom activities</i>	All	BD	Qualitative assessment reports	Qualitative Assessment Surveys	<i>Biannually</i>	<i>Annual Report Evaluation reports</i>	
		<i>Number of teachers applying improved teaching methods</i>	257	BD	Qualitative assessment reports	Qualitative Assessment Surveys	<i>Biannually</i>	<i>Annual Report Evaluation reports</i>	
		<i>Number of head-teachers and senior teachers demonstrating improved capacity in school leadership and management</i>	46	BD	Qualitative assessment reports	Qualitative Assessment Surveys	<i>Biannually</i>	<i>Annual Report Evaluation reports</i>	
		Percentage of trained teachers (male and females) in target schools	100%	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of teachers that acquired Grade III Certificates.	46	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of head-teachers and senior teachers trained in school leadership and management	56	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of primary school teachers reached by CCT CPD in classroom management and child centered teaching	257	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		No. Teachers trained in management of co-curricular activities	56	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of training plans developed	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
600. Community Capacity Developed									
610	Number of Trainings in School Governance Conducted in 28 target primary school and 4 secondary schools)	<i>Beneficiary Satisfaction level</i>	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	<i>*Annual reports</i>	
		<i>Number of school with school improvement plans developed jointly with SMCs and PTAs in primary schools</i>	28	BD	Qualitative assessment reports	Qualitative Assessment Surveys	<i>Biannually</i>	<i>Annual Report Evaluation reports</i>	
		<i>Number of functional SMCs and PTAs in primary schools</i>	28	BD	Qualitative assessment reports	Qualitative Assessment Surveys	<i>Biannually</i>	<i>Annual Report Evaluation reports</i>	
		No. of SMC and PTA members trained in primary schools	112	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		No. of functional BoGs and PTAs in secondary schools.	4	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		No. of BoGs SMC & PTA members trained in s. schools	16	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		No. of stakeholders sensitized in their roles in education	74	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		No. of school catchment communities mobilized to support education in fishing communities	32	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
700. Household Costs of Education Reduced									
710	Number of Plans for Supplementary Support to Secondary Education Developed and implemented								
		Number of students (boys and girls) from project area admitted to secondary schools	#	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of secondary schools supported	4	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Plan for supplementary support in place	1	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of studies on costs in secondary education	1	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis and Use	
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use	Deadline
		completed							
800. Direct Learner Support Facilitated									
810	Number of Actions to Foster Equal Opportunities for Boys and Girls in Secondary Education Facilitated	<i>Number of girls and boys progressing and retained in supported secondary schools</i>	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	<i>Annual Report</i> <i>Evaluation reports</i>	
		Number of gender equality response plans developed and implemented in target schools	1	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Numbers of studies done and response plans in place	1	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
820	Functionality of District School Health Programme Strengthened	<i>Frequency of water borne diseases among learners</i>	#	BD	WASH reports	Links to WASH M&E	Annually	<i>Evaluation reports</i>	
		<i>Number of learners (pupils) de-wormed</i>	All	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Biannually	<i>Annual Report</i> <i>Evaluation reports</i>	
		Number of school based deworming programmes implemented (termly)	12	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of schools with functional health clubs	32	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		<i>Number of schools reached by reproductive health educations programmes</i>	32	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Biannually	<i>Annual Report</i> <i>Evaluation reports</i>	
830	Number of Target Primary Schools (14) with Strengthened School Feeding Programme	Number of learners feeding at school	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	<i>Annual Report</i> <i>Evaluation reports</i>	
		Number of schools with school feeding programmes and operational kitchens	14	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	
		Number of schools gardens established	14	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports	

ANNEX IV: DEFINITION OF COMMON TERMS IN UGANDA EDUCATION SECTOR

Completion Rate (Primary); is the ratio of the total number of pupils who successfully complete (or graduate from) the last year of primary school in a given year to the total number of children of official graduation age in the population.

Completion Rate (Secondary); is the ratio of the total number of students who successfully complete (or graduate from) the last year of secondary school in a given year to the total number of children of official graduation age in the population.

Formal Education; a highly established, organized and hierarchically structured education system, that begins from the primary level to the tertiary education.

Higher Education; is the period of formal education following the secondary level leading to bachelor's degree and other degree courses of study beyond the under graduate level.

Informal Education; is a lifelong process of learning by which every person acquires and continually enhances knowledge, skills, and attitudes from daily experiences in life itself.

Enrolment; is the total number of pupils/students who have registered in a class or school during the current school year.

Gross Enrolment Ratio (GER) for Primary; refers to the proportion of pupils attending primary schools (P1-P7) to the number of children aged 6-12 in the entire population.

Gross Enrolment Ratio (GER) for Secondary; refers to Proportion of students attending secondary schools (S1-S6) to the number of children aged 13-18 in the entire population.

Gross Intake Ratio (GIR); refers to new entrants in primary grade 1 regardless of age as a percentage of the 6 year old in the population.

Net Enrolment Ratio (NER); is the ratio of primary school children aged 6-12 years to the number of children of the same age range in the population.

Net Intake Ratio (NIR); refers to new entrants to primary grade 1 as percentage of the 6 year olds in the population.

Non-Formal Education; refers to an organized, methodical educational activity outside the structure of the formal education system to provide selected types of learning to a cross-section of population and across age groups.

Literacy Rate; is the percentage of population which can read and write a simple message in any language or dialect.

Performance Indicators; refers to the several key indicators that can be computed and utilized for evaluating the educational system's performance at various levels, using the data available in the education statistics data bank. These indicators constitute an important component of a management information system.

PCR/SCR; is the average number of pupils/students per classroom in primary/secondary education in a given school year.

PLE Pass Rate: is the number of pupils shown as a percentage who were able to successfully pass the primary leaving examinations.

PLE Performance Index: Weighted pass-rate in each grade expressed as a percentage.

PTR/STR: refers to the average number of pupils/students per teacher in a primary /secondary education in a given school year.

Repeaters: These are pupils/students who are enrolled in the same grade/year for a second (or more) time.

Repetition Rate; Proportion of pupils from a cohort enrolled in a given grade at a given school year and study in the same grade/class in the following school year.

Retention Rate; is the proportion of the pupils/students enrolled in any school year that continues to be in school the following year.

School-Age Population; is the population between the ages of six and twenty-four, irrespective of the time frame of education provided for in various types of schools.

Survival Rate; is the proportion of pupils who enrol in the first grade or year who reach the final grade or year at the end of the required number of years of study, regardless of repetition.

Survival Rate to Grade 5; refers to the percentage of a proportion of pupils attending the first grade of a primary cycle in a given school-year who are expected to reach grade 5, regardless of repetition.

Transition Rate; is the proportion of pupils/students who progress from the final grade of primary to the first grade of the secondary level to the total number that completed the final grade of the level.

Under-age in Primary School; refers to the sum of the number of pupils in each grade of primary school who are one or more years younger than the official age (6 -12yrs) for that grade, expressed as a percentage of the number of pupils attending primary school

Business/Vocational/Technical Education (BTVET); is the post-secondary education with non-degree programs leading to one, two, or three-year certificates in preparation for middle-level occupations.

ANNEX V: THEORY OF CHANGE FOR BUIKWE EDUCATION PROJECT

The Theory of Change to achieve the outcomes of the project is:

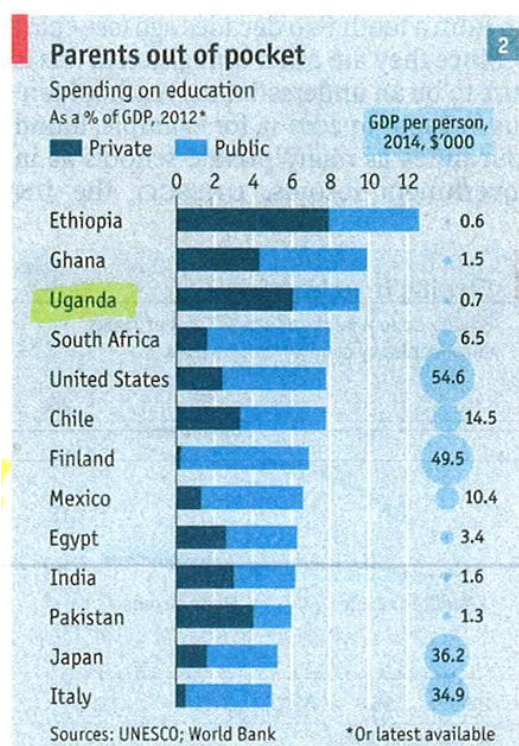
By introducing the project to the education sector in the fishing community in Buikwe district with a combination of supportive factors focusing on better teaching, the project intervention will improve the quality of education in primary schools that receive extensive support leading to better performance by the learners, who consequently are more likely to make the transfer to higher levels of education. To facilitate the transfer of qualified learners from primary to secondary education, selected secondary schools will receive support aimed at lowering the household cost of education, thus making it more affordable to the household, while at the same time offer more conducive learning environment by the secondary schools. District's administrative capacity will be enhanced to sustain support in the selected areas, while primary schools that receive basic support will be facilitated to transform from low performing schools to better performing schools with added future support in later stages of the project.

ANNEX VI: HIGHLIGHTS FROM INTERNATIONAL STUDIES ON HIDDEN COSTS OF EDUCATION

This project seeks to address one of the most pervasive and difficult obstacles to public education in the developing world, oppressive cost of schooling for poor parents. Removal of fees is not without a paradox, which must be carefully weighed. A World Bank report on education fees states the problem bluntly: “User fees in primary education are pervasive and a serious obstacle to enrolment and completion for millions of children around the world. This has been evidenced by the huge surges in enrolment that have accompanied fee removal in countries such as Uganda and East Timor, where surges have at times threatened to overwhelm these countries’ educational systems. The elimination of fees, which the World Bank supports, therefore requires care, if countries’ educational systems are not to be overwhelmed and if quality is not to suffer. Fees often ensure the provision of quality inputs, such as books, for those who do enrol. Opportunities to eliminate inefficiencies in educational spending must be grasped if expenditure is not to grow out of hand.”²⁸

The lesson is clearly that effort to reduce parent’s cost must be associated with efforts to increase quality, and that higher enrolment as such is not a solution, which is evidenced in Uganda.

For Uganda the surge in enrolment led undeniably to lowering of teaching standards that prompted increased fees for parents. The paradox is that parents are asked to pay more for less quality. These fees are now the most cited stumbling block for poor parents to send their children, boys and girls alike, to school, as was established by a study commissioned by Iceland in 2015 which surveyed parents in Kalangala (Pascal, 2015). This was a research in Kalangala similar to a study commissioned globally by the World Bank and established a clear pattern of excessive fees being charged for “free education”. Fees per term range from 13-42 USD in Kalangala, and similar pattern is clear for secondary schools, where parents again report this cost as the main deterrence to the transfer of qualified pupils to higher levels of education. In



In the World Bank report cited above exactly the same pattern is established in most developing countries. The Economist reported that Uganda ranks amongst the counties that place the highest burden on parent (Inserted table from The Economist, August 21, 2015)

²⁸ (Source: World Bank: http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079993288/EFAcase_userfees.pdf)

The nature of the problem has been well reported by quality media the world over: “The major setback for UPE is that it is not entirely free, contrary to the general perception that parents are not supposed to pay for anything. For poorer parents, especially in rural Uganda, the cost of pens, exercise books and clothing is beyond their reach. In practice they still have to buy scholastic materials including pens, exercise books, clothing and even bricks for classroom construction. They also have to provide or buy lunch for their children. For poorer parents, especially in rural Uganda, who live on about \$1 a day, the cost is beyond reach.... Some schools now ask parents to pay between \$2 and \$5 a pupil for every three-month term so that they can prepare lunch for them. But some parents still cannot afford to pay, and their children end up dropping out²⁹.

It is in this context that this project proposes carefully weighed steps to address parents’ most pressing concern, fees, without overburdening an overpopulated system as the World Bank warns. In respect to primary education the project will address quality of education to those already enrolled as a first priority, expecting that in the long run better educational structure will bring down the pressure to impose excessive fees on parents and at the same time generate more willingness to participate in improved schools’ development. In respect to secondary education the project will seek to negotiate a mutual plan with secondary schools to enable easier transfer of students with lower fees in return for support, which will lead to better quality of secondary schooling.

²⁹ (Source:<http://www.theguardian.com/global-development/2015/apr/23/uganda-success-universal-primary-education-falling-apart-upe>)

ANNEX VII: SUPPORT DOCUMENTS, CONSULTATIONS AND MEETINGS

Buikwe Support Documents:

- ICEIDA's Gender Equality Policy (2004).
- Guiding Principles for Addressing Environmental Issues (ICEIDA, 2012).
- Problem Identification and Analysis, for Buikwe Fishing Communities (October, 2013).
- ICEIDA Uganda Country Strategy Paper 2014-2017 (2014).
- Support to the Education Sector in Buikwe District: ICEIDA commissioned situation analysis by M. Kiernan (May, 2014).
- Buikwe District Local Government: Education Strategy and Development Plan for the Fishing Community Development 2015-2020 (April, 2015).
- Buikwe District Education Sector Stakeholders Analysis in Support of ICEIDA Support Program by Dr. P. Odoch (September, 2015).
- Concept Paper: ICEIDA's Education Approach in Uganda (Kampala office, October, 2015)
- The Aide Memoire for the 22nd Annual Sector Review (FY 2014/15) (The Ministry of Education, October, 2015).
- Uganda Vision 2040
- National Development Plan-II

Consultations and Meetings

- Buikwe District Education Sector Stakeholders Analysis Study Validation Meeting at BDLG headquarters (14th October, 2015).
- Buikwe District - ICEIDA joint meeting for review of the BDFCDP Education Project Proposal at ICEIDA Office Kampala (18th November, 2015).
- Buikwe District - ICEIDA joint technical committee team meeting on Education Project Proposal in Buikwe (23rd November, 2015).