



## **Education and Sports Sector**

### **Semi-Annual Monitoring Report**

**Financial Year 2018/19**

**April 2019**

Ministry of Finance, Planning and Economic Development  
P.O.Box 8147, Kampala  
[www.finance.go.ug](http://www.finance.go.ug)

## TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS .....	II
FOREWORD .....	V
EXECUTIVE SUMMARY .....	VI
<b>CHAPTER 1: BACKGROUND.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Sector Objective.....	1
1.3 Sector Outcomes and Priorities.....	2
<b>CHAPTER 2: METHODOLOGY .....</b>	<b>3</b>
2.1. Scope.....	3
2.2. Sampling .....	3
2.4 Data Analysis .....	3
2.5 Limitations of the report .....	4
<b>CHAPTER 3: SECTOR PERFORMANCE .....</b>	<b>5</b>
3.2 Ministry of Education and Sports (Vote 013).....	6
3.2.1 Pre-primary and Primary Education Programme.....	6
3.2.2 Secondary Education Programme.....	11
3.2.3 Higher Education Programme.....	14
3.2.4 Skills Development Programme .....	19
3.2.5 Quality and Standards Programme .....	30
3.2.6 Special Need Education Programme .....	37
3.3 National Curriculum Development Centre (Vote 303).....	40
3.4 Public Universities .....	43
3.5 Transfers to Local Governments (Votes: 500-850) .....	84
3.6 Best Practices in Service Delivery .....	88
<b>CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>93</b>
4.1 CONCLUSION.....	93
4.2 RECOMMENDATION.....	93
REFERENCES .....	94
ANNEXES .....	95

## ABBREVIATIONS AND ACRONYMS

ADB	African Development Bank
AfDB	African Development Bank
AIA	Appropriation in Aid
AIDS	Acquire Immune Deficiency Syndrome
APL	Adaptable Programme Lending
BADEA	Arab Bank for Economic Development in Africa
BMAU	Budget Monitoring and Accountability Unit
BMZ	German Federal Ministry of Economic cooperation and Development
Bn	Billion
BoQs	Bills of Quantities
BTVET	Business, Technical, Vocational Educational and Training
CAO	Chief Administrative Officer
D/CAO	Deputy Chief Administrative Officer
DEO	District Education Officer
DIS	District Inspector of Schools
DLG	District Local Government
DLGs	District Local Governments
ESC	Education Service Commission
GoU	Government of Uganda
HEST	Higher Education, Science and Technology
HESFB	Higher Education Students Financing Board
HIV	Human Immune Virus
IFMS	Integrated Financial Management System
IgFTR	Intergovernmental Fiscal Transfer Reforms
IMG	Instructional Material Grant
IPC	Interim Payment Certificate
ISSIS	Electronic Integrated School Inspection
ITEK	Institute of Teacher Education Kyambogo
JAB	Joint Admission Board
JICA	Japan International Cooperation Agency
JKIST	John Kale Institute of Science and Technology
KCCA	Kampala Capital City Authority
KfW	German Financial Cooperation (KfW Bankengruppe)
Km	Kilo Meter
KMS	Knowledge Management Systems
MDGs	Millennium Development Goals
MGLSD	Ministry of Gender Labour and Social Development
MHM	Menstrual Hygiene Management
MLA	Monitoring the Learning Achievements
MoES	Ministry of Education and Sports
MoU	Memorandum of Understanding
MoUs	Memoranda of Understanding
MPS	Ministerial Policy Statement
MTEF	Medium Term Expenditure Framework
MUBS	Makerere University Business School

MUST	Mbarara University of Science and Technology
MW	Mega Watts
NCHE	National Centre for Higher Education
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NDP II	National Development Plan II
NHATC	National High Altitude Training Centre
NTC	National Teachers College
NTR	Non Tax Revenue
PES	Physical Education and Sports
PIP	Public Investment Plan
PLwDs	Persons Living with Disabilities
PCR	Pupil Classroom Ratio
PDR	Pupil Desk Ratio
PTR	Pupil Text book Ratio
PSR	Pupil- Stance Ratio
PTA	Parent- Teacher Association
PTR	Pupil Teacher Ratio
Q	Quarter
Q1	Quarter one
Q2	Quarter Two
Q3	Quarter Three
Q4	Quarter Four
RAP	Resettlement Action Plan
SACCO	Savings and credit Cooperative Societies
S/C	Sub-County
SESEMAT	Secondary Science Education and Mathematics Teachers
SFG	School Facilities Grant
SMCs	School Management Committees
SNE	Special Needs Education
SPEDA	Skills for Production, Employment and Development Project
T/I	Technical Institute
TOR	Terms of Reference
ToTs	Trainer of Trainees
TVET	Technical Vocational Education and Training
UGIFT	The Uganda Inter-Governmental Fiscal Transfer Program
UNEB	Uganda National Examination Board
UNISE	Uganda National Institute for Special Needs Education
UPE	Universal Primary Education
UPIK	Uganda Petroleum Institute Kigumba
UPK	Uganda Polytechnic- Kyambogo
UPOLET	Universal Post 'O' Level Education and Training
UPPET	Universal Post Primary Education and Training
USE	Universal Secondary Education
UTC	Uganda Technical College
UTSEP	Uganda Teacher and School Effectiveness Project
VACIS	Violation against Children in Schools
VAT	Value Added Tax
VC	Vice Chancellor
VF	Vote Function

WHT  
Wi-Fi

With Holding Tax  
Wireless (Internet) Networking

## FOREWORD

Over the years, the Government has implemented a number of interventions that have led to substantial progress in economic growth and national development which is now projected at 6.3% this Financial Year 2018/19 up from 6.1% attained last Financial Year 2017/18. As Government continues to pursue strategies for sustained growth and development, we should step up efforts in monitoring government programs and projects, to ensure that they are implemented in time and cost and any obstacles identified and addressed.

This report from the Budget Monitoring and Accountability Unit points to fair performance among the sectors monitored. It shows that most sectors achieved between 60%-79% of their planned semi-annual output targets. The fair performance points to the need for proper planning and commencement of procurement processes in time. This has resulted in slow absorption of funds and ultimately inadequate service delivery.

The sectors now have a quarter of the financial year to make good the promises made in terms of output and outcome targets. This is to urge all sectors to review the report and take necessary corrective actions to ensure effectiveness by end of the financial year.

Patrick Ocailap

  
**For Permanent Secretary/ Secretary to the Treasury**

## EXECUTIVE SUMMARY

### Introduction

The sector comprises of 15 central Votes that is; Ministry of Education and Sports (MoES-Vote 013), Education Service Commission (Vote 132), Makerere University (Vote 136), Mbarara University (Vote 137), Makerere University Business School (Vote 138), Kyambogo University (Vote 139), Uganda Management Institute, (UMI-Vote 140), Gulu University (Vote 149), Busitema University (Vote 111), Muni University (Vote 127), Uganda National Examination Board (UNEB – Vote 128), Lira University (Vote 301), National Curriculum Development Centre (NCDC-Vote 303), Soroti University (Vote 308) and Kabale University (Vote 307).

In addition, the Sector has transfers to Local Governments (LGs) including Kampala Capital City Authority KCCA (Votes 501-580). The transfers include five LG grants namely; the District Primary Education including the School Facilities Grant (SFG); the District Secondary School grant; the District Tertiary Institutions Grant; the District Health Training Schools Grant and KCCA Education Grant.

This report reviews selected key programmes and sub-programmes within roads sub-sector, based on approved plans and significance of budget allocations to the Votes. Attention is on large expenditure programmes including both development expenditure and recurrent costs. Focus was also placed on sector gender and equity commitments, and outcomes.

Programmes selected for monitoring were based on planned annual outputs; regional representation; level of capital investment; and value of releases during half year, Financial Year 2018/19. The methodology adopted for monitoring included literature review of annual progress and performance reports; interviews with the respective responsible officers or representatives; and observations or physical verification of reported outputs. Physical performance was rated using weighted achievement of the set output targets by 31<sup>st</sup> December, 2018.

### Overall performance

The Education and Sports Sector budget for FY 2018/19 inclusive of external financing, taxes, arrears and gratuity, is Ug shs 3,122.49 billion, of which Ug shs 1,609.19 billion (52%) was released and Ug shs 1,451.85 billion (90.2%) expended by 31<sup>st</sup> December 2018. Release and expenditure performance was very good. Whereas releases from the MFPED to the votes were generally timely, the pace of disbursements from Ministry of Education and Sports (MoES) to the spending programmes/departments was slow.

The overall sector performance in terms of output delivery was good (79.4%), as most of the half year targets for the recurrent sub-programmes were achieved. On the other hand, capital development registered low performance mainly due to delayed project start, and initiation of procurement process, and inadequate funding for the interventions.

At vote level, the best performing votes were; National Curriculum Development Centre (100%), Uganda Management Institute (95.63%), Mbarara University (90.71%), Makerere University Business School (89.6%), and Local Governments (88.6%) where most of the planned activities under the votes were being implemented by half year.

The worst performing votes were; Muni University (53.34%), Soroti University (57.84%) and MoES (59.2%). This was attributed to delayed release of development funds for Muni, delayed procurement processes for Soroti University, while for MoES, the projects delayed to start due to diversion of funds from the core activities to pay staff allowances, as well as delayed procurement processes.

## Highlights of Sector Performance

**Infrastructure Development:** The sector continued to carry out construction, rehabilitation and expansion of learning facilities to improve access to education, and the learning environment.

By 31<sup>st</sup> December 2018, the Uganda Teacher and School Effectiveness Project (UTSEP) had completed a total of 233 classrooms in 36 schools, awaiting commissioning. Examples include; Kibibi C/U Primary School in Butambala District; Kawumulo P/S and Lubumba P/S in Mubende District; Ddegya LC1 P/S, Kiterede P/S and Nakakabala P/S in Kyankwanzi District; Kashanjure P/S, Ruhigana P/S and Rwanana P/S in Sheema District; and St. Joseph Bubinge P/S and Hiriga P/S in Butaleja District.

The overall progress of civil works under Development of Primary Teachers' Colleges (PTCs) Phase II project averaged at 70% across the PTCs of Jinja, Kitgum, Erepi, Bikungu, Ngora and Kabwangasi. All the facilities under construction at the various PTCs were either at roofing level, or were roofed. Under the Support to Skilling Uganda Project, progress of civil works across the institutions of UTC Kyema (Masindi), Kasese Youth Polytechnic (Kasese), St. Josephs Virika Vocational Training Institute-VTI (Fort portal), and St. Simon Peter VTI Millennium Business School (Hoima) averaged at 39.6%.

Under the Improvement of Muni and Kaliro National Teachers Colleges (NTCs) project, designs were completed and construction works started in November 2018. Overall physical progress was at 19% and disbursement rate at the end of 2018 was 18% for both Muni and Kaliro NTCs. On the other hand, the overall progress for Improvement of Secondary Teachers Education –Kabale and Mubende NTCs was 13% for Kabale, while works were ongoing at Mubende NTC, although they were slightly behind schedule.

Under the Sector Development Grant/Schools' Facilities Grant, LGs were at various stages of construction for the classrooms, latrines stances, teachers' houses and supply of furniture to primary schools. Of the 35 LGs monitored, three had completed construction of their planned facilities, 24 districts had civil works ongoing, three had awarded contracts and works had not started, three districts were at procurement stage, while two had not procured contractors. Implementation of planned activities in majority of the districts was on schedule and half year targets were achieved. However, implementation of the Uganda Governmental Inter Fiscal Transfer (UgIFT) project was behind schedule due to procurement delays.

Through the Delivery of Tertiary Education and Research Programme, a number of civil works across the public universities of Busitema, Lira, Mbarara, Kyambogo, Kabale, Makerere University Business School, and Uganda Management Institute were ongoing.

**Provision of Instructional Materials:** Under the Basic Education Sub-Programme, instructional materials for primary schools were procured and delivered to schools, specifically 220,296 copies of Social Studies textbooks, and 24,218 copies of accompanying teachers' guides.



Under the Skills Development Programme, Uganda Technical College (UTC) Kichwamba received tools and equipment, while the procurement process was ongoing for assorted tools at Mbale Municipal Community Polytechnic, and UTC-Elgon received Ug shs 267million for tools and equipment.

**Capacity building of teachers in the sector:** A number of trainings were organized in a bid to build capacity of teachers under the different sub-sectors. Under the Directorate of Education Standards, 100 head teachers and deputies, 100 School Management Committees (SMCs) and 10 District Inspectors were trained on the Teachers Effectiveness and Learner Achievement System (TeLA).

**Curriculum Development:** Through the National Curriculum Development Center, the Early Childhood Development Parenting Education Framework for Uganda was finalized, the procurement process for the reviewed Nile English Book 6 was ongoing, and assessment guidelines for primary curriculum were completed. The teachers' resource book for supporting gifted and talented learners was developed, and while the resource book to support learners with autism was being developed.

### **Sector Implementation Challenges**

- i) Delayed procurement affected commencement of civil works. For instance, under the UgIFT project where government is constructing secondary schools in 242 sub-counties this FY, works had not started due to delays in the hybrid procurement modality spearheaded by MoES.
- ii) Poor planning as many projects became effective before the necessary preparatory activities were undertaken. The Skills Development Project has lost 14 months of implementation since the project became effective, while the Albertine Region Sustainable Development Project, and the John Kale Institute of Science and Technology have each lost over 24 months since becoming effective due to lack of proper project preparation and planning.
- iii) Low staffing levels and unrealistic staff ceilings across the sector. The government staff ceilings in both primary and secondary schools have remained static which has created shortage of teachers in schools. Most of the universities were also operating below the required staff establishment.

### **Recommendations**

- i) The MoES should expedite the procurement process for the UgIFT project, and conclude the post evaluation reviews to ensure that contracts are awarded and works commence. Relatedly, funds that will be swept back by the system should be returned to the implementing districts to ensure that works are not disrupted.
- ii) The MoES and all project implementers should undertake adequate project planning and preparations (for both donor and GoU funded projects) well in advance of the project effectiveness and start dates.
- iii) The Ministry of Public Service and MoES should revise the existing staff ceilings in order to allow recruitment of teachers in primary and secondary schools.

## CHAPTER 1: BACKGROUND

### 1.1 Introduction

The mission of the Ministry of Finance, Planning and Economic Development (MFPED) is, “To formulate sound economic policies, maximize revenue mobilization, ensure efficient allocation and accountability for public resources so as to achieve the most rapid and sustainable economic growth and development”. It is in this regard that the ministry gradually enhanced resource mobilization efforts and stepped up funds disbursement to Ministries, Departments, Agencies and Local Governments in the past years to improve service delivery.

Although some improvements have been registered in citizens’ access to basic services, their quantity and quality remains unsatisfactory, particularly in the sectors of health, education, water and environment, agriculture and roads. The services being delivered are not commensurate to the resources that have been disbursed, signifying accountability and transparency problems in the user entities.

The Budget Monitoring and Accountability Unit (BMAU) was established in FY 2008/09 in MFPED to provide comprehensive information for removing key implementation bottlenecks. The BMAU is charged with tracking implementation of selected government programmes or projects and observing how values of different financial and physical indicators change over time against stated goals and targets (how things are working). This is achieved through semi-annual and annual field monitoring exercises to verify receipt and application of funds by the user entities. Where applicable, beneficiaries are sampled to establish their level of satisfaction with the public service.

The BMAU prepares semi-annual and annual monitoring reports of selected government programmes and projects. The monitoring is confined to levels of inputs, outputs and outcomes in the following areas:

- Accountability
- Agriculture
- Infrastructure (Energy and Roads)
- Industrialization
- Information and Communication Technology
- Social services (Education, Health, and Water and Environment)
- Public Sector Management; and
- Science, Technology and Innovation

### 1.2 Sector Objective

The overall sector objective is to; provide for, support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development.<sup>1</sup>

---

<sup>1</sup> National Development Plan II

### **1.3 Sector Outcomes and Priorities**

The sector outcomes are: i) Improved quality and relevancy of education at all levels, ii) Improved equitable access to education and iii) Improved effectiveness and efficiency in delivery of the education services. The sector priorities over the next five years are aimed at enabling the country to offer education as a basic human right with the main goal of equipping learners/students/trainees with relevant knowledge and skills necessary for socio-economic transformation and development by 2040.

## **CHAPTER 2: METHODOLOGY**

### **2.1. Scope**

The report presents progress on the implementation of selected programmes/sub-programmes in 13 out of 15 central votes and grants in 35 local governments in the Education and Sports Sector for FY 2018/19. Annex 1 shows the sampled votes and projects.

### **2.2. Sampling**

A combination of random and purposive sampling methods was used in selecting projects from the Ministerial Policy Statements and progress reports of the respective departments. Priority was given to monitoring outputs that were physically verifiable. In some instances, multi-stage sampling was undertaken at three levels: i) Sector programmes and projects ii) Local governments and iii) Project beneficiaries.

Outputs to be monitored are selected so that as much of Government of Uganda (GoU) development expenditure as possible is monitored during the field visits. Districts are selected so that as many regions of Uganda as possible are sampled throughout the year for effective representation.

### **2.3 Data Collection**

Data was collected from various sources through a combination of approaches:

- Review of secondary data sources including: Ministerial Policy Statements for FY2018/19; National and Sector Budget Framework Papers; Sector project documents and performance reports from the Programme Based Budgeting System, Sector Quarterly Progress Reports and work plans, District Performance Reports, Budget Speech, Public Investment Plans, Approved Estimates of Revenue and Expenditure, and data from the Budget Website.
- Review and analysis of data from the Integrated Financial Management System (IFMS) and legacy system; Quarterly Performance Reports (Performance Form A and B) and bank statements from some implementing agencies.
- Consultations and key informant interviews with project managers in implementing agencies both at the Central and Local Government level.
- Field visits to project areas for primary data collection, observation and photography.
- Call-backs in some cases to triangulate information

### **2.4 Data Analysis**

The data was analysed using both qualitative and quantitative approaches. Comparative analysis was done using the relative importance of the outputs and the overall weighted scores.

Relative importance (weight) of an output monitored was based on the amount of budget attached to it; thus the higher the budget the higher the contribution of the output to the sector performance. This was derived from the approved annual budget of each output divided by total annual budget of all outputs of a particular programme/project. The weight of the output and percentage achievement for each output were multiplied to derive the weighted physical performance. The overall programme/project performance is a summation of all weighted scores for its outputs. On the other hand, the overall sector performance is an average of

individual programme performances that make up the sector. The performance was rated on the basis of the criterion in Table 2.1

**Table 2.1: Assessment guide to measure performance of projects monitored in FY2018/19**

Score	Comment
90% and above	<b>Very Good</b> (Most of the set targets achieved and funds absorbed)
70%-89%	<b>Good</b> (Some core set targets achieved and funds absorbed to 70%-89%)
50%- 69%	<b>Fair</b> (Few targets achieved and funds absorption is 50%-69%)
Less than 50%	<b>Poor (No targets achieved and or funds absorption is less than 50%)</b>

## 2.5 Limitations of the report

The preparation of this report was constrained by a number of factors namely:

- Some project implementers did not have up-to-date information on donor releases, so information as reported in the progress reports for such projects was relied upon.
- A number of beneficiaries had little information on scope of works, project costs, contract periods particularly on projects contracted and implemented by the MoES. Many head teachers did not share information with their deputies/staff regarding the on-going civil works in schools. In such cases, the team interacted with the clerks of works, foremen/site engineers at the various sites and also endeavored to talk to heads of institutions and project coordinators at the centre to corroborate information received.

## CHAPTER 3: SECTOR PERFORMANCE

### 3.1 Overall Sector Performance

The overall sector performance in terms of output delivery was good (79.4%). Most of the half year targets for the recurrent sub-programmes were achieved, while capital development registered low performance mainly due to delayed project start, delayed initiation of procurement process and inadequate funding for the interventions.

Good performance was noted for a number of programmes/projects in the sector and these are; Curriculum and Instructional Materials Development, Orientation and Research (NCDC), Delivery of Tertiary Education (Universities,) and the Schools Facilities Grant (Local Governments).

#### Sector Financial Performance

The Education and Sports sector GoU budget for FY 2018/19 inclusive of external financing, taxes, arrears and gratuity, is Ug shs 3,122.49bn, of which Ug shs 1,609.19bn (52%) was released and Ug shs 1,451.85bn (47%) expended by 31<sup>st</sup> December 2018. In terms of absorption, 90.2% of the releases were spent by half year as indicated in the table 3.1.

**Table 3.1: Semi-Annual Financial Performance for Education and Sports Sector FY 2018/19**

Vote	Institution	Budget (bn)	Released (bn)	Spent (bn)	Budget Released (%)	Budget Spent (%)	Releases Spent (%)
13	MoES	609.378	369.396	265.006	60.6	43.5	71.7
111	Busitema University	38.567	20.653	16.456	53.6	42.7	79.7
127	Muni University	15.735	7.505	5.184	47.7	32.9	69.1
128	UNEB	115.482	71.732	70.958	62.1	61.4	98.9
132	ESC	8.335	5.129	3.369	61.5	40.4	65.7
136	Makerere University	282.268	139.152	125.841	49.3	44.6	90.4
137	Mbarara University	48.014	23.269	20.832	48.5	43.4	89.5
138	MUBS	84.041	43.431	41.63	51.7	49.5	95.9
139	Kyambogo University	141.66	71.389	59.674	50.4	42.1	83.6
140	UMI	37.407	13.031	13.031	34.8	34.8	100
149	Gulu University	44.016	8.2	6.312	18.6	14.3	77
301	Lira University	17.648	10.442	6.53	59.2	37	62.5

Vote	Institution	Budget (bn)	Released (bn)	Spent (bn)	Budget Released (%)	Budget Spent (%)	Releases Spent (%)
303	NCDC	7.434	4.203	3.636	56.5	48.9	86.5
307	Kabale University	22.334	15.83	10.384	70.9	46.5	65.6
308	Soroti University	12.927	6.683	3.864	51.7	29.9	57.8
501-580	Local Governments	1637.25	799.14	799.14	48.8	48.8	100
<b>Total</b>		<b>3,122.49</b>	<b>1,609.19</b>	<b>1,451.85</b>	<b>51.5</b>	<b>46.5</b>	<b>90.2</b>

*Source: Author's compilation, IFMS*

### 3.2 Ministry of Education and Sports (Vote 013)

The approved budget for Vote FY 2018/19 is Ug shs 609.378bn, of which Ug shs 369.39bn (61%) was released and Ug shs 265.006bn (71%) spent by 31<sup>st</sup> December 2018. In addition, the sector received a supplementary budget totaling to Ug shs 14,936,457,102. Whereas releases from the MFPED to the votes were generally timely, the pace of disbursements from MoES to the spending programmes/departments was slow.

The vote has nine programmes which are; 0701- Pre-Primary and Primary Education, 0702- Secondary Education, 0704-Higher Education, 0705-Skills Development, 0706 Quality and Standards, 0707-Physical Education and Sports, 0711-Guidance and Counselling and 0749: Policy, Planning and Support Services. Six of the nine programmes were monitored to assess the level of performance and findings are detailed hereafter.

#### 3.2.1 Pre-primary and Primary Education Programme

The programme objective is to provide policy direction and support supervision to Education Managers in provision of quality Pre-primary and Primary Education as well as increase learning achievement. The programme has three sub-programmes of; Basic Education, Uganda Teacher and School Effectiveness Project (UTSEP), and Emergency Construction of Primary Schools Phase II, which contribute to the programme outcome of increased access to primary education. The three sub-programmes were assessed to establish level of performance and below are the findings;

##### a) Basic Education Sub-Programme

The sub-programme objectives are to; (i) formulate appropriate policies and guidelines, and provide technical advice in relation to primary sub-sector, (ii) strengthen the capacities of Districts and Education Managers to improve equitable access to primary education to all school age going children, (iii) provide support supervision to education managers to ensure provision of quality primary education as well as increase learning achievement in Literacy and Numeracy, and (iv) assist districts to improve the completion rate in primary education.

The budget for FY 2018/19 is Ug shs 21,011,372,702, of which Ug shs 10,981,049,891 (52.2%) was released and Ug shs 6,390,736,956 (58.1%) expended by 31<sup>st</sup> December 2018.

## **Performance**

Policies, laws, guidelines, plans and strategies were implemented. For instance; office operational costs were covered, staff salaries, lunch, kilometrage and allowances were paid and the operations of Karamoja School Feeding Programme were facilitated. Similarly, instructional materials for primary schools were procured and delivered to schools; specifically, 220,296 copies of Social Studies textbooks and the 24,218 copies accompanying teachers' guides to government primary schools were procured.

Furthermore, 460,000 copies of P3 and P4 Pupils Reading Books in English and 27 local languages; 288,000 copies of P4 Instructional Materials (IMs) in four core subjects Science, SST, CRE, IRE, CAPE and CAPE 2 plus IMs were procured. Additionally, advance payment of 20% was made to Fountain Publishers to supply and deliver 530,358 reading books for P.3 and P.4 in English and local languages of Leb Acoli, Leb Lango, Lugbarati, Ng'akarimojong, Lhukonzo, Lusoga, Lusamia, Leb Thur, Kupsapiiny, Lubwisi, Dhu Alur, Kumam, Lumasaba, Rufumbira, Aringati, Lugungu, Luluuli, Pokot, Kakwa and Lugwere.

The ministry re-verified the supply and delivery of P.4 Integrated Science textbooks to government schools by St. Bernard Publishers Ltd in Ntungamo District. It was however reported that book storage facilities (bookshelves) for selected 1,310 Government-aided schools were not procured due to inadequate funds; 35,643 copies of P.3 and P.4 curricular were not printed, and assorted small office equipment was still under procurement.

Monitoring and supervision of primary schools was conducted and funds were transferred to the teachers' SACCO. *Summary performance is presented in table 3.2.*

### **b) Uganda Teacher and School Effectiveness (1296) Sub-programme**

The project start date was 1<sup>st</sup> July 2014 and its expected end date is 30<sup>th</sup> June 2019. The overall project objective is to support the Government in improving teacher and school effectiveness in the public primary education system. The project aims at improving education service delivery at teacher, school and system level to realize meaningful gains in pupil achievement in primary grades.

The approved budget FY 2018/19 is Ug shs 48,578,523,508,000, of which Ug shs 1,316,423,508,000 is GoU contribution. Of the GoU contribution, a total of Ug shs 687,004,721,000 (52%) was released and Ug shs 530,461,812,000 (77%) expended by 31<sup>st</sup> December 2018.

## **Performance**

The sub-programme performed well, as a number of planned activities were implemented. Policies, laws, guidelines, plans and strategies were conducted. For instance, 320 beneficiary primary schools monitored and support supervised in quarter one, seven bookshelves were procured, office operational costs, electricity bills, salaries, NSSF and gratuity paid for 15 project staff were paid, advocacy and awareness activities of the project were carried out.

Similarly, monitoring and supervision of primary schools was carried out; five project vehicles were maintained, proficiency rates for literacy and numeracy for P.3 and P.6 were assessed under NAPE; and Literacy in English and Local Language were assessed for P.1-P.3 under EGRA.

Under classroom construction and rehabilitation, all the primary schools monitored were either completed or at final finishes (including veranda works, splash aprons, painting, floor screeds and glazing). For example; Bwetyaba UMEA P/S in Butambala District, Kawumulo



P/S and Lubumba P/S in Mubende District, Ddegya LC1 P/S, Kiterede P/S and Nakakabala P/S in Kyankwanzi District, and Kashanjure P/S, Ruhigana P/S and Rwanana P/S in Sheema District. Facilities at St. Joseph Bubinge P/S and Hiriga P/S in Butaleja District were complete and in use.

The needs assessment of instructional materials for primary schools was done in one out of the four regions. The procurement and distribution of hearing aids was deferred to Q3.



Completed classroom blocks at Bwetyaba UMEA P/S under UTSEP project in Butambala District

### Challenge

- i) The furniture for the initial batch of 54 schools had not been received by 31<sup>st</sup> December 2018. Secondly, procurement of furniture for the second batch of 84 schools was cancelled. Government of Uganda has to mobilize resources to buy furniture for these schools. *For summary performance refer to table 3.2.*

### Emergency Construction of Primary Schools Phase II

The project started on 1<sup>st</sup> July 2015 and is expected to end on 30<sup>th</sup> June 2020. The revised budget for FY 2018/19 is Ug shs 2,855,120,092, of which Ug shs 2,338,482,530 (82%) was released and Ug shs 576,075,035 (25%) expended by 30<sup>th</sup> December 2018. A re-allocation from the project was noted amounting to Ug shs 132,674,200.

### Performance

The sub-programme experienced poor performance. Under policies, laws and guidelines the project coordination unit was facilitated with stationary and imprest. However other activities such as monitoring and installation of lightening arrestors were not conducted due to delay in accessing funds.

Under government buildings and administrative infrastructure, all the 52 beneficiary schools that were rolled over from the previous financial year (2017/18) received the funds on their school accounts. However, districts had not concluded procurement of contractors and works had not yet started by December 2018. Some districts noted that the MoES delays to send guidelines.

Similarly, works had not yet started in the 12 schools planned for the FY 2018/19. All the schools were at different levels of procurement. The implementation of the installation of lightening arresters was delayed to Q3 and Q4. *For summary performance refer to table 3.2*

## Challenges

- i) Change of procurement modality: According to the PPDA Act, primary schools are not allowed to handle more than Ug shs 20 million procurement, therefore the procurement was reallocated to the district, while the money remained on the school's accounts and this caused delays.
- ii) Limited funding: the money allocated to this sub-programme is too little to cater for the growing demands. Last FY they were only able to address 52 schools, while this FY the ministry planned to handle only 12.

**Table 3.2: Performance of the Pre-Primary and Primary Education Programme by 31<sup>th</sup> December 2018**

Sub programme	Output	Annual Budget ( Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Basic Education	Policies, laws, guidelines, plans and strategies	1.237	0.597	17.00	6.00	3.59	40 primary schools monitored and support supervised in Q1, but this activity was not done in Q2 due to delayed release of funds. Inadequate funds also prevented monitoring of the Early Childhood Development (ECD) centers and some of the activities of the HIV Unit.
	Instructional Materials for Primary Schools	14.858	7.415	12.00	5.08	50.05	Advance payment of 20% was made to Fountain Publishers to supply and deliver 530,358 reading books for P.3 and P.4 in English and local languages.
	Monitoring and Supervision of Primary Schools	0.366	0.171	3.00	1.00	1.03	Sensitization meetings with the community were held. Government primary schools were monitored and support supervised in Q1.
	Primary Teacher Development (PTC's)	4.550	2.798	2.00	1.00	14.69	Teachers SACCO funds were remitted to the Apex SACCO. Support supervised and monitored recruitment of primary school teachers in 26 LGs.

Sub programme	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Uganda Teacher and School Effectiveness Project	Policies, laws, guidelines, plans and strategies	0.953	0.510	6.00	3.00	3.53	The draft ECD policy was being refined and the evaluation report was expected to be completed in January 2019.
	Monitoring and Supervision of Primary Schools	0.174	0.096	6.00	2.00	0.42	Only two of the four project disbursement linked indicators were produced. 2 verification reports by PWC and UPIMAC were submitted. One inspection report for 250 schools was submitted. Proficiency rates for numeracy and literacy for P3 to P6 were assessed.
	Classroom construction and rehabilitation (Primary)	0.189	0.081	3.00	1.00	0.58	41 out of the 84 planned schools were ready for commissioning, the remaining 30 were not yet completed but were at either at finishing level or completed, and 13 had slightly delayed but were expected to be completed in Q3.
Emergency construction of Primary Schools	Policies, laws, guidelines, plans and strategies	0.024	0.014	6.00	1.00	0.03	Only 4 field monitoring visits conducted due to a delay in access to Q2 Funds. Installation of lightening arrestors was not conducted although the, contract was signed in November 2018.
	Government Buildings and Administrative Infrastructure	2.061	1.895	1.00	0.00	0.00	All schools had funds on their accounts but construction had not yet started because districts had not procured contractors.
	Purchase of Specialised Machinery and Equipment	0.770	0.430	1.00	0.00	0.00	No works done. Implementation of this activity postponed to Q3 and Q4.

Sub programme	Output	Annual Budget ( Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Programme Performance ( Outputs)					73.94	Good performance

*Source: Author's compilation and IFMS*

## Overall Conclusion

The good performance under this programme was a result of the recurrent, basic education and the UTSEP sub-programmes. On the other hand, the Emergency sub-programme underperformed as no civil works had started. Funds were still on school accounts as districts had not concluded procurement processes by 31<sup>st</sup> December 2018.

## Recommendations

- i) The MoES should send guidelines to districts, ensure that districts procure contractors for the beneficiary schools and civil works are undertaken in time.

### 3.2.2 Secondary Education Programme

The programme objective is to promote the advancement of quality, appropriate, accessible, and affordable Secondary Education and the expected outcome is increased access to secondary education. There are two sub-programmes which are; 03-Secondary Education and 14-Private Schools both of which were monitored to assess level of implementation and below are the findings;

#### a) Secondary Education Sub-Programme

The sub-programme objectives are to: formulate appropriate policies, plans, guidelines and give technical advice to the education sector on issues to do with secondary education; increase access and equity of secondary education; and improve quality of secondary education provision. The approved budget for FY 2018/19 is Ug shs 4bn, of which Ug shs 2.3bn (57%) was released, and Ug shs 1.08bn (47%) expended by 31<sup>st</sup> December 2018.

## Performance

Good performance was noted as a number of planned activities were being implemented. The balance of the teachers' guides and text books for Mathematics and Physics from FY 2017/18 were procured, the developed teaching references (for Biology, Chemistry, Physics and Mathematics) for the 20 seed schools and Secondary Science and Mathematics (SESEMAT) centers were printed at a cost of Ug shs 95m. Advertisement for procurement of UPOLET textbooks was made.

In addition, music, dance and drama activities were facilitated and held at St. Catherine S.S. in Lira in QI. A total of 3,121 students from Uganda and Kenya from 61 secondary schools

attended. (Out of those 2,164 students from 41 secondary schools were from Uganda). A total of Ug Shs 291m was used and there was a deficit of Ug shs 74m.

Kilometrage and lunch allowances were paid but were above what was released. Some science teachers were paid a 20% increment pronounced by H.E the President, which was later rejected by Parliament and the Equal Opportunities Commission, and these funds were to be recovered from the teachers.

However due to inadequate funds, some activities were not implemented and these include; training of the Boards of Governors and regional trainers and the National Science workshops. Table 1.4 presents the summary of performance

### b) Private Schools Department

The Department's objectives are to; i) enhance public private partnership in the provision of secondary education to all Ugandans, ii) formulate appropriate policy guidelines and give technical advice to the education sector on issues to do with private secondary education, and iii) improve the quality of private secondary education provision.

The approved budget for FY 2018/19 is Ug shs 0.64bn, of which Ug shs 0.3bn (46%) was released and Ug shs 0.15bn (51%) expended.

### Performance

The sub-programme performance was poor. Much as the MFPED released 45% of the sub-programme budget to MoES, the department only received 20% of their budget which affected the implementation of the planned activities. It was reported that the departmental funds were diverted by the ministry to pay allowances. *Table 3.3 presents the summary of performance.*

**Table 3.3: Performance of Secondary Education Programme by 31<sup>th</sup> December, 2018**

Sub prog./Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target	Cum. Achieved Quantity	Physical Performance Score	Remark
Secondary Education. Sub programme	Policies, laws, guidelines, plans and strategies	3.541	2.082	15.00	5.00	43.23	The teachers' guides and text books for Mathematics and Physics from FY 2017/18 were procured.
	Monitoring and supervision of secondary schools	0.223	0.100	3.00	0.50	1.77	One officer, was facilitated to travel to Arusha with two students, and the Commissioner's vehicle was serviced. Sub-monitoring of the lesson study

Sub prog./Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target	Cum. Achieved Quantity	Physical Performance Score	Remark
							assessment was not done.
	Training of secondary school teachers	0.200	0.105	4.00	1.00	2.05	The regional trainer's interviews were not conducted.
	USE Tuition Support	0.040	0.010	1.00	0.10	0.35	The national assessment of the EAC essay writing competitions for 258 students was underway.
Private Schools	Policies, laws, guidelines, plans and strategies	0.335	0.159	8.00	3.00	5.71	Staff salaries were paid and office equipment repaired. However a number of planned activities were not implemented due to inadequate funds.
	Monitoring USE Placements in Private Schools	0.306	0.138	6.00	0.00	0.00	Activity not done.
<b>Programme Performance (Outputs)</b>						<b>53.10</b>	<b>Fair performance</b>

*Source: Author's Compilation, IFMS*

### Challenge

- The responsible officer for the department does not have rights on the IFMS systems to initiate payments of departmental activities. As a result, the department did not access departmental funds for Q1 and Q2 which affected achievement of their planned targets. This leads to late payments to requisitions and sometimes diversions of departmental funds to pay for activities outside the department. A case in point was when the department funds for Q1 and Q2 were reportedly diverted to pay for staff allowances.

### Conclusion

The overall performance of the Secondary Education programme was fair. While the secondary education sub-programme had good performance, the private schools' department performed poorly.

## Recommendations

- i. The finance committee of the MoES should align all expenditures of the different sub-programmes according to the approved work plan.
- ii. All heads of departments/sub-programmes should have rights on the IFMS system to be able to initiate payments for their activities as per their work plan as advised by the Accountant General.

### 3.2.3 Higher Education Programme

The programme objective is to provide quality Higher Education and make it equitably accessible to all qualified Ugandans. The programme has four sub-programmes which are; i) Higher Education, ii) Development of Uganda Petroleum Institute Kigumba (UPIK, project 1241), Support to Higher Education Science and Technology (HEST, project 1273) and African Centers of Excellence II (1491). Three sub-programmes were assessed to establish the level of performance and below is the detailed progress.

#### a) Higher Education Sub-programme

The sub-programme's objectives are to: i) provide policy formulation, guidance and evaluation in Higher Education; ii) facilitate and promote regional and international corporations in higher education; iii) carry out activities associated with admissions to other tertiary institutions; iv) solicit for and administer scholarships through Central Scholarship Committee; v) monitoring and supervision activities of tertiary institutions; and accreditations of tertiary institutions and their programmes by the NCHE.

The approved budget for FY 2018/19 is Ug shs 49.39bn of which Ug shs 27.17bn (55%) was released and Ug shs 19.73bn (73%) expended by 31<sup>st</sup> December 2018.

## Performance

The departmental projects (UPIK, JKST) were monitored. Good performance was noted under the sub-programme, with a number of planned activities being implemented. Staff salaries, lunch and transport allowance for 16 officers was paid, assorted stationery and tonners was procured, graduation and other official ceremonies were attended at universities and other tertiary institutions.

In addition, two airline tickets for students returning home were bought and operational costs and equipment for the HESFB was paid for. Funds to support recurrent activities at Uganda Petroleum Institute Kigumba, National Council of Higher Education operations, to the Joint Admissions Board as well as for students in the African Institute for Capacity Development. *Summary performance is in table 3.4.*

#### b) Development of Uganda Petroleum Institute Kigumba (UPIK, Project 1241)

The project's core objective is to provide basic infrastructure for UPIK to have the capacity and offer full menu of programmes in oil and gas. The expected outputs are; i) renovation of allocated buildings and ancillary utility infrastructure; equipping and furnishing of lecture rooms and dormitories; ii) development of physical infrastructure; acquisition of technical training machinery, equipment and accessories; iii) development of comprehensive

educational curriculum; formulation and implementation of Training of Trainer (ToT) programmes; and iv) development of an infrastructure development master plan. The project start date was 1<sup>st</sup> July 2015 and the expected completion date is 30<sup>th</sup> June 2020.

The approved budget for FY 2018/19 is Ug shs 9.40bn, of which Ug shs 7.52bn (80%) was released and Ug shs 5.87bn (78%) expended by 30<sup>th</sup> December 2018.

## Performance

Mixed performance was registered under this sub-programme. Some planned activities were ongoing, while others were not implemented. Three vehicles were purchased; procurement process was ongoing for the oil rig (bidding level) and civil works were ongoing for the male dormitory at 50% physical progress. The contract for civil works was awarded to M/s China Gyan at a sum of Ug shs 3.2 billion for 12 months starting August 2018. Works were on schedule. It was also noted that UPIK Council planned to add a third floor and structural tests were done to ensure that the foundations could support it.

On the other hand, construction of the female dormitory, two lecture halls, a library, information center and a health center had not started, however the procurement process for the contractor was at award level. It was noted that construction of the facilities was phased and construction would depend on availability of funds. *Summary performance is in table 3.4.*



**Civil works on the two storied male dormitory at 50% progress at UPIK**

### **c) African Centers of Excellence II (ACE) Sub-programme**

The project's core objective is to strengthen the selected ACEs to deliver quality post-graduate education and build collaborative research capacity in the regional priority areas of Industry, Agriculture, Health, Education and Applied Statistics. These priority areas were defined by the project's Regional Steering Committee after broad consultations in the region.

The four centers are part of the Eastern and Southern Africa Higher Education Centers of Excellence (ACE II) Project, an initiative of participating African governments and the World Bank. In total there are 24 Africa Centers of Excellence (ACEs) spread in the eight countries of Ethiopia, Kenya, Rwanda, Malawi, Mozambique, Tanzania, Uganda and Zambia. The total project cost is Ug shs 88.80bn. The project start date was 1<sup>st</sup> July 2017 with an expected completion date of 30<sup>th</sup> June 2020.



The sub-programme GoU revised budget for FY 2018/19 is Ug shs 0.085bn, of which Ug shs 0.047bn (55%) was released and Ug shs 0.016bn (34%) expended by 31<sup>st</sup> December 2018. A reallocation of Ug shs 7,374,820 from the original budget was noted. From the donor component, the first disbursement of USD 1 million was released between July – Sept 2017 to the four centers and since then no release has been made towards the project. Verification took a lot of time and hence the delay in release of funds.

### **Performance**

The sub-programme performance was poor as a number of activities were not implemented, 17 months after project start. While there was supposed be one verification every six months, there has only been one verification in 17 months. The verification targets were missed and the sub-programme is behind schedule.

Assorted stationery items, toners, one laptop, printer and scanner for the project secretariat were not yet procured though the procurement process had been initiated.

### **Challenges**

- i) The project implementing centres did not have funds and had not recruited students. Due to delays in release of funds, the centres are likely not to attract regional students.
- ii) Staff had not been recruited 17 months into project time.
- iii) This project is housed in different universities. The centre leaders are not getting facilitation and are therefore not sufficiently motivated to do the work required for this activity, such as the development of programmes, on top of their other work.
- iv) Long processes and authorizations particularly for the African Centres of Excellence project leading to delays in disbursements thus delayed implementation.

*The summary performance is in table 3.4.*

**Table 3.4: Performance of Higher Education Programme by 31<sup>st</sup> December, 2018**

Sub programme	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Policies, guidelines to universities and other tertiary institutions	0.539	0.252	7.00	4.60	0.92	Good performance was noted under this output, however the nine monitoring visits to Higher Education Institutions were not conducted and two computers for the higher education department were not yet procured.
	Support establishment of constituent colleges and Public Universities	12.266	6.999	4.00	2.00	18.26	Good performance was noted under this output. However, the taskforces for the establishment of a public university in Busoga and Mountains of the Moon were not supported as they had not yet been established.
	Support to Research Institutions in Public Universities	1.720	0.860	3.00	2.00	2.92	Top up allowances paid to students on scholarship abroad and two fact finding missions were conducted. The two research projects were not supported as they were still in preliminaries.
	Sponsorship Scheme and Staff Development for Masters and Phds	28.264	15.627	4.00	3.00	48.01	Good performance was noted under this output. However, four academic staff for PhD programs were not supported. The eligibility criteria was being worked on.

Sub program me	Output	Annual Budget ( Ug shs)	Cum. Receipt t (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Monitoring/supervision and Quality assurance for Tertiary Institutions (AICAD, NCHE, JAB)	3.396	1.592	5.00	4.00	5.77	Funds were disbursed to the African Institute for Capacity Development, the National Council of Higher Education and to the Joint Admissions Board.
	Operational Support for Public and Private Universities	3.203	1.841	3.00	1.50	4.73	Operational support to four private universities was provided (Bishop Stuart University, Nkumba University, Ndejje University and Kumi University). However, the white paper was not started as the committee was not yet appointed.
Development of Uganda Petroleum Institute Kigumba	Monitoring/supervision and Quality assurance for Tertiary Institutions (AICAD, NCHE, JAB)	2.000	1.600	1.00	0.00	0.00	Money was received but not yet transferred to National Council of Higher Education for construction of office accommodation.
	Purchase of Motor Vehicles and Other Transport Equipment	0.496	0.496	1.00	1.00	0.84	Three vehicles were purchased.
	Purchase of specialized Machinery & Equipment	3.400	3.400	1.00	0.50	2.89	The oil rig was under procurement.
	Construction and Rehabilitation of facilities	3.500	2.025	3.00	0.50	1.71	Construction of the male dormitory was ongoing and was at 50%, while the female dormitory was at procurement.

Sub programme	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
							The classroom block and computer lab will not be constructed this financial year due to insufficient funds.
1491 African Centers of Excellence II	Policies, guidelines to universities and other tertiary institutions	0.085	0.047	6.00	2.00	0.09	Support supervision of project activities was conducted. Procurement for the laptop and stationery was initiated.  One national steering committee meeting was held. Procurement of stationery was underway.
	<b>Programme Performance (Outputs)</b>					<b>86.14</b>	<b>Good performance</b>

*Source: Author's Compilation, IFMS*

## Conclusion

The overall good performance of the Higher Education Programme was largely on account of the higher education sub-programme which had the largest chunk of resources, and also achieved on most of the planned activities. However, implementation of the African Centers of Excellency sub-programme has delayed and is affecting the performance of the entire programme.

### 3.2.4 Skills Development Programme

The programme objective is to provide relevant knowledge and skills for purposes of academic progression and employment in the labour market which is in line with the programme outcome of improved access to Business Technical and Vocational Education Training. The programme has 11 sub-programmes<sup>2</sup> of which 8 were assessed to establish performance of the programme and below are the details.

---

<sup>2</sup>Business Technical Vocation Education and Training (BTVET) Sub-programme, National Health Service Training Colleges sub-programme, Departmental Training Institutions Sub-programme, Albertine Region Sustainable Development, Skills Development Project, John Kale Institute of Science and Technology(JKIST), Support to the Implementation of Skilling Uganda Strategy (BTC), The Technical Vocational Education and Training(TVET-LEAD) and OFID Funded Vocational Project Phase II.

### **a) Business Technical Vocation Education and Training (BTJET) Sub-Programme**

The programme's expected outputs are: skills development, empowered individuals, offer employable skills for self-sustenance and for the benefit of the economy both in the formal and informal sectors, improve the staffing levels in BTJET institutions and carry out construction renovation. The revised budget for FY 2018/19 is Ug shs 28.5bn, of which Ug shs 17.69bn (62%) was released and Ug shs 16.02bn (91%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Good performance was noted for the sub-programme as a number of planned outputs for the first half of the FY were achieved. A total of 22 BTJET institutions were monitored and support supervised. These are; UTC Kyema, Kiryandogo Technical institute, Kigumba Co-operative College, Nalwire TI, Iganga TI, Buhimba TI, Birembo, TI, Hoima School of Nursing and Midwifery, Nakawa VTI, Ntinda VTI and Kakika TI, Kabale School of Comprehensive Nursing, Arua School Comprehensive Nursing, UTC Lira, Gulu SOCO, Iganga TI, Tororo TI, Jinja Medical Lab. School, Masaka School of Comprehensive Nursing, and Mulago School of Comprehensive Nursing.

Occupational Assessment of 14,820 trainees under the BTJET Non-Formal Training Programme was conducted, assessed, marked and graded 26,960 trainees under the modular and full Uganda Vocational Qualifications Framework levels. Capitation grants, examination fees were paid for 400 students in both UTCs and UCCs and 2,778 students under non-formal skills training. *Summary of performance is indicated in table 3. 5.*

### **b) National Health Service Training Colleges Sub-Programme**

The programme is intended to provide craftsmen, technicians and other related skilled individuals to meet the demands of the industry, health, agriculture and commerce, as well as the teaching of vocational subjects and other related skills. The revised budget for FY 2018/19 is Ug shs 16.26bn, of which Ug shs 8.32bn (51%) was released, and Ug shs 8.322bn (100%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Registration of students was facilitated in the different National Health Service Training colleges during the first half of financial year. New examination centers and schools were approved.

A total of 13 health training institutions were licensed and these are: Evelyn School of Nursing, Science Institute of Technology, Bugema institute of Health Science, Kampala School of Science and Technology, Tropical Institute of Allied Health Science, Biomedical International Health Science, Hanna International Institute of Health Science, Jerusalem Institute of Health Sciences-Lira, Kampala Institute of Health Professions, Vine Paramedical School, St. Francis School of Health Sciences-Mukono, Koboko Institute of Health Science, and St. Elizabeth's IHP-Mukono. Under the sub-programme; verification of nursing and midwifery students in 89 institutions was done (i.e.12,237 students) of which 12,052 were qualified for training. *Summary of performance is indicated in table 3.5.*

### **c) Departmental Training Institutions Sub-Programme**

The programme is aimed at providing craftsmen, technicians and other related skilled individuals to meet the demands of industry, health, agriculture and commerce, as well as the teaching of vocational subjects and other related skills. The revised budget for FY 2018/19 is Ug shs 4.744bn, of which Ug shs 3.050bn (64%) was released and Ug shs 3.033bn (99%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Under the sub-programme, 90 trainees were trained in various CBET activities at Nakawa, Lugogo and Jinja VTI and 167 BTVET staff in Departmental Training Institutions. *Summary of performance is indicated in table 3.5.*

### **d) Development of BTVET Sub-Programme**

The project aims to upgrade the standard of technical education to create more access as well as to bring about a better balance between supply and demand for lower level technical manpower. The project started on 1<sup>st</sup> July 2015 and is expected to end on 30<sup>th</sup> June 2020. The revised budget for FY 2018/19 is Ug shs 10.451bn, of which Ug shs 6.811bn (65%) was released and Ug shs 3,808,888,753 (56%) spent by 31<sup>st</sup> December 2018.

#### **Performance**

Mixed performance was registered under the sub-programme. Ten skills trainers were trained in modern systems, 50% of the institutions received funds for procurement of tools and equipment (UTC Kichwamba, UTC Bushenyi, UTC Elgon and UCC Soroti). In UTC Kichwamba, tools were procured, while in Mbale C.P procurement process was ongoing.

Civil works had resumed at the stalled sites of UTC Bushenyi, Bukooli T/I, UCC Aduku, the hostel block at Arua School of Comprehensive Nursing was at 80%, and the dormitory block at Lake Katwe TI was estimated at 90%. On the other hand, Epel T.I did not receive funds, while works had just resumed in Bamunanika T.I. Works had not started at Prof. Dan Nabudere Institute and Kauliza Kasadha T.I despite receipt of funds. Under purchase of office and residential furniture and fittings, Hoima School of Nursing did not receive funds for procurement of furniture and equipment, and no new civil works commenced at the school although the MoES plan indicated as such. *Summary of performance is indicated in table 3.5.*



**Civil works on all structures at Bamunanika Technical Institute resumed after 2 years' stallment. Plastering was ongoing on a 2 classroom block and a workshop block**



**Left: Works on the administration block at UTC Bushenyi resumed after a 2 year stallment  
Right: Construction of a hostel block at Arua Comprehensive School of Nursing**

### **e) Albertine Region Sustainable Development Project (ARSDP)**

This is a multi-sectoral project that is to be implemented for a period of four years. It is designed to complement other initiatives that are ongoing in the Albertine region. The Project Development Objective to improve regional and local access to infrastructure, markets, services and skills development in the Albertine region. In line with the objective above, ARSDP has 3 components which include: (1) Regional access and connectivity (USD 95m); (2) Local Access, Planning and Development (USD 25m); (3) Skills Access and Upgrading (USD25m IDA & USD2m).

#### **Objectives of Skills Access and Upgrading: Component 3**

This component is designed to; (i) upgrade BTVET quality in Oil and Gas Sector, (ii) make it more in line with private sector demand and, (iii) provide greater access to BTVET to people

living in the Albertine region. The component is further sub-divided into two sub-components which include: - i) Improving institutions in the Albertine Region and establishing mechanism for the coordination for skill development; and, ii) Improving access to relevant skills training programs through provision of bursaries to people from the region.

The project started on 1<sup>st</sup> July 2014 and its expected completion date is 30<sup>th</sup> June 2019. Project disbursement by 30<sup>th</sup> November 2018 was US\$ 3,423,530(14%), and total expenditure was US\$ 1,599,788.93(47%).

### **Performance**

A number of planned activities for the FY had not started by 31<sup>st</sup> December 2018. Much as sensitization of stakeholders on skilling Uganda in the Albertine region and submission of the draft preliminary design for UPIK and UTC Kichwamba to MoES technical team were done, learners were not sponsored in oil and gas because the administration of the bursary had not yet commenced.

In addition, the staff training was not done as the new curriculum was not ready, the oil and gas skills council was not facilitated because the process of renewing the appointment of the second council was still in process and construction works had not started at UPIK and UTC Kichwamba. The project has delayed and is behind schedule. *Summary of performance is in table 3.5.*

#### **f) Skills Development Project**

This project aims to enhance the capacity of institutions to deliver high quality, demand-driven training programs in the agriculture (agro processing), construction and manufacturing sectors. It began on 1<sup>st</sup> July 2015 and has an end date of 30<sup>th</sup> June 2020.

It has the following expected outputs; (1) Upgraded and expanded infrastructure at Uganda Technical Colleges of Bushenyi, Elgon, Lira and Bukalasa Agriculture College, (2) Upgraded and expanded infrastructure at 12 public training institutes, (3) Internationally accredited institutions, curricula and lecturers/instructors at the four colleges and twelve institutes, (4) Functioning Sector Skills Councils established for agriculture, construction and manufacturing.

The project cost is US\$ 100,000,000 and by 30<sup>th</sup> November 2018, expenditure stood at 31% (US\$ 1,789,358.52).

### **Performance**

Most of the planned activities had not started by 31<sup>st</sup> December 2018. Procurement process was underway for assorted small equipment, training was not carried out because the new curriculum was being developed and construction work had not commenced for the five centers of excellence (UPIK Kigumba, Bukalasa Agricultural College, UTC Elgon, Lira, and Bushenyi UTC). The project has delayed and is behind schedule. *Summarized performance is indicated in table 3.5.*

### **Implementation Challenge**

i) Delayed project implementation as a result of unsynchronized approval system between Government of Uganda and the World Bank. USDP was designed as a 5-year project, the World Bank approved the Credit on 22<sup>nd</sup> April 2015 but the Financing Agreement was only signed on 24<sup>th</sup> June 2016 (14 months later).

In addition, while the planned effective date was 7<sup>th</sup> August 2015, actual effectiveness was only attained on 28<sup>th</sup> October 2016 (another 14 months from the expected effectiveness date).



Despite this, the closing date has remained the same (August 2020) and this has left the project with an actual implementation period of 3 years and 10 months.

#### **g) John Kale Institute of Science and Technology (JKIST)**

The John Kale Institute of Science and Technology (JKIST) is being established as a special public institution of higher education in Uganda but also as one in a network of Pan-African Institutes of Science and Technology located across the continent. It started on 1<sup>st</sup> July 2015 and is expected to end on 30<sup>th</sup> June 2019. The expected outputs are: Construction of Hotel, Tourism Department, Forensic and Marine Science Block, teaching staff accommodation, students accommodation, main dining hall and fencing.

The revised budget for FY 2018/19 is Ug shs 1.705bn, of which Ug shs 0.868bn (51%) was released and Ug shs 0.158bn (18%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Performance was poor at half year. Under the sub-programme, salaries and gratuity were paid, one steering committee meeting held, and the procurement of the contractor for fencing was before the Solicitor General for clearance.

Civil works delayed due to compensation issues. The land that was given by Kisoro Local Government was still encumbered and by end of Q2; the Government valuer had finalized with the compensation figure and process of compensation was ongoing. The project has delayed and is behind schedule. *Summary of Performance is indicated in table 3.5.*

#### **h) Support to the Implementation of Skilling Uganda Strategy (BTC)**

The project has the key objective of increasing the employability of youth through better quality of instruction and learning in skills development. It started on 1<sup>st</sup> July 2015 and has an expected end date of 30<sup>th</sup> June 2020. The project will support the implementation of some key-reforms of the national BTVET strategy, both on a national/central level, and on the local level, in four districts in Western Uganda.

The revised GoU budget FY 2018/19 is Ug shs 543,584,000, of which Ug shs 364,221,200 (67%) was released and Ug shs 195,746,400 (54%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Good performance was noted under the sub-programme as most of the planned outputs for the financial year were being implemented. Technical and financial support was provided to BTVET – MoES to participate in the National Vocational Skills competitions, and World Skills Africa competition, two pedagogy training workshops (Module 6 - instructional leadership) for the 51 target instructors from the 5 VTIs were conducted and the SDF Manual was re-aligned to the Enabel grant agreement guidelines.

The civil works at the UTC Kyema (Masindi), Kasese Youth Polytechnic (Kasese), St. Josephs Virika VTI (Fort portal), St. Simon Peter VTI and Millennium Business School (Hoima) had commenced and overall physical progress was at 38%. Two institutions were however behind schedule that is; St. Joseph Virika-Fortportal and Kasese Youth Polytechnic.

At St. Joseph Virika VTI works on all structures were at dump proof level (DPC). By December 2018 progress was at 15.42% far behind schedule.



**Construction of an MV workshop and a 2 classroom block at St. Joseph Virika VTI at DPL level as at January 2019**



**Left: Construction of BCP at sub-structural level and an Electrical Installation and Renewable Energy Workshop at ring-bim at Kasese Youth Polytechnic as at January 2019**

**Table 3.5: Performance of the Skills Development Programme by 31<sup>st</sup> December 2018**

Sub-prog	Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
BTVET	Policies, laws, plans and strategies:	4,598,335,118	3,040,073,436	100	45	2.46	Facilitated the Education and Sports Sector Review workshop. Paid salaries to staff at headquarter UCCs and UTCs.
	Monitoring and Supervision of	197,214,516	125,085,532	100	35	0.09	Monitored and support supervised

Sub-prog	Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	BTVET institutions:						22 out of the planned 34 BTVET institutions.
	Assessment and Profiling of Industrial Skills (DIT, Industrial Training Council)	3,550,714,000	1,900,357,000	100	40	2.09	Conducted occupational assessment of 14,820 trainees under the BTVET Non-Formal Training Programme.
	Operational Support to government technical colleges	20,191,662,715	12,627,261,011	100	40	10.16	Paid capitation grants, examination fees for 400 students in both UTCs and UCCs and 2,778 students under non-formal skills training.
NHSTC	Policies, laws, guidelines, Plans and Strategies	25,309,405	11,389,327	100	40	0.02	Registration of students facilitated. New examination centers and schools were approved.
	Assessment and Technical Support for Health Workers and College.	16,244,184,210	8,311,642,000	100	40	9.99	Carried out verification of nursing and midwifery students in 89 institutions (i.e.12,237 students) out of which 12,052 were qualified for training.
11: Departmental Training Institutions	Policies, laws, guidelines, plans and strategies:	671,941,799	334,775,386	100	40	0.42	Paid salaries for 167 BTVET staff in Department Training institutions.
	Operational support to UPPET BTVET Institutions:	4,073,000,000	2,715,333,334	100	40	1.92	Conducted training for 90 trainees in various CBET activities at Nakawa, Lugogo and Jinja VTI.
0942: Development	Training and Capacity Building of	34,300,000	17,664,500	100	25	0.01	Trained 10 skills trainers in modern

Sub-prog	Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
of BTVET	BTVET Institutions:						systems.
	Purchase of specialized machinery and equipment.	688,000,000	384,400,000	100.00	25.00	0.24	50% of the institutions received funds for procurement of tools and equipment.
	Purchase of Office and Residential Furniture and Fittings	80,000,000	44,000,000	100.00	0.00	0.00	Hoima School of Nursing did not receive funds for furniture.
	Construction and rehabilitation of learning facilities (BTVET )	8,086,999,999	4,952,700,000	100.00	30.00	3.12	Works resumed at the stalled sites of UTC Bushenyi, Bukooli T/I and UCC Aduku.
	Construction and rehabilitation of Accommodation facilities (BTVET)	1,562,480,000	1,412,496,000	100.00	35.00	0.48	The hostel block at Arua School of Comprehensive Nursing was 80% and the dormitory block at L.Katwe T.I was estimated at 90%.
1310: Albertine Region Sustainable Development	Policies, laws, guidelines, plans and strategies	2,808,281,920	1,204,959,916	100	25	1.29	Sensitization of stakeholders on Skilling Uganda carried out in the Albertine region.
	Training and Capacity Building of BTVET Institutions.	1,800,000,000	460,000,000	100	0	0.00	Training of staff was not done as the new curriculum was not yet ready.
	Monitoring and Supervision of BTVET Institutions	750,000,000	291,650,217	100	0	0	No monitoring activity was undertaken.
	Operational support to UPPET BTVET Institutions:	130,000,000	71,500,000	100	25	0.05	The process of renewing the appointment of the Oil and Gas Skills Council ongoing.
	Purchase of Motor Vehicles and Other Transport	162,000,000	56,700,000	100	0	0	Inadequate funds released.

Sub-prog	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Equipment						
	Construction and rehabilitation of learning facilities (BTEVET)	19,070,000,000	7,764,412,723	100	10	3.69	Draft preliminary design for UPIK and UTC Kichwamba submitted for review by the MoES technical team. Construction work had not yet commenced.
1338: Skills Development	Policies, laws, guidelines, plans and strategies:	1,037,014,629	591,702,816	100	10	0.14	The procurement processes were still underway.
	Operational Support to UPPET BTVET Institutions	270,000,000	55,000,000	100	25	0.21	The process of renewing appointment of the 2nd council was ongoing.
	Construction and rehabilitation of learning facilities (BTVET)	38,784,108,000	16,211,561,875	100	0	0	No construction works had commenced at the five centers of excellence (UPIK Kigumba, Bukalasa Agric College, UTC Elgon, Lira, and Bushenyi UTC).
1368: John Kale Institute of Science and Technology (JKIST)	Policies, laws, guidelines, plans and strategies:	300,669,893	178,885,500	100	50	0.20	Salaries and gratuity was paid. One project steering committee meeting held.
	Purchase of Motor Vehicles and Other Transport Equipment	495,600,000	275,580,000	100	0	0	The three motor vehicles were not procured due to inadequate funds.
	Construction and rehabilitation of learning facilities (BTVET)	909,678,300	416,955,600	100	10	0.16	Construction did not start. The procurement of the contractor for fencing was before Solicitor General for clearance.
1378: Support to the	Policies, laws, guidelines, plans	298,584,	164,221	100	40	0.17	Provided technical and financial

Sub-prog	Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
implementation of Skilling Uganda Strategy (BTC)	and strategies	000	,200				support to BTVET – MoES to participate in the National Vocational Skills competitions and World Skills Africa competition.
	Training and Capacity Building of BTVET Institutions Continuous training with Abilonino /Nakawa VTI established						Conducted two pedagogy training workshops (Module 6 instructional leadership) for the 51 target instructors from the 5 VTIs. Externally financed output with a planned expenditure of EUR 10,000 and actual by Q2 was EUR 23,288.
	Monitoring and Supervision of BTVET Institutions						The SDF Manual was re-aligned to the Enabel grant agreement guidelines. Approved by the Steering Committee
	Construction and rehabilitation of learning facilities (BTEVET):	45,000,000	200,000,000	100	45	0.11	Over all progress of civil works across the five institutions was 38%. Two institutions were behind schedule that is; St. Joseph Vinka-Fortportal and Kasese Youth Polytechnic.
<b>Programme Performance ( Outputs)</b>						<b>37.02</b>	<b>Poor performance</b>

*Source: Field findings and IFMS*

### **Key Implementation Challenges**

- i) Delayed implementation especially for the donor funded projects under the programme.
- ii) Long procurement processes affected some key outputs under the donor funded projects. For instance, Capacity Needs Analysis/Occupational Standards under component 1 of the

Skills Development Project required 6-8 months to procure appropriate consultancy companies.

### **Conclusion**

The overall performance of the Skills Development Programme was poor at 37.02%. Out of the eight monitored sub-programmes, only five had good performance. Poor performance was registered under the JKIST Project, Albertine Region Sustainable Development Project and Skills Development Project where a number of planned half year targets were not achieved.

### **Recommendations**

- i) The MoES should expedite implementation of the three sub-programmes that have delayed.
- ii) The MoES Procurement Unit should endeavor to initiate procurement processes early.
- iii) For future projects, the MoES should ensure that all the necessary preparatory requirements are fulfilled before a project becomes effective.

### **3.2.5 Quality and Standards Programme**

The programme objective is to ensure enhanced efficiency and effectiveness of education and sports service delivery at all levels. There are six sub-programmes which include; Teacher Education, Education Standards Agency, Relocation of Shimon PTC, Development of PTCs phase II, Improvement of Muni and Kaliro National Teachers' Colleges, and Improvement of Secondary Teachers Education- Kabale and Mubende NTCs. Of these five were monitored to assess level of achievement and below are the findings.

#### **a) Teacher Education Sub-programme (04)**

The objectives are to: i) Support the improvement of quality and relevance of teacher/instructor/tutor education curricula and programmes for pre-service, in-service and continuing professional development, ii) Enhance teacher/instructor/tutor education institutional planning, management, service and governance, iii) Ensure increased and equitable access to teacher/ instructor/tutor education programmes, iv) Improve quality of education and standards in schools and institutions through inspection, support supervision and monitoring, assessment and certification, and v) Initiate new syllabuses and revise existing ones, carry out curriculum reform, research, testing and evaluation, bring up to date and improve syllabuses for school and college courses.

The approved budget for FY 2018/19 is Ug shs 10.149bn, of which Ug shs 5.822 bn (57%) was released and Ug shs 4.648bn (79.83%) expended by 31<sup>st</sup> December 2018.

### **Performance**

Good performance was noted under the sub-programme with a number of planned outputs being implemented. Capitation grants, teaching practice, exams and living out allowances were disbursed for 3,751 NTC students in 5 NTCs; 200 students in Abiloino NIC; 120 students at Health Tutors College, Mulago; and students at Nakawa and Jinja VTIs. Industrial training was paid for 200 students at Abiloino NIC and disbursed subvention grants to Mulago Health Tutors College.

In addition; 50 visits were made to TIET institutions, lunch and kilometrage allowances were paid for 18 TIET staff members, however textbooks were not delivered to TIET institutions due to inadequate funds. *Summary of performance is in table 3.6.*

### **b) Education Standards Agency Sub-Programme**

The program's objectives are: i) to provide a systematic and coherent inspection and quality assurance service, ii) to strengthen inspection, effectiveness and efficiency by working through partnership with foundation bodies, NGOs and CSOs, iii) to support Education Managers by developing professional effectiveness and iv) to strengthen inspection in schools by holding school managers accountable.

The expected outputs are: i) scaling up inspection from 1,900 secondary schools to 2,600 secondary schools and 500 BTVET to 600 institutions, 20 PTCs to 45 PTCs, ii) Capacity building and training for both Local Government and Central Government Inspectors, iii) Develop and review, disseminate guidelines for DEOs and Inspectors of all schools to all LGs iv) to use systematic approaches to inspection by carrying out Monitoring of Learning Achievement, and v) to empower foundation bodies and other education partners by equipping them with skills to effectively monitor schools.

The approved budget for FY 2018/19 is Ug shs 3.686bn, of which Ug shs 1.838bn (49.8%) was released and Ug shs 1.212 bn (65.9%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Good performance was note under this sub-programme. A total of 600 (out of 650 planned) secondary schools were inspected in Bunyoro, Lango and Acholi and the focus was on curriculum coverage and use; and availability of facilities in the regions.

Trained 100 head teachers and deputies, 100 SMCs and 10 District Inspectors on the Teachers Effectiveness and Learner Achievement System (TeLA). Staff capacity was enhanced through capacity building programs; a staff went to Korea for benchmarking and another to Rwanda for capacity building.

Monitoring of LG activities was ongoing to support education activities and the DES regional offices were monitored, however the targets set for Q2 were missed due to delay in accessing funds. Time on task was measured concurrently with inspection. *Summary of performance is indicated in table 3.6.*

#### **Implementation Challenges**

**i) Delayed receipt of funds** for inspection h affected scheduling of visits to institutions. Although the indicative figures were got early, the actual release of funds delayed.

**ii) High costs of vehicle maintenance**, it was noted the available cars were over eight years old and costs for maintaining them were very high.

### **c) Development of Primary Teachers' Colleges Phase II Sub-Programme**

This sub-programme aims at (i) rehabilitating the physical infrastructure in five recently upgraded PTCs to core status; and 22 non-core PTCs as well as (ii) providing equipment, furniture and instructional materials to improve the quality of training. The project started on 1<sup>st</sup> July 2017 and has an expected end date of 30<sup>th</sup> June 2019.



The expected outputs are; i) rehabilitation of: classrooms, science laboratories, administration blocks, tutors, houses, libraries and multi-purpose halls, ii) Provision of furniture for classrooms, laboratories and staff rooms, and (iii) Provision instructional materials for all subjects.

The approved budget for FY 2018/19 is Ug shs 6.909bn, of which Ug shs 5.867bn (84.9%) was released and Ug shs 4.586bn (78.1%) was expended by 31<sup>st</sup> December 2018.

## Performance

Good performance was noted with overall progress of civil works averaging at 70% across the Primary Teachers' Colleges of Jinja, Kitgum, Erepi, Kabwangasi, Bikungu and Ngora. In Jinja PTC, the contract for civil works was awarded to M/s Newton Technical Services at a sum of Ug shs 800m for a period of 18 months. Cumulative disbursement from MoES was Ug shs 387,291,245, of which Ug shs 130,000,000 had been paid to the contractor and works were at roofing level for the administration block, a dormitory block and sanitation facilities.



**L-R: Construction of administration block at Jinja PTC in Jinja District at roofing stage;  
Construction of boys Dormitory at Kitgum Core PTC in Kitgum District at finishes level**

In Kitgum PTC, the contract for civil works was awarded to M/s Pioneer Company, and by the end of December 2018, the boys' dormitory had been roofed pending finishes work. The contractor had, however, not resumed work since the festive season.

At Erepi PTC, the contract for civil works was awarded to M/s Build Line Contractors Limited at a sum of Ug shs 748,901,470 and the cumulative release from MoES by Q2 FY 2018/19 was Ug shs 537,710,539. Physical progress was at 80%, the semi-detached house was roofed and plastered, and poles were being erected for the fence to cover 2.5km.

At Kabwangasi PTC, the contract for civil works was awarded to M/s BMK (U) Limited at a sum of Ug shs 730,812,028 for a period of 18 months effective July 2018. Works were 70% complete, the two classroom block, male dormitory block and sanitation facilities were at roofing level.

At Bikungu PTC, the overall progress was 85% for the administration block, dormitory block, two stance VIP latrine, six-bathroom block and a six stance VIP latrine block were roofed pending finishing works (internal and external plastering) and at Ngora PTC, the contract for civil works was awarded to M/s.Semaj Construction Associate at a sum of Ug shs 969,000,000 for a period of 18 months effective June 2018. The dormitory block and semi-detached tutor's house was plastered.



**Left: Construction of an administration block at finishes level, Right: Construction of a dormitory at finishes level at Bikungu PTC, Mutara sub-county in Mitooma District**

The project started on 1<sup>st</sup> July 2017 and has an expected end date of 30<sup>th</sup> June 2020. It has the core objective of increased access to quality post-primary education and training, as part of Universal Post-Primary Education and Training (UPPET) as well as improved teaching and practice-oriented learning facilities sustained by strengthened management. The project cost for Muni and Kaliro is EUR 7,500,000 each. The cumulative disbursement by 31<sup>st</sup> December 2019 was EUR 1,356,917(18% and EUR 1,369,717(18%) for Muni and Kaliro respectively.

### **Performance**

Performance of the sub-programme was good as a number of interventions were ahead of schedule. To improve the ICT management of the colleges; all the colleges were equipped with new ICT equipment (computers, printers and cameras), ICT managers' skills were strengthened via different trainings which included; computer hardware and maintenance and online training certified by the CISCO Academy.

Pedagogical approach to pre-and-in service teacher training were effectively applied at NTCs and in partner schools through two training modules; i) adult teaching and learning for NTC students and pedagogy for secondary school students.

Designs for renovation and new works in NTCs were completed and construction work started in November 2018. Overall physical progress was 19% and disbursement rate at the end of year 2018 was 18% for both Muni and Kaliro NTCs.

At Muni NTC, the contract for construction of accommodation facilities was awarded to M/s. Sumadhura Technologies and M/s Ambitious at a sum of EUR 1,987,495 and EUR 1,829,977 exc. VAT. The scope of works for Sumadhura Technologies is; construction of a new boys' dormitory, new girls' dormitory, four new service blocks, five toilet blocks, renovation of boys dormitory and girls dormitory, provision of a solar pump for existing borehole and external works.

For Ambitious Construction Co. Ltd, the scope of works includes; construction of a new staff house, new dispensary, new early childhood center, new toilets, renovation of 7 blocks of staff houses, electrical strengthening of science block, strengthening existing solar systems and external works. Civil works were ongoing for the different facilities, however, Ambitious Construction Co. Ltd had more workforce on ground compared to Sumadhura, and thus progress of their works were moving faster.

## e) Improvement of Secondary Teachers Education-Kabale and Mubende NTCs (Project 1458)

### Background

The project start date was 1<sup>st</sup> July 2015 and its expected completion date is 30<sup>th</sup> June 2019. The objectives are: i) to rehabilitate the physical infrastructure in 5 recently upgraded PTCs to core status; and 22 non-core PTCs, ii) to provide equipment, furniture and instructional materials to improve the quality of training. The project cost for Kabale and Mubende is EUR 8,000,000. The cumulative disbursement by 31<sup>st</sup> December 2018 was EUR 1,672,881 (21%).

### Performance

Good performance was noted for some project components. The Project Coordination Unit was facilitated, staffs were trained and ICT equipment was supplied (i.e. 27 desk tops, eight laptops, four cameras, three desk printers, as well as assorted accessories). A total of 206 NTC pedagogical staff were trained on how to use Time-on-Task tools to track attendance; 33 NTC pedagogical staff were trained on how to carry out Action Research, and 197 lecturers were trained in Andragogy.

Under Government Buildings and Administrative Infrastructure, the contracts for civil works for Kabale and Mubende NTCs were awarded in November 2018.

At Kabale NTC, the contract for civil works was awarded to M/s Excel Construction at a cost of 2,315 685.60 Euros (VAT inclusive). The scope of works includes; Administration block extension and renovation, new library/ resource center, Kitchen and dining renovation, renovation of the laboratory complex, lecture halls, construction of a Kindergarten and external works.

While works at Kabale NTC were ahead of schedule at 13%; at Mubende NTC, actual construction had not started although site clearance and demolition of buildings had been done by February 2019.



**L-R: Renovation of the lecture room complex at roofing stage; Construction of the Library/Resource Centre at Kabale NTC as at January 2019**

**Table 3.6: Performance of Quality and Standards Programme by 31<sup>st</sup> December 2018**

Sub programmes	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target (%)	Cum. Achieved Quantity (%)	Physical performance Score (%)	Remark
Teacher Education	Policies, laws, guidelines plans and strategies	5,488,584,263	2,751,660,243	100	40	20.36	50 visits were made to TIET institutions. Text books were however not delivered due to inadequate funds.
	Teacher Training in Multi-Disciplinary Areas	1,679,000,000	1,119,333,334	100	50	5.85	Disbursed capitation grants, teaching practice, exams and living out allowances.
	Training of Secondary Teachers and Instructors (NTCs)	2,981,510,000	1,987,673,334	100	50	10.40	Paid industrial training for 200 students at Abilonino NIC; disbursed subvention grants to Mulago Health Tutors College and capitation grants to 5 National Teachers Colleges.
Education Standards Agency	Policies, laws, guidelines, plans and strategies	3,686,495,680	1,838,769,148	100	35	12.03	Trained 100 head teachers and deputies, 100 SMCs and 10 District Inspectors on the Teachers Effectiveness and Learner Achievement System (TeLA).
Development of PTC's Phase II	Policies, laws, guidelines, plans and strategies	96,570,000	55,259,500	100	30	0.24	Held seven site at Jinja, Bikungu, Kitgum, Ibanda, Kabwangasi, Ngora and Erepi

Sub programmes	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target (%)	Cum. Achieved Quantity (%)	Physical performance Score (%)	Remark
							PTCs.
	Government Buildings and Administrative Infrastructure	5,645,800,000	4,868,180,000	100	35	10.65	Overall progress of civil works averaged at 70% across the PTCs of Jinja, Kitgum, Erepi, Bikungu, Kabwangasi and Ngora.
	Arrears	671,923,281	671,923,281	100	0	0.00	Arrears not paid.
	Purchase of Motor Vehicles and Other Transport Equipment Procurement of 3 vehicles for improved operations of the Ministry	495,000,000	272,250,000	100	0	0.00	The procurement of three vehicles was carried out in FY 2017/18. This FY 2018/19, the project intends to complete payment for the vehicles, however by the end of Q2, the payments had not been made.
Improvement of Muni and Kaliro National Teachers Colleges	Policies, laws, guidelines, plans and strategies Maintenance of assets at Kaliro and Muni NTCs.	66,270,600	37,921,510	100	40	0.22	Trained staff and supplied ICT equipment to Kaliro and Muni NTCs. Established assets maintenance committees at Kaliro and Muni NTCs.
	Government Buildings and Administrative Infrastructure Construction of learning facilities and dormitories in	41,006,200	23,464,945	100	20	0.07	Designs were completed and construction works started in November 2018. Overall physical progress was

Sub programmes	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target (%)	Cum. Achieved Quantity (%)	Physical performance Score (%)	Remark
	Kaliro and Muni NTC						19% and disbursement rate at the end of 2018 was 18% for both Muni and Kaliro NTCs.
	070680; Taxes on Buildings and Structures	603,261,989	603,261,989	100	0.0	0.00	Not yet paid
Improvement of Secondary Teachers Education- Kabale and Mubende NTCs	Policies, laws, guidelines plans and strategies	13,505,400	7,728,090	100	45	0.05	Project PCU facilitated. Project meetings held and minutes produced.
	Government Buildings and Administrative Infrastructure	41,168,200	23,557,645	0.00	10.00	0.03	Works at Kabale NTC were ahead of schedule at 13%, while at Mubende NTC, site clearance and demolition of buildings was done, however actual construction had not started.
<b>Programme Performance ( Outputs)</b>						<b>59.89</b>	<b>Fair performance</b>

*Source: Field findings and IFMS*

## Conclusion

The overall programme performance was fair at 59.89% mainly due to inadequate funds released to effectively implement the planned outputs.

### 3.2.6 Special Need Education Programme

The programme objective is to provide guidance on the delivery of special needs and inclusive education in a coordinated and adequately resourced manner for equitable and quality access to education by learners with special educational needs. The programme has two sub-programmes which were assessed to establish the level of implementation.

### **a) Special Needs Education and Career Guidance Sub-programme**

The objectives are to; i) formulate appropriate policies, plans, guidelines and technical advice on special needs education, ensure awareness, compliance, quality and equal opportunity to education and training in regards to special needs education and strengthen collaboration with private service providers and coordination with line ministries, departments, National Planning Authority, higher institutions of learning, NGOs and other bodies, nationally, regionally and internationally.

The programme approved budget for FY 2018/19 is Ug shs 1.50bn, of which Ug shs 0.762bn (51%) was released and Ug shs 0.425bn (56%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Performance was poor as a number of planned activities were not implemented. The braille paper and eight braille machines for FY 2018/19 were not procured, monitoring and supervision was not carried out for both quarters as funds were used by MoES to pay allowances. On the other hand, the subvention grants to 100 SNE schools was sent, assorted equipment was procured, salaries and lunch paid and debts totaling to Ug shs 138m for braille paper procured in FY 2017/18 were cleared. For summary performance, refer to table 3.7.

### **b) Development and Improvement of Special Needs Education (SNE) Sub-programme**

The project is tailored to promote Universality in education at primary and post primary education and training levels towards education for all by putting into consideration the children with special needs. The project started on 1<sup>st</sup> July 2014 and its expected completion date is 30<sup>th</sup> June 2019.

The objectives are to; i) expand special needs education and training provisions through vocationalisation of SNE for sustainable livelihoods; implement a functional assessment model for early identification of children with invisible impairments for subsequent early intervention; develop SNE specialized skills among key frontline stakeholders in the education delivery network; carry out advocacy and awareness building on special needs and inclusive education; and procure specialized instructional materials for enhancement of SNE in the country.

The approved budget for FY 2018/19 is Ug shs 3,266,797,971, of which Ug shs 1,665,915,869 (51%) was released and Ug shs 660,685,029 (39%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Poor performance was registered as a number of planned activities were not implemented. Outputs such as monitoring, purchase of office and residential furniture and fittings and purchase of specialized machinery and equipment were not done due to none availability of funds, and late initiation of procurement processes.

However, some outputs were done and under training; a total of 69 staff for Mbale and Wakiso schools of the deaf were trained in sign language.

Under Government Buildings and Administrative Infrastructure: Mbale School for the Deaf received Ug shs 649m for the construction of two dormitories. The contract for civil works was awarded to M/s Newton Engineers Limited for a period of one year effective October 2018. The scope of works includes; two dormitories, five stance pit latrine and two shower blocks each with four units. Progress of works was 56.7% and the dormitories were roofed.

It was noted that bathroom designs did not cater for children with physical disabilities (wheel chairs) as the bathrooms were very small indicating that these children have to leave the wheel chairs outside. Furthermore, the school was not aware of funding for the perimeter wall, staff house and two classrooms as indicated in the MoES work plan. Summary of performance is indicated in table 3.7.

**Table 3.7: Performance of the Special Needs Programme by 30<sup>th</sup> December 2018**

Sub prog./Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target	Cum. Achieved Quantity	Physical Performance Score	Remark
Special Needs Education and Career Guidance	Policies, laws, guidelines, plans and strategies	0.722	0.381	8.00	5.00	22.09	Braille papers and 8 braille machines for this year not yet procured.
	Monitoring and Supervision of Special Needs Facilities	0.132	0.060	2.00	0.30	1.35	Monitoring and supervision was not done for the 20 schools in Q1 and Q2 as the funds were used by MoES to pay allowances.
	Special Needs Education Services	0.644	0.321	2.00	1.00	19.71	The subvention grants to 100 schools was sent.
Development and Improvement of Special Needs Education (SNE)	Policies, laws, guidelines, plans and strategies	0.275	0.189	7.00	4.00	0.00	The 250 teachers were not trained in functional assessment. The 14 trainers were not trained and the five (5) specialized instructors were not procured.
	Training	0.124	0.086	1.00	0.40	2.18	Trained 69 staff for Mbale and Wakiso schools of the deaf in sign language.
	Monitoring and Supervision of Special Needs Facilities	0.021	0.012	1.00	0.00	0.00	Monitoring was not done as funds were not received.
	Government Buildings and Administrative Infrastructure	0.954	0.399	6.00	0.00	0.00	The two dormitories were roofed.
	Purchase of Specialized Machinery and Equipment	0.295	0.162	5.00	0.00	0.00	The equipment for this FY will not be procured as funds will be used to settle debts for equipment procured last FY.



Sub prog./Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target	Cum. Achieved Quantity	Physical Performance Score	Remark
	Purchase of office and residential furniture and fittings	0.100	0.055	1.00	0.00	0.00	Procurement of the chairs, tables for classrooms at Mbale School of the Deaf had not been initiated.
<b>Programme Performance (Outputs)</b>						<b>45.33</b>	<b>Poor performance</b>

*Source: Field findings and IFMS*

### Implementation Challenge

- i) The responsible officer for the department does not have rights on the IFMS systems to initiate payments of departmental activities. This often leads to late payments for requisitions and diversion of departmental funds to pay for activities outside the department. A case in point was when the department did not access funds for Q1 and Q2 to implement its activities and funds were diverted to pay for staff allowances.

### Conclusion

The overall programme performance was poor (45.33%). A number of their planned activities were not implemented.

### Recommendations

- i) The finance committee of the MoES should align all expenditures of the different sub-programmes according to the approved work plan.
- ii) All heads of departments/sub-programmes should have rights on the IFMS systems to be able to initiate payments for their activities as per their work plan as advised by the Accountant General.

### Overall performance of Vote 013

Overall performance of Vote 013 by half year was fair at 59.2%. Out of the six sub-programmes monitored, the best performing was Higher Education at 86.14%, followed by Pre-Primary and Primary Education at 73.94%. Two programmes performed fairly (Quality and Standards at 59.89% and Secondary Education at 53.10%, while the worst two performing programmes were Special Needs at 45.33% and Skills Development at 37.02%.

### 3.3 National Curriculum Development Centre (Vote 303)

The vote mission is to develop and provide curricula and instructional materials for quality education through continuous manpower development, Research and stakeholder consultation. The vote has one vote function; Curriculum and Instructional Materials Development, Orientation and Research.

The vote function has one recurrent programme; Headquarters and a development project; Support to NCDC Infrastructure Development.

### Programme 01: Headquarters

#### Background

The program's objective is to develop and provide curricula and instructional materials for quality education through continuous man power development, innovation, and research and stakeholder consultation. The expected outputs are; Syllabus revision and curriculum reform, Development of teaching schemes, textbooks, teachers' manual, examination syllabus, teaching aid and instructional materials, conducting in service courses for acquisition of knowledge and skills by persons required to teach new syllabuses and Carry out research on matters concerning curriculum.

#### Performance

The budget for FY 2018/19 was Ug shs 7.129bn, of which Ug shs 1.587bn (22%) was released and Ug shs 2.7bn (170%) expended by 31<sup>st</sup> December 2018. Almost all planned outputs for the half year were achieved. The curriculum for Nomads and fishermen was drafted, and was camera ready by end of Q2. The ECD parenting education framework for Uganda was finalized, and was camera ready by end of Q2. Both these activities were on schedule.

Under the pre-primary and primary education curriculum, the Nile English Course Book 6 and the LACE were reviewed and were ready for quality assurance. The procurement process for the Nile English Course Book 5 and PACE and the award was made. The development of assessment guidelines for the primary curriculum was completed.

Under the secondary education curriculum, the teachers' resource book for supporting gifted and talented learners was developed and at quality assurance level and on schedule. Development of a set of local language books that can be used to examine languages, general paper, sub-math and recipe books for food and nutrition and a resource book to support learners with autism was on course.

In addition, the prototype text books for S.1 front runners was developed and was going through approvals.

Under the BTVET curriculum, the half year targets for planned activities were achieved. *The summary of performance is indicated in Table 3.8.*

**Table 3.8: Performance of the NCDC Programme by 31<sup>th</sup> December, 2018**

Subprogramme	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target	Cum. Achieved Quantity	Physical Performance Score	Remark
Headquarters	Pre-primary and Primary Curriculum	0.674	0.083	6.00	6.00	9.45	The half year targets for all the planned activities under Pre-Primary and Primary curriculum were achieved.

Subprogramme	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target	Cum. Achieved Quantity	Physical Performance Score	Remark
	Secondary Education curriculum	1.124	0.209	8.00	7.00	15.77	The half year targets for all the planned activities under Secondary Education Curriculum were achieved
	Production of Instructional materials	0.044	0.003	2.00	2.00	0.62	All the lower secondary school materials, the text book specifications and syllabus documents were on course.
	BTVET Curriculum	0.263	0.055	3.00	3.00	3.68	Both the syllabus and teachers' guide and assessments were developed and approved. Targets for half year were achieved.
	Research, Evaluation, Consultancy and Publication	0.070	0.039	3.00	6.00	0.98	Two disseminations were held on ICT and sub-math.
	Administration and support services	4.955	1.199	2.00	2.00	69.50	All staff salaries were paid and statutory deductions made. All utilities and operational costs paid.
	<b>Programme Performance (Outputs)</b>					<b>100.0</b>	<b>Excellent performance</b>

*Source: Field findings and IFMS*

### **Conclusion**

The programme performance was 100%. All the planned outputs and indicator targets for half year achieved.

### **Challenges**

- i) Inadequate funds to traverse the country to impart the pedagogy part to the ICT teachers. The few ICT teachers have theory and do not know how to teach this new curriculum.
- ii) The NCDC does not have ICT and production specialists. So this department is not operational which impacts negatively on their work.
- iii) The NCDC does not have funds to roll out the lower secondary school curriculum to a competency based curriculum.

### 3.4 Public Universities

To date, there are nine public universities and two Degree Awarding Institutions, namely; Makerere University, Mbarara University of Science and Technology (MUST), Makerere University Business School (MUBS), Kyambogo University, Uganda Management Institute (UMI), Busitema University, Muni University, Gulu University, Lira University, Kabale University, and Soroti University. Public universities are partly funded and fully owned by the state.

These universities enroll both Government and private students. The private students are charged fees which contribute to the Non-Tax Revenue (NTR) of the universities. Eight public universities and two Degree Awarding Institutions were monitored. Performance of the respective universities as 31<sup>st</sup> December 2018 is detailed below:

#### 1) Busitema University (Vote 111)

The Vote's mission statement is to provide high standard training, engage in quality research and outreach for socio-economic transformation and sustainable development. The approved budget for FY2018/19 is Ug shs 31.780bn, of which Ug shs 17.259bn (54.3%) was released and Ug shs 13.853bn (80.3%) expended by 31<sup>st</sup> December 2018. The vote has one programme - Delivery of Tertiary Education and Research.

#### Delivery of Tertiary Education and Research Programme

The programme objective is to create a conducive teaching and learning environment for nurturing students at the University and enhance access to opportunities and meet the Higher Education requirements at national and international levels through production of hands-on skilled graduates, knowledge transformation and utilization of research and innovations.

The programme has two sub-programmes: Headquarters, and Institutional Support to Busitema University– Retooling. All the sub-programmes were monitored and below are the findings.

##### a) Headquarters Sub-Programme

The sub-programme's revised budget for FY 2018/19 is Ug shs 30,702,035,402, of which Ug shs 16,404,060,276 (53%) was released and Ug shs 11,786,384,030 (72%) expended by 31<sup>st</sup> December 2018. Release and expenditure performance was good as more than half of the budget was released and utilized by half year.

##### Performance

The sub-programme achieved most of the planned outputs under headquarters for the first half of the FY. A total of 3,342 registered students were taught and examined, 1,080 students graduated with Masters, Degrees, Diplomas and Certificates, of which 344 (32%) were female, while 736 (68%) were male.

Students of Faculty of Health Sciences participated in a National Quiz organized at Islamic University in Uganda (IUIU) Medical School Kibuli, laboratory and farm equipment were procured for practicals, 100 book titles were purchased to enhance teaching and learning, three staff were awarded scholarships to pursue PhD studies in the Faculty of Agriculture and Animal Science.

Additionally, the Faculty of Health Sciences-Mbale won a joint Grant with Makerere University, Kabale University, Agha Khan University and ACHEST from US-National Institutes of Health for a five-year project worth USD 3.0 million to carry out research and training.

Under Administration and Support Services; two quarterly progress reports were produced and submitted to line ministries (MFPED and MoES); and two audit reports were prepared and submitted to the relevant committees for consideration. Mid-term review of the council was conducted. Some planned outputs such as payment of gratuity arrears were however not done because MFPED had not yet approved the payment lists. *Summary of performance is in table 3.9.*

### **b) Institutional Support to Busitema University-Retooling Sub-programme**

The Busitema University Strategic Plan 2014/15 was developed in the quest to provide excellent teaching and learning, and promote research and knowledge transfer. The plan is cognizant of the need to improve the academic environment particularly retooling, teaching and learning facilities, such as lecture rooms, laboratories, workshops, libraries and general physical plant. Busitema University aims at this retooling project serving as a means of sustaining what has already been established. The project started on 1<sup>st</sup> July 2017 and expected completion date is 30<sup>th</sup> June 2022.

The revised budget for FY 2018/19 is Ug shs 1,077,520,811, of which Ug shs 851,780,507 (79%) was released and Ug shs 141,522,819 (17%) expended by 31<sup>st</sup> December 2018. Release performance was good, however, absorption of funds was low because some civil works were ongoing, and payments could not be effected as certificates were not yet raised.

### **Performance**

Performance of the sub-programme was good with a number of planned outputs for the FY being implemented. Civil works were ongoing at the university's campuses of Nagongera, Pallisa and Mbale.

The multi-purpose block at Nagongera campus was at 75% and time taken was 8 months. Pending works included; completing the roof, plastering, finishes and land scapping. At Mbale campus, works were ongoing for completion of the foundation works, columns, block work, walling and part of the slab for the 1<sup>st</sup> floor of the lecture block. Preparation of Bills of Quantities was ongoing for civil works at Pallisa and Namasagali campuses. Renovation works were scheduled for Q3.

For purchase of Motor Vehicles and Other Transport Equipment, the university paid Ug shs 54,050,000 for the Guild Bus, Ug shs 55,219 059 for the nursing school van, and a contract was awarded for the procurement of the staff van for Arapai campus worth Ug shs 150,000,000.

Under purchase of specialized machinery and equipment, the institution procured medical equipment for the faculties of Agriculture and Health sciences, awarded a contract for the procurement of six clock-in systems, and signed a local purchase order for the purchase of laboratory equipment. *Summary of performance is in table 3.9.*



**L-R: Lecture block at Arapai Campus in Soroti at final finishes; Lecture block at Mbale Campus, Busitema University**

**Table 3.9: Performance of Delivery of Tertiary Education and Research Programme– Busitema University by 31<sup>st</sup> December, 2018**

Sub programme/Project	Output/Sub programmes	Annual Budget (Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Teaching and Training	18,671,214,710	9,335,607,356	100.00	44.35	52.11	A total of 3,342 registered students were taught and examined. (1,042 were female and 2,431 male).
	Research, Consultancy and Publications	134,471,937	67,235,969	100.00	23.13	0.20	32 publications were made and 90 items were uploaded on the institution's repository.
	Outreach	47,940,000	23,970,000	100.00	33.00	0.10	45 students of Faculty of Science Education participated in the general cleaning of the Health Centre IV in Nagongera.

Sub programme/Project	Output/Sub programmes	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	<b>Student Welfare</b> 710 students supported (with feeding and living out allowance)	1,674,178,368	837,089,174	100.00	32.90	3.47	A total of 647 students were supported (with feeding, living out allowances), of which 170 were females and 477 males.
	<b>Administration and Support Services</b>	8,335,102,084	4,301,029,474	100.00	41.25	20.97	Two quarterly progress reports were produced and submitted to line ministries (MFPED and MoES).
	<b>Arrears</b>	1,839,128,303	1,839,128,303	100.00	0.00	0.00	The gratuity arrears were not paid because the MFPED had not yet approved the payment lists.
Institutional Support to Busitema University – Retooling	<b>Purchase of Motor Vehicles and Other Transport Equipment</b> Staff van for Arapai campus procured. Payment of taxes on for Guild bus and Nursing school van.	150,000,000	109,269,060	100.00	35.00	0.23	Contract was awarded for the procurement of the staff van for Arapai campus worth Ug shs 150,000,000.  Paid taxes worth Ug shs 54,050,000 for the Guild Bus, and Ug shs 55,219,059 for the nursing school van.
	Purchase of specialized machinery and equipment	162,479,998	62,479,948	100.00	33.30	0.44	Contract awarded for the procurement of the clock-in systems.

Sub programme/Project	Output/Sub programmes	Annual Budget (Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
							A local purchase order was signed for the purchase of laboratory equipment for the Faculty of Health Sciences.
	Purchase of office and residential furniture and fittings	31,000,000	-	100.00	25.00	0.00	Furniture was procured for the health unit in Busitema Campus.
	Construction and rehabilitation of learning facilities (Universities)	70,000,000	50,031,499	100.00	10.00	0.03	Preparation of BoQs was ongoing for civil works at Pallisa and Namasagali campuses. Renovation works were scheduled for Q3.
	Lecture room construction and rehabilitation (Universities)	664,040,813	630,000,000	100.00	35.00	0.77	Civil works were ongoing and at different stages of construction at the university's campuses of Nagongera, Pallisa and Mbale.  Although the contract for the lecture block finishes at Arapai campus were awarded, works had not started.
	<b>Total</b>	31,779,556,213	17,255,840,818				
	<b>Programme Performance ( Outputs)</b>					<b>78.31</b>	<b>Good</b>



Sub programme/Project	Output/Sub programmes	Annual Budget (Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
							performance

*Source: Author's Compilation*

### Challenges

- i) **Inadequate funding for infrastructure projects:** With the current allocations for capital development, it will take the university over 20 years to complete the ongoing infrastructure projects, and this affects income generation of NTR and AIA. In addition the institution spends over Ug shs 165m in rent for the Faculty of Health Sciences in Mbale.
- ii) **Inadequate staff:** Currently the university is operating at 20% for the teaching staff, and at 16% for the non-teaching staff. This has affected the non-wage as the university spends funds to recruit part time lecturers.
- iii) **Inadequate wage** has limited the recruitment, retention and promotion of personnel within the university.

### Recommendations

- i) The MFPED should revise/come up with an allocation formula for capital development projects such that adequate funds are disbursed to allow timely implementation.
- ii) The MFPED should provide resources to recruit more university staff in order for universities to deliver on the core mandate of teaching and research.

### Conclusion

The overall performance for the vote was good at 78.31%. The vote's recurrent sub-programme had better performance than the development sub-programme. With the level of performance exhibited by the vote at half year; is very likely to achieve the set targets for the FY.

## 2) Muni University (Vote 127)

The Vote mission is to provide quality education, generate knowledge; promote innovation and community empowerment for transformation" and it aims to achieve this by conducting teaching, research, outreach activities, examinations and award degree, diplomas and certificates. The vote has one programme – Delivery of Tertiary Education and Research.

### Delivery of Tertiary Education and Research Programme

**The programme objectives are to:** (i) ensure equitable access to higher education through expanded and equitable participation in a coordinated flexible and diversified tertiary system; (ii) ensure quality and relevant Higher Education where tertiary graduates are prepared to be innovative, creative and entrepreneurial in the private and public sectors; (iii) ensure an

effective and efficient higher education through adequacy of Human, Financial and other resources in service delivery, accountability for and/or of financial, human and other resources, building and maintaining public-private partnerships in service delivery.

The programme has three sub-programmes; Headquarters, Support to Muni Infrastructure Development (Project 1298) and Institutional Support to Muni University-Retooling (Project 1463). All the sub-programmes were monitored to assess the level of implementation. The findings are detailed hereafter.

#### a) **Headquarters Sub-programme**

The approved budget for the programme FY 2018/19 is Ug sh 10,174,476,843, of which Ug shs 5,363,961,489 (53%) was received and Ug shs 3,572,688,710 (67%) spent by half year.

#### **Performance**

Fair performance was noted under the sub-programme. Teaching and training was well done as the required weeks of lectures and examinations were conducted. A total of 378 students registered and were taught, 154 students supervised, one staff training held, three short courses introduced, and 92 students graduated of which 25% were female.

The BFP for 2019/20 was prepared, academic programs were accredited and textbooks delivered. Additionally, under Students' Welfare; students' living out allowance was paid, inspections conducted, one counselling session was offered, one-week orientation was conducted, 150 students were screened, students' leaders inducted, and special needs students were supported.

The university's key function of research however was not done due to inadequate personnel to conduct research. *Summary performance is in table 3.10.*

#### b) **Support to Muni Infrastructure Development Project (1298)**

The project started on 1<sup>st</sup> July 2014 and its expected completion date is 30<sup>th</sup> June 2019. The major objectives are; i) creation of a conducive environment for practical teaching and training, research, knowledge generation and storage at all times and ii) equitably expand Higher Education at undergraduate and postgraduate levels. It is expected that at the end of the project, lecture rooms will be constructed, research innovation support center constructed, ICT infrastructure constructed, multipurpose laboratory completed, walkways and university canteen constructed.

The annual budget for this project is Ug shs 3,259,048,684, of which Ug shs 1,059,909,084 (33%) was released and Ug shs 187,421,379 (18%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Performance for the Government Buildings and Administrative Infrastructure was poor as a number of planned activities were at the initial stages of implementation. The contract for civil works for the multi-purpose laboratory was at award level, master planning process was halfway done, and the soak pit was not constructed due to inadequate funds.

The completion works on the perimeter fence had not started and progress stood at 95% complete. The start date for this fence was October 2016 and the expected completion date was 14<sup>th</sup> February 2019. *Summary performance is in table 3.10.*



**L-R: The gate and part of the fence constructed; Chairs procured for the University Guest House – Muni University**

### c) Institutional Support to Muni University-Retooling Project (1463)

The project started on 1<sup>st</sup> July 2017 and its expected end date is 30<sup>th</sup> June 2022. The project is aimed at providing a conducive learning lecture rooms and laboratory that are well furnished for practical learning and the expected outputs are; computers, specialized science and ICT equipment, furniture for students and staff, transport equipment purchased.

In FY 2018/19, the approved budget is Ug shs 1,340,000,000, of which Ug shs 600,000,000 (45%) was released and Ug shs 213,011,847 (36%) was expended by the half year.

#### Performance

The University's retooling sub-programme performed poorly as only furniture at the guest house was procured. Procurement of office, ICT equipment and most of the furniture was not done and the purchase of motor vehicles was at the procurement stage. *Summary of performance is indicated in table 3.10.*

**Table 3.10: Performance of Muni University by 31<sup>st</sup> December, 2018**

Sub programme	Output	Annual Budget ( Ug shs bn)	Cum. Receipt ( Ug shs bn)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Teaching and training	3.53	1.87	100.	59.30	14.16	A total of 21 weeks of lectures were conducted, 378 students registered and taught, and two semester examinations conducted, courses introduced.

Sub programme	Output	Annual Budget ( Ug shs bn)	Cum. Receipt ( Ug shs bn)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Research, consultancy and public relations	0.19	0.097	100	0.00	0.00	This was not done due to inadequate personnel to conduct research.
	Outreach	0.07	0.03	100.	50.00	0.22	Four community engagements were held, two mentorship sessions and two radio talk shows were organized.
	Students' Welfare	1.12	0.55	100.	79.86	5.98	Students' living out allowance was paid and inspections conducted.
	Administration and support services	5.11	2.71	100.	72.00	24.91	One stakeholder curriculum review workshop held, 3 council and senate meetings held.
	Human Resource Management Services	0.08	0.04	100.	31.25	0.16	8 trainings held, needs assessment done and salaries paid. Short courses were not done.
	Records Management Services	0.01	0.005	100.	50.00	0.03	Records processed and timely accessed/delivered, draft records management policy developed, Record management system strengthened.
	Guild Services	0.02	0.01	100.00	10.00	0.01	Two Guild Council meetings and executive meetings were done. Other outputs could not be achieved due to limited budget.
	Contributions to research and international organizations	0.03	0.017	100.	20.00	0.05	Contributions were made to only 2 out of 7 research organization.
	Arrears	0.028	0.028	100.	0.00	0.00	Arrears not yet paid.
Support to Muni	Government Buildings and	3.21	1.01	100.00	33.57	7.29	The contract for the multi-purpose.

Sub programme	Output	Annual Budget ( Ug shs bn)	Cum. Receipt ( Ug shs bn)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Infrastructure Development	Administrative Infrastructure						laboratory was awarded, preparation of the master plan was halfway done and the perimeter fence was 95% complete.
	Arrears	0.05	0.05	100	0.00	0.00	Arrears not yet paid.
Institutional Support to Muni University	Purchase of motor vehicles and other transport equipment	0.3	0.06	100	10.00	0.20	Initiated procurement process for motor vehicle.
	Purchase of Office and ICT Equipment, including software	0.3	0.09	100	0.00	0.00	This was not done due to inadequate funds.
	Purchase of Specialised Machinery and Equipment	0.42	0.14	100.00	0.00	0.00	This was not done due to inadequate funds.
	Purchase of office and residential furniture and fittings.	0.32	0.32	100.00	14.30	0.31	Only furniture for guest house was procured. Other items were not procured due to insufficient funds.
	<b>Programme Performance ( Outputs)</b>					<b>53.34</b>	<b>Fair performance</b>

*Source Field Findings, IFMS*

### Implementation Challenges

- i. Delayed release of development funds. By Q2, only 35% of development funds had been released.
- ii. The budget of Ug shs 3.2 billion for non-wage is inadequate to cater for university requirements including students living out allowance, NSSF, gratuity etc.
- iii. The university is understaffed which has resulted in an inability to conduct research.

### Conclusion

The overall performance of the vote was fair. The recurrent sub-programme performed better than the development sub-programmes as a result of inadequate releases and procurement delays for the first two quarters.

## **Recommendations**

- i) The MFPED should provide funds to recruit additional personnel.
- ii) The university should appropriately budget for all statutory deductions (NSSF and gratuity) for all contract staff.

### **3) Mbarara University (Vote 137)**

The strategic objectives of the vote are to: increase equitable access to higher education, produce quality and high skilled graduates, enhance the quality and quantity of research and innovation output, and to consolidate and enhance university outreach and community engagement programmes. The vote has one programme - Delivery of Tertiary Education. The programme outcome is increased competitiveness and employable graduates.

#### **Delivery of Tertiary Education Programme**

The programme aims to provide quality tertiary education for national integration and development through improved teaching and training of science and Technology at all levels, research and innovation with a bias of community orientation. The program comprises three sub-programmes namely; Headquarters, Development, and Institutional Support to Mbarara University-Retooling.

The total budget for FY 2018/19 is Ug shs 48.014bn inclusive of AIA, amounting to Ug shs 12.920bn, and GoU, amounting to Ug shs 35.094bn. By 31<sup>st</sup> December 2018, the GoU component had released Ug shs 17.501bn (50%), of which Ug shs 13.981bn (80%) had been expended.

##### **a) Headquarters**

The sub-programme objectives are; to produce relevant human resource in applied science, technology and management skills; to generate and disseminate knowledge and innovation; and to provide services to the public in analyzing and solving development challenges.

The programme's budget for FY 2018/19 is Ug shs 31.495bn, of which Ug shs 15.747bn (50%) was released and Ug shs 12.897bn (82%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

The sub-programme registered good performance and a number of their planned outputs were accomplished. Under teaching and training, staff salaries for 515 staff were paid, 964 students were graduated, two quality assurance and curriculum review meetings were conducted, faculty allowance to 542 students was paid and 1 study trip to Nakasero Blood Bank was held. The 14 research studies, one publication, two public lectures and four workshops planned were not conducted,

Under Research and Publication, one research dissemination conference was held, one publication by FCI was produced, and one research study by FIS was conducted. Similarly, under outreach a twinning program in nine Mbarara villages was held.

Under student welfare, recreation services were provided for 4,015 students and living out allowances were paid for 637 GoU students, and hostels were cleaned. Under administration and support services, utility bills were paid for, council meetings held and salaries paid.

Lastly, the sports teams were facilitated to participate in the East African University games held in Dodoma, Tanzania under guild services, and membership fees were paid to the ACU and Federation of Uganda Employers under Subscription to Research and International Organizations. Summary of performance is indicated in table 3.11.

#### **b) Development of Mbarara University Sub-programme**

The sub-programme aims to: increase access to university education with particular emphasis on science and technology education and its application in rural development, create a spacious and well planned university campus for teaching, research and learning environment, to establish a Faculty of Applied Science and Technology, create room for expansion of programmes offered to increase student intake in health science, business and interdisciplinary studies at undergraduate and postgraduate levels for sustainability, encourage a Public-Private Partnership in education provision, and to create room for expansion of the School of Health Sciences at Mbarara campus.

The total budget for FY 2018/19 is Ug shs 3.126bn, of which Ug shs 1.452bn (46%) was released and Ug shs 0.974bn (67%) was expended by 31<sup>st</sup> December 2018.

#### **Performance**

This sub-programme registered good performance. Under Government Buildings and Administrative Infrastructure, Phase 1 construction works for Faculty of Computing Block by M/s Steam Investment Limited was at 36% progress and two certificates had been raised and one was paid. Construction works started in June 2018 and are expected to be completed on 26<sup>th</sup> August 2019 at a cost of Ug shs 4.325bn.

Works on the students' hostel started on 13<sup>th</sup> June 2018 and has an expected completion date of 3<sup>rd</sup> June 2019. The works were contracted out to M/s Khalsa Development Limited at a cost of Ug shs 3.192bn and by half year progress was at 58.5% vis-a-vis time progress of 56%. Civil works on this block were ahead of schedule.

Additionally, renovation works at Mbarara campus were at varying levels, the pharmacology building was at roofing and painting level. The anatomy and academic registrar block was at procurement and replacement was done for the burnt underground copper armored electric cables for 280 metres.

Under roads, streets and highways, an application to review and change the work plan to include works on the gate at Kihumuro instead of road works were submitted to MFPED and was underway. *Summary of performance is indicated in table 3.11.*



**L-R: Construction of the students' hostel, and construction of the Faculty of Computing at Mbarara University of Science and Technology**

### c) Institutional Support to Mbarara University-Retooling

The sub-programme aims to provide a conducive environment for teaching and learning through, provision of relevant equipment, including software, specialized machinery, purchase of office and residential furniture and fittings.

The total budget for this sub-programme for FY 2018/19 was Ug shs 0.473bn, of which Ug shs 0.309bn (65%) was released and Ug shs 0.110bn (36%) was expended by 31<sup>st</sup> December 2018.

#### Performance

Good performance was noted under the sub-programme and a number of outputs were achieved. The pharmacy and library block received an upgrading of their network systems under purchase of office and ICT equipment.

Under Purchase of Specialized Machinery and Equipment, a number of items were procured for instance; a refrigerator and a printer, a desktop for Finance Department, a safe for Legal Office and 4 laptops and a projector, a laptop for Planning Unit, and a photocopying machine for Vice Chancellor's Office were also purchased.

Under Purchase of Office and Residential Furniture and Fittings, two bookshelves for Deputy Vice Chancellor, and Finance and Administration, two office chairs, three seater airport cushioned chairs and one filing cabinet for FOS were procured. *Detailed performance is in table 3.11.*

**Table 3.11: Performance of Mbarara University Vote by 31<sup>st</sup> December, 2018**

Sub programme	Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Teaching and Training	20.200	10.124	9.00	4.00	51.04	Procurement of text books was still at evaluation stage by half year and therefore not supplied. LPOs worth Ug



Sub programme	Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
							shs 62m remained open by end of the quarter in respect to laboratory supplies and stationery).
	Research, Consultancy and Publications	0.069	0.035	5.00	0.10	0.01	The annual dissemination conference was held.
	Outreach	0.081	0.000	4.00	1.00	0.23	Majority of plans are scheduled for Q4 but the community twinning programmes in 9 Mbarara villages were conducted
	Students' Welfare	0.357	0.179	4.00	2.00	1.02	All planned outputs were conducted.
	Administration and Support Services	10.699	5.365	8.00	4.00	30.40	All planned outputs were conducted.
	Guild Services	0.060	0.030	2.00	1.00	0.17	Transfer of Ug shs 25m to ITFC Bwindi for forest conservation research was yet to be done.
	Contributions to Research and International organizations	0.030	0.015	2.00	0.50	0.04	Membership Fees to RUFORUM, Association of African Universities, AICAD, and RENU) and subscription fees to journals were yet to be made.
Development	Government Buildings & Administrative Infrastructure	2.676	1.053	3.00	1.00	6.46	Construction works were ongoing at varying levels. The works at the Faculty of Computing were 36% complete, and Students Hostel block at 56%.
	Roads, Streets and Highways	0.050	0.000	1.00	0.00	0.00	Works not started. Application to change the work plan ongoing.
	Construction and rehabilitation of learning facilities (Universities	0.400	0.400	2.00	1.00	0.57	Renovation works were ongoing and burnt underground copper electric cables were replaced.

Sub programme	Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Institutional Support to Mbarara University - Retooling	Purchase of Motor Vehicles and Other Transport Equipment	0.100	0.036	1.00	0.00	0.00	Procurement of the staff station wagon not conducted. Funds used to pay balance on the double cabin pickup.
	Purchase of Office and ICT Equipment, including Software	0.100	0.065	3.00	0.50	0.07	Procurement of desktop computers for laboratories not done.
	Purchase of Specialized Machinery & Equipment	0.203	0.162	10.00	8.00	0.58	Partial procurement conducted; open for assorted machinery and equipment.
	Purchase of Office and Residential Furniture and Fittings	0.070	0.046	10.00	4.00	0.12	Partial procurement conducted, open LPOs for furniture and fittings for FAST, FoS, board room.
	<b>Programme Performance ( Outputs)</b>					<b>90.71</b>	<b>Very Good performance</b>

*Source Field Findings, IFMS*

### Challenges

- i) **Understaffing:** The university is severely understaffed in some of its faculties such as the Faculty of Applied Sciences, and the Faculty of Medicine, where clinicians also work part time at the regional referral hospital. Staffing levels are currently at 22% and there is a very high staff turnover. In addition, inability to promote staff is leading to staff attrition.
- ii) While the university is expanding, the budgets remain low and stagnant. The burden of cleaning, maintenance and security, for instance, has risen with the construction of the new facilities and is currently constraining the recurrent budget. The development budget cannot cater of the necessary expansion of learning facilities as well as the desperately needed renovation of old buildings. As a result, there are several buildings at the Mbarara main campus that are severely dilapidated and almost condemned.

### Conclusion

The overall performance for the university was good at 90.7% by half year. Output performance varied across sub-programmes/projects, with the recurrent project doing better than the development projects.

#### **4) Makerere University Business School (Vote 138)**

The institution's mandate is to enable the future of their clients through creation and provision of knowledge. It aims at achieving this through providing high quality programmes in volume and high value of Business and Management Education programmes at diploma, undergraduate and postgraduate levels in the country. The vote has one programme – Delivery of Tertiary Education and Research.

#### **Delivery of Tertiary Education and Research Programme**

The programme objectives are to: i) offer learning and acquisition of knowledge; ii) conduct research, promote scholarship and publicize knowledge; iii) attract, develop and retain staff, iv) provide an enabling atmosphere for students to learn, v) to enhance student's welfare, and vi) to enhance Corporate Social Responsibility.

The programme outcome is - access to quality management and business education skills. The outcome indicator is number of students graduated with employable management and business skills in the country per annum (target – 5,200). The programme has two sub-programmes; Administration, and Support to MUBS Infrastructural Development (Project 0896). All the sub-programmes were monitored to assess the level of implementation and the findings are hereafter.

#### **a) Administration**

The approved budget for FY 2018/19 is Ug shs 29.69bn, of which Ug shs 15.02bn (50%) was released and Ug shs 11.72bn (78%) was expended by 31<sup>st</sup> December 2018.

#### **Performance**

Good performance was registered under this sub-programme as a number of planned outputs were achieved by half year. Under Teaching and Training, the institution registered a total of 17,069 students for MUBS main campus, regional campuses and affiliated colleges; graduated 5,347 students; drafted the final examination time table, awarded certificates to best performing students per faculty; received MBA and MHRM applications from Arua campus, compiled and released semester one exam results and carried out online registration of students.

Under Students' Welfare, living out allowances to 996 non-resident government sponsored students were paid, repairs to student wash rooms, and electrical fittings in student rooms were made. A total of 950 students were fed, the Disability Policy and Center were operationalized, and students with disabilities were given support.

Under Administration and Support Services, three academic staff were recruited, two senior administrative staff and 12 support staff. Four staff enrolled on the PhD programmes, and five staff were facilitated on short term training. Salaries for 986 staff were paid and medical refunds and facilitation was made to 56 staff who were ill and had sought treatment outside the Health Services Centre.

The school disbursed loans to 72 staff who had applied for the facility in line with the School Policy and also purchased wedding gifts for 6 staff who wedded, whereas condolence contribution was extended to 17 staff who lost their close relatives, and a staff who passed on. *Summary of performance is indicated in table 3.12.*

#### **f) Support to MUBS Infrastructural Development Project**

The project started on 1<sup>st</sup> July 2015 with an expected completion date of 30<sup>th</sup> June 2020.

The expected outputs are; construction of lecture halls to expand lecture space; replacement of asbestos roofs; purchase of office and ICT equipment including software, purchase of specialized machinery and equipment; purchase of office and residential furniture and fittings. The new library complex is expected to be furnished with equipment and furniture in a phased manner.

The approved budget for FY 2018/19 is Ug shs 2.8bn, of which Ug shs 2.6bn (94%) was released and expended by 31<sup>st</sup> December 2018.

#### **Performance**

The overall performance was good with a number of planned activities being implemented. The access road was 94% complete and the contract was fully paid. However, there were variations noted in the contract that awaited the Solicitor General's approval and the contract period had expired

Civil works for construction of the bursar's office- Block I at MUBS main campus were contracted out at a sum of Ug shs 2,866,455,158, of which Ug shs 2,337,087,047 had been paid, pending payment of final certificate of Ug shs 300m. By February 2019, the civil works were 98% complete, and the contractor working on the snag list. It was however noted that the contract period had expired.

Additionally, works for the completion of the Library Short Tower at the MUBS main campus were contracted out at a sum of Ug shs 2,345,283,158, of which Ug shs 700,705,807 has been paid by 31<sup>st</sup> December 2018 and progress was at 65% completion. The contract expired (26<sup>th</sup> January 2019) and the contractor requested for an extension which was not yet approved.

The university acquired land from Mbarara LG, and awaited communication from the LG to pay the local lease fees. *Summary of performance is indicated in table 3.12.*



**L-R: Construction of the Bursar's office; Part of the tarmacked 600 metres of the road at MUBS**

**Table 3.12: Performance of the Delivery of Tertiary Education Programme-MUBS by 31<sup>th</sup> December 2018**

Sub prog/Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target (%)	Cum. Achieved Quantity (%)	Physical Performance Score	Remark
<b>Administration</b>	Students' Welfare	1.451	0.725	5.00	1.00	1.79	Living out allowances to 996 non-resident government sponsored students was paid, and 950 students were fed.
	Administration and Support Services	27.898	13.949	11.00	5.00	78.05	27 staff benefitted from the staff loan scheme. Prepared Q1 and Q2 progress reports, the BFP and all reports.
	Arrears	0.343	0.343	1.00	1.00	1.06	Paid arrears.
<b>Support to MUBS Infrastructural Development Project</b>	Government Buildings and Administrative Infrastructure	2.800	2.639	4.00	3.60	8.23	Civil works were ongoing at the Bursar's office-Block I at MUBs main campus (98%) and the Library Short Tower at the MUBS main campus (65%).
<b>Programme Performance(Out puts)</b>						<b>89.13</b>	<b>Good performance</b>

## Challenges

- i) The contractor for the access road did not complete works within contract period because of delays in approval of contract variations
- ii) Works for the Main Library Short Tower delayed due to changes in design and scope

## Conclusion

The overall performance of the MUBS was good (89.13%), as at half year for both the recurrent and development sub-programmes.

### 5) Kyambogo University (Vote 139)

The vote mission is to advance and promote knowledge and development of skills in Science, Technology and Education, and in such other fields having regard to quality, equity, progress and transformation of society. The vote has one programme- Delivery of Tertiary Education.

#### Delivery of Tertiary Education Programme

The programme's objectives are; i) creation and promotion of knowledge, ii) equitably expand the access to higher education, iii) capacity building, iv) provision of education and skills development, and v) produce highly and practically skilled man power for service delivery to society.

The programme has two sub-programmes which were all monitored to assess the level of implementation. Findings are below.

##### a) Headquarters

The programme's revised budget for FY2018/19 is Ug shs 51.18bn, of which Ug shs 25.75bn (50.3%) was released and Ug shs 22.7bn (88.2%) spent by 31<sup>st</sup> December 2018.

#### Performance

Output performance was good. Under Teaching and Training - 32,724 students were enrolled. They were taught for semester one, examined and marked. A total of 7,661 students graduated. Assorted instructional materials were procured, all staff salaries were paid and allowances for non-teaching staff paid. The 15<sup>th</sup> graduation ceremony was held with 524 students graduating with first class degrees. Assorted instructional materials were procured.

Under Administration and Support Services: BFPs, work plans, procurement plans and all quarterly performance reports were prepared and submitted. Students underwent their routine medical examinations.

Under Guild Services: Inter-hall faculty sports competitions at the University campus were conducted, participated in the university rugby league, participated in the university football league, university floodlights basketball league, and other games activities. The university hosted the East African Debate Championship. *Summary of performance is indicated in table 3.13.*

#### Development of Kyambogo University (Project 0369)

The project's start date was 1<sup>st</sup> July 2015 with an expected completion date of 30<sup>th</sup> June 2020. The objectives are to: i) improve and expand space for teaching, learning, office

accommodation; establish a directorate of ICT, ii) enhance ICT management, quality assurance directorate to provide adequate learning and instructional materials, iii) enhance staff capacity building through funding research and training programmes; and iv) provide goods and services for students' welfare.

The expected outputs are; i) construction of central lecture block, ii) renovation of buildings, iii) procurement of furniture, iv) setting up a good ICT infrastructural development network system. The approved budget for FY 2018/19 is Ug shs 891,414,379bn, of which Ug shs 849,850,786bn was released (95%) and Ug shs 177,364,130bn (21%) absorbed by 31<sup>st</sup> December 2018.

### **Performance**

Output performance was good as a number of facilities were constructed, renovated and maintained. Civil works at the Central Lecture block works were completed pending the snag list. Preparations for the Innovations and Entrepreneurial Center were ongoing.

Under Roads, Streets and Highways: Potholes on Fisher Road were repaired, grading and earthworks were done on Crescent Road, Mackay Ring Road, Hallow Road, and the road to Banda Trading Center. The drainage was also improved as the roads were being done.

Additionally, assorted ICT equipment was procured for the different departments. These included laptops, flash disks, antivirus, a Samsung tablet, UPSs, external drives, HP printers, one Techno Ipad, one smart phone, HP laser jets, one projector, and computer sets. The annual target was achieved.

Under purchase of Motor Vehicles, procurement was at evaluation level. The plan is to procure vehicles for the Academic Registrar, University Secretary, Deputy Vice Chancellor and one for Finance and Administration. Procurement of the 8 motor cycles was reduced to two due to inadequate funds.

It was however noted that the medical center annex was not completed because the university planned to use the engineering students to for construction which required clearance from the PPDA. The clearance had not been received. *Summary of performance is indicated in table 3.13.*



**The completed lecture block at Kyambogo University**

**Table 3.13: Performance of the Delivery of Tertiary Education and Research Programme- Kyambogo University by 31<sup>th</sup> December 2018**

Sub prog/Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target (%)	Cum. Achieved Quantity (%)	Physical Performance Score	Remark
Headquarter	Teaching and Training	28.991	14.496	12.00	5.00	46.40	A total of 32,724 students were enrolled. Assorted instructional materials were procured, all staff salaries were paid and non-teaching paid their allowances.
	Administration and Support Services	18.406	9.200	12.00	5.50	32.41	All the performance reports were made and submitted as required.
	Guild Services	3.465	1.733	8.00	4.00	6.65	All guild services were done.
	Arrears	0.318	0.318	1.00	0.00	0.00	Arrears not yet paid.
Development of Kyambogo University	Government Buildings and Administrative Infrastructure	0.663	0.621	4.00	1.00	0.34	The central lecture block phase I was completed in Q2 pending the snag list. The Medical Centre Annex not yet completed. They had not yet got clearance from PPDA. The Innovation and Entrepreneurial Centre had not yet taken off.
	Purchase of office and residential furniture and fittings	0.060	0.060	2.00	2.00	0.12	The furniture is to be procured in Q3 and Q4.
	Arrears	0.169	0.169	1.00	0.53	0.17	Partial payment of arrears.
<b>Programme Performance (outputs)</b>						<b>86.09</b>	<b>Good performance</b>

*Source: Field Findings, IFMS*



## **Key Challenges**

- i) Inadequate development funding of only Ug shs 720m from government, yet Kyambogo University took over all the liabilities of the previous Institute of Teacher Education Kyambogo (ITEK), Uganda Polytechnic Kyambogo (UPK), and Uganda National Institute Special Needs Education (UNISE). The university largely depends on AIA.
- ii) The university is understaffed (43%) leading to high dependency on part time staff and using AIA to pay them.
- iii) The university is faced with high level of domestic arrears amounting to Ug shs 15bn for both teaching claims and suppliers.
- iv) There are inadequate sewerage system and sanitation facilities.
- v) The university has limited teaching space compared to the increasing number of students and office space for lecturers with lecturers doing official work from their cars and from homes.
- vi) The university has inadequate funds to finance the removal of its asbestos roofed structures.

## **Conclusion**

The overall performance was good (86.09%) as at half year both for development and for the recurrent programmes.

### **6) Gulu University (Vote 149)**

The University's mission is to provide access to higher Education, Research and conduct quality professional training for the delivery of appropriate services directed towards community transformation and conservation of bio-diversity. The vote has one programme; delivery of tertiary education and research.

#### **Delivery of Tertiary Education and Research Programme**

The programme objectives are to: i) provide instructions to all those admitted to the University and to make provision for the advancement, transformation and preservation of knowledge, and to stimulate intellectual life in Uganda; ii) organize and conduct courses with particular emphasis on Medical, Agriculture, Environmental and other Sciences; iii) conduct examinations and award certificates, diplomas and degrees, and where necessary to revoke such awards iv) undertake the development and sustenance of research and publication with particular emphasis in Medical, Agriculture, Environment and other Sciences, v) disseminate knowledge and give opportunity of acquiring higher education to all persons, including persons with disabilities, wishing to do so regardless of race, political opinion, color, creed or sex, and vi) provide accessible physical facilities to the users of the University.

The three sub-programmes under the programme were monitored and below are the findings.

#### **a) Administration Sub-programme**

The revised budget for FY 2018/19 is Ug shs 33.374bn, of which Ug shs16.439bn (49%) was released and Ug shs 13.092bn (80%) expended by 31<sup>st</sup> December, 2018.

## **Performance**

Good performance of the sub-programme was noted as a number of set targets for the half year were achieved. A total of 240 students (out of the planned 260) and 2,300 private students were admitted. Eight additional PhD and 15 master programme students were registered. Three academic staff were sponsored to undergo training in oil and gas, however seven administration staff were not facilitated to undergo trainings due to inadequate funding.

Five (out of 15 planned) research writing trainings were conducted, 250 students from the Faculty of Agriculture and Environment completed field attachments and industrial visits, and 100 medical students conducted community clerkship in 30 health centers.

Living out allowance for 800 Government sponsored students was paid and welfare was provided for 10 disability students for six months. Salaries and wages for staff were paid; remitted NSSF and PAYE to URA for 440 staff and 65 casual workers. *Summary of performance is indicated in table 3.14.*

### **b) Support to Gulu Infrastructure Development Project (0906)**

The project started on 1<sup>st</sup> July 2015 with an expected completion date of 1<sup>st</sup> June 2020. Project objectives are to; i) implement the Master Plan, ii) acquire 70 acres of land from National Forest Authority, iii) construct non-residential buildings, iv) carry out infrastructural development, v) acquire 742 Hectares of land at Laroo, vi) acquire 3,000 Hectares of Land in Nwoya, vii) construct Local Area Network (LAN), ICT, install wireless (WiFi) in the campuses, link all the campuses, increase internet bandwidth from 5Mbps to 30Mbps, viii) implement Computerized Education Management Accounting System (CEMAS), ix) Library and Faculty of Agriculture and Environment), Multi-Functional Bio-Science Laboratory, xii) Business Center.

The revised budget for FY 2018/19 is Ug shs 1.346bn, of which Ug shs 0.411bn (31%) was released and Ug shs 0.236bn (57%) expended by 31<sup>st</sup> December 2018.

## **Performance**

Under the sub-programme, the university opened up boundaries of its lands at Nwoya, Latoro, and Purongo however the forest land was under dispute with the neighboring primary school. Drawing of master plans and business plans for the seven pieces of land was finalized. Technical handover of one new library, one Multifunctional Bio-Science Laboratory with AfDB-HEST project funding was done, and facilities were under use.

Under Government Buildings and Administrative Infrastructure, curtains for the Administration Block were replaced, however the procurement process for tilling of the main administration was not completed.

### **c) Institutional Support to Gulu University – Retooling**

The project started on 1<sup>st</sup> July 2017 and its expected end date is 30<sup>th</sup> June 2022. The project has the core objective of creating a conducive teaching and learning environment for nurturing students at the university and enhancing production of hands - on skilled graduates, knowledge transformation and utilization of research and innovations. The expected outputs are: procurement of machinery and equipment, procurement of furniture and fittings, procurement of staff van, procurement of double cabin pick-ups, procurement of faculty bus and ICT LAN connectivity and maintenance.

The revised budget for FY 2018/19 is Ug shs 1.34bn, of which Ug shs 0.932bn (69%) was released and Ug shs 0.471bn (51%) was expended by 31<sup>st</sup> December 2018.

### Performance

The university procured IT equipment for the Academic Registrar to implement the AMIS program, the outstanding balance on the heavy duty generator (200KVA) procured for the Faculty of Medicine during FY 2017/18 was cleared, and 850 lecture chairs were procured. In addition, the procurement process for the furnishing of laboratories at the faculties of Science, Agriculture and Medicine was initiated.

Under the sub-programme however, the station wagon for the Vice Chancellor and ambulance for the medical unit were not procured. An advertisement was put out for the ambulance but no competent firm responded. *Summary of performance is indicated in table 3.14.*

**Table 3.14: Performance of the Delivery of Tertiary Education and Research Programme- Gulu University by 31<sup>st</sup> December 2018**

Sub prog/Project	Out put	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Teaching and Training Admit 260 Government and 2,300 private students	11,558,043,882	5,360,652,822	100	46	31.98	Admitted 240 students on Government and 2,300 private students. Registered 8 additional PhD and 15 additional master programme students.
	Research, Consultancy and Publications	211,892,512	103,898,170	100	25	0.30	Five publications were made, five research proposals prepared, and presented for approval and funding.
	Outreach	9,805,529,910	4,679,912,003	100	40	22.92	Conducted community clerkship in 30 health centers for 100 medical students.
	Student Welfare	1,763,135,278	1,357,834,370	100	50	3.19	Paid living out allowance for 800 Government

Sub prog/Project	Out put	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
							sponsored students.
	Administration and Support Services	9,364,815,183	4,402,293,352	100	50	26.12	Paid salaries and wages; and remitted NSSF and PAYE to URA for 440 staff and 65 casual workers.
	Guild Services	512,446,000	512,446,000	100	50	0.71	Successfully formed the Guild Government and sworn in executives.
	Contributions to Research and International Organizations	22,553,284	22,553,000	100.00	50.00	0.03	Made annual contributions for research journals, periodicals and subscriptions to international organizations.
Gulu University Infrastructure Development Project	Acquisition of Land by Government Open up boundaries of all Gulu University lands, at Nwoya, latoro, Purongo, Forest, Gulu Town, Main campus	341,911,068	91,490,245	100	40	0.95	Opened up boundaries of university lands, at Nwoya, Latoro, and Purongo. The forest land was under dispute with the neighboring primary school.
	Government Buildings and Administrative Infrastructure	90,000,000	50,000,000	100	30	0.14	Replaced curtains of the Administration Block, however the procurement process for tilling of the main administration building had not yet been completed.

Sub prog/Project	Out put	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Roads, Streets and Highways	431,487,051	20,038,031	100	10	1.20	Completed 0.7km of Internal road works at Main Campus.
	Construction and rehabilitation of learning facilities (Universities)	330,000,000	165,000,000	100	40	0.74	Completed construction and technical handover of one new library, one multifunctional Bio-Science Laboratory with AfDB-HEST Project Funding.
	Lecture Room construction and rehabilitation (Universities) Start foundation phase construction of a Business Center in Faculty of Business and Dev't Studies	108,000,000	60,000,000	100	10	0.05	Bills of quantities and building plan completed, however procurement process for civil works had not been completed.
	Campus based construction and rehabilitation (walkways, plumbing, other)	45,000,000	25,000,000	100	25	0.06	Walkways were partially done (25%), plumbing works done and electrical wiring done.
Institutional Support to Gulu University - Retooling	Purchase of Motor Vehicles and Other Transport Equipment	450,000,000	333,142,661	100	25.00	0.42	Completed payment of Ug shs 252,000,000 for a van procured in the previous FY.
	Purchase of Office and ICT Equipment, including Software	103,957,219	110,000,190	100	30.00	0.08	Procured IT equipment for the Academic Registrar to implement the AMIS program.
	Purchase of Specialized Machinery &	207,000,000	115,000,000	100	30.00	0.31	Paid outstanding balance on the heavy duty Generator

Sub prog/Project	Out put	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target (%)	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Equipment						(200KVA) procured for the Faculty of Medicine during FY 2017/18.
	Purchase of Office and Residential Furniture and Fittings	72,048,043	0	0	0	0	Procured 850 lecture chairs.
	Construction and rehabilitation of learning facilities (Universities)	504,000,000	374,500,000	100	10.00	0.19	Initiated the procurement process for the furnishing of laboratories at Faculties of Science, Agriculture and Medicine.
<b>Programme Performance ( Outputs)</b>						<b>89.41</b>	<b>Good performance</b>

*Source: Author's Compilation*

### Implementation Challenges

i) **Inadequate funding** for non-wage recurrent which affected implementation of planned activities. For instance, student welfare remained inadequate given the standard of living and the NSSF employers' contribution which is taken off the non-wage further reduced the available funds for planned activities.

ii) **Inadequate staff:** The University has been operating at 47% staffing which is below the expected standard by National Council for Higher Education.

### Recommendation

The MFPED should re-consider the MTEF allocations for capital development if universities are to have meaningful capital development.

### Conclusion

The overall performance of the vote was good at 89.41% although the recurrent sub-programme had better performance as compared to the development sub-programmes. With the level of performance exhibited at half year, the vote will achieve its planned outputs for the FY.

## 7) Lira University (Vote 301)

The vote's mission statement is to provide access to quality higher education and conduct professional training for the delivery of appropriate health services directed towards sustainable healthy community and environment. The vote has one programme - Delivery of Tertiary Education and Research.

### Delivery of Tertiary Education and Research Programme

**The programme objectives are to;** be the standard of excellence and innovation for societal transformation; ii) be a leader in integrating scholarship and practice; iii) serve societal needs and to foster social and economic development; iv) create a conducive teaching and learning environment for nurturing students at the University; v) enhance production of hands-on skilled graduates, knowledge transformation and utilization of research and innovations; vi) enhance access opportunities and meet the Higher Education requirements at national and international levels; vi) provide a framework for public, private sector interface through Public Private Partnership in the promotion of science and education as a business and promoting the development of a knowledge-based economy for a Health community and environment.

The programme has three sub-programmes; Headquarters, Support to Lira Infrastructure Development Project, and Institutional Support to Lira University – Retooling. All the sub-programmes were monitored to assess the level of implementation. Findings are below.

#### a) Headquarters Sub-programme

The approved budget for FY 2018/19 is Ug shs 12.148bn, of which Ug shs 8.074bn (61%) was released and Ug shs 3.65bn (51%) expended by 31<sup>st</sup> December 2018.

#### Performance

Good performance was noted for the sub-programme. A total of 686 students were admitted during academic year 2018/19 and the university participated in the development of the draft strategic plan for Gulu University Constituent College in Moroto District. Under Research, Consultancy and Publications; three staff were trained, two in bibliometrics, web metrics, data analysis and scholarly writing and one in electronic resources and reference tools.

Eight community outreaches were conducted, medical uniforms and protective gears for staff and students procured, living out allowance for 300 Government sponsored students paid, and subscription to the Dean of students paid. *Summary of performance is indicated in table 3.15.*

#### b) Support to Lira University Infrastructure Development Project (1414)

The project started on 1<sup>st</sup> July 2016 and its expected completion date is 30<sup>th</sup> June 2021. The project is aimed at creating a conducive teaching and learning environment for nurturing students at the University. The approved FY 2018/19 is Ug shs 1.57bn, of which Ug shs 1.413bn (90%) was released and all was expended by 31<sup>st</sup> December 2018.

## Performance

In FY 2018/19, the University's plan is to construct phase II of the administration block and faculty of education block. By the end of December 2018, construction of phase II of the administration block had not started. The University was still at phase I of construction due to administrative reviews that took over six months. The multi-year project cost is Ug shs 16.7bn and is expected to be completed in three years.

Civil works for phase I were handed over in October 2018 to M/s BMK (U) Limited at a cost of Ug shs 1,413,750,000 and works were at foundation level.

The contract for civil works for the construction of the Faculty of Education block was awarded to M/s Bygone Enterprises at a sum of Ug shs 3.6bn and M/s Engpro International (U) Limited at Ug shs 1.499bn for supervision. Works started on 6<sup>th</sup> February 2018 and the expected completion date was 26<sup>th</sup> February 2019, however due to variations in design, it is hoped that the project will be extended. Physical progress was about 30% and casting the first floor slab was ongoing. *Refer to summary of performance in table 3.15.*

### c) Institutional Support to Lira University-Retooling Project

The Lira University Strategic Plan 2016/2017-2020/2021 was developed in the quest to provide excellent teaching and learning, promote research and knowledge transfer. The plan is cognizant of the need to improve the academic environment particularly the infrastructure with respect to teaching and learning facilities, such as lecture rooms, administration block for office space, laboratories, workshops, libraries and general physical plant.

The project start date was 1<sup>st</sup> July 2017 and completion date is 30<sup>th</sup> June 2022. Within this period, Lira University aims at developing the physical environment as well as preserve historical land marks. The revised budget for FY 2018/19 is Ug shs 39,690,551, of which Ug shs 39,690,551(100%) was released and Ug shs 20,118,000 (51%) expended by 31<sup>st</sup> December 2018.

## Performance

Good performance was noted for the sub-programme. The retainer fee for the bus was paid, procured a generator (30Kva) for the main library, and additional lecture room furniture for the executive Masters of Business Administration (50 chairs and 50 tables) was procured. *Summary of performance is indicated in table 3.15.*

**Table 3.15: Performance of Delivery of Tertiary Education and Research Programme-Lira University by 31<sup>st</sup> December 2018**

Sub-prog/Proj	Outputs	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Teaching and Training	6,207,835,787	4,529,759,841	100	40	24.96	A total of 686 students were admitted in FY 2018/19. Meetings were held for the admissions board, timetable committee



Sub-prog/Proj	Outputs	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
							and the faculty board. Procured assorted medical supplies and uniforms.
	Research, Consultancy and Publications	412,646,998	251,900,249	100	35	1.74	Three staff were trained, two in bibliometrics, web metrics, data analysis and scholarly writing, and one in electronic resources and reference tools.
	Outreach	25,000,000	9,866,000	100	40	0.18	Eight community outreaches were conducted. Medical uniforms and protective gears for staff and students were procured.
	Student Welfare	476,705,593	218,009,643	100	50	3.50	Paid living out allowance for the 300 Government sponsored students and paid subscription to Uganda Dean of Students.
	Administration and Support Services	5,010,662,795	3,050,130,441	100	40	24.15	Paid salaries for 79 staff. Remitted the 10% employer's contribution to NSSF for existing staff for six months.
Support to Lira University Infrastructure Development	Government Buildings and Administrative Infrastructure Construction of Phase II of administration block and faculty of education block	1,500,000,000	1,413,750,000	100	20	2.33	The administration block was at foundation level.  Civil works at the Faculty of Education was 30% (casting slab for the first floor).
Institutional Support to Lira University-Retooling	Purchase of motor vehicles and other transport equipment						Retainer fee for the bus was paid.

Sub-prog/Proj	Outputs	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Purchase of office and ICT equipment, including software						Procured a generator (30Kva) for the main library, however had not been delivered.
	Purchase of Office and Residential Furniture and Fittings						Procured additional lecture room furniture for the executive Masters of Business Administration.
<b>Programme Performance (Outputs)</b>						<b>56.86</b>	<b>Fair performance</b>

*Source: Author's Compilation*

### **Implementation Challenges**

- i) Inadequate non-wage recurrent grants to cater for living out allowances for Government sponsored students. The funding is based on the first cohort of 100 Government sponsored students initially admitted and yet the number has grown to 1120 students in Academic year 2019.
- ii) Approval of items under the wrong MTEF: Parliament approved an additional one billion for the construction of the main administration block (2018/19) under a wrong MTEF of non-wage instead of GoU development. This was not adjusted on the system by MFPED, and hence has jeopardized the budget execution.
- iii) The university is understaffed, with a current staffing level of 43%.

### **Recommendation**

- i) The University should develop concepts on viable and fundable projects in order to generate additional resources to finance its investments and compliment the resources from Central Government.

### **Conclusion**

The overall performance for the university was fair at 56.86%. Output performance varied across sub-programmes/projects, with the recurrent project doing better than the development projects.

### **8) Kabale University (Vote 307)**

The programme objectives are; i) to promote quality, affordable and relevant university level education through teaching, learning, skills enhancement and development; ii) generate and disseminate knowledge through quality and relevant research, publications and other means of knowledge dissemination; and iii) to increase access to quality University Education and knowledge to the Great lakes region and beyond.

The programme outcome is increased competitive and employable graduates and the outcome indicators are; i) national, regional and global ranking, ii) rate of equitable enrolment and graduation at tertiary level, and rate of research, publication and innovations rolled out for implementation.

There are three sub-programmes that is; Headquarters; Support to Kabale Infrastructure Development and Institutional Support to Kabale University – Retooling which were all monitored to assess the level of implementation. Below are the findings.

#### **a) Headquarters Sub-programme**

The sub-programme's objectives are to; i) focus the university programmes on the mandate and core business of Kabale University, ii) harness and optimally exploit the opportunities within the catchment area (niche) for the growth and development of the university, iii) strengthen Kabale University capacity to deliver its mandate, and iv) encourage the public to make "special" contribution towards enhancement of KAB mandate.

The approved budget for FY2018/19 is Ug shs 17,145,286,689, of which 77% was released and 41% spent 31<sup>st</sup> December 2018. By half year, the vote had a supplementary of Ug shs 800,513,627 for development.

#### **Performance**

This sub-programme registered good performance as a number of planned outputs were achieved. Teaching and training, research consultancy and publications, outreach, students' welfare, and administration and support services were facilitated.

Under Teaching and Learning, 17 weeks of lectures under the 1<sup>st</sup> Semester for 2,878 students and four weeks of examinations were conducted. A total of 1,058 students graduated on 26<sup>th</sup> October 2018. Assorted laboratory consumables and equipment were procured for School of Medicine, Faculty of Engineering, Technology, Applied Design and Fine Art, and Faculty of Science. Assorted ICT accessories were purchased for all faculties, internet subscriptions paid.

Under Research, Consultancy and Publications a total of 12 publications were made, 7 research proposals were approved for funding, self-assessment and peer review for diploma in engineering conducted, 4 public lectures conducted, and a total of 4 workshops and seminars on academic growth, research and publications were conducted.

Under Outreach, field trip for 68 tourism students was conducted to 3 sites, a study trip for Geography students conducted in Kisoro District, a study trip for 17 Environmental Health Science students conducted.

For Students' Welfare, 295 students were paid living out and faculty allowances, 1,200 students were counseled on health including HIV/AIDS, academic, environmental and behavioral issues.

Under Administration and Support Services, staff salaries for July-December were paid and statutory deductions made. Gratuity for 56 staff was paid, 29-part time staff were paid, two and three staff members were supported to undertake their Master and PhDs programmes respectively.

Additionally, three council meetings were conducted, five appointments board meetings held, two finance, and planning and resource mobilization committee meetings conducted. One senate meeting, 10 Dean's committee meetings, one admissions committee meeting and two ceremonies committee meetings were held. A total of 37 top management meetings, three

finance, four contracts committee and two staff development committee meetings were held. All reports were compiled. *Refer to table 3.16 for summary performance.*

### **b) Support to Kabale Infrastructure Development**

The project's start date was 1<sup>st</sup> July, 2016 and its expected end date is 30<sup>th</sup> June, 2021. The intended objective is to develop facilities and infrastructure that meets students and staff needs. The expected outputs are; phase II works on general lecture hall block, Phase II of engineering workshops, completion of a waterborne toilet and a VIP pit latrine. The approved budget for FY 2018/19 is Ug shs 968,749,223, of which Ug shs 631,111,723 (65%) was released and Ug shs 237,622,199 (38%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Good performance was noted with a number of works completed, while others were ongoing. Construction of the General Lecture Hall was completed. Renovation of the Biology and the chemistry and Physics laboratories were ongoing. The renovation works of the Science Lecture Block was at procurement level. *For summary performance refer to table 3.16.*



**L-R: The biology laboratory under renovation: The General lecture block at Kabale University**

### **c) Institutional Support to Kabale University – Retooling**

The University attained public status on 16<sup>th</sup> July 2015 without necessary furniture and fittings as well as laboratory equipment especially for courses of Engineering and Technology, Nursing and Medicine. The major objective of the sub-programme is to: provide adequate learning and demonstration tools to students and ii) provide conducive environment to learners and staff. The approved budget for FY 2018/19 is Ug shs 431,764,404, of which Ug shs 431,764,404 (100%) was released and Ug shs 200,517,304(46%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

A Toyota Land Cruiser and Toyota Hiace motor vehicles were purchased and delivered furniture and fittings, were procured and delivered. *For the summary performance refer to table 3.16.*

**Table 3.16: Performance of the Delivery of Tertiary Education and Research Programme- Kabale University by 31<sup>st</sup> December 2018**

Output Performance							
Sub prog./Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target (%)	Cum. Achieved Quantity (%)	Physical Performance Score	Remark
Headquarters	Teaching and Training	11.599	8.482	9.00	6.00	57.45	Teaching was conducted and students examined for semester one. Finalists graduated.
	Research, Consultancy and Publications	0.089	0.045	5.00	2.00	0.39	Research proposals were funded, public workshops, lectures and seminars for the half year held.
	Outreach	0.096	0.048	6.00	2.00	0.35	Study trips for the semester were organized.
	Students' Welfare;	0.612	0.306	5.00	2.00	2.66	Students' welfare facilitated, living out allowances paid, and procurement of assorted activities made.
	Administration and Support Services	4.516	2.788	12.00	6.00	19.87	All staff salaries were paid, all meetings facilitated and held, and all progress reports submitted.
	Guild Services	0.055	0.028	4.00	2.00	0.30	100% of the guild funds were released and all guild activities were funded, and guild meetings conducted.
	Contributions to Research and International organizations	0.037	0.018	3.00	2.00	0.20	Annual and membership fees to research and membership bodies paid.
Support to Kabale University Infrastructure Development	Construction and rehabilitation of learning facilities (Universities)	0.969	0.631	2.00	1.00	4.04	Construction of the General Lecture Hall was completed. Renovation of the Chemistry, Biology, and the Physics laboratories were ongoing. The renovation works of the Science Lecture Block was at procurement level.
Institutional Support to Kabale University -	Purchase of Motor Vehicles and other transport equipment	0.387	0.387	2.00	2.00	2.10	The Land Cruiser and Toyota Hiace were purchased and delivered.

Output Performance							
Sub prog./Project	Output	Annual Budget (Ug shs)	Cum. Receipt	Annual Target (%)	Cum. Achieved Quantity (%)	Physical Performance Score	Remark
Retooling	Purchase of Office and Residential Furniture and Fittings	0.045	0.045	1.00	1.00	0.24	Office furniture was purchased.
<b>Programme Performance(Outputs)</b>						<b>87.61</b>	<b>Good performance</b>

*Source: Author's Compilation, IFMS*

### Conclusion

The overall performance was good.

### Challenges

- i) The science laboratories were not sufficient and what is there is not well equipped.
- ii) The university is not able to conduct a lot of research and consultancy work because most staff are Masters holders, and the University lacks PhD holders.
- iii) The Students Loan Scheme does not support lecturers on studies yet if supported they could pay back.
- iv) The university has low staffing levels to the extent that third year students for Faculties of Engineering and Medicine respectively have no staff to teach them. As a result of this, the University is largely depending on AIA to pay part time staff which is rather expensive.

### Recommendation

The Government should provide funds for recruitment of staff to enable students get the requisite lecturers.

### 9) Soroti University (Vote 308)

The vote mission statement is to change the world by being a fountain of knowledge and innovation that supports sustainable development and transformation of the society. Which they aim to achieve through: Educating responsible, broad-minded persons to act as future visionaries in our society. Stimulating innovations that surpass traditional boundaries. Building an open community of students, scholars and others, for free exchange of ideas to impact the society at large. Delivering learning that is active, creative and continuous. The vote has one programme – Delivery of Tertiary Education and Research.

**The programme objectives are to:** (a) develop an innovative institutional and educational model for vocationalizing education and extension system so as to increase the productive and entrepreneurial capacity in students/youth and communities; (b) create programmes that combine lecture room activities with field work (service learning), projects and research and coordinate internships with business, government and Non-Governmental Organizations

related to the national development; (c) promote appropriate skills training, technology and innovations for regional integration and development.

The programme has three sub-programmes; Headquarters, Support to Soroti University Infrastructure Development (Project 1419) and Institutional Support to Soroti University-Retooling Project (1461).

#### **a) Headquarters**

The approved budget for FY 2018/19 is Ug shs 6,185,172,963, of which Ug shs 3,092,586,482 (50%) was released and Ug shs 2,272,342,942 (73%) expended by 31<sup>st</sup> December, 2018.

#### **Performance**

Fair performance was noted under the university recurrent programme. Students did not enrol and therefore no teaching was done and students' welfare was not paid. Salaries, capacity building of staff and NSSF were paid. Council meetings, seminars were attended and vehicles were maintained, as well as the university campus. *Summary of performance is in table 3.17.*

#### **b) Support to Soroti University Infrastructure Development Project (1419)**

The project started on 1<sup>st</sup> July 2016 with duration of five years ending 30<sup>th</sup> June 2021. Project objectives include; construct, equip and furnish all the necessary university infrastructure (roads, buildings, sports and leisure facilities), provide reliable utilities and services (water, electricity, internet, sewage), provide transport, logistics equipment and tools to facilitate learning and teaching, and provision of adequate security for people and property.

The expected output is a fully functional university with all the basic infrastructure and social amenities. The approved budget for FY 2017/18 was Ug shs 4,070,000,000, of which Ug shs 1,761,459,375 (45%) was released and Ug shs 594,299,824 (32%) was expended by 31<sup>st</sup> December, 2018

#### **Performance**

Performance of the sub-programme was poor. Construction of the water and sewage management system was still at the procurement stage; engineering designs were not complete and the Teche block was not rehabilitated. In addition, the fence was not complete due to land acquisition issues. Purchase of motor vehicles was still under the procurement process. Construction of the medical laboratory had stalled due to re-allocation of funds to pay for the construction of the Multi-purpose block. *Summary performance is in table 3.17.*

#### **c) Institutional Support to Soroti University –Retooling Project (1461)**

The project started on 1<sup>st</sup> July 2017 and its expected completion date is 30<sup>th</sup> June 2022. The main objectives are to; i) set the world class infrastructure, facilities and equipment supporting the University's strategic ambitions for learning, research and community engagement and ii) provide the highest quality technology-based services to support teaching, learning, research, creative activity, and the delivery of administrative services to the University community.

The approved budget for FY 2018/19 including the supplementary is Ug shs 5,048,447,894, of which Ug shs 1,457,087,500 (29%) was released and Ug shs 451,347,073 (32%) expended by 31<sup>st</sup> December, 2018.

## Performance

The re-tooling sub-programme of the university performed poorly as all the planned outputs were still at the procurement stage. *Summary of performance is in table 3.17.*

**Table 3.17: Performance of Soroti University by 31<sup>st</sup> December, 2018**

Sub programme	Output	Annual Budget (Ug shs bn)	Cum. Receipt (Ug shs bn)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Teaching and training	2.03	1.02	100.00	67.00	12.50	Students were not enrolled; Salaries were paid to the 20 teaching staff, courses were developed, capacity building was done both internationally and nationally, paid NSSF, workshops and seminars were attended, no student course work was not done.
	Students Welfare	0.16	0.079	100.00	0.00	0.00	Living out allowance was not paid as students had not yet enrolled.
	Administration and support services	3.9	1.97	100.00	100.00	24.22	Salaries were paid for 67 administrative staff; NSSF paid, staff trained, improved staff welfare, staff were motivated; 11 vehicles maintained, campus was maintained.
	Guild Services	0.04	0.02	100.00	0.00	0.00	Not conducted as students had not yet enrolled.
	Contribution to research and international organisations	0.02	0.01	5.00	2.00	0.10	Paid subscription to library consortium, eLearning, Vice Chancellors Forum; and RUFORM. Other three subscriptions were not yet paid.
Support to Soroti University Infrastructure Development	Acquisition of land by government	0.4	0.2	100.00	10.00	0.49	The fence is not yet complete as there are land acquisition issues. Part of the university land was secured but another plot is pending disposal of a case. Discussions are ongoing for the lease of land in Serere DLG to agree on a fair lease price.
	Government buildings	1.61	0.92	100.00	32.50	5.65	Construction of water and sewage management system



Sub programme	Output	Annual Budget (Ug shs bn)	Cum. Receipt (Ug shs bn)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	and administrative infrastructure						at procurement stage. The procurement process has been initiated for the construction of a security guard house and a solar security lighting system. The TECHE building is not yet constructed.
	Purchase of Motor Vehicle and other Transport Equipment	0.96	0.62	100.00	10.00	0.00	At the procurement stage.
	Roads, Streets and highways: 14.2km of road network routinely maintained	0.1	0.05	100.00	100.00	0.62	1.4km of roadwork was routinely maintained (weeding, opening up culverts, drainage opening, filling up potholes, slashing road side).
	Construction and rehabilitation of learning facilities:	1.96	0.59	100.00	0.00	0.00	The construction of the medical laboratory has stalled due to reallocation of funds to payment of outstanding commitments to Complant Engineering and Trade (U) Ltd, for the construction of the multipurpose teaching and laboratory blocks and payment for supply and installation of lifts in the multipurpose block.
Institutional Support to Soroti University-Retooling	Purchase of Motor Vehicle and other Transport Equipment	0.96	0.62	100.00	10.00	0.92	Procurement of coaster and 3 double cabin pickups ongoing.
	Purchase of ICT Equipment including software	1.85	0.35	100.00	10.00	6.37	Procurement ongoing for the purchase of ICT equipment and software.
	Purchase of specialised machinery	2.02	0.4	100.00	10.00	6.69	Assorted medical and engineering equipment at procurement stage.

Sub programme	Output	Annual Budget (Ug shs bn)	Cum. Receipt (Ug shs bn)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
	Purchase of office and residential Furniture and fittings	0.2	0.09	100.00	10.00	0.27	Assorted furniture for office, library and lecture theatres at procurement stage.
	<b>Programme Performance ( Outputs)</b>					<b>57.84</b>	<b>Fair performance</b>

*Source: Field Findings, IFMS*

### **Implementation Challenges**

- i) Delay by user departments, especially the Estates Department, to initiate the procurement process. Most of the items to be procured are supposed to come from Estates.
- ii) There is a court case as a result of land acquisition issues where the fencing of the university traverses.

### **Recommendations**

- i) The user departments should initiate the procurement process early.
- ii) The university should expedite preparatory activities in to fully satisfy the requirements of National Council of Higher Education to be given a go ahead to start.

### **Conclusion**

The overall performance of the vote as at half year was fair (57.84%). There was low absorption of funds by the university mainly due to delayed procurements. The university is not achieving on its core function of teaching and learning as NCHE has not yet cleared the university to enroll students.

### **10) Uganda Management Institute (UMI)**

Uganda Management Institution core mission is to excel in developing practical and sustainable administration, leadership and management capacity. The vote has one programme - Delivery of Tertiary Education and Research.

#### **Delivery of Tertiary Education and Research Programme**

The programmes' main objectives are to: (i) enhance the quality, relevance and delivery of competence based education and training, (ii) generate and disseminate cutting edge knowledge on public administration, management and leadership, (iii) deliver practical and credible consulting services that address clients' management, administration and leadership challenges, (iv) attract, develop and retain high quality staff, (v) enhance the Institute's

competitiveness and sustainability, (vi) strengthen the capacity of support functions to facilitate effective and efficient delivery of UMI services.

The programme has a total budget of Ug shs 37.407bn, of which Ug shs 30.130bn is AIA and Ug shs 7.277bn is GoU. By 31<sup>st</sup> December, Ug shs 13.031bn (34%) was released, of which Ug shs 13.03bn (100%) expended.

#### **a) Headquarters**

The GoU budget for FY 2018/19 is Ug shs 5.777bn, of which Ug Shs 2.888bn (50%) was released and Ug shs 2.428bn (84%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

Good performance was noted under the sub-programme with a number of planned activities being implemented. In particular, those funded by AIA achieved majority of their plans by half year. Under Teaching and Training – a total of 4,009 students out of an annual target of 5,560 were admitted, and 25 courses were run. The prospectus of short courses were delivered and they ran a number of newspaper adverts.

Under Research, Consultancy and Publications, the 15<sup>th</sup> issue of the UMI Journal was published, two research grants were awarded and they had held four research seminars and two public dialogues.

Under Human Resource Management Services, all staff were paid salaries and gratuity. Two staff – the security assistant and the logistics assistant were promoted to full officers. *Refer to summary performance in table 3.18.*

#### **b) Support to UMI infrastructure Development**

The overall objective of the project is to boost the performance through growth and development of the Institute. Additionally, to increase the participant enrolment rate and provide a conducive learning environment with a provision of adequate and modern facility to participants. The project had a start date of 1<sup>st</sup> July 2015 and an expected end date of 30<sup>th</sup> June 2020.

The approved budget for FY 2018/19 is Ug shs 1.500bn of which Ug shs 0.635bn (42%) was released and Ug shs 0.085bn (13%) expended by 31<sup>st</sup> December 2018.

#### **Performance**

The plans for the financial year include the rehabilitation of the hostel block, the completion of the new classroom/office block, and the establishment of the UMI satellite branches in Mbale, Mbarara and Gulu.

By half year, the new classroom/office block was partially commissioned (full commissioning to take place in March) and occupied. It was 95% complete as they were still finalizing the parking and furniture had not yet been delivered.

Rehabilitation of the hostel block was ongoing, works started in December 2018 and had an expected end date of December 2019. The satellite branches were at different stages. The one in Gulu was developed and was in its final stages of renovation. Land was bought for the one in Mbarara, and the architect was working on designs. The designs for the one in Mbale were completed and construction to start next financial year.



**The office/classroom block completed at UMI**

**Table 3.18: Performance of Uganda Management Institution by 31<sup>st</sup> December 2018**

	Output	Annual Budget (Ug shs)	Cum. Receipt (Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Headquarters	Administration and Support Services	0.460	0.230	4.00	3.40	6.32	The process of getting ISO certified is 80% completed, the ISO Internal Quality Audit was conducted at the Institute and branches. Job evaluation was conducted, utilities and bills paid and several committee meetings were held.
	Human Resource Management	5.317	2.659	3.00	3.00	73.07	Staff salaries were paid, recruitment of new staff conducted and promotions issued.
Support to UMI infrastructure Development	Government Buildings and Administrative Infrastructure	1.500	0.635	3.00	1.00	16.24	The new classroom/office block was partially commissioned and occupied, awaiting furniture and the completion of the parking
	<b>Programme Performance ( Outputs)</b>					<b>95.63</b>	<b>Very good performance</b>

## Challenges

- i) Inadequate space: The institute cannot register 100% of participants due to lack of classroom space. This limits enrolment and revenue generation.
- ii) Delayed delivery of furniture under the HEST project. The Institute had to rent chairs in order to occupy the building during the defects liability period which has been costly and put a strain on their budget.
- iii) Lack of funds to provide salary increments to staff which is impacting morale and affecting retention of staff.

## Conclusion

The overall performance of the vote at half year was very good (95.63%). The recurrent and the development sub-programmes both executed majority of their planned outputs by half year.

### Overall conclusion for Universities

The overall performance of the eight public universities monitored was good. Six out of the eight public universities registered good performance while two universities registered fair performance. Mbarara University registered the best performance with 90% achievement of planned targets, while Soroti, Lira and Muni registered fair performance at 58%, 57% and 53%, respectively. Overall, the good performance was on account of the recurrent sub programme while the development and retooling sub-programmes largely performance fairly. The two Degree Awarding Institutions monitored (MUBS and UMI) registered good performance of 89% and 96%, respectively.

## 3.5 Transfers to Local Governments (Votes: 500-850)

The vote mission statement is to provide for, support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda integration and national development. The vote consists of 172 Local Governments (127 districts, 46 municipalities and Kampala Capital City Authority). These Votes take up the biggest proportion of the Education Sector budget. They comprise of Sector Conditional Grant (wage), Sector Conditional Grant (non-wage) and Sector Development Grant (formerly Consolidated Development grant and Secondary School Development/Transitional Development grant).

The approved budget for FY 2018/19 is Ug sh 1.637bn, of which Ug shs 0.799bn (49%) was released and expended by 31<sup>st</sup> December 2018. A total of 35 districts were monitored at half year and the total budget for these districts is Ug shs 0.497bn, of which Ug shs 0.242bn was released by 31<sup>st</sup> December 2018. Below are the findings.

### a) Sector Conditional Grant (Wage)

The approved budget for the Sector Conditional Grant (wage) for FY 2018/19 is Ug shs 1,251,745,702,713, of which Ug shs 627,227,223,339 (50.1%) was released and expended by 31<sup>st</sup> December 2018. The budget for the 35 districts monitored was Ug shs 383,975,255,632 of which Ug shs 192,127,014,178 (50%) was released and expended by half year.

### Performance

All districts monitored indicated that they had received funds for wage and all teachers and non-teaching staff received their salaries for the first six months of the year.

### **b) Sector Conditional Grant (Non-Wage)**

The approved budget for the Sector Conditional Grant (Non-wage) is Ug shs 255,251,234,458 of which, Ug shs 114,863,055,506 (45%) was released and expended by half year. Of the 35 districts monitored, the total budget FY 2018/19 is Ug shs 76,337,233,910 of which Ug shs 34,351,755,259 (45%) was released and expended by half year.

#### **Performance**

All schools in the districts monitored received Universal Primary Education (UPE) and Universal Secondary Education (USE) capitation for terms two and three. In addition, all districts received the Inspection grants together with DEO's monitoring grant and conducted their term II and term III inspection. The District Education Officers (DEOs) also conducted their monitoring. Some of the emerging issues from their monitoring and inspection included the following;

- i. **High dropout rates:** There were persistent high dropout rates across districts, with more girls dropping out than boys. In some districts the girls' drop out rate was as high as 80% due early marriages, pregnancies and poor menstrual hygiene management in schools. Likewise, the completion rates are low in a number of districts. While in Kole District, the completion was at 50%, and in Apac District it was at 48%.
- ii. **High pupil absenteeism in schools:** This is particularly common among the peasant communities. Children stay home to help in planting and harvesting especially between March and April, July and August, and also on market days. They also miss school to handle domestic chores like cooking, babysitting and *boda boda* riding, while others escape from school.
- iii. **Inadequate school infrastructure:** Despite all investment to improve school infrastructures in the country, the infrastructure remains inadequate across districts. There are also many structures in a state of disrepair. As a result of this, in Kitgum District the classroom: pupil ratio was 1:144; and latrine pupil ratio was 1:82, while in Bukedea District there were several schools that operated under trees like Auruku-Kanyanga P/S, Kacoc-New P/S; plus three other P.7 schools that have only two classrooms.
- iv. **Low capacity of the school management committees:** Members of the SMCs across districts were reportedly not effectively carrying out their duties.
- v. **Land wrangles:** These were common between foundation bodies and school management. Most of the schools were founded by religious bodies and land was given to these bodies without any form of agreement on transfer of ownership. Over years, relatives of the deceased owners and other opportunists have come up to claim ownership of land. This was noted in Oyam, Kole and Lira districts among others. In Iceme sub-county, six schools had been sued in court by Lira Diocese over land ownership.
- vi. Underfunding of co-curricular activities, and no funding towards special needs and the Career Guidance and Counselling function.

### **c) Sector Development Grant (SFG and UgIFT)**

The sub-programme comprises of the Consolidated Development grants, Transitional Development Grants and the Uganda Inter-Governmental Fiscal Transfer Program (UgIFT).

The Consolidated Development grants which are inclusive of School Facilities' Grant and Transitional Development are intended to finance capital development works of pre-primary, primary and fund adhoc investments including presidential pledges.

The Uganda Intergovernmental Fiscal Transfers Program for Results (UgIFT) supports the Intergovernmental Fiscal Transfer Reforms (IgFTR). It has a Program Development Objective (PDO) to improve the adequacy and equity of fiscal transfers. The programme is financed by GoU and IDA and being implemented in the sectors of Health and Education.

It will disburse USD200 million over a four-year period, of which USD130 million will be allocated for LG grants in the Education Sector, and USD 55 million in the Health Sector, and USD15 million for grant management, performance assessment, value for money, support and improvement.

In the Education and Sports Sector, the loan shall finance both Non-Wage Recurrent and Development components. The Non-Wage component will address the low unit cost of funding operations of the schools to improve learning outcomes. The Development Grant will fund investments such as construction and implementation of presidential pledges which were previously handled under the Transitional Development Grant.

The UgIFT will support the Health and Education Sector Development grants in 172 LGs votes (126 districts, 46 municipalities and KCCA) this FY 2018/19. The project cost FY 2018/19 is Ug shs 100bn.

In the FY 2018/19, the programme intends to construct seed schools in 242 sub-counties. Civil works for each of the seed schools is worth Ug shs 2bn for a contract period of two years. To procure contractors for the civil works, the programme adopted a hybrid procurement modality, under which MoES spearheads the procurement process in terms of advertisements and the LGs carry out the selection and evaluation of bids. Districts were batched in lots of five and at regional level, a lead LG was identified for purposes of streamlining procurement (oversee the bidding and evaluation processes). The lead LGs are; Mbale, Gulu, Lira, Mbarara and Wakiso; as shown in annex 2.

The approved budget for the Sector Development Grant for FY 2018/19 is Ug shs 130,249,949,847, of which Ug shs 86,833,299,898 (66.7%) was released by 31<sup>st</sup> December 2018. The budget for the 35 districts monitored was Ug shs 37,167,508,988, of which Ug shs 24,778,339,325 (66.7%) was released by half year.

## **Performance**

### **i) School Facilities Grant (SFG)**

Local Governments were at various stages of construction for the classrooms, latrines stances, teachers' houses and supply of furniture to primary schools. Of the 35 LGs monitored, three had completed construction of their planned facilities, 24 had civil works ongoing, three had awarded contracts but works not started, three districts were at procurement stage, while two had not procured contractors. Majority of districts expected to achieve their planned targets by the end of the FY.



**L-R: Construction of a two classroom block at wall plate level at Aringodyang PS, Iceme S/C, Oyam District; A 3- classroom block completed at Katrini P/S in Arua District**

**ii) The Uganda Inter-governmental Fiscal Transfer Program (UgIFT)**

By 31<sup>st</sup> December 2018, civil works had not started across the districts. Late initiation of the procurement process by the MoES delayed works. In some districts, advertisement of bids was ongoing, while in others evaluation of bids was about to start. All LGs were concerned that civil works were unlikely to start during the current financial year and funds may be swept back to the Consolidated Fund.

**Table 3.19: Performance of Local Governments by 31<sup>st</sup> December, 2018**

Output	Annual Budget ( Ug shs)	Cum. Receipt ( Ug shs)	Annual Target	Cum. Achieved Quantity	Physical performance Score (%)	Remark
Sector Conditional Grant (Wage)	383,975,255,632	192,127,014,178	100	50	77.13	All funds for half year (50%) were received and all salaries paid.
Sector Conditional Grant (Non-Wage)	76,337,233,910	25,445,744,637	100	20	9.21	45% of fund was received, all capitation grants were transferred to the schools, and monitoring and inspection was conducted.
Sector Development grant (SFG and UgIFT)	37,167,508,988	24,778,339,325	100	20	2.24	While works were ongoing under SFG, no works had started under the UgIFT.
<b>Programme Outputs)</b>	<b>Performance (</b>				<b>88.6</b>	<b>Good performance</b>

*Source: Author's Compilation; IFMS*



**Conclusion** The programme registered good performance (88.6%) by half year. The overall good performance was largely on account of the Sector Conditional Grant (wage) and the Sector Conditional Grant (non-wage). There was mixed performance on development grant. While the SFG projects largely performed well, the UgIFT, which had the largest chunk of the money, delayed to start and was slightly behind schedule.

### **Implementation Challenges**

- i) The guidance on utilization of the UgIFT funds was not clear in some districts. Some districts councils (e.g Mubende) wanted to use part of the fund to fulfill Presidential Pledges, while in Lyantonde, the Chairman and Vice Chairman LC V hijacked and redistributed the UgIFT funds to normal SFG projects until much later when they reluctantly agreed to follow the UgIFT guidelines.
- ii) In some districts there were disagreements over sites where the seed schools were to be constructed. In Kyenjojo District, while the district chose Logoola sub-county, the MoES chose Mparo Seed in Kyembogo sub-county.
- iii) UgIFT funds on districts accounts are likely to be swept back to the Consolidated Fund at the close of the financial year due to delays in start of civil works across districts.

### **Recommendation**

- i) The MoES should expedite the procurement process for the UgIFT project, and quickly conclude the post evaluation reviews to ensure that contracts are awarded and works commence. Relatedly funds that will be swept back by the system should be returned to the implementing districts to ensure that works are not disrupted.

## **3.6 Best Practices in Service Delivery**

In the execution of its mandate, the Education and Sports sector faces a number of challenges which include; dilapidated and deteriorating infrastructure, reduction in unit costs of grants, inadequate scholastic materials, pedagogical requirements and limited school inspection. With the current allocations to the sector, effective delivery of the education and sports services still remain a challenge.

Amidst all the challenges, Education Managers in different Institutions and LGs have come up with innovative ways in terms of best practices to enable them deliver the service. Some of the innovations address issues of inadequate classroom space, inadequate staff house, inspection and school feeding among others. Below are the findings.

### **Provision of classroom space and teachers' houses**

Districts continue to face the problem of inadequate class space. A few districts decided to address this problem on a self-help basis where communities are mobilized to construct classroom facilities and the district provides iron sheets. In Mubende for example, the LG in FY 2018/19 provided iron sheets to different primary schools constructed by the communities; 60 iron sheets for a staff house at Kiwumulo P/S, 100 iron sheets to Don Bosco P/S, 120 iron sheets to Senkulu P/S, and 100 iron sheets to Kawodisa P/S. In Moyo District, the community constructed a low cost housing unit for teachers at Toloro P/S and Obong P/S.

Partnerships with development partners; LGs have collaborated with development partners to construct facilities in schools. In Buikwe District for example, World Vision had constructed six schools in two sub-counties of Ngogwe and Buikwe, while ACEIDA from Iceland had constructed a total of 28 primary schools and four secondary schools in sub-counties of Najja, Nyenga, Ssi and Ngogwe. Opportunity Uganda constructed six primary schools with staff houses in the sub-counties of Buikwe, Ssi and Nkokonjeru.

### **Joint School Inspections**

Local Governments have continued to come up with innovative ways of conducting school inspections. For example, the LGs comprising the former greater Masaka (i.e. Masaka, Kalungu, Bukomansimbi, Lwengo, Lyantonde, Kyotera, Rakai and Kalangala) conduct joint school inspections. All Inspectors of Schools in these districts draw a program where they all conduct a joint inspection in one agreed district using one tool and covering all schools before moving to another district. In doing this, they mobilise all resources available to them including all vehicles and motorcycles. Using this method, all schools in many of these districts are covered in one or two days.

On the other hand, in districts of Kole District, Kaliro, and Kyenjojo, all the technical officers from other departments are mobilized to participate in monitoring and inspection of schools and vice versa. In this way everyone in the district knows about all the other sectors as everyone participates in monitoring all departments.

Cluster supervision was noted in Lwengo District, whereby head teachers in a particular parish form a cluster of three or four schools and do peer support supervision in their cluster, and are encouraged to learn from each other for improvement of the education service.

Introduction of support supervision forms; for example, in Kyankwanzi District, the inspectors go to classrooms to support teachers to improve their teaching/learning methods and environment. The forms have names of teachers, class, learners, subjects, areas of strength and weakness for the teacher and then advice teachers accordingly. The CCTs and DIS follow up on the areas of improvement for particular teachers. The DIS receives these forms on a monthly basis.

### **Parent-led school feeding**

Through continuous sensitization of the communities by the LGs, pupils in some of the schools get meals at school and this has improved pupil attendance. In Apac and Gulu districts parents contribute food items that are prepared at school for their children's midday meals. All schools in Lyantonde District were providing some kind of meal for pupils for lunch. Some parents contribute maize floor and the school prepares meals at school.

Revival of school gardens as seen in Kole district, the school gardens were being promoted to ensure food supply in schools.

### **Academic Improvement**

Districts have come up with strategies to improve performance. In Lyantonde District, using subject experts and examiners the education department organizes workshops by subject at sub-county level or at district level where all teachers are skilled in a particular subject. They hold one or two workshops on a termly basis. In Iganga District, the upper classes in all the schools conduct uniform exams and joint mock exams as a way of following up on the curriculum.

The scheming policy as applied in Kiruhura District helped improve performance. In the last week of the term, all teachers draw up the schemes of work for the subsequent term which is handed over to the Director of Studies.

### **Creation of Associations**

The Local Governments have opened up SACCOs and other associations to help teachers interact, meet and get help when needed. The SACCOs for instance have helped in the reduction of multiple loans and reduced teacher absenteeism. In Mbale District, the teachers' SACCO has over 600 active members who get loans instead of the money lenders and the banks.

The Mbale Teachers' Anti-AIDS Group has encouraged teachers living positively to carry out their duties without segregation. The association works hand in hand with the DEO to ensure that these teachers are posted in schools that are convenient for them to access all the help needed. In conjunction with the AIDS Support Organization (TASO), AIDS Information Center, workshops and trainings are conducted for the teachers, and help the teachers get projects to supplement their incomes such as poultry.

### **Tracking Teachers' Attendance**

The initiative has helped improve the teacher attendance rates. In Bugiri District, teachers' attendance is noted and at the end of the month, a shame list is pinned at notice boards to indicate the defaulters. In Lwengo District, all head teachers are required to send teachers' monthly attendance lists to the Education department where they are analyzed and reports made for the CAO's action. Funds are deducted for days not worked. This has improved teachers' attendance in schools.

### **Data Collection and Management**

Districts face a lot of challenges in collection and management of data in the education sector. With creation of new districts, the problem has worsened. In order to address the issue of data collection and management, Wakiso District Education department came up with data capturing tools to ease the process i.e. Form A and Form B.

Form A: This form captures information about all schools district wide including government aided and private schools - primary, nursery, secondary and tertiary institutions. The information provided in form A, aids monitoring of the schools especially in the hard-to-reach areas. This form is filled annually and Wakiso in particular started implementing the use of this form in 2018.

Form B: This form is used to capture information on teachers in government aided schools i.e primary, secondary and tertiary institutions. The form also captures both teachers on the government payroll and those who were appointed but had not yet accessed the government payroll due to various reasons like the lack of supplier numbers.

Form B is filled monthly and this helps the department in verification of the payroll monthly as teachers who abscond from duty, those who pass on, those who transfer to other districts are easily netted and put off the payroll in time. This form also helps the Human Resource Officer and the Education Officers to establish which schools lack deputy head teachers, head teachers and those with few teachers for future action.

Form B also provides information on all teachers for easy communication as teachers submit their contacts, emails, as well as contacts for their next of kins which are used in case the teachers are not available at their workstations, for example during long term holidays when some teachers go to villages.

Form B is tallied with the pay roll monthly as the teachers bring both the soft copy on a CD as well as hard copies in hand written format of sheet 1 of form B and it is the hand written copies that are used for verification of the payroll as the individual teacher fills in his/her own information and appends his or her signature to show that the teacher in that particular school and has received salary for that month.

Using information in sheet 2 of form B, the department is in the process of developing a system where the teachers' information including their photos will be inserted for easy management - easy generation of automated reports, and making analysis among others.

The DEO is also developing another form to be used to capture all data on pupils and students at the different levels. Each pupil/student will have an identifying number with their photos attached, that will be used to follow them up even when they change schools all through their levels of schooling.

### 3.7 Overall Sector Performance

The overall education sector performance as at half year was 79.4% as shown in table 6.19. In terms of financial performance, the sector registered good performance as 52% of the budget was released and, of that, 90% was expended by half year. In general, the recurrent budgets performed better than the development budgets.

With regards to Output performance, performance varied across the votes. The best performing votes were National Curriculum Development Centre at 100%, Uganda Management Institute and Mbarara University which, 96% and 91% respectively. Some of the votes that had good performance included, but are not limited to, Gulu University (89%), Makerere University Business School (89%), Local Governments (88%), Kyambogo University (87%) and Kabale University (86%). The worst performing votes were Ministry of Education and Sports (59%), Soroti University (57%) and Muni University (53%), which all had fair performance.

The sector's interventions by half year continued to contribute to overall sector objective of providing, supporting, guiding, coordinating, regulating and promoting quality education and sports to all persons in Uganda. A number of achievements were registered and these include: infrastructure development, provision of instructional materials, capacity building of teachers and curriculum development.

The sector has, however, also registered a number of challenges in the implementation of planned interventions and ultimately this has negatively affected service delivery. These include: i) delayed procurement affecting commencement and continuation of civils works ii) poor planning as many project became effective before the necessary preparatory activities were undertaken, iii) low staffing levels and unrealistic staff ceilings across the sector.

**Table 3.20: Overall semi-annual performance of the Education and Sports Sector**

	<b>Vote</b>	<b>% Performance</b>
1.	Ministry of Education and Sports (MoES)	59.2
2.	Busitema University	78.31
3.	Muni University	53.34
4.	Mbarara University (MUST)	90.71

5.	Makerere University Business School (MUBS)	89.13
6.	Kyambogo University	86.09
7.	Gulu University	89.41
8.	Lira University	56.86
9.	Kabale University	87.61
10.	Soroti University	57.84
11.	Uganda Management Institution (UMI)	95.63
12.	Local Government	88.6
13.	National Curriculum Development Centre	100
	<b>Total</b>	<b>79.4</b>

*Source: Authors' Compilation*

### **Recommendations**

1. The MoES should expedite the procurement process for the UgIFT project, and quickly conclude the post evaluation reviews to ensure that contracts are awarded and works commence. Relatedly funds that will be swept back by the system should be returned to the implementing districts to ensure that works are not disrupted.
2. The MoES and all project implementers should undertake adequate project planning and preparations (for both donor and GoU funded projects) well in advance of the project effectiveness and start dates.
3. The Ministry of Public Service and MoES should revise the existing staff ceilings in order to allow recruitment of teachers in primary and secondary schools.

## CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusion

The overall sector performance at half year was good at 79.4%. The sector registered a good financial performance as 52% of the budget was released, and of that, 90% was expended. In general, the recurrent budgets performed better than the development budgets.

In regard to output performance, the best performing votes were National Curriculum Development Centre, Uganda Management Institute, and Mbarara University. Some of the votes with good performance included, Gulu University, Makerere University Business School, Local Governments, Kyambogo University, and Kabale University.

The worst performing votes were Ministry of Education and Sports, Soroti University, and Muni University. This was attributed to delayed release of development funds for Muni, delayed procurement processes for Soroti University, while for MoES, diversion of funds from the core activities to pay staff allowances, as well as delayed procurement processes affected project implementation.

A number of achievements registered in the sector included: infrastructure development, provision of instructional materials, capacity building of teachers and curriculum development.

The sector however, also registered a number of challenges in the implementation of planned interventions and ultimately this negatively affected service delivery. These include: i) delayed procurement affecting commencement and continuation of civil works ii) poor planning as many project became effective before the necessary preparatory activities were undertaken, iii) loss of donor funds, iv) low staffing levels, and unrealistic staff ceilings across the sector.

### 4.2 Recommendation

- i) The MoES should expedite the procurement process for the UgIFT project to ensure that contracts are awarded and works commence. Relatedly, funds that will be swept back by the system should be returned to the implementing districts to ensure that works are not disrupted.
- ii) The MoES and all project implementers should undertake adequate project planning and preparations (for both donor and GoU funded projects) well in advance of the project effectiveness and start dates.
- iii) The Ministry of Public Service and MoES should revise the existing staff ceilings in order to allow recruitment of teachers in primary and secondary schools.

## REFERENCES

- Busitema University, Quarter Two Performance Report FY 2018/19
- Busitema University, Annual Work Plan FY 2018/19
- GoU, (2015) Second National Development Plan 2015/16 – 2019/20 (NDPII). National Planning Authority, Kampala.
- Gulu University, Quarter Two Performance Report FY 2018/19
- Gulu University, Annual Work Plan FY 2018/19
- Integrated Financial Management System Data (Development Budget Items) at end of June FY 2018/19
- Kabale University, Quarter Two Performance Report FY 2018/19
- Kabale University, Annual Work Plan FY 2018/19
- Kyambogo University, Quarter Two Performance Report FY 2018/19
- Kyambogo University, Annual Work Plan FY 2018/19
- Makerere University, Quarter Two Performance Report FY 2018/19
- Makerere University, Annual Work Plan FY 2018/19
- Makerere University Business School, Quarter Two Performance Report FY 2018/19
- Makerere University Business School, Annual Work Plan FY 2018/19
- Mbarara University of Science and Technology, Quarter Two Performance Report FY 2018/19
- Mbarara University of Science and Technology, Annual Work Plan FY 2018/19
- MFPED, 2018. Approved Estimates of Revenue and Expenditure (Recurrent and Development) FY 2018/19. Volume I: Central Government Votes for the year ending 30th June 2019.
- MFPED, 2018. Annual Budget Performance Report FY 2017/18.
- MFPED, 2016. Public Investment Plan (PIP) FY 2016/2017 – 2018/2019. Ministry of Finance, Planning and Economic Development.
- Ministry of Education and Sports, Quarter Two Performance Report FY 2018/19
- Ministry of Education and Sports, Annual Work plan FY 2018/19
- Ministry of Education and Sports (2018), Ministerial Policy Statement FY 2018/19
- Muni University, Quarter Two Performance Report FY 2018/19
- Muni University, Annual Work Plan FY 2018/19
- National Curriculum Development Centre, Quarter Two Report FY 2018/19
- National Curriculum Development Centre, Annual Work Plan FY 2018/19
- Soroti University, Quarter Two Performance Report 2018/19

## Annexes

### Annex 1: Education and Sports Sector Programmes/Projects Monitored

Vote/Vote Function	Programme/Project	Institution/District
<b>013:Ministry of Education and Sports</b>		
0701: Pre-Primary and Primary Education	01: Basic Education	MoES
	1296:Uganda Teacher and School Effectiveness Project	MoES,
	1339:Emergency Construction of Primary Schools Phase II	MoES,
0702: Secondary Education	0897: Development of Secondary Education	MoES
0704: Higher Education	07:Higher Education	MoES
	1241:Development of Uganda Petroleum Institute Kigumba	MoES, Kigumba
0705: Skills Development	05:Business Technical Vocational Education and Training (BTJET)	MoES
	10: National Health Services Training	MoES
	11:Departmental Training Institutions	MoES
	0942:Development of BTJET	MoES, Bushenyi,Kasese, Ntungamo, Kabale,Luwero, Arua, Gulu, Apac, Mbale, Tororo, Sironko, Soroti, Bugiri
	1270: Support to National Health and Departmental Training Institutions	MoES,
	1310:Albertine Region Sustainable Development Project	MoES
	1338: Skills Development Project	MoES, Lira,
	1368: John Kale Institute of Science and Technology	MoES
	1378:Support to the Implementation of Skilling Uganda (BTC)	MoES, Kasese, Kabarole, Hoima,
	1412: The Technical Vocational Education and Training-Leading Institution's Expansion of Human Resource and Skilled Workforce Development for Industrial Sector in Uganda (TVET-LEAD)	MoES
0706:Quality and Standards	04:Teacher Education	MoES
	09:Education Standards Agency	MoES
	1340: Development of PTCs Phase II	MoES, Bushenyi, Moyo, Ngoro, Jinja, Pallisa, Kitgum
	1457: Improvement of Muni and Kaliro National Teachers colleges	Muni, Kaliro
	1458: Improvement of Secondary Teachers Education	Kabale, Mubende,
0707:Physical Education	12: Sports and PE	MoES



Vote/Vote Function	Programme/Project	Institution/District
and Sports	1369:Akii Bua Olympic Stadium	Lira
	1370: National High Altitude Training Center (NHATC)	Kapchorwa
0710:Special Needs Education and Career Guidance	06: Special Needs Education and Career Guidance	MoES
	1308:Development and Improvement of Special Needs Education (SNE)	Sheema, Wakiso, Moyo, Mbale, Iganga,
Transfers to Local Governments including KCCA( 501-580)		
0781:Pre-primary and Primary Education	321411:UPE capitation	Kiruhura,, Bushenyi, , Lwengo, Kyankwanzi, Moyo, Arua, Nebbi, Apac, Lira, Kitgum, Gulu, Soroti, Mbale, Tororo, Luuka, Kaliro,Jinja, Wakiso, Lyantonde, Rukungiri, Sheema, Kasese, Kabarole, Kyenjojo, Mubende, Kole, Oyam, Butaleja, Sironko, Bukedea, Kumi, Ngora, Bugiri, Palisa and Otuke.
	0423: Schools' Facilities Grant	
	1383: Education Development	
0782:Secondary Education	321419: Secondary capitation grant-Non wage	Kiruhura,, Bushenyi, , Lwengo, Kyankwanzi, Moyo, Arua, Nebbi, Apac, Lira, Kitgum, Gulu, Soroti, Mbale, Tororo, Luuka, Kaliro,Jinja, Wakiso, Lyantonde, Rukungiri, Sheema, Kasese, Kabarole, Kyenjojo, Mubende, Kole, Oyam, Butaleja, Sironko, Bukedea, Kumi, Ngora, Bugiri, Palisa and Otuke.
	1383:Education Development	
	321452: Construction of secondary schools	
0784:Education Inspection and Monitoring	321447: School Inspection Grant	
136: Makerere University		
0751: Delivery of Tertiary Education and Research	01 Headquarters	Kampala
	1341: Food Technology Incubations 11	
	1342: Technology Innovations II	
137: Mbarara University of Science and Technology		
0751: Delivery of Tertiary Education and Research	01 Headquarters	Mbarara
	0368: Development	
138:Makerere University Business		
0751: Delivery of Tertiary Education and Research	01 Headquarters	Kampala
	0896: Support to MUBS Infrastructural Development	
139: Kyambogo University		
0751: Delivery of Tertiary Education and Research	01: Headquarters	Kampala
	0369:Development of Kyambogo University	
111: Busitema University		
0751: Delivery of Tertiary Education and Research	01: Headquarters	Tororo
	1057: Busitema University Infrastructure Development	
127: Muni University		
0751: Delivery of Tertiary Education and Research	01:Headquarters	Arua
132:Education Service Commission		
0752: Education Personnel Policy and Management	01 Headquarters	Kampala
	1271: Support to Education Service Commission	Kampala

<b>Vote/Vote Function</b>	<b>Programme/Project</b>	<b>Institution/District</b>
149: Gulu University		
0751:Delivery of Tertiary Education	01: Administration	Gulu
	0906:Gulu University	
301: Lira University		
0751:Delivery of Tertiary Education	01:Headquarters	Lira
	1414: Support to Lira University Infrastructure Development	
303: National Curriculum Development Center		
0712: Curriculum and instructional materials Development Orientation	01:Headquarters	Kampala
307: Kabale University		
0751:Delivery of Tertiary Education	01:Headquarters	Kabale
	1418: Support to Kabale Infrastructure Development	
308: Soroti University	01 Headquarters Support to Soroti Infrastructure Development	Soroti

***Source: Authors' Compilation***

**Annex 2: Beneficiary Districts of the Uganda Inter-Governmental Fiscal Transfer Programme**

<b>Lead District</b>	<b>Lot Number</b>	<b>District</b>
Gulu	1	Amuru, Nyoya, Gulu, Omoro
	2	Lamwo, Kitgum, Pader, Agago
	3	Maracha, Koboko, Yumbe, Moyo, Adjumani
	4	Nebbi, Zombo, and Pakwach
	5	Masindi, Bulisa, Kiryandongo.
Mbarara	6	Rubirizi, Bushenyi, Mitooma, Sheema
	7	Kiruhura, Ibanda, Ibanda, Buhweju and Lyantonde
	8	Kyegegwa, Kamwenge and Kyenjojo
	9	Bundibugyo, Ntoroko, Kabarole and Bunyangabu
	10	Kabale, Kisoro, Rubanda and Rukiga
	11	Rukungiri, Kanungu, Ntungamo and Isingiro
Lira	12	Amolata, Apac, Kwanja, Kole
	13	Lira, Dokolo, Alebtong, Otuke
	14	Kaberamaido, Soroti, Katakwi
	15	Serere, Ngora, Kumi, Bekedea
	16	Napak, Amudat, Nabilatuk, Nakapiripirit
	17	Abim, Moroto, Kotido
Wakiso	18	Kalungu, Masaka, Kalangala, Lwengo and Rakai
	19	Ssembabule, Ggomba, Mubende, Butambala and Mpigi
	20	Kassanda, Mityana, Kyankwanzi, Kiboga and Wakiso
	21	Nakaseke, Luwero, Kayunga, Mukono, Buikwe
	22	Hoima, Kagadi, Kibaale, Kakumiro and Kikuube
Mbale	23	Budaka, Kibuku, and palisa
	24	Tororo, Bugiri, Butaleja, and Butebo

	25	Mbale, Manafwa, and Namisindwa
	26	Bukwo, Kapchworu, Kween, Sironko, and Bulambuli
	27	Jinja, Kaliro, Buyende, Kamuli and Luuka
	28	Iganga, Namutumba, Bugweri, Mayuge, and Namayingo

*Source: Authors' Compilation*