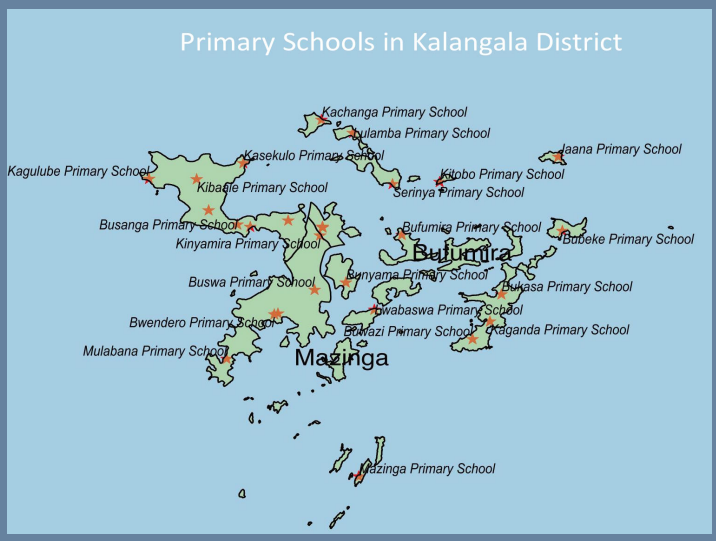

Kalangala - ICEIDA Development Partnership

Development in Education Sector 2016 – 2019

ICEIDA Project No. UGA 11220 - 1503

PROJECT DOCUMENT

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ABBREVIATION AND ACRONYMS

BTVET	Business, Technical and Vocation Education and Training
CAO	Chief Administrative Officer
CAP	Chapter
CBO	Community Based Organisation
CFO	Chief Finance Officer
CSO	Civil Society Organisation
CSP	Country Strategy Paper
DDP	District Development Plan
DEO	District Education Officer
ECD (C)	Early Child Development (Centres)
EFA	Education for All
EIA	Environmental Impact Assessment
FALP	Functional Adult Literacy Programme
GoI	Government of Iceland
GoU	Government of Uganda
GWP	Government White Paper
ICEIDA	Icelandic International Development Aid[1]
KDDP	Kalangala District Development Programme
KDLG	Kalangala District Local Government
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoESTS	Ministry of Education, Science, Technology and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoLG	Ministry of Local Government
MoH	Ministry of Health
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NER	Net Enrolment Ratio
NGO	Non-Government Organisation
NIR	Net Intake Ratio

[1] Previously Icelandic International Development Agency

OECD-DAC	Organisation for Economic Co-operation and Development-Development Assistance Committee
OVC	Orphans and Vulnerable Children
PSC	Project Supervisory Committee
PLE	Primary Leaving Examinations
PPP	Public-Private Partnership
PSO	Private Sector Organisation
PTA	Parents Teachers Association
SDAs	Service Delivery Agencies
SDP	Strategic Development Plan
SESA	Strategic Environment and Social Assessment
SMC	School Management Committee
SIP	Strategic Investment Plan
UBoS	Uganda Bureau of Statistics
UGX	Uganda Shillings
UMI	Uganda Management Institute
UNEB	Uganda National Examinations Board
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
UPOLET	Universal Post Ordinary Level Education and Training
UPPET	Universal Post Primary Education and Training
USD	United States Dollars
WASH	Water, Sanitation and Hygiene
ESDP	Education Strategic and Development Plan

PROJECT SUMMARY

Project title:	Kalangala- ICEIDA Development Partnership: Development in Education Sector 2016 - 2019
ICEIDA Project Number	UGA 11220-1503
Implementing Agency:	Kalangala District Local Government
Period:	1st January 2016 – 31st December 2019
Sector/DAC code:	112-20
Development Objective:	The development objective of the project is to facilitate improvement in livelihood and living conditions of people in Kalangala district
Immediate Objective:	The immediate objective of the project is to improve quality of basic education in schools in Kalangala district.
Expected Outputs:	Infrastructure in primary schools in Kalangala district developed and/or renovated up to GoU minimum standards and equipped with essential basic facilities including basic equipment and tools for secondary schools and BTVET institutions; Learners in target schools supplied with textbooks in core subjects and teachers provided with necessary teaching materials; and schools provided with equipment to promote co-curricular activities. The education sector management capacity at all local government levels, including education office, developed and equipped to perform their roles and teachers and headmasters trained in effective school management and delivery of quality education. The capacity of the community (PTA's and SMC's) to play an active role in school management and operation developed. The hidden household costs of "free" secondary education lowered and a sustainable mechanism to maintain affordable cost of education put in place. The education environment for learners improved through functional health clubs in school and regular heath related sensitisation in place and sustainable feeding programmes developed and established in schools.
Total Project Budget:	4.450.000 USD
ICEIDA Contribution:	4.000.000 USD (90%)
KDLG Contribution	450.000 USD (10%)

1 INTRODUCTION

This document decribes the project, *Kalangala-ICEIDA Development Partnership: Development in Education Sector 2016-2019"* (or simply referred to as *the Education Project)*. The project will be implemented in Uganda's district of Kalangala with support from the Government of Iceland through its Embassy in Kampala. The objective of project is to improve the quality of basic education in target schools (primary education, lower secondary education or equivalent businesss, technical and vocational education and training) in order to enhance levels of basic education and skills of the population and ulitmately contribute to improved livelihoods and quality of living of the communities in Kalangala District.

Kalangala District was carved out of Masaka District in 1989. The distirict is in southern Central Uganda (Buganda) and is formed of 84 Islands called the Ssese Islands in Lake Victoria between longitudes 32 01' East and 32 52' East and latitudes 0 10' South and 1 00' South. The district covers an area of 9,066.8 square kilometres, of which only 432.1 square kilometres (4.8%) is land and the rest is open water. Out of the 84 widely scattered islands that form the district, 26 are inhabited. The biggest island is Bugala Island which covers 296 square kilometres or 68.5% of the district land mass. Kalangala is bordered by Mpigi and Wasiko districts to the North, Mukono to the East, the Democratic republic of Tanzania to the South and Masaka and Rakai districts to the West. Kalangala District is comprised of 2 counties i.e. Bujumba and Kyamuswa, with 6 sub counties and 1 Town Council, 17 parishes, and 98 official gazetted villages. The district has 53,406 people of which 30,633 are males and 22,773 were females with 4,859 (9.1%) of the population living in urban centers and (48,547) 90.9% living in rural areas (UBoS, 2014).

The rest of this chapter describes the mandate for education project, links to the partners (Iceland, Uganda and Kalangala) strategies and policies, central and local government responsibilities in education sector in uganda, previous and current involvement of the Governmet of Iceland and other development partners in supporting education sector in Uganda and Kalangala district, and the project preparation process.

1.1 MANDATE

The education project document presents the framework for the co-operation between the Government of Iceland (GoI) and Uganda of Uganda (GoU) for support to education sector in Kalangala District during the consolidation phase of the KDDP project in the period 2016-2019. The education sector in Kalangala was a substantial component of ICEIDA's support to the multi-sector Kalangala District Development Programme (KDDP) between 2006-2015. At the closure of the KDDP implementation period on 30th June 2015, the partners did agree that ICEIDA would extend limited continued support to the education sector in order to consolidate gains made during the 10 years of the KDDP partnership. The project mandate is based on ICEIDA's Uganda Country Strategy Paper (CSP) 2014-2019, which intertwines the strategies, policies and priorities of the partners (GoI and GoU), as well as Kalangala district local government (KDLG).

1.2 Links with Iceland's Development Cooperation Strategies And Agreements

1.2.1 Strategy for Iceland's International Development Cooperation

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

1.2.2 ICEIDA's Country Strategy Paper for Uganda

The ICEIDA Uganda Country Strategy Paper 2014-2019 (CSP) is the main policy instrument guiding the implementation of Iceland's International Development Cooperation in Uganda. It intertwines Iceland's policies and priorities for International Development Cooperation with Uganda's development strategies and priorities in Vision 2040 and the National Development Plan. The CSP states that "Iceland will support the Government of Uganda in achieving the Millennium Development Goals (MDGs) in line with the country's development priorities directed towards reducing poverty and improving livelihoods in selected poor communities where fisheries play a significant role", which applies equally to the Sustainable Development goals globally effective from 2015 oneards. The modality for delivery of development support is at district level, with Buikwe and Kalangala as partner districts. The sectors of focus are education, health and fisheries, with gender equality and environmental sustainability as crosscutting themes.

1.2.3 Consolidation Phase of KDDP project

The education project, which is construed as consolidation phase of the KDDP project, is guided by partner's decision in the project supervisory committee held on 29/06/2015, for continued limited support, particularly in the education sector in Kalangala, to consolidate gains made in the last 10 years of the KDDP partnership (2006-2016). The partners agreed to extend support to Kalangala Education Sector to end of 2019 in harmony with the term of the ICEIDA Uganda Country Strategy Paper 2014-2019 and the duration of the planned consolidation phase. The project strategy remains aligned with Uganda's local governance policy to support Kalangala district local government to achieve equitable access for the citizens to quality primary and secondary education in Kalangala District. Whereas the immediate objective of the education sector component under KDDP had the wider scope to increase access, equity and quality of education, the education project in the consolidation phase will be limited to improved quality of education for all learners already enrolled in selected target schools.

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

In 2007, the Government of Uganda adopted a Comprehensive National Development Planning Framework Policy. Under the policy, national development planning is guided by the 30-year national vision (Uganda Vision 2040), which is implemented through three 10-year and six 5-year National Development Plans (NDPs). The 10-year National Development Plans outline the overall development objectives for the respective decades, which are subsequently elaborated in the 5-year medium term National Development Plans. The 5-year Development Plans are delivered through 5-year Sector Development Plans at national level and 5-year Local Government Development Plans at sub national levels, which are in turn actualized through annual budgets and work plans.

1.3.1 UGANDA VISION 2040

The Uganda Vision 2040[2] provides development paths and strategies to operationalise Uganda's Vision statement which is ***"A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years".*** The Vision 2040 is conceptualised around strengthening the fundmentals, which include human capital development, to harness the opportunities to accelerate growth and sustainable development. Education is recognised as a key component of human capital development necessary to harness growth opportunities, accelerate the country's transformation and competitiveness and to facilitate the realisation of the demographic dividend. Over the Vision period, the provision of universal primary education (6-12 years) and secondary education (13-16 years) is considered as a human right and consolidated as basic education. The entire education system is changed to emphasize practical skills, aptitude and moral values, and to make education and skills development responsive to the market demands. Emphasis is placed on according equal opportunity to girls and women to participate in education and skills training.

1.3.2 NATIONAL DEVELOPMENT PLANS

The 5-year National Development Plans set the medium term development objectives, strategic direction and priorities for the country and for the sectors (including education sector) and guide the allocation of public resources by all government and non-government development actors. The first 5-year National Development Plan (NDP-I) developed under the Vision 2040 framework covered five fiscal years[3] from FY2010/11 to FY2014/15. The second 5-year National Development Plan (NDP-II) is in effective from FY 2015/16 to 2019/20. It was developed through a broad consultative process to ensure that it addresses the key issues and priorities identified at the national and sub-national levels. The theme of NDP-II is *"Strengthening Uganda's Competitiveness for Sustainable Wealth Creation, Employment and Inclusive Growth".* The NDP-II will focus Government's development policy

[2] GoU- National Planning Authority: Uganda Vision 2040, April 2013.
[3] Uganda's financial or fiscal years (FY) run from 1st July of the current year to 30th June of the following year.

agenda on two fundamentals of infrastructure and human capital development in order to harness 3 of the 9 opportunities namely agriculture, tourism and mining, oil and gas identified in the Vision 2040.

Under the NDP-II (FY 2015/16-2019/20), human capital development has been conceptualized along the life cycle approach categorized into 6 stages; however, the following three stages are more relevant to this project:

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

Over the NDP-II period, education, science, technology and sports sector will pursue three strategic objectives: (a) achieve equitable access to relevant and quality education and training; (b) ensure delivery of relevant and quality education and training; and (c) enhance efficiency and effectiveness of education and sports service delivery.

1.3.3 Nation Education Sector Policies, Laws and Strategic Plans

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

The education sector legal framework is comprised of the Constitution of the Republic of Uganda (1995); the Local Governments Act (CAP 243), National Curriculum Development Centre Act (2000), the Universities and other Tertiary Institutions Act (2001), Education Service Act (2002), Education Act (2008), and BTVET Act (2008). Finally, Education development is also guided by international commitments on education such as the Sustainable Development Goals (SDGs)[4], Education for All (EFA) Goals and the Global Education Agenda for 2030.

The policy and legal frameworks not only set the direction but also provide the basis for the formulation of various sector and sub-sectoral investment strategies and plans which include: Education and Sports Sector Strategy Plan 2004-2015[5]; Business, Technical and Vocational Education and Training (BTVET) Strategic Plan-2012-2022, popularly known as "Skilling Uganda"; and Universal Secondary Education Strategic Plan 2009-2018. In addition a number of education sector flagship programs were launched to operationalize these education policies and strategies, such as: Universal Primary Education (UPE), 1997; Universal Secondary Education (USE) and Universal Post Primary Education and Training (UPPET), 2007.

1.3.4 Local Government Development Plans

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

Kalangala District Local Government produced the District Development Plan (DDP) for the next five years period covering FY 2015/16-2019/20), which is aligned to NDP-II. The DDP incorporates sector development plans, including education sector and integrates the development plans of lower local governments and councils.

[4] Previously the Millennium Development Goals
[5] revised to 2007-2015 and update to 2010-2015 in line with NDP-II. The current update is being reviewed by GoU and remains valid until revision is completed

1.3.5 KALANGALA DISTRICT STRATEGY IN EDUCATION SECTOR

KDLG strategy in the education sector is spelt out in the education and sports department paper approved by the District Local Government Council and integrated into the DDP. The Education Sector Section of the DDP is therefore the guiding framework for support interventions in the education sector. Over the DDP period, the district seeks to address three strategic objectives aligned to Vision 2040 and NDP-II:

- to achieve equitable access to relevant and quality education and training;
- to ensure delivery of relevant and quality education and training, and
- to enhance efficiency and effectiveness of education and sports service delivery.

The priority subsectors are basic education[6], vocational training (BTVET) and physical education and sports. The implementation arrangements for adult literacy fall under the mandate of the District Community Bases Services Department.

1.4 CENTRAL AND LOCAL GOVERNMENT RESPONSIBILITIES IN EDUCATION

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

1.5 PREVIOUS AND CURRENT SUPPORTS TO EDUCATION DEVELOPMENT

1.5.1 ICEIDA'S INVOLVEMENT IN UGANDA EDUCATION SECTOR DEVELOPMENT

ICEIDA has been supporting development in the education sector in Uganda since 2002. This includes :

- Support to the implementation of Uganda's functional adult literacy programme (FALP) in Kalangala district from 2002 to 2010.
- Support to the implementation of Uganda's FALP in Buvuma and Kome islands in Mukono district from 2005 to 2009.
- Support to development and implementation of the Entrepreneurship Training Programme for small and medium scale enterprises implemented with Uganda Investment Authority (2007-2012).

[6] Basic education used in the context of vision 2040 covers early childhood development (ECD), primary education and lower secondary education.

- General support to the education sector in Kalangala District through KDLG with a focus on primary education and secondary education under the Kalangala District Development Programme (KDDP) from 2006 to 2015.
- Support to MGLSD 2011 – 2014 in the development of the Adult Literacy Policy for Uganda approved by GoU in 2014.

1.5.2 Support to Education by Other Development Partners

The response to the universal primary education initiative constituted a watershed in the relationship between Uganda Government and development partners. The education strategic investment plan (ESIP) 2004-2015 (and the revised ESIP 2007-2015 and ESIP 2010-2015) attracted donors to increase alignment of their assistance with the sector strategy by providing general and earmarked budget support. The current development partners involved in education sector in Uganda include the World Bank, African Development Bank, Islamic Development Bank, UNICEF, EC, DFID-UK, Ireland, Netherlands, USAID, Belgium, UNFPA, GTZ, JICA KOICA, France, ILO, SIDA, UNFPA, UNHCR, UNESCO and WFP, as well as a number of international and local NGOs. In general current support aims at improved access and quality of both primary education and post primary education including BTVET.

Development partners active in the education sector in Kalangala district include: Action Aid International (sponsorship and advocacy), Childcare World Wide (Sponsorship and run a school), Kalangala District Education Forum (Advocacy) and Kalaya Pentecostal Church (run an ECD and vocational centre).

1.6 Project Preparation Process

The preparation process for the ICEIDA-Kalangala Education Project involved three iterative stages: The conceptual stage, which produced the project proposal, the analytical and planning stage that resulted into the development of this project document, and final stage of appraisal and approval of the project.

The Conceptual Stage: The project concept is linked to the ended mulitisector support to KDDP (2006-2015). However, the justification for extending the support to the education sector was informed by the KDDP internal review study which found that interventions supported in Kalangala District had led to more improved performance in education sector which merited consolidation. Based on the recommendations in the KDDP Internal Review Report, the partners agreed to prioritise support to education in the medium term aligned to the CSP (2014-19) and the NDP (2015/16-2019/20) and DDP (2015/16-2019/20). The activities undertaken during the conceptual stage, including Education Review which informed the detailled situation analysis (stakeholder analysis and problem analysis) are detailled in the project proposal approved on 14th December 2016 (ICEIDA Project No.11220-1503)

Analytical and Planning Stage: The analytical and planning stage involved elaboration of the situation analysis (stakeholder analysis and problem analysis) which give the background and justification of the project, and sythesis of the objectives and intervention strategies. This was accomplished through a series of consultative meetings, workshops and joint

planning meetings by KDLG and ICEIDA technical teams (see details in Annex VII). The project document is the final output of this stage.

Appraisal and Approval Stage: The appraisal of the project will be undertaken by partners concurrently with the approval process. On behald of the GoU, the appraisal process will be handled by the responsible Ministry of Education Science Technology and Sports in accordance with its roless as provided for under section 3.4 3 of this project document.

2 BACKGROUNDS AND JUSTIFICATION

2.1 UGANDA'S SOCIO-ECONOMIC CONTEXT

Uganda is a landlocked country situated in East Africa region. The country has since 1986 made strides in socio-economic progress after years of political instability. Nevertheless it is still ranked among the poorest and least developed countries in the world, with a human development index of 0.483 ranking number 163 out of 188 countries in 2014 (UNDP 2015 Human Development Report). The provisional results of the population and housing census conducted in 2014 indicate that Uganda has a population of 35 million people with an annual population growth rate of 3.06%[7], which puts it among the highest growth rates in the world. More than half of Ugandans are under 15 years, which underscores how important and urgent it is to improve the lives of children and youth, especially the most vulnerable and marginalized. With such a huge young population, the impact of Uganda's achievements for children, especially in the education sector, will influence the progress of the nation.

2.2 NATIONAL EDUCATION SECTOR CONTEXT

2.2.1 STRUCTURE OF EDUCATION SYSTEM IN UGANDA

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

Pre-primary education features 3-5 year old children and is outside the frame of compulsory education. The primary education lasts for seven years from P1 to P7 (grade 1-7) for children of age 6-12 year. It is divided into three phases: lower primary (P1-P3), transition year (P4) and upper primary (P5-P7). After the introduction of Universal Primary Education (UPE) in 1996, seven years of free primary education (P1–P7) was available to all children in 1997 and was made compulsory in 2008. On completing P7, learners sit the primary leaving

[7] UBoS (2014): Provisional Results of Population and Housing Census 2014

examinations (PLE), and those who pass in higher grades (division I-III) are eligible to join government sponsored universal post-primary education and training (UPPET) comprised of universal secondary education (USE) or the parallel BTVET, while those passing in low pass grade (division IV) pay tuition fees.

Secondary education lasts for six years from S1 to S6 and consists of two phases, the lower secondary or ordinary level (O-level or S4) for 13-16 year old and the higher secondary or advanced level (A-level or S6) for 17-18 year old. Free post-primary education was introduced in 2007 through the implementation of the Universal Secondary Education (USE) and Universal Post Primary Education and Training (UPPET) programmes. When students complete lower secondary education (S4), they sit the Uganda Certificate of Education (UCE) examinations for O-level qualification. Depending on the examination results, O-level qualifications offer the opportunity to advance either to higher secondary education (S5 and S6) or post O-level BTVET or a primary teachers' college (PTC). At the end of S6, students sit the Uganda Advanced Certificate of Education (UACE) for A-level qualifications. With A-level qualifications students can advance to higher education, i.e. universities (for 3-5 years degree course), business colleges, technical colleges (higher diploma) and teachers' colleges (for a 2 year ordinary diploma).

2.2.2 PROGRESS AND CHALLENGES OF EDUCATION SECTOR DEVELOPMENT

Uganda has made significant progress in increasing access to universal primary education (UPE) and opened opportunities for access to other levels of education through policy initiatives such as USE and UPPET and UPOLET. Since the introduction of UPE in 1997, enrolment in primary education has more than tripled from about 5.3 million in 1997 to 8,772,655 million (4,377,412 boys; 4,395,243 girls) in 2014. The net enrolment ratio (NER), reached 97% in 2014, close to the MDG target of 100% in 2015[8]. The net intake rate (NIR) for primary education was low at 70.2% because of the relatively small number of children entering primary education at the formal age of six years old. The secondary enrolment stands at 1,391,250 (738,391 boys and 652,859) with the NER of 26%.

With regard to equity, the gender parity in terms of access to primary education was achieved in 2009 and has since been maintained with NER for girls higher than for boys. The NER in secondary education stands at 27% for boys and 25% for girls. This does not suggest a significant difference, but specific issues that put the girl learner at a disadvantage however do remain, including teenage pregnancies, sexual harassment, female genital mutilation and inadequate water and sanitation facilities at schools meeting special needs of girls.

[8] MoES (2014): Education Sector Fact Sheet 2002-2014 cited in Education and Sports Sector Annual Performance Report (FY2014/15)

Despite the substantial investiment in quality education, there are still considerable challenges in provision of quality education. Many of the children in school do not acquire the basic literacy and numeracy skills that will supports a healthy and productive live. At the same time disadvantaged children remain excluded from schools because of location, gender, disability, poverty and violence. These challenges manifest in high repetition and high dropout levels; low levels of completion; poor learner attainment in literacy, numeracy and life skills; low performance in primary leaving examinations; and low transition from primary to secondary education and BTVET. In 2014 the repetition rate stood at 7.10% for primary education level despite the policy of automatic promotion to the next class. In addition dropout rates are high as reflected in the low survival rates of 61% and 33% for P5 and P7 respectively. The completion rate for S4 students improved from 22.0% in 2002 to 41% in 2014 which is still low with a wide a gender gap of 11% (45% for boys and 34% for girls).

The results from 2012 national assessment of progress on education (NAPE) by Uganda National Examinations Board (UNEB) indicate low levels of attainment of basic skills (masterly of literacy, numeracy, life skills and core subjects at secondary education level. In addition the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) project II 2005-2010 suggest that Ugandan learners still lag behind many neighbouring countries in terms of reading and numeracy. This is attributed to low quality of teaching, particularly insufficient application of the thematic curriculum at low primary grades, poor learning environment, and inadequate supply of teaching and learning materials, inadequate support supervision, inspection and monitoring and limited community and parents support.

The NAPE-UNEB indicates that less than half of learners in P6 achieved proficiency in literacy (40.8%) and numeracy (45.2%) in 2012[9]. The trends in P6 learners' achievements in numeracy shows a decline in overall performance since 2010 with boys performing relatively better than girls (see Table 1).

Table 1: Percentage of P6 learners rated proficient in numeracy in 2007-2012

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

[9] UNEB-NAPE (2007-2012)

NAPE-UNEB results for secondary education level show that less than half of S-2 students reached defined competency levels in mathematics (46.9%), English language (43.1%) and less than a quarter (14.5%) in biology in 2013[10].

The results of primary leaving examinations (PLE) indicate that the pass rate[11] in division I-IV reached 88% in 2013. The quality of performance measured using PLE performance index[12] was 57% with a gap of 43% to achieve maximum quality performance of 100%. Under this the closer the index is to 100% the higher the quality of performance and the further the index from 100 the lower the quality of performance. The trends in PLE performance index for the period from 2002-2015 are presented in table 2.

Table 2: PLE Performance Index for period 2002-2015

Sex	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
All	39%	43%	49%	51%	57%	56%	50%	53%	57%	63%	58%	57%	57%	65%
Male	42%	45%	52%	54%	59%	59%	47%	55%	59%	66%	61%	60%	60%	66%
Female	36%	40%	46%	48%	54%	53%	45%	51%	54%	61%	55%	54%	54%	64%

2.3 KALANGALA DISTRICT EDUCATION SECTOR CONTEXT

The Kalangala District Development Plan provides the framework to achieve the education sector's mission, coordinate the sector activities, and guide planning and budgeting. The planning and budgeting processes at both District and school levels take the ESSP and NDP into consideration.

The 2014 Population and Housing Census confirms that Kalangala is the least populated district in Uganda with a population of 53,406. age disaggregated data from the 2014 census is not available, but the 2002 census established that 22% of the population at national level was at primary school going age but only 10% in Kalangala district. Using those percentages as min-max value estimates the projection of children of primary school going age in Kalangala is in the range of 5.300 to 11.800.

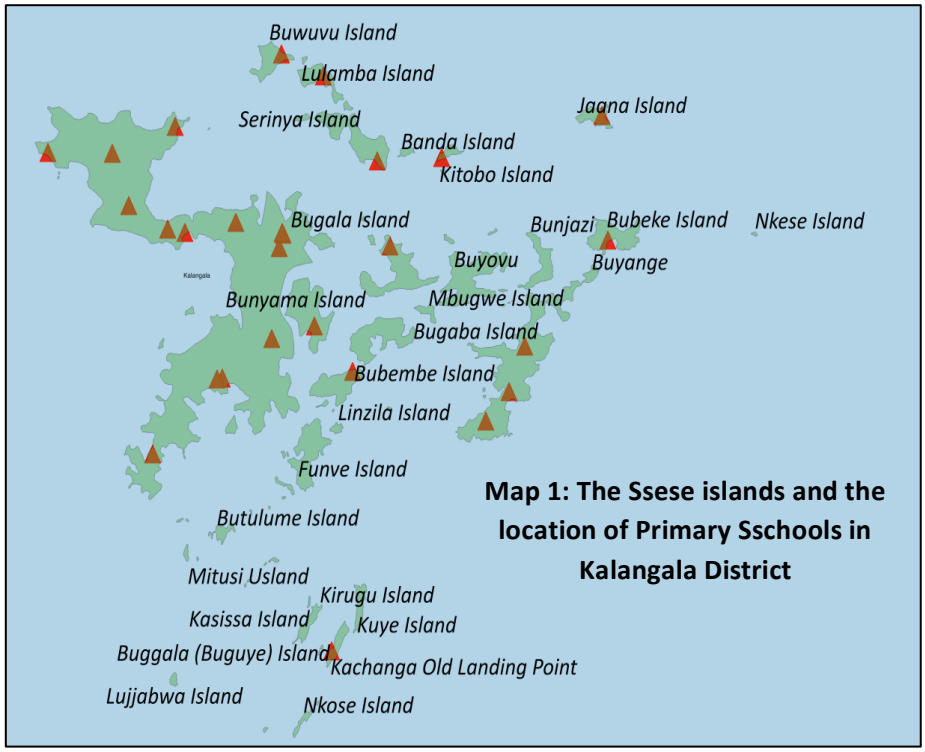
There are 41 education institutions in Kalangala, 26 primary schools (23 government aided and 3 private not for profit), 12 community run pre-primary, 3 government aided secondary schools and 3 BTVET institutions, 1 government aided farm institute and 2 church founded community polytechnic. Physical Education and Sports are provided as part of co-curriculum activities in a number of schools.

The geography of Kalangala district creates a challenge for service delivery in terms of access, connectivity and cost, and the district is classified as one of the "hard to reach and

[10] UNEB-NAPE (2013): The achievement of S-2 students in Uganda in Mathematics, English Language and Biology. Kampala: UNEB
[11] See definition of Pass Rate in Annex III
[12] See definition and formula for calculation of PLE Performance Index in Annex III.

hard to stay" districts in the country. Out of the 84 islands in Kalangala district, 26 are currently populated with close to half half of the population of 53.406 people (26.199) living on Bugala island and the other half in small communities with population ranging between 82-3886. 14 of the islands have a population of more than 1.000 people

The existing 26 primary schools in Kalangala are located on 12 of the 26 populated islands reaching 44.541 people or 84% of the district's population, the three existing secondary schools are located on two island reaching a population of 30.067 inhabitants or 56% of Kalangala population and the three BTVET institutions are on the main island of Bugala. Map 1 show the location of primary schools in the district, and Table 3 the number of education institutions and total population in each sub-county.



Map 1: The Ssese islands and the location of Primary Sschools in Kalangala District

Table 3: Education institutions and population in Kalangala Sub-Counties

County	Sub-County or Town Council	Male	Female	Total Population	Primary Schools	Secondary Schools	BTVET Institutions
Bujumba	Kalangala Town Council	2.549	2.321	4.870	2	1	2
	Bujumba Sub county	6.471	4.659	11.130	6	0	0
	Mugoye Sub county	6.712	5.463	12.175	7	1	1
Kyamuswa	Kyamuswa Sub county	2.988	2.157	5.145	3	1	0
	Bufumira Sub county	5.918	4.408	10.326	5	0	0
	Bubeke Sub county	2.972	2.130	5.102	2	0	0
	Mazinga Sub county	2.594	1.563	4.157	1	0	0
	Total	**30.204**	**22.701**	**52.905**	**26**	**3**	**3**

2.3.1 PROGRESS IN KALANGALA EDUCATION SECTOR

The performance in the education sector in Kalangala district has improved in in the past 10 years of KDDP support. The district has registered significant achievement in the following education performance indicators:

Performance in Primary leaving examinations: In Uganda, two measures are used to assess performance in primary leaving examinations, pass rates and performance index.

The PLE pass rates in Kalangala increased from 71% in baselinde year in 2005 to 90% in 2014 with slight drop to 89% in 2015. Passes in Div. I to III, where learners qualify to join tuition free universal secondary education, increased from from 54.3% in 2005 to 81.4% in 2014 and declined sligthly to 80.08% in 2015 (Table 4).

Table 4: Kalangala District PLE Performance 2005-2015: Pass Rates

Grades	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% Passes in division 1	1.0	1.9	3.8	1.5	2.4	2.6	4.2	11.8	14.5	14.0	14.1
% Passes in division 2	34.0	49.5	43.1	32.3	39.3	43.0	52.2	51.5	49.0	52.5	52.6
% Passes in division 3	19.3	19.2	20.6	35.7	28.1	26.9	21.5	16.9	17.6	14.9	14.1
% Passes in division 4	16.7	11.2	14.1	16.0	11.2	9.5	9.0	7.0	6.2	8.1	8.2
Total % Pass PLE 1-4	71	82	82	86	81	82	87	87	87	90	89
% Failed (division U)	17.3	8.9	10.3	14.4	10.8	9.2	5.9	5.5	4.5	6.8	6.9
% Absent (division X)	11.8	9.3	8.0	0.0	8.1	8.9	7.3	7.4	8.3	3.7	3.8
Total % Fail and Absent	29	18	18	14	19	18	13	13	13	10	11

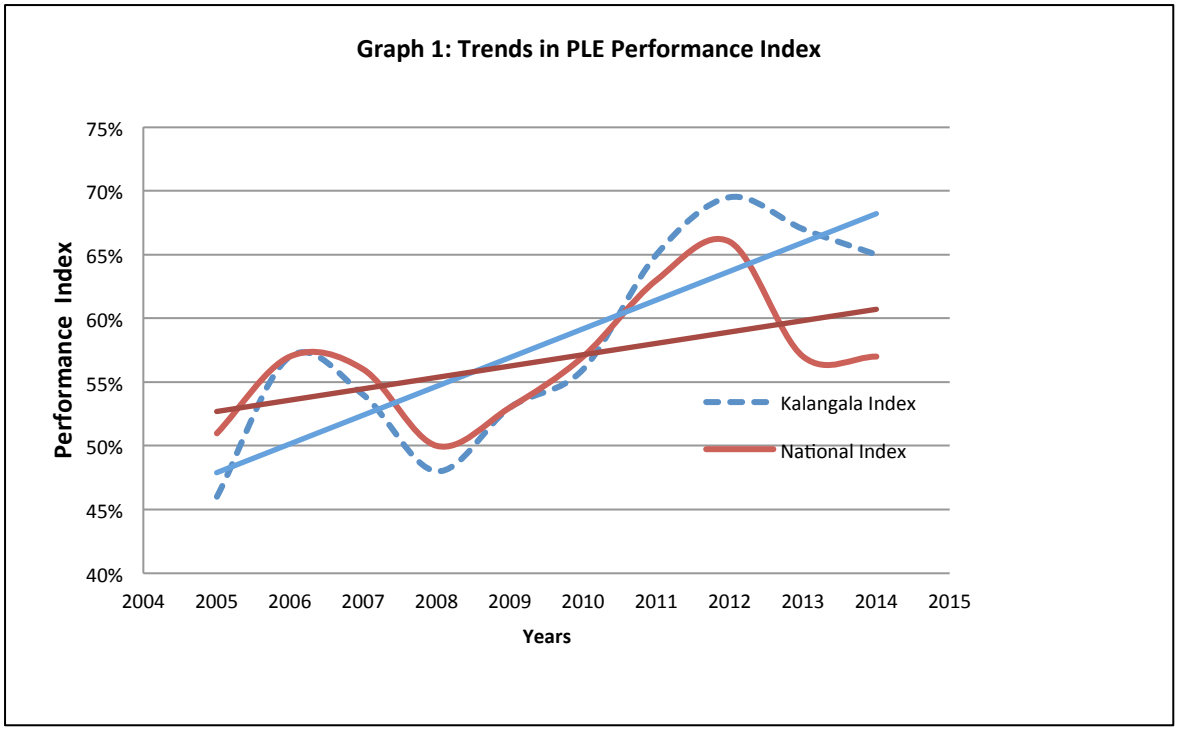
With regard to the quality of passing, PLE index for Kalangala has increased and crossed over the national average in since 2011 indicating that shift in passing from lower pass grades to high pass grades. It also indicates that the failure rate declined over the last 10 years. Similarly the performance ranking of the district improved to the 12th out of 112 districts in 2014 compared to 34th out of 80 districts in 2009. (Table 5 and Graph 1).

Table 5: Kalangala District PLE Performance 2005-2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Kalangala Index	46%	57%	54%	48%	53%	56%	65%	69.5%	67%	65%
National Index	51%	57%	56%	50%	53%	57%	63%	66%	57%	57%
Difference	-6%	0%	-1%	-2%	0%	-1%	2%	4%	10%	8%
Kalangala Position[13]	NA	NA	NA	NA	34	40	25	17	12	12
Number of Districts					80	83	112	112	112	112
Note: Numbers and ranking for 2014 are tentative										

Sources: Education Sector Annual Reports & Education Statistical Abstracts

[13] *Kalangala position indicates the ranking of the district in the district league table of all the districts in Uganda on the PLE performance index measure*



Source: UNEB PLE results for Kalangala

School Infrastructure and Facilities: The district has registered significant improvements in school infrastructure and facilities over the past 10 years. The KDDP Education Review Study (2015) established that 62% of the schools had minimum facilities fit to carry out basic educational activity. The study further revealed that only 23% of schools (primary, secondary and BTVET) have the standard facilities needed to carry out effective education, 15 out of 31 schools (all levels) lack acess to safe water supply at school or within standard distance of 200 metres from an improved community water facility and 5 schools lack improved sanitation facilities.

Progress on Feeding of Learners: The findings from the Education Review study show that the communities (parents and guardians) in collaboration with schools have made efforts to support school based feeding programmes. Virtually all schools in the district have school based feeding arrangements for learners supported by parents, guardians and sponsors of orphans and vulnerable children (OVCs). The study also shows that learners that receive food in school perform better in PLE examinations than those that do not.

Teacher Absenteeism: Over the period from 2006-2015, teacher absenteeism in Kalangala reduced from 18.9% in the year 2006 to 11.3% in 2015 compared to the current estimated national absenteeism rate of 20%. The decline in teacher absenteeism has been attributed to interventions such as training of teachers, increased supervision and regular school inspection and construction of teachers' houses. The reduction in absenteeism of teachers contributed to the improvement in academic performance of learners in national examinations in Kalangala schools.

Availability of Teaching and Learning Materials: The district achieved the desired level of textbook to pupil (learner) ratio of 1:1 in core subjects and readers through the KDDP

project in 2014/2015, which is above national ratio of 1:4 and national target of 1:3. The availability of sufficient textbooks for learners and reference materials for teachers is considered one of the contributing factors to improved performance of Kalangala schools in PLE.

2.3.2 CHALLENGES OF EDUCATION SECTOR DEVELOPMENT IN KALANGALA

Despite the accomplishments made in education sector in recent years, problems and challenges still remain in the Kalangala education sector, as established in the KDDP Internal Review Report (ICEIDA, March 2015) and KDDP Education Review Report (ICEIDA, August 2015), District Education Sector Reports and consultations with key stakeholders in the district.

Among the main challenges in Kalangala Education sector is low quality of education and unequal access to education for the population in smaller communities on islands where there are no education facilties. Drawing from the studies and consultations mentioned above, the problems and challenges in the education sector in Kalangala can be summarized as follows:

1) ***Low levels of access to quality and relevant education*****:** There are significant challenges to access of education arising from weaknesses on both demand side reflected in low enrolment, high dropout rated reflected in low survival rates to grade 7 of of less than 30%. Poverty is the main constraint, public schools do charge for learners despite the policy of "free education" hence the cost of education is one of the factors affecting access and retention. Secondly, the overall standard of education amongst parents and guardians is very low resulting in lack of understanding of the value of education. On the supply side some settled islands lack schools because of practical difficulties establishing schools on every settled islands. Hence boarding facilities are required in some schools and the charges for boarding facilities increase the cost of education further.
2) ***Low learner achievement, especially in lower primary grades*** *(P1-P4):* The District Report on Monitoring Learners Achievement in Numeracy and Literacy in P4 (April 2015) shows that most schools are not achieving or are partially achieving their goals in educating the learners to achieve the required standards[14]. This indicates that the provision of quality education is still a considerable challenge, as school children in primary schools are not learning, as they are unable to read or write with fluency or successfully complete basic numeracy tasks. This is corroborated by numbers from Crouch[15], which show that in Uganda 82% of children cannot read a word at the end of P2, and on average poor rural children are at a much greater learning disadvantage. There is need to address learning needs of learners already in schools by providing improved learning environment, better trained teachers, relevant teaching materials and facilitation for basic feeding program.
3) ***Low levels of transition to secondary education and BTVET:*** A number of learners who survive the first years in primary, up to P7, fail to transfer to lower secondary education and

[14] Kalangala District Education Department: MLA Report, April 2015
[15] Crouch (2015): Stumbling at the First Step: A Triple Crisis at the Foundations of Education Systems. Speaker Series Event; UNICEF; Uganda.

pararrel BTVET despite acquiring the required academic qualifications to do so. Over the period from 2006-2015 transition rates from primary cycle to the secondary schools and BTVET institutions in the district increased from 38% in 2009 55% in 2013 and then declined to 40% in the year 2014. The main cause of the failure to transit to post primary education and training are the high school charges, long distances to secondary schools, indequate sanitation facilities for girls and early marriage and early pregnancy for girls. Schools require support to lower charges. In addition existing vocational training institutions in Kalangala attract very few local learners, partly because they lack capacity to absorb them. They require support to create more vacancies at reduced cost to learners, and to uplift basic teaching facilities.

4) ***Low numbers completing lower secondary education & BTVET****:* A substantial proportion of students fail to complete and transfer from lower secondary to higher secondary education or obtain practical skills in formal or non-formal settings. This is for a variety of reasons but still cost is a hindrance. By making the transfer more attractive the project will capitalize on skills the learners have obtained and to further improve their level of education.
5) ***Inadequate School Infrastructure and facilities:*** A number of schools lack infrastructure and facilties fit for effectibe education. These include water and sanitation facilities in primary and secondary schools. Secondary schools lack facilities like laboratories and equipment and facilities for co-curricular activities are limited. Dormitories are a proven attraction and facilitation for better learning and these are also of very low standard with limited slots for more students. There is need to bring school infrastructure and facilities up to established standard levels fit for effective education.
6) ***Low Quality of Early Childhood Development (ECD):*** ECD is seen as a very cost effective and important component in a more effective school system. This part of the system is under developed to say the least in Kalangala, as a result the level of ECD awareness is very low throughout the district, which translates to low levels of support for this important development intervention. Urgent action is needed to develop a communication strategy that will lead to public awareness on the vital importance of the early childhood years and the value of investing in ECD at household, community, district and national levels.
7) **Inadequate Education Sector Management and governance Capacity at all levels:** KDDP has greatly enhanced for education management at district and lower local governments, schools and community levels. However there is need to strengthen this capacity to consolidate, and make more gains in the education sector.

The project will not address all identified challenges in education sector but focus on consolidation of gains already made during the KDDP, as identified through expert studies and review carried out during the preparation phase.

2.4 PROBLEMS TO BE ADDRESSED BY THE PROJECT

2.4.1 CORE PROBLEM TO BE ADDRESSED BY THE PROJECT

Through stakeholder consultations and studies undertaken in Kalangala, **"low quality of basic education in the communities in Kalangala district (Ssese Islands)"** is recognized as the core problem to be addressed in order to achieve positive development in the Kalangala Education Sector, and furthermore a consensus that the main consequences and negative effects are:

- Low levels of rentention, survival and completetion in primary education.
- Low levels of learner achievement of basic skills in literacy, numeracy and other life skills in lower grades.
- Lower performance outcomes in primary leaving examinations., especially for schools in other islands compared to schools on the main island.
- Low transition of learners completing primary education to secondary education and BTVET.
- Low completion rates of learners transiting to aquire qualification for higher education or acquire relevant vocational and technical skills to join the job market.
- Low quality of education and skills ultimately result in poor livelihoods

The stakeholder consultations and problem analyses furthermore identifies the main causes for low quality of education in Kalangala:

- Insufficient basic school infrastructure and facilities, including child friendly WASH facilities, at basic education (primary and secondary education) and BTVET levels, needed to increase capacity in existing schools and provide a conducive environment for learning
- Lack of awareness and capacity at community level (parents, SMCs, PTAs) to be willing and able to enrol and keep children in school, to support schools to provide quality education and to demand results and accountability from education institutions in their communities.
- Inadequate institutional and management capacity at all administrative levels (KDLG DEO's, sub-county offices) as well as other education sector support institutions (CCTs) and partner non-state service delivery agencies. This affects education sector planning, resource mobilisation, allocation and utilisation, support supervision and mentoring and regular school inspection, monitoring and evaluation that are necessary for efficient and effective delivery of quality education services.
- Inadequate capacity and lack of incentives for teachers and school managers to provide quality teaching and effective professional leadership of schools. This includes continuous assessment of learners at classroom level for effective learning and improved achievement.
- Lack of capacity to maintain continuous provision of sufficient and relevent teaching and learning materials, including co-curricullar equipment, tools and other materials to facilitate education curriculum implementation.
- The hidden costs of "free" education imposed on parents and guardians to cover school based feeding for learners, extra teachers on community contract, boarding expenses, continuous assessment of learners, medical expenses, utilities and other administrative costs relating to operation of schools.

2.4.2 PRIORITY ISSUES

Expert studies were carried out in 2015 to enhanche the understanding of the status of the Kalangala Education sector and to identify priority issues to be adressed during the

consolidation phase of the KDDP project. These studies establish, through consultations with a wide range of stakeholders and direct observations in schools, that quality of education is the priority issue that should be the focus of the project. The causes of low quality education in Kalangala district are however many and complex and no single intervention is likely to yield positive development or change. The project will therefore concurrently focus on a number of key areas that are considere to directly influence the quality of education in the following sub-sectors:

a) Early Childwood Development (ECD): The project recoganises that ECDs play a key role in the development of cognitive skills and preparing children for primary education and lifelong learning. However, direct support into the formulation of a district ECD strategic development plan is extended for the specific component under the project.

b) Primary Education: Primary education with emphasis on literacy, numeracy and life skills development is recognised as the main contributor to improved livelihood and has been found to bring the highest returns on investment in education in low-income countries[16]. The project will put emphasis on improving the learning environment, quality of teaching and learning and Monitoring Learner Achievements. Under primary education, the following are prioritised:

- ***Lower Primary Grades (P1-P4):*** The first years in primary schools are generally overpopulated, but with dropout rates increasing with age.[17] It is therefore logical to focus on improved teaching and learning at P1-P4 to achieve a break-through in literacy, numeracy and life skills development for long life learning, and to reduce dropouts.
- ***Upper Primary Grades (P5-P7):*** The cohorts of learners passing through the transition grade (P4) will be followed up through upper grades by providing additional support for quality teaching and learning to ensure that the basic skills acquired in early grades are irreversible, and to improve performance in primary leaving examinations in order to secure better grades to qualify for free public secondary education.

c) Secondary Education: The focus is on primary school leavers who have successfully completed PLE and qualify for government sponsored tuition fees for public secondary education, but fail to make the transition owing to various prohibitive costs. Possible interventions are:

- ***Lower Secondary (ordinary Level) (S1-4):*** The priority is to extend the school life of learners, especially girls that are still in the vulnerable age of 13-16 years and lack the skills to join the job market. The possible options comprise of extending direct support to secondary schools in order to lower school charges , for learners, improve school infrastructure and facilities for better general learning

[16] Klump, R and Cabrera, C.A.M (2007) Education and Pro-poor Growth how can education contribute to pro poor growth? KFW Publishers, Frankfurt - Germany.
[17] See report on Kalangala Education Review Study (ICEIDA, 2015)

environment, increase the number of secondary school slots available within the vicinity of the community, and to improve the quality of teaching and learning.

d) **BTVET**: To create BTVET opportunities to primary school leavers that opt for vocational education rather than academic secondary education.

- ***Technical and Vocational Training:*** Among options is to extend direct support to BTVET institutions to achieve lower school charges for learners and to facilitate learners, who complete primary education, to acquire technical and entrepreneurial skills useful for generating self-employment and establishment and growth of small scale enterprises. Improve on infrastructure and facilities for better general learning environment, increase the number of girl learner slots available within the vicinity of the community, and to improve the quality of teaching and learning.

2.5 PROJECT STRATEGY

2.5.1 OVERALL STRATEGY

The overall project strategy is to support KDLG to implement its education strategy with a focus on consolidation in priorities areas already established through experience and lessons learned from the KDDP project.

In line with international agreements on alignment and harmonisation and "The principles of the "Child Friendly Schools" promoted by UNICEF, the project design is aligned to the district systems with Kalangala District taking the lead and ownership of the project and ICEIDA providing financial, technical and M&E support. In the spirit of district ownership and leadership, implementation will involve use of district structures, district's partnerships with other strategic development partners, collaboration with local NGOs and CBOs, and community and school led initiatives.

2.5.2 IMPLEMENTATION STRATEGY

The implementation strategy is to prioritise interventions that are likely to deliver positive results during the project's implementation period and to use the experience and lessons learned during this consolidation period to enable KDLG to plan future interventions for effective development in future. The main emphasis is on quality enhancement interventions in order to maximize the return on investment [18],. The strategic approach is in line with current emphasis on quality education by GoU and it's education development partners (EDPs).

Based on the findings from KDDP education review and consultations with stakeholders, findings from various studies on education and lessons from Uganda's education quality enhancement initiative, it has been established that no single intervention can produce

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

positive changes in education performance. Hence a package of interventions is required with focus on the following five main pillars:

Pillar I - Education Infrastructures and Facilities:

Availability of appropriate school infrastructure is fundamental in creating learner and teacher friendly, safe and health school environment conducive to learning and teaching, and ultimately for improved quality of learning outcomes for boys and girls. The basic infrastructure requirements for schools include staff houses; classrooms, desks and chalkboards; administration offices, staff rooms, stores and furniture; school kitchen, cooking facilities and environment friendly energy saving stoves; and improved water sources at school and sanitation facilities- ventilated improved pit (VIP) latrines for both learners and teachers, that take into account the safety and health needs of boys and girls and PWDS, as well as females and male teachers. Furthermore, quality learning requires provision of adequate and relevant teaching and learning materials easily accessible by all users (teachers and learners). The project will support renovation of existing school infrastructure and construction of new school infrastructure, with associated facilities to meet at least the minimum national standards as set by MoESTS[19], and to facilitate the district to develop a sustainability plan for operation and maintenance of the infrastructure. The project will include provision of textbooks in the core subjects of curriculum in primary, and secondary schools to maintain the level of learner to textbooks of 1:1, provide teacher´s guides, as well as supply of basic equipment for promoting co-curricular activities in (i.e. sports and music, drama and drama) to increase attendance and retention of learners and for talent development.

Pillar II - Local Government Education Sector Management:

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

Pillar III - Teachers and School Leadership:

Teachers and head teachers are at the centre of efforts to improve the quality of basic education in Uganda. A shift in their current performance is expected to

[19] Guidelines from MoESTS for infrastructure at schools

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

Pillar IV - Community and Parents Participation:

Parents and the broader community play a vital role in supporting successful learning outcomes for learners. Creating meaningful partnerships where schools, parents, students and the community to work together to focusing on teaching and learning in schools. Kalangala has a diverse range of communities and it is important to acknowledge that each school has its own contexts to which they respond. The project will build capacity of the community to participate in the education sector right from home to school, emphasing the participation of women and men and their role in promoting equal opportunity to education for all children, especially the girl child. Approved school management bodies, management committees and boards of governors that are set up to exercise control over the management of schools will be supported to build thier capacity for oversight role in improvement of quality education. In addition, supplementary support will be extended to lower the cost of ´free USE´ borne by poor households to encourage transition of learners (boys and girls) to progress and complete at least lower secondary

Pillar V - The Learners:

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

treatment; school based feeding initiatives and initiatives addressing gender related issues.

2.6 TARGET AREA

The target area is Kalangala district as a whole but confined at community or school specific level to the 12 islands where there already established primary or secondary schools or BTVET institutions.

2.7 TARGET GROUPS

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

- **Primary Target Group:** Learners, school managers, teachers and parents (PTA's) from the 26 registered and licensed primary schools, 3 secondary schools and 2 BTVET institutions in Kalangala district.
- **Secondary Target Group:** KDLG and NGO's and CBO's that are collaborating with KDLG in the education sector at district and sub-county level, school governing bodies, SMCs and foundation bodies at school and community level.

2.8 CROSS CUTTING ISSUES

In accordance with GoI and GoU policies and guidelines, gender equality and environmental sustainability are considered at all stages of project planning. ICEIDA's CSP 2014-2019 for Uganda is explicit that gender equality shall be integrated in all development activities and gender analysis to be a part of plannnig activities.

Available gender dis-aggregated education statistics suggests that there is not a marked gender difference in primary schools in Uganda with respect to enrolment, retention rates, completion of primary school or examination esults. A change however appears to occur in secondary school where drop-out rate of girls increases at a greater rate then for boys, and completion rates at O and A levels are markedly lower for girls than boys. Evidence with reliable data and explanations for this is however lacking and a study will be carried out in the initial stages of the project to analyse the situation and propose for possible mitigating actions. This will not only facilitate gender sensitive implementation focus but also allow for corrective measures where possible.

The National Strategy for Girls' Education (NSGE) in Uganda (2015–2019) it is incorporated in the proposed teacher training component (Pillar III) of the project (See annex VI). The project pillar which targerts capacity for quality training and school leadership development uses the NSGE as one of the key resources for identifying key gender issues in the training module, like gender capacity gaps and strategic actions for addressing constraints related to quality, participation, retention and education outcomes for girls. Actions target key actors like teachers, school managers, parents and community in girl education

The WASH component of the education project will improve the school environment for girls in upper primary and secondary education in targetted schools as it provides gender seperated sanitation facilites of a design that takes into account the special needs of

teenage girls and have shown to be effective in promoting well-being in the school environment and thus contribute to better attendance and retention rates of girls in school.

No specific negative environmental concerns have been identified from previouse interventions in education sector in Kalangala or in the preparation process for the education project. Introduction of energy saving technology in school kitchen will have a positive environmental effect with less use of charcoal and firewood, and environmental issues will be raised as part of the community sensitisation in relation to both WASH and feeding programmes in schools.

3 KALANGALA DISTRICT EDUCATION PROJECT STRUCTURE

3.1 DEVELOPMENT OBJECTIVE

The development objective of the project is based on GoU development objectives and more specfically the KDLG development objective:

"…**to facilitate improvement in livelihood and living conditions of people in Kalangala district".**

3.2 IMMEDIATE OBJECTIVE

The immediate objective of the project is:

"**to improve quality of basic education in schools in Kalangala district**".

The immediate objective of the project will be achieved through a number of interventions based on the five pillars described in section 2.5.2. Interventions will target both the primary and secondary target groups but with a particular emphasis on early grade learners (P1-P4). The interventions will include:

- Capacity development for teachers and head teachers.
- Provision of teaching and learning materials.
- Facilitation of community engagement in education.
- Establishment of conducive learning environment for learners and teachers
- Lowering cost of post-primary education to facilitate increased transition of PLE learners to secondary school and BTVET.
- Capacity strengthening and provision of essential tools and facilities at district and sub-county for effective education management

3.3 OUTPUTS AND ACTIVITIES

The project outputs detailed in table 7 are based on the five pillars of interventions as described in section 2.5.2:

Pillar I - Infrastructure

The past ten years of ICEIDA support to KDDP has made significant improvement in quality and avaialbility of school infrastructure and facilitaties in Kalangala primary schools. 62% of primary schools already have minimum facilities fit to carryout basic educational activity,

whereas 23% of the schools have reached the minimum standard facilities for carrying out effective education. However, 38% of primary schools still lack facilities fit for basic education activities and in 77% of schools the facilities have not been upgraded to the level that meets minimum standards for effective education *(KDDP Education Review Study, 2015)*. Infrastructure development was not component in secondary and BTVET schools in the support to KDDP. The proposed infrastructure development under the project is aimed at up-grading the remaining 38% of primary schools with facilities fit to carry out basic education, and to further enhanche facilities in all primary schools with at least 100 enrolled learners to a minimum standards required to carry out effective education. In addition some infrastructure development support will be given to secondary and BTVET schools to support increased transition and progression of learners from primary education level to lower secondary education or BTVET. The intervention under Pillar I - infrastructure fall under output 100, including furnished classrooms, fully equipped dormitories for boys and girls, rainwater harvesting and WASH facilities, teachers housing, playgrounds for co-curricular activities and renovation of existing structures, and output 200 with provision of teaching materials, teacher guides, learning materials, sports equipment and MDD equipment

Pillar II - District and Education sector management

This pillar has Output 300 and 400. Under outputs, 300 the project will conduct capacity building in Leadership and communication, planning and budgeting, monitoring and evaluation for both District and sub-county levels to enhance effectiveness in service delivery. Under the same output the project will support the formulation of the ECD strategic developments plan. Functionality issue will be addressed under output 400 through provision of equipment, development of Standardized Continuous Assessment Tests for all Grades, support to Mechanism For Monitoring of Learner Achievement (MLA) and means for transportation for the DEO's staff and CCTs

Pillar III - School professional leadership and teacher quality

This pillar has output component 500- capacity for quality teaching and school leadership developed, which covers three outputs: 510- district training plan developed aligned to nation framework for quality Education, 520- primary school teachers trained in instruction skills, and 530- head teachers and senior teachers trained in school leadership and management. The district training plan will update the training needs, based on rolled-out continuous assessment framework for teacher trainees, and subsequently prioritise capacity building interventions based on continuous professional development (CPD) themes for quality teaching and school leadership/management using established in-service training systems facilitated by coordination centre tutors (CCTs).

The Uganda Teacher and School Effectiveness Project funded by the Global Partnership for Education (UTSEP-GPE)[20] supervised by the World Bank provides the updated framework for capacity building intervention themes relevant for the Kalangala education project, particularly those focusing on enhancing teacher effectives to improve primary education early grade literacy and numeracy skills and beyond. The following links to the UTSEP-GPE reflect the main capacity intervention themes that focus on improving the quality of the in-service teacher training under Uganda's CPD framework[21].

Teacher Effectiveness: Improving teacher competencies and instructional practices in early grade numeracy and literacy for the primary school curriculum:

- At central government level, UTSE-GPE is supporting training of trainers (mainly drawn from core primary teachers colleges that provide the CCTs) in early grade reading and numeracy to prepare them for subsequent teacher training. This also ensures standardization and quality assurance. In addition, instructional materials have been developed by the technical assistance agency in partnership with the National Curriculum Development Centre (NCDC) in both English and the 12 local languages, including Luganda used in Kalangala District.
- UTSE-GPE is also supporting Scaling up Certification for Teacher Education Proficiency (C-TEP) program for teacher tutors (including CCTs) providing in-service training and support to teachers: Under this program, the teacher tutors will receive Certification for Teacher Education Proficiency (C-TEP) for improved pedagogical mastery that focuses on reflective practice, action research and gender responsive instructional norms.
- This implies that the scope of the capacity building Interventions under the Kalangala education project will focus on improving teacher and instructor content knowledge and pedagogy to deliver the numeracy and literacy curriculum. This will entail specific focus on teachers of the early grades (primary 1-3), and the transition year (primary 4) of the primary school cycle. This will be complemented with support to improve quality and frequency of in-service teacher support by CCTs.

School Effectiveness: The relevant themes cover activities designed to strengthen school governance, leadership, management and accountability, which include the following:

- Implementation of a continuous comprehensive training program targeting head-teachers, deputy head teachers or senior teachers; and
- Strengthening the capacity and effectiveness of school management committees (which is handled under separate pillar in the Kalangala Education Project)

[20] Uganda Teacher and School Effectiveness – Global Partnership for Education Project, Project Appraisal Report, World Bank August 2014

[21] For detailed analysis and background information on themes for Uganda's Teacher Continuous Professional Development Framework, refer to resources provided in annex VII

Gender Mainstreaming: The links to the UTSEP-GPE social assessment recognize the need for broader focus in addressing binding constraints to raising quality and standards to pupils' numeracy and literacy achievement as measured by their performance across genders. It recommends attention to particular gender based challenges contributing to low standards and quality for girls rather than boys in schools related to teachers. In line with the Ministry of Education and Sports (MoES) National Strategy for Girls' Education (NSGE) in Uganda (2015–2019), the District Training Plan for the Education sector will incorporate strategies and training intervention themes for teachers that take into account actions in the NSGE.

Pillar IV - Community (parents/guardians, SMCs and PTAs) engagement

The pillar has output 600 and 700; under output 600 capacity building for; community support institutions (approved school management bodies, management committees and boards of governors) will be enhanced for oversight role in improvement of quality education. Community dialogue and sensitization meetings will be conducted to empower the community. Output 700 deals specifically with lowering of household costs of secondary education (hidden costs of education). A detailed study will be conducted to generate management information to allow for an informed decision on the next course of action.

Pillar V - Learner engagement (safe and enabling environment and state of the child)

Pillar V has output 800 (learner engagement). The project will address issues affecting the health and general well-being of the learner by encouraging functionality of school health club and establishment of feeding programs, construction of school kitchens with energy saving stoves, establishment of school gardens and training of stakeholders for proper management of the feeding programme.

Table 7. Project Outputs and Activities with estimated total cost of each output

Output		Activity	OUTPUT COMPONENTS/SUB OUTPUTS	Pillar	Units	Targets	Budget in USD
100	**Education Infrastructure and Facilities Developed and renovated**						
	110	**Existing Primary School Infrastructure Renovated**					
		110-1	Renovation of classrooms in 26 schools	I	Room	104	
		110-2	Renovation of staff houses in 17 schools	I	Room	37	
	120	**New Primary School Infrastructure Constructed**					
		120-1	Construction of new classroom blocks in 2 schools	I	Block	2	
		120-2	Construction of new of staff houses in 6 Schools	I	Block	6	
		120-3	Construction of new kitchen and facilities in 22 schools	I	Block	22	
		120-4	Construction of new latrine blocks in 4 schools	I	Block	4	
		120-5	Construction of dormitory blocks in 1 school	I	Block	2	$2.276.000
		120-6	Installation of new water harvesting tanks in 6 schools	I	Tank	6	
		120-7	Construction of sports/recreation fields in 10 schools	I	Field	10	
	130	**Existing Secondary School Infrastructure Renovated**					
		130-1	Renovate Classrooms in 3 schools	I	Room	12	
		130-2	Renovate Staff Houses in 3 schools	I	Room	12	
	140	**New Secondary School Infrastructure Constructed**					
		140-1	Construction of new girls´ dormitory blocks in Bukasa SS, Bishop D SS and Serwanga Lwanga S.s	I	Block	3	

Output		Activity	OUTPUT COMPONENTS/SUB OUTPUTS	Pillar	Units	Targets	Budget in USD
		140-2	Construction of boys dormitory block in Serwanga Lwanga S.S	I	Block	1	
		140-3	Construction of staff houses in 3 secondary schools	I	Block	3	
		140-4	Construction of kitchen in 3 secondary schools	I	Block	3	
		140-5	Construction of latrine block in Bishop Dunstan S.S	I	Block	1	
	150	**Existing BTVET School Infrastructure Renovated and Equipped**					
		150-1	Renovate School Classrooms in 2 BTVET institutions	I	Room	9	
		150-2	Procure assorted equipment/tools for 2 BTVET institutions	I	Room	2	
	160	**New BTVET School Infrastructure Constructed**					
		160-1	Construction of 1 Dormitory for Girls in Bumangi Community polytechnic	I	Room	1	
	170	**District Infrastructure Operations and Maintenance Plan developed and operationalized**					
		170-1	Develop infrastructure operation and maintenance plan	I	Plan	1	
		170-2	Allocation of funds in KDLG recurrent budget for infrastructure O&M	I	Process	4	
		170-3	Maintenance of school infrastructure as per O&M plan for education sector	I	Process	#	
200	**Teaching and Learning Materials for learners provided**						
	210	**Primary School Text books, Teachers´ Guides and Teaching Materials Provided to 26 targeted Schools**					**$364.000**
		210-1	Procurement/supply textbooks in core subject (Math, Science, SST, English and Reader) to schools	I	Books	4.000	
		210-2	Procurement/supply other teaching material (3 Kits - lower, mid and upper level) for all the subjects	I	Kits	78	
		210-3	Procurement/Supply teachers guides for all subjects to schools	I	Books	728	
		210-4	Training of teachers in developing local teaching/learning instruction materials	I	Training	52	
	220	**Secondary School Text books, Teachers´ Guides and Teaching Materials Provided to 3 targeted Schools**					
		220-1	Supply textbooks for core subjects (Math, English, Biology, Physics, Chemistry) to schools	I	Books	3.010	
		220-2	Supply teachers guides and other teaching materials in the core subjects to schools	I	Books	1.000	
	230	**Equipment for Co-Curricular Activities Provided to 26 Primary and 3 Secondary Schools**					
		230-1	Supply of sets of sports kits to primary schools	I	Kits	26	
		230-2	Supply of sets of sports kits to secondary schools	I	Kits	3	
		230-3	Supply of basic Music, Dance and Drama kits to primary schools	I	Kits	26	
		230-4	Supply of sets of basic Music, Dance and Drama kits to Secondary schools	I	Kits	3	
	240	**Co-Curricular Activities Supported at Zone, District, Regional and National Levels**					
		240-1	Facilitate annual sports and games competitions at four levels	I	Games	16	
		240-2	Facilitate annual MDD competitions at four levels	I	MDD	16	
		240-3	Training of selected teachers in sports and games curriculum interpretation	I	Training	208	
		240-4	Training of selected teachers in MDD curriculum interpretation	I	Training	208	
300	**District Education Sector Management Capacity Developed**						
	310	Training at district levels conducted					**$32.000**
		310-1	Training staff in results based planning and budgeting (3 Education Staff, 2 CCTs, 7 CDOs and 7 others)	II	Training	19	
		310-2	Training staff in Leadership and Communication (3 Education Staff, 21 LLG staff, 3 Associate assessors)	II	Training	27	

Output		Activity	OUTPUT COMPONENTS/SUB OUTPUTS	Pillar	Units	Targets	Budget in USD
		310-3	Training staff in Monitoring and Evaluation of Education Sector performance (3 Education Staff, 3 planning Unit and 3 Education NGO)	II	Training	9	
	320	**District ECD Strategic Plan formulated**					
		320-1	Develop ECD strategic development plan	II	Plan	1	
	330	**Training at Sub-county levels conducted**					
		330-1	Train 7 Senior Assistant Secretaries (SAS) in Performance Management and Appraisal of Education Staff	II	Training	7	
		330-2	Train 7 SAS, 7 CDOs, 2 CCTs in Community Participation and Social Mobilization in Basic Education	II	Training	16	
400	**District Education Office Functionality Enhanced**						
	410	**District Education Office supplied with basic tools**					**$304.000**
		410-1	Provision of computer sets for District inspector and CCTs offices	II	Set	2	
		410-2	Procurement/provision of scanner	II	Unit	1	
		410-3	Procurement/provision of projector for inspectorate and CCT office	II	Unit	1	
		410-4	Procurement/provision of motorcycles for inspector and CCTs	II	Unit	2	
		410-5	Procurement/provision of vehicle for district education department	II	Unit	1	
		410-6	Procurement/provision fiber glass boat with out-boat engine and life jackets	II	Unit	1	
		410-7	Procurement/provision of life jackets for school children	II	Unit	300	
	420	**Standardized Continuous Assessment Tests for all Grades facilitated**					
		420-1	Conduct training and refresher trainings for District Academic Board members (20 members)	II	Training	80	
		420-2	Train Teachers in assessment, monitoring and Data management on literacy and numeracy outcomes for learners in class for girls and pupils with special educational needs	II	Training	180	
		420-3	Setting and moderation of termly assessment tests by district academic board	II	Set	12	
		420-4	Bi-termly printing and administering termly assessment tests in all schools (P.1 to P.7)	II	Unit	24	
	430	**Mechanism For Monitoring of Learner Achievement (MLA) by D.E.Os Office and CCTs operationalized**					
		430-1	Facilitate regular school support supervision and inspection visits	II	Unit	16	
		430-2	Facilitate the Education Department to operationalize biannual MLA	II	Unit	8	
		430-3	Training of key stakeholders (Education Staff, Foundation Bodies, School head teachers and Deputies) in MLA	II	Unit	126	
500	**Capacity for Quality Teaching and School Leadership developed**						
	510	**District Education training plan (DETP) Developed**					**$167.000**
		510-1	Develop District Education training plan	III	Plan	1	
	520	**Primary School Teachers Trained in Instruction Skills**					
		520-1	Facilitate continuous professional development training of teachers based on the DETP	III	Training	748	
	530	**Train Head teachers and Senior Teachers in School Leadership and Management**					
		530-1	Facilitate continuous training of HT (26) and Senior teachers (26) based DETP	III	Training	208	
600	**Community Capacity Developed**						
	610	**Training in School Governance conducted**					**$92.000**
		610-1	Training of community support institutions for primary schools (SMCs &PTAs) in school governance	IV	Training	208	
		610-2	Training of community support institutions for secondary schools (BoGs, PTAs) in school governance	IV	Training	60	
	620	**Community Mobilization for Education Promotion Conducted**					

Output		Activity	OUTPUT COMPONENTS/SUB OUTPUTS	Pillar	Units	Targets	Budget in USD
		620-1	Develop and disseminated Education, Information and Communication (EIC) Materials	IV	Educ Materials	40.000	
		620-2	Mobilization and sensitization campaigns for school catchment communities (29) to support education	IV	Meetings	58	
		620-3	Training of key stakeholders (representatives school communities and foundation bodies) in education advocacy skills	IV	Training	66	
700	**Household Costs of Education Reduced**						
	710	**Plan for Supplementary Support to schools to lower cost of education developed and operationalized**					**$235.000**
		710-1	Conduct study on household costs of education	IV	Study	1	
		710-2	Develop plan for supplementary support to schools	IV	Plan	1	
		710-3	Develop and operationalize mechanism for supplementary support to schools	IV	Plan	1	
800	**Direct Learner Support in Schools facilitated**						
	810	**Functionality of school health programme strengthened**					**$91.000**
		810-1	Facilitate health clubs activities in primary schools	V	Club	26	
		810-2	Facilitate School health clubs activities in secondary schools	V	Club	3	
		810-3	Facilitated School based health deworming of all children in all primary and Secondary schools per term	V	Campaigns	12	
		810-4	Facilitate Gender specific sexual and reproductive health education and promotion in schools	V	Session	29	
	820	**Functionality of academic clubs strengthened**					
		820-2	School Education clubs activities strengthened in secondary schools	V	Club	3	
	830	**Functionality of school feeding programme strengthened**					
		830-1	Train stakeholders (2per school) in basic school Garden management and operations in target school	V	Training	15	
		830-2	Provision of school garden input package (equipment, tools and seeds) to target schools	V	Kit	15	
		830-3	Facilitate agriculture extension service to school gardens (Each Sub county extension officer)	V	Process	90	
	840	**Actions to foster equal opportunity for Boys and girls**					
		840-1	Conduct a Study on causes and extent of drop outs by girls in secondary schools	V	Study	1	
		840-2	Develop a responsible plan of action to mitigate girl droop out from the study	V	Plan	1	
		840-3	Facilitate implementation of response initiative	V	Process	4	
900	**Monitoring and evaluation**						
	910		**Baseline Studies conducted**		Study	1	**$142.000**
	920		**Internal Quantitative Monitoring conducted**		Process	16	
	930		**Qualitative performance monitoring conducted**		Process	12	
	940		**Mid Term Review/Evaluation carried out**		Study	1	
	950		**Final Evaluation carried out**		Study	1	

3.4 INPUTS

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

3.4.1 ICEIDA

ICEIDA will provide:

- **Financial resources:** To fund capital expenditure costs with a provision for regular maintenance; training and capacity building interventions planned under

the project; provision of commodities (equipment and materials); and eligible allowances and transport costs to attend scheduled project events or activities (Eligible allowances will be in conformity with rates approved by Local Development Partner Group (LDPG) adopted by ICEIDA); and

- **Technical support:** Technical assistance to facilitate planning, implementation, , strengthening of District Education Management and Information systems (DEMIS), reporting, monitoring, evaluation, process evaluation and final project evaluation.

3.4.2 KALANGALA DISTRICT LOCAL GOVERNMENT

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

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

3.4.3 CENTRAL GOVERNMENT

The Government of Uganda through relevant Ministries, Departments and Agencies (MDAs) will contribute the following:

Ministry of Finance, Planning and Economic Development:

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

Ministry of Local Government (MoLG):

- Guidance on policy framework for local governance and overall supervision and monitoring of the programme/project.

- Provide administrative and institutional support to the project.
- Coordinate MDAs in monitoring and supervision of the project.
- Liaise with ICEIDA as appropriate.

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

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

3.4.4 School leadership

- Participation in school improvement development planning and mobilise community contribution of resources towards implementation of activities.
- Monitor contracts and quality control of construction works.

3.4.5 Community including SMC's AND PTA'S

- Participation in school improvement development planning and mobilise community contribution of resources to support to implement them.
- Monitor Service delivary both at input and output levels .
- Mobilization of community support to and promotion of education in fishing communities.
- Participation in school governance through PTA's and SMC's.

3.4.6 Civil Society

- Sensitization and training of community on education issues.
- Provide technical support.
- Monitoring of education development projects.
- Collaboration and networking in order to promote greater synergy of action.

3.4.7 Other Development Partners

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

3.5 Expected Outcome And Sustainability

3.5.1 Outcome

Overall the project will assist Kalangala district in its effort to enhance education standards in deprived communities through stronger service delivery in the education sector. The

project will improve the quality of education in schools by improving early grade learning achievement in literacy, numeracy and life skills, better examination outcomes and transition from primary school to and completion of secondary education and BTVET. The interventions on quality are likely to lead to improved access, increased enrolment and higher retention rates at all levels of education. More P1-P4 learners will acquire basic literacy skills and numeracy skills; more learners completing P7 will pass PLE in better grades I-III and transit to secondary schools and BTVET; and more secondary school and BTVET learners will reach qualification standards for higher education.

3.5.2 SUSTAINABILITY

Sustainability in the context of this project focuses on on-going service delivery of quality basic education and BTVET services. To sustain the outcomes and impact of quality education and the future actions, the project will foster participatory approaches and strengthening the capacity of stakeholders to plan and manage future actions. The project design is based on a holistic consideration of education system, needs and opportunities. It has a broad mix of interventions that are complementary and respond to the observed and expressed needs of the communities. The project design is benchmarked on the District Development plan. The measures taken by the project to assure sustainability are categorised into institutional, technical and financial aspects as described below:

Institutional aspects:

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

Technical aspects:

The design and quality of infrastructure and facilities, and attraction and retention of quality staff in the education sector department and schools are key factors in sustainability of quality education service delivery. The technical aspects will be addressed through the following measures:

- Monitorand supervise designs of infrastructure and facilities to ensure qulaity and minimize the danger of design flaws that may cause reduced life span or malfunction.
- Monitor and closely supervise infrastructure development to ensure that quality of construction meets accepted national standards and does not lead to failure of the facility before the end of its design life.
- The project has an investment plan for teacher training and housing, improved teaching conditions, which will improve teachers rentention.

Financial aspects:

The district will align the interventions into its plans and budget and increase funding for selected targeted components for sustainability. In line with the above, two immediate actions by the project will include

- The developmentment of an operation and maintenance strategy (O&M) for infrastructure and provide seed funding to supplement recurrent budget allocation in KDLG budgets for O&M of project supported infrastructure in the short to medium term. The strategy will identify future sources of funding in the longer term to facilitate maximum life-span and functionality of infrastructure and faciltits.
- The project will also facilitate the development of a strategy to reduce the household cost of basic education which will include the sustainability plan.

3.5.3 Key Indicators

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

4 COST ESTIMATES AND BUDGET

4.1 Cost Estimates And Budget

Table 8. Estimated Project Budget per Output

	OUTPUT COMPONENTS	Budget - USD
100	Education Infrastructure and Facilities Developed and renovated	$2.276.000
200	Teaching and Learning Materials for learners provided	$364.000
300	District Education Sector Management Capacity Developed	$32.000
400	District Education Office Functionality Enhanced	$304.000
500	Capacity for Quality Teaching and School Leadership developed	$167.000
600	Community Capacity Developed	$92.000
700	Household Costs of Education Reduced	$235.000
800	Direct Learner Support in Schools facilitated	$91.000
900	Monitoring and evaluation	$142.000

Funding by ICEIDA	**$3.703.000**
Unforeseen and contingency 8% funded by ICEIDA	$297.000
Total funding by ICEIDA	$4.000.000
KDLG Funding	$450.000
Total estimated cost with 4% contingency	**$4.450.000**

The total budget for the project in the period 2016 – 2019 is 4.450.000 USD, of which 4.0 million USD or 90% is funded by ICEIDA and 450.000 USD or 10% by KDLG, distribution equally between the years 2016 – 2019. The main cost components financed by ICEIDA are school Infrastructure and facilities, district and education sector management capacity, capacity development for quality teaching and learning, community capacity development and direct support to learners school operations. The district contribution will cover salaries and related costs of KDLG staff involved in the project as well as normal operational costs of KDLG DEO office operation, including preparation and production of sector annual plans, budgets and progress reports, and internal audits of project activities. KDLG will furthermore cover the costs of community mobilization and sensitization as required by project activities, land acquisition where required and coordination with central government and other development partners.

All cost estimates are based on Uganda Shillings at the rate of 1 USD = 3.400 UGX. Historical costing method is used as similar activities under ICEIDA have been completed recently, most of the required costing information is available from the District project files. For consistence further reference is made to the benchemarked expenditure rates by other donor funded projects with similar interventions[22]. Contingency reserve to account for cost uncertainty is allowed within the project budgeting process.

5 Organisation and Administration

5.1 Institutional Management

The institutional arrangements for planning, implementation and M&E of the project is aligned to the existing Uganda's local government structures, systems and processes, which conform with GoU requirements, and at the same time meet the requirement of the GoI. It furthermore is in alignment with the current extended CSP for Icelandic development cooperation in Uganda for the period 2014 – 2019. An implementation Agreement with details of implementation arrangements and financial management will be prepared and signed by the partners prior to launching of the project.

22 Uganda Teacher and School Effectiveness Project (UTSEP) - Global Partnership for Education (GPE)

5.1.1 Partnership Coordination

The project is an extension of the KDDP project which came to an end in June 2015. The management and coordination of the project implementation will be the structure set up for the the KDDP project through the KDDP Project Supervisory Committee (PSC) comprising of representatives from ICEIDA, KSLG, MoLG and MoFED. The mandate for the PSC will be extended to end of 2019 to cover the implementation period for the project.

5.1.2 Implementation Arrangements

The primary responsibility for planning, implementation and monitoring of the project lies with KDLG in accordance with its mandate under the Local Governments Act Cap. 243. The implementation of the project will be managed through existing national and local government decision making structures and utilizing existing planning, budgeting, procurement, accounting, M&E and reporting systems and processes. ICEIDA will provide direct and/or external technical support and monitor implementation as required and agreed by the partners.

An Education Implementation Monitoring Team (Ed-IMT) with representatives from ICEIDA and KDLG will be established to strengthen the implementation and create an interface for monitoring by the partners. The IMT will oversee day-to-day implementation of the project but will not be directly involved. The responsibilities of the Ed-IMT will include:

a. Monitoring, review and validation of infrastructure site selection process
b. Monitoring, review and validation of proposed technical solutions
c. Monitoring, review and validation the processing of a. and b. by District Technical Planning Committee
d. Monitoring, review and validation of all procurement processes
e. Monitoring, review and validation of contract preparation and approval
f. Monitoring, review and validation of procedures during implementation of works and services
g. Facilitate collection of data as required for monitoring and evaluation of the project as detailed in section 5.3 “Monitoring and Evaluation”
h. Prepare quarterly progress reports for the partners
i. Monitor post-installation operation and management of Education facilities during the implementation period of the project

The Ed-IMT will interact directly with District Education Office, Department of Works and Engineering, District Technical Planning Committee, District Procurement Unit, and other KDLG offices as appropriate. The Ed-IMT reports to ICEIDA and KDLG through ICEIDA Programme Director and KDLG Chief Administrative Officer respectively. ICEIDA and KDLG will appoint specific officers for the Ed-IMT prior to launch of the project.

5.2 Financial Management

The project will make use of the exisiting country public financial management systems applied by the local governments in Uganda as stipulated in the Public Finance and Accountability Act, 2002 and the Local Government Financial and Accounting Regulations,

2007 (LGFAR), which meets GoU standards, and the standards set by International Accounting Standards Board approved and accepted by ICEIDA .

5.2.1 Funds Management

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

The project will be implemented on the basis of annual work plans and budgets and approved by the PSC. The annual budget and work plans will be presented to the PSC in distinctive six month periods. A separate bank account, with an eligible commercial bank institution will be operated by the District for project funds and in accordence with GoU approved stipulated guidelines. The CAO will be the primary signatory to the Project Bank Account and the Chief Finance Officer (CFO) the secondary signatory. ICEIDA will receive monthly statements from KDLG for the the bank account, and will have full access to the account on demand.

5.2.2 Funds Disbursement

Funds will be transferred from Embassy of Iceland upon request by the CAO and on the basis of approved workplans and budgets. Following verification of the request, the Embassy of Iceland will transfer the funds to Kalangala district General Fund account and the district will further transfer the same funds within 24hr into the project bank account. As a general rule, the standing balance of the project bank account will be maintained at minimum 50M UGX and 100M UGX maximum. Detailed guidelines on funds disbursement procedures will be included in the implementation agreement signed by the partners.

5.2.3 Procurement

The procurement of works, good and services under the project will be managed in accordance with Uganda's Public Procurement and Disposal of Public Assets Act, 2003 (GoU, 2003), the Local Governments (Public Procurement and Disposal of Public Assets) regulations (2006), and the procurement guidelines and standard bidding documents (SBDs). All procurements under the project will be consolidated in the annual procurement plan and submitted for approval by PSC as a subsidiary plan of the project annual plan and budget. Irrespective of the procurement method, a no-objection must be sought from ICEIDA for all procurements exceeding UGX 10,000,000 (ten million UGX). The Ed-IMT will monitor all procurements under the project as outlined in section 5.1.2.

5.2.4 Financial Reporting and Auditing

The Finance Department of the District will keep proper books of accounts and other financial records for project expenditure in accordance with the requirements of ICEIDA and GoU. Quarterly financial reports will be prepared by the district and submitted to ICEIDA for review. The finacial reports will be included as part of the Project Progress Reports prepared and submitted to the bi-annual PSC meetings for revierw and approval.

The Embassy of Iceland and KDLG Internal Auditor will monitor transactions on the project accounts independently. The GoU Auditor General will audit the financial statements as part of GoU procedure for utilization of funds. KDLG will share certified copies of the Internal Audit reports and the consolidated Auditor General's Annual Audit Report on KDLG with Embassy of Iceland as soon as these are available. Any party to the agreement has the right to demand an independent audit to be carried out by an internationally accredited auditor. The partner(s) initiating the audit will carry the cost of such an audit.

5.3 Monitoring and Evaluation

The monitoring and evaluation (M&E) activities under the project is guided by the M&E strategy approved by the partners which conforms to the requirements of GoU and GOI M&E policies. The M&E of the project will be pursued systematically with defined spheres of shared responsibilities at every stage of management and decision-making. The managing for results approach will be applied in the entire project cycle, and the logical frameworks and results frameworks of the project will be used. The project Monitoring and Evaluation Framework is shown in Annex II.

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

i. Baseline survey for additional required data at inception of project
ii. Monitoring
    a. Internal monitoring and review within the implementation framework of the project that captures and quantifies inputs, activities and outputs listed in project work plans.
    b. Qualitative performance monitoring by an external actor specifically aimed at capturing the quality of change the project is generating towards outcomes
iii. Evaluation
    a. Mid term review will be carried out at a logical point in time during the implementation period.
    b. Final external evaluation carried out 6-12 months after the completion of project implementation.

5.3.1 Baseline Survey

During the inception phase of the project a baseline survey will be conducted to establish baseline data and information not already available for the project area. The baseline survey will clearly establish the current state of Education in each of the target areas before the project interventions, which will form the benchmark against which subsequent assessment of progress and performance of the project will be compared. The baseline data and information will also be used for planning purposes in detailing and refining project performance indicators and defining the appropriate methodology to be used in measuring

project performance in subsequent longitudinal surveys, reviews and evaluations. The baseline data will be gender segregated wherever applicable.

5.3.2 MONITORING

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

Quantitative internal monitoring will cover financial monitoring focusing on inputs and expenditure and physical monitoring covering activities and immediate results (outputs) defined in the logical framework of the project and presented in approved work plans and budgets. The quantitative monitoring of the project will be a shared responsibility of the project partners with KDLG taking the lead and interfacing with ICEIDA through project joint Implementation Monitoring Team (IMT) responsible for routine monitoring of activity implementation process.

Qualitative performance monitoring will involve use of qualitative research methods by outsourced specialized external body to monitor the key processes of importance for the successful implementation and outcome of the project. The qualitative monitoring of project activities will focus on the quality of implementation and how single project components and overall intervention is performing towards achievement of planned outcomes and results. The scope of qualitative monitoring will include the course, context

and quality of implementation; access to services and whether services reach the intended population; how services are delivered and put to use; and client satisfaction and Qualitative monitoring will be logically linked to regular quantitative monitoring processes to avoid duplication of efforts. The division and harmonization of monitoring activities between the IMT and the external qualitative performance monitoring teams will be developed further during the inception stage to facilitate efficiency and effectiveness and avoid overlap. The research methods for qualitative monitoring will be aligned to the projects' logical framework and its objectively verifiable indicators, but can also be broader in scope to provide deeper insight into the operational mechanisms and usefulness of interventions and their intended or unintended outcomes. Proposed qualitative research methods include beneficiaries' surveys, focus group discussions (FGDs), key informant interviews (KIIs), observations and use of administrative records. A limited a number of primary schools will be selected for intensive qualitative monitoring monitoring, based on their ranking in terms of total enrolments indicated in table 9.

Table 9. Primary Schools Ranked by Enrolment 2015 and Location on Islands and Sub-counties									
Rank	School	Boys	Girls	Total	%Shar	Cum%	Island	S/County	Category
1	Kibanga	325	317	642	12.6%	13%	Bugala[23]	Kalangala*	A
2	Kagulube	264	238	502	9.8%	22%	Bugala	Mugoye	A
3	Bumangi P/S	152	191	343	6.7%	29%	Bugala	Mugoye	A
4	Kasekulo	176	156	332	6,5%	36%	Bugala	Mugoye	A
5	Lake Victoria	168	154	322	6.3%	42%	Bugala	Mugoye	A
6	Bbeta	174	140	314	6.1%	48%	Bugala	Mugoye	A
7	Kachanga	108	108	216	4.2%	52%	Buwuvu	Bufumira	B
8	Lulamba	105	101	206	4.0%	56%	Lulamba	Bufumira	B
9	Kinyamira	100	102	202	4.0%	60%	Bugala	Bujumba	B
10	Kibaale	101	98	199	3.9%	64%	Bugala	Mugoye	B
11	Bufumira	87	93	180	3.5%	68%	Bufumira	Bufumira	B
12	Mulabana	93	69	162	3.2%	71%	Bugala	Bujumba	B
13	Bubeke	78	72	150	2.9%	74%	Bubeke	Bubeke	B
14	Jaana	77	68	145	2.8%	77%	Jaana	Bubeke	B
15	Bwendero	77	56	133	2.6%	79%	Bugala	Bujumba	B
16	Busanga P/S	66	66	132	2.6%	82%	Bugala	Mugoye	B
17	Kaganda	84	47	131	2.6%	84%	Bukasa	Kyamuswa	B
18	Bridge of Hope	58	69	127	2.5%	87%	Bugala	Kalangala	B
19	Bukasa	58	54	112	2.2%	89%	Bukasa	Kyamuswa	B
20	Sserinya	57	50	107	2.1%	91%	Serinya	Bufumira	B
21	Lwabaswa	37	48	85	1.7%	93%	Bubembe	Bujumba	C
22	Mazinga	37	38	75	1.5%	94%	Buggala	Mazinga	C
23	Bunyama	40	35	75	1.5%	96%	Bunyama	Bujumba	C
24	Kitobo	40	35	75	1.5%	97%	Kitobo	Bufumira	C
25	Buswa	39	33	72	1.4%	99%	Bugala	Bujumba	C
26	Buwazi	34	36	70	1.4%	100%	Bukasa	Kyamuswa	C
	Total	**2635**	**2474**	**5109**	**100%**				

It is clear from the table that six schools in the first category have total enrolment above 300 learners and share close to one half (48%) of the total enrolement of the whole district; 14 schools in the second category have enrolment above 100 and less than 300 learners and share 43% of the total enrolment of the district, while six schools in the third category have enrolment below 100 learners and share only 9% of the district total enrolment. It will therefore be logical and cost effective to select the six schools in the first category for qualitative perfromance monitoring.

Overall, the project monitoring arrangements will strengthen and support existing local mechanism as well as the monitoring responsibilities of the technical, administrative and leadership institutions at district and lower local government levels. It will furthermore

[23] **Bugala** is the **main island** where Kalangala town council and the headquarters of Kalangala district are located. The two sub-counties of Mugoye and Bujumba are also situated on the main island (with the exception of Bunyama parish in Bujumba sub-county which is comprised of nearby islands- basically Bunyama and Bubembe islands). The three lower local governments (Kalangala, Bujumba and Mugoye) constitute Bujumba County with approximately one half of the total population of the district. The main island of Bugala should be distinguished from another island with almost a similar name but different spelling called **Buggala** Island in Mazinga sub-county where the sub-county headquarters are located. The "o**ther islands"** constitute the four sub-counties of Kyamuswa, Bufumira, Bubeke and Mazinga in Kyamuswa County.

involve participation of non-state actors and beneficiary communities, including the community/parents represented by school management committees (SMCs and PTAs), the school management represented by the head-teachers and education department represented by the District Education Officer (DEO).

In particular, the District Education department, with support from relevant technical departments will monitoring the technical elements of the project, prepare and update Education MIS database on regular basis to facilitate reporting on progress and performance of the project. The monitoring of the project will also have links to the existing monitoring, inspection and control mechanisms by relevant central government Ministries, departments and agencies (MDAs) in line with their mandate under relevant laws.

The results from analysis of monitoring data will feed into the project management cycle to inform evidence based decision making for eventual action, and will be communicated in progress reports and M&E reports. There will be follow-up quarterly monitoring missions and reviews by the partners' joint or separate teams, and the monitoring repoprts will be reviewed bi-annually by partners through PSC (ICEIDA, GoU and KDLG). The qualitative monitoring team will submit bi-annual reports to the project partners during the implementation period and brief the implementing team on a more regular basis. Special attention will be given to the community and inputs from project beneficiaries in the research process, in order to empower the beneficiaries to raise their voices and be heard about intended service delivery. This will give feedback into the implementation mechanisms with accountability to the primary beneficiaries.

5.3.3 Evaluation

The mid-term review will be carried at a time close to mid-term of the project implementation. A final external evaluation will be conducted 6-12 months after the completion of thde implementation period. The final evaluation will apply the standard OECD-DAC evaluation criteria to determine relevance of the project, efficiency, effectiveness, impact and sustainability.

5.4 Reporting and Communication

5.4.1 Reporting

Integrated reporting framework is the way the project will report its performance. The aim of the integrated report is to clearly and concisely tell the story of the Project, how it creates value, its strategy, opportunities and risks, governance, and the performance against its strategic objectives in a way that gives stakeholders a holistic view of the Project and its future. The report further will provide insight about the resources and also seeks to explain how the project interacts with the external environment to create value over the short, medium and long term.

The following reports will be produced under the project:

- Baseline report
- Internal reports

- Cumulative quarterly progress reports (including financial reporting), culminating into biannual and annual reports
- Quarterly monitoring reports

- External reports
  - Qualitative monitoring reports
  - Mid term review report
  - Project completion report
  - Final evaluation report

The Project Supervisory Committee (PSC) constituted by representatives of the partners, shall meet at least bi-annually to review progress and achievements and fulfilment of agreed obligations. The above reports are furnished to the PSC in a timely (2 weeks before its sitting) and accurate manner for it to execute its mandate.

5.4.2 COMMUNICATION STRATEGY

The Country Strategy of Iceland in Uganda stipulates that the communication mechanisms shall be based on existing structures of central government and at district level. The communication practices for this project will be aligned accordingly.. The bi-annual meetings of the Project Supervisory Committee and formalized reporting schemes ensure that information about the overall process reaches highest levels of decision making on a regular basis and that all stakeholders are kept up to date with relevant information at respective levels, including institutions at central government, particularly the relevant sector ministries. The Education project also seeks to mobilize beneficiaries at community level to deepen communication channels pertaining to the implementation of the project, bringing feedback from communities into the project management cycle of decision making and to share information to enahance accountability and good governance. In addition, regular and formal communication with the Ministry for Foreign Affairs in Iceland will be ensured through quarterly progress reports as well as with participation in regular meetings with leading staff of the Directorate for Development at the ministry. The project will also seek to inform the general public in Iceland, who are taxpayers with a stake in the success of the project, through public relations effort of the Embassy in Kampala, and through liaising with other donors in the sector in information sharing.

6 RISKS

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

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

ANNEX I: KALANGALA EDUCATION PROJECT LOGFRAME

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
DEVELOPMENT OBJECTIVE (IMPACT)			
To improve livelihood and living conditions of people in Kalangala District.	- Enhanced levels of basic education and skills among the population in Kalangala district	- Project evaluation reports - Uganda Demographic and Household survey reports by UBoS	
IMMEDIATE OBJECTIVE (OUTCOME)			

To improve quality of basic education in schools in Kalangala District.	- Percentage of learners (girls and boys) passing in division I-III in national primary leaving examinations
	- Percentage of learners (girls and boys) achieving competence in literacy and numeracy in lower grades (P.1-P.4)
	- Survival rate of cohorts (boys and girls) to primary school grade 5 and final grade 7
	- Satisfaction rate of learners and parents with:
	  o *Quality of teaching and learning, in supported schools, and*
	  o *Quality of school infrastructure and facilities in supported schools.*
	- Transition rates for learners (girls and boys) from P.7 to secondary schools and BTVET institutions
	- Survival rate for learners' (boys and girls) in fishing communities to senior four (S.4) in the target secondary schools
	- Transition rate of students (girls and boys) from lower secondary education (S.4) to higher secondary education (S.5)
		- UNEB- Primary Leaving Examination (PLE) results
		- District MLA reports,
		- Tracking reports on primary school leavers admissions to post primary education
		- UNEB- Uganda Certificate of Education (UCE) examination results
		- Education Management Information System (EMIS)
		- M&E reports (qualitative assessment reports and evaluation reports)
			- Sustained commitment of KDLG political and technical staff and other development partners
			- Stability of key local government staffing
			- Improvement in quality of education will increase enrolment rates
			- Kalangala district local government, LLGs and community institutions will sustain an on-going mobilisation strategy for education promotion and support

OUTPUTS (IMMEDIATE RESULTS)			
100. Education Infrastructure and Facilities Developed and Renovated			
110. Existing Primary School Infrastructure Renovated (104 classrooms and 37 staff houses)	- Number of primary school classrooms renovated in 26 target schools - Number of primary school staff houses renovated in 17 schools	- Qualitative assessment reports - Project M&E Reports - Project Progress Reports - Completion Certificates	Local governments and communities will be committed to, and have capacity to raise resource contributions required for on-going O&M of facilities beyond the project life

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
120. New Primary School Infrastructure Constructed (2 classroom blocks, 6 staff houses, 22 kitchen, 4 latrine blocks, 2 dormitory blocks for boys and girls, 6 water harvesting tanks and 10 sports grounds)	- Number of schools with pupil (Learner) classroom ratio (PCR) of 55:1 or less - Number of classroom blocks constructed in 2 schools - Number of staff houses constructed in 6 schools - Number of kitchens constructed in 22 schools - Number of latrines with stances for boys and girls constructed - Number of dormitory blocks for boys and girls constructed - Number of water harvesting tanks installed in 6 schools - Number of sports/recreation fields developed in 10 schools	"	"
130. Existing Secondary School Infrastructure Renovated (12 classrooms and 12 staff houses) schools	- Number of classrooms renovate in 3 schools - Number of staff houses renovated in 3 schools	"	"
140. New Secondary School Infrastructure Constructed (3 dormitory blocks for girls in Bukasa, Sserwanga Lwanga and Bishop Dunstan S.S; 1 dormitory block for boys in Sserwanga Lwanga S.S; 3 staff houses and 3 kitchen in the three schools; and 1 latrine block at Bishop D S.S)	- Number of girls´ dormitory blocks constructed in 3 schools - Number of staff houses constructed in each of the 3 schools - Number of kitchen constructed in 3 schools - Number of latrines with stances for boys and girls constructed	"	"
150. Existing BTVET School Infrastructure Renovated and Equipped (9 classrooms, 2 batch of equipment/tools for BTVET institutions)	- Number of classroom renovated in 1 BTVET institution - Number of equipment/tools provided to 2 BTVET institutions	"	"
160. New BTVET School Infrastructure Constructed (1 new dormitory block for girls)	- Number of dormitory blocks constructed plus facilities	"	"
170. District Infrastructure Operations and Maintenance (O&M) Plan Developed and operationalized	- Infrastructure O&M plan developed and in place, and approved - KDLG allocating funds on recurrent budget for O&M fund - Proportion of infrastructure maintained in accordance with O&M plan -	"	"

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
200. Teaching and Learning Materials Provided			
210. Primary School Text books, Teachers´ Guides and Teaching Materials Provided to 26 targeted Schools (4,000 textbooks, 78 other teaching material kits, 728 teachers' guides, 52 teachers trained in developing local teaching and learning materials)	- Textbook to pupil (learner) ratio for core subjects and readers - Number of textbooks in core subject (Math, Science, SST, English and Reader) procured to maintain a ratio of 1:1 - Number of other teaching material kits procured/developed - Number of teachers' guides for all subjects and grades provided - Number/Percentage of teachers trained in developing local learning materials -	- Project M&E Reports - Project Progress Reports - Deliveries/Goods Received Notes	- Textbooks provided will remain relevant in the medium term (5yrs), despite eventual changes in curriculum for primary and secondary schools
220. Secondary School Text books, Teachers´ Guides and Teaching Materials Provided to 3 targeted Schools (3,010 textbooks, 1,000 teacher guides, and other teaching materials,)	- Textbook to student ratio in core subjects - Number of textbooks for core subjects provided and maintained to a ratio of 1:1 (Math, English, Biology, Physics, Chemistry) - Number of teacher guides & teaching materials in core subjects provided. -	"	"
230. Equipment for Co-Curricular Activities Provided to 26 Primary Schools and 3 Secondary Schools (26 sports kits and 26 MDD kits for primary schools and 3 sports kits and 3 MDD kits for secondary schools)	- Sets of Sports kits for primary schools provided - Sets of Sports kits for secondary schools provided - Set of basic Music, Dance and Drama kits provided - Sets of basic Music, Dance and Drama kits provided -	"	"
240. Co-Curricular Events/Activities Supported at Zone, District, Regional and National Levels (16 sports and games competitions held annually, 16 MDD competitions held annually, 208 teachers trained in sports and games and 208 teachers trained in MDD curriculum interpretation)	- Number/Percentage of schools participating in sports and games, and MDD at various levels - Number/Percentage of learners participating in sports and games, and MDD at various levels - Number of sport and games competitions held - Number of MDD competitions held - Number/Percentage of teachers trained in sports and games curriculum interpretation - Number/Percentage of teachers trained in MDD curriculum interpretation -	"	"

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
300. District Education Sector Management Capacity Developed			
310. Training at District Level Conducted (19 LG staff {3 education staff, 2 CCTs, 7 CDOs and 7 other staff} trained in results based planning and budgeting; 27 LG staff *{3 Education Staff, 7 SAS, 7 CDOs, 7 LC3-Chairpersons, 3 Associate assessors}* trained in leadership and communication; and 9 LG staff *{3 Education Staff, 3 planning Unit and 3 Kalangala Education Forum}* trained in M&E)	- Assessment score of Kalangala education sector on GoU local government annual performance measures - Number/Percentage of staff trained in results based planning and budgeting - Number/Percentage of staff trained in Leadership and Communication - Number/Percentage of staff trained in Monitoring and Evaluation of Education Sector	- LG annual assessment reports - District Progress Reports - Project M&E Reports - Qualitative assessment reports	Stability in staffing at district and lower local government levels and commitment of staff
320. District ECD Strategic Plan Formulated (1 plan developed)	- Number of District Level ECD strategic development plan developed	- Copy of approved plan	"
330. Training at Sub county Level Conducted (7 Sub county Chiefs *{Senior Assistant Secretaries- SAS}* trained in performance management and appraisal of education staff, and 16 LLG staff *{7 SAS, 7 CDOs, 2 CCTs}* trained in community mobilisation skills)	- Number of teacher performance appraisals conducted in line with established standards - Number/Percentage of Senior Assistant Secretaries (SAS) trained in performance management and appraisal of education staff - Number/Percentage of LG staff trained in community mobilisation and participation skills	- Qualitative assessment reports - District Progress Reports - Project M&E Reports	"
400. District Education Office Functionality Enhanced			
410. D.E.Os Office Supplied with Basic Tools (2 computer sets- computers, printer and UPS; 1 scanner, 1 projector, 2 motorcycles, 1 vehicle, 1 fibre glass boat with out-board engine, and 300 lifejackets)	- Number of computer sets for inspector & CCTs offices provided - Number of scanners provided - Number of projectors provided - Number of motorcycles for inspector and CCTs provided - Number of vehicles for district education department provided - Number of fibre glass boats with an out- boat engine provided - Number of life jackets for school children	- District Progress Reports - Project M&E Reports - Deliveries/Goods Received Notes	District and Education team will be committed

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
420. Standardised Continuous Assessment Tests for all Grades Facilitated (4 trainings for 20 members of academic board- totalling 80 participants; 180 teachers trained in assessment, monitoring and data management of learner outcomes; 12 settings and moderation of assessment tests; and 24 batches of assessments tests printed and administered)	- Number/Percentage of learners assessed - Batches of termly assessment tests printed and administered in all schools for all grades (P.1 to P.7) - Number of termly assessment tests set and moderated - Number/Percentage of teachers trained in assessment, monitoring and record management of literacy and numeracy outcomes for learners in classrooms - Number of training and refreshers trainings for District Academic Board members conducted	- Qualitative assessment reports - District Progress Reports - Project M&E Reports - Training reports	"
430. Mechanism For Monitoring of Learner Achievement (MLA) by D.E.Os Office and CCTs Operationalized (63 stakeholders trained in MLA *{7 education staff, 4 foundation bodies, 52 primary school head teachers/deputies or senior teachers}- 126 participants;* 2 biannual MLA tests or total of 8 tests, and 16 regular support supervision & inspection)	- Number of school support supervision and inspection visits conducted - Number/Percentage of teachers conducting remedial lessons - Number/Percentage of learners assessed under MLA - Number of MLA tests conducted in target schools for grades 1-4 - Number/Percentage of key stakeholders trained in MLA methodologies	- Qualitative assessment reports - District Progress Reports - Project M&E Reports - MLA reports - Training reports	"
500. Capacity for Quality Teaching and School Leadership Developed			
510. District Education Training Plan Developed Aligned to National Framework for Quality Teaching (1 Plan Developed)	- District Education training plan developed	- Copy of approved training Plan	Kalangala District will retain trained teachers and head teachers within its schools.
520. Primary Teachers Trained in Child Centred Instruction Skills (Continuous professional development training of 187 primary teachers by CCTs based on training plan– totalling 748 participants)	- Number/Percentage of teachers applying child centred teaching methods after the training - Number/Percentage of teachers reached by continuous professional development training in child centred instructional skills by CCTS	- Qualitative assessment reports - Pre-training and post-training assessment reports - District Progress Reports - Project M&E Reports	
530. Head Teachers and Senior Teachers Trained in School Leadership & Management (Continuous professional development training of 52 primary school leaders- 26 head teachers and 26 senior teachers, based on training plan; total for four years estimated at 208 participants).	- Number/Percentage of head teachers and senior teachers demonstrating increased skills and capacity in performance of their duties. - Number/Percentage of head teachers and senior teachers (males and females) trained in school leadership and management		

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
600. Community Capacity Developed			
610. Training in School Governance Conducted (SMCs/PTAs trained in 26 primary schools- 208 members/participants; and BoGs/PTAs trained in 3 secondary schools- 60 members/participants)	- Number of schools with school improvement plans developed with active participation of SMCs/BoGs and PTAs - Number of schools with functional governing bodies (BoGs/SMCs and PTAs - Number of primary schools SMC&PTAs/members trained in school governance - Number of secondary schools BoGs & PTAs/members trained school governance -	- Qualitative assessment reports - Copies of approved school development plans - Minutes of regular SMC and BoGs meetings - District Progress Reports - Project M&E Reports - Training Reports	The community and parents are willing to participate
620. Community mobilised and sensitised (40,000 IEC materials produced and disseminated; Biannual mobilisation and sensitisation campaigns for 29 school outreach communities- totalling 58 campaigns; and 66 key community stakeholders trained in advocacy skills)	- Level of community awareness of their roles/participation in education or school activities - Number of Education, Information and Communication (EIC) Materials developed and disseminated for community sensitisation campaigns - Number of mobilisation and sensitisation campaigns for education support conducted/number of school catchment communities reached Number of key stakeholders (representatives of school communities and foundation bodies) trained in advocacy skills		
700. Household Costs of Education Reduced			
710. Plan for Supplementary Support to schools to lower cost of education developed and operationalized (1 study on household cost of education, 1 plan developed, and a mechanism for supplementary support to schools operationalized)	- Change in level of household cost of education - Number/Percentage of students (boys and girls) from project area admitted in secondary schools - Number of schools supported - Mechanism for supplementary support to target schools developed and operationalized - Plan for supplementary support to target schools in place - Study of household costs of education completed	- Qualitative assessment reports - Household cost of education study report - Parents survey reports - District Progress Reports - Project M&E Reports	The ability and willingness exists among all relevant stakeholders.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
800. Direct Learner Support Facilitated			
810. Functionality of School Health programme Strengthened (26 primary health clubs, 3 secondary school health clubs, 12 de-worming, and gender specific reproductive health education campaigns in 29 schools)	- Frequency of WASH related diseases among learners - Number/Percentage of learners (boys and girls) de-wormed - Number of school based health deworming conducted in schools per term - Number of primary and secondary schools reached by gender responsive sex and reproductive health education and promotion campaigns conducted. - Number of primary schools with functional health clubs - Number of secondary schools with functional health clubs -	- Links to WASH M&E reports - Qualitative assessment reports - District Quarterly Progress reports - Project M&E Reports	Commitment of school leadership, teachers, households and learners to sustain the initiatives
820. Functionality of School Academic Clubs Strengthened (3 secondary school academic clubs facilitated)	- Number of secondary schools with functional academic clubs	- Qualitative assessment reports - District Quarterly Progress reports - Project M&E Reports	”
830. Functionality of School Feeding Programme Strengthened (Stakeholders in 15 schools trained in school garden management, 15 school garden input packages provided, and 90 agriculture extension services trips to school gardens)	- Number/Percentage of learners feeding at school - Number/Percentage of schools with school based feeding programmes - Contribution of school gardens to feeding programmes - Number/Percentage of schools with school gardens established/supported -	- Qualitative assessment reports - District Progress Reports - Project M&E Reports - Reports on survey of parents and learners	”
840. Actions to Foster Equal Opportunities for Boys and Girls in Secondary Education Facilitated (1 study on extent and causes of girl dropout, 1 response plan developed, 4 annual response action plans facilitated)	- Proportion of girl learners compared to boys learners transiting and retained in secondary education - Number of response action plan implementation facilitated - Number of response action plans to foster equal opportunity for girls and boys developed - Number of studies on girl dropout in secondary education conducted -	- Qualitative assessment reports - District Quarterly Progress reports - Project M&E Reports - School Reports	”

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
900. Monitoring and evaluation			
910. Project M&E Plans Operationalized (1 baseline study completed, 16 quarterly internal quantitative monitoring done, 12 qualitative performance monitoring conducted and 8 reports produced, one midterm review and 1 final evaluation conducted)	- Number of baseline studies conducted/project baseline data established - Number of quarterly internal quantitative monitoring conducted/reports produced - Number of qualitative performance monitoring conducted per school term/reports produced biannually - Number of midterm review/evaluation carried out/reports produced - Number of final evaluation carried out/reports produced	- Baseline reports - Project Monitoring Reports - Project Quality Monitoring Reports - Approved Mid-term Review/Evaluation Reports - Approved Final Evaluation Reports	

ACTIVITIES

CODE			ACTIVITIES	TARGETS	INPUTS (COST CENTRES)
100	Education Infrastructure and Facilities Developed and renovated				
	110	Existing Primary School Infrastructure Renovated			
		111	Renovation of existing primary school classrooms in 26 schools	104	Investment servicing costs (validation and specification of requirements, procurement costs), works contract price, supervision costs
		112	Renovation of existing primary school staff houses in 17 schools	37	Investment servicing costs (validation and specification of requirements, procurement costs), works contract price, supervision costs
	120	New Primary School Infrastructure Constructed			
		121	Construction of new classroom blocks in 2 schools	2	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		122	Construction of new of staff houses in 6 Schools	6	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		123	Construction of new kitchen and facilities in 22 schools	22	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		124	Construction of new latrine blocks in 4 schools	4	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		125	Construction of new dormitory blocks for boys and girls in one school	2	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		126	Installation of new water harvesting tanks in 6 schools	6	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		127	Construction of sports/recreation fields in 10 schools	10	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
	130	Existing Secondary School Infrastructure Renovated			
		131	Renovation of existing classrooms in 3 schools	12	Investment servicing costs (validation and specification of requirements, procurement costs), works contract price, supervision costs
		132	Renovation of existing staff houses in 3 schools	12	Investment servicing costs (validation and specification of requirements, procurement costs), works contract price, supervision costs
	140	New Secondary School Infrastructure Constructed			
		141	Construction of new girls´ dormitory blocks in Bukasa, Bishop D and Sserwanga Lwanga	3	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		142	Construction of new boys´ dormitory block in Sserwanga Lwanga S.S	1	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		143	Construction of new staff houses in 3 secondary schools	3	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs

		144	Construction of new kitchen and facilities in 3 secondary schools	3	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
		145	Construction of latrine block in Bishop Dunstan S.S	1	Investment servicing costs (specification of requirements, procurement costs), works contract price, supervision costs
	150	Existing BTVET School Infrastructure Renovated and Equipped			
		151	Renovation of classrooms in 2 BTVET (UPPET) institutions	9	Investment servicing costs (validation and specification of requirements, procurement), works contract price, supervision costs
		152	Provision of assorted equipment/tools to 2 BTVET institutions	2	Investment servicing costs (validation and specification of requirements, procurement), works contract price, supervision costs
	160	New BTVET School Infrastructure Constructed			
		161	Construction of new dormitory block for girls in Bumangi Community Polytechnic	1	Investment servicing costs (specification of requirements, procurement), works contract price, supervision costs
	170	District Infrastructure Operations and Maintenance Plan developed and operationalized			
		171	Development of infrastructure operation and maintenance plan	1	Consultancy fees, consultation meetings, stationer and printing
		172	Allocation of funds in KDLG recurrent budget for infrastructure O&M	4	Lump sum annual project for school infrastructure O&M under project, District own resources, funding from other local and outside sources
		173	Maintenance of school infrastructure as per O&M plan for education sector	#	Update of school infrastructure condition assessment, specification of O&M requirements, procurement of works and other service providers, and supervision costs
200	Teaching and Learning Materials Provided				
	210	Primary School Text books, Teachers´ Guides and Teaching Materials Provided to 26 Schools			
		211	Procurement/supply textbooks in core subject (Math, Science, SST, English and Reader) to schools	4,000	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		212	Procurement/supply other teaching material (3 Kits - lower, mid and upper level) for all the subjects	78	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		213	Procurement/Supply teachers guides for all subjects to schools	728	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		214	Training of teachers in developing local teaching/learning materials	52	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances)
	220	Secondary School Text books, Teachers´ Guides and Teaching Materials Provided to 3 Schools			
		221	Procurement/supply textbooks for core subjects (Math, English, Biology, Physics, Chemistry) to schools	3,010	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		222	Procurement/supply teachers guides and other teaching materials in the core subjects to schools	1,000	Needs verification and specification, procurement costs, supply contract costs, supervision costs
	230	Equipment for Co-Curricular Activities Provided to 26 Primary and 3 Secondary Schools			
		231	Procurement/supply of sets of sports kits to primary schools	26	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		232	Procurement/supply of sets of sports kits to secondary schools	3	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		233	Procurement/supply of basic music, dance and drama kits to primary schools	26	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		234	Procurement/supply of sets of basic music, dance and drama kits to secondary schools	3	Needs verification and specification, procurement costs, supply contract costs, supervision costs
	240		Co-Curricular Activities Supported at Zone, District, Regional and National Levels		
		241	Facilitate annual sports and games competitions at four levels	16	Inland travel costs of participants (fuel/transport), meals, accommodation, medical fees, photography and registration fees,
		242	Facilitate annual MDD competitions at four levels	16	Inland travel costs of participants (fuel/transport), meals, accommodation, medical fees, photography and registration fees,
		243	Training of selected teachers in sports and games curriculum interpretation	208	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances)
		244	Training of selected teachers in MDD curriculum interpretation	208	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances)
300	District Education Sector Management Capacity Developed				
	310	Training at District Level Conducted			
		311	Training staff in results based planning and budgeting (3 education staff, 2 CCTs, 7 CDOs and 7 others)	19	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances), training materials, stationery & printing
		312	Training staff in leadership and communication (3 education staff, 21 LLG staff, 3 associate assessors)	27	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances), training materials, stationery & printing
		313	Training staff in Monitoring and Evaluation of Education Sector performance (3 Education Staff, 3 Planning Unit and 3 from Education NGOs)	9	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances), training materials, stationery & printing
	320	District ECD Strategic Plan Formulated			
		321	Formulation of District ECD strategic development plan	1	Consultancy fees, consultation meetings, stationery and printing, dissemination workshops

	330	Training at Sub county Level Conducted			
		331	Training Sub county Senior Assistant Secretaries in Performance Management and Appraisal of Education Staff	7	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances), training materials, stationery & printing
		332	Training staff in Community Mobilisation, Participation and Inclusion (7 SAS, 7 CDOs, 2 CCTs)	16	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances), training materials, stationery & printing
400	District Education Office Functionality Enhanced				
	410	D.E.O's Office Supplied with Basic Tools			
		411	Provision of computer sets for District inspector and CCTs offices	2	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		412	Procurement/provision of scanner	1	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		413	Procurement/provision of projector for inspectorate and CCT office	1	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		414	Procurement/provision of motorcycles for inspector and CCTs	2	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		415	Procurement/provision of vehicle for district education department	1	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		416	Procurement/provision fibre glass boat with out-boat engine and life jackets	1	Needs verification and specification, procurement costs, supply contract costs, supervision costs
		417	Procurement/provision of life jackets for school children	300	Needs verification and specification, procurement costs, supply contract costs, supervision costs
	420	Standardised Continuous Assessment Tests for all Grades Facilitated			
		421	Conduct training and refresher trainings for District Academic Board (20 members)	80	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances), training materials, stationery & printing
		422	Training of teachers in assessing, monitoring and recording literacy and numeracy outcomes for all learners	180	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances), training materials, stationery & printing
		423	Setting and moderation of termly assessment tests by district academic board	12	Inland travel (fuel and allowances), stationery and printing, working meetings
		424	Printing and administering bi-termly assessment tests in all schools (P.1 to P.7)	24	Needs verification and specification, procurement costs, service contract costs, transport/fuel, supervision costs
	430	Mechanism For Monitoring of Learner Achievement (MLA) by D.E.Os Office and CCTs operationalized			
		431	Facilitate regular school support supervision and inspection visits	16	Inland travel (fuel and allowances), stationery, printing and dissemination of reports
		432	Facilitate Biannual MLA tests in target schools for grades 1-4	8	Setting of tests, inland travel, distribution of tests, stationery & printing of reports, dissemination meetings
		433	Training of key stakeholders (Education Staff, Foundation Bodies, School head teachers and Deputies) in MLA	126	Selection of MLA teams, trainers costs, training workshop, stationery and printing, inland travel of participants
500	Capacity for Quality Teaching and School Leadership Developed				
	510	District Education Training Plan Aligned to National Framework for Quality Teaching Developed			
		511	Develop District Education training plan	1	Consultancy fees, consultation meetings, stationery and printing, dissemination workshops
	520	Primary School Teachers Trained in Instruction Skills			
		521	Facilitate continuous professional development training of teachers (187) based on training plan	748	Training needs consolidation and specification of requirements, training materials, workshops, inland travel costs, stationery & printing
	530	Train Head teachers and Senior Teachers in School Leadership and Management			
		531	Facilitate continuous training of head teachers (26) and senior teachers (26) based on training plan	208	Specification of requirements, sourcing and procurement of service provider, service provider contract price/fees, residential workshop costs, inland travel costs, and stationery and printing.
600	Community Capacity Developed				
	610	Training in School Governance Conducted			
		611	Training of community support institutions for primary schools (SMCs &PTAs) in school governance	208	Specification of requirements, service provider contract fees, workshop costs, inland travel and stationery
		612	Training of community support institutions for secondary schools (BoGs, PTAs) in school governance	60	Specification of requirements, service provider contract fees, workshop costs, inland travel and stationery
	620	Community Mobilisation for Education Promotion Conducted			
		621	Develop and disseminate Education, Information and Communication (EIC) Materials	40,000	Needs verification and specification, procurement costs, service contract costs, supervision costs, transportation
		622	Mobilisation and sensitisation campaigns for school catchment communities (29) to support education	58	Inland travel costs, community meetings
		623	Training of key stakeholders (representatives of school communities and foundation bodies) in education advocacy skills	66	Needs assessment, workshop costs, trainer costs, inland travel costs of participants (fuel and allowances)
700	Household Costs of Education Reduced				
	710	Plan for Supplementary Support to Schools to Lower Cost of Education Developed and Operationalized			
		711	Conduct study on household costs of education	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing

		712	Develop plan for supplementary support to schools	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing
		713	Develop and operationalize mechanism for supplementary support to schools	1	Supplementary fund based on agreed cost centres in secondary education
800	Direct Learner Support in Schools Facilitated				
	810	Functionality of School Health Programme Strengthened			
		811	Facilitate health clubs activities in primary schools	26	Lump sum provision per school
		812	Facilitate health clubs activities in secondary schools	3	Lump sum provision per school
		813	Facilitate school based health deworming of learners in primary and secondary schools per term	12	Specification of requirements, inland travel costs, supervision costs
		814	Facilitate gender specific reproductive health education and promotion campaigns in schools	29	Specification of requirements, service provider lump sum contract price/fees
	820	Functionality of School Academic Clubs Strengthened			
		821	Facilitate secondary school academic clubs activities	3	Lump sum provision per school
	830	Functionality of School Feeding Programme Strengthened			
		831	Train stakeholders (2 per school) in basic school garden management and operation in target schools	15	Specification of requirements, trainer costs, workshop costs, inland travel and stationery
		832	Provision of school garden input package (equipment, tools and seeds) to target schools	15	Specification of requirements, procurement costs, supply contracts price, supervision costs
		833	Facilitate agriculture extension service to school gardens	90	Specification of requirements, service provider lump sum costs
	840		Actions to Foster Equal Opportunities for Boys and Girls in Secondary Education Facilitated		
		841	Conduct a study on causes and extent of dropout by girls in secondary schools	1	Consultancy fees, consultation meetings, dissemination meetings, stationery/printing
		842	Develop a responsive plan of action to mitigate girl dropout from secondary schools	1	Consultation /dissemination meetings, stationery/printing
		843	Facilitate implementation of response initiatives to foster equal opportunities for boys and girls	4	Service provider lump sum costs
900	Monitoring and Evaluation				
	910	Project M&E Plan Operationalized			
		911	Conduct baseline study/establish baseline data	1	Terms of reference, procurement cost, service contract price/consultancy fees, consultation meetings, dissemination meetings, stationery/printing
		912	Conduct quarterly internal quantitative monitoring	16	Inland travel costs (fuel/transport, subsistence allowances), stationary and printing costs, review meetings.
		913	Conduct qualitative performance monitoring	12	Terms of reference, procurement of service provider, service contract price/consultancy fees, feedback meetings
		914	Conduct midterm review/evaluation	1	Terms of reference, procurement, service contract price/consultancy fees, consultation meetings, dissemination meetings, stationery/printing
		915	Conduct project final evaluation	1	Terms of reference, procurement, service contract price/consultancy fees, consultation meetings, dissemination meetings, stationery/printing

ANNEX II: KALANGALA EDUCATION PROJECT M & E FRAMEWORK

Project Results/Indicators	Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
	Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
Impact: Improved Livelihood and Living Conditions of People in Fishing Communities in Kalangala District.							
Impact Indicator: Enhanced levels of basic education and skills among the population in fishing communities in Kalangala district	The indicator measures peoples perception of improvement in their livelihood as result of better education outcomes attributed to improved education facilities and services provided by the project			Uganda Demographic and Household Survey Reports by UBoS, and M&E Reports[24]	Population Survey and Project Evaluation Surveys	UBOS: 5 yrs and Twice for Project	Completion Report Evaluation Reports
Outcome: Improved Quality of Basic Education in Schools Serving Fishing Communities of Kalangala District.							
Outcome Indicator 1: Percentage of learners (girls and boys) passing in division I-III in national primary leaving examinations (PLE)	Proportion of learners passing in division I-III in a given year expressed as a percentage over learners that sat for PLE in the same year. Division I-III is of interest because it qualifies learners to access tuition free universal secondary education. The expected direction of change is an increase from baseline measure.			Uganda National Examinations Board (UNEB) - Primary Laving Examination (PLE) results for Kalangala schools	Compiled from UNEB PLE results	Annual	Annual Reports Completion Report Evaluation Reports
	All learners	>85%	80.8%				
	Boys	>85%	BD[25]				
	Girls	>85%	BD				
	GPI	1	BD				
Outcome Indicator 2: Percentage of learners (girls and boys) achieving competence in literacy and numeracy in lower grades (P1-P4).	Proportion of learners obtaining scores defined for achievement criterion in Monitoring of Learner Achievement (MLA) tests. The desired direction of change is an increase from baseline measure.			District MLA reports	MLA Tests conducted by Kalangala Education Department & MoESTS	Biannual MLA	Annual Reports Completion Reports Evaluation Reports
	All learners	75	BD				

[24] M&E Reports corresponding to the higher project results hierarchy at impact and outcome level includes: Midterm evaluation report, project outcome indicator database, and qualitative performance monitoring reports.
[25] BD represents baseline data to be established during the inception phase of the project

Project Results/Indicators	Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
	Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
	Boys	75	BD				
	Girls	75	BD				
	GPI	1	BD				
Outcome Indicator 3: Survival rate of primary school cohorts (boys and girls) by grade 5 and final grade 7	Percentage of a cohort of pupils enrolled in first grade of primary school in a given school year who are expected to reach a successive grade, typically fifth grade (P5)[26] and final grade (P7) at the end of the required number of years of study[27]. The expected direction of change is an increase from baseline measure.			Primary school registers or School census (survey) data in EMIS/DEMIS	Calculated by reconstructed cohort method using annual school Census (survey) data in EMIS/DEMIS or data from school registers.	Annual	Annual Reports Completion Reports Evaluation Reports
	Survival Rate to final Grade 5	75%	BD				
	Boys	75%	BD				
	Girls	75%	BD				
	GPI	1	BD				
	Survival Rate to final Grade 7	75%	BD				
	Boys	75%	BD				
	Girls	75%	BD				
	GPI	1	BD				
Outcome (Process) Indicator 4: Satisfaction rate of learners and parents with:	Number of respondents in survey sample reporting satisfaction expressed as percentage of the total number of survey respondents.			Project M&E Reports (Qualitatative Assessment Reports)	Survey of project primary beneficiaries based on sample of	Biannual	"

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

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

Project Results/Indicators	Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
	Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
(a) Quality of teaching and learning in schools supported by project. (b) Quality of Infrastructure and facilities in supported schools	Overal statisfaction index	>85%	BD		parents and pupils		
	Satisfaction with quality of teaching and learning	>85%	BD				
	Satisfaction with quality of school Infrastructure and facilities	>85%	BD				
Outcome Indicator 5: Transition rates for learners (girls and boys) from primary education (P7) to secondary education or equivalent BTVET.	Proportion of pupils who progress from final grade of primary education (P.7) to first year of secondary education (S.1) or equivalent BTVET (year 1) to total number that completed P.7 of primary education. The expected direction of change is an increase from baseline measure.			UNEB-PLE Exam Results, and Admissions to Senior one of first year of BTVET	Tracking of pupils that completed P.7 and sat PLE exams, versus admissions to S.1 (or year 1 of equivalent BTVET) for learners from primary schools supported by project	Annual	Annual Reports Completion Report Evaluation Reports
	All learners	70%	BD				
	Boys	70%	BD				
	Girls	70%	BD				
	GPI	1	BD				
Outcome Indicator 6: Survival rate for learners' (boys and girls) in fishing communities in lower secondary education (ordinary) level from S.1 to S4 in target secondary schools	Proportion of a cohort of students who enrolled in S.1 that progressed through successive grades and completed S.4. The direction of change is an increase from baseline measure.			Senior one admission lists and UNEB-Uganda Certificate of Education (UCE) Examination Results	Tracking of progression of cohorts of senior one students through O'Level grades in secondary schools supported by project during	Annual	"
	All learners	60%	BD				
	Boys	60%	BD				
	Girls	60%	BD				
	GPI	1	BD				
Outcome Indicator 7: Transition rate of students (girls and boys) from lower secondary education (S4) to higher secondary schools (S5)	Proportion of students who progress from S4 to S5 to in any year expressed as percentage of the total number of students that completed S4 in the previous year. The direction of change is an increase from baseline measure.			UNEB-UCE Examination Results and Senior 5 Admissions	Tracking of students that completed S.4 and sat UCE examination versus admissions to S.5 for learners from	Annual	
	All learners	50%	BD				

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
		Boys	50%	BD		secondary schools supported by the project		
		Girls	50%	BD				
		GPI	1	1				
Output Reference, Output/Process Indicators								
Output 100. Education Infrastructure and Facilities Developed and Renovated								
110	Number of Existing Primary School Infrastructure Renovated in all 26 Schools	Number of existing primary school **classrooms** renovated to GoU minimum standards	104	N/A	M&E Reports[28]	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of existing teachers' houses renovated in 17 schools	37	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
120	Number of New Infrastructure Constructed in target Primary Schools	Number of primary schools achieving PCR of not more that 55:1	#[29]	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of new **classroom blocks** of 3 classrooms or 2 classrooms and administration office/store, plus facilities[30]	2	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of new semi**-detached teachers' houses** constructed with semi-detached kitchen and two stance latrine and rain harvesting facilities	6	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of new school kitchens constructed with cooking facilities and environmentally friendly fuel saving cooking stoves	22	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of 5-stance VIP latrines built with separate stances for boys and girls and persons (learners) with disabilities (PWDs)	4	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports

[28] M&E Reports corresponding to the lower results hierarchy, that is at the output level include: project progress reports and activity reports (inclining supporting documents such as, construction completion certificates, and deliveries and goods received notes), and project monitoring reports. The qualitative performance monitoring reports (also referred to as qualitative assessment reports), though by definition also fall under M&E reports, are indicated separately.

[29] # Represents output targets to be determined in the work plans of the project on the annual basis

[30] The specifications for facilities in the new classroom blocks include: (a) 20 three seat-desks, teacher's tables and chairs, and chalkboard for each classroom; (b) office tables and chairs and bookshelves for each office00/store room; (c) installation of 10,000 litre tanks, platforms and gutters for rain harvesting; and (d) Installation of solar for lighting.

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
		Number of dormitory blocks built for boys and girls	2	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of schools Installed with new water harvesting tanks	6	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of schools with sports/recreation fields established	10	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
130	Number of Existing Secondary School Facilities Renovated in 3 schools	Number of classrooms renovated in target schools.	12	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of existing teachers' houses renovated	12	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
140	Number of New Secondary School Facilities Constructed in 3 schools	Number of new girls´ dormitory blocks constructed in target schools	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of new boys dormitory block in target school	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of new staff houses constructed	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of new kitchens constructed with cooking facilities and environmentally friendly fuel saving cooking stoves	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of new 5-stance VIP latrines constructed with separate stances for boys and girls and PWDs	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
150	Number of Existing BTVET School Infrastructure Renovated and Equipped	Number of School Classrooms in 1 BTVET institution renovated	9	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of BTVET institutions equipped with assorted equipment/tools for 2 BTVET institutions	2	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
160	Number of New BTVET School Infrastructure Constructed	Number of Girls Dormitories constructed	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
170	District Infrastructure O&M plan developed and operationalized.	Proportion of infrastructure maintained in accordance with O&M plan	#	BD	M&E Reports	Monitoring Checklist	Annually	Annual Report
		Funds (percentage of funds) allocated in Kalangala District Local Government for Infrastructure O&M	#	BD	M&E Reports	Monitoring Checklist	Annually	Annual Report
		Number of Infrastructure O& O&M plans developed.	1	N/A	M&E Reports	Monitoring Checklist	Annually	Annual Report
Output 200. Teaching and Learning Materials Provided								
210	Number of Primary School Textbooks in 4 core subjects and readers provided to 26	Number of primary schools with desired textbooks to pupil ratio (1:1)	26	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of textbooks in each core subject and readers	4,000	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
	schools, with teachers' Guides	provided to P/schools						
		Number of teaching kits provided to target schools (3 Kits - lower, mid and upper level) for all the subjects	78	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of teachers' guides in each subject provided to P/schools	728	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of teachers trained in developing local teaching/learning instruction materials	52	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
220	Number of Secondary School Textbooks and Teachers' guides provided in core subjects in 3 schools	Number of secondary schools with desired textbook to pupil ratio (1:1)	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of textbooks in each core subject provided to secondary schools	3,010	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of teachers' guides and other teaching materials provided in core subject	1,000	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
230	Number of Equipment for Co-curricular Activities provided to 26 target primary schools and 3 target secondary schools	Number of primary schools participated in sports and MDD at all levels [31]	26	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of secondary schools participated in sports and MDD at all levels	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of sports kits provided to primary schools	26	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of MDD kits provided to primary schools.	26	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of sports kits provided to secondary schools	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of MDD kits provided to secondary schools.	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
240	Number of Co-Curricular Activities Supported at Zone, District, Regional and National Levels	Number of games facilitated during annual sports and games competitions at four levels	16	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of competitions MDD facilitated annually at four levels	16	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports

[31] The participation levels in sports and MDD are at school, zone, district, regional and national levels

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
		Number of teachers trained in sports and games curriculum interpretation	208	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of teachers trained in MDD curriculum interpretation	208	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
Output 300. District Education Sector Management Capacity Developed								
310	Number of Capacity Development Training at District Level Conducted in Generic Skills for LG officials	*Assessment score of Kalangala Education Sector on GoU local government annual performance measures*	>85%	BD	*LG Annual Assessment Reports*	*Analysis of LG Assessment reports*	*Annual*	*Annual reports Evaluation reports*
		Number of LG staff trained in results based planning and budgeting skills	19	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of LG staff training in leadership and communication skills	27		M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of LG staff trained in Monitoring and Evaluation of Education Sector	9	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
320	Number District ECD Strategic Development Plan Formulated.	Number of District ECD Strategic Plans produced	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
330	Number of Capacity Development Training at Sub-county Conducted in Generic Skills	*Actual number of teachers appraised in time versus establishment*	*100%*	*BD*	*M&E Reports*	*Monitoring Checklist*	*Annual*	*Annual reports*
		Number of sub-county chiefs (SAS) trained in performance management and appraisal of education staff	7	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of LLG staff trained in community participation and social mobilisation skills	16	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
400. DEO's Office functionality enhanced								
410	Number of Basic Tools Supplied to DEO's Office.	Number of computer sets provided	2	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of CCTs offices provided with a scanner	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of CCTs offices provided with a projector	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of motorcycles for CCTs and Inspectors supplied	2	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of vehicles procured for district education department	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
		Number of fiber glass boat with out-boat engine and life jackets supplied to the education department	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of life jackets for school children supplied	300	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
420	Number of Standardized Continuous Assessment Tests for all Grades facilitated	Number of pupils (boys and girls assessed	#	N/A	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	*Annual reports*
		Number of sessions for Bi-termly printing and administering termly assessment tests in all schools (P.1 to P.7)	24	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of sessions for setting and moderation of termly assessment tests by district academic board	12	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of District Academic Board members' participatied in training and and refresher training (20 members annually)	80	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of teachers trained in assessment, monitoring and Data management on literacy and numeracy outcomes for learners in class for girls and pupils with special educational needs	180	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
430	Mechanism for Monitoring of Learner Achievement (MLA) by DEO's Office and CCTs operationalized in 26 target schools	*Percentage of teachers conducting remedial lesson*	*All*	*BD*	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	*Annual reports*
		Proportion of pupils assessed by MLA approach		BD	M&E Reports	Monitoring Checklist	Biannual	Annual Reports
		Number of regular school support supervision and inspection visits carried out	16	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		MLA tests conducted biannually for primary grade 1-4.	8	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of stakeholders trained in MLA	126	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
500. Capacity for Quality Teaching and School Leadership Developed								
510	Number of District Education training plan Developed	Number of Training Plans developed and approved	1	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
520	Primary School Teachers Trained in Instruction Skills	*Number of teachers applying child centered teaching methods after the training*		BD	Qualitative assessment reports	Qualitative Assessment Surveys	*Biannually*	*Annual Report Evaluation reports*

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
		Percentage of trained teachers in target schools	100%	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of teachers (187) trained under continuous professional development by CCTs annually - total participation	748	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
530	Train Head teachers and Senior Teachers in School Leadership and Management	*Number (percentage) of head-teachers and senior teachers demonstrating improved capacity in performance of their duties*	52	BD	Qualitative assessment reports	Qualitative Assessment Surveys	*Biannually*	*Annual Report Evaluation reports*
		Number of head-teachers (26) and senior teachers (26) trained in school leadership and management annually- total participation	208	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
600. Community Capacity Developed								
610	Number of Trainings in School Governance Conducted in 26 target primary school and 3 secondary schools)	*Number of schools with school improvement plans developed with active participation of BoGs/SMCs and PTAs in primary schools*	*26*	*BD*	Qualitative assessment reports	Qualitative Assessment Surveys	*Biannually*	*Annual Report Evaluation reports*
		Number of functional SMCs and PTAs in primary schools	*26*	*BD*	Qualitative assessment reports	Qualitative Assessment Surveys	*Biannually*	*Annual Report Evaluation reports*
		Number of SMC and PTA members trained in primary schools	208	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
620	Community Mobilization for Education Promotion Conducted	Number of information education and communication (IEC) materials developed and disseminated to communities	40,000	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of biannual mobilization campaigns for school catchment communities conducted	58	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of key stakeholders trained in education advocacy skills	66	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
700. Household Costs of Education Reduced								
710	Number of Plans for Supplementary Support to Secondary Education Developed and implemented	Change in level of household costs of education	#	*BD*	Qualitative assessment reports	Qualitative Assessment Surveys	*Biannual*	*Annual Report Evaluation reports*
		Number of students (boys and girls) from project area admitted to secondary schools	#	BD	M&E Reports	Monitoring Checklist	Annually	"
		Number of secondary schools supported	3	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
		Plan and mechanism for for supplementary support in place	1	N/A	M&E Reports	Monitoring Checklist	Once	”
		Number of studies on costs in secondary education completed	1	N/A	M&E Reports	Monitoring Checklist	Once	”
800. Direct Learner Support Facilitated								
810	Functionality of School Health Programme Strengthened	Frequency of WASH related diseases among learners	#	#	Links to WASH M&E reports	Analyse of WASH reports	*Annually*	*Annual Report Evaluation reports*
		Number of learners (boys and girls) de-wormed	*All*	*BD*	Qualitative assessment reports	Qualitative Assessment Surveys	*Biannually*	*Annual Report Evaluation reports*
		Number of school based deworming implemented per term	12	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of schools reached by gender responsive sex and reproductive health education and promotion campaigns.	29	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of primary schools with functional health clubs	26	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of secondary schools with functional health clubs	3	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
820	Functionality of Secondary School Academic Clubs Strengthened	Number of secondary schools with functional academic clubs	3	*BD*	Qualitative assessment reports	Qualitative Assessment Surveys	*Biannually*	*Annual Report Evaluation reports*

Project Results/Indicators		Indicator Definition, Targets and Baseline			Data Acquisition			Analysis & Use
		Definition	Target	Baseline	Sources	Methods/Tools	Frequency	Use
830	Number of Target Primary Schools (15) with Strengthened School Feeding Programme	Number (percentage) of learners feeding at school	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	*Annual Report Evaluation reports*
		Number (percentage) of schools with school based feeding programmes	#	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Contribution (percentage and quality) of school gardens to feeding programmes	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	*Annual Report Evaluation reports*
		Number (percentage) of schools with school gardens established and supported	15	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of school garden input packages (equipment, tools and seeds) to supplied to target schools	15	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of extension visits by a sub county extension officer to target schools gardens	90	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
840	Number of Actions to Foster Equal Opportunities for Boys and Girls in Secondary Education Facilitated	Proportion of girl learners compared to boys learners transiting and retained in secondary education	#	BD	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of gender equality response plan implementation facilitated in target schools	#	BD	Qualitative assessment reports	Qualitative Assessment Surveys	Bi-annually	Annual Report Evaluation reports
		Number of response action plans to foster equal opportunity for girls and boys developed	4	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports
		Number of studies on girl dropout in secondary education conducted	1	N/A	M&E Reports	Monitoring Checklist	Quarterly	Quarterly Reports

ANNEX III: DEFINITION OF COMMON TERMS IN UGANDA EDUCATION SECTOR

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PLE Pass Rate: is the number of pupils who were able to successfully pass the primary leaving examinations (!-III) shown as a percentage

PLE Performance Index: The number of candidates passing in each grade or were ungraded multiplied by the respective weight, and then the actual weight is summed up and expressed as a ratio of the expected weight for maximum performance. The official designed weights are division one (20), division two (15), division three (10), division four (5), division U (0). The PLE performance index is calculated as follows:

$$\frac{\{(\text{Number in Div1} * 20) + (\text{Number in Div2} * 15) + (\text{Number in Div3} * 10) + (\text{Number in Div4} * 5) + (\text{Number in DivU} * 0)\} \times 100}{(\text{Total Number of Candidates that Sat for PLE} * 20)}$$

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

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

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

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

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

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

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

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

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

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

ANNEX IV: THEORY OF CHANGE FOR KALANGALA EDUCATION PROJECT

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

By consolidating earlier gains in the support to the Kalangala education sector, the project will maximize yields of investment already in place and seek to make them sustainable. With a combination of supportive factors focusing on better teaching outcomes in school basics, the project intervention will improve the quality of education in primary schools leading to better performance by the learners. They will be more likely to make the transfer to higher levels of education. To further facilitate the transfer of qualified learners from primary to secondary education, selected secondary schools will receive support aimed at lowering the household cost of education, thus making it more affordable, while at the same time offer more conducive learning environment by the secondary schools. District's administrative capacity will be enhanced to sustain support in the selected areas. Community involvement will create a more supportive environment for schools when enhanced performance is evidenced, leading to a more sustained support in the future.

ANNEX V: HIGHLIGHT FROM INTERNATIONAL STUDIES ON HIDDEN COSTS OF EDUCATION

This project seeks to address one of the most pervasive and difficult obstacles to public education in the developing world, oppressive cost of schooling for poor parents. Removal of fees is not without a paradox, which must be carefully weighed. A World Bank report on education fees states the problem bluntly: "User fees in primary education are pervasive and a serious obstacle to enrolment and completion for millions of children around the world. This has been evidenced by the huge surges in enrolment that have accompanied fee removal in countries such as Uganda and East Timor, where surges have at times threatened to overwhelm these countries' educational systems. The elimination of fees, which the World Bank supports, therefore requires care, if countries' educational systems are not to be overwhelmed and if quality is not to suffer. Fees often ensure the provision of quality inputs, such as books, for those who do enrol. Opportunities to eliminate inefficiencies in educational spending must be grasped if expenditure is not to grow out of hand. "[32]

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

For Uganda the surge in enrolment led undeniably to lowering of teaching standards which prompted increased fees for parents. The paradox is that parents are asked to pay more for less quality. These fees are now the most cited stumbling block for poor parents to send their children, boys and girls alike, to school, as was established by a study commissioned by Iceland in 2015 which surveyed parents in Kalangala (Pascal, 2015). This was a research in Kalangala similar to a study commissioned globally by the World Bank and established a clear pattern of excessive fees being charged for "free education":

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

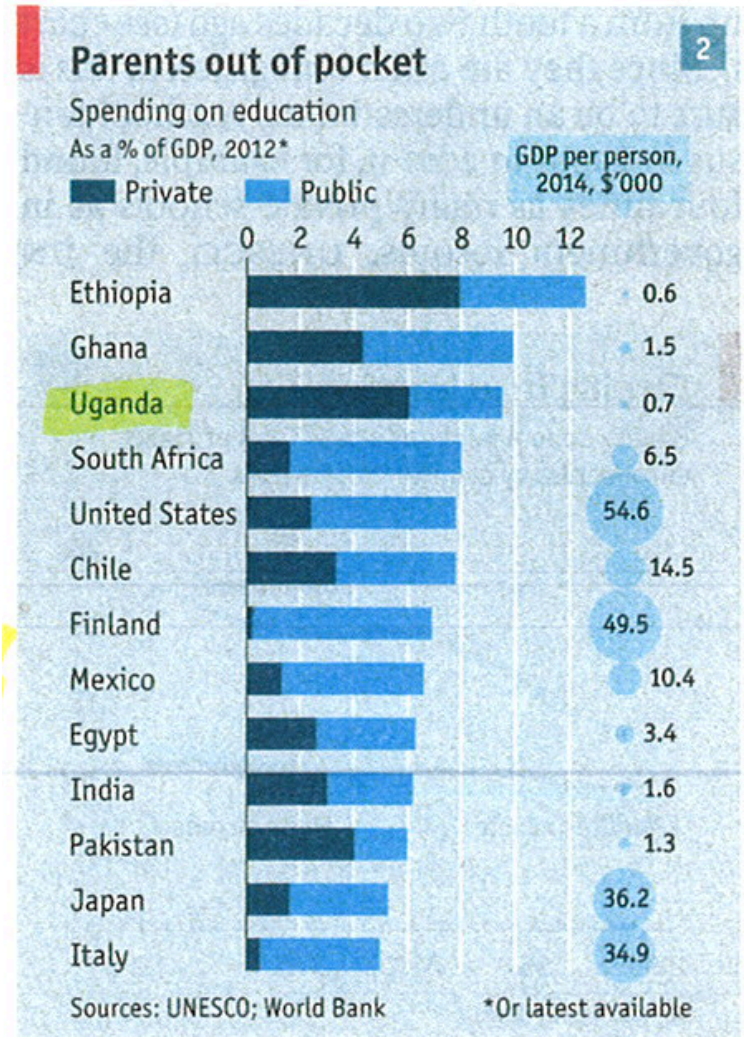
Data on the Cost of Primary Education for Grade 1-2 Pupil per Term

S/n	School Requirements	Kibanga	Kagulube	Bridge of Hope	Busanga	Kitobo	Bubeke
1	Tuition Fees	NA	NA	60.000	NA	NA	NA
2	PTA (consolidated lumpsum)		50.000				30.000
3	School meals	20.000			22.000	40.000	
4	School uniform	20.000		42.000	17.000	20.000	20.000
5	Sports wear	18.000		20.000		17.000	
6	Assessment papers	18.000				3.000	
7	Toilet paper (2)	1.200	1.200	1.200	1.200	1.200	1.200
8	Sweeping bloom	1.000	1.000	1.000	1.000	1.000	1.000
9	Upkeep of teachers not on payroll	18.000					
10	Exercise books (12)	6.000	6.000	6.000	6.000	6.000	6.000
11	Pencils (4)	600	600	600	600	600	600
12	Sugar (2kg			7.200			
13	Ream of paper (ruled)			12.000			
14	Book covers			1.800			
15	File covers			2.500			
Total in UGX		**96.200**	**58.800**	**151.800**	**47.800**	**88.800**	**58.800**
Total in USD (1 Dollar = UGX 3,600)		**27**	**16**	**42**	**13**	**25**	**16**

Note:

Fees per term range from 13-42 USD in Kalangala, and similar pattern is clear for secondary schools, where parents again report this cost as the main deterrence to the transfer of qualified pupils to higher levels of education. In the World Bank report cited above exactly the same pattern is established in most developing countries.

The Economist reported that Uganda ranks amongst the counties that place the highest burden on parents:



(The Economist, August 21, 2015).

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

prepare lunch for them. But some parents still cannot afford to pay, and their children end up dropping out[33].

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

[33] (Source:http://www.theguardian.com/global-development/2015/apr/23/uganda-success-universal-primary-education-falling-apart-upe

ANNEX VI: RESOURCES ON CONTINUOUS PROFESSION DEVELOPMENT FOR TEACHERS IN UGANDA

Kalangala Education Project will support the delivery of three outputs under output component 500 in pillar III as shown in the table below:

Ref. Number	Output
Output 500	Capacity for Quality Teaching and School Leadership Developed
Output 510	District Training Plan Developed Aligned to Nation Framework for Quality Education
Output 520	Primary School Teachers Trained in Instruction Skills, and
Output 530	Head teachers and senior teachers trained in school leadership and management.

The district training plan will update the training needs for teachers, based on rolled-out continuous assessment framework for teacher trainees, and subsequently elaborate and priorities capacity building interventions based on themes for continuous professional development (CPD) for quality teaching and school leadership or management using the established in-service training systems facilitated by coordination centre tutors (CCTs).

The implementation of the activities under the output 500 will entail a systematic approach that starts with needs assessment, elaboration and prioritization of training needs for teachers and school managers, which will be incorporated in the district training plan and updated periodically. The district training plan will be aligned to existing national frameworks and informed by lessons from programme and project evaluations and knowledge from national and international research education.

This annex covers some of the reference resources that provided background information on CPD for teachers and school managers in Uganda that will inform the district training plan for teachers.

Reference Resource	**Remarks**
1. Uganda Teacher and School Effectiveness Project, funded by Global Partnership for Education, Supervised by World Bank, Implemented by Ministry of Education and Sports, 2014-2018	Covered in the description of Output 500 under Pillar III in Section 3.3- Outputs and Activities.
2. Teachers Initiative in Sub-Saharan Africa (TISSA): Teacher Issues In Uganda: A Shared Vision for an Effective Teachers Policy, Ministry of Education and Sports, September*- 2013	Covers a comprehensive diagnosis of teacher issues in Uganda prepared through collaborative effort by the government of Uganda, Pole de Dakar (UNESCO/BRENDA), UNESCO Nairobi Office and the Task Force on Teachers for EFA. It covers analysis of the training framework for teachers in Uganda covering pre-service training and CPD through in-service training system

3. National Strategy for Girls' Education (NSGE) in Uganda (2015–2019), Ministry of Education and Sports (MoES)	The strategy identifies key gender issues; gender capacity gaps and strategic actions for addressing constraints related to quality, participation, retention and education outcomes for girls. Key actions target key actors like teachers, school managers, parents and community in girl education.
4. Final Report of the Baseline Survey for the Quality Enhancement Initiative (QEI) Project, Ministry of Education and Sports, August 2009	The Baseline for the QEI Project gives a comprehensive analysis of the 4 pillars of quality education, including teachers, and highlights critical training gaps that should inform the development of training plans.
5. Uganda National Examinations Board (UNEB): National Examinations (PLE, UCE, UACE), and National Assessment of Progress on Education (NAPE)	UNEB administers national examinations at the end of primary education, lower secondary and higher secondary education cycles as well as national assessment of learners' achievement in lower primary grades (P3) and upper primary grades (P6), as well as lower secondary grade (S2). Performance in the examinations and assessments reflect on teacher effectiveness and competence, and contribute to assessment of capacity gaps
6. Southern and East Africa Consortium for Monitoring Educational Quality (SACMEQ II (2005) and SACMEQ III Projects (2007) in Uganda– A study of Schooling Conditions and the Quality of Education Project	Like UNEB assessments, performance in the SACMEQ assessments reflects on teacher effectiveness and competence and contributes to assessment of capacity gaps. SACMEQ III Project in Uganda covered Progress in Gender Equality in Education as well as pupils and teacher knowledge about HIV/AIDS.
7. Competence Profile for the Primary School Teacher In Uganda, Ministry of Education and Sports, 2010 (http://download.ei-ie.org/Docs/WebDepot/CompetenceProfilforthePrimarySchoolTeacherinUganda.pdf)	This identified competencies teachers should have including knowledge competencies such as content knowledge, professional knowledge (including crosscutting issues in education like gender, HIV and special needs education) and contemporary knowledge; various skills competencies; values and attitudes; and professional conduct. Any gaps in teachers constitute capacity gaps that require training intervention.
8. Life Skills Curriculum for Primary School Teachers in Uganda, MoES, 2011	It has comprehensive coverage of life skills content
8. Simplified Gender Budgeting Guidelines for Mainstreaming Gender In Education Sector Budget Framework Papers, Gender Unit, MoES 2013	It is intended to provide skills to promote gender budgeting among actors in education sector
9. Ministry of Education and Sports: Education Management Strengthening (EMS) Initiative: Managing for Quality – Training Modules 1-4	The training modules and other tools cover core competency in 4 areas for school managers: Leadership in education Managing school improvement Managing Finances Managing the school curriculum

10. The Mid-term Evaluation of USAID/Uganda' Unity Programme, Final Report, December 2009	The report covers an extensive evaluation of Uganda Initiative for the Teacher Development and Management System (TDMS) covering themes for improved professional development of teachers and administrators at primary education level, both in pre- and in-service, which gives a rich background to the current CPD framework for teachers.
11. Teacher Preparation and Continuing Professional Development In Africa (TPA): Learning to Teach Reading and Mathematics and its Influence on Practice in Uganda; Uganda Country Report July 2011, University of Sussex- Centre for International Education	The Report covers research finding on teacher competencies with regard to knowledge, understanding and practice that are relevant to the assessment of teacher training needs and constitute themes for CPD.
12. Child Friendly Schools Manual, UNICEF, March 2009	The Manual covers key elements that constitute child friendly schools including learners, teachers and schools managers.

ANNEX VII: SUPPORT DOCUMENTS, CONSULTATIONS AND MEETINGS

- Kalangala District - ICEIDA joint meeting held in Kalangala (May, 2015).
- Kalangala District – ICEIDA, Stakeholders meeting held in Kalangala (October 2015).
- Kalangala District – ICEIDA, Joint technical meeting fopr the review of the Kalangala Edication Project Document meeting held in Kampala (November, 2015).

REFERENCES

- ICEIDA´s Gender Equality Policy (2004).
- Guiding Principles for Addressing Environmental Issues (ICEIDA, 2012).
- ICEIDA Uganda Country Strategy Paper 2014-2017 (2014).
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