4 QUALITY EDUCATION

BUIKWE - ICELAND DEVELOPMENT PARTNERSHIP

DEVELOPMENT OF BASIC EDUCATION IN FISHING COMMUNITIES

PHASE III 2022 – 2025

Project No. UGA 11220-11320/2202

Component Two of Buikwe District Fishing Community Development Programme Phase III 2022-2025)

PROJECT DOCUMENT

Prepared by Joint Technical Team[1]

Buikwe District Local Government
Buikwe, (Uganda)

Ministry of Local Government
Kampala, Uganda

Embassy of Iceland
Kampala (Uganda)

<div align="right">Kampala, May 2022</div>

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[1] See composition of Joint Technical Team in Annex 1

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List of Acronyms

BDFCDP	Buikwe District Fishing Community Development
CAO	Chief Administrative Officer
CBO	Community Based Organisation
CNDPF	Comprehensive National Development Planning Framework (Policy)
COVID	Corona Virus Disease
CSP	Country Strategy Paper
DDP	District Development Plan
DLG	District Local Government
DTPC	District Technical Planning Committee
GoI	Government of Iceland
GoU	Government of Uganda
HoC	Head of Cooperation (Embassy of Iceland)
HoD	Head of Department
HoM	Head of Mission (Embassy of Iceland
LG	Local Government
LNOB	Leaving No One Behind
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MFA	Ministry for foreign Affairs (Iceland)
MoES	Ministry of Education and Sports
MoFA	Ministry of Foreign Affairs (Uganda)
MoFPED	Ministry of Finance, Planning and Economic Development
MoGLSD	Ministry of Gender, Labour and Social Development
MoH	Ministry of Health
MoLG	Ministry of Local Government
NDP	National Development Plan
NGO	Non-Government Organisation
O&M	Operation and Maintenance
ODF	Open Defecation Free
OECD-DAC	Organisation for Economic Cooperation and Development – Development Assistance Committee
PD	Programme Document or Project Document
PIMT	Programme Implementation Team
PSC	Programme Steering Committee
SDG	Sustainable Development Goals
SDP	Sector Development Plan
SOPs	Standard Operating Procedures (for COVID-19 Management)
SPO	Senior Programme Officer (Embassy of Iceland
UCE	Uganda Certificate of Education
UN	United Nations
USD/US$	USD Dollars
WASH	Water, Sanitation and Hygiene

Project Fact Sheet

Country:	Republic of Uganda
Programme:	Buikwe District Fishing Community Development Programme (BDFCDP) Phase III 2022-2025
Project Area	Buikwe District focusing on fishing communities
Project title:	Buikwe - Iceland Development Partnership: Development of Basic Education in Fishing Communities (Education Project Phase III 2022– 2025)
Project Number:	*UGA 11220-11320/22-02*
Partners	Government of Iceland, Government of Uganda, and Buikwe DLG
Implementing Agency:	Buikwe District Local Government
Project Duration:	June 2022 – 31st December 2025
Development Objective:	The project contributes to the development objective of BDFCDP; to improve livelihood and living conditions of people in fishing communities in Buikwe district
Immediate Objective:	To increase equitable access to and improve quality of basic education and learning outcomes in schools serving fishing communities of Buikwe district.
Expected Outputs:	**BE3-100**: School Infrastructure developed in 5 new primary schools and completed in four schools (03 schools primary schools and 01 secondary school) supported under education project II. **BE3-200**: Teaching and Learning Materials Provided to 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported under Education Project II) **BE3-300**: Local Government Education Sector Management Support Systems Strengthened. **BE3-400**: District Education Office functionality further enhanced and consolidated. **BE3-500**: Capacity of schools for quality teaching and professional school leadership strengthened in 26 targeted schools (5 new primary schools, and 21 primary schools supported under Education II), and consolidated in all schools (including 21 primary schools supported in education phase I). **BE3-600**: Community Capacity and Awareness for Engagement and Support to Schools Strengthened in 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported under Education Project II. **BE3-800**: Direct Learner Support Facilitated in in 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported under Education Project phase II) and consolidated in all schools including 21 primary schools supported in education phase I. **BE3-900**: Project Coordination and M&E Strengthened.
Beneficiaries:	Primary beneficiaries are a cumulative number of 26,000 learners (inclusive of boys and girls and LNOB) comprised of 3,000 learners in 05 new primary schools, 23,000 learners supported in 46 schools (42 primary schools and 4 secondary schools) supported under education phases I and II. The secondary beneficiaries are teachers, parents and community members, Local Governments, and members of foundation bodies that will benefit from capacity development interventions, reduced cost of education, and satisfaction with improved school environment, quality of education and learning outcomes of their children and schools.
Development Partner (Donor):	Government of Iceland, through Embassy of Iceland, Kampala
Sector/DAC code:	11220/11320
Total Project Budget:	4,445,000 USD (100%)
GoI/Embassy Contribution (Grant):	4,000,000 USD (90%)
GoU/Buikwe DLG contribution:	445,000 USD (10%)
Expected Start Dates	June 2022
Expected Completion Dates	31st December 2025

Executive Summary

The Education Project III is component two of Buikwe District Fishing Community Development Programme (BDFCDP) Phase III 2022-2025. BDFCDP is a basic services programme, which has been supported under Iceland-Uganda development partnership since 2014. The goal of the programme is to *reduce poverty and improve livelihood and living conditions of the population in fishing communities in Buikwe district*.

The Education Project III draws mandate from Iceland-Uganda Partnership Agreement for support to BDFCDP Phase III, prepared in line with Iceland's Uganda Country Strategy Paper (CSP) 2022-2025, which is in the final stages of preparation. It is also aligned to sustainable development goals (SDGs) for UN Agenda 2030. The project contributes to the programme development objective as state above. The immediate objective or purpose of the project is *"to increase equitable access to and improve quality of basic education and learning outcomes in schools serving population in fishing communities of Buikwe district"*. The Education Project III immediate objective will be achieved by delivery of the following key outputs:

- **BE3-100**: School Infrastructure developed in 09 schools to meet national basic requirements minimum standard (BRMS): Infrastructure constructed in 05 new government-aided primary schools, and completion of school infrastructure done in 04 schools (03 primary schools and 01 secondary school) supported under education project phase II.
    - o BE3-110: 27 Existing classrooms renovated.
    - o BE3-120: 33 New classrooms constructed.
    - o BE3-130: 05 New school kitchen constructed & installed with cook stoves plus cooking facilities.
    - o BE3-140: 07 New Five-Stance VIP Latrines for boys with urinal constructed.
    - o BE3-150: 07 New Five-stance VIP Latrines for Girls with washrooms and incinerators constructed
    - o BE3-160: 05 New Teachers houses (three-in one) constructed with latrines constructed.
    - o BE3-170: 05 New School Administrative Offices with staff latrines constructed.
    - o BE3-180: 01 Existing staff house in one secondary school renovated.
- **BE3-200**: Teaching and learning materials provided to 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported under Education II.
- **BE3-300**: Local government education sector management support systems strengthened: 100 LG officials (15 in Wakisi division and 85 from district and other fishing community lower local governments) trained in planning and budgeting and monitoring of education service delivery.
- **BE3-400**: District Education Office functionality further enhanced and consolidated: Basic Equipment and tools provided, and capacity for regular school inspection and monitoring of learner achievement (MLA) strengthened in all 47 primary schools supported under all project phases.
- **BE3-500**: Capacity of school systems for quality teaching and professional school leadership strengthened in 26 targeted government-aided primary schools (5 new schools and 21 schools supported under Education II, and consolidated in the rest of 21 primary schools supported under education project phase I): 470 teachers trained under the continuous professional development (CPD) framework, and 100 Grade III Certificate Teachers sponsored to upgrade to Grade V (Diploma) Certificate Teachers.
- **BE3-600**: Community capacity and awareness for engagement and support to schools strengthened in 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported under education project phase II, and consolidated in the rest of 21 primary schools supported under education project phase I: 30 school outreach communities mobilised and sensitised, and newly appointed 611 members of primary school management committees (SMCs), that is 13 members for each of the 47 primary schools, trained.
- **BE3-700**: Cost of education reduced (dropped)[2]: The interventions to deliver this output are embedded in other outputs - BE3-100 on school infrastructure; BE3-200 on teaching learning materials provided; and BE3-800 on direct support to learners, among others.
- **BE3-800**: Direct learner support facilitated in 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported in Education Project II) and selected outputs extended to 21 primary schools supported under education project phase I.

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[2] This output was dropped under education project phase II, but the project codes and output categories have since been maintained to ease the tracking of cumulative quantities of outputs delivered over the duration of all phases of programme/project implementation.

- **BE3-900**: Project Coordination and M&E Strengthened: Programme coordination meetings held covering education component; baseline data updated, monitoring missions conducted, internal assessments of project performance conducted, and project evaluated as part of the final evaluation of BDFCDP.
- **Crosscutting Issues**: The overarching crosscutting issues of human rights, gender equality and environment, and commitment to leaving no one behind (LNOB) will be mainstreamed in the programme component on basic education, with specific indicators to measure them.

The expected outcome and impact of the project will be indicated by increased equitable access to basic education by boys and girls, including children from poor families, orphans, disabled children and children with special learning needs; survival, retention and completion of learners in primary education cycle; achievement of proficiency in numeracy and literacy skills in primary education; improved performance of learners in primary leaving examinations; increased transition of learners from primary to secondary education; survival, retention and completion rate in lower secondary education; achievement of proficiency of grade specific skills in lower secondary education; performance rates in Uganda National Examinations (UCE) at end of lower secondary education cycle; and progression to gender parity index and LNOB on all the above key outcome indicators.

The Education Project III 2022-2025 is estimated to cost 4,445,000 USD comprised of 4,000,000 USD in project direct costs contributed by Government of Iceland, plus an estimated 445,000 USD contribution by Government of Uganda and Buikwe DLG in kind in lieu of staff costs and land acquisition and easement.

Finally, the organisational arrangements for BDFCDP will apply to the Education Project. Buikwe DLG will be responsible for implementation of the project, in accordance with its mandate under Uganda's 1995 Constitution and other relevant laws, and in line with the country structures, systems and processes governing operations of Local Governments in Uganda.

1. INTRODUCTION

This project document (PD) describes the Buikwe-Iceland Partnership for Development of Basic Education in Fishing Communities 2022-2025 (herein after referred to as "**Education Project III**" or simply as **"Project"**). This section gives a brief introduction of the project and its links with Buikwe District Fishing Community Development Programme (BDFCDP) Phase III 2022-2025, mandate for project preparation and links with partners' development frameworks, and project preparation process. The rest of the PD elaborates on the background and justification for continuing support to Basic Education development in fishing communities of Buikwe district in section two, project strategy or intervention logic in section three, and organisational arrangements in section four. Other relevant details are included in annexes.

1.1 Overview of Education Project III

The Education Project III is a component of the Buikwe District Fishing Community Development Programme (BDFCDP) Phase III covering the period 2022 to 2025. BDFCDP is a basic services programme that has been supported under Iceland-Uganda bilateral development cooperation since 2014. The goal of the programme is *"to reduce poverty, improve livelihood and living conditions of the population in fishing communities in Buikwe district".* The Master Programme Document for BDFCDP 2022-2025 gives overall programme background and justification, programme strategy, and organisational arrangements, which cut across and apply to all programme components, including the Education component. The Education project document therefore gives detailed description of the Education component under the programme.

The third phase of the education programme component entails two main aspects. The first aspect is the extension of support and timeframe of four years from 2022 to 2025 to facilitate completion of planned outputs that were not delivered in 21 primary schools and four secondary schools supported under education project phase II because of outbreak of COVID-19 pandemic and subsequent lock down and closure of schools for close to two years. The second is the expansion of geographical remit and population served from four sub-counties of Najja (and Kiyindi town council), Ngogwe and Ssi and Nyenga urban division along shores of Lake Victoria to five sub-counties by adding Wakisi division along shores of river Nile. The second aspect also entails expansion of focal schools by adding five new government-aided primary schools serving about 3000 learners, including three primary schools in the new division of Wakisi.

The project is designed to address the core problem of low and inequitable access to basic education, low quality of basic education and poor learning outcomes in schools serving fishing communities in Buikwe district. The project recognises the achievements made and incorporates lessons learned from previous support to basic education in the district by putting emphasis on the remaining problems in the schools previously supported and in new schools selected for support. It also addresses emerging challenges from impacts of COVID-19 pandemic on teaching, learning and learning outcomes, and more focus actions for leaving no one behind (LNOB).

The immediate objective (purpose) of the project is *"to increase equitable access to and improved quality of basic education and learning outcomes in schools serving fishing communities of Buikwe district",* *underpinned by overarching crosscutting issues of human rights, gender equality and environment, and applying the principle of leaving no one behind (LNOB).* The immediate objective will be achieved by delivery of a package of eight key outputs: school infrastructure and facilities developed to the minimum national standards to create child friendly and gender sensitive learning enabling environment in five new primary schools; essential learning and teaching materials provided to targeted schools to facilitate effective teaching and learning, capacity of schools system, especially training of teachers and head teachers strengthened to provide quality teaching, local government

and education office management support systems strengthened to monitor and support education service delivery; parents and community sensitized to engage and support schools and learning of their children; and direct learner support provided, focusing on actions to foster inclusive education, child rights promotion, health promotion and education in schools, and promotion of feeding in schools.

The expected outcome and impact of the project will be indicated by increased equitable access to basic education by boys and girls, including children from poor families, orphans, disabled children and children with special learning needs; survival, retention and completion of learners in primary education cycle; achievement of proficiency in numeracy and literacy skills in primary education; improved performance of learners in primary leaving examinations; increased transition of learners from primary to secondary education; survival, retention and completion rate in lower secondary education; achievement of proficiency of grade specific skills in lower secondary education; performance rates in Uganda National Examinations (UCE) at end of lower secondary education cycle; and progression to gender parity index and LNOB on all the above key outcome indicators.

The Education Project III 2022-2025 is estimated to cost **4,445,000 USD,** whereby **4,000,000 USD** in project direct costs will be contributed by Government of Iceland[3] and an estimated **445,000 USD** in kind in lieu of staff costs and cost of land acquisition and easement for infrastructure development will be contributed by Government of Uganda and Buikwe DLG (*see details in project logframe in annex 2 and project output-based line budgets in annex 3)*.

1.2 Mandate for Project Preparation and Links with Partners' Policies

The mandate for preparation of Education Project III is derived from the Partnership Agreement between the Government of Iceland and Government of Uganda for continuation of support to BDFCDP over the period from 2022-2025. The basic education programme component (education project III) is prepared in line with Iceland-Uganda Country Strategy Paper 2022-2025, which incorporates the visions, strategies and priorities stipulated in the partners' development policy frameworks. The following are the key guiding strategic policy frameworks: Iceland's Policy for International Development Cooperation (2019–2023); Uganda's National Comprehensive Development Framework (NCDP) policy, which is operationalized through Uganda Vision 2040, Third Five-Year National Development Plan (NDP III) for period 2020/21–2024/25; Education and Sports Sector Development Plan and Buikwe Local Government Third Five-Year District Development Plans (DDP III). The project is also aligned to the sustainable development goals (SDGs), particularly the SDG4 on education, and is underpinned by overarching crosscutting issues of human rights, gender equality and environment, as well as the principle of leaving no one behind.

Uganda's Development Strategies emphasise basic education as a national priority. Basic Education is recognised as human right under Uganda Vision 2040, which guaranteed by 1995 Constitution. The Education and Sports Sector vision statement places emphasis on *"Quality Education and Sports for All"***,** and quality education is re-echoed by the sector mission statement is *"To provide for, support, guide, coordinate, regulate and promote delivery of quality Education and Sports for all persons in Uganda; for national integration, individual, and national development"*. The strategic objectives for the Education and Sports Sector Development Plan (SDP) are:

a) achieve equitable access to relevant and quality education and training
b) ensure delivery of relevant and quality education and training
c) enhance efficiency and effectiveness of education and sports service delivery at all levels.

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[3] Note that Government of Iceland contribution excludes overhead costs, which are not reflected herein.

The Buikwe district will therefore continue to focus on the following key strategic objectives for the basic education sector:

Basic Education (primary and secondary education, and adult education)
1) To increase equitable access to basic education for all school going age children among fishing communities.
2) To improve the quality and learning outcomes of basic education for all learners among fishing communities.
3) To increase equitable access to adult literacy skills to non- literate and semi-literate youth and adults among fishing communities.
4) To develop and strengthen the capacity of district, sub county and adult literacy instructors to coordinate and deliver effective and quality adult literacy services to the fishing communities.

1.3   Iceland Previous Support to Basic Education in Buikwe

The Education Project III 2022-2025 as espoused in this PD is a logical continuation and expansion of Iceland support to development of basic education in fishing communities of Buikwe district, which started in 2016. The previous support to the education project was implemented in two phases, drawing mandate from the Partnership Agreement for support to BDFCDP 2014-2020 and based on Iceland Country Strategy Paper for Uganda (CSP) 2014-2020. The first phase of Education Project (2016-2019) and Education Project Phase II (2019-2022) supported a cumulative total of 42 government-aided primary schools providing tuition free universal primary education (UPE) and four government aided secondary schools providing tuition free universal secondary education (USE) in the rural sub-counties of Najja (original including current Kiyindi town council), Ngogwe and Ssi, and Nyenga urban division along the shores of Lake Victoria. The current population of learners served by these 46 schools (42 primary schools and 4 secondary schools) is estimated at 23,000.

The implementation of education project phase II ended in December 2021 and was evaluated as part of external evaluation of BDFCP (External Evaluation Report, 2022). Overall, 14.4 million USD was utilised in direct costs funded by GoI to establish school infrastructure, and build capacity of the schools, including provision of essential learning materials to meet the national basic requirement minimum standards; build capacity of local government institutions and management systems to support and sustain quality education service delivery; mobilise and sensitise parents and communities to engage and support schools to provide effective teaching and learning opportunities to their children; and provided direct support to learners to promote inclusive education, and promotion of health and feeding in schools.

The external evaluation report indicates that, Education II project delivered planned outputs under infrastructure development, but the outbreak of COVID-19 and the subsequent lockdown, including closure of schools for close to two years, affected implementation and delivery planned capacity building outputs. Notwithstanding the short duration of project implementation, making it too early to expect significant improvements in learning outcomes coupled with the negative impacts of COVID 19 on teaching and learning, the project has achieved measurable outcome and perceived impact in the targeted fishing communities, especially by creating enabling social infrastructure and capacity for quality basic education service delivery. The external evaluation report indicated that most of the outcome indicators were showing positive trends.

1.4   Key Lessons Learned

There are several lessons learned from implementation of Education Project I and II, which were documented in detail in the programme midterm internal review report (2019) and programme external evaluation report (2022). The following key lessons have informed the design of this project phase III.

- Programme results at outcome and impact level take some time hence the need for long-term partnerships, which justifies the continuation of support to education project phase III.

- Changing mindsets on social cultural beliefs, attitudes and behaviour which impede uptake of improved education services take time and needs to be an integral part of on-going capacity building.
- Strong monitoring and evaluation system based on specific, measurable, achievable, realistic and time bound (SMART) indicators, baseline data and realistic targets is important for tracking progress and assessing outcome and impact of education programme component interventions.
- It is important to ensure quality in the design and construction quality of school infrastructure for sustainability of benefits over their design life, as capacity and culture for operation and maintenance is developed.
- Delivery of a full package of education outputs that are necessary and sufficient works well and fast to improve the quality of education and learning outcomes in schools benefitting fishing communities that have hitherto been left behind; these include addressing basic needs of learners' both at home and at school, securing engagement and support parents and communities, building capacity of teachers and head teachers centred on quality teaching and learning, strengthened local government capacity and education office support systems for quality education service delivery, and developing enabling school infrastructure and facilities that are attractive and safe for learners and teachers.

1.5   Project Preparation Process

The preparation of Education Project III was part of the overall preparation of the programme, which started after Buikwe District Local Government submitted a formal request for Iceland to support BDFCDP Phase III from 2022-2025. The request was agreed upon by the PSC and subsequently approved by Government of Uganda (GoU) and Government of Iceland (GoU). Based on subsequent dialogue and consultations, the partners jointly prepared and agreed upon this project document. The preparation process involved review of achievements, challenges and lessons learned from implementation of Education project phase one and two; consultation and participation of key stakeholders in the district, central government, development partner (Embassy of Iceland and MFA) and non-state actors; and review of the current national and sector development policies and strategic frameworks, which have informed the project strategic direction and project intervention logic.

2. BACKGROUND AND JUSTIFICATION

This section elaborates the background and justification for continuing support to basic education development in fishing communities of Buikwe district. It drills down to the core problems to be addressed and the specific interventions and strategic issues to be prioritised based on their relevance to the needs of the population targeted and priorities of partners and taking into account lessons learned and emerging challenges.

2.1 Justification for Education Project Phase III

Broadly, the original justification and rationale for support to development of basic education in fishing communities under Education Project phase I and phase II under Buikwe District Fishing Community Development Programme are still contextually relevant and will apply to the education project phase III, with such modifications to take into account the change in partners' strategies and development policy priorities as elaborated herein. The project is relevant to the partners' current development policy priorities for support to basic education. According to the NDP III, basic education contributes to building the foundation for human capital development. Human capital development in Uganda is still low with a low human capital development index of only 38% (World Bank 2019). The Uganda Vision 2040 identifies human capital development as one of the fundamentals that need to be strengthened to exploit the growth opportunities to accelerate the country's transformation and harnessing the demographic dividend.

The project is aligned to the global development agendas. The aspiration of UN Agenda 2030 (SDG4), 2063 African Union (Goal 2) and East African Community Vision 2050 is to have an inclusive and equitable quality education, promotion of lifelong learning opportunities and skills revolution underpinned by science, technology and innovation. The project support to basic education is particularly linked to the UN Agenda 2030 SDG 4, target 4.1: "ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes". It emphasises the provision of 12 years of free, inclusive, equitable, quality primary and secondary education, leading to relevant learning outcomes, should be ensured for all, without discrimination, which equivalent to Uganda's basic education (primary and secondary education) years of schooling.

The project continues to address problems and needs of the disadvantaged poor population in the fishing communities of Buikwe district, which are recognised as marginalised "hard to reach"[4] and are still faced with high levels of multi-dimension poverty. The original choice of the programme area was based on the criteria that included, multi-dimension poverty levels incorporating key indicators on education, health, water and sanitation and living conditions. In that regard the project is aligned to the UN SDG transformational principle one on human rights-based approach and principle two on leaving no one behind (LNOB).

The project is based on Buikwe DLG request for continuation of support to BDFCDP phase III 2022-2025, including basic education component (Education Project III). The justification for the request was to enable the district to expand the project to new underserved areas and also complete outputs that were planned to benefit 21 primary schools and four secondary schools targeted under education project II but were not delivered because of interruption of implementation by COVID-19 pandemic, and to address other negative impacts and challenges of COVID-19 on education.

Following the outbreak of COVID-19 in Uganda in February 2020, schools were subsequently closed for close to two years and were effectively re-opened in 2022. The closure of schools during lockdown has had adverse effects on education, almost reversing some gains made over years. The focus areas

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[4] Fishing communities in Uganda are recognised as poverty pockets

under education project III include actions to address impacts of COVID-19 on the quality of education and learning outcomes.

Finally, the third phase of the project is necessary to addresses key challenges and problems in areas that had not been reached, particularly in the new rural sub-county of Wakisi along shores of river Nile, where three primary schools have been selected for support. Besides, some schools in the original focal fishing communities (sub-counties) were left behind, largely because of lack of land for infrastructure development. Two schools fall under that category including Senyi primary school in Ssi sub-county, which serves Senyi landing site that is the second largest fishing community settlement in Buikwe district after Kiyindi landing site.

2.2   Problems to be Addressed

Overall, the Education Project III will continue to address problems related to deficiencies in basic public services and their ramifications on poverty and quality of life of the population in fishing communities, focusing on the core problem of *"Low equitable access to quality basic education and poor learning outcomes in schools serving fishing communities in Buikwe district"*. The development partnership for Iceland support to the education project component has improved social infrastructure and capacity of schools and support systems to deliver quality education and improve learning outcomes in fishing communities. However, a number of challenges and problems remain, especially in areas and schools that have not been reached by programme support. Even in areas and schools supported, there were disruptions from outbreak of COVID-19, with some not receiving a full package of outputs, while schools are grappling with the negative impacts of COVID-19 on learners, teachers and communities.

2.3   Target Area and Population

2.3.1   Buikwe District Local Government

The target area is Buikwe District, which is one of the 136 districts of Uganda (including capital city of Uganda) that was established in 2009 out of Mukono district. Buikwe district has a population projected to have grown to 450,000 people in 2018 (Buikwe DLG Statistical Abstract, 2018), up from 422,772 counted during 2014 National Population and Housing Census (NPHC), with the sex ratio of 96.2 or 96 males per 100 female (2014 Census).

Buikwe District Population by Sub- County and by Sex (2014 NPHC)

Sub-County/Division/Town Council*	Male	Female	Total	Sex Ratio**
Lugazi Municipality (Urban)				
Lugazi Central Division	19,437	20,796	40,233	93.5
Kawolo Division	20,507	20,463	40,970	100.2
Najjembe Division	16,748	16,573	33,321	101.1
Njeru Municipality (Urban)				
Njeru Central Division	32,557	36,237	68,794	89.8
Nyenga Division	24,358	25,267	49,625	96.4
Wakisi Division	20,321	20,809	41,130	97.7
Town Councils ((Urban)				
Buikwe Town Council	7,858	8,686	16,544	90.5
Nkokonjeru Town Council	4,201	4,810	9,011	87.3
Sub Counties (Rural)				
Buikwe Sub County	8,885	9,191	18,076	96.7
Najja Sub County *(Including Kiyindi Town Council)*	21,475	22,510	43,985	95.4
Ngogwe Subcounty	17,830	17,694	35,524	100.8
Ssi-Bukunja Subcounty	13,147	12,411	25,558	105.9
District Total	**207,324**	**215,447**	**422,771**	**96.2**

* Sub-county is a rural lower local government, while a division (under municipality) or a Town Council is an
urban lower local government
** Sex ratio is the number of males per 100 females (population of males divided by females multiplied by 100)

Buikwe district has 542 primary schools (162 government aided, and 380 private primary schools), 80 secondary schools (8 are government aided and 72 are private schools), one primary teachers' college, two nursing schools and six BTVET institutions whereby four registered and two are not registered.

Despite Buikwe district's strategic location in relatively more developed central region of Uganda, it still faces challenges of high levels of multi-dimension poverty and inequality, largely attributed to deficiencies in delivery of basic services, including basic education services. The development challenges facing Buikwe district are accentuated in fishing communities, which have been recognised as "hard to reach".

2.3.2   Buikwe Fishing Communities

The programme and project focus will be in the fishing communities along the shores of Lake Victoria and river Nile. The targeted fishing communities were defined in education project phase I and phase II as comprising of four sub-counties bordering Lake Victoria, namely, Najja sub-county (including the current Kiyindi town council), Ngogwe sub-county, Nyenga sub-county (currently an urban division under Njeru Municipality) and Ssi (Ssi-Bukunja) sub-county. For EDU III, the fishing community of Wakisi division under Njeru Municipality bordering river Nile as shown in the map below has been added to the four fishing communities under BDFCDP EDU I & II.
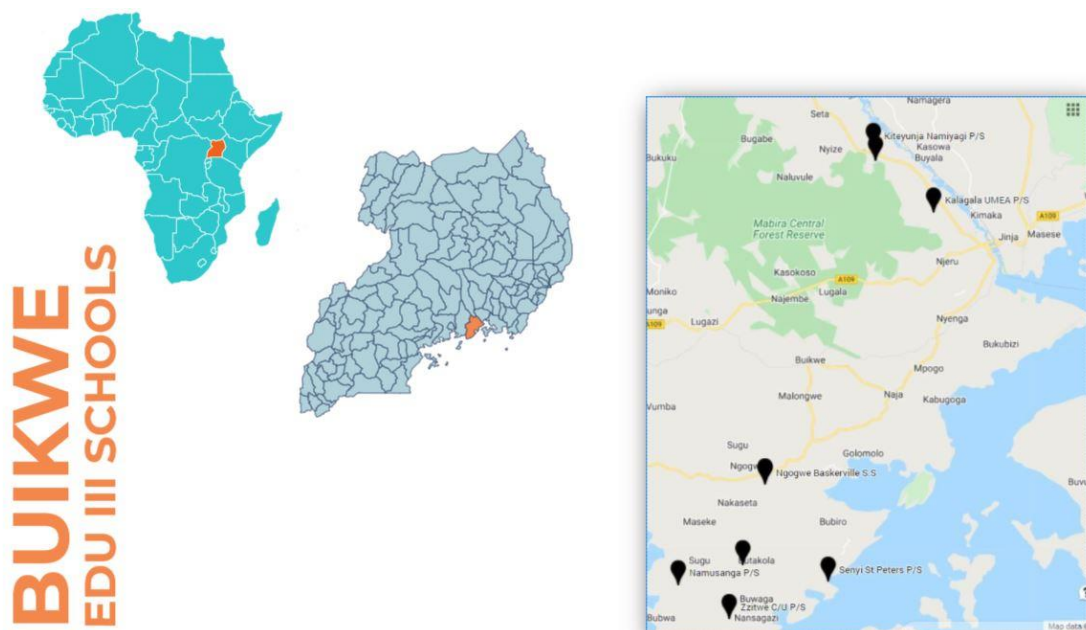
The results of the 2014 National Population and Housing Census indicated that approximately 46% of the Buikwe district population (195,822**/**422,771) lived in fishing communities, with sex ratio of 98 males per 100 females (see details in the table below).

Table X. Buikwe DLG Population in Fishing Communities by Sex (Source: UBOS, 2014 NPHC)

Sub-County/Division/Tow Council	Male	Female	Total	Sex Ratio**
Njeru Municipality (Urban)				
Nyenga Division	24,358	25,267	49,625	96.4
Wakisi Division	20,321	20,809	41,130	97.7
Sub Counties (Rural)				

Buikwe Sub County	8,885	9,191	18,076	96.7
Najja Sub County *(Including Kiyindi Town Council)*	21,475	22,510	43,985	95.4
Ngogwe Subcounty	17,830	17,694	35,524	100.8
Ssi-Bukunja Subcounty	13,147	12,411	25,558	105.9
Total	**97,131**	**98,691**	**195,822**	**98.42**

The primary school going age of Buikwe district in 2014 (NPHC, 2014) was 150,276 (87,671 primary school going age population of 6-12 years plus 62,604 secondary school going age population of 13-18 years) representing 35.5% (150,276/422,771) of total district population. The school going population in fishing communities was 72,597 (43,465 primary school going age population plus 29,132 secondary school going age population) representing 37.1% (72,597 /195,822) of total population in fishing communities. The enrolment of learners in all schools supported is about 26,000 learners representing about 35.8% (26,000/72,597) of all school going age population (primary and secondary schools) in the fishing communities.

Table X. Buikwe District Primary and Secondary School Going Age Population by Sub- County (Source: UBOS, 2014 NPHC)

Sub-County/Division/Town Councils	Focal Area	Population		Primary School Age Population		Secondary School Age Population		Total School Age Population	
		Total	**Sex Ratio**	**06-12**	**%**	**13-18**	**%**	**06-18**	**%**
Lugazi Municipality									
Lugazi Central Division	No	40,233	93.5	6,450	16%	5,515	14%	**11,965**	**30%**
Kawolo Division	No	40,970	100.2	8,553	21%	5,945	15%	**14,498**	**35%**
Najjembe Division	No	33,321	101.1	6,889	21%	4,914	15%	**11,803**	**35%**
Njeru Municipality									
Njeru Central Division	No	68,794	89.8	12,579	18%	10,124	15%	**22,703**	**33%**
Nyenga Division	Yes	49,625	96.4	11,213	23%	7,155	14%	**18,368**	**37%**
Wakisi Division	Yes	41,130	97.7	8,831	21%	6,350	15%	**15,181**	**37%**
Town Councils									
Buikwe Town Council	No	16,544	90.5	3,618	22%	2,766	17%	**6,384**	**39%**
Nkokonjeru Town Council	No	9,011	87.3	1,753	19%	1,325	15%	**3,078**	**34%**
Sub-Counties									
Buikwe Sub County	No	18,076	96.7	4,364	24%	2,884	16%	**7,248**	**40%**
Najja S/C (Plus Kiyindi T.C)	Yes	43,985	95.4	9,821	22%	6,680	15%	**16,501**	**38%**
Ngogwe Subcounty	Yes	35,524	100.8	8,179	23%	5,445	15%	**13,624**	**38%**
Ssi-Bukunja Subcounty	Yes	25,558	105.9	5,421	21%	3,502	14%	**8,923**	**35%**
Total for District		**422,771**	**96.2**	**87,671**	**21%**	**62,605**	**15%**	**150,276**	**36%**
Total Fishing Communities	**Yes**	**195,822**	**98.4**	**43,465**	**22%**	**29,132**	**15%**	**72,597**	**37%**
% Of fishing communities	**Yes**	**46%**		**50%**		**47%**		**48%**	

The fishing communities are served by 198 primary schools representing 37% (198/542) of all primary schools (government-aided and private) in the district.

Buikwe has 162 government-aided primary schools 80 of which are found in fishing communities representing 49% (80/162).

The district also has 80 secondary schools out of which only 20 are government-aided and the rest are private. The fishing communities are served by 4 government-aided secondary schools.

(see more details on the context and historical background on ownership of government-aided schools in Uganda in the next sub section below).

The fishing communities are still faced with considerable challenges of poverty and inequality, which has been exacerbated by the impact of COVID-19 and disasters arising from climate change and the rising flooding of lake shores, lack of power and voice to tap into the opportunities of fisheries resources as a result of stringent requirements and enforcement of fishing standards beyond ability of artisanal fishers. With regard to education, the Government of Iceland and other development

partners have done a lot to lift the profile of the sector, however problems remain in areas not yet reached by the project. The key challenges are still in the area of low access, inequity, low quality, and poor learning outcomes affecting basic education in fishing communities.

2.3.1 Ownership of Government Aided Schools in Uganda

The context of educational setup based on the model of government aided schools and the actual ownership of schools and infrastructure built by the project can be understood against the backdrop of historical development of education in Uganda[5]. During the colonial period, some schools were owned and controlled by the Church of Uganda, some other schools were owned and controlled by Roman Catholic Church, some others were owned and controlled by Uganda Muslim Education Association (UMEA), some schools were owned and controlled by the Uganda Protectorate Government and by local governments and a few others were owned and controlled by the various Asian sections such as the Goanese, the Shikhs, the Ismails and the Banyans. There were also private schools under the control of one or a number of persons. The colonial government through the Department of Education was responsible for the whole education system and for giving financial assistance to those schools except private schools, but the above groups that owned the schools had a great say in deciding as to which pupils and students should attend those schools and the kind of ideology they should follow. Each group taught mainly the children of its followers and was free to deny entry into its schools children who did not belong to its religion. This meant that some children could be denied opportunity of education if there were no places in schools run by other groups, yet such schools were being financed by government.

When Uganda got independence in 1962, the post-independence government quickly realised that the control of schools by the above various groups would interfere with its plans to produce adequate qualified human capital and prevent implementation of government education policies and ideology. Government also realised that denominational schools were continuing to keep hatred created during the religious and political wars of 1880s and early 1890s. Moreover, denominational education was uneconomic and extravagant because each group had to build a school in each area to serve the children of its followers whereas the school population did not require two schools or more. This led to under-employment of teachers, school buildings, scholastic materials, and equipment. It also created inequitable distribution of schools because it denied schools in places where these denominations did not want to build schools. Finally, there was a need to create a unified teaching service and to accord the teachers the same status as civil servants of the same qualifications. During the missionary and colonial control of education, the Church of Uganda, the Roman Catholic Church, the Uganda Muslim Education Association and Government, each had its own teachers and it treated them under its own terms and conditions of service and varied between the employing authorities and teachers did not know their true salaries.

To address the above problems, the government passed the 1963 Education (Amendment) Act, which put the control of all schools financially aided by government under the control of government. This also implied that future schools would be established by government not by Churches and Mosques and Asian racial groups. It was only private schools which were not controlled administratively by government because they were not getting financial assistance from government, and they were not discriminating between pupils along religious lines. By the 1963 Education Act, the Church of Uganda, the Roman Catholic Church, the Uganda Muslim Education Association and the various Asian communities lost control over the schools which they were formerly controlling and government took over control and it was in a position to do whatever it wanted in schools.

However, under the 1963 Education Act, the religious groups and the Asian sections were not entirely excluded from management of the schools which they had founded. Those groups were referred to in

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[5] Ssekamwa J. C (1997). History of Education in Uganda, Fountain Publishers, 1997

the Act as Foundation Bodies. They continued, as they still do today, to be consulted on fundamental matters such as who should be the Head teachers of those schools, members of School Management Committees for Primary Schools and Board of Governors for secondary schools. Up to now the Foundation Bodies continue to have a keen interest in the schools which they founded and those others which they continued to establish from 1964 under the guise of Parents Schools many of which they eventually handed over to government to get financial support. Besides, these schools continued to be on the land of the Foundation Bodies up to the present day.

Thus, the battle against denomination schools which was started by Thomas Education Committee in 1940, and continued by the de Bunsen Education Committee of 1952, and by the Uganda Relationship Commission of 1961, alternatively called the Munster Commission, and by the Uganda Teachers' Salary Commission, also known as the Lawrence Commission of 1962, was finally resolved by the 1963 Education Act. Now children join any school without reference to the religion which they follow. Also the Government which the Missionaries had resisted to control schools from 1925 now controlled the schools and the religious bodies were no longer in a position to direct the affairs of the schools as they had been doing during the colonial days.

One of the most important provisions of the Act was the transfer of the Primary schools to the authority of the local governments while the Central government took charge of the secondary schools and other post primary institutions such as Teacher Training Colleges, Technical Schools, Agriculture Schools and Universities.

In Buikwe district, most schools supported under education phase I and II and new schools selected for support under education project III were founded by religious institutions, except one primary school founded by community that has been selected for support. The former denominational primary and secondary schools, other education institution, continued as they still continue today to be on Church or Mosque land. Many schools which government built after 1963 are on Church and Mosque land.

2.4 Strategic Approach and Priority Issues

The project strategic approach, has been revised to include a package of interventions that combine propositions of what works to increase inclusive access and participation in education by all eligible children, improve the quality of basic education and learning outcomes centred on the principle of leaving no one behind. The understanding of what works draws from research evidence, lessons learned from previous and ongoing education interventions, consensus built from consultations with key stakeholders, and emerging challenges from COVID-19 Pandemic. The project will continue to provide *extensive support* defined as delivery of a package outputs that are necessary and sufficient (necessary and sufficient condition) to address needs and constraints of four pillars identified as drivers of quality education system, in line with quality initiatives in Uganda and international reports (World Economic Report, World Bank (2018). The four pillars are learners, teachers, community and management, and the strategic approaches and key interventions to address their needs are analysed in the table below **(see table 2)**

Table 2: Pillars of quality basic education and intervention packages to address their needs

PILLAR	STRATEGIC APPROACH AND INTERVENTION PACKAGE
PIILLAR 01 LEARNERS	**Children are prepared and given opportunities to learn by creating child friendly learning conducive environment in schools and back in their homes and communities:** • Target parents and community through sensitisation to provide feeding, childcare and protection, and child development. • Direct support to promote learners' needs at school: school-based health care, education and promotion (health clubs, de-worming campaigns and menstrual

PILLAR	STRATEGIC APPROACH AND INTERVENTION PACKAGE
	hygiene management), promotion of school feeding and nutrition, promotion of child human rights, gender equality and targeted to support to OVCs. • Construction of school infrastructure and facilities to create a safe and friendly enabling learning environment with priority on renovation and construction of new classrooms, school kitchens, WASH facilities for boys and girls, school fences and school playgrounds. • Provision of relevant, adequate, and accessible learning materials, including provision of textbooks in core subjects to achieving and maintaining the pupil to textbook ratio of 1:1; provision of equipment and materials for co-curricular activities; laboratory equipment and materials and ICT learning facilities like computers and internet access.
PILLAR O2 TEACHERS	**School Teachers and School Managers have Adequate Capacity, Relevant Skills and Motivation for Quality Teaching and Professional Leadership to Facilitate Learning in Schools** • The focus will be on building capacity for quality teaching and professional leadership in schools. Priorities include training of head teachers and their deputies and senior teachers and training of classroom teachers in relevant generic skills under CPD framework, based on the training needs assessment and Education Sector Training Plan developed. • Provision of teaching materials, including teachers' guides, and computers for preparation of teaching lessons and schemes of work and assessment tests – *the focus of the inputs should be to improving teaching and learning.* • Facilitation of continuous assessment of learners by teachers and support to periodic assessments tests through a peer arrangement. • Development of school infrastructure and facilities to motivate teachers, comprising of teachers' houses to accommodate teachers at school, school administration offices (for head teacher, deputy head teacher, senior woman teacher, staff room), and WASH facilities, with separate facilities for male and female teachers.
PILLAR 03 COMMUNITY	**Target parents and community members through mobilisation and sensitisation to develop awareness and capacity to**: • Support prepare and support their children, as outlined under pillar number one, which is a foundation for learners prepared to learn, including emphasis of girls' education and leaving no child behind. • Engage and support schools and promote interest and participation in school governance through SMCs, BoGs, and PTAs.
PILLAR O4 MANAGEMENT	**Develop Capacity to Align all Actors to Make the Whole Education or School System Work to improve learning:** • Local government and education sector management capacity strengthened to support schools through regular school inspection and monitoring of learner achievements. • Focus school professional leadership or management and governance on improving teaching and learning in classrooms in all schools.

2.4.1   Selection Criteria for Schools to be Supported

The selection of priority schools to be supported and focus areas to be prioritised were informed by the objective criteria developed through dialogue and consultation by the partners and refined by the partners' joint technical team. The key elements of the criteria are as outlined below:

1. **Criteria for selection of new primary schools to be supported was based on the following criteria:**
   a. School must be a government-aided primary school registered for providing universal primary education.
   b. The school must align to the principle of **leaving no one behind (LNOB) and reaching the furthest behind first:** at least one school must be selected per parish and be located within or serving a significant number of learners from fishing communities, which are

recognised as marginalised and hard to reach (Sub-counties of Najja, including current Kiyindi town council, Ngogwe, Nyenga, now an urban division, and Ssi along shores of Lake Victoria, plus new selected division of Wakisi, along shores of river Nile).

c. Must be a high impact school defined as having potential to serve more learners, which is indicated by the current enrolment levels of at least 500 learners and above.

d. A school that does not meet this criterion may be selected if it is the only one serving the parish justified on the principle of LNOB.

e. The total number of schools selected must fit into the funding allocated to the project such that there is a balance in budget allocations to school infrastructure (not exceeding 60%), which is sufficient to provide national basic requirement minimum standards, and also cover other basic school requirements for all schools supported, including capacity development of school systems and support systems, direct support to learners and monitoring and evaluation (of at least 40%).

2. **The criteria for selecting schools that benefited from previous education project phases that merit extension of support under project phase III.**

a. The selected schools must have missed on a complete package of basic requirement minimum standard of school infrastructure.

b. The selected schools must have missed on the package of other basic requirement minimum standards such as learning and teaching materials, as well as capacity development support as a result of disruptions caused by COVID-19 pandemic and the resulting lockdown and closure of schools.

c. Education project III will extend support to all schools on interventions that promote inclusiveness, human rights and leaving no one behind and address impacts of COVID-19 pandemic in all schools.

d. All schools will be selected to benefit from outputs under the project that support sustainability of programme impacts and exit strategy, such as training of new school management committee (SMCs).

2.5 Target Beneficiary Schools and Focus Areas

Based on the above selection criteria, the following schools and focus areas have been selected and prioritised:

2.5.1 New Schools Selected for Extensive Support

Five (5) new government-aided high impact primary schools were selected to receive extensive support (already defined as a full package of school infrastructure and capacity development of school system and education support systems, and direct support to learners), which is necessary and sufficient to deliver quality education. The five high impact schools, three schools selected from the new rural subcounty of Wakisi and two schools from the original focal sub-counties, as summarised in the table below (table x)

Table X: New Selected Beneficiary Schools

Description of school particulars	Particulars of Primary Schools Selected for Infrastructure Support				
Name of School	Senyi CoU P/S	Namusanga P/S	Kalagala UMEA P/S	Kiteyunja Namiyagi P/S	Kirugu CoU P/S
Enrolment 2022	643	215[6]	938	641	564
Boys	278	100	507	339	300
Girls	365	115	441	302	264
Subcounty	Ssi	Ssi	Wakisi	Wakisi	Wakisi

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[6] This is an exception to the criteria: Namusanga is the only primary school serving Binga parish and founded by the local community; the school has very poor infrastructure, the nearest primary schools in the neighbouring parishes are a distance of over 8 kms (over 16 km for return trip).

Parish	Kkoba	Binga	Naminya	Malindi	Wakisi
Village (LC1)	Senyi	Buweera	Kalagala	Kiteyunja,	Kirugu
Foundation	CoU	Community	UMEA	UMEA	CoU
Names of villages served	Senyi	Buweera	Kalagala	Kiteyunja,	Kirugu

2.5.2 Extension of Support to Schools Supported in Previous Project Phases

Based on the selection criteria, all 25 schools (21 primary, and 4 secondary schools) supported during education phase two have been given priority to continue to receive support under the education project. The support will be directed to complete the delivery of a full package of key outputs, which was planned but not realised because of COVID-19 pandemic. The details of the output package for these schools are indicated in the project logframe in annex 2

The extension of support to all 46 schools (42 primary schools and four secondary schools) supported in project Phase I and Phase II has been designed to address gaps in overarching crosscutting issues of human rights, gender equality and LNOB. Besides, the training of new members of school management committees in all primary schools will be supported because it is central to the sustainability of programme impacts and exit strategy. The list of schools supported in education phase I and II project phases are indicated in the respective project documents

2.5.3 Cross-cutting Issues

At programme level, environment and climate change and gender equality and women empowerment will be addressed as specific themes under the components on Climate Change Action, Economic Empowerment of Fishing Communities and COVID-19 and Gender Domestic Violence. Like in previous project phases, this project will continue to mainstream human rights, gender equality and environment as cross-cutting issues under all outputs, with added emphasis on LNOB, and formulation of measurable indicators and targets and establishing baselines to ensure they are monitored and evaluated.

3. EDUCATION PROJECT III STRATEGY, OBJECTIVES AND RESULTS

This section presents the strategic direction of Education Project Phase III 2022-2025, which is guided by Uganda Country Strategy Paper 2022-2025[7] that intertwines the visions, strategies, and priorities of the partners (Government of Iceland and Government of Uganda and its Buikwe DLG), as well as SDG for UN Agenda 2030. The project strategy or intervention logic is described by the hierarchy of objectives: development objective and immediate objective; and immediate results and processes at output, activities, and inputs levels. It also elaborates the project results at impact and outcome level, the key performance indicators, and arrangements for sustainability of project impact. The project strategy is synthesised in the project logframe in **Annex 2**.

3.1   Development objective

The Education Project Phase III contributes to the BDFCDP development objective (goal), which is "to *reduce poverty and improve livelihood and conditions of living of the population in fishing communities in Buikwe district"*. This is aligned to the goal of Iceland development cooperation with Uganda "to reduce poverty and hunger and promote general well-being on the basis of human rights, gender equality, and sustainable development". The BDFCDP goal is also aligned to Uganda Vision 2040 social-economic transformation agenda, NDPIII goal, "*to increase household income and quality of life of Ugandans"* and development objective number 4, "to enhance productivity and social well wellbeing of the population". At local level, it addresses the visions and problems of the disadvantaged area and population in the fishing communities of Buikwe based on "people centred, bottom up and participatory" approach in line with Uganda's Constitution (1995) and decentralisation policy. At global level, it is aligned to the priority SDGs and targets: SDG 1 No poverty and target 1.4 on enhanced access to basic services; SDG 2 on No hunger; SDG 4 on equitable access for all to quality basic education; SDG 5 on Gender equality and empowerment of women, SDG6 on equitable access to safe water and sanitation and improved hygiene and elimination of open defecation, and SDGs 13, 14 and 15 on climate actions, life on land and life under water.

3.2   Immediate Objective

The immediate objective of the project is **increased equitable access to, and improved quality of basic education and learning outcomes in schools serving fishing communities in Buikwe district.** The project immediate objective is aligned to Uganda's human capital development, which is recognised by Uganda 2040 as one of the key fundamentals necessary for harnessing growth opportunities for social-economic transformation of the country. Human capital development is also one of 18 key priority programmes under NDP III aimed at increased productivity of the population for increased competitiveness and better quality of life for all. The project immediate objective is also aligned to significant local priority of addressing low equitable access to basic education coupled with low quality of education and poor learning outcomes in schools serving fishing communities, as spelt out in Buikwe LG DDP III. At global level the project immediate objective contributes to the SDG4 on education and other related SDGs.

3.3   Key Outputs, Activities, and Inputs

This sub-section gives highlights of the project outputs, activities, and inputs. More details are outlined in the project logframe under annex 2 and output-based budget in annex 3.

3.3.1   Key Outputs

The Education Project III is expected to deliver the following key outputs:

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[7] The Iceland Country Strategy Paper for Uganda is under final review

- **BE3-100**: School infrastructure developed in 09 schools to meet national basic requirements minimum standard (BRMS): Infrastructure constructed in 05 new government-aided primary schools, and completion of school infrastructure done in 04 schools (03 primary schools and 01 secondary school) supported under education project phase II.
  - o BE3-110: 27 Existing classrooms renovated.
  - o BE3-120: 33 New classrooms constructed.
  - o BE3-130: 05 New school kitchen constructed & installed with cook stoves plus cooking facilities.
  - o BE3-140: 07 New Five-Stance VIP Latrines for boys with urinal constructed.
  - o BE3-150: 07 New Five-stance VIP Latrines for Girls with washrooms and incinerators constructed
  - o BE3-160: 05 New Teachers houses (three-in one) constructed with latrines constructed.
  - o BE3-170: 05 New School Administrative Offices with staff latrines constructed.
  - o BE3-180: 01 Existing staff house in one secondary school renovated.
- **BE3-200**: Teaching and learning materials provided to 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported under Education II.
- **BE3-300**: Local government education sector management support systems strengthened: 100 LG officials (15 in Wakisi division and 85 from district and other fishing community lower local governments) trained in planning and budgeting and monitoring of education service delivery.
- **BE3-400**: District Education Office functionality further enhanced and consolidated: Basic Equipment and tools provided, and capacity for regular schools inspection and monitoring of learner achievement (MLA) strengthened in all 47 primary schools supported under all project phases.
- **BE3-500**: Capacity of school systems for quality teaching and professional school leadership strengthened in 26 targeted government-aided primary schools (5 new schools and 21 schools supported under Education II, and consolidated in the rest of 21 primary schools supported under education project phase I): 470 teachers trained under CPD framework, and 100 Grade III Certificate Teachers sponsored to upgrade to Grade V (Diploma) Certificate Teachers.
- **BE3-600**: Community capacity and awareness for engagement and support to schools strengthened in 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported under education project phase II, and consolidated in the rest of 21 primary schools supported under education project phase I: 30 school outreach communities mobilised and sensitised, and newly appointed 611 members of primary school management committees (SMCs), that is 13 members for each of the 47 primary schools, trained.
- **BE3-700:** Cost of education reduced (Dropped)[8]: The interventions to deliver this output are embedded in other outputs - BE3-100 on school infrastructure; BE3-200 on teaching learning materials provided; and BE3-800 on direct support to learners, among others.
- **BE3-800**: Direct Learner Support Facilitated in 30 schools (5 new primary schools, and 21 primary schools and 4 secondary schools supported in Education Project II) and selected outputs extended to 21 primary schools supported under education project phase I.
- **BE3-900**: Project Coordination and M&E Strengthened: Programme coordination meetings held covering education component; baseline data updated, monitoring missions conducted, internal assessments of project performance conducted, and project evaluated as part of the final evaluation of BDFCDP.
- **Cross-cutting Issues**: The overarching cross-cutting issues of human rights, gender equality and environment, and commitment to leaving no one behind (LNOB) will be mainstreamed in the programme component on basic education, with specific indicators to measure them.

3.3.2 Activities

The skeleton schedule of the project activities has been included in the project logframe and the output-based budget. The detailed work breakdown structure will be completed as part of the annual work planning. This will give flexibility for adaptive management during implementation.

3.3.3 Inputs

The table below gives a description of the key inputs of key stakeholders: Buikwe district local government, Iceland Embassy, Government of Uganda Ministries (MoFPED, MoLG and MoES),

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[8] This output was dropped under education project phase II, but the project codes and output categories have since been maintained to ease the tracking of cumulative quantities of outputs delivered over the duration of all phases of programme/project implementation.

beneficiary Schools (head teachers, teachers, and governing bodies), Parents and communities, civil society organisations and other education development partners.

Table 11: Key stakeholder contributions

Stakeholders	Key Inputs (Committed/Expected)
Buikwe District Local Government	**Project ownership**: The project is owned by Buikwe DLG and the district will ensure that project activities are integrated into district development plans, and annual budgets and work plans. • **Human Resources:** Provide committed staff to manage, implement, supervise, and monitor project activities throughout the project period. • **Land Resources:** Secure all the land for projects sites free of encumbrances, as pre-condition for any infrastructure financing under the project. • **Financial Resources:** Pay all salaries and related costs of district staff involved in the project planning, implementation, supervision, and monitoring except those, which are explicitly budgeted for under the project to achieve specified results. • **Operation and Maintenance:** Ensure appropriate use and maintenance of assets, property and equipment provided by the project and establish budget line in the annual district budget for an operation and maintenance fund for infrastructure and facilities during and beyond the lifespan of the project[9].
Government of Iceland (Embassy of Iceland, Kampala)	**Key Development Partner**: Government of Iceland, through the Iceland Embassy in Kampala will provide financial and technical assistance and appropriate decision support in accordance with the provisions of the Partnership Agreement or as spelt out in this project document. • **Financial resources:** To finance capital expenditure costs; finance provision of all commodities (equipment and materials), and finance capacity building interventions planned under the project, including eligible allowances and transport costs to attend scheduled project events or activities *(Eligible allowances will be in conformity with rates approved by Local Development Partner Group (LDPG) adopted by the Embassy of Iceland.* • **Technical support:** The Embassy will provide technical assistance, either through its technical teams or outsourced consultants/experts, to support and/or facilitate planning, implementation, monitoring process, studies and assessments, education information management, reporting and accountabilities, public information and communication and final project evaluation.
Government of Uganda	**Ministry of Finance, Planning and Economic Development (MoFPED):** The MoFPED will have overall responsibility of coordination of development cooperation matters of education project under the programme on behalf of Government of Uganda as spelt out in the Partnership Agreement and will exercise its role directly for aspects of responsibilities under its line mandate or through delegation of some responsibilities to the responsible line Ministry. **Ministry of Local Government (MoLG):** In line with the roles and responsibilities delegated to it as a responsible ministry for local governments, the MoLG will be responsibility for overall monitoring and implementation of the project through the programme steering committee as spelt out in the master programme document, and will in particular play the following functions or roles, in line with its mandate: – 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.

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[9] Buikwe DLG established a budget provision on maintenance of schools in FY 2021/22 of UHX 68 m; and UGX in FY 2022/23 = 27.2 million and Lower Local Governments will be sensitised to provide more funding for O&M of schools. The central government school facilities grant (SFG) allow for rehabilitation of schools, while at school level, the UPE grant also has small funding for O&M.

Stakeholders	Key Inputs (Committed/Expected)
	− Liaise with Embassy of Iceland as appropriate.
	Ministry of Education and Sports (MoES): The MoES will in line with its mandate will play these roles:
	− 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.
Schools, Parents and Community, Civil Society, and other Partners	**Schools (school leadership, teachers, and governing bodies)**
	− Participation in development of school improvement plans.
	− Mobilise community to engage and support schools through direct support to learners and contributing resources to implement school improvement plans.
	− Monitor implementation of contracts for construction works.
	− Mobilization of community support and promote education in fishing communities.
	− Participation in school governance through PTAs and SMCs.
	− Manage and utilise all inputs provided to schools to deliver quality teaching in classrooms for improved learning and learning outcomes.
	− Conduct continuous assessment of learners to track progress and improve teaching-learning process.
	Parents and Community
	− Provide basic health, nutrition and care for childhood survival, protection, and development at home, so that they are prepared to learn.
	− Provide feeding and scholastic materials for learners.
	− Support early grade reading of children at home.
	− Engage and support schools to provide quality education to children.
	Civil Society
	− Sensitization and training of community on education issues.
	− Provide technical support, in areas where they have expertise or comparative advantage.
	Other Partners
	− Other development partners active in supporting education in Buikwe district may be engaged in implementation and funding of activities relevant to the project.

3.4 Expected Results, Indicators and Sustainability

3.4.1 Outcome and indicators

The immediate outcome will be increased equitable access to improved quality of basic education and better learning outcomes in schools serving fishing communities of Buikwe district. The project will provide **extensive support** to five new government-aided primary schools benefiting about 3000 learners, extend support to varying degrees to 46 schools to complete outputs not delivered in education project phased II and project phase I, which benefit about 23,000 learners. The secondary beneficiaries include teachers, parents, community, and local government institutions.

Immediate Results

➢ **Improved Infrastructure for creating enabling learning environment in supported schools:**
  • 60 Classrooms infrastructure and facilities developed (33 new classrooms constructed and 27 classrooms renovated) to reduce overcrowding and realise manageable classrooms and facilities to meet Basic Requirement Minimum Standards (BRMS) of pupil to classroom ratio of 53:1 and pupil to desk ratio of 3:1 in five new high impact primary schools, and completed

in 4 schools (3 primary schools and one secondary school) supported under education project phase II.

- 14 School WASH facilities (7 for boys and 7 for girls) improved to meet BRMS of pupil to latrine stance ratio of 40:1 and include girls' showers and incinerators for menstruation hygiene management in five primary schools.
- School managers and teachers in five new primary schools motivated by provision of school office facilities and accommodation at school designed to accommodate 15 teachers, that is, at least three teachers per school - head teacher, one male teacher and one female teacher in line with government guidelines (but in practice the houses are shared to accommodate about 30 teachers); which is expected to reduce teacher absenteeism and increase time on task.
- About 250 jobs created directly for men, women and youth employed on school construction sites during the course of construction, but this expected to have a multiplier effect at household level and in communities.

➤ **Improved capacity of school systems and education support systems for quality education service delivery**
- Increased satisfaction of learners, teachers and parents with school learning environment and facilities in five new government aided primary schools selected for extensive support.
- All primary teachers and school managers in all 26 government-aided primary schools trained to update teaching skills under the continuous professional development (CPD) framework benefiting over 470 primary school teachers (both males and females), and 100 primary school teachers (males and females) sponsored to obtain diploma certificates
- All learners in 26 primary schools support have access and utilize textbooks at ratio of 1:1.
- Basic health and nutrition needs for learners in all 51 schools (47 primary schools and 4 secondary schools); this will entail sensitisation of parents and direct support to the feeding of of selected orphans and vulnerable children (OVCs) determined by a separate OVC assessment in all supported schools.
- All 47 government-aided primary schools supported to benefit from on-going regular inspection and MLA by education department.
- Learners benefit from promotion of human rights, LNOB, gender equality and environment promoted in schools and at home
- All learners and teachers in 51 schools supported before and during project phase III benefit from project interventions to prevent and mitigated impacts of COVID-19 in schools embedded in training of teachers, sensitisation on SOPs and measures to reduce domestic violence.

Expected Outcome
Achievement of Learning Outcomes will be indicated by the following:
- Increased enrolment of learners with inclusive participation of all population eligible groups of boys and girls, orphans and vulnerable children (disabled and children with special learning needs, child infected and affected by HIV/AIDS, children from poor families; these will be identified, targeted for support and their progress monitored).
- Increased survival, retention and completion rates of learners in primary education.
- Increased masterly of proficiency in literacy and numeracy skills by learners in primary schools.
- Increased pass rates in better grades in leaving examinations at end of primary education cycle.
- Increased transition from primary education to lower secondary education or equivalent technical and vocational training.

- Improved survival, retention and completion rates in lower secondary education.
- Increased masterly of proficiency of grade specific skills by learners in secondary education.
- Increased pass rates in better grades in Uganda Certificate of Education (UCE) exams at end of lower secondary education cycle.
- Progression to gender parity index, and LNOB on all learning outcome indicators in primary and secondary education levels.

3.4.2 Impact and indicators

The long-term outcome (impact) will be improved education attainment, employment, and income indicated by the following:

- Increased average years of schooling and learning adjusted years of schooling.
- Reduced gender gap index
- Increased literacy rate of the district for all ages.
- Percentage of population reporting perceived improvements in their livelihoods

3.4.3 Sustainability

Sustainability in the context of this project is focused on continuous service delivery of quality education in the fishing communities in Buikwe DLG. The quality of teachers, particularly qualified and motivated teachers are key here. The programme component on education will consolidate investment in teacher education and training.

It also means maintaining an acceptable level of utilisation of school infrastructure and facilities throughout their design life, beyond the timeframe of the project. The measures taken by the project to assure sustainability are categorised into institutional, technical, and financial aspects.

❖ **Institutional aspects:** Sustainability will be enhanced by emphasizing institutional arrangements that engender a spirit of ownership of schools by the community and foundation bodies, school management and local governments. 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 plans and budgets. The functional capacity of local government and education office will be strengthened to enhance and sustain support supervision, school inspection, and monitoring of quality education service delivery, and ensure functionality of school infrastructure and facilities. Besides, teacher supply, recruitment, support and retention are critical to sustained service delivery and will be emphasized as major contributions of the district and government

❖ **Technical aspects:** The technical aspects will be addressed through monitoring the quality of designs of infrastructure and facilities to minimize the danger of design flaws that may cause reduced life span or malfunction. Infrastructure development will be closely supervised and monitored to ensure that the quality of construction meets accepted national standards and does not lead to failure of the facility before the end of its design life.

❖ **Financial aspects:** The emphasis on local ownership of schools by local governments so that they can budget, and avail resources to maintain the schools is the main sustainability strategy. Besides, there will be more advocacy and lobbying for more funding from government to support not only O& but recruitment of more teachers.

3.5 Estimated Cost and Budget

The Education Project III 2022-2025 is estimated to cost **4,445,000 USD** comprised of **4,000,000 USD** in project direct costs contributed by Government of Iceland, plus an estimated **445,000 USD**

contribution by Government of Uganda and Buikwe DLG in kind in lieu of staff costs and land acquisition and easement (see details of project output-based budget in annex 3)

4. ORGANISATIONAL ARRANGEMENTS

The organisational arrangements for BDFCDP, as stipulated in the Partnership Agreement and elaborated in the Master Programme Document for BDFCDP III shall apply to the Education component. Buikwe DLG will be responsible for implementation of the project, in accordance with its mandate under 1995 Constitution, other relevant laws, and country structures, systems and processes governing operations of Local Governments in Uganda.

4.1 Legal Framework
The legal framework governing the programme operation elaborated in the master programme document shall apply to Education project III.

4.2 Coordination and Direction
The coordination arrangements for the programme spelt out in the master programme document shall apply to Education project III.

4.3 Management and Implementation
The programme management and Implementation arrangements and roles of key institutions and duty holders defined in the master programme document shall apply to the Education Project III, with specific elaboration on the following.

4.3.1 Buikwe District Local Government
District LG Line Department: The District Education Office, will be responsible for the day-to-day management and implementation of the project. The department will work closely with other departments providing management and technical support services in line with their mandate under Buikwe DLG structure.

4.3.2 Ministries, Departments and Agencies (MDAs)
The key government line MDAs responsible for education will provide support supervision, monitoring and quality assurance in accordance with their mandate. The lead Ministry of Education and Sports will work in collaboration with Ministry of local Government and other relevant MDAs.

4.4 Financial Management and Accountability of Funds
The financial management of the programme, including preparation of budgets and work plans, disbursement and management of funds, management of accounting records, procurement of works, goods and services, and financial reports and accountability shall apply to the Education project III.

4.5 Monitoring, Reviews, Reporting and Evaluations
The monitoring and evaluation (M&E) activities under the programme, particularly as will be elaborated in the programme M&E Strategy, shall apply to the Education Project III

4.6 Risk Analysis and Mitigation Measures
A number of potential risks may impede the implementation of the project and have a negative influence on the achievement of results, and sustainability of the benefits. In addition to the political, economic, and general administrative risks identified in the CSP, the potential risks of the project are

associated with the key assumptions in the logframe as further elaborated in the analysis in table below (table 12):

Table 13: Risk Analysis and Mitigation Measures

Risk	Probability	Impact	Mitigation Measures
The stability of key management and technical positions of NDLG staff is not maintained over the period of project implementation period	Moderate	High (Especially for CAO and Deputy CAO prone to transfers)	• Emphasis on availability of key staff in management and technical departments as pre-conditions • Secure assurance of MoLG and MoFPED on stability of position of CAO as chief executive/technical head of district and Accounting officer.
Government fails to provide enough wage bill to enable NDLG recruit and assign adequate teachers to schools	Moderate	High because lead to failure to reduce overcrowding in schools	• Advocate for increased funding of the wage bill component for primary teachers with MoES and MoFPED
Political and technical officials are not fully committed, and the implementing units have low absorption capacity to utilize the project funds	Low	Moderate	• Emphasis on strong ownership principle by district. • Engage competent contractors of works, which take up 58% of the budget, so that quality infrastructure is build and do not fail before its design life.
Fiduciary risks in the PFM systems, especially in procurement process and use of project funds occur and undermine trust	Moderate	Moderate	• Enhanced monitoring by partners of all stages, through PIMT, joint technical monitoring missions, independent monitoring by Embassy • Enforce strong transparency and accountability regime. • Beneficiary participation to encourage bottom-up control and demand for top-down accountability
The local governments, communities and schools fail to sustain support for on-going quality education service delivery.	Moderate	Moderate	• Strong sensitisation programme of key stakeholders at community, schools, local governments, and partners • Capacity building on technical, Institutional, and financial aspects to strengthen school or education systems and community and local government support systems for sustained education service delivery.
COVID-19 Pandemic is not contained over the project period affecting the project logic or theory of change.	Moderate	High	• Project plans will be reviewed to respond to emerging impacts of COVID-19 resurgence. • Current plans have outputs to train teachers and provide direct support to learners to address impacts of COVID on learners, teachers and quality of education and learning.

The overall risk assessment is moderate, and with strong mitigation measures, coupled with lessons learned from previous projects, the project is expected to be implemented successfully.

5. REFERENCES

The key references are outlined below[10]

1. Buikwe District Local Government (2020). The Third Five-Year District Development Plan (DDP III) 2020/21-2024/25.
2. Buikwe District Local Government (2021). BDFCDP Completion Reports: WASH II and Education II for period ended December 2021.
3. Government of Iceland (2014). ICEIDA (Uganda) Country Strategy Paper (CSP) 2014-2017, Extended to 2020).
4. Government of Iceland (2019). Iceland Policy for International Development Cooperation 2019-2023.
5. Government of Iceland (2022). Final Report of External Evaluation of BDFCDP, WASH Project II and Education Project II, Conducted by Cardno Partners Consult.
6. Government of Iceland (2022). Uganda Country Strategy Paper (CSP) 2021-2025
7. Government of Uganda- National Planning Authority (2013). Uganda Vision 2040, Government of Uganda, Kampala, 2013.
8. Government of Uganda- National Planning Authority (2020). The Third Five-Year National Development Plan (NDP III) 2020/21 to 2024/25, Government of Uganda, Kampala, 2020.
9. Government of Uganda- National Planning Authority; The Local Governments Planning Guidelines
10. Government of Uganda- Uganda Bureau of Statistics. The 2014 National Population and Housing Census, Final Report, 2016
11. Government of Uganda, MOES (2009). Basic Requirements and Minimum Standards Indicators For Education Institutions, Kampala, April, 2009

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[10] The references cited in Education Project Documents for phase I and phase II, apply to this document, with modifications on plans that expired.

6. ANNEXES

6.1   Annex 1: Joint Programme Formulation Team

The team of the partners' officials who took part in the formulation and processing approval of the BDFCDP-Education Project Document were the following:

BDFCDP PHASE III PREPARATION - JOINT TECHNICAL TEAM

S/n	Name	Designation	Sex	Organisation
1	Musasizi Julius Kizito	District Education Officer	M	Buikwe District Local Government
2	Nalubega Joyce	Senior Education Officer	F	Buikwe District Local Government
3	Kayaga Arthur	District Water Officer	M	Buikwe District Local Government
4	Seguya Fredrick	District Engineer	M	Buikwe District Local Government
5	Johnson Olara	Civil Engineer	M	Buikwe District Local Government
6	Dr. Bossa Richard	District Health Officer	M	Buikwe District Local Government
7	Mbuya Lameck	District Health Inspector	M	Buikwe District Local Government
8	Musoke Solomon	District Natural Resources Officer	M	Buikwe District Local Government
9	Stella	Environment Officer	F	Buikwe District Local Government
10	Kayanja Vincent	District Production and Marketing Officer	M	Buikwe District Local Government
11	Kiganda Sam	District Community Development Officer	M	Buikwe District Local Government
12	Mutebi Mustula	Gender Officer	F	Buikwe District Local Government
13	Kavuma Vincent	Assistant Water officer -supply	M	Buikwe District Local Government
14	Ssekatuga Henry	Assistant Water Officer -Sanitation	M	Buikwe District Local Government
15	Nawaali Lovic	Assistant Water officer -Mobilization	F	Buikwe District Local Government
17	Zalwango Rose	District Planning Department	F	Buikwe District Local Government
18	Kalinda Mathias	Chief Finance Officer	M	Buikwe District Local Government
19	Nakindi Betty	Deputy Chief Administrative Officer	F	Buikwe District Local Government
20	Kuruhiira Godfrey Akiiki	Chief Administrative Officer	M	Buikwe District Local Government
21	Ruth Gyayo	Principle Inspector Local Governments	F	Ministry of Local Government
22	Ben Kumumanya	Permanent Secretary	M	Ministry of Local Government
29	Dr. Mugenyi Cleophus	Commissioner, Basic Education	M	Ministry of Education and Sports
30	Maurice Ssebisubi	SPO (BDFCDP PIMT)	M	Embassy of Iceland, Kampala
31	Samuel Lutwama	SPO (Engineer)	M	Embassy of Iceland, Kampala
32	Pauline Atai	SPO (Finance & Accounting)	F	Embassy of Iceland, Kampala
33	Ben Twikirize	SPO (M&E)	M	Embassy of Iceland, Kampala
34	Finnbogi Arnarson Rútur	Head of Cooperation	M	Embassy of Iceland, Kampala
35	Thordis Sigurðardóttir	Head of Mission	F	Embassy of Iceland, Kampala

6.2 Annex 2: Education Project III Logframe

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATOON AND SOURCE	KEY ASSUMPTIONS
A. DEVELOPMENT OBJECTIVE: To reduce poverty and facilitate improvements in livelihood and living conditions of the population in fishing communities in Buikwe district	• Percentage change in literacy rate of population above 15 years. • Percentage change in education attainment of population above 15 years • Percentage change in average years of schooling. • % of population reporting perceived improvements in living conditions	- National Population and Housing Census; Uganda Annual Statistical Abstracts (**Source**: Uganda Bureau of Statistics- UBOS); - Education Annual Statistical Abstracts (**Source: MoES**); - Buikwe District Statistical Abstracts (**Source: District Planning Department**) - Programme M&E Surveys/Reports (Source: District/Embassy	
B. IMMEDIATE OBJECTIVE: To improve quality of basic education and learning outcomes in schools serving fishing communities in Buikwe district	**1. Enrolment, survival and completion rates by sex and social groups in primary education** *(Gross intake rate, gross and net enrolment rate,* survival rate to grade 5 and 7, primary education completion rate, out of school rate, overage rate)	School Registers; and Annual School Census Reports. (**Sources:** School Records/Education Management Information System- EMIS)	Sustained political and economic stability in partner countries. No changes that adversely affect on the development cooperation between Uganda and Iceland. Covid-19 pandemic is contained to allow schools to open and operate normally.
	2. Percentage of learners achieving masterly of proficiency in literacy and numeracy skills by sex (Grade 3 and Grade 6)	Continuous Assessment Results at school and district level. National Assessment of Progress in Education (NAPE) reports by Uganda National Examinations Board (UNEB)	
	3. Pass rates of learners in PLE in by sex: (**Pass rates *in division 1, division 1-3 and division 1-4***	Primary Leaving Examination (PLE) Results (**Source:** MoES/Uganda National Examinations Board)	Key stakeholders (parents and community and teachers, learners, local and central government, and development partners) are committed and remain engaged to play their roles to sustain the services and benefits. Government will provide adequate funding to the district wage bill to recruit enough teachers to achieve double streaming of classrooms grades with high enrolment numbers.
	4. Transition rate from primary to lower secondary education or UPPET by sex (P.7 to Senior 1).	Annual School Census & Annual School Records (**Sources:** School Records & EMIS). Tracking Studies of primary school leavers (**Source:** Tracking Study Reports)	
	5. Survival rate/completion rate in lower secondary education and UPPET by sex (*Survival and completion rate at S 4 or equivalent*)	Annual School Census & Annual School Records (**Sources:** School Records & EMIS)	
	6. Pass rate in UCE by sex *(Pass rates in division 1, division 1-2 and division 1-3)*	Uganda Certificate of Education (UCE) Examination Results (**Source**: MoES/Uganda National Examinations Board	
C. OUTPUTS (Final and Intermediate)			
BE3-100: School Infrastructure developed in new five (5) government-aided primary schools, and completed in 4 schools (3 primary and 1 secondary school) - 27 Existing classrooms renovated - 33 New classrooms constructed - 5 School Kitchen constructed & installed with cook stoves plus cooking facilities	- Number of school infrastructure by category completed and utilized in each school against planned target - Proportion of schools with access to electricity to support teaching and learning in schools	- Project progress and monitoring reports - Completion certificates - Environment inspection reports - Value for money Audit Reports	Availability or willingness of good contractors to work in the district Infrastructure and facilities are maintained

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATOON AND SOURCE	KEY ASSUMPTIONS
- 7 Five-stance VIP Latrines for boys with urinal constructed - 7 Five-stance VIP Latrines for Girls with washrooms and incinerators - 5 Teachers houses (three-in one) constructed with latrines - 5 School Administrative Offices with staffroom and staff latrines constructed - 1 Existing Staff house renovated in one secondary school	- Proportion of schools with adapted infrastructure and materials for learners with disabilities. - Proportion of schools with access to basic drinking water - Proportion of schools with access to single-sex basic sanitation facilities. - Proportion of schools with access to basic handwashing. - Pupils by sex to latrine stance ratio (Target: 40:1) - Number and percentage of learners feeding at school. - Percentage by sex of learners, teachers and parents satisfied with school learning environment and facilities.		
BE3-200: Teaching and Learning Materials Provided to 5 new primary schools, and 21 primary schools and 4 secondary schools supported under Education Project II - 17950 textbooks in core subjects for target primary school pupils to ensure a ratio 1:1 (Math, Science, SST, English and Reader) procured - 208 teacher guides for all Primary School subjects for all target primary schools procured - 26 Sports kits for Primary Schools Procured - 4 basic sets for music, Dance and Drama kits for primary schools (sets), with the exception of Senyi Procured - 132 Computer sets for secondary Schools (33 tables per School in ICT Lab) Procured - 04 Science Laboratory Equipment (sets) Procured	− Number of teaching and learning materials of each category provided to schools against planned targets − Pupil to core textbook ratio (Target: 1:1) − Proportion of schools with access to Internet for pedagogical purposes. − Proportion of schools with access to computers for pedagogical purposes. − Percentage by sex of learners, teachers and parents satisfied with school learning environment and facilities.	- Project progress and monitoring reports - Deliveries and goods received note (GRN) - Internal Audit Reports - Project survey report	The teaching and learning materials are well maintained and all stakeholders support effective use of materials at school and home
BE3-300: Local Government Education Sector Management Support Systems Strengthened - 6 Local government councils (district and lower local government) sensitised on operation and maintenance of school facilities - 15 Key local government staff in Wakisi division trained - 44 Refresher training of key district local government staff in monitoring of education service delivery conducted	- Number of officials by level and sex sensitised - Number of local government officials trained by type, by sex and by level of LG. - Number of actions initiated by Local Government Councils to support schools and learners in their communities - Number of monitoring visits conducted by LG multi-sector teams to schools	- Project progress and monitoring reports - Training reports - Internal Audit Reports - Project survey report - Local government council minutes	Trained officials are retained and remain committed
BE3-400: District Education Office Functionality Further Enhanced and Consolidated (Annual Plans) - 2 Computer sets for Wakisi division and District Inspectorate (1 Laptop and 1 Desk Computer Set) procured - 6 Office furniture for Wakisi & Education Office (Office table with Chair set and Office file cabins) procured	- Number of officials by level and by sex sensitised - Number of local government officials trained by type, by sex and by level of LG. - Number of MLA assessments conducted - Number of equipment and tools by category provided	- Project progress and monitoring reports - Training reports - MLA reports - Deliveries and goods received note (GRN) - Internal Audit Reports	The equipment and tools are maintained and trained staff are retained and remain committed

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATOON AND SOURCE	KEY ASSUMPTIONS
- 2 Procure Motorcycles for Wakisi Division for regular school inspection and support supervision of MLA (For Inspectorate) procured - MLA tests operationalized in new 5 school and continues in 42 primary school by DEO - 159 stakeholders trained in MLA (Inspectorate, CCTs, Foundation Bodies, Head Teachers, Deputy Head Teachers, and District Staff)	- Number of school inspection visits conducted		
BE3-500: Capacity of targeted schools for quality teaching and professional school leadership strengthened in all 47 primary schools - 470 teachers and head teachers trained under continuous professional development framework by coordinating centre tutors (CCTs) incorporating skills for remedial teaching to mitigate impacts of COVID-19 on learners in fishing communities - 100 Teachers with Grade III Teaching Certificate sponsored to upgrade to Grade V (Diploma) Teaching Certificate	- Number and percentage of teachers by sex trained under CPD framework. - Number and percentage of community teachers by sex trained to acquire Grade III teaching Certificate. - Pupil to trained teacher ratio (Target: 53:1)[11]. - Percentage and number and of schools providing remedial teaching to mitigate impacts of covid	- Project progress and monitoring reports - Training reports	Trained teachers are retained and remain committed
BE3-600: Community Capacity and Awareness for Engagement and Support to Schools Strengthened in 30 school schools (5 new schools and 25 schools in Education Project II; and Support Extended to all schools. - 30 Community mobilisation and sensitization by FENU (Follow-up) - 611 members of primary school management committees (SMCs) (13 members per times 47 schools) trained on their roles by Education department (All the schools have new SMCs from Edu I, II& III)	- Percentage and number and of community members by sex and school catchment sensitised. - Percentage and number of SMCs members by sex and school trained. - Number of actions initiated and implemented by SMC, parents and communities to support schools and learners	- Project progress and monitoring reports - Training reports - SMC and community minutes and reports	Communities are stable and trained members are retained and are committed
BE3-800 Direct Learner Support Facilitated in 30 schools (5 new primary schools and 21 primary schools and 4 secondary schools supported in Education Project II and some outputs reach all 51 schools supported in Education Project I, II & III. - 30 schools supported to implement actions on inclusive education focusing on OVC (Orphans, HIV infected and affected, Menstrual Hygiene Issues) - 01 responsive plan of action to mitigate and minimize girl child and dropout developed - 51 school schools sensitized on Human rights, gender equality and LNOB initiative promoted in all supported schools in partnership with NGOs. - 51 Promotion and Sensitization of stakeholders on promotion of feeding in schools and direct feeding of selected OVCs in schools supported	- Proportion and number of schools by category implemented actions on inclusive education - Percentage and number of disadvantage children by sex and social categories enrolled and participating in learning in schools - Proportion of learners and teachers by school sensitised about human rights, gender equality and concepts of LNOB - Proportion and number of learners by school feeding at school - Proportion and number of learners by sex and social category receiving psychosocial support in schools	- Project progress and monitoring reports - Training and sensitisation reports - School reports - Project survey report	Trained teachers are retained are committed

[11] Gou-MoES (April 2021). Planning, Budgeting and Implementation n Guidelines for Local Governments for Education Sector, Financial Year 2021/2022,

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATOON AND SOURCE	KEY ASSUMPTIONS
- 51 Mitigation action (psychosocial support) on impacts of Covid-19 for learners by Health and Education department in all schools supported			
BE3-900: Project Coordination and M&E Strengthened (Based on annual plans). - 8 Biannual Programme Steering Committee (PSC) coordination meetings on education held - 1 Baseline surveys/studies conducted to update baseline data - 16 Monitoring missions and reviews conducted quarterly - Biannual assessments conducted before final programme evaluation	- Number of coordination meetings held - Number of project indicators by hierarchy with sound indicators established and targets set - Number of project monitoring meeting conducted - Number of project surveys conducted - Number project evaluations conducted	- Minutes of PCS and other programme structures - Baseline survey reports - Biannual progress reports and monitoring report - Project survey reports - Project completion report - Project midterm and final evaluation reports	Key staff are retained

D	PROJECT ACTIVITIES[12]	INPUTS (COST CENTRES)	PRE-CONDITIONS

BE3-100	Construction of new and rehabilitation of existing school infrastructure and facilities in 9 schools	$ in kind for land acquisition costs by district.
		$ in investment servicing costs covering site planning and architectural designs.
		$ in procurement processes for contractors for services, works and supplies.
		$ for actual contract amount for provision of services, construction works, and supplies of goods.
		$ for landscaping and environmental restoration; and
		$ for supervision costs
			• Local Government PFM systems and processes are functional and effective.

BE3-200	Procurement and supplying teaching and learning materials to beneficiary schools	$ in procurement processes for supplies. $ in contract amount for supply of teaching and learning materials	• Core Staff in key district departments and schools are in place.

BE3-300	Training and sensitisation of local government staff (technical staff and councillors) to support and sustain quality education	$ in consultancy fees for trainers.
		$ for residential and non-residential training workshops.
		$ for sensitisation meetings.
		$ for fuel and allowances on project activities
			• Land required for infrastructure development secured in time, without encumbrances.

BE3- 400	Enhancing functionality of District Education Office	$ in procurement processes for supplies of equipment and tools.
		$ in contract amount for supply of equipment and tools
		$ for conducting MLA and regular inspection
		$ in cost of training MLA stakeholders
			• Development partner provides pledged funding and technical support timely.

BE3- 500	Strengthening capacity of targeted schools for quality teaching and professional school leadership	$ for residential and non-residential training workshops.
		$ in allowances and travel costs
		$ in tuitions fees and upkeep of trainees
		$ fees for trainers and cost of training materials	

BE3- 600	Strengthening capacity of community and awareness for engagement and support to schools	$ for residential and non-residential training workshops. $ for sensitisation meetings	

BE3- 800	Facilitating direct support to learners	$ in developing action plan for inclusive education
		$ in cost of supporting actions on inclusive education
		$ in cost of promotion of school feeding and health programmes in schools
		$ in cost of sensitisation on human rights and LNOB	

BE3- 900	Holding programme coordination meeting and monitoring and evaluation of project activities	$ For PSC coordination meetings.
		$ for project implementation and results monitoring.
		$ for consultancies fees for M&E studies (baselines, studies/ assessments and external evaluations	

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[12]See detailed breakdown of project activities will be detailed in the annual work plan based on project output-based budget lines in annex 3.

6.3 Annex 3: Project Output-Based Line Budget

Code	Output Identity	Quantity	Unit Cost (UGX)	Budget (UGX)	Budget (USD*	%
BE3-100	**School Infrastructure developed in new five (05) government-aided primary schools, and renovations completed in 04 schools (03 primary schools and one secondary school supported in in education project phase II**	**9**		**8,199,833,750**	**2,277,732**	**56.9%**
BE3-110	Existing classrooms renovated	27	55,467,500	1,497,622,500	416,006	
BE3-120	New classrooms constructed	33	86,150,000	2,842,950,000	789,708	
BE3-130	School Kitchen constructed & installed with cook stoves plus cooking facilities	5	124,247,200	621,236,000	172,566	
BE3-140	Five-stance VIP Latrines for boys with urinal constructed	7	49,920,750	349,445,250	97,068	
BE3-150	Five-stance VIP Latrines for Girls with washrooms and incinerators	7	68,000,000	476,000,000	132,222	
BE3-160	Teachers' houses (three-in one) constructed with latrines	5	304,516,000	1,522,580,000	422,939	
BE3-170	School Administrative Offices with staffroom and staff latrines constructed	5	150,000,000	750,000,000	208,333	
BE3-180	Existing Staff house renovated in one secondary school	1	140,000,000	140,000,000	38,889	
BE3-200	**Teaching and Learning Materials Provided to 30 schools: 5 new primary schools (Plus addressing gaps in 21 primary schools under Education Project II Plus 4 Secondary Schools**	**30**	**43,333,333**	**1,300,000,000**	**361,111**	**9.0%**
BE3-210	Procure textbooks in core Subjects for Target primary School pupils to ensure a ratio 1:1 (Math, Science, SST, English and Reader)	17950	19,000	341,050,000	94,736	
BE3-220	Procure Teacher guides for all Primary School Subjects for all target primary Schools	250	22,800	5,700,000	1,583	
BE3-230	Procure Sports kits for Primary Schools	26	10,000,000	260,000,000	72,222	
BE3-240	Procure basic sets for music, Dance and Drama kits for new primary schools (sets) with the exception of Senyi	4	15,812,500	63,250,000	17,569	
BE3-250	Procure Computer sets for secondary Schools (30 tables per School in ICT Lab) for 4 secondary schools	120	4,000,000	480,000,000	133,333	
BE3-260	Procure science Laboratory Equipment (sets) for 4 secondary schools	4	37,500,000	150,000,000	41,667	
BE3-300	**Local Government Education Sector Management Support Systems Strengthened**	**100**	**1,000,000**	**100,000,000**	**27,778**	**0.7%**
BE3-310	Training of key local Government staff in Wakisi Division in Planning/Budgeting, and Monitoring of Education service delivery	15	1,000,000	15,000,000	4,167	
BE3-320	Training of key District and other LLG local Government staff in Planning/Budgeting and monitoring of Education Service delivery	85	1,000,000	85,000,000	23,611	
BE3-400	**District Education Office Functionality Further Enhanced and Consolidated (Annual Plans)**	**4**	**137,500,000**	**550,000,000**	**152,778**	**3.8%**
BE3-410	Procure Computer sets for Wakisi Division and District Inspectorate (1 Laptop and 1 Desk Computer Set)	2	4,000,000	8,000,000	2,222	
BE3-420	Procure Office furniture for Wakisi & Education Office (Office table with Chair set and Office file cabins)	6	15,000,000	90,000,000	25,000	
BE3-430	Procure Motorcycles for Wakisi Division for regular school inspection and support supervision of MLA (For Inspectorate)	2	14,700,000	29,400,000	8,167	
BE3-440	Facilitate the DEO to Operationalize MLA Tests (Annually)	47	7,300,000	343,100,000	95,306	
BE3-450	Conduct training of all stakeholders on MLA (Inspectorate, CCTs, Foundation Bodies, Head Teachers, Deputy Head Teachers, and District Staff)	159	500,000	79,500,000	22,083	

Code	Output Identity	Quantity	Unit Cost (UGX)	Budget (UGX)	Budget (USD*	%
BE3-500	**Capacity of targeted schools for quality teaching and professional school leadership strengthened in 47 primary schools (5 new schools and 42 schools supported under Education Project I & II)**	**47**	**25,531,915**	**1,200,000,000**	**333,333**	**8.3%**
BE3-510	Continuous professional development of teachers and head teachers conducted incorporating skills for remedial teaching to mitigate impacts of COVID-19 on learners in fishing communities -by coordinating centre tutors (CCTs)	470	1,200,000	564,000,000	156,667	
BE3-520	Training of Grade III Certificate Teachers to Acquire Grade V Certificates (Diploma) in line with New Education Policy	100	6,360,000	636,000,000	176,667	
BE3-600	**Community Capacity and Awareness for Engagement and Support to Schools Strengthened in 30schools (5 new primary schools and 21 primary schools in Edu II and 4 secondary schools).**	**30**	**20,000,000**	**600,000,000**	**166,667**	**4.2%**
BE3-610	Community mobilisation and sensitisation by FENU (Follow-up) in both new and EDU II school communities	30	13,890,000	416,700,000	115,750	
BE3-620	Training of primary school management committees SMCs on their roles by Education department (All the Schools have new SMCs from Edu I, II& III) (47 primary schools x 13 SMC Members)	611	300,000	183,300,000	50,917	
BE3-700	**Household Cost of Education Reduced (Dropped) -** The interventions to reduce cost of education are embedded in infrastructure development, provision of books and other outputs The interventions to reduce cost of education are embedded in infrastructure development, provision of books and other outputs	**0**	**-**	**-**	**-**	**-**
BE3-800	**Direct Learner Support Facilitated in 30 schools (5 new primary schools and 21 primary schools and 4 secondary schools supported in Education Project II and some outputs reach all 51 schools supported in Education Project I, II & III.**	**51** **30**	**39,215,686** **66,666,667**	**2,000,000,000**	**555,556**	**13.9%**
BE3-810	Actions on inclusive education for OVCs by BDLG on (HIV, Orphans, Menstrual Hygiene Issues) (Assessment of OVCS, Needs Assessment, Menstrua[l hygiene, school health programme)	33	22,500,000	742,500,000	206,250	
BE3-820	Develop a responsive plan of action to mitigate and minimise girl child and dropout	1	59,000,000	59,000,000	16,389	
BE3-830	Human rights, gender equality and LNOB initiative promoted in all supported schools in partnership with NGOs.	51	7,000,000	357,000,000	99,167	
BE3-840	Promotion and Sensitization of feeding in schools and support to feeding selected OVCs in schools supported	51	15,000,000	765,000,000	212,500	
BE3-850	Mitigation action (psychosocial support) on impacts of COVID-19 for learners by Health and Education department in all schools supported	51	1,500,000	76,500,000	21,250	
BE3-900	**Project Coordination and M&E Strengthened (Based on annual plans).**	**4**	**112,540,000**	**450,160,000**	**125,044**	**3.1%**
BE3-910	Biannual Programme Steering Committee (PSC) coordination meetings on education held	8	1,770,000	14,160,000	3,933	
BE3-920	Baseline surveys/studies conducted to update baseline data	1	60,000,000	60,000,000	16,667	
BE3-930	Monitoring missions and reviews conducted quarterly	16	11,000,000	176,000,000	48,889	
BE3-940	Internal Assessments and Reviews	2	100,000,000	200,000,000	55,556	
	Total Direct Project Cost - Contribution by Government of Iceland			**14,399,993,750**	**3,999,998**	**100%**
	Land Acquisition and Staff Costs - Contribution by GoU/Buikwe DLG			**1,600,000,000**	**444,444**	10%
	GRAND TOTAL			**15,999,993,750**	**4,444,442**	

6.4 Annex 4: Project M&E Framework

Indicator	Definition	Baseline	Target	Data Source	Methodology	Responsibility
Impact Indicators (II) of reduce poverty and improved livelihood and living conditions of the population in fishing communities in Namayingo district						
II-01. Literacy rate of population 15+yrs	Percentage of population 15year+ literate			Statistical Abstracts (UBOS)	Analysis of Secondary Data	**Lead**: District Planning Department M&E (DPU)
II-02. Years of schooling	Average years of schooling completed for specific population age groups			Project Survey Reports Education Statistical Abstract (MoES)	Project survey, and Analysis of Secondary Data	**Involved**: Education dept, and PIMT **Support**:
II-03.	Percentage of population reporting perceived improvements in living conditions			Project Survey Reports	Project survey	Embassy SPO (M&E), Consultants & MDAs
Outcome Indicators (OI) of Improve quality of basic education and learning outcomes in schools serving fishing communities in Namayingo district						
OI-01. Gross intake and survival to P5; and completion rate of primary education at P7 (Aligned to SDG4 indicators 4.1.3, 4.1.4, 4.1.5 and 4.1.6)	*Gross In-take ratio to grade one in primary education by sex*	#%[13]	#%	School registers or School census	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index	#%	#%			
	Gross enrolment ratio in primary education by sex	#%	#%	School registers or School census	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index	#%	#%			
	Percentage of learners enrolled in grade one (P 1) surviving to P 5	#%	#%	School registers or School census	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index	#%	#%			
	Completion rate in primary education by learners	#%	#%	UNEB PLE, Population Censs Data	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index					
	Out of school rate for primary school going population	#%	#%	Primary school going age ratio, and net enrolment ratio	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			
	GPI					
	Percentage of children over-age for grade in primary education	#%	#	School registers or School census	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			

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[13]The harsh tag (#) donates baseline data gap to be established during baseline study or survey at inception of the project; or it donates a gap in project performance targets to be set in the project annual budgets and work plans.

Indicator	Definition	Baseline	Target	Data Source	Methodology	Responsibility
	Gender Parity Index					
OI-02. Proficiency in literacy and numeracy in lower grades (P 3) and upper grades (P 6) (Aligned to SDG4 indicator 4.1.1	*% Achieved proficiency in literacy in P 3*	#%	#%	NAPE reports	Facilitate UNEB	As above
	Boys	#%	51%			
	Girls	#%	51%			
	Gender Parity Index	#%	1			
	% achieved proficiency in numeracy P 3	#%	#%	NAPE reports	Facilitate UNEB	As above
	Boys	#%	51%			
	Girls	#%	51%			
	Gender Parity Index	#%	1			
	% achieved proficiency in literacy in P 6	39%		NAPE reports	Facilitate UNEB	As above
	Boys	#%	51%			
	Girls	#%	51%			
	Gender Parity Index	#%	1			
	% achieved proficiency in numeracy P 6	39%	51%	NAPE reports	Facilitate UNEB	
	Boys	#%	51%			
	Girls	#%	51%			
	Gender Parity Index	#	1			
OI-03. Pass rates of learners in Primary leaving examinations (PLE) (Aligned to SDG4 indicator 4.1.1	*% pass rate in division I*	#%	#%	PLE Results	Analysis of Secondary Data	As above
	Boys	#%	10%			
	Girls	#%	10%			
	Gender Parity Index	#%	1			
	% pass rates in division I-III	#%	#%		Ditto	As above
	Boys	#%	75%			
	Girls	#%	75%			
	Gender Parity Index	#	1			
	% pass rates in division I-IV	#%	#%		Ditto	As above
	Boys	#%	90%			
	Girls	#%	90%			
	Gender Parity Index	#%	1			
OI-04. Transition rate from primary to lower secondary education or UPPET by sex (a) Survival and completion rate in lower secondary education and UPPET by sex	*%Transition rate to S.I or BTVET year I*	48%	51%	M&E tracking study Reports	Annual tracking studies	As above
	Boys	#%	51%			
	Girls	#%	51%			
	Gender Parity Index	#%	1			
	Gross In-take ratio to grade one in secondary education by sex	#%[14]	#%	School registers or School census	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			

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[14]The harsh tag (#) donates baseline data gap to be established during baseline study or survey at inception of the project; or it donates a gap in project performance targets to be set in the project annual budgets and work plans.

Indicator	Definition	Baseline	Target	Data Source	Methodology	Responsibility
(Aligned to SDG4 indicators 4.1.3, 4.1.4, 4.1.5 and 4.1.6)	*Gender Parity Index*	#%	#%			
	Gross enrolment ratio in secondary education by sex	#%	#%	School registers or School census	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index	#%	#%			
	Completion rate in secondary education by learners	#%	#%	UNEB UCE, Population Census Data	Analysis of Secondary Data	As above
	Boys	#%	51%			
	Girls	#%	51%			
	Gender Parity Index	#%	1			
	Out of school rate for secondary school going population	#%	#%	Primary school going age ratio, and net enrolment ratio	Analysis of Secondary Data	DPU
	Boys	#%	#%			
	Girls	#%	#%			
	GPI					
	Percentage of children over-age for grade in secondary education	#%	#	School registers or School census	Analysis of Secondary Data	DPU
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index	#%	1			
OI-05. Rate of masterly of proficiency in grade specific skills in secondary education (Aligned to SDG4 indicator 4.1.1	*% achieved proficiency in literacy in S.2 by sex*	#%	#%	NAPE reports	Facilitate UNEB	DPU
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index	#%	1			
OI-06. Pass rate in Uganda Certificate of Education (UCE)	*Overall pass rates in division I-IV (%)*	63%	70%	UCE Results	Ditto	DPU
	Boys	#%	70%			
	Girls	#%	70%			
	Gender Parity Index	#%	1%			
	% pass rates in division I-II	#%	#%	UCE Results	Ditto	DPU
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index		1			
	% pass rates in division I	#%	#%	UCE Results	Ditto	DPU
	Boys	#%	#%			
	Girls	#%	#%			
	Gender Parity Index	#%	#%			
OI-07 Efficiency and effectiveness indicators of enabling learning environment and capacity	1. *Percentage of teachers trained, both pre-service (minimum qualifications) and in-services training under CPD framework (Linked to SDG4 indicator 4.c.1 and 4.c.7)).*			Administrative Records & M&E reports	Routine data collection by sectors	PIMT

Indicator	Definition	Baseline	Target	Data Source	Methodology	Responsibility

school systems and support systems.
(Aligned to SDG4 indicator 4.1.1
	2. *Pupil to trained teacher ratio (improved to 55:1) Linked to SDG4 indicator 4.c.2).*
	3. *Teacher Attrition rate by education level (SDG4 indicator 4.c.6)*
	4. *Pupil to textbook ratio (Increased to 1:1 from 5:1)*
	5. *Proportion and number of schools/pupils with access to (Linked to SDG4 Indicator **4.a.1):***
	  a) Electricity.
	  b) Internet for pedagogical purposes.
	  c) Computers for pedagogical purposes.
	  d) Adapted infrastructure and materials for students with disabilities.
	  e) Basic drinking water.
	  f) Single-sex basic sanitation facilities; and
	  g) Basic handwashing facilities (as per the wash indicator definitions)
	  h) *Pupil to latrine stance ration (target 40:1)*
	6. *Percentage of learners receiving any form of violence at school ((Aligned to SDG4 indicator 4.a.2)*
	7. *Percentage of learners feeding at school.*
	8. *Percentage of learners, teachers and parents satisfied with school learning environment and facilities*					

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