

© *Namayingo-Iceland Partnership for Development of Basic Education in Fishing Communities, 2021-2023*
(Project No. UGA 11220-11320/21-01)

Prepared Jointly by¹:
Namayingo District Local Government, and
Embassy of Iceland, Kampala

Edited by:
Edith Namayega, Chief Administrative Officer, Namayingo District, and
Finnbogi Rútur Arnarson, Head of Cooperation, Embassy of Iceland

Kampala, Uganda
May 2021

Approved on: 28th May 2021
Ministry of Foreign Affairs,
Reykjavík, Iceland

Approval Registered by
Programme Supervisory Committee in 1st Meeting held on
1st June 2021 at Namayingo, Uganda

Cover Page: *Photo of pupils taking lunch at school kitchen at Buchumba primary school in Banda sub-county, and Map of Namayingo district showing location of six primary schools selected for extensive support in phase one of education project.*

¹List of joint technical team of the Embassy of Iceland and Namayingo District Local Government is indicated in annex 9.

TABLE OF CONTENTS

TABLE OF CONTENTS	IV
LIST OF ACRONYMS	VI
PROJECT INFORMATION SHEET	VIII
EXECUTIVE SUMMARY	IX
1 INTRODUCTION.....	1
1.1 OVERVIEW OF NAMAYINGO DISTRICT	1
1.2 NAMAYINGO DISTRICT DEVELOPMENT PROGRAMME FOR FISHING COMMUNITIES	1
1.3 NAMAYINGO DISTRICT EDUCATION PROJECT.....	3
1.4 MANDATE FOR PREPARATION OF EDUCATION PROJECT	3
1.5 LINKS WITH ICELAND’S INTERNATIONAL DEVELOPMENT POLICY FRAMEWORKS	3
1.6 LINKS WITH UGANDA’S DEVELOPMENT POLICY FRAMEWORKS	5
1.7 LINKS TO INTERNATIONAL AND REGIONAL DEVELOPMENT AGENDAS	7
1.8 DEVELOPMENT PARTNERSHIP IN EDUCATION SECTOR IN UGANDA	7
1.9 PROJECT PREPARATION PROCESS	9
2 BACKGROUND AND JUSTIFICATION	10
2.1 GLOBAL CONTEXT.....	10
2.2 NATIONAL DEVELOPMENT CONTEXT	11
2.3 EDUCATION SECTOR AND INSTITUTIONAL CONTEXT	12
2.4 NAMAYINGO DISTRICT LG AND EDUCATION SECTOR CONTEXT.....	15
2.5 PROBLEMS TO BE ADDRESSED	18
2.6 HUMAN RIGHTS, GENDER EQUALITY AND ENVIRONMENT	22
3 EDUCATION PROJECT STRATEGY	27
3.1 PROJECT STRATEGY.....	27
3.2 DEVELOPMENT OBJECTIVE	27
3.3 IMMEDIATE OBJECTIVE	27
3.4 PROJECT OUTPUTS (IMMEDIATE RESULTS).....	28
3.5 PROJECT ACTIVITIES, INPUTS AND COSTS	32
3.6 EXPECTED OUTCOME AND SUSTAINABILITY	33
4 PROJECT ORGANISATIONAL ARRANGEMENTS.....	36
4.1 PROGRAMME COORDINATION ARRANGEMENTS	36
4.2 FINANCIAL MANAGEMENT	38
4.3 PROCUREMENT ARRANGEMENTS	38
4.4 ACCOUNTING AND AUDIT	39
4.5 MONITORING AND EVALUATION	39
4.6 REPORTING AND ACCOUNTABILITY	42
4.7 COMMUNICATION STRATEGY	42
4.8 RISK ANALYSIS AND MANAGEMENT	42
5 REFERENCES AND ANNEXES	44
KEY REFERENCE DOCUMENTS	44
ANNEX 1: PROJECT LOGFRAME MATRIX.....	46
ANNEX 2: PROJECT WORK PLAN AND OUTPUT-BUDGET 2021-2023	57
ANNEX 3: LOGICAL FRAMEWORK PLANNING PROCESS SUMMARY REPORT.....	62
ANNEX 4: THEORY OF CHANGE AND EVIDENCE ON WHAT WORKS	65
ANNEX 5: BASIC STATISTICS ON NAMAYINGO DISTRICT SOCIO-ECONOMIC INDICATORS	68
ANNEX 6: COST ESTIMATION FOR INTERVENTIONS IN TARGET SCHOOLS.....	75
ANNEX 7: GOVERNMENT AND NAMAYINGO DISTRICT CONTRIBUTION TO EDUCATION PROJECT.....	76

ANNEX 8: STRUCTURE UGANDA OF EDUCATION SYSTEM/PATHWAYS 78
ANNEX 9: LIST OF JOINT TECHNICAL TEAM FOR PREPARATION OF PROJECT DOCUMENT 78
ANNEX 10: PROJECT MONITORING AND EVALUATION (M&E) FRAMEWORK 80

LIST OF ACRONYMS

Acronyms and Abbreviations

AfDB	African Development Bank
BDFCDP	Buikwe District Fishing Community Development Programme
BDLG	Buikwe District Local Government
BoG	Board of Governors in Secondary Schools
BTVET	Business, Technical and Vocational Education and Training
CAO	Chief Administrative Officer
CAP	Chapter
CCT	Coordinating Centre Tutor
CDO	Community Development Officer
CPD	Continuous Professional Development
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CEO	Chief Executive Officer
CNDPF	Comprehensive National Development Planning Framework
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
CSP	Country Strategy Paper
DDP	District Development Plan
DEO	District Education Officer
DES	Directorate of Education Standards (Ministry of Education)
DFID	Department for International Development (UK)
DPU	District Planning Unit (Department)
EAC	Eat African Community
ECD	Early Child Development (Care Centres)
EDPs	Education Development Partners
EFA	Education for All
ESC	Education Service Commission
ESDP	Education Strategic Development Plan
FAL	Functional Adult Literacy
FY	Financial Year
GER	Gross Enrolment Ratio
GIZ	German Corporation for International Cooperation
GoI	Government of Iceland
GoU	Government of Uganda
HCI	Human Capital Index
HDI	Human Development Index
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICEIDA	Icelandic International Development Cooperation ²
ICEMB	Iceland Embassy, Kampala
ICESCR	International Covenant on Economic, Social and Cultural Rights
ILO	International Labour Organisation
JICA	Japanese International Cooperation Agency
KDDP	Kalangala District Development Programme
KOICA	Korean International Cooperation Agency
LC	Local Council
LDCs	Low Developed Countries
LG	Local Government
LMICs	Low and Middle Income Countries
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MDD	Music, Dance and Drama
MFA	Ministry of Foreign Affairs (Iceland)
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development (Uganda)

² ICEIDA previously stood for Icelandic International Development Agency up to 31/12/2015.

Acronyms and Abbreviations

MoLG	Ministry of Local Government
NAPE	National Assessment of Progress in Education
NCDC	National curriculum Development Centre
NCS	National Council of Sports
NDDP-FC	Namayingo District Development Programme for Fishing Communities
NDLG	Namayingo District Local Government
NDP	National Development Plan
NER	Net Enrolment Ratio
NGO	Non-Government Organization
NIR	Net Intake Ratio
NPA	National Planning Authority
OECD-DAC	Organization for Economic Co-operation and Development- Development Assistance Committee
OVC	Orphans and Vulnerable Children
PA	Partnership Agreement
PFM	Public Finance Management (System)
PIMT	Programme Implementation Monitoring Team
PLE	Primary Leaving Examinations
PPAs	Priority Programme Area(s)
PSC	Programme Steering Committee
PSOs	Private Sector Organizations
PTA	Parents Teachers Association
SAS	Senior Assistant Secretary
SDGs	Sustainable Development Goal(s)
SDP	Strategic Development Plan
SNE	Special Needs Education (Learners with disability)
SMC	School Management Committee
SPO	Senior Programme Officer
TVET	Technical and Vocational Education and Training
UACE	Uganda Advanced Certificate of Education
UATC	Uganda Advanced Technical Certificate
UBOS	Uganda Bureau of Statistics
UCE	Uganda Certificate of Education
UDHR	Universal Declaration of Human Rights
UGX	Uganda Shillings
UIS	UNESCO Institute of Statistics
UJTC	Uganda Junior Technical Certificate
UN	United Nations
UNEB	Uganda National Examinations Board
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United National Children Emergency Fund
UPE	Universal Primary Education
UPOLET	Universal Post-Ordinary Level Education and Training
UPPET	Universal Post-Primary Education and Training
USAID	United States Agency for International Development
USD	United States Dollars
WASH	Water, Sanitation and Hygiene
WHO	World Health Organisation

PROJECT INFORMATION SHEET

<i>Country:</i>	Republic of Uganda
<i>Programme</i>	Namayingo District Development Programme for Fishing Communities (NDDP-FC) 2021-2023
<i>Project Name:</i>	Namayingo-Iceland Development Partnership for Development of Basic Education in Fishing Communities, 2021-2023 (“Education Project”) Phase One
<i>Location:</i>	Namayingo District, Busoga Sub region, Eastern Uganda
<i>Partners:</i>	Government of Iceland, Government of Uganda, and Namayingo District Local Government
<i>Implementing Agency</i>	Namayingo District Local Government
Project Description	
<i>Development Objective:</i>	To Contribute to Namayingo District Development Programme for Fishing Communities 2021-2023 Goal: “To Reduce Poverty and Improve Livelihood and Quality of Life of Fishing Communities in Namayingo District”
<i>Project Immediate Objective</i>	To Improve Quality of Basic Education and Learning Outcomes in Schools Serving Fishing Communities in Namayingo District
<i>Project Output components</i>	<p>100. Education and school infrastructure and facilities developed to improve teaching and child friendly learning enabling environment in selected high impact schools.</p> <p>200. Capacity of school systems, community and local government support systems strengthened to deliver and support delivery of quality education and learning outcomes in schools serving learners in fishing communities.</p> <p>300. Capacity of local governments, schools and communities developed to promote human rights, gender equality and women empowerment and environment issues in schools, homes, and communities.</p> <p>400. Capacity for district emergency response to mitigate impacts of COVID-19 disease pandemic on learners in schools and communities strengthened.</p> <p>500. Programme coordination, and M&E strengthened to guide project strategy, operations, and learning.</p>
<i>Donor</i>	Government of Iceland, through Iceland Embassy, Kampala
<i>Type of Aid</i>	Grant Aid for Project Support
<i>Sector/DAC Code</i>	11220 & 11320
<i>Estimated Budget</i>	7,071,500 USD
<i>Government of Iceland Grant</i>	5,780,000 USD (82%)
<i>Contribution by GoU/NDLG</i>	1,291,500 USD (18%)
<i>Expected Start Date</i>	1 st May 2021
<i>Completion Date</i>	31 st December 2023

EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND: The project document describes “Namayingo-Iceland Partnership for Development of Basic Education in Fishing Communities, 2021-2023” (Education Project). The introduction and background (Sections 1-2) gives a brief introduction about the district development programme and the education, mandate for project preparation and links with the partners’ development policies. It presents the review of development context and situation analysis of education sector focusing on basic education from the global, national, and sub-national perspectives. It drills down to the core problem to be addressed and highlights the rationale and justification for support to quality improvement of basic education in fishing communities in Namayingo district.

Namayingo District Development Programme: The Government of Iceland and Government of Uganda signed a Partnership Agreement on 29th April 2021 for support to “*Namayingo District Development Programme for Fishing Communities (NDDP-FC) 2021-2023*”. Under the Partnership Agreement, Namayingo district will receive development assistance from Iceland for implementation of the programme (NDDP-FC) aimed at reducing poverty and facilitating improvements in livelihood and living conditions of poor population in fishing communities of the district. The Partnership Agreement stipulates that the programme will be implemented through development projects elaborated in project documents, which include Education Project, WASH project (water, sanitation, and hygiene), and General Capacity Building Support to District.

Education project: The preparation of education project derives its mandate from the Partnership Agreement for NDDP-FC and is a core component of the programme. The project is owned and implemented by Namayingo District Local Government and supported by Government of Iceland. The education project addresses problems affecting human capital development, focusing on improving the quality of basic education and learning outcomes, which is a national priority programme area (PPA) under Uganda Vision 2040, third National Development Plan 2020/21-2024/25 (NDP III), and education sector development policies, strategies, and legal frameworks. The project also addresses significant local priorities in basic education in fishing communities aligned to Namayingo district local government vision and mission and development plan strategies for the education sector, as well needs and visions of the fishing communities identified by stakeholders during participatory planning meetings for preparation of the education project. On the other hand, the project is aligned to Iceland’s strategy for international development cooperation and is aligned to the sustainable development goals (SDGs), specifically SDG 4 of UN Agenda 2030, as well as regional development agendas.

Iceland-Uganda Development Cooperation Context: The development cooperation between Iceland and Uganda started following signing of the bilateral cooperation agreement in 2000. The earlier Iceland support focused on informal basic education to increase functional adult literacy among fishing communities in Ssesse islands of Kalangala district (2002-2010) and island sub-counties of Mukono district, then including current Buvuma district (2006-2010), and entrepreneurship training programme for small and medium scale enterprises in all regions of Uganda. Later on, support was extended to formal basic education under the multi-sector Kalangala District Development Programme (2006-2015). Under the Iceland Country Strategy Paper for Uganda (2014-2020) Iceland has been supporting Kalangala education project (2016-2019) and Buikwe education project (2016-2022) to improve quality of basic education and learning outcomes in schools serving fishing communities. The current Iceland Strategy for International Development Cooperation (2019-2023) aims to contribute to global efforts to achieve sustainable development goals (SDGs) through supporting efforts of governments in developing countries to eradicate poverty and hunger and promote economic and social development, including human rights, education, improved health, gender equality, sustainable development and use of resources. The focus will be on poor countries/communities, including Uganda, with development partnerships devolved at sub-national (district) level close to beneficiaries, and the priority will be on social infrastructure, including basic education, among others, with strong emphasis on promotion of human rights, gender equality and environment issues.

Uganda National and Education Sector Development Context: Uganda is ranked among the world’s poor countries with a low human development index. It has young population with 50.3% below 15 years, and fast growing population, with high annual growth rate of 3% and fertility rate of 5.4%, which is projected to increase to 48.3 million by 2025 and reach 69.7 million by 2040. This population structure poses challenges to human capital development, productivity, and employment. Close to one million young Ugandans are expected to reach school going-age each year and need access to quality basic education and learning. The country is already facing a youth bulge faced with high unemployment, coupled with a low human capital index (HCI) of 38%. This situation underscores the importance and urgency to focus on

improving the quality of basic education. The impact of Uganda's achievements in basic education will greatly influence the future stability and progress of the nation.

The Uganda Vision 2040 aspiration is to have *"A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 Years"*, implying change from low income to medium income country within 30 years³, indicated by GDP per capita increase to at least 9,500 USD and poverty levels reduced to 5%, among others. It recognises human capital development, including education, as one of the key fundamentals to be strengthened to accelerate the country's transformation, and basic education is recognised as a human right. The current NDP III aims to increase household income and quality of life of Ugandans and is designed to propel the economy into middle income status with GDP per capita of 1,300 USD. Human capital development is one of the eighteen programmes under NDP III focused on improving the quality and relevance of education to provide Ugandans with knowledge, skills and values for employment, job creation and productivity.

Uganda has made progress in improving access to primary education by tripling enrolment from 2.8 million in 1997 following introduction of universal primary education to 8.8 million in 2018 (NPA- NDP III, 2020), and registered modest increase in access in secondary education and technical and vocation training. However, significant problems remain: there is poor quality and low efficiency of primary education indicated by low rates of achievement of proficiency in literacy skills of 49.9% in lower grades (P3) and 53.1% in upper grades (P6), and low rates of proficiency in numeracy skills of 55.2% in lower grades (P3), and 50.9% in upper grades at P6 (UNEB-NAPE, 2018); low survival and completion rates in primary education at 38% in 2018 due to high drop-out; and there is low transition rates from primary to lower secondary education. There is low access in secondary education with low gross enrolment rate at 25% and low net enrolment rate at 22%; poor learning outcomes in science subjects due to few science teachers, science laboratories and instruction materials; low completion rates at lower secondary education at 34.8% in 2017 (36.2% boys and 33.5% girls) attributed to teenage pregnancies, early marriages, and lack of school fees; and gender disparities, with gender parity index of 0.88 (NPA- NDP III, 2020).

Namayingo District and Education Sector Development Context: Namayingo district is a poor district based on multi-dimension poverty indicators in education, health, WASH, and living conditions. The poverty levels in Namayingo district are more pronounced in the "hard to reach" fishing communities comprised of seven sub-counties: three island sub-counties of Bukana, Lolwe and Sigulu in Lake Victoria, and four sub-counties of Banda, Buhemba, Buyinja and Mutumba along the shores of Lake Victoria, all with a population of 150,000 people (about 30,000 households) representing 70% of the district total population of 215,000 people (about 43,000 households) (UBOS, 2014). The district population structure mirrors the national structure with a high proportion of young population (50% below 15 years, 58% below 18 years and 78% aged 0-30 years), high growth rate of 3.3% with high rates of early marriages at 9% among female children aged 10-17 years and childbearing at 13% among female children aged 12-17 years. Besides, the district has a high dependence ratio on substance farming as the main source of livelihood at 76%, with a growing pressure on natural resources indicated by a high population density of 367 people per sq. km.

The district education sector faces challenges similar to those at national level, but they are more accentuated, especially in "hard to reach" fishing communities, where the quality of basic education and learning outcomes are low, with wide gaps to reach the national average. The national assessment of progress in education (UNEB-NAPE, 2018) rated the district as falling below the desired minimum achievement of proficiency in basic skills in primary education with less than 50% of its learners rated proficient: In early grades (P 3), only 41.2% and 34.6% of learners were rated proficient in numeracy and literacy skills respectively, while in upper grades (P 6), only 39% of learners were rated proficient in both numeracy and literacy skills. Similarly, learning outcomes indicated by completion rates, pass rates in primary leaving examinations, and transition rates from primary to secondary education are low. Similarly, completion rates in lower secondary education, pass rates in ordinary level examinations, and gender parity index in lower secondary education are abysmal. These challenges are exacerbated by capacity weaknesses in school management, limited teacher capacity, poor assessment methods, inadequate teaching and learning materials, low preparedness of learners to learn, low community engagement and support to schools, inadequate school infrastructure and facilities, emerging impacts of

³Baseline year was from financial year 2010/2011.

COVID-19 disease pandemic, and marginalisation of fishing communities. It is therefore not surprising that the district has low levels of education attainment, with literacy rate among population aged 18 years plus at only 56% (42% illiterate), while among the district population aged 15 years plus, 17% never attended school, 59% completed primary education and only 24% completed secondary education (UBOS-NPHC 2014, Namayingo District).

Problems to be addressed: Generally, the problems to be addressed relate to deficiencies in the delivery of basic services to the population in the marginalised “hard to reach” fishing communities and its ramifications on livelihood and living conditions for the poor people. The **core problem** to be addressed was identified during the logframe analytical and planning process as: “*Low quality of basic education and learning outcomes in schools serving fishing communities in Namayingo district*”. The focus on quality of education and learning outcomes was informed by the shift in emphasis on quality improvement to address the learning crisis by education development partners and government of Uganda as reflected in the “EFA Global Education Monitoring Report, *The Quality Imperative*” (UNESCO, 2005), and UNICEF Approach to Quality Education- “Defining Quality Education” (cited in UNESCO, 2005); Sustainable Development Goal (SDG) No. 4 of UN Agenda 2030, and “World Development Report” (World Bank, 2018). At country level the emphasis on quality is reflected in Uganda’s constitutional and legal frameworks, and in the national, sector and sub-national strategic development planning frameworks. Basic education is recognised as a human right for all throughout life, and education for all cannot be achieved without improving quality. Universal access to education must be matched by quality improvements to generate real return on investment through learning and acquiring skills to build human capital and achieve education’s promise, which include high school expectancy (years in school), health and nutrition, and informed choices about fertility, high lifetime earnings, and robust economic growth.

- ❖ **Immediate causes:** The direct causes of the core problem include inadequate school infrastructure including WASH facilities to create enabling school environment for effective teaching and learning; Low capacity of school systems characterized by insufficient in-service teacher professional development, low capacity for professional school management, inadequate provision of relevant and accessible learning materials, and insufficient learner assessment; Inadequate capacity of community support systems indicated by low parents and community engagement and support to schools; Inadequate capacity of local government and education support systems to schools indicated by inadequate support supervision and school inspection and weak system-wide monitoring of education service delivery and performance results; and Low levels of learner preparedness to learn owing to a host of challenges faced at home and schools including poor health, and poor feeding and nutrition, among others. These challenges adversely affect teacher competency and effectiveness, as well as school efficiency and effectiveness, which results into poor quality of education service delivery and ultimately lead to poor learning outcomes. The specific immediate effects are as highlighted below.
- ❖ **Immediate effects:** High levels of teacher absenteeism coupled with low levels of learner attendance resulting in less time on teaching, and low participation by learners; Poor teaching methods and poor application of pedagogical learner-centred teaching methods; High rates of repetition and school dropout leading to low survival and completion rates in primary education; Low mastery of proficiency in basic skills, especially literacy and numeracy skills in lower primary school grades (tested at P 3), and subsequently upper primary school grades (tested at P 6); Poor performance in primary leaving examinations (PLE) at the end of the primary education cycle; Low levels of transition from primary education to secondary education or equivalent post primary education and training; Low levels of enrolment and high school dropout resulting into low survival and completion rates in secondary education; Low levels of mastery of proficiency of grade appropriate basic skills (Mathematics, English and Sciences) in lower secondary education; Poor Performance in national Uganda Certificate of Education (UCE) examinations at the end of lower secondary education and Uganda Junior Technical Certificate (UJTC) examinations at end of technical and vocational education and training (TVET); Low levels of transition from lower secondary education or equivalence TVET to higher secondary education or equivalent post ordinary level education and training.

EDUCATION PROJECT STRATEGY: The education project strategy also known as intervention logic (or “theory of change”) is presented in section three of the project document. It is described as hierarchy of logical objectives or results chain indicating how higher level objectives or results (at outcome and impact level) will be achieved by the lower level process results or means (inputs, activities, and outputs) to make a significant change from the problem situation to the desired future situation, within the project timeframe and project budget. The project is described by development objective

(impact), immediate objective (outcome), and outputs, activities and inputs as summarized below (see project logframe in annex 1).

- ❖ **Development Objective:** The education project is component of NDDP-FC, hence it contributes to the goal of the programme, which is “to reduce poverty and improve livelihood and living conditions of the poor population in the fishing communities of Namayingo district”. The programme development objective was agreed upon by partners at a strategic level and defined in the Partnership Agreement. The development objective reflects Uganda’s long-term development aspirations in Vision 2040 and strategic objectives in the medium-term National Development Plan (NDP III), and Local Government mission and vision and medium term objectives in the Local Government Development Plan (DDP III); and is aligned to Iceland’s vision, strategies and policies for international development cooperation and sustainable development goals (SDGs) of UN Agenda 2030.
- ❖ **Immediate objective:** The purpose of the education project is “to improve the quality of basic education and learning outcomes in schools serving learners in fishing communities of Namayingo district”. The immediate objective is designed to address the core problem of low quality of basic education and learning outcomes in schools serving fishing communities in the district.
- ❖ **Project Output Components and Budget:** The project output components are alternative means designed to address the problems or needs of primary stakeholders (learners) and secondary stakeholders (teachers, community, and management). The project outputs and output based budget are presented as summarised in the table below.

Summary of Project outputs and output based budget for the period 2021-2023.

Code	Output	Budget (UGX)	Budget (USD)	% Direct Budget	% Gol Grant	% Budget Contributions
0	Exchange Rate Used	3,650	\$1			
100	Education & School infrastructure & facilities developed to improve teaching & child friendly learning environment in selected high impact schools	12,632,869,000	3,461,060	67%	60%	
200	Capacity of school systems, and Community & local government support systems strengthened deliver & support delivery of quality education & learning outcomes in schools serving learners in fishing communities	4,244,963,000	1,163,004	22%	20%	
300	Capacity of local governments, schools and communities developed to promote human rights, gender equality and women empowerment & environment issues in schools, homes, & communities	483,980,000	132,597	3%	2%	
400	Capacity for district emergency response to mitigate impacts of COVID-19 disease pandemic on learners in schools and communities strengthened	975,300,000	267,205	5%	5%	
500	Project Coordination and Management, and Monitoring and Evaluation Strengthened to guide project strategy, operations, and learning	642,888,000	176,134	3%	3%	
Government of Iceland Contribution to Direct Costs (Grant)		18,980,000,000	5,200,000	100%	90%	
Government of Iceland Contribution to Overhead Costs (Grant)		2,117,000,000	580,000		10%	
Total Gol Contribution (Grant) to Education Project		21,097,000,000	5,780,000		100%	81.7%
GoU/NDLG Contribution (Land and Salaries)		4,713,923,061	1,291,486			18.3%
Grand Total Education Project Budget (2021-2023)		25,810,923,061	7,071,486			100%

Theory of Change: Central to the education project “theory of change” is the creation of conditions for learners’ success in every classroom where the teaching and learning process takes place. The interventions to improve quality of education and learning outcomes have been conceptualized under the framework that applies the open systems model to schools and education system. The dimensions of the framework include the following:

- ❖ **Learner characteristics:** This entails learners’ readiness to learn encompassing their aptitude, perseverance, readiness to learn, prior knowledge, and barriers to learning, which calls for understanding and addressing the diverse needs of learners and placing learners at the heart of the learning process.
- ❖ **Capacity of school system:** This entails two interlinked dimensions.

- **Getting enabling inputs right:** What has been proved to work most include professional, motivated, and effective teachers; provision of teaching and learning materials and using them well; safe and health school infrastructure; welcoming, organized, and well managed schools; and knowledge infrastructure and strong professional support system by education office and resource centres by coordinating centre tutors (CCTs).
- **Giving priority to teaching and learning process in classrooms** (*opening the black box*) by improving learning time (time on task), effective child centred teaching methods, assessment, and feedback to improve learning, and manageable class size.
- ❖ **Teaching and learning directed by learning outcome and impact:** The outcomes of the education have been defined as basic skills in literacy and numeracy, and life skills; technical skills for self-employment; and positive values.
- ❖ **Education and school system wide context:** The focus will be on addressing barriers and mitigated threats while taking advantage of opportunities in the wider environment of the school and education system.

Expected outcome and beneficiaries: The project will assist Namayingo district in its effort to enhance the quality of education and improved learning outcomes in the deprived fishing communities through stronger service delivery in the education sector. The project will provide **extensive support** to six government-aided primary schools benefiting close to 6,000 learners and provide **basic support** to all 84 government-aided primary schools (54,000 learners) and seven (7) government-aided secondary schools (3250 learners). The secondary beneficiaries are teachers, community, and management.

Immediate Results

- **Improved Infrastructure for creating enabling learning environment in 06 selected primary schools:**
 - 85 classrooms developed (49 new classrooms constructed and 36 existing classrooms renovated) to reduce overcrowding and realise manageable classrooms and facilities to meet Basic Requirement Minimum Standards (BRMS) of pupil to classroom ratio of 55:1 and pupil to desk ratio of 3:1 in 06 primary schools.
 - 19 WASH facilities (08 for boys and 11 for girls) improved to meet BRMS of pupil to latrine stance ratio of 40:1 and include girls' showers and incinerators for menstruation management, in 06 primary schools.
 - School managers and teachers in 06 primary schools motivated by provision of office facilities and accommodation at school (at least for 50 teachers), which is expected to reduce teacher absenteeism and increase time on task.
 - About 300 jobs created directly for men, women and youth employed on school construction sites.
- **Improved capacity of school systems and education support systems for quality education service delivery:**
 - Increased learners, teachers and parents satisfied with school learning environment and facilities.
 - All primary teachers and school managers in 84 government-aided primary schools trained to update teaching skills under the continuous professional development (CPD) framework benefiting about 55,000 learners.
 - All learners (about 6000) access and utilize textbooks at ratio of 1:1 in 06 selected government aided primary schools.
 - Basic health and nutrition need of learners promoted in 06 target primary schools, and orphans and vulnerable children (OVCs) provided with special support.
 - All 84 government-aided primary schools to benefit from regular inspection by education department, supported under the project.
 - Learners stay and study in 13 schools (06 primary and 07 secondary schools) with an environment where parents, communities and teachers are sensitised and aware about their human rights, gender equality, and environment issues.
 - All learners and teachers in 84 government-aided primary schools and seven government-aided secondary schools benefit from project interventions to prevent and mitigated impacts of COVID-19 in schools.

Outcome and Impact

- **Achievement of Learning Outcomes**
 - Equitable and inclusive access and participation of learners in primary education
 - Improved survival and completion rates in primary education.
 - Improved mastery of proficiency in literacy and numeracy skills by learners in primary schools.

- Improved outcomes in primary leaving examinations indicated by passes in better grades.
- Increased transition from primary education to lower secondary education or equivalent TVET.
- Equitable and inclusive access and participation of learners in secondary education
- Improved survival and completion rates of lower secondary education.
- More S4 learners passing Uganda Certificate of Education (UCE) exams and qualifying for higher education.
- Increased gender parity index in learning outcomes at primary and secondary education levels.

➤ **Education attainment, employment, and Income**

- Increased average years of schooling and learning adjusted years of schooling.
- Reduced gender gap index.
- Increased literacy rate of the district for all ages.
- Increased human capital index attributed to quality education.
- Increased proportion of labour force transitioning into gainful employment and enterprise development.

1 INTRODUCTION

This project document describes “*Namayingo-Iceland Development Partnership for Development of Basic Education in Fishing Communities, 2021-2023*” (“**Education Project**”), which is one of the core pillars of the first phase of Namayingo District Development Programme for Fishing Communities (NDDP-FC) supported by the Government Iceland in Uganda, through Iceland Embassy in Kampala. The project document is structured in five sections (chapters). This section covers a brief introduction of Namayingo district, NDDP-FC and the education project; mandate for education project preparation and links with partners’ policy frameworks; previous and current involvement by Iceland and other education development partners in education development in Uganda and Namayingo district, and project preparation process. Section two further elaborates on the project background and context from the global, national, and sub-national perspectives. It includes situation analysis of basic education in Uganda, drilling down to the problem to be addressed, and rationale and justification for supporting basic education quality improvement in fishing communities of Namayingo district. Section three presents the project strategy outlining the intervention logic comprised of the hierarchy of objectives and processes, scope of the project, and expected project results and beneficiaries. Section four covers project coordination, management, implementation, monitoring and evaluation arrangements, reporting and communication, and risk analysis and mitigation measures. Section five contains annexes with relevant additional information or data, as well as references.

1.1 Overview of Namayingo District

Namayingo district is one of the 146 districts⁴ of Uganda located in Busoga sub-region, in the eastern region. The district was established, from Bugiri district, by an Act of Parliament and began functioning on 1st July 2010. It is bordered by Bugiri district in the north, Busia district and the Republic of Kenya in the east, Mayuge and Buvuma districts in the west and the Republic of Tanzania in the south. The district is relatively young and is among the poor districts in the country on a number of multi-poverty indicators in education, health, and WASH, and living conditions⁵. The poverty levels in the district are more pronounced within fishing communities defined as seven sub-counties comprised of three island sub-counties of Bukana, Lolwe and Sigulu and four sub-counties of Banda, Buyinja, Buhemba and Mutumba boarding Lake Victoria. The fishing communities have a population of 150,000 people (about 30,000 households) representing 70% of the district population of 215,000 people (about 43,000 households), according to the results of 2014 Uganda population and housing census by Uganda Bureau of Statistics (UBOS).

1.2 Namayingo District Development Programme for Fishing Communities

Namayingo district has been selected for development partnership under the Government of Iceland (GoI) and Government of Uganda (GoU) development cooperation, whereby it will receive development assistance to support implementation of Namayingo District Development Programme for Fishing Communities (NDDP-FC) for period from 2021-2023. The NDDP-FC is aimed at reducing poverty and improving livelihood and quality of life of poor population in fishing communities of Namayingo district. The programme will be implemented starting with three components: General Capacity Development Support to District Local Government, Support to the Education Project, and Support to Water, Sanitation and Hygiene (WASH) Project. Under the Partnership Agreement for NDDP-FC, the government of Iceland has pledged to extend a grant of up to eight (8) million USD for direct funding of implementation of programme and project activities in Namayingo district and to cover overhead costs for programme coordination and implementation support, and monitoring and

⁴There are 146 districts in Uganda, including Kampala Capital City and 10 other newly created cities.

⁵ This was indicated by the results of the 2014 National Population and Housing Census, Uganda Bureau of Statistics (UBOS), Kampala.

evaluation by the Embassy of Iceland in Kampala. The details of NDDP-FC budget allocations for the first programme phase of three (3) years from 2021-2023 is indicated in the table below:

Programme budget allocation to projects and general capacity development support to district

Project	Amount (%)	Project Specification and Rationale
1. General Capacity Support to District	U\$500.000 (6%)	Capacity building and institutional support in three areas: <ol style="list-style-type: none"> 1. Provision of more basic office tools and equipment, and training of staff in basic functional skills over and above pre-programme capacity building support that was already extended to the district. 2. Institutional support to implement priority interventions under the Namayingo District Strategy for Community Mobilisation and Social-Cultural Mindset. Change among Fishing Communities, which are not mainstreamed in the education and WASH Project. 3. Institutional support to undertake situation analysis study in fisheries sector, formulation of strategic plan for economic empowerment of fishing communities focusing on women and youth, and development of project document for priority interventions to be funded.
2. Education Project	US\$5.200.000 (65%)	High priority has been given to quality improvement of basic education in the first phase of the three years focusing on: <ul style="list-style-type: none"> • Extensive support to six (6) high impact government aided primary schools to achieve Basic Requirements Minimum Standards (BRMS) for quality education, serving close to 6,000 learners. • Basic support to all 84government-aided primary schools and seven (7) government aided secondary schools to achieve critical minimum functional capacities.
3. WASH Project	US\$1.500.000 (19%)	The priority for WASH Project in the first programme phase will focus on the following areas ⁶ : <ul style="list-style-type: none"> • Completion of on-going feasibility study and detailed designs for development of safely managed water (piped water) and improved sanitation facilities in three sub-counties. • Rehabilitation of existing improved water sources in the project area to improve access to basic water service. • Development of Institutional WASH facilities in schools and health facilities in project area. • Development of sanitation facilities for public use in rural growth centres in the project area. • Promotion of community led sanitation and hygiene (CLTSH), and Community mobilisation and sensitisation for WASH. • Institutional and human capacity development for efficient and effective, and sustained WASH service delivery.
4. Provision for Programme Overhead Costs	US\$800.000 (10%)	Programme coordination, implementation motoring support, and monitoring and evaluation.
Total	US\$8.000.000	Total grant pledged by Government of Iceland for 2021-2023

⁶ The feasibility study and designs for safely managed water (piped water) and sanitation was still on-going. Increasing access to safely managed WASH is a priority under Uganda’s policy development framework and is aligned to SDG6 for UN Agenda 2030. The final report of the feasibility study and detailed designs will inform future decisions for support to WASH interventions.

1.3 Namayingo District Education Project

The Education Project is owned and implemented by Namayingo District Local Government (NDLG) and supported by Government of Iceland through Iceland Embassy in Kampala (ICEMB), in collaboration with relevant GoU Ministries, Departments and Agencies (MDAs). The purpose of the Education Project is to improve the quality of basic education and learning outcomes in schools serving fishing communities in the district. This will be achieved through improvements in school infrastructure and facilities; capacity building of schools systems (capacity building of teachers and school authorities, provision of learning materials), community support systems (parents and community members) and the local government support systems (local government institutions and education office); promotion of human rights, gender equality and environment issues, and facilitation of the district response to mitigate the impacts of COVID-19 pandemic on learners in schools.

The expected outcome of the project interventions will be measured by indicators of improved quality of basic education and learning outcomes, which include: enabling learning environment and capacity of school and education systems and support systems at community and local government to deliver quality teaching, survival and completion rates in primary and secondary schools, achievement rates in mastery of proficiency in basic skills (literacy and numeracy skills in primary schools and grade specific skills in secondary schools), pass rates in final examinations in primary and lower secondary education of equivalent technical and vocations schools, transition rates to secondary schools or equivalent technical and vocational institutions, and gender parity index in learning outcomes at primary and secondary education levels.

1.4 Mandate for preparation of Education Project

The mandate for preparation of the education project was directly derived from the Partnership Agreement, signed by partners (Gol, GoU with NDLG) on 29th April 2021 for Support to *“Namayingo District Development Programme for Fishing Communities (NDDP-FC) 2021-2023”*. The Partnership Agreement formally established the programme, whose goal is: *“to reduce poverty and improve livelihood and living conditions of the population in fishing communities of Namayingo district”*. The Partnership Agreement gives explicit mandate for development of implementation agreements, project documents, and implementation plans giving details and cost implications of the programme. Three focus areas are specified for development support under the programme, namely: general capacity building support to NDLG, support to development project in education sector focusing on basic education, and support to WASH project. Human rights, gender equality, and environment issues will be promoted both as specific objectives and crosscutting issues. The preparation of the education project (document) therefore falls within the ambit of this mandate.

The Partnership Agreement, NDDP-FC and the education project have links to the partners’ (Iceland and Uganda) policy frameworks, which define and guide the strategic direction of the education project interventions, as elaborated in subsections 1.5 and 1.6 below.

1.5 Links with Iceland’s International Development Policy Frameworks

The Icelandic development cooperation with Uganda, with devolved development partnership at district level, is guided by its legal, policy and strategic frameworks, bilateral development cooperation and partnership agreements with the partner country, and obligations and commitments to UN development agenda and conventions. The key frameworks and instruments are outlined below.

1.5.1 General Agreement on Bilateral Cooperation

The General Agreement on Forms and Procedures for Development Cooperation between the Government of the Republic of Iceland and the Government of the Republic of Uganda was signed on 27th September 2000. It

spells out the framework for the bilateral cooperation between Uganda and Iceland to promote the economic and social development of Uganda. Under the General Agreement Iceland undertook to make available to Uganda financial assistance, material resources, technical assistance and training, and Uganda undertook to ensure effective utilisation of the said assistance and training opportunities, among others. Under the General Agreement, the agencies responsible for Implementation of the General Agreement are the Ministry of Finance of Uganda, and the Ministry of Foreign Affairs of Iceland then through Icelandic International Development Agency (ICEIDA)⁷, and currently the Embassy of Iceland.

1.5.2 Iceland's Strategy for International Development Cooperation

The Iceland's Strategy for International Development Cooperation (2019-2023) was approved in a resolution passed by *Althingi* (Parliament) in May 2019 in accordance with article 3 of Act No. 121/2008 amended with Act No. 126/2008. According to the above Act, Iceland's international development cooperation shall be based on the Charter of the United Nations and other international conventions on development cooperation that the Icelandic Government has undertaken to comply with. The main objectives of Iceland's international development cooperation are to support the efforts made by Governments in developing countries to eradicate poverty and hunger and to promote economic and social development, including human rights, education, improved health, gender equality, sustainable development, and the sustainable use of resources. These objectives also extend to ensuring security at the international level, by promoting and preserving peace, peace building and peacekeeping, and by providing humanitarian aid and emergency relief where needed.

The Iceland's Strategy for International Development Cooperation (2019-2023) defines the overall mandate, vision and strategic framework and principles for Iceland's international development cooperation. It provides, among others, that international development cooperation is central to Iceland's foreign policy aimed at contributing to global efforts to achieve sustainable development goals (SDGs); the focus will be on poor countries/communities, including Uganda, with development partnerships devolved at local government level close to beneficiaries; and it identifies social infrastructure, including basic education, among the priority sectors, with strong emphasis on promotion of human rights, gender equality and environment aspects.

1.5.3 Iceland Country Strategy Paper for Uganda

The Iceland Country Strategy (CSP) for Uganda has been the main strategic framework guiding Iceland's development cooperation with Uganda since 2014. The CSP for the period 2014-2020 intertwined strategies, policies, and priorities of GoI and GoU with the goal of reducing poverty and improving livelihoods of the poor fish dependent communities in line with the millennium development goals (MDGs) and post-2015 SDGs. The CSP identified basic Education as one of the priority areas for Iceland's support, with gender equality and environment issues as cross cutting issues. The modality of cooperation was development partnership at district level, closer to the beneficiaries.

The period for the CSP (2014-2020) ended on 31st December 2020 and will be succeeded by a new country strategy paper framework aligned to Iceland's Strategy for International Development Cooperation 2019-2023, and Uganda's Vision 2040 and Third National Development Plan (NDP III) for period 2020/21-2024/25⁸.

⁷ICEIDA was an autonomous body responsible for administration of bilateral assistance of the Government of Iceland; it was abolished in at the end of 2015 and its functions were taken back to Ministry of Foreign Affairs through Icelandic Embassies.

⁸Uganda's financial years run from 1st July to 30th June of each year; NDP III will therefore run from 1st July 2020 to 30th June 2025.

The Education project is expected to remain contextually relevant to the new CSP⁹, which will be aligned to the partners' development frameworks for the medium term.

1.6 Links with Uganda's Development Policy Frameworks

The development policy framework in Uganda is guided by the Comprehensive National Development Planning Framework (CNDPF) Policy adopted in 2007¹⁰, which is operationalized through Uganda Vision 2040, National Development Plans, Sector Development Plans, Local Government Development Plans, and annual budgets and work-plans. These development planning frameworks are further elaborated below.

1.6.1 Uganda Vision 2040

The Uganda Vision 2040 provides a long-term focus for national development efforts and defines the direction and strategy towards attaining the shared vision statement which is *"A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 Years"*. This statement implies a change from low income to medium income country within 30 years starting from financial year 2010/2011. The benchmark for Vision 2040 is to raise the GDP per capita from USD 506 to USD 9,500 and reduce the population below poverty line from 24.5% to 5% from 2011 to 2040, among others. The target for education is to increase literacy rate from 73% in 2011 to 95% in 2040.

Uganda Vision 2040 defines Basic Education¹¹ as comprising of pre-primary and primary education, lower secondary education (and equivalent technical and vocational education and training), and in line with Uganda Constitution (1995), basic education is recognised as a human right. It also identifies human capital development, including education, as one of the fundamentals that needs to be strengthened to accelerate the country's transformation by harnessing the growth opportunities and demographic dividend. This entails focus on improving education (literacy and numeracy, and skills development), as one of the pre-requisites for improved quality of population, among other¹².

Uganda Vision 2040 also aims to consolidate the tenets of good governance, which include protection of human rights, transparency and accountability, government effectiveness, and effective citizens' participation in development processes. Specifically, respect for human rights shall be at the core of development planning and *human rights-based approach* to development shall be integrated in development plans and programs. The approach shall strengthen the capacity of the duty bearers to respect, fulfil and protect human rights, and that of the rights holders to know, claim and realize their rights.

1.6.2 National Development Plan

The National Development Plan (NDP) stipulates Uganda's medium-term strategic direction, development priorities and implementation strategies, including government-development partner relations, alignment of development assistance with national priorities and systems, coordination issues, and mutual accountability for development results. In line with national vision framework, Uganda is implementing the Third National

⁹The Education project was prepared during the implementation period of the CSP 2014-2020, which ended on 31st December 2020, but the project would be implemented during the new country strategic framework for the period commencing 2021.

¹⁰National Planning Authority (2013): The Uganda Vision 2040.

¹¹**Basic education** is defined in Uganda Vision 2040 document (in context of formal education) as comprising of pre-primary education (3-5 years) and primary education (6-12 years), and lower secondary education or equivalent vocational and technical education and training (13-16 years).

¹²Uganda Vision 2040 highlights other prerequisites for social transformation as health and nutrition; housing, water, and sanitation; social protection, gender equality and women empowerment; and environment, natural resources, and climate change.

Development Plan (NDP III) 2020/21-2024/25¹³. The goal of NDP-III is to increase household income and quality of life of Ugandans. The plan is designed to propel the economy into middle income status with GDP per capita of 1,300 USD¹⁴, although Uganda missed the NDPII target of reaching lower middle income status with GDP per capita of 1,039 USD for financial year 2019/2020 ended on 30th June 2020. Human capital development, which includes education, is one of the eighteen (18) priority programmes under NDP III. The goal of human capital development programme is to increase productivity of the population for increased competitiveness and better quality of life for all. The objectives of the programme are to improve the foundations for human capital development, to produce appropriately knowledgeable, skilled, and ethical labour force, to improve population health, safety, and management, and reduce vulnerability and gender inequality along the lifecycle. The expected results include increased proportion of labour force transiting to gainful employment; increased years of schooling; improved child and maternal outcomes; increased life expectancy; access to safe and clean water and sanitation; and increased access by population to social protection.

1.6.3 Education Sector Development Frameworks

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

The education sector legal framework is comprised of the Constitution of the Republic of Uganda (1995), the Local Governments Act (CAP 243), National Curriculum Development Centre Act (2000), the Universities and other Tertiary Institutions Act (2001), Education Service Act (2002), Education Act (2008), and BTVET Act (2008). The policy and legal frameworks set the direction and basis for the formulation of various sector and sub-sector investment strategies and plans which include: Education and Sport Sector Strategic Plan aligned to the NDPs, Business, Technical and Vocational Education and Training (BTVET) Strategic Plan-2012-2022 (known as “Skilling Uganda”); and Universal Secondary Education Strategic Plan, which is currently under review. In addition, a number of education sector flagship programs were launched to operationalize these education policies and strategies, such as: Universal Primary Education (UPE) in 1997, Universal Secondary Education (USE) and its equivalent alternative known as Universal Post Primary Education and Training (UPPET) in 2007.

1.6.4 Local Government Education Sector Development Frameworks

The Constitution of Uganda (1995) and the Local Governments Act (CAP 243) give local governments mandate to plan for delivery of a wide range of public services under their mandate, which include basic education and vocational training, within areas under their jurisdiction. The legal framework places the primary responsibilities for development planning in local governments on district local government councils as planning authorities. There is emphasis on peoples’ participation and control of decisions and actions in matters affecting their development agenda. In line with legal and policy framework, NDLG developed the

¹³GoU-NPA: The 3rd National Development Plan (NDP III) 2020/21–2024/25.

¹⁴ The NDP II (2015/16-2019/20) target of propelling economy to a lower middle income of GDP per capita of 1,039 USD was missed.

third Five-Year District Development Plan (DDP III) for financial years 2020/21-2024/25 aligned to NDP III, which incorporates the education sector development plans and priorities.

In addition, NDLG developed the District Strategic Plan for Education Development in Fishing Communities. The strategic plan is thematically harmonized and aligned to DDP III, and is construed as an affirmative action, aimed at improving access, equity and quality of basic education and training in fishing communities of the district. The plan has three broad strategic objectives aligned to the overall national education sector strategic objectives:

- To increase access and equity to quality basic education and training for all eligible (school going age) children and youth in the fishing communities (equitable universal access to quality primary education, lower secondary education, or equivalent training as human right, and not leaving anyone behind).
- To increase quality of education service delivery and achieve learning outcomes for all learners enrolled and participating in schools providing basic education and training in fishing communities.
- To increase capacity of the key local government institutions and systems to manage and deliver efficient and effective education and training services in schools serving fishing communities.

The local government development plans reflect both national priorities and local priorities that address unique significant needs and problems of local population; hence they form the main guiding framework for development support targeting fishing communities.

1.7 Links to International and Regional Development Agendas

Iceland and Uganda subscribe to the SDGs for UN Agenda 2030; in addition, Uganda subscribes to Africa Agenda 2063 and East African Vision 2050. The aspirations of UN Agenda 2030 (SDG4), Africa 2063 (Goal 2) and EAC 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. Whereas SDG 4 is dedicated to promotion of education as a human right, it links with other SDGs and regional agendas, such as: SDG1 on enhancing access to basic services, social protection and building resilience; SDG 3 and Agenda 2063 (goal 3) on ensuring healthy lives and promoting well-being for all; SDG5 on promotion of gender equality; SDG6 and Africa Agenda 2063 (goal 1) on provision of clean water, sanitation and hygiene (WASH) for all; and SDG8 on provision of decent work and labour productivity, among others.

1.8 Development Partnership in Education Sector in Uganda

1.8.1 Iceland Development Partnership in Education Sector

The Government of Iceland first supported informal basic education and training programmes in Uganda, focusing on implementation of functional adult literacy (FAL) programme in Ssesse islands of Kalangala district (2002-2010) and island sub-counties of Mukono district, which then included current Buvuma district (2006-2010) that aimed at increased basic literacy skills among fishing communities, in collaboration with Ministry of Gender, Labour and Social Development. It also supported entrepreneurship training programme for small and medium scale enterprises aimed at improving business skills in all regions of Uganda, in collaboration with Uganda Investment Authority.

Iceland has been supporting formal basic education in Uganda since 2006. First, it supported the multi-sector Kalangala District Development Programme (KDDP) 2006-2015, which included the education sector. When KDDP ended, it extended support to Kalangala Education Project (2016-2019), which was construed as the consolidation phase of KDDP, focusing on improved quality of basic education and learning outcomes in 26 primary schools, three secondary schools and one vocational training school. Second, Iceland has been supporting the implementation of Buikwe District Fishing Community Development Programme (BDFCDP).

Under the programme, support has been extended to the education project phase I (2016-2019) and the ongoing education project phase II (2019-2022) all focused on improving quality and learning outcomes in 42 primary schools and four (4) secondary schools serving fishing communities along the shores of Lake Victoria.

The lessons learned from previous and ongoing interventions in education sector, especially in the fishing communities of Kalangala and Buikwe district, have informed the preparation of the Namayingo Education Project and will further be applied to guide its implementation.

1.8.2 Other Education Development Partners in Uganda

(a) Education Partners at National Level

The education development partners (EDPs) active in Uganda include a broad range of bilateral and multilateral agencies. Those involved in basic education are as outlined below:

- *Pre-primary and primary education:* The Global Partnership for Education (GPE) makes a significant contribution to MoES objectives in pre-primary and primary education. In financing terms, major EDPs supporting pre-primary and primary education include DFID, Irish Aid, KOICA, UNICEF, and USAID.
- *Secondary education:* Belgium is currently the major funder of support to secondary education in Uganda through a focus on teachers. DFID also provided support to a network of 28 secondary schools run by PEAS. In addition, in July 2020, The World Bank approved \$150 million for Uganda Secondary Education Expansion Project (USEEP)¹⁵ to enable greater access to higher quality secondary education among Ugandan children in safer and better equipped learning environments that are also supportive of girls' education. The project will directly benefit about 2.5 million learners; support construction of 116 new lower secondary day-schools and construction of additional classrooms in benefiting 61 schools in underserved districts, creating 70,300 new spaces for learners, including 30,000 in areas hosting refugees; schools will be fully furnished and equipped to accommodate two streams of students; provided with student textbooks and teacher guides; support continuous teacher professional development; implement an accelerated education program for children who are not currently attending school; and includes special measures to reduce the prevalence of early pregnancies and to assist young mothers to re-enter lower secondary education when they drop out.
- *Skilling/BTVET:* There are a number of EDPs providing support to the BTVET sub-sector and the Skilling Uganda agenda more broadly. The World Bank, Belgium, Irish Aid each have "skilling" programmes, delivered through a combination of Government of Uganda systems and the Belgian development agency, Enabel. The German government, through GIZ, provides support to skilling in the oil and gas sector which includes funding from the governments of Norway and the UK. Others include the Republic of Korea, (KOICA), Japan (JICA) and AfDB.
- *Cross-sector support:* This includes a range of EDPs, which provide support to Uganda's refugee response, as well as EDPs such as UNESCO that provide a range of support to MoES on programme and policies, including those related to teachers.

(b) Education Partners at National Level

The Education Development partners that were active in Namayingo District Education Sector were mainly the following:

Local partners in Education	Type	Area Supported
1. Bailey Uganda	International NGO	Child Education and protection

¹⁵<https://www.worldbank.org/en/news/press-release/2020/07/23/world-bank-provides-150-million-to-enable-more-ugandan-children-to-access-and-complete-secondary-education>

2. Goal Uganda	International NGO	WASH (Boreholes), including schools.
3. Star Education	International NGO	Training of Teachers
4. UMURDA	Faith- Based NGO	WASH (Boreholes) in schools.
5. UNICEF	United Nations Agency	Child Education and protection (Radio talk shows)

Source: Namayingo Education Department¹⁶

1.9 Project Preparation Process

The preparation of the education project involved a mix of top-down and bottom-up approaches in line with the local government planning guidelines issued by the National Planning Authority (NPA). The *top-down approach* set the framework and strategic direction for the programme and the education project as presented under the review and analysis of the mandate for project preparation and links to the partners' policies and strategies presented in the foregoing sections above.

The *bottom-up approach* used the logical framework planning process in line with the partners' policies and guidelines¹⁷, involving extensive consultations and participation by a wide spectrum of stakeholders from GoU, NDLG, GoI (ICEMB), consultants, civil society organisations (CSOs), private sector organisations (PSOs), and community members. These stakeholders participated in various ways during situation analysis and needs assessment studies and during the analytical and planning meetings. The situation analysis and needs assessment studies provided evidence to inform the analytical and planning stages of the logframe planning process.

The analytic stage or situation analysis comprised of two steps of stakeholder analysis and problem analysis:

- The stakeholder analysis identified the stakeholder groups in the problem situation and eventually identified the primary target beneficiaries (learners) and secondary target beneficiaries (teachers, parents and community, government, local governments, and development partners)
- The problem analysis (using problem tree tool) identified the core problem to be addressed, its immediate causes and immediate effects (cause-effect relationships).

The planning stage involved the design of the project as a response to the identified problems, through two steps:

- The objectives analysis transformed the problem tree into objectives tree of the desired future situation. The core problem was transformed into the immediate objective, and the causes and effects were changed to means-ends relationships.
- The strategy or alternatives analysis came up with alternative courses of actions for transforming inputs into activities that lead to outputs.

Finally, the project design or plan was formulated described by the hierarchy of objectives and processes, namely, development objective (goal/impact), immediate objective (purpose/outcome), outputs (immediate results), and activities and inputs. The results of logframe planning process; the project logframe, work plan and budget, and summary report of logframe planning process are summarized in *Annexes 1-3*.

¹⁶This data was last updated at end of 2019, before COVID-19 pandemic outbreak.

¹⁷The GoU Monitoring and Evaluation Policy for Public Sector Institutions (2013) stipulates that the Logical framework planning approach will be applied to planning of programmes and projects in central government and local governments.

2 BACKGROUND AND JUSTIFICATION

This section presents the review and analysis of global, national, sector and sub-national contexts, and key challenges and problems, which underpin Iceland-Uganda development partnership for support to Namayingo district development programme. It drills down to the core problem to be addressed and the rationale and justification for support to education project focusing on fishing communities of Namayingo district.

2.1 Global Context

Education is recognised as a fundamental human right that is critical to peoples' well-being. The United Nations' Sustainable Development Goal (SDG) No. 4 on education emphasises the importance of equitable access to quality education and long-life learning for improving people's lives and for sustainable development of countries, societies, and individuals. Although significant progress has been made in improving children's access to education in low and middle-income countries, significant problems still remain, which include the following:

- **A significant number of children and youth are not accessing education:** In an era when youth are the fastest-growing segment of the population in many parts of the world, new data from UNESCO Institute for Statistics (UIS) reveals that an estimated 263 million children and youth are still out of school, and these are overwhelmingly in lower developed countries and low middle income countries (UNESCO-UIS 2016¹⁸).
- **Low quality of education:** Access to education has improved, but this has not necessarily led to improved learning. According to Education for all global monitoring reports, approximately 250 million children in low and middle-income countries cannot read, write, or do basic maths. This number includes more than a half of children who have not acquired these basic skills, despite being enrolled in primary school. On current trends, the International Commission on Financing Education Opportunity reported in 2016 that, a far larger number—825 million young people—will not have the basic literacy, numeracy, and digital skills to compete for the jobs of 2030¹⁹.
- **Funding for education is constrained:** To achieve the ambitious SDG education targets by 2030, the UN Educational Scientific and Cultural Organization (UNESCO) has estimated that more than double the current levels of spending would be required in low-income countries. The shortfall in funding for universal and good-quality pre-primary, primary and secondary education has been estimated to be US\$39 billion per year (UNESCO 2015). Absent a significant political and financial investment in their education, beginning with basic education, there is a serious risk that their youth “bulge” will drive instability and constrain economic growth²⁰.
- **Refugees and internally displaced people:** Now numbering over 70 million, refugees and internally displaced people constitute a global crisis. Two-thirds of the people in this group are women and children; host countries, including Uganda, many fragile themselves, struggle to provide access to education to such people.
- **Gender and regional inequality:** Despite progress in gender parity, it will take about 100 years to reach true gender equality at secondary school level in LDCs and LMICs. Lack of education and related employment opportunities in these countries presents national, regional, and global security risks. This is coupled with lack of trained teachers, particularly female teachers.
- **COVID-19 Impacts on Education:** The global impact of Covid-19 is multifaceted and is clearly manifested in almost all sectors, particularly health, economic and health sectors. The health crisis has meant a triple shock for children and adolescents, with prolonged closure of schools, confinement due to lockdown measures and loss of economic security in households. The Covid-19 pandemic has exacerbated the existing inequalities and children who were already at risk of being excluded from a quality education have been most affected, especially in Africa. The impacts include: children receiving no education, receiving no teaching, or learning less through distance education; children mental health consequences, pregnancies and early marriages, with girls disproportionately more affected; digital divide with some area having limited or no access to technology or lacking digital education; and high impacts on

¹⁸“263 Million Children and Youth Are Out of School.” UNESCO, UIS. July 15, 2016. <http://uis.unesco.org/en/news/263-million-children-and-youth-are-out-school>.

¹⁹“The Learning Generation: Investing in education for a changing world.” The International Commission on Financing Global Education Opportunity, 2016; <https://report.educationcommission.org/downloads/>

²⁰“Influencing the most powerful nations to invest in the power of girls”, Global Partnership for Education (March 12, 2019): <https://www.globalpartnership.org/blog/influencing-most-powerful-nations-invest-power-girls>

disadvantaged children living in rural areas, children with disabilities, children living in extreme poverty, children living in conflicts, and children who work. The pandemic also exacerbates the problem of declining financing to education. The end result is poor learning outcomes thus reversing the gains that had been over years²¹.

It is recognized that addressing massive global learning crisis requires leadership to jump-start transformation of education systems and energize development partners; teacher training and deployment of more qualified teachers at scale, particularly female teachers in areas where they are most needed; engaging community and community level non-state actors to support education and schools; use of appropriate technology to improve quality of education, including training of teachers and administrators, assessment of learning, and strengthening of basic systems; provision of commodity component, especially making available appropriate learning materials for every child sitting in a classroom, focusing on right level, right language, and right subject matter, and provide teachers with books and other materials they need to do their jobs; and mitigating the impacts of Covid-19.

2.2 National Development Context

2.2.1 Socio-economic Context

Uganda is ranked among the world's poor countries, with a low human development index (HDI) of 0.516, ranking number 162 out of 189 countries in 2017, with increasing poverty levels from 19.7% in 2012/13 to 21.4% in 2016/17 and rising income inequalities (NDP III, 2020). The country has one of the youngest populations in the world with 50.3% below 15 years out of the estimated 40 million people. With a high annual growth rate of around 3% and fertility rate of 5.4% the population is projected to increase to 48.3 million by 2025 and reach 69.7 million by 2040. Despite its potential to offer high growth opportunity from abundant labour force and harness the demographic dividend to increase labour productivity, the population structure creates a high dependency burden, and its demographic quality indicators present a challenge to human capital development in Uganda. The huge and growing young and bulging youth population, coupled with low levels of human capital development, underscore the importance and urgency to focus on basic education and skills training. Each year close to one million young Ugandans are expected to reach school going age and need access to quality education. The impact of Uganda's achievements in the education sector will therefore influence the future stability and progress of the nation.

2.2.2 Human Capital Development

The Uganda Vision 2040 identifies human capital development, including education, as one of the fundamentals that need to be strengthened to accelerate the country's transformation and harnessing of demographic dividend. Human capital development programme is one of the priority programmes under NDP III, whereby emphasis is placed on investing in basic education, health and nutrition, and WASH, among others, to set the foundation for the required human capital. One of government priorities under human capital development is on improving the quality and relevance of education to provide Ugandans with knowledge, skills and values for employment, job creation and productivity.

Uganda has a low human capital index (HCI) of 38%, which implies that with the current state of education, health, and water, sanitation and hygiene, a child born in Uganda is expected to achieve only 38% of their productive potential at age 18 (World Bank, 2019). The human capital is characterised by low labour productivity, high youth unemployment; low transition rates from training to employment; high burden of communicable diseases and non-communicable diseases; low quality of health service, with health worker to

²¹The impacts of Covid-19 have been cited in reports by UNESCO, UNICEF, Human Rights Watch (See details in references).

population ratio of 0.4 per 1,000, far below the WHO recommended threshold of 2.5 medical staff per 1,000 persons; poor nutrition with 26% of Ugandans faced with food insecurity with Eastern, South Western and West Nile regions being hardest hit, with stunting among children still high; and high disability prevalence.

The country's low capital development indicators are mainly attributed to weak foundation for human capital: low quality of basic education characterized by low levels of literacy and numeracy, coupled with the high rate of school dropout, resulting in lack of appropriate knowledge, skills and attitudes; poor population health and safety; poor population management; limited social protection; and lack of institutionalized and integrated human resource planning and development.

Under the NDP III, the goal of human capital development programme is to increase the productivity of the population for increased competitiveness and better quality of life for all. The government efforts will focus on improving the quality and relevance of education service delivery to bridge the gap between the requirements of industry and the skills taught in the education institutions. Overall, all initiatives shall aim at providing Ugandans with knowledge, skills and values for employment, job creation and productivity in the NDP III growth areas. The key results to be achieved over the plan period include the following; increased proportion of labour force transitioning into gainful employment and enterprise development from 34.5% to 55%, increased average years of schooling from 6.1 to 11 years, increased learning adjusted years of schooling from 4.5 to 7 Years, and reduced gender gap index from 0.523 to 0.5.

2.3 Education Sector and Institutional Context

2.3.1 The structure of the education system in Uganda

The education sector in Uganda is composed of six sub-sectors: Pre-primary and primary education; secondary education; business, technical and vocational education, and training (BTVET); teachers and instructors training; higher education; and physical education and sports. In addition, the sector has the following satellite and professional institutions, namely: Directorate of Education Standards (DES), Uganda National Examinations Board (UNEB), Education Service Commission (ESC), National Council of Higher Education (NCHE), National Curriculum Development Centre (NCDC), and National Council for Sports (NCS).

Pre-primary Education: The two-year pre-primary education also known as early childhood care and development (ECD) or nursery schools features 3-5-year-old children, and aims at providing the foundation for primary education. It is largely outside the framework of compulsory education.

After pre-primary education, the structure of Uganda's formal education system comprises of a four-tier model²². The first three tiers consist of a 7-4-2 of primary education (7 years), lower secondary education (4 years) and higher secondary education (2 years).

Primary education: The primary education structure has seven-year cycle of primary schooling from P1 to P7 (grade 1-7) for children of official age from 6-12 years. Under the thematic curriculum, primary education has the early grades from one to three (P1-P3), transition grade (P4) and upper primary grades (P5-P7). Primary education was first declared universal for four (4) children per family in 1997 and was made free for all children in 2008. On completing primary education (P7), pupils sit the primary leaving examinations (PLE), and those who pass (division I-IV) qualify and are selected to join lower secondary education or equivalent BTVET. Those

²²The education structure and the opportunities for progression are shown in **Annex 8**.

who pass in higher grades (division I-III) are eligible to join government sponsored universal secondary education or equivalent universal post-primary education and training (UPPET) in parallel BTVET, where government meets their tuition fees.

General Secondary education: This comprises of a four-year cycle of lower general secondary education, also known as ordinary level (O' level) from senior one to senior four (S1-S4) for children of official age from 13-16 years, followed by a two-year cycle of higher general secondary education, also known as advance level (A' level) from senior five to senior six (S5-S6) for official age adolescents and youth from 17-18 years. Besides general secondary education, there is an equivalent alternative education pathway in form of BTVET.

Free secondary education was introduced in 2007 through the implementation of the Universal Secondary Education (USE). There is selection and certification at the end of lower secondary education level by means of Uganda Certificate of Education (UCE) examinations and Uganda Advanced Certificate of Education (UACE) examinations at end of higher education, which are administered by Uganda National Examinations Board (UNEB). Students that pass in division I-IV at O' Level are awarded UCE certificate, while those that pass with appropriate grades at A' Level are awarded UACE certificates²³.

Business, Technical and Vocational Education and Training: Besides the general secondary education, there is an equivalent alternative education pathway in form of BTVET. Like USE launch in 2007, the alternative and equivalent Universal Post Primary Education and Training (UPPET) and Universal Post Ordinary Level Education and Training (UPOLET) programmes was launched at the same time in 2007. Similarly, there is selection and certification at the end of three years of post-primary education and training (UPPET) and at end of two years of post-ordinary level education and training (UPOLET) by means of national examinations administered by Uganda Business and Technical Examinations Board (UBTEB), which lead to the to the respective awards of Uganda Junior Technical Certificate (UJTC) and Uganda Advanced Technical Certificate (UATC).

High Education (Tertiary Education): The fourth tier of Uganda's education system consists of a two-year to five-year cycle of tertiary or higher education courses. The completion of courses at this level leads to awards of diplomas and degrees in private and government colleges and/or universities.

2.3.2 Education Institutional Arrangements

The Ministry of Education and Sports (MoES) manages the education and sports sector through its own multiple departments and agencies, which are responsible for system wide functions, such as; finance, curriculum development, standards, assessment, teacher training, and data management; and through cross-collaboration with other government ministries, departments and agencies (MDAs). The MoES also collaborates with local government structures, under Ministry of Local Government (MoLG), in key areas of basic education under legal and administrative service delivery mandate of local governments. These include provision of basic education, including management of primary school teachers' recruitment, deployment, appraisal and discipline, construction of school infrastructure and facilities, school inspection, provision of

²³ In Uganda, the UACE Certificate (or its equivalent) is the minimum requirement for a number of electable positions such as office of President and Vice President, Ministers, Member of Parliament, Mayors of Cities and District Chairperson and Local Government Council positions that where the holder can potentially succeed the Mayors or District Chairpersons (such as Vice District Chairperson/Deputy Mayors and District Speaker)

material resources, and sensitisation of parents and communities to engage and support schools, among others.

2.3.3 Situation of Basic Education in Uganda

Basic education, as defined by Uganda Vision 2040 is comprised of pre-primary education (3-5 years) and primary education (6-12 years), and lower secondary education or equivalent BTVET (13-16 years). Basic education is recognised as a human right hence all children of school going age from 6-16 years are entitled to full cycle of universal primary education (UPE) and universal lower secondary education (USE) or equivalent universal post-primary education and training (UPPET)²⁴. Under the NDP III, human capital development, including basic education has been analysed along the life cycle phases of pre-conception, infancy, childhood, adolescence, adulthood, and old age. However, for purposes of the Education Project, the situation analysis has been limited to life cycle phases corresponding to pre-primary and primary education and lower secondary education or equivalent BTVET, which fall under basic education.

Key Achievements in Basic Education

The country has made significant progress in improving children's access to primary education, secondary education and to some extent technical and vocational education and training (TVET). Enrolment in primary education tripled from 2.8 million in 1997 following the introduction of universal primary education (UPE) to 8.8 million in 2018. The number of secondary schools increased by 26% from 2,373 in 2007 after introduction of universal secondary education (USE) to 3000 in 2017 and secondary education enrolment increased from 1.23 million in 2009/10 to 1.37 million in 2016/17. Public TVET institutions increased from 126 in 2012 to 152 in 2018, and enrolment increased from 34,380 in 2012 to 95,841 in 2018.

Challenges facing Basic Education

Despite the progress recorded in access in education, problems still remain with regard to quality of basic education and learning outcomes, as summarised below:

- **Primary education:** There is poor quality and low efficiency of primary education as evidenced by low literacy rates (49.9% at P3 and 53.1% at P.6), low numeracy rates (55.2% at P3, and 50.9% at P6) and low survival rates in primary education at 38% in 2018 due to high drop-out; this results in lack of appropriate knowledge, skills and attitudes, and poor performance in primary leaving examinations at the end primary education cycle, low transition rates to lower secondary education, ultimately leading to low capital development.
- **Secondary education or equivalent TVET:** There is low gross enrolment rate (25%) and low net enrolment rate (22%) in secondary education; poor learning outcomes in secondary education in science subjects due to few science teachers, science laboratories and instruction materials; low completion rates at lower secondary education (senior four) at 34.8% in 2017 (36.2% boys and 33.5% girls) attributed to teenage pregnancies, early marriages, and lack of school fees, and gender disparities in enrolment in favour of boys, with gender parity index of 0.88. Besides, there is low enrolment in BTVET due to negative image associated with TVET, with gender disparities in enrolment in favour of boys (gender parity index of 0.61).
- **Complexity of causes of poor learning outcomes:** The above challenges are exacerbated by a number of factors: capacity weaknesses in school management; limited teacher capacity, poor assessment methods, and inadequate teaching and learning materials; factors affecting learners preparedness to learn including poor health and nutrition, absence of school feeding, child abuse, neglect, and deprivation, with high levels of child poverty (at 55%), child labour (at 27%), and continued exposure to harmful cultural practices including female genital mutilation, high disability prevalence rate of population aged 5 years and above

²⁴ Uganda introduced universal primary education (UPE) in 1997, and ten years later universal secondary education (USE) was introduced in 2007.

at 12.5% for various forms of disabilities, and inequalities based on gender; limited parental and community engagement and support to schools and learning of their children; inadequate school infrastructure and facilities, including WASH facilities; and marginalisation of disadvantage population groups in “hard to reach” geographical areas.

2.4 Namayingo District LG and Education Sector Context

2.4.1 District Socio-Economic Context

Namayingo district is one of the poor districts in Uganda, on multi-dimension poverty indicators that include education, health, WASH, and living conditions. The available data from 2014 National Population and Housing Census results indicate that the poverty levels in the district are more pronounced within fishing communities with a population of 150,000 people (30,000 households) representing 70% of the district population of 215,000 people (43,000 households), as highlighted below (*see details of district population indicators in annex 5*).

- District has a high proportion of a young population, 53% below 15 years, 58% below 18 years and 78% aged 0-30; a high population growth rate of 3.3% coupled with high fertility rates; a high rate of early marriages at 9% among female children aged 10-17 years, and a high rate of childbearing of 13% among young females aged 12-17 years. This indicates a high dependence burden, bulging youth population and youth unemployment, which have negative ramifications on human capital development and local economic development in the district.
- There is high dependency on subsistence agriculture as the main source of livelihood at 75% of the district population, which indicates that most people have low incomes, high poverty levels, and low quality of life.
- There is poor quality of basic services, which include low quality of basic education, health, and WASH, among others, which directly lead to low human capital index (HCI) and contribute to the low human development index (HDI) of the district and the country.
- There is pressure on natural resources including land and the lake resources, with high population density of 367 people per sq. km, and much higher in five of the nine sub-counties ranging from 420-1203 people per sq. km; this has resulted in degradation of land based resources such as soils and forests and overfishing on the lake.

2.4.2 District Education Sector Context

The institutional arrangement for managing education sector at local level falls under the mandate of the district education department head by District Education Officer (DEO). Namayingo district education department is comprised of two functional sections: administration (3 officers) and inspection (2 officers). Besides, there are four coordinating centre tutors (CCTs) deployed by Ministry of Education and Sports from the core primary teacher training college to support training of primary teachers under the continuous professional development (CPD) framework. The district has also engaged six associate assessors (volunteers), who are retired head teachers and senior teachers to support the department in school inspection. However, the department is faced with a number of challenges, which affect its functionality and performance on its core mandate. It lacks office accommodation, basic equipment, and tools, and has inadequate facilitation to conduct regular school inspection and support supervision. The department has only two old motorcycles, and only one is functional.

The Namayingo District Education Sector comprises of the following sub-sectors: Pre-primary and primary education (both government-aided and private), secondary education (both government-aided and private) and BTVET. The situation of the education sector was as indicted below:

- **Pre-primary Education:** The provision of pre-primary education or ECD services in the district is handled

by the private sector and there are 30 ECD centres in the entire district. Whereas there are efforts to setup ECDs attached to the government aided primary schools, this remains a private arrangement by schools. ECDs, whether attached to government aided primary schools or run purely by the private sector face similar problems: low enrolment, poor quality standards, lack of trained care givers, inadequate infrastructure and facilities, and inadequate foundational learning materials.

- **Primary education:** The district has 84 government-aided and 67 privately owned primary schools. The district has primary school enrolment of 53,773 learners against school going age population of 50,232²⁵ implying a gross enrolment ratio (GER) of 107%. The district has 736 teachers out of approved teaching staff ceiling of 749 teachers, leaving a gap of only 13 teachers²⁶.
- **Secondary Education and BTJET:** There are a total of seven (7) government-aided secondary schools in Namayingo district with gross total enrolment of 3,250 students, plus seven (7) privately owned secondary schools (see details in **annex 5**). The district does not have any public BTJET institution within its area of jurisdiction.

Key Challenges

Namayingo district education sector faces challenges that mirror those of the country, but they are more accentuated at local level, particularly in the “hard to reach” fishing communities, with wide gaps to reach the national average. Broadly, the challenges affect access, equity, and quality of basic education, coupled with lack of required resources to create the enabling environment and capacity to address them. The key education challenges are elaborated below (see data on district education indicators in **annex 5**).

- ❖ **Low levels of education attainment.** The level of education attainment in Namayingo district is still very low, which affects quality of its human capital stock, prospects for youth employment and productivity of the labour force. This is illustrated by the following available data from 2014 census results, which have since not changed much given the poor quality of education and learning outcomes in the district:
 - Literacy rate of the district population aged 18+ is low at 56%, with an astonishingly high rate of illiteracy at 42%.
 - The highest level of education attained by district population aged 15+ years was low: 17% of district population indicated they never attended school, 59% completed primary education, and only 24% completed secondary education and above.
 - The schooling status of primary school going age children (6-12) years indicated that 87% were attending school while 13% were out of school.
 - By implication, the years of schooling in the district is quite low, and given the poor state of health and WASH, the human capital index is much lower than national average.
- ❖ **Low quality of basic education and poor learning outcomes:** Namayingo district performance on achievement of proficiency in numeracy and literacy skills is extremely low with wide gaps to reach the national average. The national assessment of progress in education results for 2018 rated the district as moderately proficient falling in band four, which is a ranking category of districts that fall below the desired minimum achievement of less than 50% of their learners rated proficient. The results for district were as follows:
 - 41.2% of learners in Namayingo district primary schools were rated proficient in numeracy in P3, below the 55.2% average for Uganda.

²⁵This is project population of primary school going age; the actual number was 49,3000 people in 2014.

²⁶However, the approved staff ceiling do not address the high enrolment numbers in lower grades where pupil to teacher ratios are much higher than the recommended 55 pupils to one teacher.

- 34.6 of learners in Namayingo district primary schools were rated proficient in literacy in P3, below 49.9% for Uganda.
 - 39% of learners in Namayingo district primary schools were rated proficient in numeracy in P6, below 50.9 for Uganda.
 - 39% of learners in Namayingo district primary schools were rate proficient in literacy in P6, below 53.1 for Uganda.
- ❖ **High prevalence of orphans and vulnerable children:** The vulnerable children encompass gender inequalities, including girls whose education is affected by early pregnancies and marriages, violence in schools, communities or homes, biased or discrimination based on division of labour denying girls time to attend schools; neglect of hard to reach areas creating area disparities in the district, especially in the fishing communities, and children with disabilities that face various forms of deprivation due to lack of or inadequate social protection arrangements. These are illustrated from available data from 2014 population and housing census.
- The rate of orphanage for population below 18 years is high at 7%, and the disability prevalence rate of among children aged 2 to 17 years is high at 8% for all forms of disabilities.
 - In addition, vulnerabilities linked to early marriages and childbearing among young people are significant. The rate of young people aged 10-17 that ever married was 9%, and the rate of young people aged 12-17 years that ever-had birth was 13%.
 - Child labour is reported to be high for children engaged in fishing, mining, and tending to rice gardens.
- ❖ **Inadequate school infrastructure and low capacity of school systems and support systems to deliver quality education:** The facilities for creating child friendly learning environment in schools are lacking. The available infrastructure and facilities do not meet the minimum requirements basic standards for schools. There are also challenges of school management, limited teacher capacity and poor assessment methods, absence of school feeding, limited parental and community engagement and support, low financing of education sector.
- ❖ **Emerging new challenge of COVID-19 pandemic:** The COVID-19 pandemic has created new challenges, which require prioritised responses to mitigate its impacts and meet the urgent needs of learners.

2.4.3 Project rationale and justification

The importance of basic education cannot be overemphasised. Basic education is recognised as a human right for all children by Uganda Constitution (1995), Uganda Vision 2040 and globally by SDG No.4 of UN Agenda 2030 and the conventions on the rights of a child. According to World Bank (2018), education changes lives but learning is a prerequisite to realise education promise for individuals, families, and society. Education done right improves social and economic outcomes in many spheres of life including human capital, health, choices, economic opportunities, social mobility, and institutional functionality. Benefits depend on learning leading to acquisition of knowledge, skills and attitudes required for self-employment and job market.

The overall rationale for Iceland support to Namayingo education project stems from the need for an intervention to facilitate access to quality basic services to reduce rampant poverty in marginalised fishing communities in the district. The education project is aligned to human capital development programme under NDP III and Uganda Vision 2040. It also addresses a significant local priority of improving the quality of basic education in the marginalised fishing communities of the district.

The justification for support to education project is based on the need to address challenges that affect delivery of quality basic education in fishing communities to enable the people realise the promise of education. The situation analysis study undertaken in the education sector revealed that despite previous and

on-going investments in the district, the quality of basic education and learning outcomes was below national average, yet Namayingo district lacked resources to address the challenges. Besides, the population in fishing communities was still transient and not fully settled, and part of the fishing communities are island sub-counties widely scattered in Lake Victoria, recognised as “hard to reach”. The transient population and the geography make-up of the area make the cost of service delivery high, which exacerbates the poverty levels in the area. Iceland support to the education project is therefore necessary to facilitate NDLG to implement its development plan to improve the quality of basic education and achieve improved learning outcomes in schools serving fishing communities. This would ultimately contribute to the district and government efforts to reduce poverty and improve livelihood and quality of life of the hitherto marginalised fishing communities in the district.

2.5 Problems to be addressed

The problems to be addressed by the Namayingo Education Project are linked to the partners’ strategic priorities, and visions and needs of the target population in fishing communities as identified through logical planning process involving extensive consultations and participation of key stakeholders. Overall, the project addresses problems related to deficiencies in basic education service delivery and their ramifications on the target population.

2.5.1 The core problem, causes and effects

The core problem to be addressed by the education project was identified during the logframe analytical and planning process as: “Low quality of basic education and learning outcomes in schools serving fishing communities in Namayingo district”. The focus on quality education and learning outcomes was informed by the shift in emphasis on quality improvement to address the learning crisis by Uganda and education development partners. This is reflected in the “EFA Global Education Monitoring Report, *The Quality Imperative*” (UNESCO, 2005), and UNICEF Approach to Quality Education- “Defining Quality Education”; Sustainable Development Goal (SDG) No. 4 of UN Agenda 2030, and “World Development Report” (World Bank, 2018), and Uganda development frameworks (Vision 2040, NDP III, Education Sector and Local Government Development Plans). They all put emphasis on quality education as a human right for all and recognise that education for all cannot be achieved without improving quality. Universal access must be matched by quality improvements to generate real return on investment through learning and acquisition of skills to build human capital and achieve education’s promise of socio-economic benefits like high school expectancy, health, and nutrition, make informed choices about fertility, high lifetime earnings, and robust economic growth.

The direct causes and direct effects of the core problem were analysed as illustrated below (see table 1):

Table 1: Illustration of immediate causes and effects of low quality of basic education in Fishing Communities

Immediate Effects	<ul style="list-style-type: none"> - Low survival and completion rates in primary education, - Low mastery of basic skills appropriate for each grade in primary education - Low academic performance in primary leaving examinations (PLE), - Low transition from primary to secondary schools - Low survival and completion rates in lower secondary education - Low mastery of basic skills appropriate for each grade in secondary education - Low academic performance in UCE exams at end of lower secondary education - Gender disparities in secondary education outcomes
--------------------------	---

Core Problem	❖ <i>Low quality of basic education and learning outcomes in schools serving fishing communities in Namayingo District</i>
Immediate causes	<ul style="list-style-type: none"> - Inadequate school infrastructure and facilities - Inadequate capacity of school leaders and classroom teachers - Inadequate learning and teaching materials, - Weaknesses in continuous assessment of learners - Inadequate school inspection and support supervision, - Unmet rights of learners (health and nutrition, WASH, gender, and disability needs). - Inadequate parents and community engagement and support

2.5.2 Analysis of what works and choice of strategic approaches

The strategic approach is based on the proposition of **what works** to improve the quality of basic education and learning outcomes in Uganda. The understanding of what works draws from research evidence, lessons learned from previous and ongoing education interventions, and consensus built from consultations with key stakeholders, including education experts. The premise of what works has been guided by the following key considerations:

1. **Targeted support** focused on addressing the needs and constraints of the learners, teachers, community, and management pillars of quality education in line with quality initiatives in Uganda and international reports (World Economic Report, World Bank (2018)). The analysis of key interventions to address the needs of the four pillars are elaborated in the below (table 2)

Table 2: Analysis of Intervention Packages to address needs of four pillars of quality of basic education

PILLAR	INTERVENTION PACKAGE
LEARNERS	<p>Preparing Learners to learn by creating enabling conditions at home, community, and schools:</p> <ul style="list-style-type: none"> • Target parents and community through sensitisation to provide feeding, childcare, child protection, and child development. • Direct support to promote learners’ needs at school: school based health (health clubs, de-worming campaigns, and menstrual cycle management), school feeding and nutrition, interest, human rights, gender equality and 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 equipment and materials for co-curricular activities. Provision of textbooks in core subjects target achieving and maintaining the pupil to textbook ratio of 1:1.
TEACHERS	<p>Make Teachers and School Managers Effective through Skills Enhancement and Motivation</p> <ul style="list-style-type: none"> • 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 –<i>the focus of the inputs should be to improving teaching and learning.</i> • Facilitation of continuous assessment of learners through support to periodic assessments tests, • Development of school infrastructure and facilities to motivate teachers, comprising of teachers’ houses to accommodate teachers at school, school administration offices (for head

PILLAR	INTERVENTION PACKAGE
	teacher, deputy head teacher, senior woman teacher, staff room), and WASH facilities for teachers.
COMMUNITY	<ul style="list-style-type: none"> As indicated under learners’ pillar, target parents and community through sensitisation to provide feeding, childcare, child protection, and child development, which are foundations or preparing learners to learn. Community mobilisation and sensitisation component targeting parents and community members to engage and support schools and promote interest and participation in school governance through SMCs, BoGs, and PTAs.
MANAGEMENT	<p>Develop Capacity to Align all Actors to Make the Whole Education or School System Work to improve learning:</p> <ul style="list-style-type: none"> 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 schools.

- Package of interventions** that meet the “necessary condition rule”, whereby the right mix of inputs are provided to support activities that deliver all necessary outputs to address the problems and needs of the four pillars.
- Phased support** to focus available resources on manageable limited number of objectively selected high impact schools within a specified timeframe to meet the “sufficient condition rule”, whereby the right mix of inputs, activities and outputs delivered is enough to address the problem and create significant outcome and impact in the short-run to medium term perspective.

The above considerations resulted into the following strategic choices and approaches for project support:

- Extensive Support** shall be provided to limited number of six (06) selected high impact primary schools, that is two schools from each of the three (3) sub-counties. This approach is expected to deliver more positive results in the short and medium term and maximize returns on investment.
- Basic Support**, as an exception rule, shall be extended to more schools beyond the six schools benefiting from extensive support, with less package of interventions that meet the necessary condition rule to a limited extent, but do not met the sufficient condition rule; yet the support is justified to address glaring basic needs of learners that are minimum requirements for basic education.

2.5.3 Target Area and Beneficiaries

Project Area

The project area is Namayingo District, with focus on fishing communities. Fishing communities, for purposes of NDDP-FC and the Education Project are defined as the seven sub-counties comprised of three island sub-counties (Bukana, Lolwe and Sigulu) within Lake Victoria and four sub-counties (Banda, Buhemba, Buyinja and Mutumba) bordering Lake Victoria (*See details in table 3*).

Table 3: Project Target Area

Sub-county	Description	Male	Female	Total	Sex Ratio	Land Area (Sq. Km)	Population Density	Population 6-12 years
Banda	Bordering Lake	21,224	22,121	43,345	95.9	89.3	485	10,443
Buhemba	Bordering Lake	13,717	13,899	27,616	98.7	64.8	426	6,820
Buyinja	Bordering Lake	10,740	11,682	22,422	91.9	61.5	365	5,560
Mutumba	Bordering Lake	20,789	21,551	42,340	96.5	100.2	423	10,213

Bukana	Within the Lake	4,332	4,206	8,538	103	7.1	1203	1,892
Lolwe	Within the Lake	6,313	5,877	12,190	107.4	26.6	458	1,796
Sigulu Island	Within the Lake	8,596	7,894	16,490	108.9	116.5	142	3,127
Buswale	Non fishing S/C	13,199	13,563	26,762	97.3	94.8	282	6,318
Namayingo T.C	Non fishing T/C	7,393	8,347	15,740	88.6	25.7	612	3,571
District		106,303	109,140	215,443	97.4	586.5	367	49,740

Source: UBOS NPHC Results 214, Namayingo District

Beneficiary Primary Schools and Population

The beneficiary schools fall into two categories; seven (6) selected government-aided primary schools that will benefit from **extensive support** and the rest of 78 government-aided primary schools that will benefit from **basic support** under the project.

The ten schools were selected using the following objective criteria:

1. School had to be government-aided primary school under universal primary education.
2. School had to be serving fishing communities on the mainland sub-counties bordering the lake²⁷.
3. School had to have a total enrolment of not less than 550 pupils in first term of 2020.
4. School had to be ranked relatively needier on the index scale of meeting basic requirement minimum standards (BRMS).
5. School had to pass the post-qualification verification and validation by partners' joint team.

Namayingo district Local Government presented a list of 84 government-aided primary schools and based on criteria No.1 they qualified for basic support under the project. The 84 primary schools were assessed against criteria 2-4 and six (6) primary schools were selected for extensive support, after post-qualification verification and validation (criteria No. 5) by the joint technical team of Embassy of Iceland, Namayingo district and Ministry of Education and Sports (*see list of six selected primary in table 4*). The primary target beneficiaries in the six schools include about 5,356 learners and 60 teachers. The learners enrolled in the targeted six primary schools (5356) in first term of 2020 constituted about 10% (5,356/53,773) of total number of pupils enrolled in all 84 government-aided primary schools in Namayingo district. Other beneficiaries include parents and community members in six primary school catchment communities, as well as local government institutions, among others.

Table 4: List of schools selected for extensive support to schools

S/n	Initial Schools	Enrolment	Sub-county	Parish
1	Isinde primary school	582	Buhemba	Sinde
2	Bukewa primary school	954	Buhemba	Buhemba
3	Buchumba primary school	734	Banda	Buchumba
4	Busiro primary school	1020	Banda	Bujwanga
5	Bumeru primary school	1181	Mutumba	Bumeru
6	Mutumba primary school	885	Mutumba	Mutumba
	Total	5356		

²⁷This criterion was based on administrative decision made to start with schools serving fishing communities on the mainland fishing sub-counties, and then work in island schools when the ferry service was up and running.

Secondary schools and TVET Institutions

Under the first phase of education project (2021-2023), secondary education and BTNET have not been selected for extensive support. They will be considered for extensive support the next phase of the project after establishing if secondary schools in Namayingo district are beneficiaries of the World Bank funded Uganda Secondary Education Expansion Project (referred to in section 1.8.2) in order to avoid potential duplication of effort. However, all seven government aided secondary schools will benefit from basic support, which will have limited components. With regard to BTNET, a study will be carried out to explore the opportunities and needs for development support to BTNET, with specific focus on skilling the youth in fishing communities, through quality vocational training, and entrepreneurship training programme for small and medium enterprises (SMEs) as deemed appropriate.

2.6 Human Rights, Gender Equality and Environment

The human rights, gender equality and women empowerment and environment, have been incorporated in the education project both as specific objectives and cross-cutting issues, in line with the strategy for Iceland's international development cooperation. A project component (code 300) has been dedicated to addressing human rights and education inclusion of children with disabilities, gender equality and environment in the context of the schools and their interface with the school catchment communities as specific objectives. At the same time, human rights, gender equality and environmental issues have been mainstreamed as cross cutting issues in other project components, such as school infrastructure development component (code 100) and capacity development component (code 200), among others.

2.6.1 Human Rights

Uganda Vision 2040 aims to consolidate good governance, including protection of human rights. Respect for human rights has been placed at the core of development planning for government programmes and projects. The *human rights-based approach* was integrated in the education project plans to strengthen capacity of duty bearers to respect, fulfil and protect human rights, and that of the rights holders to know, claim and realize their rights. First, the education project has prioritised basic education, which is a fundamental human right guaranteed by Uganda Constitution (1995) and Vision 2040, and international conventions such as Convention on Rights of Children (CRC). The project strategy has included intervention for promotion of human rights under "*output component 300: capacity of local governments, schools and communities developed to promote human rights,in schools, homes, and communities*". The specific outputs on human rights are:

- **Output 310:** District and lower local government officials trained on **human rights-based approach**, gender planning and budgeting, and environment issues.
- **Output 320:** Schools and communities sensitized and supported to initiate and implement action plans on promotion of human rights. The action plans give the schools and school catchment communities the opportunity to come up with innovative ways to address human rights issues that affect education of children especially the girls and children with disabilities and agree on actions needed to address them. The project will facilitate schools to implement those action plans at schools and at community level through school to community outreach programme.
- **Output 330:** Special needs and inclusive education on sensitization and other interventions to promote participation and learning of children with different types of disabilities.

In accordance with the human rights-based approach planning tool for sectors and local governments developed in October 2016, the following key human rights issues affecting learners have been identified and will be addressed by education project interventions:

(a) Special needs & inclusive education: Uganda is a signatory to the international agreements/commitments that provide for learners with special needs, such as the Salamanca Statement and Framework for Action on Special Needs Education (1994)²⁸. Uganda recognises the right to basic education as human right for all children, including children with disabilities, as enshrined in 1995 Constitution, and it ratified the United Nations Convention on the rights of persons with disabilities (2008). These instruments demand for access, equity and quality as regards educational services for persons with special learning needs. In line with the Uganda Constitution (1995), government put in place “The Persons with Disability Act (2006)” and the Ministry of Education & Sports put in place a department responsible for special needs and inclusive education. World Bank²⁹ estimates that approximately 2.5 million children in Uganda live with some form of disability, hindering their access to education, health and employment and realizing their full potential. The main challenges include limited in-service training of teachers, socio-cultural factors that discriminate against children with disabilities, and inadequate financing, among others³⁰. The project includes plans to promote inclusive education in line with global commitments and Uganda national policy thrust. The focus is on creating enabling environment and capacity of schools and support systems to meet individual learners’ needs and potential of every child; recognize and mitigate factors that form barriers to children's participation in learning and development; and widens opportunity for all children to interact, play, learn, experience the feeling of belonging and develop in accordance with their potentials and difficulties thereby obtaining good quality of life within their respective environments. The exceptions will be on cases of learners with profound disabilities needing specialised support services (e.g., Sign language interpreters, Braille transcribers etc.), specialized teaching methods, access to resource rooms and use of specialized technology to access curriculum.

(b) High drop-out rate especially for girls that infringe on their right to education throughout all stages of childhood and equal rights to education for boys and girls guaranteed by the Constitution of Uganda, CRC and Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW); this will be addressed by provision of gender sensitive WASH facilities in schools and through a comprehensive community sensitisation campaign to change social and cultural barriers to girl education.

(c) Poor quality of education, which infringes on the right of all children to learn and realise the promise of education guaranteed by the constitution and other conventions such as universal declaration of human rights (UDHR), International Covenant on Economic, Social and Cultural Rights (ICESCR) and Child Rights Conventions; this is addressed by construction and renovation of school infrastructure, training of teachers and provision of learning materials.

(d) Child labour that infringes on the right to protection of children from exploitation and violation of International Labour Organisation (ILO) conventions on minimum age employment and worst forms of child labour; this will be addressed by the comprehensive community mobilisation and sensitisation programme.

(e) Poor attitude to health and fitness, which infringe on the right to sports (international charter of physical education and sports), right to health and fitness through adequate diet and fitness (ICESCR), right to participation in sports, rest and leisure and right to participate in cultural life and arts of the community

²⁸UNESCO (1994) Salamanca Statement and Framework for Action on Special Needs Education

²⁹<https://www.worldbank.org/en/news/feature/2020/02/07/education-for-all-making-education-inclusive-accessible-to-ugandas-children-with-special-needs>

³⁰Budget Monitoring and Accountability Unit (BMAU) Ministry of Finance, Planning and Economic Development: BRIEFING PAPER (13/18) MAY 2018, Provision of Inclusive Education in Uganda: What are the challenges?

(UDHR); these are being addressed by provision of teaching materials for promotion of co-curricular activities focusing on sports, games, and music and dance and drama in schools.

2.6.2 Gender equality and Women Empowerment

“Educating the world’s girls will simply change the course of history..... the fight for every girl’s right to an education is the pathway to choose, freedom, opportunity, control, and empowerment over her future”. These were the words of the Global Partnership for Education’s CEO, Alice Albright, as she assumed her new role on the G7 Gender Equality Advisory Council. Research shows that one additional school year can increase a woman's earnings by 10% to 20% and that universal secondary education could virtually end child marriage and increase lifetime earnings for women by US\$15-30 trillion globally. It is, quite literally, in everyone’s best interests to unlock the potential of girls and women everywhere.

The fate of a girl born today in Namayingo (going by the mode name of **Nabwire**, literary meaning born at night) is riddled with uncertainty. Will her family be able to afford to send her to school? Even if they can, will it be safe enough for her to go to school? Will she be forced to drop out, having been driven into early child marriage or as a result of sexual violence? Will she have to miss school every time she is menstruating because of a lack of access to washrooms and water? Will there be any female teachers to inspire her?

The project presents an opportunity for advancing the prioritization of girls’ education in the district. In the context of many girls denied the opportunity to go to school, the focus will be on ensuring that those girls that have broken the first barrier and are in school do get the opportunity to learn, survive through the grades and complete the primary and lower secondary education cycles. The project promises to address what stands between the unjust status quo of today and the gender equitable tomorrow, to answer the question so many girls in schools and those that hope to join next-years ask: will the girls have the opportunity to learn while in school, *be able to enjoy their most basic human right to education, sit proudly in the classroom, dreaming of a future that they have an opportunity to make a reality?* The project has planned interventions designed to address impediments to gender equality and promote gender parity in schools, homes, and community level under *“Output component 300: capacity of local governments, schools and communities developed to promote -----gender equality and women empowerment----- in schools, homes, and communities”.*

The specific outputs planned for promoting gender equality and women empowerment are as outlined below:

- **Output 310:** District and lower local government officials trained on **Gender planning and budgeting...** This will build the capacity for enhanced performance of the district measured in annual local government assessments for education on gender issues covered under the social and environment safeguards of the assessment criteria.
- **Output 340:** Schools and communities sensitized and supported to initiate and implement action plans on promotion of gender equality and women empowerment. The specific project plans include the following:
 - Develop gender equality and women empowerment action plans and sensitise schools and communities.
 - Training gender focal point teachers (senior women and senior male teachers) and empower them as gender facilitators in schools and role models.
 - Elimination of sexual and gender-based violence in and around schools, including teenage pregnancies, which was reported as the leading cause of school dropout by girls.
 - Community dialogue meetings on promotion of gender equality and empowerment of girls and women; they will be planned periodically to sensitise school catchment communities as part of school outreach to promote gender aspects of human rights.
 - Celebrate and show case progress and achievements: The International Women days, fathers’ and mothers’ days, and child days and school days shall be the school and community interface forum for such celebrations.

- **Other output components:** The education project includes plans for improved WASH facilities (under output 100: Education and school infrastructure and facilities developed) with separate toilets for boys and girls. The toilet facilities for girls include incinerators and shower rooms for managing of menstruation hygiene in schools. This will address the concern, where recent UNICEF report estimated that around one in three girls in many developing countries are missing school for days every month, in part because they have no privacy and are unable to wash their hands after changing sanitary products.

Besides, there other planned programme components for addressing gender inequalities affecting girl education in WASH project and General Capacity Development Support to the district³¹

2.6.3 Environment Sustainability

The SDG13 on climate action, SDG14 on life below water and SDG15 on life on land, have a combined call for actions to protect the planet focusing on actions to combat climate change and its impacts, conserve and sustainably use the oceans, seas and marine resources for sustainable development, and protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and biodiversity loss. Research shows that education contributes to the achievement of these goals. With higher levels of education, people across many different societies show greater concern about the well-being of the environment.

A study in 29 countries found that 25% of people with less than a secondary education expressed concern for the environment compared to 37% of people with secondary education and 46% of people with tertiary education. Environmental education programs have been responsible for important advances in many national and regional efforts to fight climate change and protect aquatic life and terrestrial ecosystems. But that kind of education can only reach its full potential where a critical mass of a country's or district's inhabitants have foundational learning skills that come with primary and secondary education.

The education project plans for promotion of environment issues include the following:

- **Local Government Performance Assessment:** Environmental issues are covered in the criteria for LG performance assessment under social and environment safeguards performance measure for key sectors including education sector. Like for human rights and gender equality, the project output component code 300 (outputs under 310 and 350) have capacity building component for training LGs officials on environment issues and other environment safeguards are mainstreamed across other output components.
- **School Infrastructure Development:** The plans and designs have provisions for environmental safeguards, which include installation of energy saving stoves in school kitchens, provision for landscaping and restoration of soil, and provision of supervision including environment officers.
- **Environment Screening and Management Plans:** Environmental screening of all planned project infrastructure development will be undertaken, and environment management plans developed to restore and mitigate the negative impacts of the developments on environment. These include disaster risk reduction and preparedness, particularly the risk of rising Lake Victoria water levels and flooding, among others.

³¹The WASH Project addresses the impacts of inadequate WASH on health and education outcomes, and other social economic outcomes, especially for women and girls. In addition, the Plans for General Capacity Support to the District have components on implementing district strategic plan on community mobilization and social-cultural mindset change; and situation analysis of fisheries sector and formulation of strategic plan and project on economic empowerment of fishing communities focusing on Women and Youths, which supplement the interventions for promoting gender and empowerment of women and girls.

- **School Environment Actions Plans:** Schools will be supported to develop and implement school environment action plans, as part of the initiative to create foundational awareness and knowledge among learners to promote the environment.
- **Fruit Tree and Wood Tree Planting:** Schools will be supported to establish fruit and wood tree nurseries and plant trees in and around schools as part of environmental studies, and forest restoration for use of present and future generation.
- **School to community outreach on Environment Education:** This will include distribution of fruit and tree seedlings for planting by the community, especially lake shore restoration.
- **Environmental inspection and audit:** All project activities will be inspected and audited and finally certified for environment compliance, including construction of school infrastructure such as kitchens and installation of energy saving cooking stoves.

3 EDUCATION PROJECT STRATEGY

This section covers the education project strategy outlining the intervention logic comprised of development objective, immediate objective, key outputs, activities and inputs, performance indicators, and key assumptions. It also highlights the project expected benefits and outcome and their sustainability arrangements.

3.1 Project Strategy

The project strategy, also known as project intervention logic (or “theory of change”) is described in the logframe (*see logframe in annex 1-2*) as a set of a hierarchy of logical objectives that can realistically be achieved within the project timeframe and allocated budget to make a significant and sustained contribution to higher level development objective or impact and create change to a desired situation. The education project strategy has been conceptualized and formulated as outlined below (*See project logical framework planning process summary report in Annex 3, and theory of change in Annex 4*):

- First, there is a situation that the stakeholders in the district wished to improve by the project; this situation was defined, to a large extent, by the problems and visions of the stakeholder groups through the situation analysis.
- Second, the understanding of the situation led to the design of the project as a response to the identified problems or needs; the project is described by the hierarchy of objectives comprised of development objective (impact), immediate objective (outcome), outputs, activities, and inputs.
- Third, the project would then be implemented according to project plan involving a process of inputs being used to undertake activities that lead to outputs which lead to outcome and ultimately contribute to a set of impact that will improve the original situation or achieve the desired change.
- The project strategy makes explicit the cause and effect and means to ends relationships and external factors (assumptions) that must hold true if planned activities are going to produce the outputs that lead to desired outcome and impact.
- The logframe also establishes a monitoring and evaluation framework, including objectively identifiable indicators, means of verification and information sources that will show if the objectives have been achieved and provide information to support effective management decision making and learning.

3.2 Development Objective

The Education Project has been designed to make perceived and measurable contribution to NDDP-FC development objective (goal), which is stated in the Partnership Agreement as: **“To reduce poverty and improve livelihood and living conditions of the population in fishing communities of Namayingo district”**. The development objective is aligned to Iceland-Uganda development cooperation strategy, which intertwines the partners’ strategies, policies, and priorities, including Uganda’s aspirations in Vision 2040 and NDP III goal and strategic objectives, as well as the SDGs for UN agenda 2030. The analysis of the country and education sector context highlighted Uganda’s weak human capital base and its adverse impact on its poverty reduction strategies and socio-economic transformation agenda. The education project aims to improve the quality of Uganda’s basic education system in order to equip more Ugandan children and youth with the foundational knowledge, skills and competencies required for success in the country’s modernizing economy. The project tackles a crisis in learning and school completion in Uganda to help the country strengthen its human capital base for sustained growth. By enabling Uganda to realize its Vision 2040 and NDP III goal of becoming a middle-income country, the project contributes to efforts to reduce poverty and promote shared prosperity.

3.3 Immediate Objective

The immediate objective (purpose) of the Education Project was agreed upon by key stakeholders as: **“To improve the quality of basic education and learning outcomes in schools serving learners in fishing**

communities in Namayingo District". The project immediate objective is linked to the core problem identified during situation analysis- problem analysis stage, which was stated as *"low quality of basic education and poor learning outcomes in schools serving poor fishing communities in Namayingo district"*. The project immediate objective is also aligned to NDP III human capital development programme objectives for the medium term (2020/21 to 2024/25). While recognising that a significant number of children are still denied the opportunity to go to school, the focus of the project, which is a basic education quality improvement project, will be on ensuring that those children (boys and girls) that have broken the first barrier and are in school do get the opportunity to learn, survive through the grades, master proficiency in basic skills appropriate for each grade and complete the primary and lower secondary education cycle. The project assumes that if quality improves in the schools supported, parents and learners will be attracted to join them hence increasing access.

Drilling down into the immediate objective, the focus will be on achieving outcome results in primary and lower secondary education or equivalent technical and vocational education and training (TVET), which are indicated by the following:

I. Primary Education

- a) Increased survival/retention and completion rates in primary education.
- b) Increased mastery of proficiency in literacy and numeracy skills in primary education in both lower and upper grades.
- c) Increased passes in better grades in primary leaving examinations.
- d) Progression to gender parity index in learning outcomes in primary education.

II. Secondary Education and TVET

- a) Increased transition of learners from primary to secondary education and TVET.
- b) Increased survival/retention and completion of learners in lower secondary education.
- c) Increased mastery of proficiency in grade relevant skills in core subjects in lower secondary education.
- d) Increased pass rates in better grades in O' Level examinations and TVET.
- e) Progression to gender parity in learning outcomes in secondary education and TVET.

3.4 Project Outputs (Immediate Results)

In line with the project strategic approach, a package of interventions will be delivered premised on the proposition of what works to improve the quality of basic education and learning outcomes in Uganda. The package of output components supported under the project fall under **extensive support**; these are comprehensive and focused on a limited number of selected high impact schools to meet the *necessary and sufficient condition* for addressing the problems and needs of the four pillars of quality education, namely, the learners, teachers, management, and community. At the same time, there are planned outputs that fall under **basic support**; these are provided to more schools to address basic needs of learners that cannot wait. The key outputs under extensive and basic support are outlined in the table below.

Table 10: Summary of Project Outputs (Immediate Results)

DAC CODE	Project Output Components
11220	<p>100. Education or school infrastructure and facilities developed in selected six (06) high impact primary schools:</p> <p style="background-color: #4F81BD; color: white; padding: 2px;">Extensive Support to 06Government -aided Primary Schools</p> <p>➤ 85 school classroom infrastructure and facilities developed (49 new classrooms constructed and furnished, and 36 existing classrooms blocks renovated and furnished;19 new WASH facilities (08 for boys and 11for girls with wash rooms and incinerators); 06new school administration office</p>

DAC CODE	Project Output Components
	<p>block constructed;06 new teachers' houses constructed (accommodating 24 teachers); 06 existing teachers' houses renovated (accommodating 10 teachers); 06 new school kitchens constructed and installed with energy cooking stoves and facilities;06 school playgrounds levelled; and 06 focal schools fenced.</p> <p>➤ Institutional Capacity Development Support to Education Office: One (1) new district education office block constructed and furnished.</p>
11220	<p>200. Capacity of the school systems, community support system and local government support system strengthened to deliver quality education and learning outcomes:</p> <p>Extensive Support to six (6) Government -aided Primary Schools:</p> <ul style="list-style-type: none"> • <i>Capacity developed for effective school governance:</i> 132 members of school management committees and PTA trained in generic skills. • <i>Relevant, adequate and accessible learning and teaching materials provided to all learners and teachers for use at school and at home in ten primary schools:</i> 24,000 Textbooks in core subjects provided to learners in P1 to P7 to achieve and maintain pupil to textbook ratio of 1:1; 280 Teachers' guides in core subjects provided to teachers in adequate numbers; 06 Assorted basic instructional material kits provided to six schools (picture, map, skeletons, charts, info-graphics, 3D models, etc.; 06 Assorted basic teaching aids provided to six schools; 30 Sets of kits of equipment and materials for co-curricular education activities- sports, games, and music, dance, and drama (MDD) provided to six focal schools; 09 Basic scholastic material kits (books, pens, pencils etc.) provided to OVCs • <i>Comprehensive continuous assessment of learners facilitated to inform decision making in planning improvements in teaching-learning processes in classrooms in targeted schools:</i> Three (3) Trainings/refresher training of District Academic Board conducted; 06 Mid-term assessment tests/examinations conducted; and 06 End of term assessment tests/examinations conducted. • <i>School based health care, promotion and education, and school feeding and nutrition promotion facilitated to address direct needs of learners in schools:</i> 120 teacher participants trained on health promotion and basic skills to facilitate health education to learners and parents; 18 Coordination meetings for key stakeholders held; 2380 Health information, education, and communication (IEC) materials developed and disseminated to promote behaviour change among learners and communities; 06 Medical kits provided for integrated school based medical examinations, treatment, and referrals (focusing on bilharzias/worm infections and de-worming, feeding and malnutrition assessment through growth monitoring (weight and height) and HIV/AIDS monitoring, management, and referral); 06 School health clubs formed, trained, and equipped with basic tools; 09 School health visits conducted (one per term) to support health promotion and education by teachers and school health club activities in six primary schools; 03 grants (one annually) provided to six primary schools to support feeding and nutritional of deserving orphans and vulnerable children (OVCs) • <i>Capacity built for continuous mobilisation and sensitisation of parents/guardians, local leadership, and community members to fully engage and support schools to deliver effective teaching-learning services to benefit their children:</i> District Strategic Plan Components of community mobilization and mindset change for promotion of education implemented annually with more focus in six selected school catchment areas; 24 School and parish community facilitators selected and trained; 30 Batches of customized school and community mobilization and sensitization materials developed and disseminated; 39 Community leadership (village councils and councils for special interest groups- youth, women and PWDs, as well SMCs, BoGs, and PTAs) meetings conducted (meetings held annually); 39 Community members dialogue meetings held in all the school catchment communities (meetings held annually); 72 Radio talk shows conducted on District Radio Programme; and 36 School to community education outreach programmes conducted by six focal schools) <p>Basic Support to all 84 Government -aided Primary Schools</p> <ul style="list-style-type: none"> • In service training and continuous professional development (CPD) for school managers and classroom teachers enhanced for effective professional leadership and quality teaching in

DAC CODE	Project Output Components
	<p>schools: 01 Comprehensive teachers' training needs assessment conducted, and Education training plan developed to guide teacher training under CPD framework; 336 School managers/leaders (head teachers, deputy head teachers, senior male, and females) trained in generic skills under CDP to enhance school professional leadership; 873 Classroom teachers trained in generic skills annually (273 teachers x 3 years) under CDP to enhance their capacity for quality teaching; 60 Untrained teachers funded to undertake training to acquire minimum standard qualifications for teaching in primary schools.</p> <ul style="list-style-type: none"> • Capacity of the District Education Office strengthened to conduct regular school inspection and support supervision to improve school performance on learning outcomes: One Vehicle provided to education department for school inspection and support supervision; 19 LG staff (5 key staff of education office, 5 key staff from collaborating local government departments and 9 LLG staff trained in performance management and appraisal of teachers; 756 School inspections (one inspection per term per school) in all 84 government aided primary schools conducted; Three (3) Monitoring learner assessments MLA for learners limited to six focal schools • <i>Capacity built for continuous mobilisation and sensitisation of parents/guardians, local leadership, and community members to fully engage and support schools to deliver effective teaching-learning services to benefit their children:</i> District Strategic Plan Components of community mobilization and mindset change for promotion of education implemented annually with extended coverage of all school catchment communities
11320	<p>Basic Support to 07 Secondary Schools</p> <ul style="list-style-type: none"> ➤ 154 members of BoGs and PTAs trained in governance: (91 members of BoGs and 63 members of PTAs).
11220	<p>300. Promotion of human rights, gender equality and environment issues in schools as part of learning to acquire foundational knowledge, and to address their negative impacts in schools, homes, and communities.</p> <p><i>Extensive Support to 06 primary School (and catchment communities)</i></p> <ul style="list-style-type: none"> • <i>District and lower local government officials trained on human rights-based approach, gender planning and budgeting, and environment issues:</i> 18 Local Government (District and LLs) trainers of trainers (ToT) for school and community facilitators trained; 54 school and community facilitators trained for six primary schools and seven secondary schools, and catchment communities. • <i>Schools and communities sensitized and supported to initiate and implement actions plans on promotion of human rights focusing on child rights at schools, home, and community level:</i> 06 school and community human rights action plans developed; 18 training/refresher training sessions for teachers, community leaders, SMCs, BoGs, and PTAs on human rights conducted; 18 teachers trained on the whole school human rights approach; 06 school human rights clubs formed and trained to implement action plans on human rights promotion in schools; 18 community/parents dialogue meetings held incorporating promotions of human rights • <i>Promotion and protection of the rights of Children with disabilities:</i> 01 Community survey conducted to establish number of school-going children with disabilities not in school; 03 (one per year) screening conducted to identify learners with special learning needs (hearing or vision) in schools; 06 psychosocial support visits for children with disability and their care takers facilitated; 03 Sensitisation and advocacy sessions conducted for stakeholder engagement and support by coalitions of CSOs to children with disabilities at community level; 06 Schools provide with assistive technologies to support learners with assessed special needs; 66 Teachers trained on disability inclusion in class and school activities according to the learners needs and abilities; 02 Sensitize sessions conducted to families - parents and guardians of disabled children to acquire knowledge, skills and attitudes to provide targeted care for children; 03 Monitoring and tracking results of the interventions in promoting inclusive education of learners with special needs facilitated • <i>Schools and communities sensitized and supported to initiate and implement actions plans on promotion of gender equality and rights of girls to education:</i> 06 school and community gender promotion action plans developed; 14 senior women and male teachers trained as gender focal point persons in school; 18 training/refresher training sessions for teachers, community leaders, SMCs, BoGs and PTAs on gender equality and women empowerment conducted; 18 school and

DAC CODE	Project Output Components
	<p>community dialogue meetings held for advocacy of gender equality as human rights of both boys and girls, and men and women to be promoted in schools, homes, and community.</p> <ul style="list-style-type: none"> • <i>Schools and communities sensitized and supported to initiate and implement actions plans on promotion of environment, and climate change mitigation in schools and community level:</i> 25 environmental sensitization meetings of learners, communities, and other stakeholders; 06 environment screening and environment management plans developed for six project sites; 06 school site physical plans, construction (including installation of cooking stoves), and landscaping inspected and audited for environment compliance; 06 Tree nursery beds (one per school community) raised for demonstration, planting in schools and distribution for planting in communities; 06 schools with extra land planted with wood/fruit trees; 60,000 Tree seedlings distributed to, and planted by communities within the project area; 06 buffer zones in the communities near the lakeshores planted with trees.; 24 environmental inspection and monitoring visits conducted (one per quarter).
11320	<p>Basic Support to Secondary School (and catchment communities)</p> <ul style="list-style-type: none"> ➤ <i>Human Rights:</i> 07 school and community human rights action plans developed, 21 training/refresher training sessions for schools and community conducted, 24 teachers trained on the whole school human rights approach, 07 school human rights clubs formed and trained, 21 community/parents dialogue meetings held on human rights. ➤ <i>Gender Equality and Women Empowerment:</i> 07 gender promotion action plans developed, 14 senior women and male teachers trained as gender focal point persons in school, 21 training/refresher training conducted, 21 school and community dialogue meetings held. – <i>Environment Issues:</i> 15 environmental sensitization meetings in school and communities held,
11220	<p>400. Support or facilitate the district response to mitigate the impacts of COVID-19 pandemic on learners in schools, homes, and communities.</p> <p>Basic Support to 84 Government aided Primary Schools:</p> <ul style="list-style-type: none"> • <i>District Local Government supported to implement the Emergency Response Plan to COVID-19 in schools:</i> 84 primary schools sensitized on SOPs for COVID-19, 84 schools provided with hand washing facilities, and 84 schools provided with infra-red thermometers. <p>Extensive Support to six (6) Government -aided Primary Schools:</p> <ul style="list-style-type: none"> • <i>Strategies to mitigate the negative effects of COVID 19 on teaching and learning process implemented:</i> 03 Remote learning plans develop and implemented, including platforms and tools, targeting fishing communities in the district aligned to sector guidelines; 04 mobilisation and sensitisation campaigns conducted for communities, families and parents on their roles in implementing education response plan to mitigate effects of COVID-19 on learners locked out of schools; 40 teachers trained on remote teaching (online-teaching and radio presentations) and active-learning techniques to support learners; 01 package of teaching and learning materials tailored to COVID-19 response plan for teaching and learning during school lockdown provided to six primary schools; 03 School outreaches conducted to train parents to support learning at home; 03 Partnerships established with public broadcaster(s) to run remote learning on radio and TV; 06 tracking studies conducted to identify and follow-up on children not reporting back to school, including pregnant girls and address barriers to bring them back to school; 06 Monitoring visits conducted to track progress and performance of remote learning interventions at school-community interface level
11320	<p>Basic Support to Seven Secondary Schools:</p> <ul style="list-style-type: none"> ➤ Seven (7) schools sensitized on SOPs for COVID-19, 07 schools provided with hand washing facilities, and 07 schools provided with infra-red thermometers.

3.5 Project Activities, Inputs and Costs

The project activities, Inputs and costs are presented in the project logframe in **annex 1** and detailed breakdown of the project budget and work plan for the period 2021-2023 in **annex 2** (also see cost estimations for infrastructure in **annex 6**).

The table below gives a description of the key inputs of key stakeholders: Namayingo district local government, Iceland Embassy, Government of Uganda Ministries (MoFPED, MoLG and MoES), 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)
Namayingo District Local Government	<p>Project ownership: The project is owned by NDLG and the district will ensure that project activities are integrated into district development plans, and annual budgets and work plans.</p> <ul style="list-style-type: none"> • 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.
Government of Iceland (Embassy of Iceland, Kampala)	<p>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.</p> <ul style="list-style-type: none"> • 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 (<i>Eligible allowances will be in conformity with rates approved by Local Development Partner Group (LDPG) adopted by the Embassy of Iceland.</i>) • 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	<p>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.</p> <p>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 Implementation Agreement, and will in particular play the following functions or roles, in line with its mandate:</p>

Stakeholders	Key Inputs (Committed/Expected)
	<ul style="list-style-type: none"> – Guidance on policy framework for local governance and overall supervision and monitoring of the programme/project. – Provide administrative and institutional support to the project. – Coordinate MDAs in monitoring and supervision of the project. – Liaise with Embassy of Iceland as appropriate. <p>Ministry of Education and Sports (MoES): The MoES will in line with its mandate will play these roles:</p> <ul style="list-style-type: none"> – 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.
<p>Schools, Parents and Community, Civil Society, and other Partners</p>	<p>Schools (school leadership, teachers, and governing bodies)</p> <ul style="list-style-type: none"> – 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. <p>Parents and Community</p> <ul style="list-style-type: none"> – 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. <p>Civil Society</p> <ul style="list-style-type: none"> – Sensitization and training of community on education issues. – Provide technical support, in areas where they have expertise or comparative advantage. <p>Other Partners</p> <ul style="list-style-type: none"> – Other development partners active in supporting education in Namayingo district may be engaged in implementation and funding of activities relevant to the project.

3.6 Expected Outcome and Sustainability

3.6.1 Expected Outcomes

The project will assist Namayingo district in its effort to enhance the quality of basic education and improved learning outcomes in the deprived fishing communities through stronger service delivery in the education sector. The project will provide **extensive support** to ten government-aided primary schools benefiting about 8,500 learners and over 100 teachers and provide **basic support** to all 84 government-aided primary schools benefiting about 55,000 learners, and seven (7) government-aided secondary schools benefiting about 3,300 learners. The secondary beneficiaries include teachers, parents, community, and local government institutions.

Immediate Results

- **Improved Infrastructure for creating enabling learning environment in 06 selected primary schools:**
 - 85 Classroom infrastructure and facilities developed (49 new classrooms constructed and 36 classrooms renovated) to reduce overcrowding and realise manageable classrooms and facilities to meet Basic Requirement Minimum Standards (BRMS) of pupil to classroom ratio of 55:1 and pupil to desk ratio of 3:1 in six (6) high impact primary schools.
 - 19 School WASH facilities (8 for boys and 11 for girls) improved to meet BRMS of pupil to latrine stance ratio of 40:1 and include girls' showers and incinerators for menstruation management, in six primary schools.
 - School managers and teachers in six primary schools motivated by provision of school office facilities and accommodation at school (at least for 30 teachers), which is expected to reduce teacher absenteeism and increase time on task.
 - About 300 jobs created directly for men, women and youth employed on school construction sites.

- **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 six government aided primary school selected for extensive support.
 - All primary teachers and school managers in all 84 government-aided primary schools trained to update teaching skills under the continuous professional development (CPD) framework benefiting over 700 teachers and over 50,000 learners.
 - All learners (close 6,000) in six primary schools under extensive support have access and utilize textbooks at ratio of 1:1.
 - Basic health and nutrition need for learners in six primary schools promoted in schools and orphans and vulnerable children (OVCs) are supported.
 - All 84 government aided primary schools benefitting from regular inspection by education department.
 - Learners stay and study in an environment with parents, communities and teachers sensitised and aware about their human rights, gender equality, and environment issues.
 - All learners and teachers in 84 government aided primary schools and seven government aided secondary schools benefitting from project interventions to prevent and mitigated impacts of COVID-19 in schools.

Outcome and Impact

- **Achievement of Learning Outcomes**
 - Improved survival and completion rates in primary education
 - Improved mastery of proficiency in literacy and numeracy skills by learners in primary schools.
 - Improved outcomes in primary leaving examinations indicated by passes in better grades.
 - Increased transition from primary education to lower secondary education or equivalent TVET.
 - Improved survival and completion rates of lower secondary education.
 - More S4 learners passing Uganda Certificate of Education (UCE) exams and qualifying for higher education.
 - Increased gender parity index in learning outcomes at primary and secondary education levels.
 - Increased enrolment attributed to improved quality of education in focal schools.

- **Education attainment, employment, and Income**
 - Increased average years of schooling and learning adjusted years of schooling.
 - Reduced gender gap index

- Increased literacy rate of the district for all ages.
- Increased human capital index attributed to quality education.
- Increased proportion of labour force transitioning into gainful employment and enterprise development.

3.6.2 Key Indicators

The outcome results will be measured by indicators pertaining to efficiency and effectiveness of quality education service delivery; access, equity, and inclusiveness; and learning outcomes for learners, namely, mastery of proficiency in basic skills through performance on standardised assessment tests and pass rates in national examinations, transition rates to secondary schools and BTVET, completion rates. Further outcome indicators will relate to satisfaction rates by stakeholders in education service delivery surveys and better education performance measurements against baseline data. The Outcome indicators will provide the minimum scope for assessing current performance and longitudinal framework for comparisons over time. The project indicators have been aligned to the NDP III and Education Sector Development Plan M&E frameworks, as well as the SDG4 indicators for targets relevant to education project (*see details in the project logframe in annex 1 and Project M&E framework in annex 10*). The project indicators will be further updated and elaborated in the project M&E Strategy.

3.6.3 Sustainability

Sustainability in the context of this project is focused on continuous service delivery of quality education in the fishing communities in NDLG. 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.
- ❖ **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.

4 PROJECT ORGANISATIONAL ARRANGEMENTS

This section presents the programme organisational arrangements under which the education project coordination, management, and implementation, monitoring and evaluation, and reporting and communication mechanisms are nested. It also covers the risk analysis and mitigation measures.

4.1 Programme Coordination Arrangements

The project will be coordinated in accordance with programme institutional arrangements as spelt out in the Partnership Agreement for support to NDDP-FC or as may be further elaborated in the implementation agreement. All strategic decisions relating to the Country strategic framework guiding the cooperation, including the Partnership Agreement shall be handled at bilateral level by GoU (represented by MoFPED) and GoI (represented by Embassy of Iceland). All matters relating to project implementation shall be coordinated in accordance with the Implementation Agreement signed by Ministry of Local Government, NDLG and Embassy. The coordination mechanisms for the management and implementation of the project shall be exercised through the Programme Steering Committee (PSC) established by the Partnership Agreement. The project management and Implementation arrangements shall be as outlined below:

4.1.1 Namayingo District Local Government

The primary responsibility for planning, implementation and monitoring of the project are vested with NDLG in accordance with its mandate under the Local Governments Act. The implementation of the project will be managed through existing structures and utilizing existing national and local government planning and budgeting, public procurement and disposal, financial management and accounting, monitoring and evaluation, and reporting and communications systems and processes.

- **Chief Administrative Officer:** As head of the technical team and chief accounting officer of the district, the CAO will have overall responsibility for coordination, management, and implementation of the Education Project under the programme and will be ultimately accountable for project resources released to the district and for achievement of project results in accordance with the project results chain in the logframe, The CAO will be responsible to the partners through the PSC. The CAO (or Deputy CAO as authorised) will be the official channel for all communication from the district to the Embassy on all matters regarding management and implementation of the supported programme and projects.
- **Education Department:** The line department, under the management of the District Education Officer (DEO), will be responsible for the day to day management and implementation of the project. The DEO will be responsible to the CAO for accountability of resources and results of the project. To ensure smooth coordination of planning and budgeting, implementation processes, supervision, and monitoring, and reporting and accountability of the project activities, the DEO will be required to assign a senior officer in the department as the project focal officer to be responsible for liaising with the PIMT on a day to day basis.
- **Other District LG Departments:** The education department will collaborate with the technical departments and units which provide technical and management support services such as the Works and Technical Services Department (supervision of works, and WASH infrastructure development in schools), Procurement and Disposal Unit (public procurement), Finance Department (financial management), Natural Resources Department (Environment issues), Community Based Services (Community mobilization and sensitisation, and gender and women empowerment), Health department (school based health, WASH promotion in schools, and response to COVID-19) to perform their roles in accordance with

their mandates under the district structure, either directly or through the District Technical Planning Committee chaired by the CAO.

- **Local Government Council Organs:** The Local Government organs, including the LG Council and its committees will perform their roles in line with their mandate under the laws of Uganda, and in conformity with the provisions of the partnership agreement.
- **Building Partnerships:** The District LG, particularly the education department, will to the extent practical, engage with and build partnership with other service delivery agencies operating in the district with expertise and demonstrated competence in implementing some of the project components. These are largely civil society organisations such as non-governmental organisations (NGOs) and community based organisations (CBOs)³².

4.1.2 Iceland Embassy

The Embassy of Iceland will provide both direct and external technical assistance to support project implementation and monitoring of the projects under the programme as agreed upon by partners. The Embassy will specifically, assign a full time senior programme officer to support programme implementation monitoring at the district level. Other senior programme officers, shared by other supported programmes in other districts, will be available to provide support in supervision of works, financial management, and results monitoring.

The management of the Embassy of Iceland (hereinafter referred to as **Embassy Management**), which is defined as comprised of either the Ambassador or Head of Mission or the Head of Cooperation, will have the overall responsibility for coordination and direction of financial and technical assistance to the district. All official communication from the Embassy to the district shall be made by Embassy Management.

4.1.3 Programme Implementation Monitoring Team

The Programme Implementation Monitoring Team (PIMT) will be established jointly by NDLG and the Embassy comprised of the Senior Programme Officer (SPOs) assigned by Embassy Management at Iceland Embassy, and a Senior Officer assigned by Chief Administrative Officer (CAO) of Namayingo district. The PIMT will be responsible for monitoring and overseeing the implementation of the projects supported under the programme, in this case the Education Project, but it will not be directly involved in project implementation. It will relate directly with implementing department of Education, as well as other departments and units that provide technical and management support services, which include Works and Technical Services, Procurement and Disposal Unit, Finance Department, as well as the District Technical Planning Committee (DTPC). The PIMT members will respectively report, separately or jointly, to HoC of Iceland Embassy and CAO of Namayingo district.

The responsibilities of the PIMT will include the following:

1. Monitoring, review, and validation of Education Project work plan preparation, including site selection and designs for infrastructure, and processing of the technical proposals and recommendation by District Technical Planning Committee for approval by authorised district organs and programme coordination organs of the partners.

³²The main partners involved in education sector in Namayingo district were identified in section 1.6.2 (b).

2. Monitoring, review and validation of all procurement functions and processes under the project from preparation of procurement plans, through all procurement stages up to contract approval, and contract management during implementation of works and services and delivery of supplies.
3. Coordinate and facilitate collection of project implementation monitoring data as required by the monitoring and evaluation structure of the project as detailed in the monitoring and evaluation (M&E) strategy of the programme.
4. Monitor, review, and validate preparation of the project progress reports in accordance with the reporting and communication structure of the project as detailed in the M&E Strategy of the programme.
5. Monitor post-installation, functionality and utilisation, and operation and maintenance of education facilities during the implementation period of the project or programme.
6. Perform any other functions as may be assigned to them by the programme steering committee.

4.2 Financial Management

The financial management of the project, including disbursement and management of funds shall be in accordance with Uganda Country public financial management (PFM) systems agreed upon in the Partnership Agreement. Financial management must fulfil the requirements of GoU PFM systems applied by the local governments as stipulated in the Public Finance Management Act and the Local Government Financial and Accounting Regulations in force, which meet international standards and Iceland requirements. Namayingo district is already connected to GoU electronic government accounting system, the Integrated Financial Management System (IFMS). As such funds transferred for programme activities will be managed under the IFMS, Treasury Single Account (TSA), in accordance with provisions of the Partnership Agreement and Memorandum of Understanding signed by the Uganda's Ministry of Finance, Planning and Economic Development and Iceland Embassy on Management of Funds for Programmes and Projects supported by Iceland in Uganda.

4.2.1 Annual Budgets and Work Plans

In accordance with the Partnership agreement, the project will be implemented on the basis of annual budgets and work plans approved by the PSC. The NDLG and MoFPED will have the responsibility to ensure that the funds approved for the programme for each financial year are appropriated by Parliament and NDLG Council to facilitate processing through the Uganda PFM systems.

4.2.2 Management and Disbursement of Funds

Management of programme/project funds will be under the overall responsibility of the Chief Administrative Officer (CAO), as the Accounting officer of the district designated by the MoFPED. The CAO will be accountable to the PSC for management of project funds. The project funds will be disbursed at least on quarterly basis by the Embassy of Iceland based on request by NDLG derived from the approved annual budget and work plans. The Embassy will transfer the funds to the dedicated Treasury Single Account Collection Account for NDLG and made available for programme use as provided in the Partnership Agreement and MoU on management of funds for programmes and projects supported by Iceland in Uganda.

4.3 Procurement Arrangements

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

Based on lessons learned, although NDLG was assessed by Uganda Local Governments Association (ULGA)³³ as having the minimum capacity requirements to manage public procurement for the supported projects, there are still some gaps that may pose potential risks in some areas of procurement cycle for which appropriate mitigation measures have been included in the project design. In particular, the PIMT will monitor all procurement process under the project, as indicated in section 4.1.3, to ensure compliance with GoU and Gol requirements, the Embassy SPO (Engineer) will provide support in supervision of works contracts, and a no-objection must be sought from Iceland Embassy for all procurements exceeding the limit stated in the Partnership Agreement of UGX 20 million (Twenty Million Uganda Shillings). Besides, pre-programme capacity support was extended to the district in form of training in public procurement and contract management, and provision of basic office tools. The district also arranged a peer learning visit to Kalangala, and more visits will be arranged for peer learning from Buikwe district.

4.4 Accounting and Audit

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

The Embassy of Iceland and NDLG Internal Auditor will audit the project accounts independently, at least annually. The Icelandic embassy will be granted access to accounts and all information that involve Icelandic funded projects under the programme when requested and will conduct sporadic controls when deemed appropriate.

Besides, the GoU Auditor General will audit the financial statements as provided for in Partnership Agreement and conduct value for money audit of the project as part of GoU procedure for utilization of funds. The NDLG and/or the Ministry will share certified copies of the Internal Audit reports and the consolidated Auditor General's Annual Audit Reports on NDLG with Iceland Embassy as soon as these are available.

Similarly, pre-programme capacity support was extended to the district in form of training in planning, budgeting and financial management, and governance and accounting for key staff of the district, as well provision of basic office tools and equipment. As indicated above, peer learning from Kalangala was conducted through a visit to the district and more peer learning from Buikwe district will be made. Besides, support has been extended for the Principal Internal of the district undertake Audit Compliance training while the Senior Accountant will attend forensic accounting training.

4.5 Monitoring and Evaluation

The monitoring and evaluation (M&E) activities under the project will be guided by the Programme M&E strategy³⁴ approved by the partners in accordance with Partnership Agreement. The M&E of the project will be pursued systematically with defined spheres of shared responsibilities at every stage of management and decision-making cycle. The managing for results approach will be applied in the entire project cycle, and the logframe results and M&E frameworks will be the foundations for M&E plans of the project. The M&E activities will fall under three main steps or events, which will be further elaborated in the M&E Strategy:

Table 12: M&E Key Events

³³Uganda Local Governments Association was engaged by the partners to conduct Namayingo District Local Government Capacity Assessment, which included functional capacity for public procurement of works, goods and services.

³⁴Monitoring and Evaluation (M&E) strategy for NDDP-FC will be developed separately, with detailed M&E Plans for each project.

S/n	M&E Events/Activities	Timing	Responsibilities/Involved
1.0	Programme/Project Inception		
1.1	<p>Programme/Project Launch at Namayingo District Headquarters and Beneficiary Sub-counties</p> <ul style="list-style-type: none"> Public information and communication about programme and project information Create demand for service by beneficiaries. Hand-over of Basic Equipment and Tools 	Within one month (after signing of Partnership Agreement (Planned on 1 st to 2 nd June 2021)	Partners (MoFPED, MoLG, Embassy and NDLG; (Involved: Selected stakeholders and other development partners at local level)
1.2	Baseline survey at inception of project to establish basis for comparison of progress and performance	After approval of Project Document (May-June 2021)	Partners (Embassy and NDLG)
2.0	Monitoring (Physical, Financial and Results)		
2.1	Internal Physical Implementation Monitoring and Reviews: (Tracking progress of implementation: capturing quantifies of inputs, activities, and outputs in project work plans)	Monthly/Quarterly	PIMT, Line Department and Support Departments, DTPC and DEC.
2.2	Internal Financial Implementation Monitoring, Inspection and Audit ((Tracking progress of financial implementation, utilisation of inputs and financial accountability)	Monthly/Quarterly	PIMT, Finance Department, Internal Audit, Embassy SPO for Finance and Accounting.
2.3	Internal Results Monitoring (Tracking Progress and Performance of Project against objectives and key results and targets)	Quarterly/Biannual and Annually	PIMT, District Planning Unit, Embassy SPO (M&E), DTPC, DEC, PSC
2.4	Tracking Studies on Transition of learners from Primary to Lower Secondary Education	Annually	PIMT, Department, Schools, Consultant
3.5	Monitoring Learner Assessment (MLA)	Annually	PIMT, Education Department, Schools, MoES – DES.
2.6	Assessment of achievement of basic skills in literacy and numeracy, through National Assessment of Progress of Education (NAPE) focusing on Namayingo Primary and Secondary Schools by MoES -UNEB	Annually	Partners (Embassy and NDLG), and MoES - UNEB
2.7	Satisfaction and other qualitative performance studies	Periodically as deemed necessary (At baseline in June 2021, and follow-up in June 2022 and June 2023)	PIMT, (with short term consultants)
3.0	Project Evaluation		
3.1	Mid-term evaluation	August 2022	Partners (MFA, Embassy, NDLG and MoLG)
3.2	Final external evaluation	Six (6) months after end of Project Implementation.	Partners (GoI and GoU)

4.5.1 Programme and Project Launch

The programme will be launched at Namayingo district headquarters and the launch will be cascaded to the beneficiary sub-counties and schools. The purpose is to disseminate information and create awareness about the programme, empower rights holders to demand accountability for improved services from the duty holders. During the launch at the district, the basic equipment and tools procured under the pre-programme general capacity building support to the district would be formally handed over to the beneficiaries.

4.5.2 Baseline Survey

The baseline surveys or studies will be conducted during the inception phase of the project to establish the baseline data and information on key project indicators in the project area, which will form the basis or starting point against which subsequent assessment of progress and performance of the project will be compared. The baseline data will also be used for planning purposes in detailing and refining project performance indicators and defining the appropriate methodology to be used in measuring project performance in subsequent longitudinal surveys, reviews, and evaluations.

4.5.3 Monitoring

Monitoring of project implementation will assist the partners in tracking progress and assess performance of the project to generate data for internal quality control, learning through experience, and to guide project strategy and operations for improved performance. The emphasis of the monitoring will be on three routine or regular activities:

- ❖ Financial monitoring focusing on inputs and expenditure to track progress of financial implementation, and effectiveness of procurements processes, financial management, and accountability systems (whether implementation is on budget and there is compliance with requirements).
- ❖ Physical implementation monitoring to track progress of implementation of project activities and outputs (immediate results) in the logical framework of the project and approved in work plans (whether implementation process is on time and efficient in converting inputs into outputs).
- ❖ Results monitoring will focus on assessing project performance through collection, update, and analysis of data on key outcome indicators (Managing for Results).

The monitoring results will be disseminated in progress reports and monitoring reports, to feed into building knowledge and learning, and inform evidence based decision-making in project management cycle to improve project performance. The monitoring of the project will be a shared responsibility of project partners with NDLG taking the lead and interfacing with Embassy through project and programme structures such the PIMT and PSC. In this regard, the pre-programme capacity development support was extended to enable five (5) key district staff undertake a short course in monitoring and evaluation conducted by Uganda Management Institute, and additional support is planned to train more staff under the programme component on general capacity development support to district.

Furthermore, monitoring will include quarterly monitoring missions and reviews by the partners' teams and joint bi-annual reviews by PSC. The monitoring arrangements will strengthen and support existing local government monitoring mechanism in local governments, education office, schools, and community level. It will also interface with, and benefit from monitoring arrangements by government MDAs, as well as independent experts.

4.5.4 Evaluation

The external mid-term evaluation will be conducted at mid-point of project implementation period, around August 2022. A final external evaluation will be conducted 6-12 months after the completion of the implementation period. The final evaluation will apply with the standard OECD-DAC evaluation criteria to determine relevance, efficiency, effectiveness, impact, and sustainability.

4.6 Reporting and Accountability

In accordance with the Partnership Agreement, a Programme Steering Committee (PSC) constituted by representatives of the partners, shall meet at least bi-annually to review progress, assess achievement of results, and fulfilment of agreed obligations. The following reports will be produced for review by PSC during implementation and at the end of the project:

- Baseline report.
- Cumulative quarterly progress reports culminating into biannual and annual reports (including financial reporting).
- Monitoring reports.
- Mid-term evaluation report.
- Project completion report.
- Final evaluation report.

4.7 Communication Strategy

The communication mechanisms shall be based on existing structures of central government and district local governments, as well as the formal communication arrangements established for the programme and the education project. The Programme Steering Committee and the PIMT will follow communications channels formalized in the Partnership Agreement, Implementation Agreement, the M&E Strategy, and this project document. The PSC meetings and the formal reporting regimes will ensure that information about implementation processes reach the highest levels of decision making on a regular basis and that all stakeholders in respective partner government ministries are kept up to date with relevant information.

Regular and formal communication with the Ministry for Foreign Affairs in Iceland is ensured through quarterly progress reports as well as with participation in regular meetings with leading staff of the Directorate for Development Cooperation at the ministry. The project will also seek to inform the general public in Iceland, who as taxpayers have a stake in the success of the project, through the public relations effort of the Embassy in Kampala, and by liaising with other donors in the sector in information sharing.

The programme and the education project will seek to mobilize beneficiaries at community level to participate in the communications channels pertaining to the implementation of the project and bringing feedback from communities into the management cycle of decisions. Public information will be disseminated to the beneficiaries through relevant organs of the local government, during the public launch of the programme and project, and through other existing public information dissemination channels, including public notices, mass media, social media, and through the community mobilization and sensitization platforms under the programme.

4.8 Risk Analysis and Management

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 CSP³⁵, 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Emphasis on strong ownership principle by district. Engage competent contractors of works, which take up over 75% of the budget, so that quality infrastructure is build and does 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	<ul style="list-style-type: none"> Enhanced monitoring by partners of all stages, through PIMT, and through separate or joint technical monitoring missions. Enforce strong transparency and accountability regime. Beneficiary participation to encourage bottom-up control and demand for accountability
The local governments, communities and schools fail to sustain support for on-going quality education service delivery.	Moderate	Moderate	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Plans have been included to mitigate the impacts of COVID-19 when schools open. Response plans have also been included to support learning at home by learners in line with MoES framework in case schools remain closed or are opened and closed again.

³⁵Risk assessment in the ended CSP for period 2014-2020 are still relevant and apply to this project.

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

5 REFERENCES AND ANNEXES

Key Reference Documents

1. Buikwe District Fishing Community Development Programme (2014-2020)
2. Buikwe-ICEIDA Development Partnership for Development in Basic Education in schools Serving Fishing Communities in Buikwe District (Phase One 2016-2019 & Phase Two 2019/2022)
3. Chaaban, J., and W. Cunningham (2011): "Measuring the Economic Gain of Investing in Girls. The Girl Effect Dividend." World Bank Paper 5753.
4. Government of Iceland (2014): ICEIDA (Uganda) Country Strategy Paper 2014-2017, extended to 2014-2020
5. Government of Iceland (2019): Iceland Strategy for International Development Cooperation 2019-2023.
6. Government of Uganda (2010): The National Policy for Disaster Preparedness and Management, September 2010.
7. Government of Uganda (2016): Human Rights Based Approach Planning Tool for Sectors and Local Governments, October 2016.
8. Government of Uganda (2013): The National Policy on Public Sector Monitoring and Evaluation, Kampala.
9. Government of Uganda: Public Financial Management Act, 2015.
10. Government of Uganda: The 1992 Uganda's Government White Paper on Education (1992 GWP)
11. Government of Uganda: The 1995 Constitution of the Republic of Uganda, as amended.
12. Government of Uganda: The Business, Technical, Vocational Education and Training Act (BTVET), 2008.
13. Government of Uganda: The Education (Pre-Primary, Primary and Post Primary) Act, 2008.
14. Government of Uganda: The Education Service Act, 2002.
15. Government of Uganda: The Local Government Act (CAP 243)
16. Government of Uganda: The National Curriculum Development Centre (NCDC) Act, 2000.
17. Government of Uganda: The Uganda National Examinations Board (UNEB) Act, 1983
18. Kalangala District Development Programme (KDDP) 2006-2015
19. Kalangala-ICEIDA Development Partnership for Development in Basic Education in the District 2016-2019
20. Ministry of Education and Sports (2016): Gender in Education Policy
21. Ministry of Education and Sports (2017): The Education and Sports Sector Strategic Plan 2017-2020, Kampala
22. Muvawala Joseph (2012) Determinants of learning outcomes for primary education: A case of Uganda, The African Statistical Journal, Volume 15, August 2012
23. Namayingo DLG (2019): Namayingo District Local Government Capacity Assessment, Uganda Local Governments Association (ULGA) (Consultant).
24. Namayingo DLG (2019): Namayingo District Situation Analysis for Education Sector in Fishing Communities, Conducted by ASK Corporates Ltd (Consultant).
25. Namayingo DLG (2019): Namayingo District Situation Analysis for WASH in Fishing Communities, conducted by Green Star International (U) Ltd (Consultant).
26. Namayingo DLG (2020): Namayingo District Education Strategic Plan for Fishing Communities (2020/21-2024/25).
27. Namayingo DLG (2020): Namayingo District WASH Strategic Plan for Fishing Communities (2020/21-2024/25).
28. Namayingo DLG (2020): Third District Development Plan (DDP III) 2020/21-2024/25
29. National Planning Authority (2013): Uganda Vision 2040, Kampala Uganda

30. National Planning Authority (2015): The Second National Development Plan (NDP II) FY 2015/16-2019/20), Kampala, Uganda.
31. National Planning Authority (2020): The Third National Development Plan (NDP III) FY 2020/21-2024/25), Kampala, Uganda
32. Santiago, Chile, H. A. Patrinos, and G. Psacharopoulos (2010): Returns to Education in Developing Countries.
33. Schiefelbein, E., and L. Wolff. (2007): Cost-effectiveness of Primary School Interventions in English Speaking East and West Africa: A Survey of Opinion by Education Planners and Economists. Washington, DC.
34. Uganda Bureau of Statistics (2016): The National Population and Housing Census 2014 – Main Report, Kampala, Uganda
35. Uganda Bureau of Statistics (2016): The National Population and Housing Census 2014 – Sub-County Report - Eastern Region, Kampala, Uganda
36. Uganda Bureau of Statistics (2018), Statistical Abstract 2018.
37. Uganda National Examinations Board (2018): National Assessment of Progress in Education (NAPE) 2018: Summary of 2018 NAPE Report
38. UNESCO (2004): EFA Global Monitoring Report 2005, Education for All, THE QUALITY IMPERATIVE
39. UNESCO (2020): EFA Global Monitoring Report 2020, Inclusion, and education: ALL MEANS ALL
40. The United Nations Agenda 2030, Sustainable Development Goals (SDGs)
41. World Bank Group (2019): Uganda Economic Update 13th Edition, Economic Development & Human Capital in Uganda: A Case for Investing More in Education, May 2019.

Annex 1: Project Logframe Matrix

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
<p>A. DEVELOPMENT OBJECTIVE: To reduce poverty and facilitate improvements in livelihood and living conditions of the population in fishing communities in Namayingo district</p>	<ul style="list-style-type: none"> • Percentage change in literacy rate of population above 15 years. • Percentage change in education attainment of population above 15 years • Percentage change in human capital index of Namayingo district • Percentage change in average years of schooling. • % of population reporting perceived improvements in living conditions 	<ul style="list-style-type: none"> - National Population and Housing Census; Uganda Annual Statistical Abstracts (Source: Uganda Bureau of Statistics-UBOS); - Education Annual Statistical Abstracts (Source: MoES); - Namayingo District Statistical Abstracts (Source: District Planning Department) - Programme M&E Surveys/Reports (Source: District/Embassy) 	
<p>B. IMMEDIATE OBJECTIVE: To improve quality of basic education and learning outcomes in schools serving fishing communities in Namayingo district</p>	<p>OI-01 Survival rate to P5 and completion rate at P7 by sex (baseline & targets)³⁶</p> <ul style="list-style-type: none"> • <i>Percentage of learners enrolled in P 1 that complete P 5.</i> • <i>Completion Rate at P.7</i> 	<p>School Registers; and Annual School Census Reports. (Sources: School Records/Education Management Information System- EMIS)</p>	<p>Sustained political and economic stability in partner countries.</p> <p>No changes that adversely effect on the development cooperation between Uganda and Iceland.</p>
	<p>OI-02 Percentage of learners achieving mastery of proficiency in literacy and numeracy skills by sex (see details of baseline data and targets in M&E framework in annex 10)</p> <ul style="list-style-type: none"> • <i>Proficiency in literacy rate at P 3</i> • <i>Proficiency in numeracy rate at P 3</i> • <i>Proficiency in literacy rate at P 6</i> • <i>Proficiency in numeracy rate at P 6</i> 	<p>Continuous Assessment Results at school and district level. National Assessment of Progress in Education (NAPE) reports by Uganda National Examinations Board (UNEB)</p>	<p>Covid-19 pandemic is contained to allow schools to open and operate normally.</p> <p>Key stakeholders (parents and community, the schools - teachers and 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</p>
	<p>OI-03 Pass rates of learners in PLE in (Division 1, 1-3, 1-4) by sex (see details of baseline data and end targets in M&E framework in annex 10)</p> <ul style="list-style-type: none"> • <i>Overall pass rates in division I-IV</i> • <i>Pass rates in division I-III Pass rates in division I</i> 	<p>Primary Leaving Examination (PLE) Results (Source: MoES/Uganda National Examinations Board)</p>	

³⁶ See further update and elaboration of indicators linked to SDG4 targets relevant to the education project M&E Framework in annex 10.

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
	OI-04 Transition rate from primary to lower secondary education or UPPET by sex (see details of baseline data and targets in M&E framework in annex 10) <ul style="list-style-type: none"> • Transition rate to S.I or BTVET Year I 	Annual School Census & Annual School Records (Sources: School Records & EMIS). Tracking Studies of primary school leavers (Source: Tracking Study Reports)	classrooms grades with high enrolment numbers.
	OI-05 Survival rate/completion rate in lower secondary education and UPPET by sex³⁷ (see details of baseline data and targets in M&E framework in annex 10) <ul style="list-style-type: none"> • Survival and completion rate at S 4 or equivalent 	Annual School Census & Annual School Records (Sources: School Records & EMIS)	
	OI-06 Pass rate in UCE (Division 1, 2, 3 and 4) by sex (see details of baseline data and end targets in M&E framework in annex 10) <ul style="list-style-type: none"> • Overall pass rates in division I-IV • Pass rates in division I-II (%) • Pass rates in division I • Failure rate 	Uganda Certificate of Education (UCE) Examination Results (Source: MoES/Uganda National Examinations Board)	
	OI-07 Enabling child friendly learning environment and sustainable capacity indicators (Indicators, targets & baselines) - <ul style="list-style-type: none"> – Percentage of teachers by sex trained under CPD framework. – Pupil to trained teacher ratio (improved to 55:1). – Pupil to textbook ratio (Increased to 1:1 from 5:1) – Proportion of schools with access to: (a) electricity; (b) the 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) – Pupils by sex to latrine stance ratio (improved to not more than 40:1) – Number and percentage of learners feeding at school. 	Administrative Records in District Education Office/ District Planning Unit.	

³⁷ See updates and elaboration of indicators for secondary education linked to SDG4 indicators for targets relevant to education project in M&E Matrix in annex 10.

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS	
	– <i>Percentage of learners by sex, teachers by sex and parents by sex satisfied with school learning environment and facilities.</i>			
C. OUTPUTS (COMPONENTS & SUB-COMPONENTS)				
100	Education and School infrastructure and facilities developed to improve teaching and child friendly learning environment in selected high impact primary schools.			
110	New school infrastructure constructed in six (06) selected focal schools			
111	49 Classrooms constructed in ten schools (15 classroom blocks of various classrooms)	Number of new classrooms/classroom blocks completed and utilized	Monitoring reports/completion certificates	Availability or willingness of good contractors to work in the district
112	06 School administration blocks constructed (comprising of three offices, one staff room and one storeroom)	Number of new administrative office blocks constructed	Monitoring reports/completion certificates	
113	06 School kitchens constructed and installed with energy saving stoves and cooking facilities	Number of new school kitchen completed and utilized	Monitoring reports/completion certificates	
114	06 Teachers' houses, each accommodating four teachers inclusive of WASH facilities (two-stance VIP stance latrines and shower rooms) constructed for accommodating 24 teachers	Number of new teachers' houses completed and utilized	Monitoring reports/completion certificates	
115	11 WASH facilities for girls in 06 primary schools constructed (five-stance VIP latrines with washrooms and incinerators, and hand washing facilities)	Number of WASH facilities completed and utilized. Progression of girls per grade in schools with improved WASH facilities	Monitoring reports/completion certificates	
116	08 WASH facilities for boys in primary schools constructed (five-stance VIP latrines with urinals, and hand washing facilities)	Number of WASH facilities completed and utilized	Monitoring reports/completion certificates	As above
117	06 Schools landscaped and environment restored	Number of schools landscaped, and environment restored	Monitoring reports/environment inspection reports	As above
118	06 Primary schools fenced	Number of schools fenced	Monitoring reports/completion certificates	As above
119	06 School playgrounds levelled	Number of school grounds leveled	Monitoring report/completion certificates	As above
120	Existing school infrastructure renovated in 06 selected schools			Availability or willingness of good contractors to work in the district
121	36 Classrooms (17 classroom blocks).	Number of classrooms renovated and used	Monitoring reports/completion certificates	
122	Teachers' houses renovated for accommodating 8 teachers	Number of teachers' houses renovated and used	Monitoring reports/completion certificates	
130	New Administration Block for Education Office Constructed and furnished			As above
131	01 Office block for District Education Office at district headquarters constructed and furnished	Number of offices completed and used	Monitoring reports/completion certificates	
200	Capacity of school systems, and community and local government support systems strengthened to deliver and support delivery of quality teaching and learning outcomes in schools			
210	Capacity developed for effective school governance in ten primary schools and seven secondary schools			

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)		OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
211	132 Members at primary school level trained in generic skills (78 members of SMCs and 54 members of PTAs).	Number of SMCs and PTAs trained	Monitoring reports/progress reports	Trained staff are retained. Good political leaders are elected
212	154 Members at secondary school level trained in generic skills, (91 members of BoGs and 63 members of PTAs).	Number of BoGs and PTAs trained		
220	In service training and continuous professional development (CPD) for 84 school managers and classroom teachers enhanced for effective professional leadership and quality teaching in schools			
221	01 Comprehensive teachers' training needs assessment conducted, and Education training plan developed to guide teacher training under CPD framework	Number of assessments completed. Number of training plans developed	Training Needs Assessment Report; and Education Training Plan	As above
222	336 School managers/leaders in all 84 primary schools (head teachers, deputy head teachers, senior male, and females) trained in generic skills under CDP to enhance school professional leadership	Number of school managers trained, and number of schools reached	As above	As above
223	873 Classroom teachers trained in generic skills annually (273 x 3 years) under CDP to enhance their capacity for quality teaching.	Cumulative number of teachers trained, and number of schools reached	As above	As above
224	60 Untrained teachers funded to undertake training to acquire minimum standard qualifications for teaching in primary schools.	Number of untrained teachers acquired Grade III teaching certificate	As above	As above
230	Relevant and adequate learning and teaching materials provided and made accessible to all learners and teachers for use at school and at home in ten primary schools			
231	24,000 Textbooks in core subjects provided to learners in P1 to P7 to achieve and maintain pupil to textbook ratio of 1:1	Number of textbooks provided to learners by grade, subject and book title. Number of schools achieved pupil to textbook ratio of 1:1	Monitoring reports/Deliveries and Good Received Note (GRN)	No major changes in curriculum over the project period
232	280 Teachers' guides in core subjects provided to teachers in adequate numbers	Number of teachers' guides provided to teachers by grade and subject.	Monitoring reports/Deliveries and Good Received Note	As above
233	6 Assorted basic instructional material kits provided to six schools (picture, map, skeletons, charts, infographics, 3D models, etc.)	Number of kit deliveries completed	Monitoring reports/deliveries and Good Received Note.	As above
234	6 Assorted basic teaching aids provided to six schools	Number of assorted basic teaching aids delivered to schools	Monitoring reports/deliveries and Good Received Note	As above
235	30 Sets of kits of equipment and materials for co-curricular education activities- sports, games, and music, dance, and drama (MDD) provided to six focal schools	Number of kits for co-curricular activities provided to schools by type	Monitoring reports/Deliveries and Good Received Note	As above
236	09 Basic scholastic material kits (books, pens, pencils etc.) provided to OVCs	Number of OVCs provided with kits of basic scholastic materials	Monitoring reports/Deliveries and Good Received Note	As above

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)		OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
240	Comprehensive continuous assessment of learners facilitated to inform decision making in planning improvements in teaching-learning processes in classrooms in targeted schools			
241	Three (3) Trainings/refresher training of District Academic Board conducted	Number of training sessions/teachers trained by sex	Monitoring Reports/Progress Reports	As above
242	06 Mid-term assessment tests/examinations conducted	Number of midterm examinations conducted	Monitoring reports/Assessment reports	As above
243	06 End of term assessment tests/examinations conducted	Number of end-term exams conducted	Monitoring reports/Assessment reports	As above
250	School based health care, promotion and education, and school feeding, and nutrition promotion facilitated to address direct needs of learners in schools in six (06) primary schools			
251	120 teacher participants trained on health promotion and basic skills to facilitate health education to learners and parents	Number of teachers trained in health education facilitation skills	Monitoring reports/progress reports	Teachers trained are retained by the district for the duration of the project
252	18 Coordination meetings for key stakeholders held			As above
253	2380 Health information, education, and communication (IEC) materials developed and disseminated to promote behaviour change among learners and communities	Number of health communication IEC materials distributed.	Monitoring reports/progress reports	As above
254	06 Medical kits provided for integrated school based medical examinations, treatment, and referrals (focusing on bilharzias/worm infections and de-worming, feeding and malnutrition assessment through growth monitoring (weight and height) and HIV/AIDS monitoring, management, and referral)	Number of medical kits availed to schools. Number of pupils de-wormed	Monitoring reports/progress reports	As above
255	06 School health clubs formed, trained, and equipped with basic tools.	Number of Health Clubs formed and equipped.	Monitoring reports/progress reports	As above
256	09 School health visits conducted (one per term) to support health promotion and education by teachers and school health club activities in six primary schools	Number of School Health Clubs supervised and function	Monitoring reports/progress reports	As above
257	03 (Annual) grants provided to six primary schools to support feeding and nutritional of deserving orphans and vulnerable children (OVCs)	Number of school and OVCs supported	Monitoring reports/progress reports	As above
260	Capacity built for continuous mobilisation and sensitisation of parents/guardians, local leadership, and community members to fully engage and support schools to deliver effective teaching-learning services to benefit their children			
261	District Strategic Plan Components of community mobilization and mindset change for promotion of education implemented annually	Number selected interventions on community sensitisation strategy implemented	Monitoring reports	Positive attitude of parents and community to engage and support school
262	24 School and parish community facilitators selected and trained	Number of facilitators trained	Monitoring reports/progress reports	As above

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)		OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
263	30 Batches of customized school and community mobilization and sensitization materials developed and disseminated	Number of IEC materials	Monitoring reports/progress reports	As above
264	39 Community leadership (village councils and councils for special interest groups- youth, women and PWDs, as well SMCs, BoGs, and PTAs) meetings conducted (meetings held annually)	Number of Community leadership meetings held	Monitoring reports/progress reports	As above
265	39 Community members dialogue meetings held in all the school catchment communities (meetings held annually)	Number of Community dialogue meetings held.	Monitoring reports/progress reports	As above
266	72 Radio talk shows conducted on District Radio Programme	Number of Radio talk shows conducted	Monitoring reports/progress reports	As above
267	36 School to community education outreach programmes conducted by six focal schools)	Number of community education outreach programmes conducted.	Monitoring reports	As above
270	Capacity of the District Education Office strengthened to conduct regular school inspection and support supervision to improve school performance on learning outcomes			
271	One Vehicle provided to education department for school inspection and support supervision	Number of vehicles delivered	Monitoring reports/Goods received note	As above
272	19 LG staff (5 key staff of education office, 5 key staff from collaborating local government departments and 9 LLG staff trained in performance management and appraisal of teachers.	Number of staff trained/refreshed	Monitoring reports/progress reports	Key trained staff are retained,
273	756 School inspections (one inspection per term per school) in all 84 government-aided primary schools conducted.	Number of school inspection visits conducted	Monitoring reports/progress reports	As above
274	Three (3) Monitoring learner assessments MLA for learners in ten focal schools	Number of MLA assessments conducted	Monitoring reports/progress reports	As above
300	Capacity of LGs, schools and communities developed to promote human rights, gender equality and women empowerment and environment issues.			
310	District and lower local government officials trained on human rights-based approach, gender planning and budgeting, and environment issues			
311	18 Local Government (District and LLs) trainers of trainers (ToT) for school and community facilitators trained	Number of ToTs trained	Monitoring reports/progress reports	Key trained staff are retained
312	54 school and community facilitators trained for six primary schools and seven secondary schools, and catchment communities	Number of facilitators trained	As above	Key trained staff are retained
320	Schools and communities sensitized and supported to initiate and implement actions plans on promotion of human rights focusing on child rights at schools, home, and community level.			
321	13 school and community human rights action plans developed	Number of plans developed	Monitoring/progress reports	Key trained staff and facilitators retained

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)		OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
322	39 training/refreshing training sessions for teachers, community leaders, SMCs, BoGs, and PTAs on human rights conducted	Number of leaders sensitised	As above	As above
323	39 teachers trained on the whole school human rights approach	Number of teachers trained	As above	As above
324	13 school human rights clubs formed and trained to implement action plans on human rights promotion in schools	Number of clubs formed	As above	As above
325	36 community/parents dialogue meetings held incorporating promotions of human rights	Number of sensitisation meetings held/participants sensitised	As above	As above
330	Promotion and protection of the rights of Children with disabilities			
331	01 Community survey conducted to establish number of school-going children with disabilities not in school	Number of surveys done; and number children with disabilities not in school identified	Assessment reports	Key trained staff and facilitators retained
332	03 (one per year) screening conducted to identify learners with special learning needs (hearing or vision) in schools	Number of screening conducted. Number of SNE learners identified	Assessment reports	As above
333	06 psychosocial support visits for children with disability and their care takers facilitated	Number of visits conducted. Number of SNE learners and caretakers reached	Monitoring/progress reports	As above
334	03 Sensitization and advocacy sessions conducted for stakeholder engagement and support by coalitions of CSOs to children with disabilities at community level	Number of sessions conducted. Number of stakeholders and coalitions engaged.	Monitoring/progress reports	As above
335	06 Schools provide with assistive technologies to support learners with assessed special needs	Number of schools supported. Number of learners reached	Monitoring/progress reports	As above
336	66 Teachers trained on disability inclusion in class and school activities according to the learners needs and abilities	Number of teachers trained.	Monitoring/progress reports	As above
337	02 Sensitize sessions conducted to families - parents and guardians of disabled children to acquire knowledge, skills, and attitudes to provide targeted care for children	Number of sensitisations conducted. Number of families reached/participated	Monitoring/progress reports	As above
338	03 Monitoring and tracking results of the interventions in promoting inclusive education of learners with special needs facilitated	Number of monitoring conducted	Monitoring/progress reports	As above
340	Schools and communities sensitized and supported to initiate and implement actions plans on promotion of gender equality and rights of girls to education.			
341	13 school and community gender promotion action plans developed	Number of plans developed	Monitoring/ progress reports	Key trained staff and facilitators retained
342	28 senior women and male teachers trained as gender focal point persons in school	Number of gender focal point teachers trained by sex	As above	As above

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)		OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
343	39 training/refresher training sessions for teachers, community leaders, SMCs, BoGs and PTAs on gender equality and women empowerment conducted	Number of sensitisation meetings held/participants sensitised	As above	
344	39 school/community dialogue meetings held for advocacy of gender equality as human rights of both boys and girls, and men and women to be promoted in schools, homes, and community.	Number of community and parents dialogue meetings held.	As above	As above
350	Schools and communities sensitized and supported to initiate and implement actions plans on promotion of environment, and climate change mitigation in schools and community level.			
351	25 environmental sensitization meetings of learners, communities, and other stakeholders	Number of sensitization meetings held.	Monitoring/ inspection reports	Key trained staff and facilitators retained
352	06 environment screening and environment management plans developed for six project sites	Number of environmental management plans developed.	As above	As above
353	06 school site physical plans, construction (including installation of cooking stoves), and landscaping inspected and audited for environment compliance	Number of schools with built environment and landscaping complying with Site Plans.	As above	As above
354	06 Tree nursery beds (one per school community) raised for demonstration, planting in schools and distribution for planting in communities.	Number of tree nursery beds established.	As above	As above
355	06 schools with extra land planted with wood/fruit trees.	Number of schools with wood tree/fruit tree plots.	As above	As above
356	60,000 Tree seedlings distributed to and planted by communities within the project area.	Number of school neighbouring communities with trees planted.	As above	As above
357	06 buffer zones in the communities near the lakeshores planted with trees.	Number of school neighbouring communities with trees planted.	As above	As above
358	24 environmental inspection and monitoring visits conducted (one per quarter).	Number of inspection/monitoring visits conducted.	As above	As above
400	Capacity for District Emergency Response to Mitigate Impacts of Disease Pandemics and Natural Disasters on learners in schools and communities			
410	District Local Government supported to implement the Emergency Response Plan to COVID-19 in schools.			
411	91 schools sensitized on SOPs for COVID-19 prevention, treatment, and care.	Number of schools sensitized on COVID-19 SOPs.	Monitoring reports/progress reports	No new outbreak of pandemics
412	91 schools provided with hand washing facilities with constant water supply and soap	Number of schools provided with hand washing facilities.	As above	As above
413	91 schools provided with one infra-red thermometer	Number of schools provided with infra-red thermometers.	As above	As above
420	Strategies to mitigate the negative effects of COVID 19 on the learning Process		Monitoring reports/progress reports	Lock down of schools is not prolonged
421	03 Remote learning plans developed and implemented, including platforms and tools,	Number of plans developed and implemented	As above	As above

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)		OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
	targeting fishing communities in the district aligned to sector guidelines			
422	04 mobilization and sensitization campaigns conducted for communities, families, and parents on their roles in implementing education response plan to mitigate effects of COVID-19 on learners locked out of schools	Number of sensitisation campaigns conducted	As above	As above
423	40 teachers trained on remote teaching (online-teaching and radio presentations) and active-learning techniques to support learners	Number of teachers trained	As above	As above
424	01 package of teaching and learning materials tailored to COVID-19 response plan for teaching and learning during school lockdown provided to six primary schools	Number of packages of learning materials provided	As above	As above
425	03 School outreaches conducted to train parents to support learning at home	Number of outreaches conducted. Number of parents trained	As above	As above
426	03 Partnerships established with public broadcaster(s) to run remote learning on radio and TV	Number of partnerships developed	As above	As above
427	06 tracking studies conducted to identify and follow-up on children not reporting back to school, including pregnant girls and address barriers to bring them back to school	Number of tracking studies done. Number of out of schoolgirls identified and returned to schools.	As above	As above
428	06 Monitoring visits conducted to track progress and performance of remote learning interventions at school-community interface level	Number of visits conducted	As above	As above
500	Project Coordination, and Monitoring and Evaluation			
510	Coordination and Management			Key partner staff are retained
511	Six (6) Biannual Programme Steering Committee meetings held.	Number of PSC meetings held	Minutes on decisions of PSC meetings	As above
512	Six (6) Biannual project work plans produced and reviewed by PSC	No of biannual plans produced and reviewed	Monitoring reports/Progress reports	As above
513	Six (6) Cumulative biannual project reports produced and reviewed by PSC.	Number of reports produced and reviewed	As above	As above
514	12 Project quarterly plans produced and reviewed by district/PIMT	Number of plans produced and reviewed	As above	As above
515	12 Project quarterly reports produced and reviewed by district/PIMT	No. of reports produced and reviewed	As above	As above
520	Monitoring and Evaluation			Key partner staff are retained

HIERARCHY OF OBJECTIVES (NARRATIVE SUMMARY)		OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	KEY ASSUMPTIONS
521	01 Project baseline data collected on key outcome indicators (Indicators 01-07)	Number of baseline data established, and number of project indicator data updated	Baseline reports/Monitoring data	As above
522	03 national assessments of progress in education focusing on Namayingo by UNEB facilitated to update monitoring data on literacy and numeracy proficiency (Indicator 02)	Number of NDLG focused NAPE conducted by UNEB	UNEB-NAPE reports	As above
523	03 tracking studies conducted to establish baseline and update monitoring data on transition rates (Indicators 04)	Number of tracking studies of primary school leavers conducted	Monitoring reports	As above
524	36 field monitoring missions for tracking progress and assessing project performance conducted (once per quarter)	Number of field monitoring missions conducted	Field monitoring mission reports	As above
525	06 biannual cumulative project monitoring reports produced and reviewed by PSC	Number of monitoring reports produced and reviewed	Cumulative quarterly monitoring reports	As above
526	12 quarterly project monitoring reports produced and reviewed by partners	Number of monitoring reports produced and reviewed	Quarterly monitoring reports	As above
527	01 Project mid-term evaluation conducted	Number of mid-term evaluation done, and report produced	Mid-term evaluation report	As above
288	01 Project completion report produced	Number of done report produced	Project completion report	As above

D	PROJECT ACTIVITIES ³⁸	INPUTS (COST CENTRES)	COSTS (USD)(ICELAND) ³⁹	COSTS (USD)(GOU/NDLG)	PRE-CONDITIONS
100	Construction of new and rehabilitation of existing school infrastructure and facilities in 06 primary schools	\$ in kind for preliminary land acquisition costs by district; \$ in investment servicing costs covering site planning and architectural designs; and \$ 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	3,461,060	1,291,486	<ul style="list-style-type: none"> Local Government PFM systems and processes are functional and effective. Core Staff in key district departments and schools are in place. Land required for infrastructure development secured in time, without encumbrances. Development partner provides pledged funding and technical support timely.
200	Capacity building and training of school managers, teachers, local government staff; Sensitisation of key stakeholders; and provision of equipment, tools and learning materials	\$ in consultancy fees and other costs for studies and supporting formulation plans and strategies; \$ for residential and non-residential training workshops; \$ for sensitisation meetings; \$ for procurement of equipment (vehicle) and other e tools, and teaching materials; \$ for continuous assessment of learners; \$ for fuel and allowances on project activities	1,163,004		
300	Training and sensitisation of local government staff, teachers and learners, and community leaders	\$ in consultancy fees for trainers; \$ for residential and non-residential training workshops; \$ for sensitisation meetings; \$ for fuel and allowances on project activities	132,597		

³⁸See detailed breakdown of project activities in the annualized project output-based budget and work plan in Annex 2.

³⁹Note that these costs do not include provision for contingency as indicated in the project output-based budget in Annex 2.

D	PROJECT ACTIVITIES ³⁸	INPUTS (COST CENTRES)	COSTS (USD)(ICELAND) ³⁹	COSTS (USD)(GOU/NDLG)	PRE-CONDITIONS
	and members on human rights, gender equality and environment issues and formulation of school and community plans to implement them.				
400	Training and capacity building, and provision of supplies to enhance capacity for response to COVID-19 and Natural Disasters	\$ for training workshops and sensitisation meetings \$ for essential supplies and works	267,205		
500	Programme (Project) Coordination, and Monitoring and Evaluation (M&E)	\$ For programme/project steering committee (PSC) coordination meetings; \$ for programme project implementation and results monitoring; \$ for consultancies fees for M&E studies (baselines, monitoring studies/assessments, midterm evaluation, and external consultancies (baselines, evaluations).	176,134		
	Programme overhead costs		580,000		
	Total Project Costs		5,780,000	1,291,486	

Annex 2: Project Work Plan and Output-Budget 2021-2023

Code	Output/Activity	Units	Cost (UGX)	Cost (USD)	%
0	Exchange Rate Used		3,650	1	
100	Education & School infrastructure & facilities developed to improve teaching & child friendly learning environment in six selected high impact schools		12,632,869,000	3,461,060	66.6%
110	New school infrastructure constructed in six (6) selected focal schools		10,032,021,000	2,748,499	52.9%
111	49 New classrooms (xx classroom blocks) constructed	49	4,221,350,000	1,156,534	22.2%
112	06 New school administration office blocks with two-stance latrine constructed	6	1,064,976,000	291,774	5.6%
113	06 New school kitchens constructed and installed with energy saving stoves and cooking facilities	6	745,488,000	204,243	3.9%
114	06 New staff house blocks of for four teachers constructed (28 teachers' accommodation)	6	2,436,138,000	667,435	12.8%
115	11 New WASH facilities for girls in primary schools constructed (5-stance VIP latrines with washrooms) in six schools	11	748,000,000	204,932	3.9%
116	08 WASH facilities for boys in primary schools constructed (5-stance VIP latrines) in six schools	8	399,366,000	109,415	2.1%
117	06 Schools landscaped for environment restoration/safeguards	6	199,173,000	54,568	1.0%
118	06 Primary schools fenced	6	121,020,000	33,156	0.6%
119	06 Primary school playgrounds leveled	6	96,510,000	26,441	0.5%
120	Existing school infrastructure renovated in 6 selected schools		2,200,848,000	602,972	11.6%
121	36 Existing classrooms (15 Classroom blocks) renovated in six primary schools	36	1,996,848,000	547,082	10.5%
122	06 Existing teachers' staff houses renovated accommodating 10 teachers	6	204,000,000	55,890	1.1%
130	New District Administration Block for Education Office Constructed		400,000,000	109,589	2.1%
131	01 New District Education Office block constructed and furnished	1	400,000,000	109,589	2.1%
200	Capacity of school systems, and Community & local government support systems strengthened deliver & support delivery of quality education & learning outcomes in schools serving learners in fishing communities		4,244,963,000	1,163,004	22.4%
210	Capacity developed for effective school governance in 10 primary schools and seven secondary schools		143,000,000	39,178	0.8%
211	132 members of school management committee trained (91 SMCs and 63 PTAs members) for six primary schools	132	66,000,000	18,082	0.3%
212	154 members of school governing bodies trained (91 BoGs and 63 PTAs) for secondary schools	154	77,000,000	21,096	0.4%
220	In-service training & continuous professional development (CPD) of teachers & school leaders enhanced in 84 government aided primary schools		1,695,600,000	464,548	8.9%
221	01 Comprehensive teachers' training needs assessment conducted, and 01 Education training plan developed to guide teacher capacity development under CPD framework	1	120,000,000	32,877	0.6%
222	336 school managers/leaders trained in CPD generic skills (2 Head, 2Deputy head, 2 senior male and 2 senior female teachers) to enhance school professional leadership	336	168,000,000	46,027	0.9%
223	873 Teachers trained in generic CPD skills to enhance their capacity for quality teaching guided by the Needs assessment report	873	1,047,600,000	287,014	5.5%
224	60 Teachers sponsored to undertake upgrading to acquire minimum and optimal qualifications for teaching force.	60	360,000,000	98,630	1.9%
230	Relevant, adequate, and accessible teaching and learning materials provided to teachers/learners in six (06) primary schools		886,000,000	242,740	4.7%

Code	Output/Activity	Units	Cost (UGX)	Cost (USD)	%
231	24,000 textbooks in core subjects for learners in P1 to P7 provided to achieve and maintain pupil to textbook ratio of 1:1	24,000	720,000,000	197,260	3.8%
232	280 teachers' guides in core subjects provided to teachers in adequate numbers	280	7,000,000	1,918	0.0%
233	06 schools provided with Assorted Basic instruction material kits (picture, map, skeletons, charts, infographics, 3D models etc.)	6	18,000,000	4,932	0.1%
234	06 schools provided with schools assorted basic teaching aids procured	6	54,000,000	14,795	0.3%
235	30 sets of kits for equipment and materials for co-curricular education (sports, games and MDD provided to schools	30	60,000,000	16,438	0.3%
236	09 Packages of basic scholastic materials (books, pens, pencils etc.) provided to Orphans and Vulnerable Children (OVCs) in six schools	9	27,000,000	7,397	0.1%
240	Comprehensive continuous assessment of learners facilitated to improve teaching-learning processes		222,000,000	60,822	1.2%
241	03 Refresher training for District Academic Board (DAB) conducted (one per year)	3	30,000,000	8,219	0.2%
242	06 Mid-term assessment tests conducted	6	96,000,000	26,301	0.5%
243	06 End-term assessment tests conducted	6	96,000,000	26,301	0.5%
250	School based health care, and school feeding of learners promoted in 10 focal schools		238,853,000	65,439	1.3%
251	120 teacher participants trained and refreshed on effective skills for school-based health education to learners	120	48,000,000	13,151	0.3%
252	18 Coordination meeting held for stakeholders (parents, learners, and teachers)	18	54,000,000	14,795	0.3%
253	2380 health information, education, and communication (IEC) materials developed and disseminate in school/communities	2380	47,600,000	13,041	0.3%
254	06 Medical kits for integrated school based medical examinations, treatment and referrals provided to six schools	6	17,340,000	4,751	0.1%
255	06 School health clubs establish, trained, and equipped in six schools.	6	12,513,000	3,428	0.1%
256	9 Health visits conducted to support school health clubs to enhance their functionality in six schools	9	5,400,000	1,479	0.0%
257	Annual grants (over 03 years) provided to six schools to support feeding of most needy orphans and vulnerable children (OVCs).	3	54,000,000	14,795	0.3%
260	Catchment communities for focal schools mobilized and sensitized to engage and support schools		537,960,000	147,386	2.8%
261	District Strategic Plan Components of community mobilization and mindset change for promotion of education implemented annually	3	240,000,000	65,753	1.3%
262	24 school and parish community facilitators selected and trained	24	12,000,000	3,288	0.1%
263	30 batches of customized school and community mobilization and sensitization materials developed and disseminated	30	60,000,000	16,438	0.3%
264	Hold termly community leadership meetings (village councils, special interest groups, and school committees) held annually	39	23,400,000	6,411	0.1%
265	Hold termly community members dialogue meetings held in all the school catchment communities (meetings held annually)	39	31,200,000	8,548	0.2%
266	Conduct Radio talk show Programmes (by the District technical and political team on Health; Education, WASH, and other services)	72	144,000,000	39,452	0.8%
267	Conduct School to community outreach programme	36	27,360,000	7,496	0.1%

Code	Output/Activity	Units	Cost (UGX)	Cost (USD)	%
270	Capacity of the District Education Office strengthened to conduct regular school inspection and support supervision to improve school performance on learning outcomes		521,550,000	142,890	2.7%
271	One vehicle provided to education department for school inspection and support supervision	1	164,650,000	45,110	0.9%
272	19 LG staff (5 in education office, 5 LG staff and 9 LLG staff) trained in performance management and appraisal of teachers.	19	9,500,000	2,603	0.1%
273	Monitoring learner assessments in 9 focal schools conducted annually	3	45,000,000	12,329	0.2%
274	252 school Inspections conducted in all 84 government aided schools ((at least one school inspection per term per school)	756	302,400,000	82,849	1.6%
300	Capacity of local governments, schools and communities developed to promote human rights, gender equality and women empowerment & environment issues in schools, homes, & communities		483,980,000	132,597	2.5%
310	LG officials trained on human rights-based approach, gender planning and budgeting, and environment issues		45,000,000	12,329	0.2%
311	Train 18 District and Sub-county Trainers of Trainers (ToTs) for school and community facilitators	18	18,000,000	4,932	0.1%
312	Train 54 School and Community Facilitators for 6 primary schools and secondary school catchment communities	54	27,000,000	7,397	0.1%
320	Schools and communities sensitized and supported to initiate and implement actions plans on promotion of human rights focusing on child rights at school, at home and at community level.		92,400,000	25,315	0.5%
321	13 School and community Human Rights Action Plans developed (6 primary schools and 7 secondary schools)	13	13,000,000	3,562	0.1%
322	42 training session on human rights for key stakeholders conducted (Community leaders, SMCs, BoGs, and PTAs)	39	19,500,000	5,342	0.1%
323	42 teachers trained on the whole school human rights approach	39	19,500,000	5,342	0.1%
324	13 school human rights clubs established, trained, and equipped with the basic information and tools.	13	26,000,000	7,123	0.1%
325	60 human rights Community and parents dialogue meetings held	36	14,400,000	3,945	0.1%
330	Promotion and protection of the rights of Children with disabilities		183,000,000	50,137	1.0%
331	Conduct community assessment of children with disabilities not in school	1	20,000,000	5,479	0.1%
332	Conduct annual screening to identify learners with special learning needs (hearing or vision) in schools	3	15,000,000	4,110	0.1%
333	Facilitate psychosocial support visits for children with disability and their caretakers	6	12,000,000	3,288	0.1%
334	Conduct sensitization and advocacy for stakeholder engagement and support by coalitions of CSOs to children with disabilities at community level	3	30,000,000	8,219	0.2%
335	Provide assistive technologies to school to support learners with assessed special needs	6	30,000,000	8,219	0.2%
336	Train teaching staff on disability inclusion in class and school activities according to the learners needs and abilities	66	33,000,000	9,041	0.2%
337	Sensitise families - parents and guardians of disabled children to acquire knowledge, skills, and attitudes to provide targeted care for children	2	40,000,000	10,959	0.2%
338	Monitor and track results of the interventions in promoting inclusive education of learners with special needs	3	3,000,000	822	0.0%
340	Schools and communities sensitized and supported to initiate and implement actions plans on promotion of gender equality and rights of girls to education.		76,400,000	20,932	0.4%
341	13 School and community Gender Promotion Action Plans Develop and implemented	13	15,600,000	4,274	0.1%

Code	Output/Activity	Units	Cost (UGX)	Cost (USD)	%
342	28 Senior Women and male teachers trained as gender focal point persons in school	28	14,000,000	3,836	0.1%
343	39 sensitization meetings for community leaders on gender equality and women empowerment conducted	39	23,400,000	6,411	0.1%
344	39 community and parents dialogue meetings on gender equality promotion held	39	23,400,000	6,411	0.1%
350	Schools and communities sensitized and supported to initiate and implement actions plans on promotion of environment, and climate change mitigation in schools and community level.		87,180,000	23,885	0.5%
351	Environmental sensitization meetings of the learners, communities and the relevant stakeholders conducted	25	22,500,000	6,164	0.1%
352	Environment screening and environmental social management plans for 6 project schools conducted	6	1,800,000	493	0.0%
353	6 school physical plans, constructions and landscaping inspected and audited for environment compliance	6	1,800,000	493	0.0%
354	6 tree nursery beds (one per school/community) established for demonstration & distribution to community	6	19,680,000	5,392	0.1%
355	Plant wood/fruit trees planted within available school land in 6 schools	6	1,800,000	493	0.0%
356	Procure tree seedlings for planting within school catchment communities	60,000	30,000,000	8,219	0.2%
357	School / community outreach programme (School distribute tree to community for plating in the lake buffer zones) plant tree near the lakeshores	6	4,800,000	1,315	0.0%
358	Facilitate Environment office to supervise, inspect & monitor environmental activities on quarterly basis.	24	4,800,000	1,315	0.0%
400	Capacity for district emergency response to mitigate impacts of COVID-19 disease pandemic on learners in schools and communities strengthened		975,300,000	267,205	5.1%
410	Support the District implement the Emergency Response Plan to COVID-19 in schools.		209,300,000	57,342	1.1%
411	School sensitization on SOPs for COVID-19 prevention, treatment and care conducted.	91	45,500,000	12,466	0.2%
412	Hand washing facilities with constant water supply and soap installed in all government schools	91	91,000,000	24,932	0.5%
413	Infra-red thermometers procured and provided to all schools.	91	72,800,000	19,945	0.4%
420	Support schools and education department to implement responses to mitigate the effects of COVID 19 school lockdown on teaching and learning		766,000,000	209,863	4.0%
421	Develop and implement a remote learning plans, including platforms and tools, targeting fishing communities in the district aligned to sector guidelines	2	200,000,000	54,795	1.1%
422	Mobilize and sensitise communities, families, and parents on their roles in implementing education response plan to the effects of Covid 19 on learners locked out of schools	3	183,000,000	50,137	1.0%
423	Train teachers on remote teaching (online-teaching and radio presentations) (remote teaching) and active-learning techniques to support learners	40	40,000,000	10,959	0.2%
424	Provide teaching and learning materials tailored to COVID-19 response plan for teaching and learning during school lockdown	1	100,000,000	27,397	0.5%
425	Conduct school outreach to train parents to support learning at home	3	105,000,000	28,767	0.6%
426	Partner with public broadcaster(s) to run remote learning on radio and TV	3	90,000,000	24,658	0.5%
427	Track and identify children not reporting back to school, including pregnant girls and address barriers to bring them back to school	6	18,000,000	4,932	0.1%
428	Monitor and track progress and performance of remote learning interventions at school-community interface level	6	30,000,000	8,219	0.2%

Code	Output/Activity	Units	Cost (UGX)	Cost (USD)	%
500	Project Coordination and Management, and Monitoring and Evaluation Strengthened to guide project strategy, operations, and learning		642,888,000	176,134	3.4%
510	Coordination and Management		33,600,000	9,205	0.2%
511	Programme Steering Committee held Biannually	6	24,000,000	6,575	0.1%
512	Biannual project work plans produced and reviewed by PSC	6	1,200,000	329	0.0%
513	Cumulative biannual project reports produced and reviewed by PSC	6	1,200,000	329	0.0%
514	Project quarterly reports produced and reviewed by district/PIMT	12	2,400,000	658	0.0%
515	Project quarterly plans produced and reviewed by district/PIMT	12	4,800,000	1,315	0.0%
520	Monitoring and Evaluation		609,288,000	166,928	3.2%
521	Project baseline data on key outcome indicators established (Indicators 01-07)	1	140,000,000	38,356	0.7%
522	Conduct National Assessments to update monitoring data on achievement in proficiency in literacy & numeracy (Outcome indicator 04)	3	150,000,000	41,096	0.8%
523	Tracking studies to update monitoring data on outcome indicator on transition rates conducted annually (Outcome indicator 02)	3	90,000,000	24,658	0.5%
524	Field monitoring missions conducted quarterly to assess project performance	36	72,000,000	19,726	0.4%
525	Cumulative biannual project monitoring reports produced and reviewed by PSC	6	3,000,000	822	0.0%
526	Quarterly project monitoring reports produced and reviewed by partners	12	6,000,000	1,644	0.0%
527	Project mid-term evaluation conducted	1	135,000,000	36,986	0.7%
528	Project Completion Report produced	1	13,288,000	3,641	0.1%
	Total Direct Contribution (90% of Iceland Grant)		18,980,000,000	5,200,000	100.0%
	<i>Total Direct Project Costs: (90% of Iceland Grant)</i>		<i>18,980,000,000</i>	<i>5,200,000</i>	<i>100.0%</i>
	<i>Provision for Programme Overhead Costs (10% Iceland Grant)</i>		<i>2,117,000,000</i>	<i>580,000</i>	
	<i>Total Contribution by GoI (82% of Total Project Budget)</i>		<i>21,097,000,000</i>	<i>5,780,000</i>	
	<i>GoU/NDLG Co-funding (Contribution in kind: Land +Wage Bill) - 18%</i>		<i>4,713,923,061</i>	<i>1,291,486</i>	
	Grand Total		25,810,923,061	7,071,489	

Annex 3: Logical Framework Planning Process Summary Report

The logical framework approach (or logframe) has been used to design the education project in line with the partners' policy guidelines. The underlying principles of the logframe include:

1. To develop projects based on a thorough understanding of the situation in which the interventions are planned.
2. To involve stakeholders in a participatory process of project design, implementation and monitoring and evaluation.
3. To develop a set of clear logical objectives that can realistically be achieved within a particular timeframe and allocated budget and which will make a significant and sustained contribution to a higher-level development objective.
4. To make explicit the cause and effect (means to ends) relationships and external factors (assumptions/risk) that underpin the project, and which must hold true if planned activities are going to lead to desired results and impacts.
5. To establish a monitoring and evaluation framework and system, including indicators that will show if the objectives have been achieved and provide information to support effective management and learning.

In line with the above principles, the logical framework planning process involved extensive consultations with a wide spectrum of stakeholders from central government, district local government, independent external consultants, civil society organisations, private sector, and the community. The process culminated into the stakeholders' planning meeting held at the district headquarters in December 2019. The process went through two main stages, the situation analysis and planning stages as elaborated below:

Stage 1: Situation Analysis:

First, there is a situation that the stakeholders wish to improve - the reasons or need for developing the projects. This situation is defined, to a significant extent, by the problems and visions of the stakeholder groups through a detailed and holistic situation analysis. This process involved collection of evidence based on education situation analysis, review, and analysis of relevant documents on education policies, programmes, projects and performance reports and education research finding, lessons learned from previous and ongoing education interventions, and consensus from consultations. This process was supported by independent external consultants.

- **Stakeholder analysis:** The purpose of this analysis was to identify the stakeholders in the problem situation and eventually identify the primary and secondary target beneficiaries. The analysis led to identification of the primary stakeholder group as learners whose interests would be prioritised. Other stakeholder groups were identified as teachers, parents and community, government, and local government with its development partners.
- **Problem analysis** (using problem tree tool): Purpose of problem analysis was to identify the problems and clarify the problem situation and drill down to the core problem to be addressed: The analysis identified the core problem to be addressed as *“low quality of basic education and poor learning outcomes in schools serving learners in fishing communities”*. The immediate causes and effects of the core problem were identified, and their casual linkages connected or highlighted (see illustration in table A3.1).

Table A3.1: Illustration of problem analysis and objectives analysis

PROBLEM ANALYSIS	OBJECTIVES ANALYSIS
<p style="text-align: center;">IMMEDIATE EFFECTS</p> <ul style="list-style-type: none"> - Low survival and completion rates in primary education. - Low mastery of basic skills appropriate for each grade in primary education. - Low academic performance in primary leaving examinations (PLE). - Low transition from primary to secondary schools. - Low survival and completion rates. - Low mastery of basic skills appropriate for each grade in secondary education. - Low academic performance in UCE exams at end of lower secondary education. - Gender disparities in secondary education outcomes. 	<p style="text-align: center;">IMMEDIATE RESULTS</p> <ul style="list-style-type: none"> - Increased survival and completion rates in primary education. - Increased mastery of basic skills appropriate for each grade in primary education. - Increased academic performance in primary leaving examinations (PLE). - Increased transition from primary to secondary schools - Increased survival and completion rates. - Increased mastery of basic skills appropriate for each grade in secondary education. - Increased academic performance in UCE exams at end of lower secondary education. - Improved gender parity index in secondary education outcomes.
<p style="text-align: center;">CORE PROBLEM</p> <p style="text-align: center;"><i>Low quality of basic education and learning outcomes in schools serving fishing communities in Namayingo District</i></p>	<p style="text-align: center;">IMMEDIATE OBJECTIVE</p> <p style="text-align: center;"><i>Improve quality of basic education and learning outcomes in schools serving fishing communities in Namayingo District</i></p>
<p style="text-align: center;">IMMEDIATE CAUSES</p> <ul style="list-style-type: none"> - Inadequate school infrastructure and facilities. - Inadequate capacity of school leaders and classroom teachers. - Inadequate learning and teaching materials. - Weaknesses in continuous assessment of learners. - Inadequate school inspection and support supervision. - Unmet health and nutrition need of learners. - Inadequate parents and community engagement and support. 	<p style="text-align: center;">DIRECT MEANS</p> <ul style="list-style-type: none"> - Develop education and school infrastructure and facilities. - Capacity building training of school managers and classroom teachers. - Provision of relevant and adequate learning and teaching materials. - Facilitate continuous assessment of learners. - Facilitate regular school inspection and support supervision. - Promote rights and needs of learners in health, feeding and nutrition, interest, and protection. - Sensitise parents/community to engage and support schools.

Stage 2: Planning

The understanding of the situation led to the design of the project as response to the identified problems. Building on the problem analysis, this stage involved the objectives analysis and strategy analysis.

- **Objectives analysis** (using objectives tree tool) involved transformation of the core problem into desired future situation as immediate objective, and transformation of immediate causes into means and immediate effects into ends.
- **Alternatives analysis:** This involved combining related or similar means into alternative strategies with causal links from inputs to activities and outputs processes leading to immediate objectives and ultimately development objectives.

Finally, the project design or plan is described by the hierarchy of objectives, also known as intervention logic, comprised of the following:

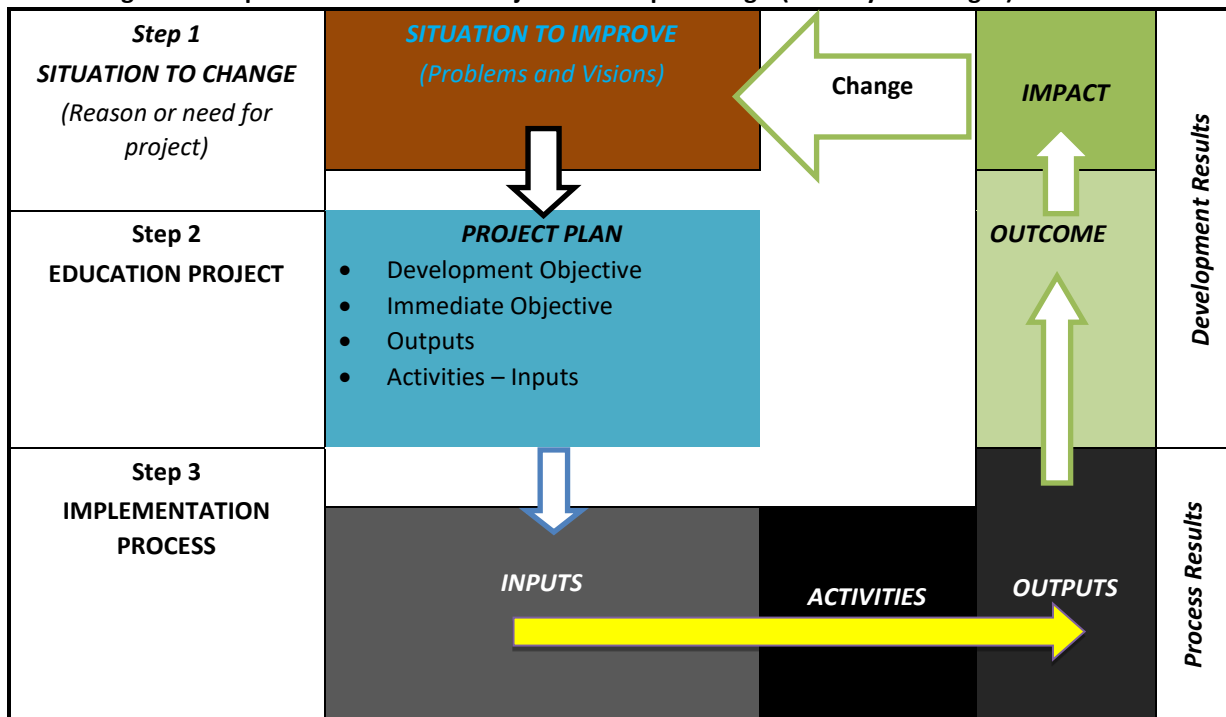
- ✓ The **Development Objective**: a summary of what in the long term the project is contributing towards – related to the impact on the results hierarchy.
- ✓ The **Immediate objective**: a summary statement of overall what the project should achieve given its timeframe and resources – related to the outcome on the results hierarchy.
- ✓ A set of **Outputs**: the main things that must be achieved or delivered (goods, services or simply products) for the project to realise its immediate objective or outcome.
- ✓ A set of **Activities**: what must actually be done for the outputs to be realized; and **inputs** - *human, financial, and material* resources, are required for the activities to be undertaken.

Project Make-up

The Education project strategy also referred to as the project intervention logic or logical framework therefore describes a set of logical objectives and processes that can realistically be achieved within a particular timeframe and allocated budget to make a significant and sustained contribution to higher level development objective (impact) and create change to a desired situation. The project make-up and logic are described in the following three steps (*see project make-up and logic in Annex3-Figure 1*):

- First, there is a situation that the stakeholders in the district wished to improve as the reasons or need for developing the project; this situation was defined, to a large extent, by the problems and visions of the stakeholder groups through the process situation analysis.
- Second, the understanding of the situation led to the design of the project as a response to the identified problems or needs; the project is described by the hierarchy of objectives comprised of development objective, immediate objective, outputs and activities and inputs.
- Third, the project will then be implemented according to the project plan involving a process of inputs being used to undertake activities that lead to outputs which lead to outcome and contribute to a set of impact that will improve the original situation or achieve the desired change.
- Besides, the project strategy makes explicit the cause and effect (means to ends) relationships and external factors (assumptions) that must hold true if planned activities are going to produce the outputs that lead to desired outcome and impact. The logframe also establishes a monitoring and evaluation framework, including objectively indicators, means of verification and information sources that will show if the objectives have been achieved and provide information to support effective management decision making and learning.

Annex 3 Figure 1: Simplified illustration of Project Make-Up and Logic (“Theory of Change”)



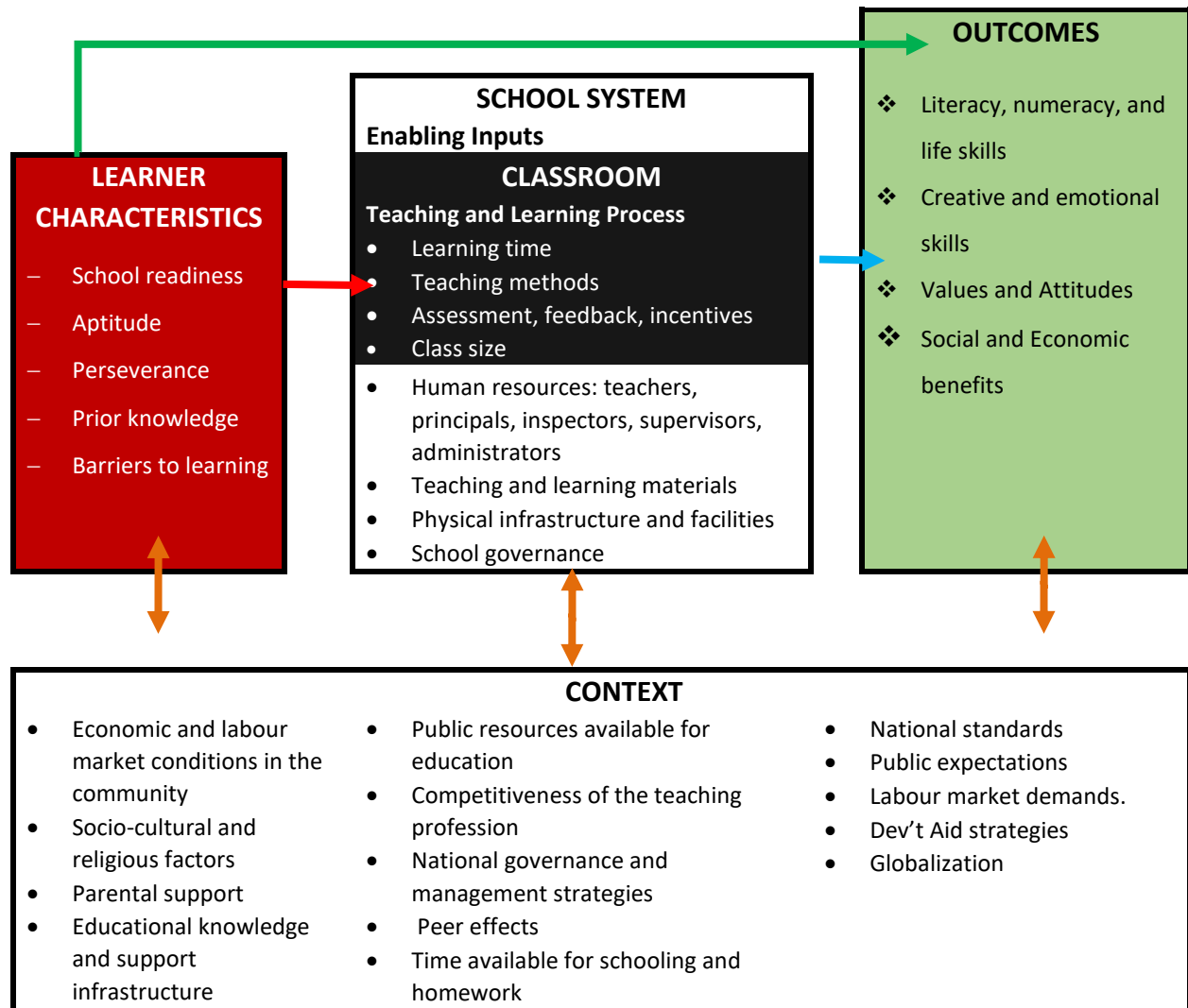
Annex 4: Theory of change and evidence on what works

The theory of change views the school as an open system (see the dimensions of the school system in the figure below).

- Learners prepared to learn and maintain regular attendance at school through promotion of their basic human rights to health and nutrition, gender equality and environment issues, and facilitation of the district response to mitigate the impacts of COVID-19 pandemic disease on learners in schools and in communities.
- Capacity building of school systems and learning process focusing on enhancing competency and effectiveness of teachers and school managers whose quality is assured by minimum standards for entry into the teaching profession, and benefit from in-service training and continuous professional development through training of teachers and head teachers.
- Facilitation of comprehensive continuous assessment of learners at school and district level.
- Development of adequate and quality infrastructure to create enabling learning environment in selected high impact schools leading to manageable class sizes and reduced overcrowding in classrooms and on use of other facilities like desks, toilet stances, urinals, washrooms, and handwashing facilities.
- Provision of relevant, adequate, and accessible teaching and learning materials, equipment, and facilities for use by teachers and learners to support learning, including textbooks in core subjects, equipment for co-curricular activities, teaching guides and other teaching aids, computers, and projectors.
- Facilitation to strengthening system wide support to schools, including parents and community engagement and support, district education department (office) regular school inspection and support supervision, and local government and national support in monitoring of learning outcomes in schools.

Translating these conditions into better outcomes for learners’ progression and learning requires a robust system for performance management. This includes routine monitoring and reporting of pupil and student learning and progression, school and district level assessment of learning achievements, and support from national assessments on progress of education. This system wide tracking and appraisal will not only enable benchmarking to national standards but also inform the structuring of incentives toward better performance by teachers and their managers at the school, education sector, and district local government level.

Figure: Dimensions of Framework for Quality Education (Systems Approach)



Evidence on what works to improve quality education and learning outcomes⁴⁰

The education project supports government priorities in education through interventions that are strongly aligned with global best practices and research evidence on what works, and the design is imbedded in the government strategy to prioritize learning and build a solid human capital foundation.

Pro-poor growth: Most authors find a positive correlation between the initial level of education (both quality and quantity) and the country’s subsequent economic growth. The correlation appears to be stronger in countries, in which the initial level of education is lowest indicating the crucial role of educational expenditures to generating economic growth in most poor countries. Regarding the impact

⁴⁰ KfW Entwicklungsbank, Sector and Policy Division Health, Education and Social Security/Sub-Saharan Africa: **Education and Pro-Poor Growth**, *How can education contribute to pro-poor growth? Policy implications for financial cooperation.* Editorial staff, (Author: Rainer Klump and Cesar A. Miralles Cabrera, Chair of Economic Development and Integration, Schumannstr. 60, 60325 Frankfurt am Main, Germany Frankfurt am Main, March 2007

of education on income-poverty, it was found that unequal educational distributions contribute to unequal income distributions, higher levels of human capital positively affect growth in the income of the poor, and measures of education, which do not control for education quality, are not found to be significantly correlated with growth in the income of the poor.

Sub-sectoral approaches: Overall, private returns to investments in education are higher than social returns, regardless of the level of education and income. Specifically, investments in education should be directed toward primary education, especially in low-and middle income countries, in which returns are the highest. On the one hand, public expenditures in education should be focused on general academic basic education (i.e. primary and secondary education) in which differences between private and social returns to investment in education (i.e. private minus social returns) are the lowest, and in which the poor benefit the most from utilizing the educational system. Regarding the provision of TVET, empirical evidence suggests that the private sector appears to be more efficient and dynamic (active in most relevant fields of training) than public institutions in most developing countries. Appropriately strengthened TVET can be a major source of necessary entrepreneurial skills for the most disadvantaged (i.e. the poor), skills that are necessary for generating self-employment and small enterprises in areas in which wage-labour is scarce.

Evidence in support of package of interventions

A vast body of research and accumulated practice and experience have demonstrated that the following packages of interventions improve learning outcomes in schools, and the education project draws from evidence of what works (Muvawala Joseph 2012; UNESCO 2004: GEM Report 2005):

- Learner prepared to learn and supported by parents and community and child friendly school environment.
- Teacher effectiveness is the most important school-related factor influencing student achievement; this entails enhancing teachers' subject knowledge and pedagogy skills, and capacity in using innovative teaching practices to facilitate student learning, and also places emphasis on effective teacher management and professional leadership.
- Learning results can be improved if there is an effective learner comprehensive continuous assessment system in place.
- The provisions of relevant and adequate learning materials, which are effectively used in classrooms and borrowed for home, improve learning outcomes, and supports teachers to improve learning process.
- Regular school inspection and support supervision by the district education office and other professional bodies.
- Investing in high-quality early grade learning can have a substantial and long-lasting impact on children's cognitive development, successful schooling, and future career.
- Finally, there is clear evidence that high quality infrastructure is associated with improving student attendance and better learning especially in areas where facilities are poor.

Annex 5: Basic statistics on Namayingo district Socio-Economic Indicators

Table A5.1: Key Indicators in Primary Schools in Namayingo DLG

S/n	Indicator	Status	Data Source	Year
1.0	Number of Government-Aided Primary Schools (Gov't PS)	84	NDLG ESAS*	2019
1.1	Number of Gov't PS fishing community (FC)	68	NDLG ESAS	2019
1.2	Number of Gov't PS in non-fishing communities (NFC)	16	NDLG ESAS	2019
1.3	Number of Gov't PS in Banda subcounty – FC	14	NDLG ESAS	2019
1.4	Number of Gov't PS in Buhemba subcounty – FC	10	NDLG ESAS	2019
1.5	Number of Gov't PS Buyinja subcounty - FC	12	NDLG ESAS	2019
1.6	Number of Gov't PS Bukana subcounty -FC	4	NDLG ESAS	2019
1.7	Number of Gov't PS Mutumba- subcounty - FC	13	NDLG ESAS	2019
1.8	Number of Gov't PS Sigulu subcounty - FC	9	NDLG ESAS	2019
1.9	Number of Gov't PS Lolwe subcounty - FC	6	NDLG ESAS	2019
1.10	Number of Gov't PS Namayingo T.C - NFC	5	NDLG ESAS	2019
1.11	Number of Gov't PS Buswale subcounty - NFC	11	NDLG ESAS	2019
2.0	Learners Achievements (Learning Outcomes) in Basic Skills in Numeracy and Literacy by Grade			
2.1	Masterly of proficiency in numeracy by P.3 pupils	41.2%	UNEB-NAPE	2018
2.2	Masterly of proficiency in numeracy by P.6 pupils	39.0%	UNEB-NAPE	2018
2.3	Masterly of proficiency in literacy in English by P.3	34.6%	UNEB-NAPE	2018
2.4	Masterly of proficiency in literacy in English by P.6	39.0%	UNEB-NAPE	2018
3.0	Completion Rate in Primary Education for Pupil Cohort of Pupils in Grade 1 in 2012 that were expected to complete Grade 7 in 2018			
3.1	District Completion rate based on data from 35 schools	26%	NDLG ESAS	2019
3.2	Of which boys completed	28%	NDLG ESAS	2019
3.3	Of which girls completed	24%	NDLG ESAS	2019
3.4	Completion rate based on data from 31 schools in FC	25%	NDLG ESAS	2019
3.5	Of which boys completed	27%	NDLG ESAS	2019
3.6	Of which girls completed	22%	NDLG ESAS	2019
3.7	Completion rate based on data from 4 schools in NFC	31%	NDLG ESAS	2019
3.8	Of which boys completed	29%	NDLG ESAS	2019
3.9	Of which girls completed	32%	NDLG ESAS	2019
3.10	Number of schools lacking data	49	NDLG ESAS	2019
4.0	Learners Attendance in Schools			
4.1	Overall attendance rate based on data from 31 schools	53%	NDLG ESAS	2019
4.2	School with lowest attendance rate	30%	NDLG ESAS	2019
4.3	School with highest attendance rate	94%	NDLG ESAS	2019
5.0	Teaching Resource Versus in Gov't Primary Schools			
5.1	Number of pupils enrolled in 80 schools with data	52,714	NDLG ESAS	2019
5.2	Number of teachers in 80 schools with data	758	NDLG ESAS	2019
5.3	Pupil teacher ratio (PTR)	70:1	NDLG ESAS	2019
5.4	National standard PTR	55:1	NDLG ESAS	2019
5.5	Teacher attendance for 46 schools with data	43%	NDLG ESAS	2019
6.0	School Infrastructure and Facilities			
6.1	Number of pupils enrolled in 80 schools with data	52,714	NDLG ESAS	2019
6.2	Number of classrooms in 80 schools with data	532	NDLG ESAS	2019
6.3	Pupil classroom ratio (PCR)	99:1	NDLG ESAS	2019
6.4	National Standard PCR	55:1	NDLG ESAS	2019
6.5	Number of 3-seater desks in 80 schools with data	10012	NDLG ESAS	2019

S/n	Indicator	Status	Data Source	Year
6.6	Pupil to desk ratio	5:1	NDLG ESAS	2019
6.7	Number of textbooks in 76 schools with data	55264	NDLG ESAS	2019
6.8	Average number for 4 core subjects	13816	NDLG ESAS	2019
6.9	Learners in 76 schools with data	51023	NDLG ESAS	2019
6.10	Pupil to textbook ratio per subject	4:1	NDLG ESAS	2019
7.0	WASH Facilities in schools			
7.1	Pupil latrine stance ratio	70:1	NDLG ESAS	2019
7.2	Of which ratio for boys	72:1	NDLG ESAS	2019
7.3	Of which for girls	67:1	NDLG ESAS	2019
7.4	Schools with hand washing facility at boys' latrines with water and soap	9/79	NDLG ESAS	2019
7.5	Schools with hand washing facility at boys' latrines with water only	8/79	NDLG ESAS	2019
7.6	Schools without hand washing facility at boys latrines	62/79	NDLG ESAS	2019
7.8	Schools with hand washing facility at girls' latrines with water and soap	9/79	NDLG ESAS	2019
7.9	Schools with hand washing facility at girls' latrines with water only	8/79	NDLG ESAS	2019
7.10	Schools without hand washing facility at girls' latrines	62/79	NDLG ESAS	2019
7.11	Schools with washrooms and rest rooms for girls	3/79	NDLG ESAS	2019
7.12	Schools with washrooms only	17/79	NDLG ESAS	2019
7.13	Schools with rest rooms only	2/79	NDLG ESAS	2019
7.14	Schools without washrooms and without restrooms	57/79	NDLG ESAS	2019
7.15	Schools with waste pit	71/79	NDLG ESAS	2019
7.16	Schools engaged in environmental activities	15/79	NDLG ESAS	2019
7.17	Schools with water source as borehole	43/79	NDLG ESAS	2019
7.18	Schools with water source as water tap	3/79	NDLG ESAS	2019
7.19	Schools with water source as water tank (rain)	6/79	NDLG ESAS	2019
7.20	Schools without a water source	27/79	NDLG ESAS	2019
7.21	Schools with water source within compound	62/79	NDLG ESAS	2019
7.22	Schools with water source within 100-200 metres	2/79	NDLG ESAS	2019
7.23	Schools with water source within 500 metres	5/79	NDLG ESAS	2019
7.24	Schools with water source within 1+km	10/79	NDLG ESAS	2019

NDLG ESAS* - Namayingo District Local Government (2019): Situation Analysis of the Education Sector in Namayingo District, Final Report, November 2021

Table A5.2: Key Indicators in Secondary Schools in Namayingo DLG⁴¹

Secondary School Education Indicator	Indicator in Year			
	2015	2016	2017	2018
A. Enrolment				
1. Boys	2193	2205	2201	2275
2. Girls	1001	1101	1009	1107
3. Gross enrolment ratio				
4. Net enrolment ratio				
5. Student School dropout rate (Overall)	1:5	1:5	1:5	1:5
6. Student School dropout rate (Boys)	1:4	1:4	1:4	1:4
7. Student School dropout rate (Girls)	1:6	1:6	1:6	1:6
8. S4 Completion rate				

⁴¹ See more details in: Namayingo District Local Government (2019); Situation Analysis of the Education Sector in Namayingo District, Final Report, November 2019

Secondary School Education Indicator	Indicator in Year			
	2015	2016	2017	2018
B. Transition and Examinations				
1. Proportion (%) of Students sitting UCE				
2. Proportion (%) of students passing in Divisions 1 – 4				
3. Proportion (%) of students in Division U (Failure rate)	12	11	13	11
4. Proportion (%) of students in Division X (Absenteeism rate)	10	10	12	10
5. Proportion (%) of students promoted to secondary	70	70	70	70
6. Proportion (%) of students promoted to Vocational	-	-	-	-
7. Student Attendance Rate	82	80	84	86
C. Adequacy of Human Resource				
1. Student–Teacher Ratio	1:61	1:67	1:67	1:60
2. Teacher Attendance Rate	80	81	81	89
3. Teacher Abscondment Rate	2	2	2	2
D. Adequacy of External Oversight				
1. Number of School Monitoring / Inspection Visits done	15	18	18	18
2. Proportion (%) of schools inspected at least once per term	100	100	100	100
3. Proportion of BOGs meeting at least once per term	100	100	100	100
E. Availability of Vital School Facilities				
1. Proportion (%) of USE schools with standard structures	80	80	85	90
2. Number of classrooms constructed	-	-	-	-
3. Number of rehabilitated secondary schools	-	-	-	-
4. Student-Classroom Ratio	1:46	1:46	1:46	1:46
5. Student-Textbook Ratio	-	-	-	-
6. Student-Desk Ratio	1:3	1:3	1:3	1:3
7. Proportion (%) of Students taking lunch at school	10	11	10	10
8. Proportion (%) of schools having standard sitting in classrooms	51	74	75	75
9. Proportion (%) of students sitting on the floor	0	0	0	0
10. Proportion (%) of schools with at least one library	40	40	40	40
11. Proportion (%) of schools with at least one multi-purpose science laboratory per school	60	60	60	60
12. Proportion (%) of schools with permanent accommodation for at least four (4) teachers	30	30	30	30
13. Proportion (%) of schools with school kitchens	30	30	30	30
14. Proportion (%) of schools with fences	80	80	80	80
15. Proportion (%) of schools with facilities for co-curricular activities like playground	60	60	60	60
F. Availability of Sanitation Facilities				
1. Student-Latrine stance Ratio (Boys)	1:60	1:60	1:50	1:60
2. Student-Latrine stance Ratio (Girls)	1:60	1:60	1:60	1:60
3. Proportion (%) of schools with water and soap at sanitation facilities – Boys	10	10	10	10
4. Proportion (%) of schools with water and soap at sanitation facilities – Girls	10	10	10	10
5. Proportion (%) of schools with girl-friendly facilities (i.e., washrooms and restrooms)	0	0	0	0
6. Proportion (%) of schools with clean and safe water sources	20	20	20	20

Table A5.3 Summary Data of Namayingo District Population (NPHC Results, 2014)

S/n	Indicator	NDLG	
		Population	Percentage
100	Population Structure of District		
110	Total Population	215,443	100%
111	Population (6-12 years attending school)	49,740	23%
112	Population below 15 years	113,874	53%
113	Population 15+ years	101,569	47%
114	Population under Below 18 (0-17 years)	125,588	58%
115	Population aged 13-18 years (Secondary Education)	30,535	14%
116	Population aged 18 -30 years Youth	43,164	20%
117	Population aged 0-30 years (children-youth bulge)	168,752	78%
200	Education Status of District Population		
210	Population 6-12 year (Primary school Age)	49740	100%
211	Population (6-12 years attending school)	43265	87%
212	Population (6-12 years not attending school)	6475	13%
220	Population 15+ years - Highest Education Status (All)	101569	100%
221	Never been to school	17000	17%
222	Completed primary education	59977	59%
223	Completed secondary education and above	24592	24%
230	Population 18+ years- Literacy Status/None (All)	87665	100%
231	Number literate	50414	58%
232	Number Not literate	37251	42%
300	Marriage Status and Childbearing among Female Children		
310	Marriage Status among children (10-17 years) – All	22080	100%
311	Ever married	1960	9%
312	Never Married	20120	91%
320	Childbearing Status among children 12-17 years – All	15648	100%
321	Ever gave birth	2048	13%
322	Never gave birth	13600	87%
400	Household Status of WASH Facilities		
410	Household Population Status of Drinking Water	42,942	100%
411	Protected source of drinking water	18,669	43%
412	Unprotected source of drinking water	24,273	57%
420	Household Population Status of Toilet Facility	42,942	100%
421	Improved toilet	6,120	14%
422	Unimproved toilet	27,578	64%
423	No toilet	9,244	22%
500	Working Status of Population		
510	Working Status of persons aged 15+ years	101,569	100%

S/n	Indicator	NDLG	
		Population	Percentage
511	Working	81,759	80%
512	Not working	19,810	20%
520	Working Status of persons aged 10-17 years	45,365	100%
521	Working	18,896	42%
522	Not working	26,469	58%
600	Orphanage and Disability Status of Population		
610	Orphanage Status (Below 18 years) - All	125,588	100%
611	Orphan	8,308	7%
612	Not Orphan	117,280	93%
620	Disability Status (2+ years) - All	196,742	100%
621	Have disability	30,575	16%
622	No disability	166,167	84%
630	Disability Status (2-17 years) – All	109,077	100%
631	Have disability	8,421	8%
632	No disability	100,656	92%
700	Households by main source of livelihood		
710	Number of households	42,942	100%
711	Subsistence farming	32,414	75%
712	Others	10,528	25%

Table A5.4 Namayingo District Population by Sub-county, Sex, and Density (NPHC Results, 2014)

Sub-county	Male	Female	Total	Sex Ratio	Land Area (Sq. Km)	Population Density
Banda	21,224	22,121	43,345	95.9	89.3	485
Buhemba	13,717	13,899	27,616	98.7	64.8	426
Bukana	4,332	4,206	8,538	103	7.1	1203
Buswale	13,199	13,563	26,762	97.3	94.8	282
Buyinja	10,740	11,682	22,422	91.9	61.5	365
Lolwe	6,313	5,877	12,190	107.4	26.6	458
Mutumba	20,789	21,551	42,340	96.5	100.2	423
Namayingo T.C	7,393	8,347	15,740	88.6	25.7	612
Sigulu Island	8,596	7,894	16,490	108.9	116.5	142
District	106,303	109,140	215,443	97.4	586.5	367

Table A5.5 Namayingo District Population by Subcounty and by Age Groups (NPHC Results, 2014)

Sub-County	Population Age Groups											
	0-4	0-8	0-17	6-12	13-18	18-30	14-64	60+	15-24	15-29	15-49	65+
Banda	8,315	14,817	26,016	10,443	6,697	8,229	20,620	1,706	8,294	10,693	9,229	1139
Bukana	1,704	2,916	4,789	1,892	1,062	1,728	4,084	216	1,476	2,066	1,877	126
Buhemba	5,780	10,123	16,830	6,820	3,804	5,330	12,681	829	5,025	6,663	5,676	539
Buswale	5,163	9,051	15,840	6,318	4,049	5,174	12,856	1,163	5,137	6,627	5,617	759
Buyinja	4,436	7,843	13,802	5,560	3,467	4,180	10,362	809	4,197	5,417	4,823	551
Lolwe	2,163	3,497	5,081	1,796	927	3,317	7,319	152	1,959	3,317	3,391	68
Mutumba	8,982	15,464	25,984	10,213	6,157	8,255	19,690	1,160	7,845	10,382	8,875	713
Namayingo T/C	2,899	5,127	9,017	3,571	2,432	3,402	7,762	485	3,229	4,222	3,670	323
Sigulu Island	3,010	4,988	8,229	3,127	1,940	3,549	8,350	351	2,937	4,177	3,735	214
District	42,452	73,826	125,588	49,740	30,535	43,164	103,724	6,871	40,099	53,564	46,893	4,432

Table A5.6 Namayingo District Population by Source of Drinking Water and Toilet Facility by Sub-County (NPHC Results, 2014)

Subcounty	Total Households	Source of drinking water		Toilet facility		
		Unprotected	Protected*	Improved Toilet**	Unimproved	No Toilet
Banda	8,057	5,681	2,376	819	6,007	1,231
Bukana	1,669	1,618	51	298	881	490
Buhemba	5,128	3,502	1,626	629	3,776	723
Buswale	5,273	1,523	3,750	705	3,764	804
Buyinja	4,089	581	3,508	671	2,985	433
Lolwe	3,984	2624	1,360	244	569	3171
Mutumba	7,775	5,333	2,442	1,208	5,644	923
Namayingo TC	3,185	735	2,450	725	2,309	151
Sigulu Island	3,782	2676	1,106	821	1,643	1318
District	42,942	24,273	18,669	6,120	27,578	9,244

*Protected water source includes piped water, borehole, protected well/spring, gravity flow and bottled water.

** Improved toilet facility includes flash toilet, VIP latrine, covered pit latrine with a slab, compost toilet that is not shared with other Households.

Table A5.7: Namayingo District Households by main source of livelihood by Sub-County (NPHC Results, 2014)

Subcounty	HH	Main Source of Livelihood		
		Subsistence Farming	Others	% Dependant on Subsistence Farming
Banda	8,057	6,981	1076	86.6
Bukana	1,669	1,064	605	63.8
Buhemba	5,128	4,544	584	88.6
Buswale	5,273	4876	397	92.5
Buyinja	4,089	3,664	425	89.6
Lolwe	3,984	501	3,483	12.6
Mutumba	7,775	6,197	1,578	79.7
Namayingo TC	3,185	2,119	1,066	66.5
Sigulu Is	3,782	2468	1,314	65.3
District	42,942	32,414	10,528	75.5

Table A5.8: Namayingo District Population Education characteristics of the population by age group and Sub-County (NPHC Results 2014)

Subcounty	Current Schooling status (6-12 years)		Highest grade completed (15+ years)				Literacy Status (18 + years)	
	Attending	Not attending	Never been to school	Primary	Secondary & above	Total	Literate	Not literate
Banda	8,853	1,590	3,770	11,771	4,768	20,309	9,300	7,927
Bukana Island	1,526	366	697	2,473	805	3,975	1,858	1,639
Buhemba	5,987	833	2,175	7,619	2,595	12,389	5,703	4,950
Buswale	5,380	938	2,406	7,550	2,768	12,724	6,057	4,819
Buyinja	4,955	605	1,890	5,628	2,640	10,158	4,846	3,744
Lolwe Islands	1,673	123	920	4,265	2,017	7,202	4,860	1,936
Mutumba	8,935	1278	2904	12,038	4,127	19,069	8,451	7,849
Namayingo TC	3,129	442	1,120	3,808	2,655	7,583	4,270	2,202
Sigulu Islands	2,827	300	1118	4,825	2,217	8,160	5,069	2,185
District	43,265	6,475	17,000	59,977	24,592	101,569	50,414	37,251

Table A5.9: Namayingo District Orphanhood and Disability Status by selected age groups and Sub-County (NPHC Results 2014)

S/C	Orphanhood Status (Below 18 yrs)		Disability (2+ Years)		Disability (2-17 Years)	
	Orphan	Non Orphan	Has Disability	No Disability	Has Disability	No Disability
Banda	1,900	24,116	7,064	33,067	2,027	20,877
Bukana	337	4452	1,748	5,887	485	3,653
Buhemba	1027	15,803	2,952	22,289	727	13,861
Buswale	917	14,923	2,611	22,089	505	13,319
Buyinja	767	13,035	2,745	17,833	750	11,238
Lolwe	360	4721	1,274	9,741	246	3,973
Mutumba	1,600	24,384	7,288	31,520	2,476	20,032
Namayingo T.C.	598	8419	1,968	12,403	497	7,402
Sigulu Island	802	7,427	2,925	11,338	708	6,301
District	8,308	117,280	30,575	166,167	8,421	100,656

Table A5.10. Namayingo District Marital and childbearing status among female children by age group and Sub-County (NPHC Results 2014)

Sub-county	Marital status (10-17 years)			Childbearing (12-17 years)		
	Ever married	Never Married	Total	Ever had birth	Never had birth	Total
Banda	421	4,333	4,754	394	2,990	3,384
Bukana	119	652	771	115	417	532
Buhemba	325	2,440	2,765	417	1,500	1,917
Buswale	264	2,616	2,880	210	1,818	2,028
Buyinja	188	2,413	2,601	172	1,686	1,858
Lolwe	105	537	642	74	379	453
Mutumba	356	4,122	4,478	436	2,723	3,159

Namayingo TC	80	1,733	1,813	112	1,208	1,320
Sigulu Island	102	1,274	1,376	118	879	997
District	1,960	20,120	22,080	2,048	13,600	15,648

Source: National Population and Housing Census 2014, Namayingo District

Table A5.11: Achievement of proficiency in Numeracy and Literacy by Learners in P 3 and P 6 for Uganda and Namayingo District (NAPE 2018 Report)⁴²

Grade	Uganda							Namayingo District					
	School Type	Numeracy			Literacy			Numeracy			Literacy		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Grade Three (P3)	All Schools	54.3	56.1	55.2	47.4	52.5	49.9	-	-	41.2	-	-	34.6
	Government	49.2	51.1	50.1	41.7	46.9	44.2	-	-	-	-	-	-
Grade Seven (P6)	All Schools	56.2	45.9	50.9	52.7	53.5	53.1	-	-	39.0	-	-	39.0
	Government	52.3	40.8	46.4	48	48.3	48.2	-	-	-	-	-	-

Annex 6: Cost estimation for interventions in target schools

Table A6.1: Infrastructure Needs Assessment for 6 Primary Schools in Namayingo District

S/n	Description of Requirements	Assessment Infrastructure Requirements Per School Versus BRMS Standards						
		Isinde	Bukewa	Buchumba	Busiro	Bumeru	Mutumba	TOTAL
Select High Impact Primary Schools								
Total learners enrolled in school		582	954	734	1020	1181	885	5356
Total current teachers deployed in school		10	11	10	10	8	11	60
A	Classroom requirements (PCR 55:1)							
A1	Classrooms needed to meet 100% BRMS	11	17	13	19	22	14	96
A2	Classrooms needed to meet 90% BRMS	10	15	12	17	20	13	87
A3	Existing new classrooms under construction (GoU-SFG)	2	0	0	0	0	0	2
A4	Existing classrooms planned for renovation	4	8	2	8	6	8	36
A5	Total existing classrooms (A3+A4) – (meeting 42% BRMS)	6	8	2	8	6	8	38
A6	New classrooms planned to reach 90% BRMS	4	7	10	9	14	5	49
A7	Unmet need (deficit) for classrooms to reach 100% BRMS (A1-A5-A6)	1	2	1	2	2	1	9
B	Staff House for Teacher Accommodation at school) (At least 4 teachers)							
B1	Staff house needed to accommodate all teachers at school (100%)	10	11	10	10	8	11	60
B2	Teachers to be accommodated in existing staff houses (3) to be renovated	4	2	0	0	2	0	8
B3	Teachers to be accommodated in planned staff houses (4) to be built	4	4	4	4	4	4	24
B4	Unmet (deficit) need for teacher accommodated at school	2	5	6	6	2	7	28
C	School Kitchen (One per school)							
C1	Kitchens required to achieve 100%	1	1	1	1	1	1	6

⁴²Data Sourced: UNEB-NAPE, Summary of 2018 NAPE Report (See reference in Annex 1)

C2	Existing kitchen facilities	0	0	0	0	0	0	0
C3	Kitchen facilities planned under project	1	1	1	1	1	1	6
C4	Unmet need (deficit)	0	0	0	0	0	0	0
D	Toilet facilities (VIP Latrine (1:40))							
D1	Toilet facility requirements (stances)	15	24	18	26	30	20	133
D2	Existing toilet facilities (stances)	5	5	5	10	5	10	40
D3	Toilet facilities planned under project (Stances)	10	20	15	15	25	10	95
D4	Unmet need (deficit) for latrine stances)	0	0	0	1	0	0	0

Annex 7: Government and Namayingo District Contribution to Education Project

A. Contribution in Kind (Wage Bill of LG Staff for Time Committed on Education Project)

Job Title	Salary Scale	Proportion of Time spent on Project	Month Wage Bill	Annual Wage Contribution
OFFICE OF CHIEF ADMINISTRATIVE OFFICER (CAO)				
Chief Administrative Officer	U1SE	0,2	2.369.300	5.686.320
Deputy Chief Administrative Officer	U1SE	0,2	2.231.341	5.355.218
Sub-total			4.600.641	11.041.538
ADMINISTRATION DEPARTMENT				
Principal Assistant Secretary	U2	0,1	1.282.315	1.538.778
Communication Officer	U4	0,2	601341	1.443.218
Principal Human Resources Officer	U2	0,2	1.282.315	3.077.556
Senior Assistant Secretary –Administration	U3	0,1	990.589	1.188.707
Information Officer	U4	0,2	601.341	1.443.218
Sub-total			4.757.901	8.691.478
FINANCE DEPARTMENT				
Chief Finance Officer	U1E	0,2	1.728.007	4.147.217
Senior Accountant	U3	0,5	1.018.077	6.108.462
Senior Finance Officer	U3	0,2	1.018.077	2.443.385
Sub-total			3.764.161	12.699.064
PLANNING UNIT				
District Planner	U1E	0,5	1.728.007	10.368.042
Senior Economist	U3	0,5	1.131.209	6.787.254
Statistician/ Planner	U4	0,5	2.200.000	13.200.000
Sub-total			5.059.216	30.355.296
PRODUCTION DEPARTMENT				
District production and Marketing Officer	U1E	0,1	2.700.000	3.240.000
Senior Fisheries Officer	U3	0,1	2.300.000	2.760.000
Sub-total			5.000.000	6.000.000
WORKS AND TECHNICAL SVICES DEPARTMENT				
District Head of Works/District Engineer	U1E	0,2	2.300.000	5.520.000
Superintendent of Works	U4	0,5	2.200.000	13.200.000
Senior Water Officer	U3	0,2	2.200.000	5.280.000
Coxswain (Boat Drivers)	U8	0,5	340.282	2.041.692
Sub-total			7.040.282	26.041.692
EDUCATION AND SPORTS DEPARTMENT				
District Education Officer	U1E	1	1.690.780	20.289.360
Senior Education Officer/Administration	U3	1	979.805	11.757.660
Senior Education Officer/Inspectorate	U3	1	990.589	11.887.068
Inspector of Schools	U4	1	985.891	11.830.692
Education Officer	U4	1	798.535	9.582.420
Primary school Teachers in six schools		1	104.062.532	1.248.750.385
Sub-total			109.508.132	1.314.097.585
COMMUNITY BASED SERVICES DEPARTMENT				
District Community Development Officer	U1E	0,2	1.690.780	4.057.872
Community Development Officers	U4L	0,2	781.743	1.876.183
Sub-total			2.472.523	5.934.055
NATURAL RESOURCES DEPARTMENT				

Job Title	Salary Scale	Proportion of Time spent on Project	Month Wage Bill	Annual Wage Contribution
Senior Environment Officer	U3	0,2	2.300.000	5.520.000
Physical Planner	U4	0,2	2.200.000	5.280.000
Forestry Officer	U4	0,2	2.200.000	5.280.000
Sub-total			6.700.000	16.080.000
INTERNAL AUDIT UNIT				
District Internal Auditor	U2	0,2	1.322.109	3.173.062
Internal Auditor	U4	0,2	909.244	2.182.186
Sub-total			2.231.353	5.355.247
DISTRICT HEALTH SERVICES				
District Health Officer	U1E	0,2	4.600.062	11.040.149
Ass. District Health Officer (Maternal Health)	U2	0,2	2.324.608	5.579.059
Ass. District Health Officer (Environmental Health)	U2	0,2	3.500.000	8.400.000
District Health Inspector	U3	0,2	2.300.000	5.520.000
Principal Health Inspector	U2	0,2	2.300.000	5.520.000
Sub-total			15.024.670	36.059.208
PROCUREMENT				
Senior Procurement	U3	0,2	990.589	2.377.414
Procurement	U4	0,2	876.222	2.102.933
Sub-total			1.866.811	4.480.346
SUB-COUNTY LOCAL GOVERNMENTS (7)				
Sub-county Chiefs – SAS	U3	0,2	923.017	2.215.241
Administrative Assistant	U7	0,2	723.868	1.737.283
Sub-total			1.646.885	3.952.524
Annual Total				1.476.307.687
Project Years				3
Total for 3 Years in UGX				4.428.923.061
Total for 3 Years in USD (Exchange Rate: 1 USD = 3650 UGX)				1.213,404

B. Contribution in Kind (Cost of Land Acquisition by Namayingo District Local Government)

Sub County	School	Acres	Unit Price	Unit Price
Buhemba	Isinde p/s	2	15.000.000	30.000.000
Buhemba	Bukewa p/s	4	15.000.000	60.000.000
Banda	Buchumba p/s	3	15.000.000	45.000.000
Banda	Busiro p/s	3	15.000.000	45.000.000
Mutumba	Bumeru p/s	4	15.000.000	60.000.000
Mutumba	Mutumba p/s	3	15.000.000	45.000.000
Total in UGX				285.000,000
Total in USD (Exchange Rate: 1 USD = 3750 UGX)				78,082

Summary Contribution by Government and Namayingo District

Grand total (Wage Bill+ Cost of Land Acquisition in Schools in UGX)	4.713.923,061
Grand total (Wage Bill+ Cost of Land Acquisition) in USD (Exchange Rate: 1 USD = 3650 UGX)	1.291,486

Annex 8: Structure Uganda of Education System/Pathways

Annex 8.1: Table on Uganda Education Pathways

Education level	Cycle	Award	Progress opportunities
Pre- Primary (<i>Basic Education</i> ⁴³)	2 Years	-	<ul style="list-style-type: none"> Primary Education
Primary Education (<i>Basic Education</i>)	7 Years	Primary Leaving Examination (PLE)	<ul style="list-style-type: none"> Lower Secondary (O' Level) Technical/Vocational schools
Lower Secondary (Ordinary Level) (<i>Basic Education</i>)	4 Years	Uganda Certificate of Education (UCE)	<ul style="list-style-type: none"> Higher Secondary (A' Level) Primary Teachers College Technical Institute Other Departmental Training Institutes.
Technical School (<i>Basic Education</i>)	3 Years	Uganda Junior Technical Certificate (UJTC)	<ul style="list-style-type: none"> Technical Institute
Higher Secondary (Advanced Level)	2 Years	Uganda Advanced Certificate of Education (UACE)	<ul style="list-style-type: none"> University Uganda College of Commerce National Teachers College Uganda Technical College Other Departmental Training Institutes
Primary Teachers College	2 Years	Teacher's Certificate Grade III	<ul style="list-style-type: none"> National Teachers College
Technical Institute	2 Years	Uganda Advanced Technical Certificate (UATC)	<ul style="list-style-type: none"> Uganda Technical College
Uganda College of Commerce	2 Years	Diploma	<ul style="list-style-type: none"> University
National Teachers College	2 Years	Diploma	<ul style="list-style-type: none"> University
Uganda Technical College	2 Years	Diploma	<ul style="list-style-type: none"> University
University	3-5 Years	Degree	<ul style="list-style-type: none"> Post Graduate Studies

Source: Ministry of Education and Sports (Government White Paper on Education, 1992).

Annex 9: List of Joint Technical Team for Preparation of Project Document

S/n	Name	Sex	Designation and Department	Organisation
1	Finnbogi Rútur Arnarson	M	Head of Cooperation (Project Document Editor)	Embassy
2	Edith Namayega	F	Chief Administrative Officer (Project Document Co-Editor)	NDLG
3	Ben Twikirize	M	Senior Programme Officer,	Embassy
4	Pius Ichariat	M	Senior Programme Officer,	Embassy
5	Samuel Lutwama	M	Senior Programme Officer,	Embassy
6	David Kireli	M	Engineer	MoES ⁴⁴
7	Alex Busagwa	M	District Natural Resources Officer, Natural Resource Department	NDLG
8	Auma Brenda	F	Physical Planner, Natural Resources Department	NDLG
9	Betty Mubiita Nandudu	F	District Community Development Officer, Community Based Services	NDLG
10	Christopher Mwandha	M	Senior Engineer (Water Office) - Works and Technical Services	NDLG
11	Geoffrey H. Ouma.	M	Senior Education Officer (Inspection), Education Department	NDLG
12	Godfrey Kirya	M	District Engineer - Works and Technical Services Department	NDLG

⁴³Basic Education as defined by Vision 2020 covers all the indicated levels. However, this project covers extensive support to six selected government aided primary schools, basic support to all government aided primary and secondary schools and planning for possible future support to technical and vocational education and training (TVET). Pre-primary Education will not be supported under the project.

⁴⁴The official from Ministry of Education and Sports participated in verification and validation of primary school infrastructure requirements for the ten selected schools.

13	Harriet Kakai	F	Senior Procurement Officer, Procurement and Disposal Unit	NDLG
14	Kaawo Kawere	M	District Education Officer, Education Department	NDLG
15	Moses M. Nasinyama	M	Senior Planner, District Planning Unit	NDLG
16	Patrick Magoola (Dr.)	M	District Health Officer, Health Services Department	NDLG
17	Steven Lumala	M	Senior Accountant, Finance Department	NDLG
18	Thomas Maloba	M	Education Officer (Inspection), Education Department	NDLG
19	Vincent Makali	M	Senior Education Officer (Administration), Education Department	NDLG

Annex 10: Project Monitoring and Evaluation (M&E) Framework

Indicator	Definition	Baseline	End 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) Involved: Education dept, and PIMT Support: Embassy SPO (M&E), Consultants & MDAs
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	
II-03.	Percentage of population reporting perceived improvements in living conditions			Project Survey Reports	Project survey	
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)	<i>Gross In-take ratio to grade one in primary education by sex</i>	#% ⁴⁵	#%	School registers or School census	Analysis of Secondary Data	As above
	<i>Boys</i>	#%	#%			
	<i>Girls</i>	#%	#%			
	<i>Gender Parity Index</i>	#%	#%			
	<i>Gross enrolment ratio in primary education by sex</i>	#%	#%	School registers or School census	Analysis of Secondary Data	As above
	<i>Boys</i>	#%	#%			
	<i>Girls</i>	#%	#%			
	<i>Gender Parity Index</i>	#%	#%			
	<i>Percentage of learners enrolled in grade one (P 1) surviving to P 5</i>	#%	#%	School registers or School census	Analysis of Secondary Data	As above
	<i>Boys</i>	#%	#%			
	<i>Girls</i>	#%	#%			
	<i>Gender Parity Index</i>	#%	#%			
	<i>Completion rate in primary education by learners</i>	#%	#%	UNEB PLE, Population Census Data	Analysis of Secondary Data	As above

⁴⁵The 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	End Target	Data Source	Methodology	Responsibility
	<i>Boys</i>	#%	#%			
	<i>Girls</i>	#%	#%			
	<i>Gender Parity Index</i>					
	<i>Out of school rate for primary school going population</i>	#%	#%	Primary school going age ratio, and net enrolment ratio	Analysis of Secondary Data	As above
	<i>Boys</i>	#%	#%			
	<i>Girls</i>	#%	#%			
	<i>GPI</i>					
	<i>Percentage of children over-age for grade in primary education</i>	#%	#	School registers or School census	Analysis of Secondary Data	As above
	<i>Boys</i>	#%	#%			
	<i>Girls</i>	#%	#%			
OI-02. Proficiency in literacy and numeracy in lower grades (P 3) and upper grades (P 6) (Aligned to SDG4 indicator 4.1.1)	<i>Gender Parity Index</i>					
	<i>% achieved proficiency in literacy in P 3</i>	34.6%	51%	NAPE reports	Facilitate UNEB	As above
	<i>Boys</i>	#%	51%			
	<i>Girls</i>	#%	51%			
	<i>Gender Parity Index</i>	#%	1			
	<i>% achieved proficiency in numeracy P 3</i>	41.2%	51%	NAPE reports	Facilitate UNEB	As above
	<i>Boys</i>	#%	51%			
	<i>Girls</i>	#%	51%			
	<i>Gender Parity Index</i>	#%	1			
	<i>% achieved proficiency in literacy in P 6</i>	39%		NAPE reports	Facilitate UNEB	As above
	<i>Boys</i>	#%	51%			
	<i>Girls</i>	#%	51%			
	<i>Gender Parity Index</i>	#%	1			
	<i>% achieved proficiency in numeracy P 6</i>	39%	51%	NAPE reports	Facilitate UNEB	
<i>Boys</i>	#%	51%				
<i>Girls</i>	#%	51%				
<i>Gender Parity Index</i>	#	1				
OI-03. Pass rates of learners in Primary leaving examinations (PLE) (Aligned to SDG4 indicator 4.1.1)	<i>% pass rate in division I</i>	3.4%	10%	PLE Results	Analysis of Secondary Data	As above
	<i>Boys</i>	#%	10%			
	<i>Girls</i>	#%	10%			
	<i>Gender Parity Index</i>	#%	1			
	<i>% pass rates in division I-III</i>	68%	75%		Ditto	As above

Indicator	Definition	Baseline	End Target	Data Source	Methodology	Responsibility
	Boys	#%	75%			
	Girls	#%	75%			
	Gender Parity Index	#	1			
	% pass rates in division I-IV	85%	90%		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 (c) Survival and completion rate in lower secondary education and UPPET by sex (Aligned to SDG4 indicators 4.1.3, 4.1.4, 4.1.5 and 4.1.6)	%Transition rate to S.I or BTJET 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	#% ⁴⁶	#%	School registers or School census	Analysis of Secondary Data	As above
	Boys	#%	#%			
	Girls	#%	#%			
	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	45	51%	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	

⁴⁶The 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	End Target	Data Source	Methodology	Responsibility
	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 mastery 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	2.1	5%	UCE Results	Ditto	DPU
Boys	#%	#%				
Girls	#%	#%				
Gender Parity Index	#%	#%				
OI-07 Efficiency and effectiveness indicators of enabling learning environment and capacity school systems and support systems. (Aligned to SDG4 indicator 4.1.1)	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)).					
	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 of schools/pupils with access to (Linked to SDG4 Indicator 4.a.1):					
	a) Electricity. b) Internet for pedagogical purposes.					
				Administrative Records & M&E reports	Routine data collection by sectors	PIMT

Indicator	Definition	Baseline	End Target	Data Source	Methodology	Responsibility
	<ul style="list-style-type: none"> 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) <i>Pupil to latrine stance ration (target 40:1)</i> <p>6. <i>Percentage of learners receiving any form of violence at school (Aligned to SDG4 indicator 4.a.2)</i></p> <p>7. <i>Percentage of learners feeding at school.</i></p> <p>8. <i>Percentage of learners, teachers and parents satisfied with school learning environment and facilities</i></p>					